

Representation of Power in Creative Advertising Class Discourse at the Communication Studies Program Universitas Negeri Jakarta

Lisnawati¹, Adiza Resty Purwaningtyas², Amanda Kanary Putri³, Dini Safitri⁴
Universitas Negeri Jakarta, Indonesia^{1,2,3,4}

Abstract: *Power can occur anywhere, including in the classroom. Representation of power relates to how individuals or groups describe, display, and represent power through things that are marked by symbols (which in this context is language). The components involved are lecturers and students using discourse in the Creative Advertising course class at Universitas Negeri Jakarta in 2022. The practice of power can occur through lecturer speech acts that describe, display, represent power through domination, influence, and forcing student activities. This research is included in the type of qualitative research that describes the form of representation of power in class discourse. The results obtained through the analysis of the representation of the form, strategy, and function of power. The purpose of this study was to determine the representation of the power of lecturers in the discourse of Creative Advertising Class Communication Sciences, Universitas Negeri Jakarta in 2022.*

Keywords: *Power, Classroom discourse, Critical discourse analysis, Lecturer authority*

Introduction

The term representation focuses on the way in which certain individuals, groups, opinions, or views are properly represented and how these representations are represented. The concept of power is also often considered as a relation between two or more entities so that power is seen as relational.

According to Jumadi (in Kesumayathi, 2021) it is stated that representation of power can be shown in various kinds of speech acts. In the learning process, the lecturer builds communication with students through behaviors that indicate a process that influences or influences each other.

Power is very influential on the course of human life, especially in broader matters. Since a long time ago, when it was still the colonial era, freedom was increasingly rampant in society. Freedom is closely related to power. Many individual human rights are taken away by power. In general, it is those who are dominant who are able to rule in an area. (Idayatiningsih, 2017)

¹ lisnawati_1410620040@mhs.unj.ac.id

² adzarestypurwaningtyas_1410620080@mhs.unj.ac.id

³ amandakanaryputri_1410620069@mhs.unj.ac.id

⁴ dinisafitri@unj.ac.id

According to Weber and Jumadi (in Tarmini, 2016) argues that power is the possibility of forcing the behavior of others against someone in other words power is an individual act when he influences, forces the activities of other people or groups, and dominates for a purpose.

According to Robbins and Judge (2013), power is divided into 5 types, namely, first, coercive power is power that occurs because of fear due to negative consequences if you do not obey an order. Second, reward power is the ability that a person has in giving awards to those who follow him because of their obedience or obedience to existing orders. Third, position power is the power obtained by someone who is at a higher level than others. Fourth, skill power is the ability that a person has to influence others due to his special expertise or knowledge. Then the last one is the power of charisma, which is the power that a person gets because of that person's behavior and personal style. (Asrianti, 2019)

In Asrianti (2019), discourse is a phenomenon in society and all kinds of events that occur. Discourse is formed from a set of signs that have an intensity of meaning as an expression of social phenomena that form a discourse text simulation.

Discourse is a term that is currently widely used by the public. The term discourse comes from the Latin '*discursus*' which means to run here and there. Webster defines discourse as a form of representation of human ideas, expression of views or opinions, and maintenance or interaction. In its development, discourse is seen from several perspectives, one of which is the result of the production of knowledge from a certain power.

The construction of social reality is a process in which individuals create a subjective reality on an ongoing basis through the things they experience and have. In this process, the social stages are illustrated from actions and interactions between humans (Bungin, 2019). In this study, lecturers and students create a social construction on the basis of power that is formed in the process of interaction between individuals.

In the learning process, lecturers and students communicate to convey their wishes through various types of speech acts so that a lecturer in carrying out his role must provide a learning process and is required to be able to regulate activities carried out by students and convince students to carry out all types of activities effectively.

In the learning process in class, lecturers act as speakers while students act as speech partners or vice versa, lecturers act as speech partners and students as speakers. Both speakers and speech partners are required to have pragmatic skills which according to Levinson is a study of the relationship between language and context which becomes the basis for a report on language understanding or a note in other words a study of the skills of language users in connecting and matching sentences and contexts accurately. Pragmatic skills controlled by a person will certainly affect his speech acts as well. The better the pragmatic skills, the better the speech acts are directive, commissive, declarative, expressive, and assertive.

