

## CHAPTER IV

### FINDING AND ANALYSIS

This chapter answers three research questions. First, find out utterances that consist of power and solidarity between students-teacher in speaking class of ten grader of two schools in Surabaya. Second, the way of the power and solidarity implemented in the speaking class. The last, similarities and differences of the implementation of the power and solidarity in both schools. This finding and analysis through some steps. First is deciding the utterances that the teacher and students of two Muhammadiyah High Schools which consist of power and solidarity. Next step is framing the utterances that the teacher and students of two Senior High Schools which consist of power and solidarity by using IRF (Initiation-Response-Feedback) and turn-taking theory, followed by interpretation towards the phenomena that happen in two Senior High Schools which consist of power and solidarity (class situation). The last is summarizing the result of the analysis.

For the first step, analyzing kind of power and solidarity in the speaking class by using IRF. It is the *initiation*, *response*, and *feedback* both from student or teacher (Walsh 2006:5). So, in this analysis code “T” means the teacher and “S” means student to get finding and analysis. IRF 1 is the conversation that happened in SMA Muhammadiyah 7 and IRF 2 is the conversation that happened in SMA Muhammadiyah 2. In addition, it focuses in utterances that reflected about power and solidarity. It happens in classes observed during study from both school.

#### 4.1. Power and Solidarity

In the classrooms, there are conversations between the teacher and students. Both of teacher and students have relation. Therefore there are power and solidary that is reflected in utterances. However, teacher had power to control and constrain students and class situation (Fairclough 1989:43). On the other hand, the teacher

also had solidarity by giving chance to students in order to create harmony or closeness with students. It can be a joke or giving chance to opine (Brown and Gilman 1960:187). The following is power and solidarity found in the utterances of both students and the teacher from both schools. They are divided into some categories:

#### **4.1.1. Categories of Power and Solidarity in Utterances**

The teacher and students have power as participants of classroom discourse. In classroom, both of them have different behavior area of power and solidarity. Although, the teacher and students have power, they have limitation of it. Therefore the teacher and students also have solidarity in the class. According to some theories, power was divided into some categories; power as control, struggle, judgment, and silence (lack of power). On the other hand, solidarity was divided into two categories; solidarity as closeness and paying attention. And following categories and solidarity in utterances as follow:

##### **A. Power as Control**

One of power categories is power as control. The teacher and student have power to control all of things that happen while learning process in classroom (Fairclough 1989:43). So, these utterances are containing power as control.

#### **IRF 1**

- T** : Okay, I will divide you all into some groups. Now, mention one until four  
One...Two...Three...Four... **(I) Line 1**
- T** : Okay, one sit down here, two, three, and four <The teacher is pointing to some corners of the classroom>. Make sure this place will empty <sign to the center way of the classroom>  
One, two, three, four. You can take this chair (0.2) and the table too.

- Take this chair if you don't have it<The teacher controls the classroom> **(I) Line 2**
- T** : Okay, Finish? Your duty is you must make five sentences incausative form,in Indonesia. One group must make five sentences.in Indonesia then you give to second group, second group give to third, and third group give to fourth group. You understand? Now you have only three minutes to make Indonesian sentences or Indonesian from causative form. Start now! **(I) Line 3**
- S1** : Sir, passive or active? **(R)Line 4**
- T** : You can make passive or you can make active. It's up to you, is on you. You can make five sentences in active. You must combine, active and passive. **(F) Line 5**  
And write down (0.3) Write down! One group write one piece of paper (0.2) five sentence. Just piece of paper.

This dialogue happened when the teacher opened class and began for grouping students and divided places for those group in some corners of classroom to do assignment based on the topic. Then he explained detail about the assignment.

