

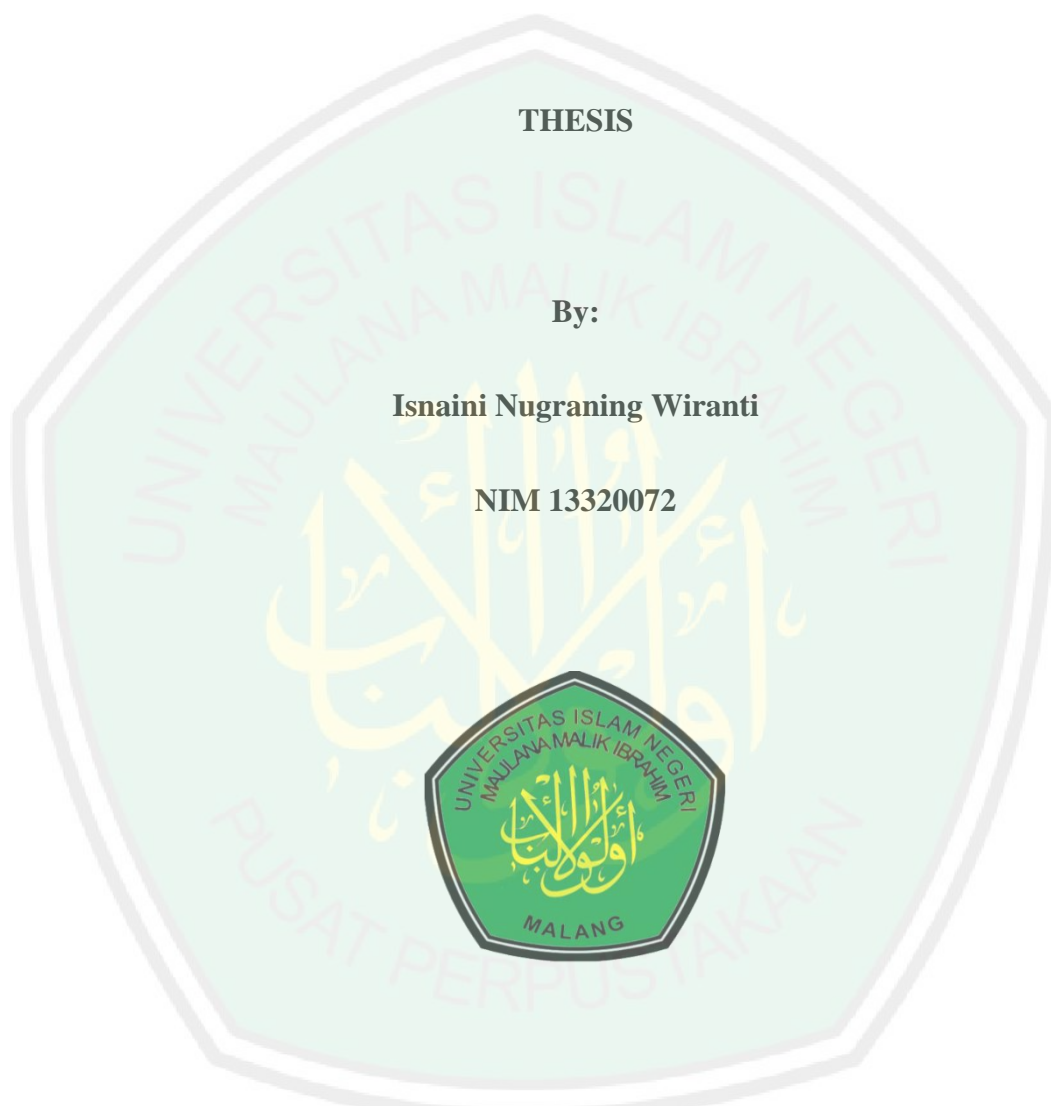
**THE REPRESENTATION OF POWER RELATIONS IN LECTURERS'
LANGUAGE STYLES**

THESIS

By:

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ENGLISH LETTERS DEPARTMENT

FACULTY OF HUMANITIES

UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM

MALANG

2017

**THE REPRESENTATION OF POWER RELATIONS IN LECTURERS’
LANGUAGE STYLES**

THESIS

Presented to

Universitas Islam Negeri Maulana Malik Ibrahim Malang

In partial fulfillment of the requirements

For the degree of *Sarjana Sastra (S.S)*

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Malang, 20 October 2017



Isnaini

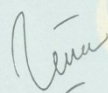
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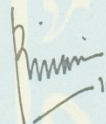
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MOTTO

You must do the thing you think you cannot do – Eleanor Roosevelt



DEDICATION

This thesis is proudly dedicated to:

My parents; Dwi Winarnengati & Bambang Yadi Subowo

Thanks for your love, affection, and prayers

My sister; Prataminengtyas Wiyadi Rahayu

My little brother; Agus Trihari Krismantara

Thank's for supporting and loving



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Bismillahirrohmanirrohiim

Praise and gratitude the writer sends up only to Allah SWT, who has given the mercy and blessing so that the writer is completely able to finish this thesis. Shalawat and salam are expected to be exerted to the lovely prophet Muhammad SAW, because of the divine gift of graced from Allah, I finally is able to finish this thesis entitled Power Relation on Lecturers' Language Styles as the requirement for the degree of S1 in English Letters Department, Faculty of Humanities, Universitas Islam Negeri Maulana Malik Ibrahim, Malang.

I realize that my thesis will never get success without any interference from other people surrounding make many valuables contribution in making this thesis.

1. I would like to thank to my advisor, Lina Hanifiyah, M.Pd., for her patience, critics, great attention, motivation, and suggestion for doing this thesis.
2. I would like to express my gratitude and big thanks to all of my lecturers in English Letters for being kind, patient, in leading me about introduction to linguistics, and literature, also all about language with invaluable knowledge inputs.
3. All of my family who always support, pray for my success.

Finally, I truly aware that this thesis still needs the criticism and suggestion from the readers in order to make it better.

Malang, 20 October 2017

Isnaini Nugraning Wiranti

ABSTRACT

Wiranti, Isnaini Nugraning. 2017. *The Representation of Power Relations in Lecturers' Language Styles*. Minor Thesis. English Letters Department. Faculty of Humanities. Universitas Islam Negeri Maulana Malik Ibrahim Malang.

Advisor : Lina Hanifiyah, M.Pd.

Key words: style, style-shifting, language style, power relations

Power is an ability to act, to control, and to influence someone's behavior. Power occurs among two parties, those are message sender and message receiver. Then, they formed a relation, that is called as power relations. In this research, the researcher examined lecturers' power relations. The researcher investigated the types of lecturers' power relations and how lecturers' power relations are represented in lecturers' language styles. As we know, no one speaks in the same way. It means that people have their own style. The different styles of language are caused by the social context in the social community. It is a group of people that share value, belief, etc. Based on the statement above, the researcher examined English Letters Department's lecturers' utterances. The reasons why the researcher chose English Letters Department's lecturers are their experiences in teaching and their method of teaching. Furthermore, the purpose of conducting this research is knowing how the pattern of power relations used by the lecturers on their language styles.

In conducting this research, the researcher used the qualitative method. The data were taken from the lecturers' utterances from 14th March until 26th April 2017. In addition, the data were analyzed by identifying, categorizing, analyzing, discussing, and making a conclusion. The first, for categorizing the types of power relations, the researcher used French & Raven theory. The second, the researcher used Keeraf theory to classify the types of language style. Third, the researcher investigated on how the lecturers' power relations are represented in lecturers' language styles.

The findings of this research showed that there are three types of lecturers' power relations such as; (1) Expert Power is used by the lecturers when they transmitted their knowledge, (2) Legitimate Power is used by the lecturers when they gave the students' instruction, (3) Referent Power is used by the lecturers when they care about their students. Those three types of power relations are found on three types of lecturers' language style, those are formal, informal, and colloquial.

ABSTRAK

Wiranti, Isnaini Nugraning. 2017. *Model Hubungan Kekuasaan Dosen pada Gaya Bahasa Dosen*. Skripsi. Sastra Inggris. Fakultas Humaniora. Universitas Islam Negeri Maulana Malik Ibrahim Malang.

Pembimbing : Lina Hanifiyah, M.Pd.

Kata kunci : gaya, variasi bahasa, gaya bahasa, hubungan kekuasaan

Kekuasaan adalah suatu kemampuan untuk melakukan tindakan, mengatur, dan mempengaruhi perilaku seseorang. Kekuasaan terjadi antara dua kelompok, yaitu pengirim perintah dan penerima pesan. Kemudian, mereka membentuk sebuah hubungan yang dinamakan hubungan kekuasaan. Pada penelitian ini, peneliti meneliti tentang hubungan kekuasaan para dosen. Peneliti meneliti tentang tipe-tipe hubungan kekuasaan dan bagaimana hubungan kekuasaan para dosen yang dilambangkan melalui gaya bahasa mereka. Seperti kita tahu, tidak ada seorang pun memiliki gaya bahasa yang sama. Hal itu membuktikan bahwa mereka memiliki gaya bahasa masing-masing. Perbedaan gaya bahasa dapat disebabkan karena faktor sosial dalam suatu komunitas. Dimana komunitas tersebut adalah suatu kelompok yang berbagi nilai, kepercayaan, dan lain-lain. Pada penelitian ini, peneliti meneliti ujaran-ujaran dosen Sastra Inggris. Adapun beberapa alasan yang melatarbelakangi peneliti untuk meneliti dosen-dosen Sastra Inggris, diantaranya pengalaman para dosen sebagai pengajar dengan menggunakan Bahasa Inggris dan pendekatan yang digunakan oleh para dosen tersebut. Tujuan untuk melaksanakan penelitian ini adalah untuk mengetahui pola hubungan kekuasaan yang digunakan oleh para dosen melalui gaya bahasa dosen.

Metode yang digunakan peneliti adalah kualitatif. Data diambil dari ujaran-ujaran dosen pada tanggal 14 Maret sampai 26 April 2017. Data-data tersebut diolah dengan cara mengidentifikasi, mengkategorikan, menganalisis, mendiskusikan, dan menyimpulkan. Teori pertama yang digunakan untuk mengkategorisasikan tipe-tipe hubungan kekuasaan adalah teori French dan Raven. Teori kedua yang digunakan peneliti untuk mengkategorisasikan tipe-tipe gaya bahasa adalah teori Keeraf. Ketiga, peneliti meneliti tentang bagaimana hubungan kekuasaan para dosen yang dilambangkan pada gaya bahasa mereka.

Hasil dari penelitian ini menunjukkan bahwa ada tiga tipe hubungan kekuasaan para dosen, diantaranya; (1) Kekuasaan ahli yang digunakan oleh para dosen ketika mereka menyampaikan pengetahuan, (2) Kekuasaan wewenang yang digunakan para dosen ketika mereka memberikan instruksi kepada murid-murid, (3) Kekuasaan referen yang digunakan para dosen ketika mereka memberikan perhatian kepada murid-murid. Dari ketiga tipe hubungan kekuasaan di atas dilambangkan pada gaya bahasa dosen yang bersifat formal, informal, dan bahasa sehari-hari.

ملخص البحث

ويرانتي، إثنين نوغرانينج. ٢٠١٧. التمثيل لعلاقات السلطة في أساليب لغة الأساتذة. البحث الجامعي. اللغة الإنجليزية وأدبها. كلية العلوم الإنسانية والثقافة. جامعة مولانا مالك إبراهيم مالانج.

المشرفة: لينا حنيفة الماجستير

الكلمات الأساسية: أسلوب، أسلوب اللغة، علاقات السلطة

السلطة هي القدرة على التصرف والسيطرة وتأثير السلوك لدى شخص ما. وتحدث السلطة بين فريقين، هما مرسل الرسالة ومرسل إليها. ثم شكلوا العلاقة أن تطلق عليها علاقات السلطة. وفي هذا المشروع العلمي، لقد قام الباحث بدراسة علاقات السلطة لدى الأساتذة من حيث أنواع علاقات السلطة وكيفية تلك العلاقات نظرا إلى أساليب وصياغات لغتهم. كما عرفنا أن لا أحد يتحدث بنفس الطريقة. وذلك يدل على أن كل شخص له أسلوبه الخاص في التكلم. ويقع الاختلاف في أساليب اللغة ناتجة عن السياق الاجتماعي في المجتمعات المحلية وهي مجموعة من الأشخاص التي تنقسم القيم والمعتقدات وغير ذلك. ومن ثم درس الباحث التعبيرات من أساتذة سلك الأدب الإنجليزي. وقد وقع اختيار الباحث على الأساتذة من هذا السلك لعدة أسباب منها تجاربهم ومناهجهم في تدريس اللغة الإنجليزية. فضلا عن ذلك، الغرض في إنجاز هذا البحث العلمي هو معرفة أنماط علاقات السلطة التي يستعملها الأساتذة بأساليب لغتهم ونطقهم.

يتركز هذا البحث على المنهج النوعي. أما المعطيات مأخوذة من تعابير ألقاها الأساتذة من تاريخ ١٤ مارس إلى ٢٦ أبريل ٢٠١٧. ثم جرت دراسة تلك البيانات بطريقة التحديد والتصنيف والتحليل والنقاش والاستنتاج. والنظرية الأولى التي يستخدمها الباحث لتصنيف أنواع علاقات السلطة هي نظرية French و Raven. ثم صنف أنواع أسلوب اللغة وصياغتها اعتمادا على نظرية Keeraf. وفي النظرية الأخيرة، قام الباحث بتحقيق حول كيفية علاقات السلطة الصادرة من الأساتذة نظرا إلى أساليب وصياغات لغتهم.

ويتم هذا البحث بنتائج تدل على أن هنالك ثلاثة أنواع علاقات السلطة من الأساتذة هي؛ (١) السلطة الإحصائية التي يستخدمها الأساتذة في نقل المعرفة والعلوم، (٢) السلطة المشروعة التي يعتمد عليها الأساتذة عند إعطاء تعليمات وتوجيهات للطلبة، (٣) السلطة المرجعية التي يستخدمها الأساتذة عند إيلاء الاهتمام للطلاب. فهذه الأنواع الثلاثة من علاقات السلطة مجازية بأسلوب اللغة العامية واللغة الشكلية وغير الشكلية.