Based on previous research that discusses "Representation of Power in Class Discourse in Junior High Schools" the results show that representation of power in classroom discourse, including (1) Representation of forms of power (2) Representation of power strategies (3) Representation of the function of power. Meanwhile, in a previous study examined by Yanto, 2013 it was found that the representation of power in the Indonesian language teacher class was through directive, assertive, and expressive speech acts. In previous research that

discussed the representation of power in the speech acts of lecturers conducted by Tarmini (in Asrianti, 2019) it was found that directives, assertiveness, and expressiveness were forms of representation of power in speech acts. The purpose of this study was to observe the form, strategy, and function of lecturers' power in learning discourse in the advertising creative class of the Jakarta State University Communication Studies program in 2022.

Power can occur anywhere, including in the classroom. According to Foucault (in Eriyanto, 2001) control has the aim of forming obedient and disciplined individuals into a form of power that is everywhere, including in the classroom. The elements involved include lecturers and students through the application of discourse in creative advertising courses at Jakarta State University in 2022. The practice of power can occur through lecturer speech acts that illustrate, demonstrate, represent power through domination, influence, and forcing student activities). (Biria & Mohammadi, 2012)

Based on Law no. 14 of 2005 regarding teachers and lecturers, lecturers are professional educators whose main task is to modify, grow, and expand science, technology, and art through education, research, and community service. In addition to carrying out the duties of the Tri Dharma of Higher Education, lecturers must also be able to provide examples, motivation, and enthusiasm for students. That way, students will develop into human beings who are academically and mentally competent (*hard skills and soft skills*). (Bali, 2013)

The power of lecturers in class discourse is useful as a tool to control the behavior or actions of students as the party being controlled. The practice of authority is applied by the lecturer as a discipline regulator in the classroom who acts as a teacher and material provider. (Triana & Zamzani, 2019)

According to Fairclough in (Asrianti, 2019), language is a useful medium to control, dominate, and influence individuals or groups. In general, language is used by humans who are able to apply ideas in everyday life. So that in practice the power of language is recognized as an effective tool for communication. This happens because the communication process that exists does not only require someone to be understood, but also wants to be distinguished, trusted, and obeyed. (Yanto, 2013)

Language is useful as a tool to influence, control, and control one's psychology (beliefs, attitudes, and knowledge). In the context of this research are students. According to the Government Regulation of the Republic of Indonesia in 1990, students are students who are registered and study in universities.

Representation of power relates to how individuals or groups illustrate, describe, and represent power through things marked by symbols (which in this context is language). The representation of power can be seen through vocabulary, grammar, and textual structure. (Jorgensen & Phillips, 2002)

This study focuses on the representation of power in class discourse conducted by lecturers of creative advertising courses using the Fairclough Critical Discourse Analysis (AWK) approach in 2013 because the theory uses a theoretical approach to study the practice of power in lecturers. Every discourse contained in texts, conversations, or other things is not seen as something natural, reasonable, and objective but is a form of power conflict. The design in Critical Discourse Analysis (AWK) according to Fairclough consists of three

dimensions of analysis, namely *sociocultural practice* (sociocultural practice), *discourse practice* (discourse practice), and *text* (text).

Based on the description above, the researchers conclude that the problems to be discussed are (1) how is the representation of the form of power in the discourse of creative advertising classes in the Communication Studies program, State University of Jakarta in 2022? (2) how is the representation of power strategy in the discourse of creative advertising class at Jakarta State University in 2022? (3) how is the representation of the function of power in the discourse of creative advertising classes in the Communication Studies program, State University of Jakarta in 2022?.

Methodology

The author uses qualitative methods as the chosen research method because according to Moleong (in Mahardika & Farida, 2019) qualitative research methods are research aimed at understanding all events that have been felt by research subjects, both actions, views, behavior, encouragement, and so on. According to Putra (in Putria, 2020) qualitative methods aim to understand individual perceptions, find, and define processes, and seek deeper information about the subject or research setting that is limited in nature.

There are two approaches in research that aim to obtain answers to the existing questions, the two approaches are qualitative and quantitative. This research belongs to the type of qualitative research because it explains or describes the form of representation of power in class discourse. This research was carried out in the advertising creative course of the Communication Studies Study Program, Jakarta State University in 2022 on March 1, 2022. The data came from the speeches of lecturers and representatives of 64 students during the teaching process in the creative advertising class. This study has the main data source, namely the lecturer of the creative advertising subject of the Communication Studies study program, Jakarta State University in 2022 and representatives of 64 combined students of class A and B class of 2020 who took the class.