Firstly, the teacher initiated by giving assignment and began it to divide students to some groups so the teacher made good situation of class. In the utterance "I will divide you all into some groups" in line 1. In the words "I will" 'will' means the teacher decides his decision by that word without asking student's opinion. He makes fix decision by himself to do something. And also in the word "divide" automatically controlling students for grouping of assignment. Then, the teacher had competence to divide students into some groups to do the assignment. So, this phenomena describes controlling and constraining students for participating the class as one of teacher's power as control in the class. (Fairclough 1989:43)

The teacher's initiation was followed immediately by student's response clarifying the assignment by asking question "Sir, passive or active?" in line 4. The category of turn taking is interruption that given in the form of a direct question of student 1 who needs more detail information of the assignments and who assumed the speaking role before it has been relinquished by the teacher (Wiennmann 1927:9). The next utterance that seems to create similar phenomena is "One sit down here, two, three, and four. Make sure this place will empty" in line 2. The teacher managed the class by dividing places of group in some corners of classroom

to get the effective learning situation and also created some space in the sentence “Make sure this place will empty” by signing to the center way of classroom. So, this situation describes the teacher’s controlling and constraining students for participating the class as one of the teacher’s power as control. (Fairclough 1989:43). In the feedback, the teacher is more democratic by saying “You can make passive or you can make active. It’s up to you, is on you. You can make five sentences in active. You must combine, active and passive” in line 5. Then, it shows complete IRF concluding two initiations from the teacher, student’s response, and teacher’s feedback (Walsh 2006:5). The phenomena illustrated that the teacher practiced power as control to the student.

## IRF 2

- S1 & 2** : <student is answering> “How tsunami happen? Long answer the reason the tsunami is happening because of the ...come together because that is making earthquake” Number two “There is many victim on this disaster making ....” **(I) Line 1**
- T** : Sorry, can you repeat number two? I want Levy to answer **(R) Line 2**
- S2** : Two? “There is many...” **(R) Line 3**

This dialogue happened when student answered questions about descriptive sentence as initiation. They described two questions from the teacher about Tsunami, which is including how it happened and how was its effect. This utterance (Line 1) was presented in front of classroom. The teacher divided students into some groups that each group consists of two students. In a certain group the questions were answered by one student only, the other was in silence. So, the teacher asked the silent student in the group to answer and repeat number two by instructing “I want Levy to answer” (Line 2).

The teacher immediately responded by asking to answer number two of the questions in the utterance “Sorry, can you repeat number two? I want Levy to answer.” (Line 2). Specifically in words “Can you repeat number two?” means exactly commanded the student to repeat the answer. This sentence shows control

the participant of the classroom as the teacher's power (Fairclough 1989:43). Next in the words "I want" explains about herself, about the teacher. The teacher's command to Levy in utterance "Can you repeat number two" is interrogative request in turn taking, because the teacher didn't ask to students for agreement but immediately asked, chose and directed the student in the group to answer the question (Wienmann1927:9). This phenomena shows about controlling students in the classroom as one of the teacher's power (Fairclough 1989:43). From the utterances of the phenomena, it showed that the teacher practiced power as control to the student.

## B. Power as Struggle

The second power categories is power as struggle. The teacher and student have power which can be lower than students and it exercised only in social struggle in which it may be also can be lost (Fairclough 1989:43). So, these utterances are containing power as struggle.

### IRF 1

- T** :Okay, raise your text book! How many of you bring text book? Text Book. What is text book? Text book not note book. Text book. This one is text book <The teacher showing the book that she means>(I)  
**Line 1**
- S8** : Oh text book (R) **Line 2**
- S9** : My text book is gone, *aaaahhhhh*(R) **Line 3**
- S10** : My book is lost mam (R) **Line 4**
- T** : <The teacher is checking student's text book>*Sstttttt!* From thirty, from thirty five mines, one two three four thirty one it does still three students didn't bring. Two student are lost their book. *Nanti kalau ngasih nilai gimana?* (F) **Line 5**
- S10** : *Difoto copy* (R) **Line 6**
- T** : *Terus saya kasih nilai darimana?*(R) **Line 7**
- S9** : Why do you talking now? (R) **Line 8**
- T** : There is no such reason (0.5) Okay, *Sekali lagi. Kalau saya nuntut kalian banyak, kalian boleh protes. Berapa kali saya ngasih kalian tugas?* (F) **Line 9**
- S7** : Five, six, seven ... (R) **Line 10**

- T** : *Ngerjakannya disini kan?* **(R) Line 11**
- All S** : Yes <Answering together>**(R) Line 12**
- T** : *Bernilainya di sinikan?* **(R) Line 13**
- All S** : Yes <Answering together>**(R) Line 14**
- T** : *Kenapa yang ini belum selesai? Kenapa ada bukunya aja gak dibawa?* I know that you have a lot of homework at home. That's why that I never give you homework. The things is that even the task that you have to do at class, you don't even try to do it well, *bahkan saya nyuruh kerjakan di kelas aja kalian gak ngerjakan.* Okay, so we try to discuss this one. **(F) Line 15**

This dialogue happened when the teacher tried to check student's book by asking to raise their text books. The teacher did it because some students didn't focus while learning process. But students gave some unreasonable reason to the teacher. So, the teacher tried to remind her students about their compulsory assignment.