TABLE OF CONTENTS

TITLE SHEET	i
STATEMENT OF AUTHENTICITY	ii
APPROVAL SHEET	iii
LEGITIMATION SHEET	iv
MOTTO	v
DEDICATION.....	vi
ACKNOWLEDGMENT	vii
ABSTRACT	viii
TABLE OF CONTENT.....	xi
LIST OF TABLES	xv
 CHAPTER I: INTRODUCTION	
1.1 Background of the Study.....	1
1.2 Problems of the Study	5
1.3 Objectives of the Study	5
1.4 Significance of the Study	5
1.5 Scope and Limitation	6
1.6 Research Method.....	8
1.6.1 Research Subject	8
1.6.2 Data Source	8
1.6.3 Research Instrument	9

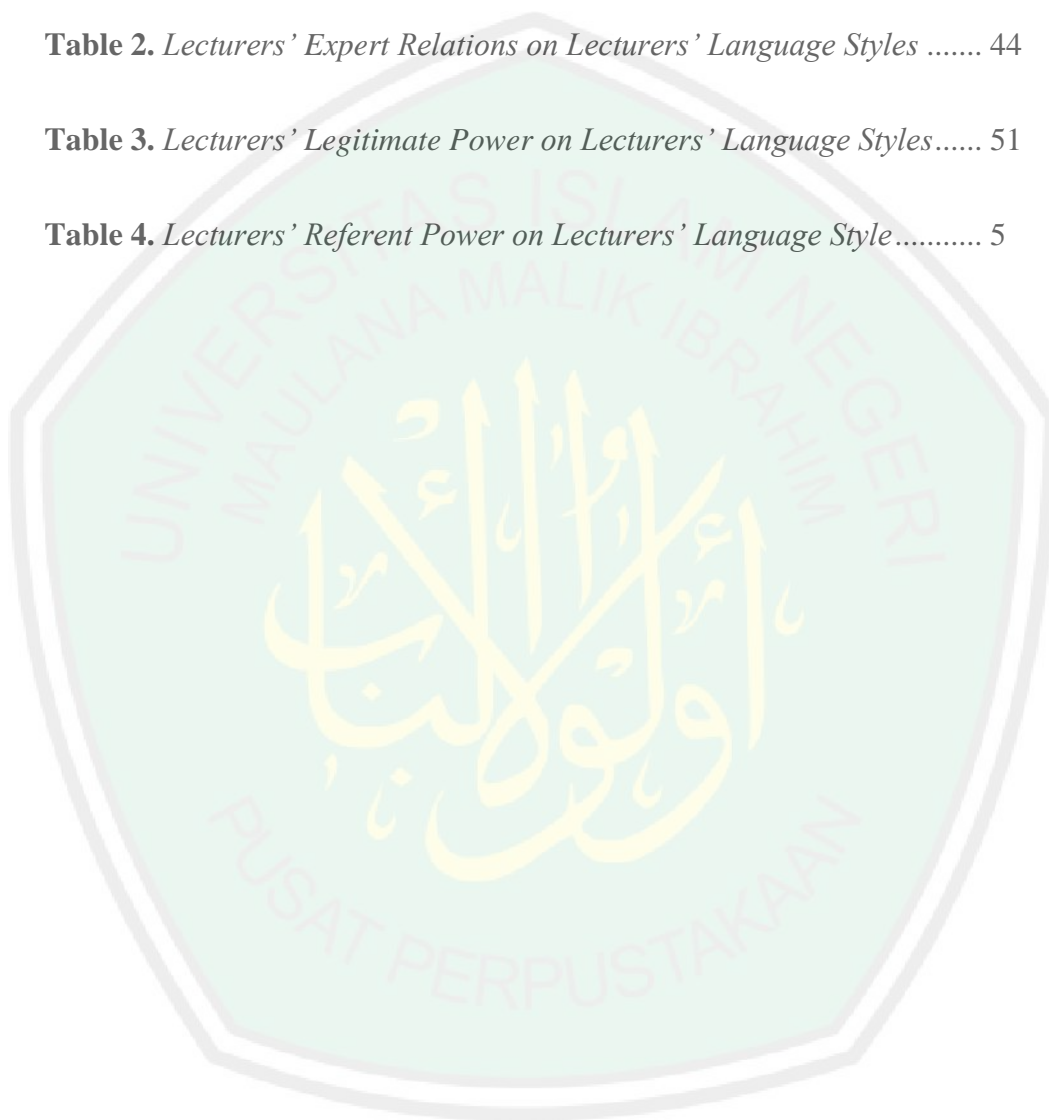
1.6.4 Data Collection.....	9
1.6.5 Data Analysis	9
1.7 Definition of Key Terms	10
CHAPTER II: REVIEW OF RELATED LITERATURE	
2.1 Speech Community.....	11
2.2 The Concept of Power.....	12
2.2.1 Five Bases of Power	12
2.2.1.1 Reward Power	13
2.2.1.2 Coercive Power	13
2.2.1.3 Legitimate Power.....	14
2.2.1.4 Referent Power	14
2.2.1.5 Expert Power	15
2.3 Language Style	16
2.3.1 Classification of Language Style.....	16
2.3.1.1 Formal Style	16
2.3.1.2 Informal Style	17
2.3.1.3 Colloquial Style	18
2.3.2 Language Style as Audience Design	18

2.4 Style-Shifting	20
2.5 Conversational Analysis	21
2.6 Gender and Age	22
2.7 Previous Studies	23
 CHAPTER III: FINDINGS AND DISCUSSIONS	
3.1 Findings.....	27
3.1.1 Types of Power Relations Used by Five Lecturers.....	27
3.1.1.1 Lecturers' Expert Power.....	28
3.1.1.2 Lecturers' Legitimate Power	36
3.1.1.3 Lecturers' Referent Power.....	42
3.1.2 Lecturers' Power Relations on Lecturers' Language Styles	43
3.1.2.1 Lecturers' Expert Power on Lecturers' Formal Style	44
3.1.2.2 Lecturers' Expert Power on Lecturers' Informal Style	48
3.1.2.3 Lecturers' Expert Power on Lecturers' Colloquial Style	50
3.1.3 Lecturers' Legitimate Power on Lecturers' Language Style	51
3.1.3.1 Lecturers' Legitimate Power on Lecturers' Informal Style	66
3.1.3.1 Lecturers' Legitimate Power on Lecturers' Colloquial Style ..	55
3.1.4 Lecturers' Referent Power on Lecturers' Language Style.....	58

3.1.4.1 Lecturers' Referent Power on Lecturers' Informal Style	59
3.2 Discussion	60
3.2.1 Lecturers' Expert Power	63
3.2.1.1 Lecturers' Expert Power on Informal Style	63
3.2.1.2 Lecturers' Expert Power on Lecturers' Colloquial Style	64
3.2.1.3 Lecturers' Expert Power on Lecturers' Formal Style	65
3.3.1 Lecturers' Legitimate Power.....	65
3.3.1.1 Lecturers' Legitimate Power on Lecturers' Colloquial Style ..	66
3.3.1.2 Lecturers' Legitimate Power on Lecturers' Informal Style	66
3.4.1 Lecturers' Referent Power	67
CHAPTER IV: CONCLUSION AND SUGGESTION	
4.1 Conclusion.....	69
4.2 Suggestion	70
REFERENCES	71
APPENDIXES	

LIST OF TABLES

Table 1. <i>Lecturers' Power Relations on Lecturers' Language Styles</i>	9
Table 2. <i>Lecturers' Expert Relations on Lecturers' Language Styles</i>	44
Table 3. <i>Lecturers' Legitimate Power on Lecturers' Language Styles</i>	51
Table 4. <i>Lecturers' Referent Power on Lecturers' Language Style</i>	5



CHAPTER I

INTRODUCTION

1.1 Background of Study

In daily life conversation, people never speak in the same way. Holmes (2013: 240) states that many factors may contribute in determining the degree of social distance or solidarity between people – relative age, gender, social roles, whether people work together, or are part of the same family, and so on. There are six factors that may affect the way an individual talk, such as audience, purpose, topic, mode, channel, and genre (Hymes on Coupland & Jaworski, 1997: 241). Moreover, whom the speaker talks to and how the situation is, and the context of a conversation among the speaker and the interlocutors can also differentiate the language style. In addition, style can control social interaction among the speaker and the interlocutors and give the message.

Meanwhile, the theory of language styles has been conducted by Keeraf (2002 in Fanan (2015: 19) based on the choice of words, he classifies styles into three types, such as formal, informal, and colloquial style. In addition, formal language does not use colloquialisms, contractions or first-person pronouns such as 'I' or 'We' (Formal and Informal Language, n.d.). In this case, language style can be seen from a person or group of people. The use of language style can be observed in the lecturers at the classroom interaction.

Foucault in Wong (2014: 4) sees that power is everywhere; not because it embraces everything, but because it comes from everywhere. Therefore, power can spread in every relation. For example, the relationship among the teacher and the students. Wong (2014: 11) states that the teacher-student power relations involve two parties: the teacher and the student(s). Besides, the teacher and the lecturer also have the similarity for controlling and managing in teaching and learning process. They have strong power to control and manage a classroom.

Furthermore, power and knowledge directly imply one another; that there is no power relation without the correlative constitution of a field of knowledge, nor any knowledge that does not presuppose and constitute at the same time power relations (Foucault 1977 in Pylypa: 23). Therefore, power and knowledge are related to each other. Knowledge can create power and power can also create knowledge. It means that knowledge is a power. The bases of power based on how it works in a relationship are divided into five types. French & Raven (1959 & 1974) states those types of the five bases of power, namely legitimate, referent, expert, reward, and coercive power.

In this case, Halliday in Muqit (2012: 557) states power relation can be expressed through some linguistics form called systematic functional linguistics (SFL). The researcher investigated the lecturers' power relations reflected in the use of pronouns and modal verbs on lecturers' utterances. Furthermore, the researcher observed the utterances of five lecturers' in English Letters Department because of several reasons.

First, the lecturers' experience in teaching English for about 2-18 years. The second is the approach in teaching, that is the lecturer-oriented approach. The lecturer-centered/content approach focuses on passing the knowledge from the lecturer to the student (Rashid & Farra, 2011: 380). Additionally, Confucius tradition in China says that the teacher must know all and present knowledge in class and the students are constrained to accept (Maftoon & Shakouri, 2012: 1212). It means the teacher and also the lecturer becomes a transmitter knowledge for their students. For that reason, the students will become a passive receiver.

Moreover, this topic is interesting to analyze because the researcher did not only classify the types of language styles but also looked at the use of the choice of words that represents lecturers' power relations. In addition, the researcher investigated the dictions that is used by the lecturers, such as the pronouns and modal verbs. For that reason, the researcher found the pattern of lecturers' power relations through the choice of words.

The related studies about language style have been conducted by several researchers. First, Fanan (2015) analyzed the types of language styles and how it is used by the members of Islamic Boarding School. He found formal style, informal style, consultative style and intimate style on Islamic Boarding School. Second, Haqqo (2016) analyzed the types of language styles and how it is used in Jakarta Post advertisement. She found soft-sell style, hard sell style and straightforward style on advertisements in Jakarta Post. Third, Manzila (2013) analyzed how the strategies of power and domination on lexical style used by the main character in "the Help" movie. She found the lexical styles used by the main

characters that represent domination, marginalization, and exploitation between dominant group and minority group. Fourth, Agustina & Cahyono (2016), they analyzed power exercised in lecturers' utterances. They found legitimate, referent, expert and reward power.

Those four previous studies above are different from this research in the terms of the subject, the form of data gathering, and the theory. For that reasons, the result of this research is different from those four previous studies. Moreover, the researcher will divide the explanation into three parts.

First, the subjects of this research are the lecturers in English Letters Department. The researcher took the data from the lecturers' utterances at Islamic University. On the contrary, this research is different from the first and the second previous studies. Fanan took his data collection from the members of Islamic Boarding School while Agustina & Cahyono took their data collection from the lecturers' utterances of State University.

Second, this research is different from the second previous study in terms of the form of types of language styles. Manzila conducted her research on the advertisement which is included in the written form of language style. Language style on written form pays more attention on the structure and cannot be changed by the situation. However, language style on oral form depends on the situation, context, who the addresses are and social context.

Third, this research is different from the four previous studies in terms of the theories that other researchers used. Fanan and Manzila used theories of language styles for categorizing the types of language styles. They did not related

it to the other theories. However, this researcher combined the theory of language styles and power relations.

In conclusion, from those three differences above, such as the difference of the subjects, the form of data gathering, and the theories gave different result from those previous studies above. Then, the researcher found the gap on this research through those three differences. After the researcher found the gap, the researcher generated the theory of language style because she combined the theory of language style and power relations.

1.2 Problems of the Study

Based on the background of the study above, this research is conducted to answer the following research problems:

1. what are the types of power relations used by the lecturers?
2. how does power relation represent in lecturers' language styles?

1.3 Objectives of The Study

Related to the research questions above, the objectives of the study are:

1. to find out the types of power relations used by the lecturers in the classroom interaction.
2. to describe how the power relation represented in the lecturers' language styles.

1.4 Significance of Study

The findings of the study are supposed to give both theoretical and practical contributions to the area of Sociolinguistics. Theoretically, this research provides the implementation of the theory on Sociolinguistics. Practically, this

research will provide empirical data about lecturers' language style in English Letters Department. To the lecturers' in English Letters Department, it is expected that this research can give information and knowledge about the use of choice of words in lecturers' language styles for representing lecturers' power relations at the classroom. Meanwhile, to the future researchers, it is also expected that this research can be a good reference for those who want to have the same research using different dimension of power relation and language style, such as identity or ideology or pragmatic.

1.5 Scope and Limitation

The scope of this research is discussing in power relations theory and Sociolinguistics field. The implementation of sociolinguistics field concerns on language styles theory. Furthermore, due to the limited time, the researcher did not analyze all lecturers in English Letters Department, but the researcher only chose some lecturers teaching content courses. For that reason, it focused on the lecturers as instructors.

1.6 Research Method

The researcher used qualitative description (QD). In addition, the purpose of the descriptive qualitative is describing and explaining something which cannot be measured with the quantity. For that reason, the researcher uses soft data for analyzing the data.

Moreover, "the goal of descriptive research is to describe a phenomenon and its characteristics. This research is more concerned with what rather than how or why something has happened" (Nassaji, 2015, p.129). Therefore, the researcher

takes some ways to analyze this research. The first step, the researcher found the previous studies that related to power, power relations, and the language styles. The second step, the researcher found the gap between the previous studies and this research. The third step that the researcher did was selecting the data.

The field of this research is Sociolinguistic and power relation. The researcher analyzed the power relation that is represented by the lecturers' language style. For Sociolinguistics field, the researcher defined the types of language style based on the formality level and choice of words.

1.6.1 Research Subject

The subject of this research is five lecturers in English Letters Department teaching content course, those are English Prose, Psycholinguistics, Introduction to Research Methodology, Stylistics, and Advanced Prose. The teachers who teach content course, they will become a center in a classroom. Therefore, there are several reasons why the researcher chooses those subjects.

First, the lecturers' experiences in teaching English are for about 2-18 years. Second, the approach in teaching content course is the lecturer-oriented approach. The lecturer centered/content approach focuses on passing the knowledge from the lecturer to the student (Rashid & Farra, 2011: 380). In addition, the lecturers explain the materials, ask questions, give the instructions, etc. Then, the students become passive receiver because they just follow the lecturers' saying. The third reason is the age due to the equality of man and woman. The age category of the lecturers is 30-50 years old, either male or female lecturers. Holmes (2013:179) states in the ages of 30-50 years old, people use

standard and prestige forms. In addition, standard form means that people use standard English form to talk and communicate with their interlocutors.

Additionally, people use prestige forms when they talk to older people.

1.6.2 Data Source

The data sources of this research are taken from the utterances of five English Letters Department's lecturers teaching the content course. The researcher investigated those five English Letters Department's lecturers for four meetings, but the researcher only analyzed one meeting for each lecturer's utterances. Moreover, the age of those five lecturers is 30-50 years old.

1.6.3 Research Instrument

The researcher is as non-participant observation observing the interaction among the lecturers and students. The researcher recorded the lecturers' utterances during classroom interaction. Then, the researcher wrote some notes in order to remember the context of the utterances and situations.

1.6.4 Data Collection

To obtain the data, the researcher did the following steps below:

1. firstly, the researcher did the observation as non-participants by recording the utterances during classroom interaction.
2. secondly, the researcher wrote some notes in order to remember the context of the utterances and situation.
3. last, the researcher made a transcription to identify the types of lecturers' utterances and investigated the lecturer-student power relation by listening the audio recording.

1.6.5 Data Analysis

After obtaining the data, the researcher did the following steps to answer the statement of problems. The first is filling the data to this following table:

Table 1. *Lecturers' Power Relations on Lecturers' Language Styles*

Lecturers' Names	Utterances	Code	Types of Power Relations	Types of Language Styles
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first, the researcher categorized the types of power relations based on French & Raven's theory. The researcher looked at the linguistics form to investigate power relation. Second, the researcher analyzed the types of language style by using Keeraf theory based on the choice of words. The sentence, diction, tone, distance are the elements for classifying language styles.

1.7 Definition of Key terms

Style : A way of using language.

(<https://en.oxforddictionaries.com/definition/style>)

Language style : Language style is the way of speaking/writing depending on circumstances of doing that, person (or people) to whom you are speaking or writing (Daniel L., 2017)

Style shifting : The alternation of one speech style with another in the context of the same communicative event, towards the same or another addressee, Selting (1983, as cited by Selting, 2010: 180)

Power Relations : Relationships in which one person has social-formative power over another, and is able to get the other person to do what they wish (whether by compelling obedience or in some less compulsive and even a more subtle way (Andrew Basden)



CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses the theories that are relevant to this research. Those are speech community, the concept of power, language styles, style-shifting, conversational analysis, gender and age, and previous studies.