This study collects data through the process of observation, recording, and observation notes. The recording is done by recording the speeches of lecturers and students during the distance learning process for creative advertising courses through *zoom meeting* by using the *record*. The data obtained are in the form of speech acts in class discourse. Then, to complete and prevent unrecorded data, the researcher makes observations in the context of speech which is intended to obtain speech data based on the context of the results of spontaneous observations.

After that, the results of the field notes are used by researchers to make it easier to record important things when speech in class discourse represents power. The study of research data was carried out using the Miles and Huberman model, namely data collection, data presentation (reduction), and conclusions and suggestions.

Findings & Discussion

Results

Representation of The Forms of Power

The Representation of forms of power in class discourse in the creative advertisement course of the Communication Studies study program, Jakarta State University in 2022 includes forms; 1) orders, 2) requests, 3) prohibits, 4) notifies, and 5) judges.

Representation of Power in the Form of Command

The form of instruction in the representation of power relates to the way the speaker dominates the speech partner to carry out the activities requested by the speaker. In the context of class discourse, the lecturer instructs students to carry out activities according to the wishes of the lecturer in the teaching process. The form of instruction tends to use speech that seems quite pressing and firm. The following is a presentation of these data.

In the 1st data, the lecturer said the sentence "**Please make** in groups, power point presentations about chapters in books that have been divided by each group. Then, **provide** examples of failed ad cases and their analysis." Then, some students nodded their heads to indicate that they understood the lecturer's speech.

In the 2nd data, the lecturer said, "Meeting 9 all groups collect the 2nd assignment, our 11th meeting has started the presentation of UAS assignments. All the tasks **have been prepared from now on huh!**". The majority of answers from students nodded their heads to indicate that they understood the lecturer's speech.

The context of the speech in the 1st data and 2nd data describes the direction from the lecturer to the students to do the tasks given according to the lecturer's orders.

The words "Please make", "Give", or "It's been prepared from now on!" shows the form of speech in the form of directive acts or directive actions from lecturers to students. Dahl (Pace and Faules, 2006:252) is of the view that the ability to control others to carry out the intended activity is referred to as power. In this case, the lecturer has exercised power in the form of giving orders and directions regarding assignments to students.

Representation of Power in the Form of Prohibition

This research produces a representation of power in the form of prohibition that uses words as a form of prohibition in speech used by lecturers to control class conditions during the teaching process.

In the 3rd data, the lecturer said the sentence "Oh, how are you guys? The name we make a *power point*, at most it's 20 pages. Making slides is called *the power of point*. **No way, no PPT up to 53 pages, don't do this!** Then there were students who answered by apologizing but the majority of students were silent.

In the 4th data, the lecturer said the sentence "Maybe the presentation can be accelerated, **don't read it all like that** . "Then the student who was presenting answered "OK, Ma'am, permission to continue."

The context of the speech of the 3rd and 4th data occurs when the lecturer feels uneasy about the mistakes made by the students. The anxiety was conveyed by the lecturer when students took actions that deviated from the direction. Lecturers prohibit students from not submitting assignments or presenting the results of assignments ineffectively. The prohibition given by the lecturer represents the power that the lecturer has over the students in the class.

Representation of Request

The form of request in class discourse is seen as a natural thing when viewed from the position of lecturers and students. Lecturers have authority over students in class discourse.

In the 5th data, the lecturer said the sentence "**If possible on camera please on camera.** I can change *slides* to check students, for example when he was *on camera*, in the middle *on camera*, but last time he wasn't (*off camera*). **If you want to go to college, you've been on camera from the start.**

The context of the speech in the 5th data was delivered by the lecturer, when he found a lot of students who were *off camera* when the class was in progress. The utterance is a form of speech requesting the lecturer to the students not to repeat the same mistake.

In the 6th data, the lecturer said the sentence "Tomorrow is about journals, **don't read** it if you can. You are presenting, at most 10 *slides*."

The context of the speech in the 6th data was delivered by the lecturer to ask for the next assignment, so as not to waste time in the presentation by reading the material as a whole. Tutuan is a form of speech requesting lecturers to students not to repeat the same mistakes.

Representation of Invitation

The Representation of power in the form of invitation in this study is shown through the words used and means to invite in the speech process.

In the 7th data, the lecturer said the sentence "Okay, please group 7." Then one of the representatives from group 7 answered it with "Okay, okay Ma'am, I have permission to answer questions".