The teacher initiated by checking student's text book in order to know how many students who brought the text book in classroom in utterance "Raise your text book! How many of you bring text book?" (Line 1). Some of students responded by giving some reasons in the utterance "My text book is gone, *aaaahhhhh*" in line 3 and "My book is lost mam" in line 4. So, the teacher accounted in percentage and continued by asking to students about the problem if they didn't bring the text book by saying "From thirty, from thirty five mines, one two three four thirty one it does still three students didn't bring. Two student are lost their book. *Nanti kalau ngasih nilai gimana?*" in line 5. This utterance illustrates that the teacher disagree with the student's reason and the teacher's utterance means ignoring all reasons together. Her constant statement to the student's reason as one of interruption in turn taking (Raux2008:10). The student response by saying "*Difoto copy*" (The text book can be photo copied) showing the student's ignorance means that the teacher and student have different perception in the interaction. This phenomena assumes the different or varying degrees of intensity as one of the teacher's power as struggle (Orellana 1996 in Mendez and Garcia 2012:176). So, in the utterance "Why do you talking now?" in line 8 from student 9 showed student's power of struggle because the student disagree of what the teacher did (checked student's text book) or the

student assumed the different or varying degrees of intensity (Orellana 1996 in Mendez and Garcia 2012:176). So, in the utterance “...you don’t even try to do it well, *bahkan saya nyuruh kerjakan di kelas saja kalian gak ngerjakan...*” it illustrated the teacher explained that the students was lazy to do the assignment and it showed as teacher’s power in judgment, because the teacher immediately expressed the opinion (Wakslak 2014:6). Some of the phenomena illustrated that the teacher practiced power as struggle and power as judgment to the student. But some of the phenomena showed that the student practiced to the teacher.

## IRF 2

**T** : “The flood rarely happen because we like do reforestation” What Dinda, the reforestation means? Is this the antonym of the reforestation? Is this the antonym? No, what is... **(I) Line 1**

**S1** : *Itu kayak di gabung gitu yang reforestationnya digabung.* **(R) Line 2**

**T** : What it means in *Bahasa*? **(R) Line 3**

**S1** : Reboisasi **(R) Line 4**

**T** : And the reforestation mean? Grammatically, *sssttttt!* Grammatically this is correct. This is the clause. Because only can be followed by clause. This is grammatically correct.

Number two. The flood is happen because the river is too many trash. *Yang mana yang gak bener? This one? This one still correct. Biasanya,* generally after is, after to be is followed by a complete sentence, “The River is too many trash”. “..too many trash” *ini pengulangan kata, ini noun terusiniapa? kalau ini mungkin.* “Because there are too trash in the river”. <Teacher is correcting student’s answer> *Kalau gini lebih apa? enak didengar kan?* **(F) Line 5**

The conversation happened when the teacher checked and confirmed the student’s answer for giving example sentence of ‘because’ as the initiation in the utterance line 1. The utterance “Is this the antonym of the reforestation? Is this the antonym?” illustrates asking question to the student to enactive what the student means of the answer. Afterwards, the student responded “*Itu kayak di gabung gitu yang reforestationnya digabung*” (line 2) to explain what she means about the “reforestation” in her example sentence. It shows that the student tried to maintain the answer by repeating the word “*gabung*” by the word “*digabung*” to make convincing. So, the teacher immediately responded “What it means in *Bahasa*?” in

line 3 and the student clarified by saying “Reboisasi” in line 4. In this conversation specifically in the three utterance before, it shows the conflict of perception. The teacher’s power can be lower than students as the teacher’s power of struggle (Fairclough 1989:43) because the student has different opinion to take away fix decision by confirming the teacher’s question with detail explanation what the student means in the answer. So, in the utterance “Grammatically this is correct. This is clause. Because only can be followed by clause. This is grammatically correct” (line 5) showed the teacher’s power as judgment because the teacher expressed the opinion of the student’s answer of assignment. (Wakslak 2014:6). Then, the phenomena explicated that the teacher practiced power as struggle and power as judgment to the student.