2.1 Speech Community

Speech community focuses on a group of people that has homogeneous culture through their linguistics use. Additionally, speech community shares speakers' beliefs, politics, and social reality through linguistic analysis (Morgan, 2003: 4). In addition, Meyerhoff (2006: 35) states that speech communities variously defined into two, those are subjective and objective criteria. If a group of people shares belief and values, it is included in subjective criteria while objective criteria would group speakers together in a speech community if the distribution of a variable was consistent with respect to other factors (e.g style). For example, in a school community as reflected in classroom interaction. There are two parties of forming classroom interaction among the teacher and the students. Moreover, the teachers use standard English to communicate with their students. The teachers will use the appropriate language with their students' level. They become one speech community because of educational reasons. Therefore, as an educator, the teachers or the lecturers should know the language.

The example above shows that people may have more than one languages to communicate or interact with their interlocutors in one community. One community uses certain language and the other community use different language. That language indicates their social class in a community.

In sum, language is a tool to unite a group of people. They can share value, norms, culture, belief, etc through the language. Then, they form a speech community.

2.2 The Concept of Power

Power is very controversial concept because of its omnipresence, it changeability, its reversibility, and its instability (Botas, 2008: 20). The definition of power is an ability to control something. Foucault (1994:11) quoted by Botas, he emphasizes the relationship between power and desire to control another's behavior by saying that:

“in human relations, whenever they are – whether it be a question of communicating verbally .., or a question of a love relationship, an institutional or economic relationship – power is always present: it means the relationships in which one wishes to direct the behavior of another.”

In addition, Foucault (1980:51) connected both of power and knowledge. The connection of power and knowledge can be a vacuous circle; the more power, the more knowledge; the more knowledge, the more power.

2.2. 1 Five Bases of Power

The theory of bases of power by French and Raven (as cited by Agustina & Cahyono, 2016: 96) has divided into five types, such as reward, coercive,

legitimate, referent, and expert power. Those power relations are built through the relation between message sender and message receiver.

2.2.1.1 Reward Power

Reward power is the ability of message sender for giving a reward to the message receiver. The more valuable the reward, the greater the power. Rewards can include intangible things such as praise or honors as well as money, goods, and services. (<http://faculty.frostburg.edu/psyc/southerly/prism/jenny.htm>). For example, the lecturer will give A score to her or his students if they pass the examination. That reward in the form of the grades, prizes, praise, etc. An entire supporting vocabulary surrounding reward power has been developed including words such as stimulus, response, cueing, satiation, consequence, and schedules of reinforcement (Tauber, 2007: 41).

Reward Power can be gained from one's capacity to reward compliance. Reward power is used to support legitimate power. When someone is rewarded or might receive a potential reward such as through recognition, a good job assignment, a pay rise, or additional resources to complete a job, the employee may respond in kind by carrying through with orders, requests, and directions, according to Gibson et al. (1991:331).

2.2.1.2 Coercive Power

Coercive power is the ability of message sender for threatening to the message receiver that he or she does not follow the message sender's saying. Moreover, the punishment will be given for those who do not follow the speaker's saying. For example, the lecturer gives consequence to his or her student by

saying, “*Kamu sudah nggak masuk 3 kali pertemuan di kelas saya, and you know the consequence later*”. At this situation, the student feels threatened because of his lecturer’s consequence. The outward signs of the coercive power are the student’s inner anger, frustration, embarrassment, feelings of unworthiness, fear, and vindictiveness (Tauber, 2007: 41).

2.2.1.3 Legitimate Power

Legitimate power is the ability of message sender to control the message receiver. For instance, the message sender is the lecturer and the message receiver is the students. In this case, the legitimate power allows a teacher to give instruction to his or her students within classroom (Agustina & Cahyono, 2016: 96). The teacher or the lecturer’s instruction related to the authority. Students perceive that a teacher has the right to prescribe behavior (Tauber, 2007: 42). For that reason, the students respect their teachers’ position in the classroom. For example, the lecturer gives instruction to his or her students, “*I will give the copy and you have to read it at home*”. That utterance is one of the examples when the lecturer has the strong power to ask the students for doing something. Therefore, the teachers should be aware of their legitimate power—their legitimate authority—and use it to assert a leadership role in the classroom. (Tauber, 2007: 42).

2.2.1.4 Referent Power

Referent power refers to the interpersonal relationship among people. For example, the relations among the students and the lecturer at the classroom. The students respect and are attracted to the teacher personally. The greater the

attraction, the broader is the range of referent power (Tauber, 2007: 43). It brings the atmosphere of the warmth and there is also a closeness among those people. Tauber says that:

“those teachers who possess referent power care about their students, and they show it in their actions. They are fair in their dealings with students, sacrificing neither their own convictions nor the students’ rights. They do not solve problems for students but instead respect the students enough to take the posture of facilitator, leaving the responsibility for change with the students. They do more listening than talking. They communicate with students without seeing communication as a sign of weakness”,

The quotation above shows teachers’ referent power. The teachers heed their students. The teachers’ heedfulness is shown by their actions. They do more listening to their students. For example, the lecturer asks the student, *“Kemarin kenapa nggak masuk ke kelas saya? Katanya kamu sakit?”*.

2.2.1.5 Expert Power

Expert power refers to the someone who has an expert on the specific subject. Hawamdeh (2013:64) states that the effective teaching requires teachers to attain a high level of knowledge or expertise about the subject they teach as well as the ability to identify the scientific activities in a skillful manner that involves planning and preparation. People accept the influence of individuals who are recognized their expertise. Teachers are subject experts and their students accept their instruction

(<http://faculty.frostburg.edu/psyc/southerly/prism/jenny.htm>). With expert power, students perceive that the teacher has special knowledge or expertise; they respect the teacher professionally (Tauber, 2007: 43). For example, the

lecturer who has an expertise on a specific course in linguistics field and he or she knows the issue or phenomena related to the linguistics field.

2.3 Language Style

Style refers to ways of speaking. People do not always speak in the same way. Speech, like dress, varies with the situation, different situation calling for different styles (Chaika, 1982: 29). There are three factors that influence in the style of language, those are the medium, the domain, and the tenor. First, the medium is the language used in a spoken or written form. Second, the domain is the subject matter (literary, scientific, ironic) or the function of language such as teaching, law, and advertising. Third, the tenor is the relationship between the participants in the event (Stockwell, 2002) cited by Baha (2015: 148).

2.3.1 Classification of Language Style

Keeraf in Fanan (2015) divides three types of language style, those are formal, informal and colloquial.

2.3.1.1 Formal Style

The characteristics of formal style are: the sentence is relatively long. The amount of the long sentence contains thirty words or more (Rhetorical Devices, n.d.). The long sentence is very complex in structure, extensive used of parallel and periodic structure. In addition, the diction use is more conservative, extensive vocabulary, learned words, often abstract, and avoidance of construction. The tone used in personal, identified few references to the readers. Formal language does not use colloquialisms, contractions or first-person

pronouns such as 'I' or 'We' (Formal and Informal Language, n.d.). Moreover, the distance is considerable. For example: "Toyota's US sales bounced back in March as substantial discounts helped to win back customers who had been shaken by the firm's mass safety recalls".

Additionally, Marshall (2014) states the characteristics of formal style, those are conjunctions, complete sentences, precise vocabulary, complete responses, more noun, modality as modal verbs, does not chain clauses together.

2.3.1.2 Informal Style

The characteristics of informal style are: the sentence is medium length. The amount of the medium sentence contains fifteen and twenty words (Rhetorical Devices, n.d.). The medium sentence is frequently used in parallel and some periodic sentences. Additionally, there are also construction and some slangs. In addition, the diction range to the colloquial, but most popular from abstract to concrete diction, avoidance of construction. The tone ranges from personal to the interpersonal, usually addressed to the readers as "you" with the low intonation. In addition, the word "your", in informal, it can be *said before a typical example of something is given* (Cambridge dictionaries online, 2017) Moreover, the distance is moderate.

Additionally, informal style has special words, expression, verbal fillers and. For example, "Yeah", "Sure", "Good heavens!", "Thanks!", "You Know!", "Jolly good!", "Really?", "Come off it!", "Oh, no!", "Hey!", "Well" Cristal D., (1979 on Verbal fillers as typical features of conversational style, n.d. : 176). In addition, there are also verbal fillers like "er", "uh", "um", "mm",

“erm”, “a”, on (Verbal fillers as typical features of conversational style, n.d. : 172-175). In addition, there are also; elliptical sentences such as “*Didn’t know.*”, “*Sorry to have bothered you.*”, “*No, no; pleasure to see you*”; contracted forms like “*I’ll*” and of course the use of verbal fillers in the form of repetitions such as “*No, no.*”, “*I’ll see - I’ll see.*” on (Verbal fillers as typical features of conversational style, n.d.: 173).

Additionally, Marshall (2014) explains the characteristics of informal style. Those characteristics are discourse markers, grammatical ellipsis, vague vocabulary, shortened responses, more pronouns, modality as adjectives and adverbs, clauses chained together.

2.3.1.3 Colloquial style

The characteristics of colloquial style are popular words, morphologies and syntactic together with the form of colloquial. The sentence is more relax than formal style. It is construction and shortness forms of words. The short sentence contains five and ten words (Rhetorical Devices, n.d.). The sentence is suitable informal or familiar conversation.

From those theories above, language styles have many characteristics. Additionally, language styles are also influenced by many factors such as the addressee, the goals of the speaker, the topic, the relationship among interlocutors, the domain which represents topic, situation, and the speaker’s communicative goals (Fishman, 1964, 1968, 1972, 1991).

2.3.2 Language Style as Audience Design

Bell (1984: 179) provides a theoretical account of the reasons why speakers change the way when they are talking, it depends on the situation and context. Bell (1984: 162) invented the concept 'audience design' within two meanings was called convergence and divergence. First, convergence is the speakers try to fit more closely to their hearers. Second, divergence is the speakers try to emphasize the difference between themselves and their addressees.

Additionally, Edwards (1998 as cited in Baha, 2014: 149) studied a group of children who diverge from expected norms by using their variety of (Black) English in the classroom. He noticed two reasons for this divergence. One is the children tend to show solidarity with the black group. The other is to show the distance from and exclusion of the out-group.

Besides, Bell (1984: 159) has distinguished the audience design of language style, those are addressees, auditors, overhearers, and eavesdroppers. In addition, an addressee is a person who is addressed by the speakers. the audience is the second person. The third person is someone who may be present, the auditors are known and ratified interlocutors within the group. Third parties whom the speaker knows to be there, but who are not ratified as part of the group, are overhearers. And other parties whose presence the speaker not even know about are eavesdroppers.

Next, he claimed that speakers will attune their style of speech less to auditors, overhearers, and eavesdroppers. The reason for this is the speakers' relationship with them is more attuned and speakers have less clear relational

goals. Moreover, the speaker might be more ignorant of what kind of people is listening.

2.4 Style-Shifting

Meyerhoff (as cited in Baha, 2014: 150) outlined that style-shifting is ‘variation in an individual speech correlating with differences in addresses, social context, personal goals or extremely imposed tasks’. He added that people take more or less attention to their speech when they are engaged in different kinds of verbal tasks. Moreover, speakers might have an audience in mind, so they design their styles to suit them. Even different linguistic styles will have different personality.

Besides, The Labovian view of style shifting is that formality- informality can be considered as linear continuum reflecting the amount of attention that speakers give to their speech. As formality increases, the frequency of occurrence of some non-linguistic features decreases Labov (1972 as cited in Bell, 1984: 151). However, Romaine (2000: 77) outlined the assessment of formality and informality context pays more attention to whom that the speaker talks to.

Furthermore, Bell proposed that style shifting happens primarily in response to the speakers’ audience rather than to the amount of attention or other factors. The response is the primary mode of style shifting and style is the responsive phenomenon. Brown and Levinson (1987) on Baha (2014: 149) argued that style may shift due to politeness strategies. Hence not all audience members are equally important, the speaker can rank their roles according to whether or not they are known, ratified, or directly addressed by him. That means that the

distance of the hearer plays a major role in any style. Therefore, Bell (1984: 166) outlined the style is social and marks interpersonal and intergroup relations'. A particular style is represented by a particular group and they bring the association.

Besides, the definition of style-shifting above, there are also several factors that influence style-shifting, those are the differences of addressing people, the related topic of the conversation, the audience or interlocutors, the social context and the social class which plays a major role in style shifting. For example, Coupland (as cited in Baha, 2014: 149), in a study about travel agents, found that the travel agent shifted her style significantly between work-related topics and other topics.

2.5 Conversational Analysis

Conversation analysis is an approach that investigates social interaction in conversation. The aim of conversation analysis is to determine how participants in a natural conversation understand and respond to one another. It means that there is an interaction among the speaker and the interlocutor. There are three basic features shared by CA studies: (1) they focus on action, (2) the structures of which they seek to explicate, and thereby (3) they investigate the achievement of intersubjective understanding.

First, CA focuses on the action that is turn-taking. The ways in which the participants of interaction manage their relation to the utterances through gaze and body posture referring to the action. Second, the human social action is thoroughly structured and organized. In pursuing their goals, the actors have to orient themselves to rules and structures that make their actions possible. Third,

talk and interaction are examined as a site where intersubjective understanding concerning the participants' intentions, their state of knowledge, their relation, and their stance towards the talked-about objects is created, maintained, and negotiated (Heritage & Atkinson 1984: 11)

2.6 Gender and Age

Gender and sex are related each other. Gender is deviation of a person based on the behavior. On the contrary, sex is a difference of person due to person's physical appearance. The differences between the way males and females speak are long restricted to grammatical features, such as the differences between masculine and feminine morphology in many languages (Spolsky, 1998: 34). A number of sociolinguistic studies have found that women tend to use higher-status variants more frequently than man (Romaine, 2000: 78). Therefore, gender differences in language reflect someone's social status or power differences.

In addition, if a community is very hierarchical, the level of the hierarchy of men are more powerful than women. Then, linguistic differences between the speech of women and men may be just one dimension of more extensive differences reflecting the social hierarchy as a whole (Holmes, 2013: 162).

Women tend to use more of standard form than men do, while men use more of the vernacular forms than women do (Holmes, 2013: 163).

In addition, there are some reasons why women have more standard form. First, women appeal to social class and its related status for an explanation. Second, the more standard form refers to women's role in society. Third, the

more standard form shows women's status as a subordinate group. Fourth, the more standard form has the function of speech in expressing gender identity, and especially masculinity.

In terms of the physical appearance, the differences between women and men are in the pitch of their voice due to the puberty. It is only part of the reason for gender differences in voice pitch and also influenced by social and cultural factors (Holmes, 2013: 175). Other factors are the differences of age and some linguistic features, such as vocabulary, pronunciation, and grammar. Based on the ages of 30 and 50 years old, people use standard and prestige forms (Holmes, 2013:179).

2.7 Previous Studies

The first related studies about language style have been conducted by Fanan (2015) which described the types of language style found on the member of Abu Hurairah Dormitory Sunan Drajat Islamic Boarding School Paciran Lamongan. He founds formal, informal, consultative, intimate style by using Keeraf and Joos' theories. In his research, he just classified the types of language style based on the level of formality and the choice of words.

The second previous study is about Language Style in the Jakarta Post Advertisement conducted by Haqqo (2016). She used Well's theory due to sentence structures. Well's theory is divided into several types, those are; a) hard sell style, b) soft sell style, c) drama and lecture style, d) straightforward, e) demonstrations, f) comparison, g) problem solution, h) spokesperson. She only found three types of language style from Well's theory, those are a hard sell, soft

sell, straightforward style. Hard sell style's function is to give the readers information about product features, benefits, and facilities. Soft sell style's function is to describe something using emotional information intended to create a response based on feeling and attitude. Straightforward is showing what the applicant has to do without giving the dramatic statement of the product. Problem solution is illustrating the message or idea by offering some solution. Wells (1995: 435) quoted by (Haqqo, 2016), the language in advertisement has a creative concept to present a message to the reader or the audience. The advertisement is a tool of selling a product. It should offer an object using many styles of language to get success in the business aspect.

The third previous study has been conducted by Manzila (2013) about Power and Domination on Utterances used by the Main Character of the Help Movie. She found the word of selection which has a certain meaning and purposely, then it represents the power and domination of superior group to a minority group by using Teun A. Van Dijk theory. The basic elements of knowing the strategy of power and domination viewed by lexical style applied in a discourse, those elements are action, context, history, power, and ideology.

