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## LECTURERS' CLASSROOM DISCOURSE EVENTS AND POWER RELATION USED IN COMMUNICATING LEARNING TASKS

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### Abstract

*This study is proposed to find out lecturers' discourse event in communicating learning tasks. There are two research questions formulated in this research. They are types of events of the discourse and the power relation of each event. The method of the research is content analysis. The research participants were chosen purposively, based on consideration of the subjects they taught; Research in Language Teaching, Classroom Management, Speech, Translation, and Paper/r Thesis Writing. The other participants were the students who studied with the lecturers. Data were gathered by recording the process of learning. They were analyzed by using textual analysis. Findings of the research show that the lecturers' classroom discourse has 9 types of events, namely 1) preparing before discussion, 2) confirming, 3) giving comment on the students' work and respond to the student's question, 4) commanding, 5) directing, 6) encouraging, 7) giving information about tasks, 8) rereading materials and commanding, and 9) discussing. Meanwhile, the power relation is categorized into two forms, namely lecturer's domination and equal function between the lecturer and the students. The lecturer and the students have equal power in encouraging and discussing events, but they do not have it in the other events. Based on the findings, lecturers are recommended to use the discourse in which the lecturer and the students have equal power in producing the discourse.*

**Keywords:** discourse event, learning task, communicating, and power relation

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### 1. INTRODUCTION

Task is the central activity the students should do in learning a subject. It can be done inside or outside the class. The form can be oral or written which is done by the students individually or in group. Eventhough the lecturer has communicated the learning tasks since the first meeting of a semester, she must communicate the task every meeting before and during the process of the task is going on. The communication is proposed to remind the students of the task they have done as well as the guidance for them to do a current task. Therefore, the process should meet the requirements for gaining the purpose.

In the process of delivering the task, the discourse used by the lecturer is a determinant aspect in making the students ignited to do the task. If it is interesting and clear, the students will enjoy the task and can do it as expected. In other words, the more influential the discourse the lecturer can use, the more motivated they will do the task.

In the writer's observation to some situations of learning process at STKIP PGRI Sumatera Barat, she found that most students were not interested in doing the task. In addition, they could not do the task maximally since they did not understand the task. As the effect, doing the task was not useful to make them acquire the subject.

Due to the fact that the students could not do the task, the writer was encouraged to do a research about the discourse in social interaction, especially in classroom interaction. Since the task is communicated by the lecturer in classroom social interaction, to make the students understand the discourse, the lecturer needs to study some topics which are relevant to the discourse. Barton and Hamilton state that the concept of the literacy event provides a starting-point for analyzing interaction. Meanwhile, the concept of literacy practice provides a way of relating these to broader cultural and structural formations (xxvii). This paper was focused only on literacy events used by lecturers in communicating learning tasks.

In addition, she also studied domination of power in the discourse which might influence their enchantment in doing the task. The power relation carried out through the discourse is believed very urgent to the students' self actualization in doing the task. According to self-actualization

proposed by Rogers, human beings have tendency to meet their needs. The complexity of their lives provides them with additional actualization tendency to improve and make them better. In addition, he reveals that humans have tendency to have positive self-regard, as self-esteem, approval, and acceptance (Krapp 384-5).

Based on Rogers' theory, it can be argued that the students may have positive regard on themselves if they have sufficient opportunities to work. On the other hand, if they have limited opportunities, they may become less confident to do learning task. Moreover, they may be dependent on the lecturer; they did not think they could learn something if the learning activities were not dominated by the lecturer.

## **2. DISCOURSE EVENTS AND POWER RELATION IN COMMUNICATING LEARNING TASKS**

### **1. Discourse Event**

This study is a type of Critical discourse Analysis (CDA) which concerns with the study of the relationship between language and power. In this approach, the researchers found the larger unit of text to the basic unit of communication (Wodak and Meyer 16). It analyzes discourse structure as one of the basic units of communication used by the lecturers when communicating learning task. CDA according to Fairclough includes three aspects, text, discursive practice, and social practice (Fairclough 73) and discourse event is the study of discourse as text.