### C. Power as Judgement

The other power categories is power as judgment. Power also associated with being judgmental while learning process by expressing the opinion. (Wakslak 2014:6). So, these utterances are containing power as judgment.

#### IRF 1

- T** : You still wrong **(R) Line 1**  
**S 27** : *Haaa?* **(R) Line 2**  
**T** : You still wrong. You know? “Her uncle, her uncle” if subject.” Her uncle” that is possessive or not? **(F) Line 3**  
**S 25** : Yes, possessive **(R) Line 4**  
**T** : “Her” *itu* possessive right? *Makanyaterusketambahan “s” gitu?* “have” *masakitu?* “Has”. The correct one is “has” not “have”. “Her uncle has me” *bukan* “have me” **(F) Line 5**

The conversation above happened when the teacher responded student’s answer by saying “You still wrong” (Line 1). In the utterance “You still wrong” in line 1 illustrate that the teacher expressed by giving different opinion and judge the student’s answer as the teacher’s power in judgment (Wakslak2014:6).



The student was shocked by his comment “*Haaa?*” as response. It illustrates as completion in turn taking (Wienmann1927:9) because it is the completion statement with no attempt which is being made by the students to continue. The teacher tried to explain why he commented that student’s answer still wrong in the utterance “You still wrong. You know? “Her uncle, her uncle” if subject.” Her uncle” that is possessive or not?” (Line 3) as teacher’s feedback. Specifically in the word “You know?” in line 3, it shows phrases which extending the utterance or conversation as buffers in turn taking (Wienmann1927:9). The students agreed with the utterance “Yes, possessive” (Line 4). Specifically in the word “yes” is turn taking that reinforces teacher’s utterance because it was word that provide feedback to the teacher and it showed agreement. So the teacher immediately added detail explanation to correct student’s answer in the utterance “ ‘Her’*itu* possessive right? *Makanya terus ketambahan ‘s’gitu?* ‘haves’ *masak gitu?* ‘Has’. The correct one is ‘has’ not ‘have’. ‘Her uncle has me’ *bukan* ‘have me’ ” (Line 5) as the teacher’s feedback. And this phenomena shows that the teacher correct the students answer immediately without asking other students and it illustrate the teacher’s power judgment (Wakslak2014:6) but in the word “*gitu*” and *masak gitu?* (Line 5) illustrated teacher’s solidarity as closeness. The teacher tried to make the student enjoy and created closeness while learning process (Sequeiros 1997 in Mendez and Garcia 2002:176). Those utterance in the situation explained that the teacher practiced power as judgment and solidarity as closeness to the students.

## IRF 2

- S1** : My name is Kanz Dary Raihan **(I) Line 1**  
**S2** : And my name is Muhammad Radifan Raihan, *loh ayo*. Number one. Analisis how tsunami happen? **(I) Line 2**  
**T** : Analyze <The teacher is correcting the pronunciation>**(R) Line 3**  
**S1** : <student is answering> “Tsunami happen there are many trash complicated” **(R) Line 4**  
**S2** : And number two, “what is the effect of tsunami? The effect is ....and many people died” **(R) Line 5**

This conversation happened when two students (in a group) tried to answer the teacher's question or assignment. While the students tried to answer with the utterance "And my name is Muhammad Radifan Raihan, lohayo. Number one. Analisis how tsunami happen?" (Line 2) especially focusing in the wrong pronounce in the word "Analisis", immediately it responded by the teacher to correct student's pronunciation by saying 'analyze' in line 3 as right pronunciation. This utterance is turn taking as interruption in turn taking theory (Wienmann 1927:9) because the teacher took the student's turn to before finishing or completing the answer. The word "Analisis" in line 2 directly corrected by the teacher with the utterance "Analyze" in line 3 as right pronounce. This phenomena shows power judgment because the teacher expressed her opinion to correct student's pronunciation directly, it happened without asking other students how the correct one was (Wakslak2014:6). The situation showed that the teacher practiced power as judgment to the student.