The context of the speech in the 7th data shows that the lecturer is inviting students to answer the questions. The word "welcome" is a form of invitation given by lecturers to students. Jufri (2008) argues that giving symbolic awards is one way of representing power. In this case, the symbolic awarding of lecturers to students is contained in the word "welcome" (Asrianti, 2019).

Representation of Power in the Form of Suggestions

The representation of power in the form of recommendations or suggestions produced in this study is the use of words that mean suggestions in speech.

In the 8th data, the lecturer said the sentence "As **advice** , when your friends just enter *zoom* at 08.20 I will not *accept*. So, if possible, the presence has been shared from the start. So later for late entry, they will not be able to fill the absences." Then some students nodded their heads as a nonverbal sign that they accepted the suggestion from the lecturer's speech).

The context of speech in the 8th data shows the lecturer giving advice to students during the class. This is indicated by the use of the word "My suggestion" in data (8). Lecturers give such speech in order to discipline students. The use of this utterance provides an overview of the power that exists in the class, in the form of the authority of the lecturer in determining the truth value and student behavior. The utterance describes power in the form of suggestions.

Representation of Power Strategy

Speech acts that occur during the teaching process by lecturers can represent the power of lecturers to students.

Controlling Speech

A teacher is required to control every activity of someone he teaches so that in speech control often occurs as a strategy of representation of power. According to (Suharyo, 2009), teachers often use words that are segmental or suprasegmental. Segmentally, teachers often

make their students feel helpless. Suprasegmentally, the teacher uses intonation such as commands, prohibitions, and affirmations. The teacher also uses a high and loud tone when controlling the topic of speech.

In the 9th data, the lecturer gave the speech “**For those who are *offcam* , I will always pay attention to who is still *offcam***. For example, at the beginning I might take a photo, at the end I take a photo too. It will be seen that they were not *oncam* from the start.” Then the students immediately responded to the speech by taking nonverbal actions, namely turning on their cameras.

In this context, the speech occurs when the lecturer exercises control in the form of affirmation.

On the 10th data, the lecturer gave a speech "At the beginning of the lecture I already said that if you really wanted to *offcam*, **not** to come because I feel sorry for you guys who will be counted as absent by me". After that, students respond to the speech by doing nonverbal actions such as: nodded their heads to indicate that they understood the lecturer's speech.

The context of the 10th data speech occurred when the lecturer gave confirmation to students who were *offcam* during class. Speech control is carried out by the lecturer on the 10th data in the form of speech, namely "**gausah**" which is included in a prohibition as an effort to control student activities in the learning process in the classroom so that it runs effectively and the communication that occurs is two-way.

Cutting the Talk

Cutting the conversation is one form of control in the power representation strategy of class discourse. In the 11th data, students are presenting chapter 6 material entitled Creative Strategies in the book Creative Strategies for Advertising in Advertising then the strategy of cutting the conversation occurs when the lecturer says "**I cutit**, is this still a lot? Because there is no budget strategy yet, right? Isn't that right?".

In this context, the speech in the 11th data occurred when students were making presentations in the form of *power points* then the lecturer cut their presentations because they were considered not to present the material briefly, concisely, and clearly in the form of points. In the speech, it can be seen that the lecturer has control over the speech in class discourse when students are making presentations.

Angry

Anger is a teaching strategy used to control the class. It aims so that teachers can be trusted, obeyed, and obeyed.

The 12th data sheet of a student representing his friends answered the lecturer's question regarding the large number of *power point* in the form of the word "This is on *page 27* of 53 Mba". Then the lecturer responded to the utterance, “From 53? Astaghfirullah. 53? Oh, it's not possible. That's why I (think) it's really long. **How about you**, make a PPT, it's called a *power point*, at most 20. These are 50 and you will present them one by one? Luckily I *cut* you, if not how many hours it will be."

In the 13th data, the lecturer uttered the statement “You explain this a lot. How is this? Impossible 53. Oh, how are you? **What semester are you guys in, you should understand**

that. Make *slides it's called powerpoint. The power of points.* There are 53, no way – no way. This is all right, what are you going to do?" Then the students were silent because they saw the angry expression of the lecturer.

In that context, the speech in the 12th and 13th data occurred when the students were making a presentation and then the lecturer thought that the material presented was too much and did not cover the points properly.

The use of angry expressions is a teacher's strategy in controlling the classroom atmosphere that can reflect the representation of power. In fact, when the teacher shows an angry expression, he is exercising power in the form of coercion, namely by forcing his students to follow the wishes of the teacher whose goal is for the teacher to be trusted, obeyed, and obeyed. Lecturer's Speech on the 12th data and the 13th data it is deliberately said so that students feel afraid, submissive, and obedient.