Rogers defines literacy event as the event in which written text or talked around text has a central role. He observed literacy events in different domains of the home, the school, and the community. Instead, literacy events were found different in values, beliefs, and sets of interactions. Barton and Hamilton in Jacobs (3) explains that literacy events as identifiable and bounded interactions with texts that are part of literacy practices. Meanwhile, the literacy practices exist within social patterns which show that some practices are more dominant, more significant to the institution in which they are embedded to the power of institution.

Bloome, et al state that event is a theoretical construct used to inquire how people create meaning through how they act and react to each other. It emphasizes on the dynamic and creative aspect of what people do and accomplish in interaction. In general, it is conceptualized as the empirical space in which literacy practices come into play with each other (5).

They suggest that when people interact with each other, they do it to make others understand their intention in the event. To make their intention known, they use contextualization cues. Furthermore, they explain that the meaning and the function of a contextualization cue depends on many factors, including participants' shared understanding of the social context and what has already happened and what is being anticipated to happen. Contextualization cues must be visible and understood within the framework of actions and reactions by the people as the basis for understanding what is happening in an event (Bloome, et al 9). Like all human activity, literacy is essentially social, and it is located in the interaction between people (Barton and Hamilton 1).

As this study analyzes the classroom discourse events in communicating learning task, the analysis is focused on the sets of interactions used by the lecturer and the students in task activities. Meanwhile, the contextualization cues used to understand and interpret the text are relevant to learning process. From the concepts of event, the researcher uses what the lecturer is doing and accomplishing in the discourse as the indicators. These indicators are used in analyzing the data.

### **2. Power**

In negative sense, the term power is related to the force given by superior on the inferior since one is more dominant than the other. Morand quoted Bales, Cohen, and Williamson about the primary criteria in defining an individual, namely dominant are self referential; dominant individuals are defined as those who act overtly towards others (236).

On the other hand, it can be interpreted positively. It is related to politeness. Speakers low in relative power, speakers who are in socially distant, and speakers who voice relatively more severe face threats are predicted to have greater amounts of politeness. Thus, the people who have low power are more polite. Even, he suggests that while superiors are not restricted from using politeness, subordinates uses greater amounts of politeness (Morand 239).

In the same way, Van Dijk believes power can be used for many neutral and positive ends. For example, the power is used by parents or teachers to educate the children or students, media to give

information, politicians to govern the citizens, the police to protect people, and the doctor to cure the patients. Therefore, power is useful for positive ends of the activities mentioned above (17).

Since this study is done in the field of education, the power in this study is viewed from the power relation between the lecturer and the students in their effort to make the students interested and understand learning tasks. Therefore, power is useful to achieve the purpose of education. In communicating learning task, the power is proposed to achieve the purpose of communicating the task.

In understanding the term power in this research, the researcher uses the term of hegemony. It is leadership as much as domination across economic, political, cultural, and ideological domains of a society. It is about constructing alliances and integrating, rather than simply dominating subordinate classes, through concession or through ideological means to win their consent (Fairclough 92).

Power relation in a discourse can be seen by analyzing who dominates the discourse. In one discourse, the lecturer may be dominant, but in some others, their domination can be equal. The more equal their power is, the better the communication becomes. The students can feel that they have right in determining what they want to do. Therefore, they cannot be forced, but engaged in deciding the tasks that they should do.

Moreover, the students' engagement showing their power in deciding classroom activity is important to be embedded in the discourse used by the lecturer. Jacobs proposes the concept of success and failure. It is tied up in the construction of participation within learning environment integrated with how power circulates among the students and between the students and teacher (17). Some students experience success by completing a project or passing the course and others do not. Based on this concept, it can be argued that the students' participation in producing and responding to a discourse used when communicating learning task can describe how the power circulates during the activities. Moreover, the power circulation can contribute to the success and the failure of the students in accomplishing the task.