#### D. Silence (Lack of Power)

And the last of power categories is silence or lack of power. Shorter phrases in the end up may happen doing most talking as dominating conversation and sometimes it shows silence as way to indicate lack of understanding (Lozano 2009 in Mendez and Garcia 2012:176). So, these utterances are containing silence or lack of power.

#### IRF 1

- S7** : *Ditulis kan sir?* **(R) Line 1**  
**T** : No, by speaking not by writing (0.2). *Ssstttt, hello!* By speaking not by writing. So, you must read first by Indonesia. For the example, number one. "*Mereka disuruh datang di ulang tahun saya*" <The teacher repeats> "*Mereka disuruh datang keulang tahun saya*" **(R) Line 2**  
 <Students in discussing>  
**T** : Okey, for fourth group. Can you translate by Indonesia? "*Mereka disuruh datang ...*" "*Mereka disuruh datang di ulang tahun saya*". *Itu passive tapi bukan causative. Kalau causative, gini caranya*

*“Mereka menyuruh saya (0.2) atau mereka menyuruh ulang tahun saya datang ioleh .... hmmm? “Mereka menyuruh ulang tahun saya datang”, gitu caranya. “oleh (0.2) mereka”.*

Okay, translate! (0.3) Can you read? *“Mereka menyuruh ulang tahun saya datang oleh...” (F) Line 3*

**S4** : *“Saya” (R) Line 4*

**T** : *“Mereka”. (0.2) Okay, there is complicated? (R) Line 5*

This conversation began from the student asked question to the teacher to enactive assignment instruction as illustrated in line 1. The question was presented because the student did not understand and did not get well about the instruction of assignment. The students supposed that the assignment would present by writing. Therefore the teacher responded it by giving detail information of instruction with this utterance “No, by analis not by writing (0.2). *Ssstttt*, hello! By speaking not by writing. So, you must read first by Indonesia. For the example, number one *‘Mereka disuruh datang di ulang tahun saya’* <The teacher repeats> *‘Mereka disuruh datang keulang tahun saya’* (line 2). For the first response, the teacher tried to explain the detail instruction of assignment, but it was followed two seconds paused after the utterance “No, by speaking not by writing” because no one response, so the teacher tried to repeat his instruction by same utterance “Hello! By speaking not by writing” (Line 2) to enactive the student. Pausing around two seconds in this phenomena explains that the teacher’s power was lack and silence of students because the students was not understand what the teacher means of instruction. (Lozano 2009 in Mendez and Garcia 2012:176). But the utterance *“Itu passive tapi bukan causative. Kalau causative, gini caranya ‘.....’, gitu caranya”* (Line 3) showed as power in struggle because the teacher has different idea or opinion of student’s answer (Fairclough 1989:46). The phenomena illustrated that the teacher practiced silence (lack of power) and power as struggle to the students.

## IRF 2

**T** : *“She makes my birthday come by them” <The teacher is repeating student’s answer>.from fourth *eh* third group. Is it right? (0.4) Does it right? Is it right? (I) Line 1*

**S 19** : *Right, yes. Okay yes, hehehe<Laughing> (R) Line 2*

The dialogue happened when the class in discussing about student’s answer. The teacher repeated third group answer and asked to all students how the

answer was. Then, students responded it by answering together and the others were laughed.

The teacher initiate by discussing student's answer in the utterance "She makes my birthday come by them" <The teacher is repeating student's answer>.from fourth *eh* third group. Is it right? (0.4) Does it right? Is it right? (Line 1). Focusing in the words "Is it right? (0.4) Does it right? Is it right?" in line 1 shows about the repetition of question. First question in the words "Is it right?" was paused around four seconds for waiting student's response. But, there is not response from students and the teacher tried to ask for twice in the utterance "Does it right? Is it right?" after that. Pausing around four seconds and these repetition from the phenomena describes silence situation or lack of the teacher's power because the students still in confuse and tried to think how the answer was but the teacher maintain the conversation by that repetition to catch student's attention and provoked the student's response (Tannen1993: 178). The last, it responded together by the students with the utterance "Right, yes. Okay yes, *hehehe*" (Line 2). Specifically in the word "yes" illustrate reinforces in turn taking because it provides response or feedback to the teacher, but didn't necessary attempt to gain speaking role for the interactant emitting (Wienmann 1927:9). The situation illustrated that the teacher practiced silence (lack of power) to the student.