The fourth previous study has been conducted by Agustina & Cahyono (2016). They found commanding utterances directly (face-threatening) and indirectly (face-saving) exercising legitimate power. They found three types of power relations, those are a referent, expert, and reward power. The first, referent power was found when the lecturers ask for help to the students. The second, expert power was found when the lecturers deliver the materials. The

third, reward power was found explicitly on lecturers' utterances. They did not find the coercive power. In sum, Agustina & Cahyono related the politeness with power relation on EFL classroom interaction.

This research is different from those previous studies above, in the terms of the subject. The subject of this research is English Letters Department's lecturers. While the others previous studies, the subject are movie, members of Islamic boarding school, newspaper.

In addition, the theory that the researcher used in this research is different from others previous studies. On the contrary, the first previous study's theories for categorizing language styles, Fanan, he used Martin Joos and Keeraf theories but this research only used Keeraf theories. Fanan did not combine theory of language style with other theories. He just categorized the types of language style. However, this research is not only categorized the types of language style, but this research also analyzed the types of power relations. Then, the researcher connected how power relation represented in language style.

In addition, language style that the researcher used in this research is taken from oral form. In contrast with the second previous study, Haqqo took the data from written form for analyzing language style. She applied the language style's theory which is used in advertisement.

Besides, this research also has the difference from the third previous studies in terms of subject. Manzila analyzed power and domination on lexical style which is represented on the movie. However, the researcher did not use movie as the subject.

Furthermore, this research is different from the fourth previous study. Agustina & Cahyono combined theory of politeness and power relations, but this research did not relate to politeness. The researcher combined theory of power relations and language styles.

In contrast, this research also has similarity of those previous studies, in terms of the theory. For categorizing the types of language style and power relation, this research has the same theories like the first and fourth previous studies.



CHAPTER III

FINDINGS AND DISCUSSION

This chapter consists of the elaboration in the research findings and discussion. There are two sections in this chapter. First, the research finding is to explain the data gathering. Second, the discussion based on the analysis of the data finding is to answer the research question.

3.1 Findings

This section explains the findings of the data. The data analysis of this research deals with the lecturers' power relations represented in lecturers' language styles. Moreover, the findings are formed in some excerpts for the type of lecturers' power relations and lecturers' language styles. In the findings the lecturers' utterances encoded as A until E. Those codes A until E are used by; A is for Mr. K; B is for Mr. M; C is for Mr. A; D is for Mrs. I, and E is for Mrs. M. Those lecturers' utterances are presented in the table on appendixes. Those lecturers' utterances are:

3.1.1 Types of Power Relations Used by Five Lecturers

Power relation is a relation between one person who powers over another. In this context, the researcher found power relations among the lecturers and their students. The sequence of the most frequently until the infrequently of the use of power relations is the expert power, legitimate, and referent power.

3.1.1.1 Lecturers' Expert Power.

Expert power refers to the lecturers as the most knowledgeable person at the classroom. The researcher found 242 data on Mr. K, Mr. M, Mr. A, Mrs. I, and Mrs. M utterances when they taught their students. They had different characteristics to exercise their expert power at their classrooms. There are some differences of those lecturers' characteristics, such as:

First, Mr. K explained about stylistics on literary work to his students by talking, giving an example, analyzing, discussing with them. He gave a website address in order to ask his students to read the short story on that website. In addition, Mr. K wrote the examples of the sentences stated on short story. Then, they discussed together about the pattern of sentences based on the stylistics' rules. He allowed his students to use their smartphone. Furthermore, he made an eye-contact and interacted with his students. They took a note of his explanation and wrote it on their books. Therefore, Mr. K did not only become transmitter of knowledge about stylistics on literary work, but he allowed his students to use technology on their learning process at the classroom.

Second, Mr. M wrote some subtopics on the whiteboard about sociology of literature, genetic structuralism, psychoanalysis, feminism, and Marxism. Then, he told every subtopic one by one to his students while he sat on his chair. He gave examples of the application of the sociology of literature and genetic structuralism in the real life and movies. Additionally, Mr. M allowed his students to access their smartphone in order to read the synopsis of the movies. Then, they

discussed it at the classroom. Mr. M made an eye-contact and interaction with his students. His students paid attention to him and wrote his explanation. Therefore, Mr. M did not only transmit his knowledge about literature, but he also used technology for learning process.

Third, Mr. A presented his slides of power point to his students about the literary devices in literary writing. The students just listened his explanation without writing that materials because Mr. A copied the slides for his students. He made an eye-contact and interaction with his students. He gave the examples of literary devices to his students and they analyzed the element of literary devices on that example. Therefore, Mr. A just explained the material through his slides and gave examples to students.

Fourth, Mrs. I explained the topic about language disorder to her students. She related to the phenomena and issues about language disorder. In addition, she gave some good solutions to her students about that phenomena and issues. Her students paid attention to her, listened to her explanation, and wrote her explanations. Mrs. I made an eye-contact with her students and did movement when she explained to them. Therefore, she did not only explain that topic, but she also related to the phenomena and issues about that topic and gave the solutions of the issues.

Fifth, Mrs. M explained the topic to her students about review of related literature. When she explained to her students, she did a movement at the classroom. She interacted with her students and allowed the students to check

some words meaning at dictionary on their mobile phone. After they found that meaning, they made their own definition about review of related literature. Next, Mrs. M gave her students chances to present their own definition. Then, she combined the students' definitions about review of related literature. Therefore, Mrs. M did not only explain, but she also used the technology on learning process and respected the students' works by combining their definition of review of related literature.

In conclusion, those five lecturers had their own characteristics to exercise their expert power. They used their power over to explain, discuss, analyze, respect the students' works, and use technology for their students in learning process. Furthermore, the researcher analyzed the data gathering on those five lecturers' expert power.

Mr. K's Expert Power

Mr. K explained about grammar analysis on the text, so he exercised his expert power through the explanation. In this case, he has expertized on literature study. He taught stylistic devices. The researcher found 40 data. The researcher analyzed 4 data in appendix number (A10), (A11), (A27), (A39).

Excerpt 1

S : "I'm sorry. It's related or not, pardon. Yes, they and I have eaten plums. Which were sweet and delicious, and cold probably. That so forgive me for saving the breakfast in the icebox."

Mr. K : *"For saving the breakfast in the icebox... .. Okay, so, that's actually two sentences"* (Appendix number A10)

S : "Oh two, three sentences"

Mr. K : “Three sentences?”

S : “Yes. First sentence is they and I have eaten plums, second sentence is which were sweet and delicious, and cold probably.”

Mr. K : ***“That's not the second sentence because you start with which”***
(Appendix number A11)

Analysis

One of Mr. K's students tried to share what she did. She made three sentences. On the contrary, Mr. K said that she made just two sentences. Then, Mr. K showed her mistake. It is the evidence that in appendix number (A10), the word *actually* means a way of making a sentence slightly more polite. For example is when you are expressing an opposing opinion, correcting what someone else has said, or refusing an offer (Cambridge dictionaries online, 2017). In this context, Mr. K corrected her student. Also, in appendix number (A11), Mr. K showed that she was wrong to start for her sentence. Therefore, two utterances above showed Mr. K's expert power. He used his expert power by correcting and showing her student's mistake.

Excerpt 2

Mr. K : ***“Hmm ya, for example like you want to make ee.. your sentences long for example, so for example ee..ee..ee you are combining names, Jack and Merry and John and so ect”*** (Appendix number A27)

Analysis

Mr. K exercised his expert power by giving example to the students. It is the evidence that in the appendix number (A27), Mr. K gave the example on how the way of making long sentence with parallel construction form. *Jack and Merry and John and...*, as the rule of combining subject as a noun. In addition, the word

“and” as the connector that the students must add after the first subject. The students received Mr. K’s explanation. Later, if his students make long sentences and combine some names, his students will remember the rule and Mr. K’s example.

Excerpt 3

Mr. K: “*Ya, so, once again, we have SPCAZ rule, probably it's a bit different from you learn syntax about noun phrase and verb phrases*”. (Appendix number A39)

Analysis

Mr. K exercised his expert power by emphasizing his explanation in order to make the students remember what he explained. The emphasis of his expert power is on the *once again*. Mr. K emphasized that SPCAZ rule is a bit different from syntax course that the students have learned. Afterward, the students can differentiate the SPCAZ rule on stylistic devices with noun phrase and verb phrase on syntax course.

Mr. M’s Expert Power

Mr. M has an expertise on literature study. He taught Advance Prose course. Mr. M exercised his expert power by talking about sociology of literature and genetic structuralism. The researcher found 58 data. The researcher analyzed 4 data in appendix number (B2), (B5), (B12), (B40).

Excerpt 4

Mr. M : “*Okay, ee.. Structuralism believes that literary work has its own structure and has its own pattern*” (Appendix number B2)

Mr. M : *“Em.. quiet different from structuralism, sociology of literature believes that our understanding towards literary work, word fiction or work prose will be more comprehensive when it is attach with the understanding toward the social condition of society in which the writer ee.. has been living.”* (Appendix number B5)

Mr. M : *“When you see literary works from the perspective of the reader in the ee.. sociology of literature that means you believe that literary work can influence the society”.* (Appendix number B12)

Mr. M : *“Genetic structuralism believes that literary work or prose or novel has ee.. literariness in terms of its structure, but this structure is already projected by the writer.”* (Appendix number B40)

Analysis

Mr. M exercised his expert power by giving a theory of structuralism, genetic structuralism, and sociology of literature. He explained the structuralism, sociology of literature, and genetic structuralism beliefs; and how the perspective of the reader through the sociology of literature. For those 4 excerpts on appendix number (B2), (B5), (B12), (B40), the word *“believe”* is *to think that something is true, correct, or real* (Cambridge dictionaries online, 2017). Something that is true on Mr. M’s explanations about *structuralism, sociology of literature, literary work can influence the society, genetic structuralism belief*, it will make the students accept Mr. M’s explanation as the truth of some theories.

Mr. A’s Expert Power

Mr. A has an expertise on literature study. He taught English Prose. Mr. A exercised his expert power by explaining about stylistic devices in literary writing. The researcher found 38 data on Mr. A’s expert power. The researcher analyzed 3 data in appendix number (C3), (C4), (C7).

Excerpt 5

Mr. A : *“So, literary device is any tool use in literary to help you as the reader”.*
(Appendix number C3)

Mr. A: *“And then, this literary device will be further divided into two which is literary elements and literary techniques”* (Appendix number C4)

Mr. A : *“So, our analysis related to stylistics analysis will be about literary techniques or specific tools used by the author, for the reader”.*
(Appendix number C7)

Analysis

Mr. A exercised his expert power by giving the definition of literary device and the categorization of literary device. Mr. A's students accept his explanation. His students will know the definition of literary device on Stylistic and also the categorization of literary device itself. The students can differentiate between literary elements and literary techniques as the elements of the categorization of literary device. He added the additional information of literary techniques. After knowing the definition and categorization, his students will apply the theory of literary device as their analysis.

Mrs. I's Expert Power

Mrs. I has an expertise on linguistics study. She taught Psychoanalysis course. Mrs. I exercised his expert power by explaining the phenomena on language disorder. The researcher found 79 data. However, the researcher analyzed 4 data in appendix number (D5), (D6), (D7), (D9).

Excerpt 6

Mrs. I: *“But, I think ee.. coming to this years, we have so many phenomena on language disorder”* (Appendix number D5)

Mrs. I : *“They have weaknesses on their language”*. (Appendix number D6)

Mrs. I : *“The object is that we want to examine, so that we know the type of the impairment, so that we know how to treat them, so that we know how to communicate effectively with them”*. (Appendix number D7)

Mrs. I : *“Try to listen very carefully”*. (Appendix number D9)

Analysis

Mrs. I introduced the phenomena on Psycholinguistics. The word, *I think* indicates that she is the only one who knows one of the phenomena on Psycholinguistics. Then, she explained the characteristics of the phenomena. She did not explain about the characteristic of the phenomena, but she also told the objective of the study during her explanation. In addition, she gave knowledge what the students will do if they meet the sufferer of language disorder. It can be seen in appendix number (D9).

Mrs. M’s Expert Power

Mrs. M has an expertise on linguistics study. She taught Introduction to Research Methodology. She exercised his expert power by talking about review of related literature. The researcher found 27 data. The researcher analyzed 2 data in appendix number (E24), (E35).

Excerpt 7

Mrs. M : *“In line with the background of study, so actually whenever you are reviewing related literature you are contextualizing the position of research especially the position of your research questions into the existing theories”*. (Appendix number E24)

Mrs. M: *“Review of related literature means that you are not at all listing expert’s opinions but what you need to do is actually to critically”*. (Appendix number E35)

Analysis

In appendix number (E24), Mrs. M explained how to review in review of related literature on Research Methodology. The students will contextualize their position of their research questions with the theory that the students' use. Later on, if the students write review of related literature, they know what they should do and how to write review of related literature. It means that they accept and follow what Mrs. M's explanation at the classroom. Additionally, in appendix number (E35), Mrs. M added the additional information about review of related literature. Her students do not only list the expert's theories on his review of related literature, but they must also criticize.

3.1.1.2 Lecturers' Legitimate Power

Legitimate power used by the lecturers is related to the authority to manage and control the classroom. The lecturers have the authority to authorize over the students. Then, the students perceive the lecturers' authority. The researcher found 37 data on Mr. K, Mr. M, Mr. A, Mrs. I, and Mrs. M. They had different ways to exercise their legitimate power. Therefore, they had different ways to manage and control the classroom.

The first lecturer, Mr. K, he did two ways when he exercised his legitimate power. First, he asked his students to write sentences and gave them a few minutes to write it. Then, he asked and gave the students chances to read their sentences. However, the students did not directly want to read their sentences. In addition, Mr. K repeated his instructions until 5 times and the last time that he

asked them, he made some allusions by joking them with *Bahasa Indonesia* and English. After he joked, one of his students read her sentences. Then, the other students also read their sentences. Second, Mr. K asked his students to read short stories on the website that he gave. Therefore, Mr. K's ways to use his legitimate power by repeating his instructions and making some allusions as a joke with his students. He respected his students' answer, showed their mistakes, and gave feedback as corrections for his students.

The second lecturer, Mr. M exercised his legitimate power by giving the instructions to his students without repeating his instructions and giving the direction that he would do at the classroom. When he asked his students to do his instructions, they paid attention to him and did it quickly. In addition, he pointed to one of his students by calling his name to ask to do something. They made an eye-contact and interaction. Therefore, he used his legitimate power by giving instructions, directing that he would do, pointing to one of his students to do his instructions.

The third lecturer, Mr. A exercised his legitimate power by giving the direction that he would explain to his students at the classroom. They just listened and took a note to him until the end of the classroom activity. Therefore, by giving the direction to his students and listening to Mr. A, he managed and controlled the classroom well.

The fourth lecturer, Mrs. I exercised her legitimate power by giving instructions and directions that she would do at the classroom. They listened, did

her instructions. She sometimes pointed to her students when she asked them to do something. Therefore, Mrs. I managed and controlled the classroom by giving instruction, directing her students and pointing them to do something.

The fifth lecturer, Mrs. M used her legitimate powers by giving some directions that she would do at her classroom, asked her students using polite request. Therefore, she managed and controlled her students well by giving directions and asking them.

In conclusion, the ways of how the lecturers managed and controlled their classrooms was different, but their students accepted their lecturers' legitimate power. The lecturers did not threaten them to make the students accept and do their legitimate power. For further analysis, the researcher explained five lecturers' legitimate power.

Mr. K's Legitimate Power

The researcher found 15 data. The researcher analyzed 3 data in appendix number (A2), (A6), (A55). Mr. K exercised his legitimate power by giving the instructions to the students. He has different ways for exercising his legitimate power.

Excerpt 8

- Mr. K : *“But first before we do this, but **I would like you to do with these words is to make your sentences.*** (Appendix number A2)
- : *“**Write three sentences only probably.**”* (Appendix number A6)
- : *“**Please, read**”* (Appendix number A55)

Analysis

The first data, in appendix number (A2), Mr. K uttered that he would like to ask his students to do something. The students perceived his command by making sentences. The second data, in appendix number (A6) and (A55), he did not directly say to his students that he asked them *to write* and *read*. However, the context on that two appendixes has similarity in appendix number (A2). Therefore, the three appendixes number above (A2), (A6), (A55) are included in legitimate power because Mr. K's students received and did his commands or instructions.