### 3. METHODOLOGY

The method of the research is qualitative content analysis. Six lecturers of English lecturers who taught different subjects at STKIP PGRI Sumatera Barat were chosen purposively as the participants of this research. The subjects included Classroom Management, Language Assessment, Research in Language Teaching, Speech, Translation, and Paper and Thesis Writing. Data were taken from utterances used by the participants during the research by using camera and field note to record the data. They were categorized by following the techniques of data analyses, namely summarizing and inductive category analyses (Mayring 65-66).

#### 1. ANALYSIS AND DISCUSSION

As cited before that event of a discourse is determined by analyzing what the lecturer is doing and accomplishing in his or her discourse. Therefore, the analysis of the data is done by analyzing utterance to utterance to find out what the lecturer is doing and accomplishing in the discourse. The data are presented as they are and translated into English in the analysis.

##### 1. Preparing before Discussion

Try to explain the movement from KTSP 2006 to curriculum 2013... *kurikulum berkarakter. Nah dimana letak karakternya itu? ...nanti dipaparkan oleh presenter dan tentu saja saya akan paparkan juga alasan kenapa kurikulum itu ada perubahan? ... Kita analisa alasan-alasan itu. ...you must add your opinion, misalnya saya setuju lo Mis. Bagus. Kenapa Bagus kurikulum 2013? Apa bedanya dengan KTSP? Are you ready, presenter? (the discourse was continued by the students' activity to present the topic).*

The discourse above was used after the students who were responsible for presenting the topic took their seats in front of the class. While they prepared for the class, the lecturer produced the discourse. The lecturer stood in front of them facing other students and directed what she said to the other students. None of the students who had sat in front of the class, made notes when the lecturer detailed what they should do in the discussion. There are some points the lecturer explained in the discourse as listed below.

- a. Commanding: try to explain....
- b. Asking : Nah, *di mana letak...?*
- c. Announcing : *Kita analisa.....*

- d. Reminding: You must...
- e. Asking: *kenapa bagus*...
- f. Making sure: Are you ready?

From the utterance she used in commanding, it can be clear that the command was directed to the group who would present the topic. But, when she said “*nanti dipaparkan oleh presenter ...*”, the addressees were changed to other students in the class, not including the presenter. The utterance then was continued by including all students in the class “*kita*.” Then, when she said, “you must... and ended with question to make sure whether the presenters are ready or not” the utterance again was directed to the presenters.

After analyzing the discourse utterance to utterance, the researcher argues that the lecturer explained some points about the task to the students, especially to whom who had on duty to present the topic. Therefore, in this discourse, what the lecturer did was explaining some points of the task. Moreover, the detailed explanation of the task was done to make the students work systematically and effectively. She showed the points should be discussed in order that the purpose of discussion can be achieved. Therefore, what the lecturer accomplished in the discourse was making the students work systematically.

After finding what was done and accomplished in the discourse, the event of the classroom discourse was decided. Explaining some point related to what the students should do in their presentation and accomplishing systematic task to do were done in one event, namely in preparing the students before discussion. Thus, the event of the discourse is **preparing before discussion**.

Another question was asked in this research is about the power relation found in the discourse. The discourse was dominated by the lecturer in which the lecturer talked to the students. On the other hand, the students just listened and did not respond to the talk orally. The power relation in the discourse, then, was dominated by the lecturer, so that the lecturer and the students had unequal power. It happened since the lecturer had experience that some students did not do classroom presentation as she expected. As the effect, she explained some important points to discuss. For the purpose to make the students prepared well before discussion, she dominated the discourse. Eventhough she asked a question, she answered it herself. In the same way, after she commanded the students to give opinion, she directly gave an example to give comment. It can be also seen in the discourse that power relation is also influenced by the lecturer’s culture when talking and responding to information.

## 2. Confirming

L: **What is your topic?**

S: Students’ Behavior during Group Discussion

L: (while writing on board) Students’ Behavior during Group Discussion. Now, **how to write background of problem** if the topic is students’ behavior during group discussion?