#### **E. Solidarity as Closeness**

Since the teacher has power on students to manage the class, the teacher also has solidarity on students for giving chance in class situation in order to make the teacher and students enjoy while learning process. One of solidarity categories is closeness. The teacher and student have solidarity as a sporadic, romantic and closeness between each other in the classroom (Sequeiros 1997 in Mendez and Garcia 2012: 176). So, these utterances are containing solidarity as closeness.

## IRF 1

- T** : Less one minute (0.2). You just make by Indonesian sentence (I)  
**Line 1**  
**S4** : Finish! (R) **Line 2**  
**S5** : *Ada rewardnya?* Hehehehe <Laughing>(R) **Line 3**  
**S4** : *Ada dong* (R) **Line 4**  
**T** : Of course you will get prize (F) **Line 5**  
**S4** : *Pizza, Mie Ayam?* (R) **Line 6**  
**S5** : *Mie Ayam? Pangsit?* (R) **Line 7**

This dialogue happened when the teacher initiated by reminding students to do assignment faster with the utterance “Less one minute (0.2). You just make by Indonesian sentence” (Line 1). The teacher gave the current time for doing assignment then he reminded the students in the last of timing with the utterance “Less one minute” especially the assignment is making ‘causative’ sentence in Indonesian. It would be easy for them to do assignment in Indonesian first. One of groups was finished and the student asked the teacher about the reward as illustrates in line 3, immediately the teacher responded by saying “Of course you will get prize” (Line 5) to convince them. So, student opine in the utterance “*Pizza, Mie Ayam?*” and *Pangsit?*” (Line 7). Two utterances (line 6 and 7) shows as jokes between students and the teacher. Focusing on the words “*Pizza, Mie Ayam, Pangsit?*” (Line 7), it illustrates that the students opined kinds of food as the reward to make jokes and enjoy while learning process. This phenomena shows about teacher and student’s solidarity as closeness between each other by that jokes to make enjoy in the classroom (Sequeiros1997 in Mendez and Garcia 2012: 176). From this phenomena, it showed that the teacher practiced solidarity as closeness to the students.

## IRF 2

- T** : That’s all? Only that, the effect of tsunami, I know you can mention more the effect of tsunami. Many people die, and then? (R) **Line 1**  
**S1** : *Rusak,* (R) **Line 2**

- T** : *Rusak itu apa? Rusak apa rusak nak? Hayooo* (R) **Line 3**
- S1 & 2** : *Hehehe*<Laughing>(R) **Line 4**
- T** : *Damage, broken Alam? What is alam? Nature. Kerusakan alam berarti apa? Natural damage. Okay. Sit down! Next come on.* (F) **Line 5**

This dialogue happened when the teacher responded student's answer of assignment. The teacher commended by saying "That's all? Only that, the effect of tsunami, I know you can mention more the effect of tsunami. Many people die, and then?" (Line 1). Focusing in the utterance "Only that?", "I know you can mention more the effect of tsunami" and "... and then?" showed that teacher tried to get student's response to answer more. The teacher tried to control the student to answer the question. Specifically in the word "I know", it shows as teacher's power of control (Fairclough 1989:46). The student responded with the answer "*Rusak*" in line 2 continued by the teacher who provoked student to answer in English by saying "*Rusakitu apa? Rusak apa rusak nak? Hayooo*". In the word "*Hayooo*" shows the teacher tried to make students closer to her and enjoy in learning. This situation explains solidarity as closeness that the teacher go open the interaction or conversation in order to change and close students (Yule 1983:3). But both of students just response by laughing because they didn't know. So, the teacher tried to give the right answer with helping students to translate one by one of word in the utterance "*Damage, broken Alam? What is alam? Nature. Kerusakan alam berarti apa? Natural damage. Okay. Sit down! Next come on*" (Line 5) as the teacher's feedback and interrogative request that the teacher's question specifically directed to the student (Wiennman 1927:9). This phenomena explained that the teacher practiced power as control and solidarity as closeness to the students.