Mr. M's Legitimate Power

The researcher found 3 data. The researcher only took 2 data which are different. The first data, Mr. M used indirect questions and direct instruction. It is stated in appendix number (B57) and (B58).

Excerpt 9

Mr. M : "Nailus, I never heard your voice very very long time, *can you tell the synopsis of the story?*" (Appendix number B57)

: "Now, quite similar to that story, *I want you to memorate, to recall your memory if you watch Crumble*". (Appendix number B58)

Analysis

In appendix number (B57), Mr. M used indirect questions. The message of his indirect question is Mr. M wanted one of his students to *tell* something. That indirect question in appendix number (B57) is different from appendix number

(B58). In appendix number (B58) shows direct instruction. The context of his direct instruction is he directly stated that he wanted his students *to memorate, to recall* their memory. The word *to memorate* and *to recall* as the verb that Mr. M used. Those two verbs indicate the actions that the students should do. On the contrary, the similarity on appendix number (B57) and (B58) is Mr. M wanted his students to do something. Therefore, two excerpts above (B57) and (B58) included in legitimate power because the students did Mr. M's instructions.

Mr. A's Legitimate Power

Mr. A exercised by giving direction that he will explain something and his students will hear his explanation. The researcher found one datum stated in appendix number (C1).

Excerpt 10

Mr. A : *"Today, I will explain about the stylistic devices or in literary writing, it is called as literary devices"* (Appendix number C1)

Analysis

In appendix number (C1), Mr. A directly said that he wanted to explain one topic to his students. He is the most powerful one at the classroom as the lecturer. He has a right for giving the instruction. Then, the students received and followed his instruction. Therefore, appendix number (C1) is included in legitimate power.

Mrs. I's Legitimate Power

Mrs. I exercised her legitimate power by giving instructions for her students. The researcher found 6 data. The researcher analyzed 3 data in appendix number (D1), (D2), (D23).

Excerpt 11

Mrs. I : “Okay, *download this from the repository and then after that you revise and submit on next day*” (Appendix number D1)

: “*You have to submit it on final test day*”. (Appendix number D2)

: “*Keep that questions*” (Appendix number D23)

Analysis

In appendix number (D1), Mrs. I used some verbs *download, revise, submit*. It means that her students must *download, revise, submit*, the exercise on the date that she decides. The next excerpt in appendix number (D2), Mrs. I used auxiliary verb *have to*. *Have to* means that it is used with the infinitive form of another verb such as, *to need to or be forced to; Have to* means a *must* (Cambridge dictionaries online, 2017). The last excerpt in appendix number (D3), Mrs. I asked her students to *keep that questions*. *Keep* means *to make a regular record of events or other information so that you can refer to it later* (Cambridge dictionaries online, 2017). The excerpts above in appendix number (D1), (D2), (D23) are included in legitimate power because Mrs. I's students perceived her instructions.

Mrs. M's Legitimate Power

The researcher found 13 data. However, she explained just two data stated in appendix number (E4) and appendix number (E12).

Excerpt 12

Mrs. M : *“Would you read it a bit slowly?”* (Appendix number E4)

: *“Give me your own definition by putting these four words altogether”*
(Appendix number E12)

Analysis

In appendix number (E4), Mrs. M used indirect questions. It is more formal and more polite than appendix number (E12). The word, *“would you..”* means as request that is used in polite requests and offers (Cambridge dictionaries online, 2017). On the contrary, in appendix number (E12), Mrs. M directly said that she seemed to force the students that she would get their definition for her. Therefore, those two excerpts in appendix number (E4) and (E12) are included in legitimate power because Mrs. M's students received her instructions.

3.1.1.3 Lecturers' Referent Power

Referent power refers to the closeness among the lecturers and the students because they have known one another. Also, referent power does not have certain language characteristic through those two utterances below. The researcher found 2 data. Moreover, the researcher only explained two data in appendix number (B57) and (E13).

There were two lecturers who exercised referent power, such as Mr. M and Mrs. M. First, Mr. M, the closeness of the lecturer and his students can be seen when he called his students' name and made a joke to his students. They laughed together. Second, Mrs. M, she tried to be a good listener for her students.

Excerpt 13

Mr. M: *"Nailus, I never heard your voice very very long time. Can you tell the synopsis of the story?"* (Appendix number B57)

Mrs. M: *"If you have problems anything which prevents you not to do your best at your academic life, let me know and do some help"* (Appendix number E13)

Analysis

Those two utterances in excerpt 13 show the closeness among the lecturer and the students emotionally. The 1st utterance, Mr. M called his student with his nick name. At the beginning, he seemed to make a joke with his student. Therefore, the atmosphere showed a comradeship.

On the contrary, the 1st utterance is different from the 2nd utterance. It shows a care of Mrs. M as the lecturer and a good listener for her students. Therefore, Mrs. M wants to know if her students have problems.

3.1.2 Lecturers' Power Relations on Lecturers' Language Styles

After the researcher found three types of power relations which are expert, legitimate, and referent power, the researcher analyzed the choice of words that has represented in lecturers' power. The most frequently of the use of power relation is expert power. Expert power represents on formal style used by Mr. M

and Mr. A. On the other hand, other lecturers seem to use mostly informal and colloquial style for exercising their expert power.

Table 2. Lecturers' Expert Power on Lecturers' Language Styles

No.	Lecturers' Names	Lecturers' Expert Power on Lecturers' Language Styles		
		Formal	Informal	Colloquial
1	Mr. K		15	25
2	Mr. M	4	40	14
3	Mr. A	1	16	21
4	Mrs. I		27	52
5	Mrs. M		22	5
	Σ	5	120	117

From the table above, the most frequently used to exercise lecturers' expert power, they used in informal style. The second is colloquial style and at least is formal style. Furthermore, the lecturers seemed to avoid using formal style. They prefer to use informal and colloquial style.

3.1.2.1 Lecturers' Expert Power on Lecturers' Formal Style

Lecturers' expert power is represented in formal style based on the complexity of the sentence and the context of the lecturers' utterances when the lecturers deliver the materials for their students. The researcher found 5 data which are 4 data on Mr. M and 1 datum on Mr. A. The researcher only analyzed one datum for Mr. M and Mr. A in appendix number (B42) and (C33).

Excerpt 14

Mr. M: "...*The writer condemns, the writer believes in a particular era and history. The writer sees the phenomenon of the society and the writer puts it inside his or her perspective and through this or her perspective,*

the writer produces this the literary work. And therefore, literary work is not absence from the writer's perspective". (appendix number B42)

Mr. A: *"Mood itu felt by the reader. It is not in the story, but it tries to invoke whether it is successful or not, it depends on the mood of the reader sometimes".* (appendix number C33)

Analysis

The excerpt 14 shows the complexity of the words. The researcher saw the parallelism of those two utterances. In addition, the amount of those two excerpts above is around more than 30 words. Those are Mr. M's excerpt and Mr. A's excerpt for further analysis.

The first analysis is Mr. M's excerpt. In his excerpt, there are three independent clauses. Those are; *The writer sees the phenomenon of the society* is the 1st independent clause; *The writer puts it inside his or her perspective* is the 2nd independent clause; *the writer produces this the literary work* is the 3rd independent clause. Therefore, three independent clauses make Mr. M's excerpt more complex.

In addition, there are also three coordinate conjunctions such as *and* and *but*; also there is *through* as the adverb. The researcher found the meaning of those coordinate conjunctions in order to relate the use of that coordinate conjunctions in formal context based on Marshall (2014). The meaning of *but* according to Cambridge's dictionary is to introduce an added statement, usually something that is different from what you have said before (Cambridge dictionaries online, 2017). The meaning of *and* is used to join two words, phrases,

parts of sentences, or related statements together (Cambridge dictionaries online, 2017).

In addition, Mr. M used third person singular pronoun as the subject that it is *the writer*. The pronoun had been repeated three times. The pronoun also has different verbs in one sentence. Next, the following verbs after the subject are *sees, puts, produces*. The researcher found the meaning of those words based on Cambridge's dictionary. The meaning of *sees* is to understand, know, or realize (Cambridge dictionaries online, 2017). The meaning of *puts* is to cause someone or something to be in the stated condition or situation (Cambridge dictionaries online, 2017). The meaning of *produces* is to make something or bring something into existence (Cambridge dictionaries online, 2017)

After the researcher analyzed the sentence structures and the choices of words used by Mr. M and it based on Cambridge dictionaries online (2017), the researcher concluded that his excerpt in appendix number (B42) is his expert power. He exercised his expert power through his long complex sentence when he explained about *the writer* does on his or her literary work.

The second analysis is Mr. A's excerpt. In his excerpt, there are two independent clauses and one dependent clause. *It is not in the story* is the 1st independent clause; *it tries to invoke whether it is successful or not* is dependent clause; *it depends on the mood of the reader sometimes* is the 2nd independent clause. Those two independent clauses and one dependent clause make Mr. A's excerpt more complex.

Mr. A used third person singular, *it* is the subject. *It* refers to the mood. The repetition of the subject had appeared four times. He uses the verbs; *tries*, *depends*. The researcher found those two verbs on Cambridge's dictionary. The meaning of *tries* is to attempt to do something (Cambridge dictionaries online, 2017). The meaning of *depends* is to be decided by or to change according to the stated thing (Cambridge dictionaries online, 2017). In addition, Mr. A also uses clause *whether.. or not*. Therefore, the coordinate conjunctions of *and*, *but*, *whether.. or not*, it shows the parallel form of the sentence.

After the researcher analyzed the sentence structures and the choices of words used by Mr. A based on Cambridge dictionaries online (2017), the researcher concluded that his excerpt in appendix number (C33) is his expert power. He exercised his expert power through his long complex sentence when he explained about *mood* that is felt by the reader on prose.

For further analysis, the researcher found the need of those Mr. M and Mr. A repetition. Both of them have the similarity on the repetition. Those repetitions are included in *hypozeuxis*. It is the use of parallel clauses, each with a subject and predicate

(http://changingminds.org/techniques/language/figures_speech/hypozeuxis.htm).

In this case, *hypozeuxis* seems to catch the students' attention. They become confused and difficult to catch what the lecturers' mean. It is because the lecturers used the same pattern of the utterances. Therefore, the students have to pay more attention when their lecturers explain certain topic by using *hypozeuxis* repetition.

Although the students have a difficulty causing *hypozeuxis* repetition, the

lecturers, both of Mr. M and Mr. A still use common verbs such as *sees, tries, produces, depends*. (<http://www.linguasorb.com/english/verbs/most-common-verbs/1>).

From the explanations above, the complexity of the sentences makes excerpt 14 in the high-level of formality on formal style. It can be seen in the choice of words. Then, it brings along to the concepts that the lecturers want to give a detailed explanation for their students. That detailed explanation proves that the lecturers have exercised their expert power over the students. Then, the students perceived Mr. M and Mr. A's explanations.

3.1.2.2 Lecturers' Expert Power on Lecturers' Informal Style

Lecturers' expert power which is represented in informal style has simpler sentence construction than in formal style. In informal style, the lecturers use some discourse markers and the lecturers use the second person pronoun and third person pronoun. The researcher found 120 data on the representation of expert power on informal style. However, the researcher explained one datum for each lecturer in appendix number (A39), (B6), (C22), (D36), (E21).

Excerpt 15

Mr. K: *"Ya, so, once again, we have SPCAZ rule, probably it's a bit different from you learn syntax about noun phrase and verb phrases"*. (Appendix number A39)

Mr. M: *"...So, sociology of literature, the critic believes that literature is not created in a vacuum.."* (Appendix number B6)

Mr. A: *"The story should be rational, so that the reader can.. you know, understand as the reality"* (Appendix number C22)

Mrs. I: ***“So, actually sending student to special school ask teaching about sign language is a big solution”*** (Appendix number D36)

Mrs. M: ***“Okay, the use of the references, the use of expert's and opinions is actually to support your arguments.”*** (Appendix number E21)

Analysis

Those excerpts above showed the informal style. The utterances in excerpt 5 have medium length of the sentence. It contains 15-20 words in every sentence. Additionally, in excerpt 15, those five sentences in appendix number (A39), (B6), (C22), (D36), (E21) consist of one or more independent clauses. In addition those excerpts above have some dependent clauses. Furthermore, the use of personal style *we* and discourse markers are also included in informal style.

Moreover, there are discourse markers such as *but, so, you know, okay, actually*, used by five lecturers in excerpt 15. Those discourse markers (DM) marked as colloquial are those that occur more often in informal, colloquial English speech (Lee, 2001). In addition, most of those lecturers use discourse markers at the beginning of the sentences. On the contrary, Mr. A used discourse marker, *you know* at the middle of his sentence.

Furthermore, the researcher explained the function of discourse markers that the lecturers used. The first discourse marker's function of *but* is used to give force to a statement (Cambridge dictionaries online, 2017). The second discourse marker's function of *so* is the speaker wants to indicate that something is to be introduced and wants to get attention of the addressee(s) (Gryc, p.49). The third discourse marker's function of *actually* is to emphasize what he/she says. (Gryc, p.45). The fourth discourse marker's function of *okay* is used as a way of showing

that you are going to take action or start something new (Cambridge dictionaries online, 2017). The fifth discourse marker's function of *you know* is representing an element of knowledge. The lecturer assumed that his students already knew everything about the topic that had been discussed and only wanted to be sure.

Those kinds of discourse markers above have the similar functions. It is used to emphasize what the lecturers' saying. The aim of emphasis is to make the students focus and remember what the lecturers' explanation about. Therefore, in appendix number (A39), (B6), (C22), (D36), (E21), the students perceived their explanations and remembered their lecturers' explanations through the emphasis on certain words.

3.1.2.3 Lecturers' Expert Power on Lecturers' Colloquial Style

Lecturers' expert power represented in colloquial style has short sentences. The simplest sentence construction is used by the lecturers when they are exercising their expert power. The researcher found 117 data. However, the researcher explained one datum for each lecturers in appendix number (A42), (B8) (C36), (D83), (E40).

Excerpt 16

Mr. K: "*She is noun phrase*". (Appendix number A42)

Mr. M: "*Sociology of literature can be viewed in terms of three perspectives*". (Appendix number B8)

Mr. A: "*It's symbol*". (Appendix number C36)

Mrs. I: "*So, it's ee.. symptom*". (Appendix number D83)

Mrs. M: "*It's necessary for you to critically take into account any theories*". (Appendix number E40)

Analysis

Those five utterances on excerpt 7 consist not more than 10 words.

Therefore, it is categorized into colloquial style. Some lecturers use sentence construction like *it's*; discourse marker of *so*; and hesitation filler like *ee*. One of the lecturers uses the word *you* for addressing her students.

Moreover, the analysis of data gathering above showed that five lecturers exercised their expert power by short sentence construction. The students accept their lecturers' expert power through their explanations in appendix number (A42), (B8), (C36), (D83), and (E40)

3.1.3 Lecturers' Legitimate Power on Lecturers' Language Styles

Lecturers' legitimate power required their authority for giving instruction or command to their students. The legitimate power represents on informal and colloquial style. The researcher found 37 data on five lecturers.

Table 3. *Lecturers' Legitimate Power on Lecturers' Language Styles*

No.	Lecturers' names	Lecturers' Legitimate Power on Lecturers' Language Styles		
		Formal	Informal	Colloquial
1	Mr. K		4	11
2	Mr. M		3	
3	Mr. A			1
4	Mrs. I		1	4
5	Mrs. M		4	9
	Σ		12	25

From the table above, most of the lecturers did not use formal style to exercise their legitimate power. The most frequently used to exercise lecturers' lecturers power is colloquial style. The second is informal style.

3.1.3.1 Lecturers' Legitimate Power on Lecturers' Informal Style

Lecturers' legitimate power represented in informal style can be seen at the pronouns and the modal verb used by the lecturers. Also, there are hesitation fillers and discourse marker which are commonly used in informal conversation. The researcher found 12 data on informal style. However, the researcher just explained 4 data in appendix number (A3), (B1), (D1), (E8).