Representation of the Power Function

The speech of a lecturer who represents his power, functions as 1) to control or control teaching and learning activities, and 2) so that the teacher's speech can be trusted.

Controlling Learning Activities

Lecturers are in positions of influence. The effect is seen from the many opportunities to speak. The quantity of opportunity when speaking shows the influence of the lecturer. The use of various words can represent the power functions of a lecturer. The 14th data shows the lecturer's speech which has a controlling function.

On the 14th data, the lecturer said "Okay, since the number of students is already 64, let's start." Then the students answered with nonverbal actions, namely mostly by nodding in agreement.

The context of the 14th data speech occurred when the class was about to start. Lecturers do this so that students focus on directing their attention to the creative advertising class because the focus of students' attention stops for a moment when the lecturer is *intermezzo* before distance learning begins. The representation of the power strategy generated in class discourse serves as a form of effort made to control the class atmosphere.

In the 15th data, the lecturer said the sentence "If no one wants to *share*, we will move on to the next group". The context of this speech occurs after one group has finished presenting the material and the lecturer directs it to the next group presentation. Before proceeding to the next group, the lecturer first asked all students if anyone wanted to share, but the majority of students answered that no one wanted to share, so the presentation was continued by the next group.

The lecturer performs speech which is a form of control in the classroom.

Trusted

The representation of power in class discourse serves as an instrument to be trusted. Power can be exercised by someone who has knowledge. In the view of students, lecturers are figures who know everything in certain subjects. The 16th data describes the function of power representation in class discourse.

In the 16th Data, the lecturer explained in detail about an advertising case that was almost the same "So the Pepsi case is almost the same as the Oprah Winfrey case because

maybe the KFC case they didn't do research first, meaning they downloaded the KFC application during the Oprah Winfrey event. That's more than a million people which resulted in all the chicken in America at that time running out (*stock*) and KFC couldn't give it to those people so there was a demonstration." With the explanation given in detail by the lecturer, related to the facts and existing data, the students believed in the lecturer's speech.

Discussion

The discussion of the results that researchers have done is used based on three research focuses which will be discussed as follows.

Representation of Forms of Power in Creative Class Discourse Advertisements of Communication Studies Program, Universitas Negeri Jakarta

Representation of forms of power in class discourse, namely instructions, prohibitions, recommendations, requests, and requests can be created and seen through the application of speech acts. The use of this type of speech act in realizing the representation of the form of power has a level that focuses on the creation of power that is recognition, position/legitimacy, charisma and coercion.

The form of command speech in representing power is related to efforts to dominate someone in carrying out actions according to what is desired. The command form tends to use words that are quite firm and pressing. The words "*Please make*", "*Give*", and "*It's been prepared from now on!*" shows a form of vigilance by the lecturer towards students in preparing for the next assignment. Speech in the form of directive acts or directive actions from the lecturer to students. Power is formed through the authority possessed by the lecturer so that they believe that what is instructed by the lecturer is something that must be obeyed or obeyed.

Representation of the form of demand in class discourse is seen as a natural form if you look at the condition of lecturers and students. The sentence "*If you want to go to college, you've been on camera from the start*" is a form of anxiety for the lecturer when he finds a lot of students who are *off camera* during class. The lecturer asked students not to waste time in presentations at the next meeting. Lecturers have authority or rights in the classroom. The representation that is formed through the sentence is power in the form of a request.

Representation of power in the form of prohibitions often occurs in class discourse. The prohibition given by the lecturer occurs when students take actions that deviate from the direction. In learning activities in class, it is better to use speech that does not seem authoritative. So, learning in the classroom will seem comfortable and create good results. Prohibition speech is a form of lecturer's power in maintaining safe and orderly conditions in class discourse.

Jufri (2008) argues that symbolic awards are one way to represent power. Giving authority to students in the classroom is a form of acceptance which means symbolic appreciation. The speech given by the lecturer in the form of "please" indicates the lecturer invites students to take action. In this case, the symbolic awarding of lecturers to students is contained in the word "*Asrianti*, 2019).

Lecturers in learning have power and authority over what happens in the class. Lecturers who certainly have positions and expertise, have the ability to influence someone. In addition to the forms of orders, requests, and prohibitions, lecturers also often provide suggestions in class discourse as a form of his power. Lecturers give suggestions to discipline students. The use of this utterance provides an overview of the power that exists in the class, in the form of the authority of the lecturer in determining the truth value and student behavior. The utterance describes power in the form of suggestions.