#### **F. Solidarity as Paying Attention**

One of solidarity categories is paying attention. Students or the teacher can express their solidarity when they asked to pay attention for the explanation (Sequeiros 1997 in Mendez and Garcia 2012: 176). So, these utterances are containing solidarity as paying attention.

## IRF 1

**S 31** : “*Mereka menyuruh ...*” (I) **Line 1**

**T** : *Ssssstttt!* Who still laugh? Whose paper? Second? Aini, please listen or I will... (R) **Line 2**

The conversation above happened when student tried to present about the answer of assignment in the utterance line 1. Followed by the teacher's response by saying “*Ssssstttt!* Who still laugh? Whose paper? Second? Aini, please listen or I will.” (Line 2). In the word “*Ssssstttt!*” and utterance “Aini, please listen or I will..” illustrate interruption in turn taking theory (Wienmann 1927:9) because the teacher assume the speaking role before it has been finished by presenter (student). Also the utterance “Aini, please listen or I will..” means directed to Aini as one of student's name in the classroom. So specifically in words ‘please’ illustrates extremely asking to student, the word ‘listen’ describes the teacher's power for listening carefully to the student. Then, both of the words are asking or paying attention to the student. On the other hand, it is about interrupting students who didn't pay attention about their friend presentation. This phenomena describes that the teacher expresseed solidarity as paying attention beacuse he asked to pay attention from students to listen carefully what their friend presented (Sequeiros 1997 in Mendez and Garcia 2012: 176). On the other hand, in the word “I will..” as last utterance of line 2 as teacher's power of control because the teacher immediately said it without asking other students to opine (Fairclough 1989:43). The phenomena showed that the teacher practiced solidarity as paying attention and power as control to the students.

## IRF 2

**T** : Simple future. “The flood will be happen... if?” (I) **Line 1**

**S5** : “..... if we don't care” (R) **Line 2**

**T** : I have already told you there are several question that simple future with will. One of the function is for conditional sentence type one.

Can use “If” followed by clause and subject and then will and then verb one. For the example this one <The teacher is giving example> “If you, If talking, I will (05) I will give (0.2) more question. “If” because this clause. This one verb one. <The teacher is pointing to the word>*Ini namanya* conditional type one. *Kalau dibalik?* Yes, who can? “I will give more questions, comma (02). If talking” Who want trying more about this one? *Ssssstt!* **Line 3 (F)**

**T** : Class, class, listen! Fisrt, I never give you assignment right? I never give you homework I only give you memorizing vocabulary, and Second, I just ask you to make two sentences from because in future sentence for today. But what I get? None of you prepare it. It doesn’t mean you are understand or not. It’s not a problem if you are make a mistake or not. *Gak masalah kalimat itu salah. Kamu fikir ini kalimatnya benar semua? Kalau semua benar, gak usah ada pelajaran nak.* **(I) Line 4**

**S6** : Yesss<by laughing>**(R) Line 5**

This dialogue happened when class in discussing of example sentence. The teacher began to ask to repeat the complete answer in the utterance line 1 as initiation. And student answered the complete sentence in utterance “..... if we don’t care” (Line 2). So, the teacher explained with detail information in utterance line 3 as feedback. But the teacher initiate while explanation by saying “Class, class, listen! First, I never give you assignment right? I never give you homework I only give you memorizing vocabulary, and Second, I just ask you to make two sentences from because in future sentence for today. But what I get? None of you prepare it. It doesn’t mean you are understand or not. It’s not a problem if you are make a mistake or not. *Gak masalah kalimat itu salah. Kamu fikirin ikalimatnya benar semua? Kalau semua benar, gak usah ada pelajaran nak.*” (Line 3) as interruption (Raux 2008:10) because the teacher interrupt a system prompt of class situation. And focusing on word “*Ssssstt!*” (Line 3) illustrate the phrase of paying attention and the utterance “Class, class, listen!” illustrates repetition word to pay attention from all students in classroom to listen her explanation while learning. This situation describes solidarity as paying attention (Sequeiros 1997 in Mendez and Garcia 2012: 176) because the teacher asked her students to pay attention about the explanation while learning process in the classroom. On the other hand, in utterance “None of you prepare it. It doesn’t mean you are understand or not” illustrated the



teacher opined that the students did not prepare well while learning process. This situation imagined as teacher's power in judgment because the teacher exactly expressed the opinion to the students (Wakslak 2014:6). Then, the phenomena showed that the teacher practiced solidarity as paying attention and power as judgment to the students.