Excerpt 17

Mr. K: *"But I would like you to do is ee..ee.. make your, writer your sentences using these words"*. (Appendix number A3)

Analysis

The utterance above has 18 words which are included in informal style. At the beginning, Mr. K used discourse marker *but* in which it is commonly used in informal conversation. *But* is used to give force to a statement (Cambridge dictionaries online, 2017). Also, Mr. K uses first personal pronoun like *I*. The pronoun *I* refers to himself. That pronoun also shows that he is the most powerful one at the classroom.

Additionally, the researcher also saw from the modal auxiliary verb. The first modal auxiliary verb is *would like*. It is used to say politely that you want something (Cambridge dictionaries online, 2017). In this context, Mr. K wants his students to do something. He asked the student to make their sentences using those words that had been written by Mr. K on the whiteboard. Therefore, the use of modal auxiliary verb *would like* is such an obligation for the students to do

something. Also, Mr. K addressed his students with the pronoun *you* with low intonation.

In addition, he did some hesitation like “*ee..ee*”. It occurred because he tried to look for the appropriate imperative words for giving the students’ instruction. Then, Mr. K used “*make your*” into “*write your sentences...*”. Those imperative words in that sentence are to emphasize what the students will do. Another word, *your* is possessive determinative that is usually used in informal context.

Furthermore, Mr. K exercised his legitimate power by using imperative verbs. It represents legitimate power because the lecturer gave a command to his students to do something. The power relation of this sentence is showing the lecturer’s authority to give a command to his students. The students followed Mr.K’s instructions.

Excerpt 18

Mr. M: “*Today, we have sufficient time, we are going to talk about sociology of literature, genetic structuralism, psychoanalysis, feminism, Marxism*”.
(Appendix number B1)

Analysis

The datum above showed the informal style because Mr. M used the word “*we*” as the subject. It refers to himself and his students. The tone is personal because the lecturer used *we* as pronoun. The circumstance of the utterance *Today* means the time that Mr. M teaches about specific topics. He uses *we* as the pronoun. Therefore, the distance of them is considerable.

Moreover, Mr. M used parallel structure. It is the diction of *sufficient* as adjective word of *time*. The word “*sufficient*” comes from a Latin verb meaning “to meet the need” (Vocabulary dictionary online, 2017). The next word is “*are going to*” as a modal verb or sign that something is going to happen.

The analysis above showed that the utterance in appendix number (B1) is included in informal style. Although, the use of pronoun *we* does not have any power, but the speaker of the utterance is Mr. M as the lecturer. He has a right to give direction to his students at the classroom. In addition, he asked his students to discuss specific topic. Then, Mr. M’s students followed his instructions and received his instruction. Therefore, his instruction in appendix number (B1) is included in legitimate power.

Excerpt 19

Mrs. I : “Okay, *download this from the repository and then after that you revise and submit on next day*” (Appendix number D1)

Analysis

The utterance above has 17 words which are categorized in informal style. Mrs. I uses the second person pronoun, *you* that refers to her students. The 1st utterance in excerpt 19, Mrs. I used the imperative verbs such as *download*, *revise*, *submit*. It shows the instructions through the imperative verbs that Mrs. I used and the imperative verb is such an obligation for the students to do something. Then, the students did her instruction at the classroom. The researcher concluded that the students received her instruction as her legitimate power.

Excerpt 20

Mrs. M : *“So, I would like to combine this at least two, three words of together to explain and to help us to understand what is mean to be review or related literature”*. (Appendix number E8)

Analysis

The utterance above shows informal style because of several reasons. The first is Mrs. M used discourse markers *So* at the beginning. Then, she used the first person pronoun *I* that refers to herself. It shows that she is the most powerful one at the classroom. In addition, she used *would like to* as her modal verb. *Combine* as a verb of an action that Mrs. M did something for her students. The students got something for her explanation. Therefore, in appendix number (E8) is included in legitimate power because the students respect her lecturers.

3.1.3.2 Lecturers' Legitimate Power on Lecturers' Colloquial Style

The researcher found 25 data. However, the researcher explained 8 data in appendix number (A5), (A55), (B58), (C1), (D2), (D23), (E3), (E4)

Excerpt 21

Mr. K: *“Try to make it likes a story”* (Appendix number A5)

Mr. K: *“Please, read”* (Appendix number A55)

Analysis

The 1st utterance, Mr. K used *please* as his request, it is used to add force to a request or demand (Cambridge dictionaries online, 2017). Next, he used *read* as his imperative verb. Although, in the first utterance does not have the subject. However, in this context, Mr. K forced his students to read something. On the

contrary, the 2nd utterance, Mr. K used *try* as his imperative verb, it means he asked the students to do something without using a request such as *please*.

To sum up, the researcher concluded that Mr. K exercises his legitimate power in different ways by using modal auxiliary verbs and pronoun as reflected in imperative sentences. The students received Mr. K's legitimate power and did his instructions at the classroom.

Excerpt 22

Mr. M: “....*I want you to memorate, to recall your memory if you watch Crumble*”. (Appendix number B58)

Analysis

Mr. M used the first pronoun *I* which refers to him as the most powerful one at the classroom. Next, Mr. M used modal auxiliary verb of *want..to*. It means that it is for giving advice to mean that someone should do something (Cambridge dictionaries online, 2017) The following word is modal *to memorate, to recall*. These imperative verbs are the keywords of the advice for doing something. In this context, Mr. M may ask his students what they should do. His students did the Mr. M's command at the classroom. They remembered if they ever watch *Crumble*.

Excerpt 23

Mr. A: “*Today, I will explain about the stylistic devices in literary writing*” (Appendix number C1)

Analysis

The use of the first person pronoun *I* which refers to him shows that Mr. A is the most powerful one at the classroom. Next is the modal auxiliary verb of *will*. It is used to talk about what someone or something is able or willing to do (Cambridge dictionaries online, 2017). Next is *today* as the circumstance of the time that his explanation of the time is just on *today*, not another day.

The explanation above showed that Mr. A exercised his legitimate power through his own willingness to explain about specific topic which is stylistic devices to his students. They received his instruction at the classroom.

Excerpt 24

Mrs. I: *“You have to submit it on final test day”*. (Appendix number D2)

Mrs. I: *“Keep that questions”* (Appendix number D23)

The 1st utterance, Mrs. I addressed her students with *you*. Next, the auxiliary verb of *have to* means *to need to or be forced to; must* (Cambridge dictionaries online, 2017). The 2nd utterance, there is no subject like 1st utterance. However, the interlocutor of Mrs. I is clear enough. It is for her students at her classroom. The message of Mrs. I's saying is she wanted her students to keep *their* own questions. In addition, the imperative verb of *keep* is the keyword of Mrs. I's instruction. Therefore, Mrs. I exercised her legitimate power by giving commands for her students. They did her commands at the classroom.

Excerpt 25

Mrs. M: *“Okay, we start with the world view.”* (Appendix number E3)

Mrs. M: “*Would you read it a bit slowly?*” (Appendix number E4)

The 1st utterance, there is discourse marker *Okay*, it means that she just starts something new. Next, she used *we*. *We* do not have power because it is a group of people that refers to Mrs. M and her students. However, the position of Mrs. M as the lecturer, she has a right to give the direction about what they are going to start the lesson. Mrs. M uses the verb *start*, it means *to begin doing something* (Cambridge dictionaries online, 2017).

The 2nd utterance, Mrs. M uses *would* as modal auxiliary verb. It is used in polite requests and offers (Cambridge dictionaries online, 2017). The next following word is the second person pronoun, *you*. It refers to one of Mrs. M’s students. Next, the verb *read* is the keyword of her instruction. In this context, Mrs. M asked her students to read her sentence a bit slowly. Then, they did it. It means that Mrs. M’s students received her legitimate power.

3.1.4 Lecturers’ Referent Power on Lecturers’ Language Style

Lecturers’ referent power related to the closeness among the lecturers and the students. The legitimate power represents on informal style. The researcher found 2 data on two lecturers, those are Mr. and Mrs. M.

Table 4 Lecturers’ Referent Power on Lecturers’ Language Style

No.	Lecturers’ Names	Lecturers’ Expert Power on Language Styles		
		Formal	Informal	Colloquial
1	Mr. K			
2	Mr. M		1	
3	Mr. A			
4	Mrs. I			

No.	Lecturers' Names	Lecturers' Expert Power on Language Styles		
		Formal	Informal	Colloquial
5	Mrs. M		1	
	Σ		2	

The table above shows that there were two lecturers used informal style to exercise their referent power. Those lecturers are Mr. and Mrs. M. On the contrary, most of other lecturers might not exercise their referent power.

3.1.4.1 Lecturers' Referent Power on Lecturers' Informal Style

Referent power which is represented in informal style showed closeness among the lecturers and their students. The researcher found and analyzed 2 data in appendix number (B57) and (E13). For example, Mr. M called his students with his name in which conveyed at the appendix (B57) below.

Excerpt 26

Mr. M : *"Nailus, I never heard your voice very very long time. Can you tell the synopsis of the story?"* (Appendix number B57)

Mrs. M : *"If you have problems anything which prevents you not to do your best at your academic life, let me know and do some help"* (Appendix number E13)

Those two utterances did not contain more than 15-20 words. The 1st utterance, Mr. M addressed his student with his name, *Nailus*. It means that he can remember his student's name. Next, the use of first pronoun *I* refer to him. The message of the 1st utterance is Mr. M wants *Nailus* to speak up. On the contrary, the appendix number (E13), Mrs. M addressed her students with the second pronoun, *you*. It refers to her students.

Moreover, after the researcher analyzed the sentence construction on Mrs. M utterance, it is included in Mr. M' and Mrs. M' referent power. It shows the warmth and there is also closeness among the lecturers and their students at the classroom.

3.2 Discussion

This part discussed about the result of data analysis of power relations proposed by French & Raven's theory and theory of the types of language style conducted by Keeraf. After the researcher found the types of power relations, the researcher discussed about how lecturers' power relations are represented in lecturers' language styles. In addition, Keeraf defines the types of language styles into three types, those are formal, informal and colloquial. Although, the theories that the researcher used in this research is the same with the previous studies, but the result and how the analysis of this research are different from the other previous studies.

Moreover, this research used French & Raven's theory to categorize the five types of power relations. Those are reward, coercive, legitimate, referent and expert power. However, the researcher found the three types of lecturers' power relations, those are expert, legitimate, and referent power. The most frequently use of power relations is expert power. The second is the legitimate power and the least is the lecturers' referent power.

Furthermore, the researcher used Keeraf theory to categorize the three types of language styles. Those are formal, informal, and colloquial style. The

researcher found all of the types of language styles. As a result, the researcher compared this research with the previous studies.

First, as Fanan conducted his research, he found formal, informal, intimate, and colloquial style. While this research, the researcher did not find intimate style. Joos (as cited by Fanan, 2015: 22) stated that intimate style is used by intimate member of family or friends, couple or lovers. This style is used in conversation between people who are very close and know each other. However, this research, the closeness among the lecturers and their students at the classroom has a limitation. Moreover, the conversational situation at classroom is formal situation. Although, the lecturers mostly use informal and colloquial style to communicate with their students, but they still respect to their lecturers.

Second, Agustina & Cahyono found legitimate, referent, expert, and reward power. On the other hand, the researcher did not find coercive and reward power. The first, in coercive power, the lecturers did not need a threat to make the students receive or do what the lecturers' saying at the classroom. A threat gives bad impacts for the students as Tauber (2007: 41) states about the outcomes of sign of coercive power are the student's inner anger, frustration, embarrassment, feelings of unworthiness, fear, and vindictiveness. The lecturers only gave clear instructions, then the students directly did what they wanted. Therefore, the clarity of the lecturers' saying is crucial things in order to make the students perceive their lecturers' power without giving a threat.

While in reward power, it relates to the use of legitimate power. If the lecturers' legitimate power is not perceived by the students, the lecturers need a

coercive power or the lecturers give the students a threat. When a threat is given to the students, they will accept bad impacts as the researcher stated on the previous paragraph. Therefore, by giving a reward for the students, it can decrease the students' bad impact because of the coercive power. For that reasons, in this research, the researcher did not find reward and coercive power because the legitimate has been received by the students. Additionally, lecturers' expert power and referent power were also received by the students.

Besides, the lecturers had their own characteristics to make the students perceived their power relations. First lecturer, Mr. K, he engaged his students to learn by writing, explaining, analyzing, questioning, giving instructions, making a joke, and allowing his students' to browse the material using gadget. Second lecturer, Mr. M, he engaged his students to learn by asking, questioning, giving examples, giving instructions, making a joke and allowing his students to browse the synopsis of the movies. Third lecturer, Mr. A, he engaged his students to learn by explaining the materials using slide power point, listening to him without asking his students to write down his explanations, making a joke, and giving examples. Fourth lecturer, Mrs. I, she engaged her students by delivering the material and related it to the phenomena or issues, giving the instructions, and questioning. Fifth lecturer, Mrs. M, she engaged her students by asking the students to think critically about the material, discussing the material with Mrs. M and her students.

Those five lecturers' characteristics in handling content subjects were different, but they organized the classroom well and showed their power relations

to their students. They accepted their power relations. For further discussion, the researcher explained lecturers' expert power, legitimate power and referent power that were represented in lecturers' language styles.

3.2.1 Lecturers' Expert Power

The most frequently appears on lecturers' power relations is expert power. Expert power shows someone who has high-level of mastery on specific subject. For example, when the lecturers explained specific topic to their students at the classroom. Furthermore, the students perceived lecturers' explanations.

The researcher analyzed some of the excerpts on lecturers' expert power in appendix number (A10), (A11), (A27), (A39), (B2), (B5), (B12), (B40), (C3), (C4), (C7) (D5), (D6), (D7), (D9), (E24), (E35). Those excerpts above, lecturers' expert power can be seen at three types of language styles. The lecturers exercised their expert power mostly on informal style. The second is the lecturers' expert power on colloquial style and the least is the lecturers' expert power on formal style.

3.2.1.1 Lecturers' Expert Power on Lecturers' Informal Style

The lecturers exercised their expert power toward their explanations. The researcher analyzed 5 of 120 data of lecturers' expert power on lecturers' informal style, it can be seen in appendix number (A39), (B6), (C22), (D36), (E21).

Those five examples consist of fifteen and twenty words (Rhetorical Devices, n.d.) which is included in medium length sentence construction due to Keeraf's theory on informal style. In addition, the use of discourse markers are

seen in those five numbers in appendix. The tone ranges from personal to the interpersonal, usually addressed to the readers as “you” with the low intonation. In addition, the word “your” , in informal , it can be *said before a typical example of something is given* (Cambridge dictionaries online, 2017).

Additionally, there is also contracted form (Verbal fillers as typical features of conversational style, n.d.: 173), one of them is “it’s” . One of those five utterances is in appendix number (A39), ***“Ya, so, once again, we have SPCAZ rule, probably it’s a bit different from you learn syntax about noun phrase and verb phrases”***

It shows how the lecturers exercised their expert power on the lecturers’ informal style. In lecturers’ informal style, the utterance always has medium length sentence, discourse marker and contracted form. In addition, the tone “personal”, such as “*I or We or You* “ is always used in informal style.

3.2.1.2 Lecturers’ Expert Power on Lecturers’ Colloquial Style

The researcher analyzed 4 of 117 data of lecturers’ expert power on lecturers’ colloquial style, it can be seen in appendix number (A42), (B8) (C36), (D83), (E40). *Those four example consist of short sentence which contain of five and ten words* (Rhetorical Devices, n.d.) and have contracted form based on Keeraf theory. For example, in appendix number (C36), ***“It’s symbol”***. The sentence consist of 3 words, but there is contracted form like “it’s”.

It shows how the lecturer exercised their expert power on the lecturers’ colloquial style. The characteristic of colloquial and informal style is similar. It also has one different characteristic, in terms of the sentence length. In lecturers’

colloquial style, the utterances always contain of five and ten words. The sentences are suitable informal or familiar conversation.

3.2.1.3 Lecturers' Expert Power on Lecturers' Formal Style

The researcher analyzed 2 of 5 data on lecturers' expert power on lecturers' formal style, it can be seen in appendix number (B42) and (C33). Keeraf's theory of formal style has some characteristics. The first characteristic, the sentence has relatively long structure, parallel and periodic sentence. The amount of the long sentence contains thirty words or more (Rhetorical Devices, n.d.). In addition, formal style tends to avoid using colloquialisms, contractions or first person pronouns such as 'I' or 'We' (Formal and Informal Language, n.d.). Additionally, Marshall (2014) states the characteristics of formal style, those are conjunctions, complete sentences, precise vocabulary, complete responses, more noun, modality as modal verbs, does not chain clauses together.