**Could you tell why you choose the topic?**

S: Specific nya Miss?

L: **Why you choose the topic? It starts from your problem what is your problem?** (the student just read and the classroom situation was noisy).

L: OK (to other students), listen to your friend, please!  
Go on reading your paper (to the first student)

L: **OK, it means you explain here problem from too general.**

In the above discourse, the lecturer asked one student to mention a topic and she wrote the topic on board. After writing the topic, she asked the students to tell the background of the problem. Since the student did not know what she meant, she mentioned the same utterance repeatedly and completed with brief description “It starts from your problem.” At the end of the talk, she told the student that the background was too general, meaning that the student did not do the homework as required.

It is clear that the lecturer did two activities in the discourse, namely asking question and giving comment on the students’ work. Initially the question was directed to all students in the class. But, when one of them answered, the question and answer occurred between the lecturer and one student, while the others just listened or did other activities. Moreover, the question and the comment

were accomplished to show the student's misinterpretation and guiding him/her and other students to work correctly. This event is called a confirmation by which the lecturer confirmed what the students had done with the task so that she could give the feedback to the students.

Since the discourse involved a lecturer and one student, power relation happened between the teacher and the student and it was equal, by which the lecturer asked a question and the student answered it. However, the equal power was applied restrictedly, namely between the lecturer and one student. Other students were not included in producing the discourse. Thus, power relation was not distributed among the students in the class, meaning the discourse was dominated by the lecturer and one student.

### 3. Giving comment on the students' work and Response to a student's question

My evaluation about this paper, **first you did a great job**. You made the paper as I instructed. OK, because last week, I instructed you to put the signature and then to write the name, write the member, and you differentiate the phone. Now, **let's see the content**. **You have a question about? That's my question Ita (not the real name)**. Now, if we did not study the level like this, **Can we move to the next level? Well, the answer, logically, you cannot. You have to comprehend and understand each level**. It's like stepping on stairs. You cannot fly, right?

It can be seen that there were two important activities the lecturer accomplished in the discourse, namely commenting the students' task and replying the student's previous question. Firstly, he commented on the students' task and secondly, he answered one student's question. The comment began from "My evaluation" and ended with "Let's see the content." After talking that he wanted to see the content, he did not do it. He talked about another topic, "You have a question about..." so that the discourse event changed into replying the student's question.

The discourse shows that the lecturer used two events simultaneously which caused the first formation broken. After saying, "Let's see the content," he changed the event by repeating the student's previous question and responded it. As the effect, the information about the content is separated by the teacher's response. Thus, there were two events in this discourse, as comment on the students' work along with the response to a student's question.

Both the events in the discourse are analyzed to find out power relation. In the first event (giving comment on the students' work), the information was delivered by the lecturer. He gave comment on the students' task, while the students just listened. Thus, the discourse was dominated by the lecturer. On the other hand, in the second event (response to a student's question), though it was initiated by the student's previous question, the discourse was still dominated by the lecturer. He answered the question directly and did not share the question to be answered by other students. Therefore, it can be argued that inequity of power occurred in both events of the discourse.

### 1. Commanding

**Write research topic based on your own interest**, *ketertarikan anda dari yang saya berikan tadi, can be from the method, from the text, dan saya harap bervariasi. Ya, jadi anda pilih 2 topik. Topic itu dua ya, salah satunya boleh skill, satunya lagi competence, silakan, tidak masalah. Kemudian tentukan research problem pada topic itu. Make it narrow. Tentukan research problemnya. Setelah itu lakukan atau identify the purpose of the research based on the solution...*

There are six commands given by the lecturer in the discourse. The commands start from "write", "pilih", "tentukan", "make", "tentukan", "and "identify." The lecturer dictated the tasks and gave the students a few minutes to write them on their books. There were five tasks and each task consisted of two tasks, related to English skills and teachers' competence. The tasks included writing research topics about one of English skills and identifying teachers' competence. The next task was to decide some research problems of each topic which was still large. From the research problems identified, the students were asked to narrow the problems, limit the research problem, and finally identify the research purposes.