#### **4.2 Differences and similarities of the implementation of the power and solidarity in both schools**

From data of analysis, it was found 52 utterances that consist of power and solidarity between students-teacher in speaking class of ten grader of two schools in Surabaya formed in table. Specifically it was 19 utterances of power and 13 utterances of solidarity in School A (SMA Muhammadiyah 7). On the other hand, it was found 16 utterances of power and 4 utterances of solidarity in School B (SMA Muhammadiyah 2). This phenomena of utterances can be illustrated in some utterances that consist of power and solidarity in speaking class from both of schools. For example is teacher's power as judgment in school A. When the teacher checked the student's work and said "You still wrong" (IRF 1 in power as judgment). It illustrates that the teacher has power to judge and correct what the student's answer in assignment. This utterance also shows about teacher's explicitness while learning process. The teacher should manage the class as good as possible. Besides that, the utterance that consist of solidarity illustrated in the example. When the teacher tried to provoke the students to answer, the teacher said with the utterance "*Hayoo*" to create closeness with the students. It shows that the teacher would make the students enjoy in learning process.

The power and solidarity from both of schools were similar and sometimes were different. It was shown from field notes that the writer got while recording the conversation in classrooms. Some points illustrated in school A are the students interested with the duty or assignment that given from the teacher, the students

always asking what they did not understand and asking some vocabs that they did not know or difficult. For example is “Is it right. “I have them wash a dress” “*Saya menyuruh mereka mencuci baju*”, “I have them wash a dress”. Come on, don’t take too long. One, and the correct one is...?” and the student immediately answered “Not “them” but “they”. It was great answer, then the teacher said “Is it right? ‘I have them to wash a dress’ Okay, give applause for second group. <applauding> You are great. The example utterance shows that the students were active and participated well in learning process. Enthusiasm shown from the students while they gave applause to group that answered correctly. Furthermore the teacher was democratic when instructed for rolling the students assignment to their next group and check other group’s answer by the utterance “The third group please correct what the first group translated. Okay, correct it what they translate. And please for another, translate and correct another group. *Sstttt*, listen!” Cause the teacher was young and has a loud voice, it makes the students were spirit in the class.

Besides that, some points that illustrate in school B were some of the students who are in the corner of the classroom made noisy. Power stronger in this class. For example when the teacher said “I want Levy to answer” it shows about strong power. It seems that the teacher dominated the class because the teacher directly appointed Levy to answer the question without asking opinion to other students. So the teacher was angry to the students because some of the students did not appreciate while learning process. It shows from the utterances “*Ssssstt!* Class, class, listen! First, I never give you assignment right? I never give you homework I only give you memorizing vocabulary, and Second, I just ask you to make two sentences from because in future sentence for today. But what I get? None of you prepare it. It doesn’t mean you are understand or not. It’s not a problem if you are make a mistake or not. *Gak masalah kalimat itu salah. Kamu fikir ini kalimatnya benar semua? Kalau semua benar, gak usah ada pelajaran nak.* There is student was sleeping (in front of the teacher) while explanation about topic of lesson. The teacher very seldom to give chance to the students while learning process. The teacher’s voice was not clear then it makes students did not pay attention. However, both of school were using power and solidarity in speaking class whether from

teacher or students. It shows that both of teacher instructed students to do assignment in pairs or in group (not individual). So, the teachers checked and correct the student's work and tried to remember the students who did not appreciate in the class.

All the situation of analysis are natural by audio-visual recording while learning process of speaking class in both of schools. But it can be set up or maybe made for the research because the writer was inside the classroom while recording. In addition, the writer has to ask permission whether from the English teachers and its schools.