For example, in appendix number (B42), "...*The writer condemns, the writer believes in a particular era and history. **The writer sees the phenomenon of the society and the writer puts it inside his or her perspective and through this or her perspective, the writer produces this the literary work.** And therefore, literary work is not absence from the writer's perspective*".

It shows how the lecturers exercised their expert power on the lecturers' formal style. In lecturers' formal style, the utterances always contain of more than thirty words. Those are used in parallel sentence. In addition, the lecturers seem to avoid using the first person pronoun such as "I or We".

3.3.1 Lecturers' Legitimate Power

Legitimate power allows a teacher to give instruction to his or her students within classroom (Agustina& Cahyono, 2016: 96). The use of the lecturers' modal verb is a mark of their instructions. The researcher analyzed some of the excerpts on lecturers' legitimate power in appendix number (A2), (A6), (A55), (B1), (B57), (B58), (C1), (D1), (D2), (D23), (D4), (E8), (E12). Those excerpts above, the lecturers' legitimate power can be seen in two types of language styles. The lecturers' exercised their legitimate power mostly on colloquial style. The second, the lecturers' exercised their legitimate power on informal style.

3.3.1.1 Lecturers' Legitimate Power on Lecturers' Colloquial Style

The researcher analyzed 8 of 25 data on lecturers' legitimate power on lecturers' colloquial style. It can be seen in appendix number (A6), (A55), (B57), (C1), (D2), (D23), (E4). Those five lecturers exercised their legitimate power through their modal verbs. Those modal verbs contain the lecturers' instructions for the students. Those modal verbs are used by the lecturers, such as : *try, read, would like to memorate, to recall, will explain, have to submit, keep, start, would you read..?*.

Those 8 excerpt consist of short sentence which contains of five and ten words (Rhetorical Devices, n.d.) and have contracted form based on Keeraf theory. Although in lecturers' colloquial style has short sentence form, but the lecturers' instructions for their students are clear enough. Then, the students received and did the lecturers' instructions. It means that they accept and respect the lecturers' legitimate power on their colloquial style.

3.3.1.2 Lecturers' Legitimate Power on Lecturers' Informal Style

The researcher analyzed 4 of 12 data on lecturers' legitimate power on lecturers' informal style. The utterances on lecturers' informal style have fifteen and twenty words (Rhetorical Devices, n.d.). It can be seen in appendix number (A2), (B1), (D1), (E8). Those five lecturers exercised their legitimate power through their modal verb. It contains the instructions for the students. Those modal verbs are : *would like you to do, make your, write your, we are going to talk, download, you revise and submit, I would like to combine.*

The modal verbs above are used in lecturers' informal style. There are the word "you", "your", "we" and "I" that are usually used in informal style. If the lecturer used pronoun *I*, he or she shows that they are the most powerful at the classroom. In addition, sometimes the other lecturers used pronoun "we". Although *we* did not have any power at the classroom because *we* refer to the lecturer and the students, but the speaker who said *we* is the lecturer, the students still have to respect their lecturer at the classroom.

3.4.1 Lecturers' Referent Power

Referent power refers to the interpersonal relationship among people. The greater the attraction, the broader is the range of referent power (Tauber, 2007: 43). The researcher analyzed 2 data in appendix number (B57) and (E13). Those two excerpts are included in informal style. The sentences of two excerpts have 15-20 words which are included in informal style. The lecturers use the personal tone such as "*I*" and "*you*".

In appendix number (B57), the word “*Nailus*” as a mark that the lecturer remembered his student’s name and there is a closeness among the lecturer and his student. The closeness among the lecturer and the student also can be seen in appendix number (E13). The lecturer wanted to know the students’ problems of their academic life and help them. Tauber (2007: 43) states that the lecturer is more listening rather than talking. Those two lecturers exercised their referent power by knowing students’ name and the problems of students’ academic life.



CHAPTER IV

CONCLUSION AND SUGGESTION

This chapter provides the conclusion of the study based on the result of the findings and discussion presented in the previous chapter. The researcher made conclusions and gave some suggestions to the readers. It is expected to give some information for the readers and for the next researchers who concern with power relation.

4.1 Conclusion

In this study, conclusions are drawn based on the findings and discussion. From the data the researcher has analyzed, the researcher found some types of power relations and language style uttered by five lecturers.

The researcher found three types of power relations, those are expert power, legitimate power, and referent power. The most frequently appears on the types of power relation is expert power. It represents on lecturers' formal, informal and colloquial styles. In addition, while legitimate and referent power represents on lecturers' informal and colloquial style. However, the researcher did not find reward and coercive power because of several reasons. Therefore, the lecturers mostly used their utterances in informal and colloquial style; and at least is formal style when they exercised their three power relations.

Their power relations above close related to their language styles. Most of lecturers exercised their power relations, they tended to use informal and colloquial style rather than used formal style. Moreover, informal and colloquial

style having simple sentence constructions than in formal style. Therefore, the clarity and concision of lecturers' informal and colloquial style made the students still respect of their lecturers and perceive the lecturers' power relations.

4.2 Suggestion

This research uses French & Raven theory in categorizing the types of power relations and Keerap theory in classifying the types of language styles. Based on this research, the result of this research is the ways of the lecturers' speaking shows their power relations. Therefore, this research combines theory of language styles and power relations to investigate lecturers' power relations on their utterances. For the next researchers, they may combine theory of power relations and pragmatics study. Pragmatics is also concerns with the use of language in social context and how we interpret the speakers' utterances. Therefore, the next researcher will know the use of language forms itself in social context and the users of the utterances in order to their power relations to their interlocutors.

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APPENDIXES

Mr. K (A)

Lecturers' Name	Utterances	Code	Types of Power Relations					Types of Language Styles		
			Reward	Coercive	Legitimate	Referent	Expert	Formal	Informal	Colloquial
Mr.K (A)	"We will discuss about the grammar analysis on a text."	A1			✓					✓
	But first before we do this, but I would like you to do with these words is to make your sentences.	A2			✓				✓	
	...but i would like you to do is ee.. ee.. make your, write your sentences using these words.	A3			✓				✓	
	But once again try to use your own, try to write your sentences.	A4			✓				✓	
	Try to make it likes a story.	A5			✓					✓
	Write three sentences only probably.	A6			✓					✓
	Read your story with these words.	A7			✓					✓
	Once again, you only use once.	A8			✓					✓
	Once again, please share.	A9			✓					✓
	For saving the breakfast in the icebox... .. Okay, so, that's actually two sentences.	A10					✓			✓
	"...That's not the second sentence because you start with which..."	A11					✓			✓
	"Ya, okay, so, we have independent and dependent. You can say three sentences, but we have one sentence"	A12					✓		✓	

And this is also a poem by William Crossword.	A13					✓			✓
The title is This is Just to Say.	A14					✓			✓
“So, now we are trying to understand the grammar.	A15			✓					✓
So, if the poem with the shape, the grammar is very simple.	A16					✓			✓
The poem is very simple, This is Just to Say by William Carlos Williams.	A17					✓			✓
It begins I have eaten the plums that were in the icebox.	A18					✓			✓
There are lots of things to emphasize in this poem.	A19					✓			✓
Emphasize is once again in literary text and also in other text is very important.	A20					✓		✓	
Now, we are trying to do syntactic analysis.	A21			✓					✓
So, for example like ee..ee.. in the poem, the word, the plums, the icebox are put in several grades.	A22					✓		✓	
“Ya, so , for example if you want to follow the ee.. if passive sentence, then usually followed by..contain of phrase or verb phrase. Hmm ya, usually contains of phrase and verb phrase.	A23					✓		✓	

But once again, the development from this empty and noun phrase and verb phrase going to be so many ee..ee..ee. what I can see is uncountable.. uncountable.	A24					✓		✓	
So, once again, when we are making sentences, we can do infinite number of sentence even very very very long sentences.	A25					✓		✓	
Just using the words, just repeating the words for example.	A26			✓					✓
Hmm ya, for example like you want to make ee.. your sentences long for example, so for example ee.. ee.. ee.. you are combining names, Jack and Merry and John and so ect.	A27					✓		✓	
This is also a way of we are trying to combine the sentence and also while you can also use what I'm already mention you.	A28					✓		✓	
Sometimes it becomes independent, of course it becomes independent.	A29					✓			✓
And now, we are to had sometimes the hate become dependent.	A30					✓			✓
So, this is actually ee..ee.. dependent unit.	A31					✓			✓
Once again, the most important of course is the dependent.	A32					✓			✓
I'm sorry the independent.	A33					✓			✓
Ya, so. Ya, so, in this case adjunct means it going to be related to manner.	A34					✓			✓
Manner. It's going to be related to manner,time or other signals.	A35					✓			✓
Z is extra group which name of the author.	A36					✓			✓
The Z is actually an extra word that is	A37					✓		✓	

	sometimes ee.. adding in the sentence.									
	This is actually adjunct as you can see S-P and Z.	A38					✓		✓	
	Ya, so, once again, we have SPCAZ rule, probably it's a bit different with you learn syntax about noun phrase and verb phrases.	A39					✓		✓	
	So, the function of the phrases if we say that this man is one phrase, one word, so, ya.	A40					✓		✓	
	Ya..Once again, Merry is noun phrase.	A41					✓			✓
	She is noun phrase.	A42					✓			✓
	So, we have the if..here has the adjunct and also to dinner.	A43					✓			✓
	But once again, Henry takes her to dinner, an additional information to ee.. the sentence.	A44					✓		✓	
	We have the complements, we have SPC SPC, but to dinner is an adjunct.	A45					✓		✓	
	For example, Peter is a noun.	A46					✓			✓
	The function of the conjunction is adjunct.	A47					✓			✓
	So, parataxis is a friend of hypotaxis.	A48					✓			✓
	The word sweet identifying the subject.	A49					✓			✓
	One important aspect of the grammar of this short couplet which is based closely on the seventeen syllables of poem.	A50					✓		✓	
	It depends on he, she, it.	A51					✓			✓
	If the complements, you probably need to have the complement for example.	A52					✓			✓
	Choose of the short stories and you will find the first page, The Case of the Lower Case Letter.	A53			✓				✓	
	So, once again, read the those of short	A54			✓					✓

	stories.									
	Please, read.	A55			✓					✓
	Try to find a sentence in a short story.	A56			✓					✓

Mr. M (B)

Lecturers' Name	Utterances	Code	Types of Power Relations					Types of Language Styles		
			Reward	Coercive	Legitimate	Referent	Expert	Formal	Informal	Colloquial
Mr. M (B)	Today, we have sufficient time, we are going to talk about sociology of literature, genetic structuralism, psychoanalysis, feminism, and Marxism.	B1			✓				✓	
	Okay, ee.. Structuralism believes that literary work has its own structure and pattern.	B2					✓		✓	
	Structuralism ee... is inspired by the theory of ee.. structuralism in linguistics ee.. in which all part of literature inter-connect one another to form the literariness of literary work.	B3					✓		✓	
	The elements of literature in prose like theme, setting, characters, plot are believe to interconnect one another and it builds ee.. comprehensive, ee.. notion on literature in the form of it.	B4					✓		✓	
	Em.. quite different from structuralism, sociology of literature believes that our understanding towards literary work, word fiction or work prose will be more comprehensive when it is attach with the understanding toward the social condition of society in which the writer ee.. has been living.	B5					✓		✓	
	So, sociology of literature, the critic believes that literature is not created in a vacuum.	B6					✓		✓	

It is an absence from social historical phenomenon and therefore, sociology of literature believes that all literary works influence or is influence or reflect the condition of the society.	B7					✓	✓		
Sociology of literature can be viewed in terms of three perspectives.	B8					✓			✓
The first one, from the perspective of the readers.	B9					✓			✓
The second, from the perspective of the writers.	B10					✓			✓
The third, from the perspective of the world itself.	B11					✓			✓
When you see literary works from the perspective of the reader in the ee.. sociology of literature that means you believe that literary work can influence the society.	B12					✓		✓	
Literary work when you describe, when it is enjoyed by the people.	B13					✓			✓
It can move, it can drive the people, it can change the people, it can manipulate people's behavior.	B14					✓		✓	
And therefore, literary work has a potential to create, to modify, to change the social condition of the society.	B15					✓		✓	
As you see literary work in relation to the social condition of the readers.	B16					✓		✓	
Another two, when you see literary work from sociology of literature inter-	B17					✓		✓	

	perspective of the writer, so you believe that the writer lives in a particular situation of a society.									
	And the writer will project his or her experience, behaviors, what he sees or she hears from the society at reflect in literary work.	B18					✓		✓	
	You can see that this is a kind of sociology of literature criticism which relates the literary work with the social condition in which the writer has been living.	B19					✓		✓	
	But the third one which is also common you can see the social issue or the social phenomenon inside the literary work.	B20					✓		✓	
	So, you have the consequence to see the social background in which the literary work is produce.	B21					✓		✓	
	So, you do not need to see how racism of her in the United States because you only focus on the issue of the racism inside the literary work.	B22					✓		✓	
	The use of the word reflected in portrait in write as refill in the title will give different consequence.	B23					✓		✓	
	The use of the word as reflected in, as portrait in, as refill in the title will give the consequence that you need to related the content of the literary work and the social condition in which literary work is produce.	B24					✓		✓	

But, when you see only by using in without reflected without portrait without ee.. refill, so you only see how racism occur inside literary work.	B25					✓		✓	
So, you have the sociology of literature by relating the work and the social phenomenon.	B26					✓		✓	
But, when you see only the bourgeoisie ee.. people and their behavior in the literary work, so you can still use the sociology of literature but not by investigating the relation with the phenomenon.	B27					✓		✓	
Okay. Okay sociology of literature has three major approaches.	B28					✓			✓
The first by relating the social phenomenon in the literary work with the changes of attitude or behavior of the readers.	B29					✓		✓	
The second by relating the social phenomenon in the novel and the real social phenomenon in the society in which literary work is produce.	B30					✓		✓	
And third, you may focus only to the social issue inside the literary work itself without relating to the historical, social background without relating to the effect toward the readers.	B31					✓		✓	
And the third is also under the category of sociology of literature.	B32					✓			✓

It depends, you may relate it.	B33					✓			✓
You may relate the social issue in the novel with the social historical background in which the literary work is pretend, if you take a perspective number two.	B34					✓		✓	
If you focus to the social phenomenon inside the literary work, you don't need to be very busy investigating the social background which influence the writing of the work itself.	B35					✓		✓	
You don't need to be very busy of investigating that social phenomenon because you only focus on the novel.	B36					✓		✓	
Now, with sociology of literature and structuralism their come theory proposed by Lucie Doughman and the name of the theory is genetic structuralism.	B37					✓		✓	
Genetic structuralism by Lucie Doughman is motivated by the point of view on the importants of fact.	B38					✓		✓	
Lucie Doughman underlines what he names as human facts or social facts.	B39					✓		✓	
Genetic structuralism believes that literary work or prose or novel has ee.. literariness in terms of its structure, but this structure is already projected by the writer.	B40					✓		✓	
The writer condemns, the writer believes in a particular era and history.	B41					✓			✓
The writer sees the phenomenon of the	B42					✓	✓		

society and the writer puts it inside his or her perspective and through this or her perspective, the writer produces this the literary work.										
Literary work is always influence by the way the writer sees the world and that is called worldview.	B43						✓		✓	
In genetic structuralism, you will find the term worldview.	B44						✓			✓
Worldview more or less is similar to the perspective of the writer.	B45						✓			✓
So, literary work is not neutral, just like a mass media.	B46						✓			✓
But again, we would like to see that between the historical background and the literary work there is the intermediate re-road of the writer and the writer has his or her own perspective.	B47						✓		✓	
Before producing literary work and therefore, literary work cannot be separated from the intervention of the worldview of the writer.	B48						✓		✓	
The first one of course you need to identify the structure of the literary work because it's genetic structuralism.	B49						✓		✓	
So, genetic structuralism always believes that the literary work has its own structure.	B50						✓		✓	
It has a particular theme to save.	B51						✓			✓
That theme is constructed through the	B52						✓		✓	

	interconnection among settings, among characters, plot, maybe the use of languages.									
	Always has the structure and this behind of elements, interact, interconnect one another to create particular theme.	B53					✓		✓	
	This theme is delivered by the writer after the writer condemns some of human fact that he or she sees condemns it and makes it into perspective build worldview and this writer can produce the word.	B54					✓	✓		
	And therefore, the second point in genetic structuralism is to identify the worldview of that writer.	B55					✓		✓	
	By investigating everything about the writer which may influence, which may influence the worldview.	B56					✓		✓	
	Nailus , I never heard your voice very long time, can you tell the synopsis of the story?	B57			✓				✓	
	“Now, quite similar to that story, I want you to memorate to recall your memory if you watch Crumble.	B58			✓				✓	
	Okay, em.. both of the films which are adapted from ee.. novels.	B59					✓		✓	
	At the audience of the readers might see how complicated the problems, and then it is neutralized by the appearance of a character which legitimate the invasion of United States.	B60					✓	✓		