Representation of Power Strategy in Creative Class Discourse Advertising Communication Studies Program, Universitas Negeri Jakarta

Of course, lecturers in representing their power in class discourse use several selected strategies. The first strategy is how the lecturers supervise and control student activities when the learning process in the creative advertising class is in progress. The results of the study indicate that the lecturer is fully in control of the atmosphere and conditions in the classroom according to his speech. Control needs to be carried out by lecturers so that the learning process can run effectively, orderly, and conducive.

The next strategy taken by the lecturer was to interrupt the students' conversation during class, this happened when several students were presenting the chapter 6 material, namely Creative Strategies in the book "Creative Strategies for Advertising in Advertising". The lecturer interrupted the conversation with the intention of asking why there were so many materials presented. This strategy is carried out by the lecturer to control and control the class so that it remains effective or does not exceed the predetermined presentation time and is an effort to keep other students listening to focus on the material explained so that the class can run conducive.

In addition, the strategy used by lecturers in controlling and controlling the class is to use angry expressions. This is done with the aim that lecturers can be trusted, obeyed, and obeyed by students. According to Jufri (in Asrianti, 2019), usually people will obey something because of the belief they have that the person who controls it can be trusted and has the right to guide them. The results showed that students stopped their presentations when they saw the expressions of the lecturers who were angry because of too much material being presented and they also believed that the lecturer's speech was a form of forbidding statements.

Representation of the Power Function in Creative Class Discourse Advertising Communication Studies Program, Universitas Negeri Jakarta

The function of the lecturer's speech representing power in class discourse is carried out to (1) control speech, (2) be respected, and (3) be distinguished. Based on this research, power in class discourse functions to control students. The function contained in the representation of power is related to the context of speech that forms control and management in the classroom.

The function of the representation of power carried out by lecturers in the teaching process in the classroom is to control teaching and learning activities. From the view of Critical Discourse Analysis (AWK) each type of language produced is a form of power to

control someone. Greater power is held by the lecturer in the teaching process in the classroom.

The representation of power in class discourse serves as a medium to be believed. Lecturers must be able to control the class to show themselves as trustworthy individuals. The lecturer's self-representation can be reflected in the power of reference or his charisma as someone who has knowledge of anything in the teaching process in the classroom.

This research results that lecturers can represent their power in the form of forms, strategies, and functions as well as power in the creative advertising class at the Communication Sciences study program, State University of Jakarta in 2022 in the form of controlling, limiting, affirming, and dominating lecturers in the teaching process which aims to create a conducive and orderly classroom atmosphere. The representation of power in the class occurs in the absence of an equality in conveying information and opinions. It is true that lecturers or students are given the right to voice their opinions. However, in this case the lecturer dominates the power which results in inequality between lecturers and students.

Through the description of the functions above, it can be concluded that lecturers apply representations of power to direct, control, persuade, and discipline students in the teaching process. The control process that is applied does not have to apply the use of words that dominate in class. The representation of power serves to make it easier for lecturers to control students in the teaching process, but if the lecturer applies the view as a figure whose degree is higher than the student, it will cause students to feel uncomfortable in the teaching acceptance process because they feel pressured and afraid.

Conclusion

Based on the analysis of the results of the research data above, it is shown that lecturers can represent their power through various forms such as form, strategy, and function. The representation of a lecturer's form of power is manifested in the use of speech acts such as orders, prohibitions, requests, requests, and suggestions. The representation of a lecturer's power strategy is realized through speech control, interrupting speech, and angry behavior. The representation of a lecturer's power function is manifested in controlling the class atmosphere and trustworthy actions or speech. Based on this description, it can be concluded that the power of a lecturer in the classroom can be used as a form of controlling, limiting, affirming, and dominating lecturers for order and smoothness in the learning process. The author's suggestion, so that the class can run in an orderly and effective manner, it is better if the communication that exists between lecturers and students is more balanced, so that no party dominates during the learning process.

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About the Author:

Chief Researcher
Lisnawati <i>Universitas Negeri Jakarta, Indonesia</i>
Researcher Member
Adiza Resty Purwaningtyas <i>Universitas Negeri Jakarta, Indonesia</i>
Amanda Kanary Putri <i>Universitas Negeri Jakarta, Indonesia</i>
Dini Safitri <i>Universitas Negeri Jakarta, Indonesia</i>