Task in research class is very complicated for most students since they should write scientifically. Providing students with several tasks can make them frustrated which can be reflected

through their learning behaviour. For example, they cheat their friends' work or are not aware of the task quality. As the effect, such kind of task will not be effective and useful to develop the students' skill. Otherwise, the purpose of doing learning task is to make students more competent.

All language actions were commanding the students to do the several tasks which were dictated by the lecturer. The commands were to make the students act as required, so the lecturer mentioned them one by one. Furthermore, through the discourse function and the purpose, the researcher could decide the event of this discourse as a command.

Regarding to the power relation, the researcher found that the discourse was dominated more by the lecturer. The lecturer was very dominant in talking and the students just followed what was instructed. Since the lecturer dominated the discourse, it can be argued that equity of power was not found in the discourse.

## 2. Directing

***Sekarang anda pikirkan tentang topic anda. Sudah, kepikiran tentang topic? Sudah kepikiran? Topic. Coba kita acak secara acak dari skill. Coba anda ambil satu skill saja sebagai topic, speaking, writing, ya what ever do you want, you write down. Coba tuliskan topic anda apa? Nah anda maunya apa, mau speaking, mau apa, mau apa ? terserah. Kita akan bicara tentang topic sekarang, larger, yang lebih luas. Jadi tak hanya speaking, apa saja ya Misalnya anda mau melihat kompetensi guru juga boleh atau media, sekarang topic saya adalah media mengajar listening. Itu media itu, media, sudah kepikiran? Sekarang bikin topic itu narrow.*** Think about narrowing the topic. Topic itu anda persempit menjadi satu komponen saja, satu bagian saja dalam topic tadi....

The discourse was used after the lecturer explained the topic related to the task given. She gave exercises to her students in writing an introduction of a research. She led the students to produce what she mentioned and stopped after mentioning one task, "***Sekarang anda pikirkan tentang topic anda. Sudah, kepikiran tentang topic...***" The utterance "Sudah kepikiran..." is related to the first, so between the first and the second utterance, it must be a gap used to let the students think about the previous task mentioned. She went on the next task after becoming sure that the students had finished the previous one. In addition, to help the students, she gave a clue, "***coba ambil satu skill saja sebagai topic, speaking...***" Therefore, that she did "leading" can be determined. The lecturer' activity to lead the students certainly had the purpose to train them so that they could write an introduction of the research correctly. Finally, having known the function and the purpose of the discourse, the researcher could find out the event of the discourse called directing.

Doing such exercises in limited time is also difficult for most students in middle level competence. They generally need time to do the task and find difficulty in producing the task in a short time. They may write something because they are afraid of the lecturer if they do nothing. But, what they write may not relate to the lecturer's direction. Moreover, if the lecturer does not check their work one by one, such exercises just waste the time, since only a few students will do it.

Similar with the data presented before, this discourse was also dominated by the lecturer. The lecturer was very active in dictating the students' task one by one. The students just followed the students' instruction. None of the students asked the lecturer about the task. As the effect, power relation was not balanced. The lecturer asked the students to do some tasks, while the lecturer did not get any questions relevant to the task from the students. Moreover, she did not check the students' comprehension about the command given to them.

## 3. Encouraging

We are talking about classroom management strategies, How to differentiate between teaching strategies and management strategies, classroom management strategies? *Silakan utarakan saja dulu apa yang kamu temukan. Sampaikan saja dulu. Samapun tidak masalah...* (students talked)

As stated before, the lecturer's discourse happened after one group's presentation. When the lecturer reminded the assigned group with a clue before they expressed their idea, she implied that the former group did not answer the question yet so that she reproduced the question. Reproducing "We

are talking about classroom management strategies, ya, classroom management strategies” followed by the above question was to direct the students’ thought to what was expected in the discussion. The students who did not focus on what the lecturer said was drawn to the words when the lecturer repeated them. In addition, the lecturer mentioned the words more slowly and more expressively so that the students could find the idea. As the effect, they might be confident to express their idea that they considered incorrect.