	Now, this theme of the story is brought through the relation among the elements through the structure, but we have to see this phenomenon as the projection of the worldview of the writer.	B61					✓	✓		
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Mr. A (C)

Lecturers' Name	Utterances	Code	Types of Power Relations					Types of Language Styles		
			Reward	Coercive	Legitimate	Referent	Expert	Formal	Informal	Colloquial
Mr. A (C)	Today, I will explain about the stylistic devices in literary writing.	C1					✓			✓
	It is called as literary devices.	C2					✓			✓
	So, literary device is any tool use in literary to help you as the reader.	C3					✓		✓	
	And then, this literary device will be further divided into two which is literary elements and literary techniques.	C4					✓		✓	
	Literary elements including plot, character, ee.. setting, point of view.	C5					✓			✓
	It is included in literary elements.	C6					✓			✓
	So, our analysis related to stylistics analysis will be about literary techniques or specific tools used by the author, for the reader.	C7							✓	
	It is to be used eem.. and afford several effects the reader will not only get the story, but at least experience the story in the process of reading.	C8					✓		✓	
	So, it needs to eem.. describe certain devices to make you ee.. feel the story or what is actually experienced by the characters.	C9					✓		✓	
	So, the effect on the movie is similar to literary devices use in the plot.	C10					✓		✓	
	It is similar on how the author in prime, then utilize this devices, the	C11					✓		✓	

strengthen use ee.. imagery, the feeling.										
It cannot deliver the feeling.	C12						✓			✓
Alliteration is much more involve or occur on poetry.	C13						✓			✓
It depends on how the taste of the author.	C14						✓			✓
Repetition of sounds, but there is consonant or vowel.	C15						✓			✓
The use of word imitates the nature.	C16						✓			✓
Dialogue you know, the conversation between two or more.	C17						✓			✓
It leads you.. ee.. Description on how people really speak, what kind of ee.. what kind of questions, how they reply, what kind of word they use to reply and so on.	C18						✓		✓	
So, sometimes the writer also influences dialect into the conversation to strengthen who are they, what kind of ee.. believe, their mood.	C19						✓		✓	
Foreshadow, it means, it gives tool or means about what will happen in the future.	C20						✓		✓	
So, it will give you means about what coming ee.. then you will, the reader will be attracted to try predicting what will happen future certain it will arouse tense, your curiosity certain	C21						✓		✓	

you want to read more, more and more.										
The story should be rational, so that the reader can.. you know, understand as the reality.	C22								✓	
So, it tries to give you reality.	C23						✓			✓
The main point is reality.	C24						✓			✓
It tries to preserve in this story although it is fiction.	C25						✓			✓
On the basis of presenting this reality and then it will also utilize the imagery.	C26						✓		✓	
The language which try to give you sense of life.	C27						✓			✓
So that when you see the scene, plot the story and rely invoke your emotion whether it is anger, whether it is satisfaction happiness in everything.	C28						✓		✓	
Irony is contrast between expectation.	C29						✓			✓
So, it tries to use more figurative language to express more.	C30						✓		✓	
Author use several techniques that invoke the mood.	C31						✓			✓
It is effect felt by the reader, mood.	C32						✓			✓
It is not in the story, but it tries to invoke whether it is successful or not, it depends on the mood of the reader sometimes	C33						✓	✓		
It does not represent the function of	C34									

	the theme.									
	It also represents the other thing.	C35					✓			✓
	It's symbol.	C36					✓			✓
	It's tries to invoke you.	C37					✓			✓
	It is the attitude of the writer on the subject or their audience	C38							✓	
	This kind of word choice invoke tone.	C39					✓			✓

Mrs. I (D)

Lecturers' Name	Utterances	Code	Types of Power Relations					Types of Language Styles		
			Reward	Coercive	Legitimate	Referent	Expert	Formal	Informal	Colloquial
Mrs. I (D)	Okay, download this from the repository and then after that you revise and submit on next Wednesday.	D1			✓				✓	
	You have to submit it on final test day.	D2			✓					✓
	Yaa... this is about language lost or in other words, language disorder.	D3					✓		✓	
	I think this is the area that is touched in several subject courses although some psycholinguist or other people thinks that it's not too important to include this issue in psycholinguistics.	D4					✓		✓	
	But, I think ee.. coming to this years, we have so many phenomena on	D5					✓		✓	

language disorder.										
They have weaknesses on their language.	D6						✓			✓
The object is that we want to examine, so that we know the type of the impairment, so that we know how to treat them, so that we know how to communicate effectively with them.	D7						✓			
The goal is not that what are the effect, what are the impairment, what they are lacking off, but we try to see yaa.. any effective ways to make them coming to the effective way to communicate with us.	D8						✓		✓	
Try to listen very carefully.	D9						✓			✓
Try to examine word by word.	D10						✓			✓
They have to know the visual form through their tactiles.	D11						✓			✓
So, it's not easy to introduce vocabulary to the blind people.	D12						✓			✓
We have several adjectives, that is abstract.	D13						✓			✓
So, we have to make clear that is different.	D14			✓						✓
So, it's not about the competence.	D15						✓			✓
It's about language performance.	D16						✓			✓
It's competence.	D17						✓			✓
But when you perform it naturally, it is language	D18						✓		✓	

	performance that you can't do several aspects for example <i>ada</i> pragmatic disorder, syntactical disorder, <i>turun lagi</i> morphological disorder, <i>turun lagi</i> phonological disorder <i>sebab itu adalah</i> performance.									
	It's not about competence.	D19					✓			✓
	Well.. performance we can see it from observation, from the participate with them, communicate with them	D20					✓		✓	
	Several specialties because of the different function, different mechanism.	D21					✓			✓
	Acquired because of certain condition.	D22					✓			✓
	Keep that questions.	D23			✓					✓
	Okay, so.. we can start from the biological aspect.	D24			✓					✓
	The problem is how that they can acquire the vocabulary.	D25					✓			✓
	They cannot imitate speech.	D26					✓			✓
	So that we can't force about language.	D27					✓			✓
	There are some causes of deafness.	D28					✓			✓
	So, actually they can speak later because they have delayed language acquisitions.	D29					✓		✓	
	Children the deafness have normal	D30					✓			✓

language acquisition.										
So.. I think phonologically sign language is easier.	D31					✓				✓
We have to thick nasal, fricative.	D32					✓				✓
We have to arrange the air and then the blocked of the air.	D33					✓		✓		
They can have normal acquisition when they are born in non-hearing family.	D34					✓		✓		
So, the imitation is very good so that people cannot realized that he is deaf.	D35					✓		✓		
So, actually sending student to special school ask teaching about sign language is a big solution.	D36					✓	✓			
And every region they have different dialects.	D37					✓				✓
So, sign language in East Java will be different sign language to Central Java.	D38					✓		✓		
Sign language use in Malang will be different to sign language use in Surabaya because of the creativity.	D39					✓		✓		
Sign language use by old people will be different to sign language use by the teenage.	D40					✓		✓		
There is no surgery for glaucoma.	D41					✓				✓
And for the second types the laringal yaa.. to arrange your vocal course, to make produce for voice and maybe	D42					✓		✓		

	loose.									
	Yaa.. so, in children we can distinguish whether from the form, spoken, written, ee.. or from ee.. sometimes it comes out gears, spoken and written at the same time.	D43					✓		✓	
	The problems can be different.	D44					✓			✓
	But in general, we can distinguish between effective or expressive or maybe both.	D45					✓		✓	
	Children ee.. more cases are from the develop.	D46					✓			✓
	But here most cases are develop because of the brain.	D47					✓			✓
	It may come together with the problems of development.	D48					✓			✓
	It is identifiable through their inability to understand, to engage, to make an eye-contact, to do instructions, to repeat, to imitate.	D49					✓		✓	
	We can see that they cannot develop their ability to build more complex hear.	D50					✓		✓	
	Okay, and then they build use a filler, em..ee.. ee..	D51					✓			✓
	They don't have vocabulary similar to normal children.	D52					✓			✓
	He believes that the mechanism of baby's development comes because of the balance between right and left.	D53					✓		✓	

And then he can add cueing aa..aa..aaa., babling maa..maa..baba.. holophrastic cuu..cuu.. mimik.. maa..maa.. kaa.. kaa..because of clicking.	D54					✓			✓
Tha is glendo material.	D55					✓			✓
Tre is no clicking between right and left rain.	D56					✓			✓
The babies do not need that.	D57					✓			✓
They need to click.	D58					✓			✓
They need to be act.	D59					✓			✓
So, deafness it involves right ear and left ear.	D60					✓			✓
Sometimes the deafness is not similar, is not to close between right and left ear.	D61					✓		✓	
So, during the test the baby must sleep.	D62					✓			✓
Left and right usually different.	D63					✓			✓
Vision also have different functions.	D64					✓			✓
Yes, he develop his right brain much master than left.	D65					✓			✓
So, normal people like us.. yaa.. operate not the whole brain function.	D66					✓		✓	
The communication will influence social interaction.	D67					✓			✓
Another problem we see the delay to the neural systems.	D68					✓			✓
Down-syndrome identifiable at face.	D69					✓			✓
It represents their IQ.	D70					✓			✓

It is relevant to the toxicache environment.	D71					✓			✓
It has the mercury very dangerous.	D72					✓			✓
That's so.. ee.. yaa.. the case of the down-syndrome is not only genotype.	D73					✓			✓
It depends on the technology, it depends on the.. the development of knowledge, science, it depends on the time.	D74					✓		✓	
It activates the brain.	D75					✓			✓
The length of the corpus callosum is larger for the babies developing their bilingual.	D76					✓		✓	
To some children they'll not be some delay	D77					✓			✓
One parent one rule or you apply language hour.	D78					✓			✓
Repeated in the first syllable or the middle syllable or the final syllable. Repeating the whole word, repeating the whole phrases, repeating the whole sentences.	D79					✓		✓	
The most popular language disorder in adult happens in dementia, yaa..	D80					✓			✓
So, because of the missing memory, part of the memory related to the logic	D81							✓	
Dementia is like flue.	D82					✓			✓
So, it's ee.. symptom	D83					✓			✓

	Dementia is also symptom.	D84					✓			✓
	Alzheimer is more complex.	D85					✓			✓
	Huntington is other clumps.	D86					✓			✓

Mrs. M (E)

Lecturers' Name	Utterances	Code	Types of Power Relations					Types of Language Styles		
			Reward	Coercive	Legitimate	Referent	Expert	Formal	Informal	Colloquial
Mrs. M (E)	Okay, now we are talking about review of related literature.	E1			✓				✓	
	We start from the word review.	E2			✓					✓
	Okay, we start with the word review.	E3			✓					✓
	Would you read it a bit slowly?	E4			✓					✓
	It means more than reading, right?	E5					✓			✓
	More.. Even more than one, two or three reading because you got the word critical and examine.	E6					✓		✓	
	I would like to combine both.	E7			✓					✓
	So, I would like to combine this at least two, three words of together to explain and to help us to understand what is mean to be review or related literature.	E8			✓				✓	
	So, review is not just re-examine, but we also have the word critical.	E9					✓			✓
	Okay.. and I would like to add the definition from the dictionary by Nadia, give opinion.	E10			✓				✓	
	So, review of related literature is not	E11					✓		✓	

just a matter of place think, expert of reading, right?										
Give me your own definition by putting these four words all together.	E12			✓				✓		
If you have problems anything which prevents you not to do your best at your academic life, let me now and do some help.	E13				✓			✓		
I can do some help.	E14				✓					✓
I'm asking your own words, not asking you to copy paste from any other references.	E15			✓						
That's why we need to discuss this.	E16			✓						✓
If I'm asking you to find out from other references what you need to do only to read it for us, read it to write down on board.	E17			✓				✓		
Therefore, as the researcher you are supposed to define your own key terms or key words.	E18					✓		✓		
Right. So, basically whenever we are talking about review of related literature is not at all.	E19					✓		✓		
Review of related literature is not at all listing expert's opinions.	E20					✓				✓
Okay, the use of the references, the use of expert's and opinions is actually to support your arguments.	E21					✓		✓		
To support your arguments in order that you can contextualize, in order to	E22					✓		✓		

	contextualize.									
	In order that you can contextualize your topic to the existing theories	E23					✓		✓	
	In line with the background of study, so actually whenever you are reviewing related literature you are contextualizing the position of research especially the position of your research questions into the existing theories.	E24					✓		✓	
	When somebody is writing background of study, they are actually providing arguments to propose the research questions, right?	E25					✓		✓	
	Okay. By proposing your research questions, they are also need to support by providing relevant theories from the expert, okay?.	E26					✓		✓	
	When they are providing the theories from the experts actually they are doing effort to provide the arguments the important of the research questions among thus theories.	E27					✓		✓	
	Whenever they are citing ee.. theories from the expert actually they are supporting their arguments, okay?	E28							✓	
	They are supporting their arguments using the theories.	E29					✓			✓
	Because at the end of doing the research the answers of research	E30					✓		✓	

	questions are supposed to generate theories whenever you are doing it qualitatively or testing the theories whenever you are doing quantitatively.									
	Remember, whenever you are doing a research you can do either generate new theories or testing the existing theories depending whether you are doing quantitatively or qualitatively.	E31					✓		✓	
	Therefore, to be able to set up your territory in which area you are doing to generate theory or testing the theory you have to support, you have to provide the arguments, okay by taking into account the existing theory.	E32					✓		✓	
	The word related become significance, become important to take into account because whatever the theories, whatever expert's opinion you are going to review should be.. should be relevant, closely related to the topic of your research.	E33					✓		✓	
	In other words, any expert's opinions which support your arguments should be about your research questions.	E34					✓		✓	
	Review of related literature means that you are not at all listing expert's opinions but what you need to do is actually to critically.	E35					✓		✓	

Whenever you are doing review of related literature actually you are not at all listing expert's opinion.	E36					✓		✓	
What you need to do is actually to provide your arguments.	E37			✓					✓
Therefore, because the key point is your arguments, right?	E38					✓			✓
It's necessary for you to critically take into account any theories.	E39					✓			✓
You have to put your opinion on the theories.	E40			✓					✓
Whenever you are doing so, concerning the word related, you can only work with any concepts, theories, expert's opinions, research findings which are closely related to your topics because your topics exist on your research questions.	E41					✓		✓	
Then all expert's opinion, all existing theories, all previous research finding should be closely related to your research questions.	E42					✓		✓	



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Judul : *The Representation of Power Relations in Lecturers' Language Styles*

No.	Tanggal	Materi Konsultasi	Tanda Tangan
1.	21 Desember 2016	Pengajuan Judul	
2.	18 Januari 2017	Pengajuan BAB I	
3.	3 Februari 2017	Revisi BAB I	
4.	27 Februari	Pengajuan Proposal	
5.	15 Maret 2017	Revisi Proposal	
6.	20 April 2017	Ujian Proposal	
7.	8 September 2017	Pengajuan BAB II dan III	
8.	28 September 2017	Revisi BAB II dan III	
9.	3 Oktober 2017	Pengajuan BAB IV	
10.	13 Oktober 2017	Revisi BAB IV	
11.	20 Oktober 2017	ACC BAB I, II, III, IV	

Malang, 20 Oktober 2017

Mengetahui,



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