Furthermore, the lecturer added her utterance with “*Silakan. Utarakan saja dulu apa yang kamu temukan. Sampaikan saja dulu. Samapun tidak masalah,*” meaning that she wanted another group to tell different information from that was informed by the earlier group. But if they could not, she could accept the same idea. The utterances expressed that the lecturer tolerated the students’ mistake in comprehending material, but she wanted them to engage in discussion. Furthermore, she implied that the students’ answer was not the final answer since she would correct it at the end, “Utarakan saja dulu”, meaning later she would explain it.

The above way to lead students to engage in discussion is a kind of encouragement. Inconfident students may become confident if they are encouraged to do thing that they think they cannot. Telling an uncertain idea is firstly hard to do. But, if they find they are appreciated though the idea is incorrect, they gradually can become confident. Thus, It is very important to do to make students work.

It can be also found from the discourse that the power relation is equal. After producing the above discourse, one of the students in a group delivered their idea about the topic followed by another one. The time spent by the lecturer and the students to talk was balanced. What she did was directing the students’ thought. By directing the students’ thought to the topic, she has accomplished one task to correct the students’ interpretation. Therefore, the event of the discourse the lecturer used is encouraging.

#### 4. Giving detail information about task

For tomorrow, what you need to do, go to library. You search for ten examples of research paper titles and thesis titles. You only give examples. *You cuma mencari judul tesis dan research paper senior, salin aja judulnya.* Send ke email... *diketik, misalnya* research paper, number, title, student or writer, *satu halaman aja*, number, title, student. So at the same time, when you read the title, try to oret-oret your own title. *Kira-kira draft judul, apa yang akan you angkat, dari makalah yang ada*

The lecturer told the students some information they should do in relation with the task outside the classroom, “You should....” In addition, he impressed that the task was easy for the students, by saying “only and cuma”. He also told the students that he wanted to know whether the students could differentiate between research paper titles and thesis titles.

It can be seen that the discourse basically contains some commands. Generally a command begins from a verb. However, most commands in this discourse begin from the subject (second person). For example, what you..., You only..., You Cuma..., You read... The utterance is in statement form, not in imperative form.

Viewed from the culture of Minangkabau, using statement in asking someone to do something is more polite than using direct command. The power of the lecturer in the discourse sounds not too dominant even though the lecturer talked much. It is because the command is produced indirectly.

So, what the lecturer did in the discourse was announcing the task to the students as homework. In addition, she informed it by telling the detail activities to the students to make him sure whether the students understand what they should do. Thus, the event of the discourse was detail information about task.

Explaining a detailed task to students can help them understand the task. A difficult task can become easier if the information about task is clear. For example, the information is completed with the way to do it as mentioned above, “*misalnya* research paper, number, title, student or writer, *satu halaman aja*, number, title, student.” In addition, the information can be delivered through definition as, “**You know oret-oret? Sketsa, bukan gambar, but you write down.**”

### 5. Rereading Materials and Commanding

S: *Bagaimana cara kita supaya pendengar mengerti yang kita bicarakan?* (How do we make the listeners understand what we speak?)

L: **Make yourself comfortable, prepare yourself, physical**

**Kemudian** (then) **spiritual, dan (and) concentration.** *Itu dia sudah terjawab* (that it is, is it answered?). Any question? *Kalau tidak ada sesuai dengan janji kita tampil ke depan* (if there is no more question, based on our consensus, perform your speech in front) **one by one.** *Pasti ada pertanyaan sekali kalau disuruh tampil. Kita coba speechnya nonformal,*

The above discourse was used in replying a student's question. Previously the lecturer had written some notes on board. She answered the student's question by showing the points she wrote on board so that she just read it. The answer ended with her command since the students had no more question. At the end of this interaction, she asked the students to perform a free speech one by one.

From the discourse it can be seen that the answer was not useful to make the students understand the topic. It is impossible for the students not to be able to read the notes written on board. But they wanted the lecturer to explain and illustrate her explanation by using example or the model so that the information became concrete. Different from what was expected, the lecturer was replying the students' question by pointing at the statements she had written on board and reading them, then soon commanding them to perform a speech. Thus, the event of the discourse was rereading material along with commanding.

The lecturer's function in the discourse is very dominant. She answered the student's question directly before distributing it to the other students. In other words, she did not let the students think about the answer. Having answered the question by reading the notes written on board, she gave the occasion to other students. But soon when no one asked, she changed the activity soon. She asked the students to practice delivering a speech. Thus, the power relation in the discourse was dominated by the lecturer and the students' right in the discourse was influenced by the teacher's discourse. They should follow what the lecturer asked.

### 6. Discussing

L: Management strategies... **classroom management strategies, kalau misalnya tadi Cahyani keluar aja, dia masuk lagi apa yang akan saya lakukan?**

S: *Marah*

L: **Marah? Apakah ya?** *Kalau misalnya kejadian seperti itu, ya main keluar aja itu anak. Masuk dia lagi. what will you do?*

S: **Ditegur aja**

L: **Ditegur aja, yakin, a...** *Biasanya kan ada tu rol panjang di depan kelas. Awas masuk bekok, cubolah yo! OK apakah itu bagian dari management strategies? Anak keluar-tindakan kita...?*

S: *Ya*

The discourse begins from the topic. "classroom management strategies." It can be seen that the lecturer tried to bring the students to the concept by giving illustration which was related to the real life. All students can be involved spontaneously since the questions were organized gradually from the easiest to the more complicated one. In addition, the question was directly answered so that another question followed the preceded question. As the effect, the students did not feel under pressure which encouraged them to answer the questions and to be involved in the discussion. Furthermore, the students were more concentrated in doing the task.

Some techniques were used in the discussion. A direct question was answered directly. When the students' answer was not appropriate, the lecturer guided them with the example taken from the real situation. The way to find the example is a kind of contextual learning "Management strategies... **classroom management strategies, kalau misalnya tadi Cahyani keluar aja, dia masuk lagi apa yang akan saya lakukan.**" Thus, the students could see how to manage the classroom though



the definition was not given. The way can make the students understand easily compared with the way when they should read and memorize a definition.

The illustration was to make the students think about the concept and the purpose of classroom management. The lecturer did not explain the material to the students, but she discussed it with the students by asking their opinion. In other words, asking the students opinion was proposed to find out the concept and the purpose of the topic discussed. Thus, the event of the discourse was discussion.

The form of discussion is questioning and answering. After listening to a question, one or more students answered. Then, the answer was offered to the other students in the class. Therefore, the answer of a question can be answered by one or two students differently or similarly. Another uniqueness of this discussion was that it was directly guided by the lecturer. So, if the answer was still wrong, the lecturer led them to the right answer. In other words, the students were not stayed confused after the learning process ended.

The way of communication caused the lecturer and the students' power relation to become equal. The discourse was not only dominated by the lecturer, but also by the students. Many students got involved in producing the discourse after the lecturer produced an utterance.

## 5. CONCLUSIONS AND SUGGESTIONS

Based on the findings, conclusions can be drawn that events of the discourse and the power relation are influenced by the context; the participant and the subject, the lecturers' experience, and the purpose of communication. One lecturer with different subject used different events. In addition, different lecturers with different experience as well as different purposes of communication also used different events. Moreover, equal power used in a discourse can influence the students' intellectual curiosity to learn since they feel relieved. As the effect, they may enjoy the task and are ready to do it. Since the equal power was found in two types of events, namely encouraging and discussing, it is implied that using encouraging and discussing as the discourse events to communicate learning task can ignite the students' spirit to do learning task.

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