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**.Research Article**

## Manifestation of Teachers Speech Hegemony in Learning Bahasa Indonesia in the Classroom

Ni Wayaneminda Sari<sup>1</sup>

Dawud<sup>2</sup>

AH. Rofi'uddin<sup>3</sup>

Imam Agusbasuki

State University Of Malang

Malang, Indonesia

Emindasari87@Gmail.Com

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**Abstract:**

The purpose of this study was to study, describe and analyze the teacher's hegemony in the class discourse of gender perspective. To achieve that goal, this research attempts to describe and explain the acts and verbal forms of the subjects' speech (teacher and students). In determining data and data analysis, a gender perspective is used as a basis for describing the conception of men and women as a reflection of the prevailing ideology in society. These conceptions related to gender identity, gender roles, and gender status all have implications for gaining access, participation, control, and benefits. This research data is in the form of oral discourse of teacher and students' speech as verbal data and context as nonverbal data. Field notes are used as additional verbal and nonverbal data. The method used in this study is observation, interviews, and audio-visual recordings of students' activities in classroom learning. Forms of hegemony include directive speech, assertive speech, and expressive speech from female teachers to students. While male teachers show the use of expressive speech to hegemonize students in classroom learning

**Keywords:** Speech Hegemony, Teacher Speech, Class Discourse.

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**Introduction:**

The study of oral language in class interaction is a class discourse study. Class discourse studies are carried out to look at the social dimensions found in the practice of classroom learning. Class discourse is complex. The complexity of class discourse lies in the context surrounding the class discourse. In terms of context, it is known that class interaction does not only include the transfer and transmission of knowledge, but the formation and transformation of students in terms of cognitive, affective and social. Hegemony is a description of a number of social practices that occur in class. The practice of hegemony is carried out by teachers and students in learning through action and speech (Schippers, 2007). This is shown through the practice of the emergence of teacher authority both as a disciplinary regulator and as a material provider. The

practice of student hegemony will also be seen when students conduct discussions. Hegemony Gramsci is a power or domination of social class, the value of life, norms, and culture of a community group which eventually turns into a doctrine of a group that is dominated by the ruling group who does not feel oppressed and feels that it is natural (Eastwick et al., 2006). Language as a means of communication, is often used as a tool to do a hegemony not with violence. Through a discourse, language is processed to emphasize moral awareness, where one is made aware of the purpose of the hegemony first. After someone is aware, he will not feel hegemonized again but consciously do this voluntarily (Coupland, 2007). In maintaining harmony between teachers and students, gender issues in language seem to need attention. Speakers need to understand that relationships

with other people are actually negotiated through language. Therefore the language used should be gender fair language not sexist languages. Sexism reflects a practice that supports male domination of women, which is often interpreted as gender injustice. Gender is an analysis used in placing an equal position between men and women to realize a more egalitarian social order. Thus, gender may be categorized as operational tools to carry out measurement on the issue of men and women especially related to the division of roles in society constructed by the community itself. Gender is not only directed at women, but also for men. However, those who are considered to experience a marginalized position now are women, so women are more highlighted in the discussion to pursue gender equality that has been achieved by men at several levels in social roles, especially in the field of education because this field is expected to encourage changes in the frame of mind, act, and play a role in various segments of social life. Gender that applies in a society is determined by the culture and views or ideology of society about the relationship between men and women (Fakih, 2013). The results of the preliminary study related to gender hegemony in class discourse is the behavior of teachers and students in the learning process in the classroom is a reflection of the ideology adopted. way of presenting or conveying the facts that have been constructed as reality. This fact was justified (Puckett, 2013) that power can occur in social class relations, relations between groups within an institution, relations between ethnic groups, relationships between men and women, relationships between parents and children / teachers and students. In fact, (van Dijk, 2014) states that power (hegemony) can occur in all aspects of life. Critical Discourse Analysis Theory (CDAT) is used as a data analysis framework. In CDAT, discourse is understood as a form of social practice. The practice of discourse can display an ideological form — it can produce and reproduce unequal power relations such as representation of differences between men and women in social positions. Ideological theories emphasize that all communication and all meanings have a socio-

political dimension and that communication and meaning cannot be understood outside their social context (Marshall, 1993). Text in discourse always has a dialectical relationship between certain discourse events and the situation, institutions, and social structures that shape them. Through discourse, unequal circumstances in social life can be seen as a common sense or natural.

This study uses the Sara Mills model analysis framework. Mills (1997) places presentations as an important part of the analysis, namely how one party, group, person, idea, or event is displayed in a particular discourse, which influences the meaning when the reader receives it. Mills saw how the positions of various social factors, position ideas, or events were placed in the discourse. These positions ultimately place who is the subject and object of storytelling that will determine how the structure of the text and how meaning is treated in the text or discourse as a whole (Mills, 2003). The position of the reader is introduced by Mills as something important. Mills believes that the position of the reader must be taken into account. The text is the result of negotiations between the author and the reader. Therefore the reader is not considered as the party receiving the text but also participates in the transaction. The advantages of this model are (1) comprehensively seeing the text not only related to factors of production but also reception, (2) the position of the reader is placed in an important position. Mills focuses on gender and the position of readers, how men and women have different perceptions when reading a text / telling a text. There are two interesting things to note, namely the reader dominates over the text and how the text is interpreted by the reader. Mills's emphasis is more on portraying women in the text and how actors are positioned in the text. *First*, how social actors in the story are positioned in storytelling and who is positioned as an interpreter in the text to interpret events and their consequences. *Second*, how readers are positioned in the text. In this case, the text / speech is interpreted as the result of negotiations between the speaker and listener.

### Research Methods:

This study uses a qualitative approach. Characteristics of qualitative research appear in the characteristics of data, data sources, data collection techniques, and data analysis techniques. This research will be carried out in junior high school (SMP) in Kerambitan, Tabanan, Bali considering the communication culture in the school and students and teachers at the school can be said to be bilingual. This research data is in the form of oral discourse in the form of teacher and students' speech as verbal data and context as nonverbal data. The data collection activity of this research uses observation, recording, and interview techniques. In the data collection activities, the researcher used a guide that contained (1) indicators of gender hegemony in class discourse in accordance with the focus of the research, (2) field notes format, (3) interview formats for teachers, and (4) interview formats for students. Methodologically, the data analysis procedure follows the analysis scheme model of (Huberman, M., & Miles, 2002), namely data exposure, data reduction, and data verification and triangulation.

### Findings And Discussion

The results achieved from this study are descriptions of teacher speech hegemony in class discourse on gender perspective. Teacher speech hegemony includes directive speech, assertive speech, and expressive speech from teacher to student.

#### Gender Hegemony In The Form Of Effective Speech In Class Discourse:

the speech can function or be used by students to ask, allow, and ask. The existence of such use of directive speech tends to show different politeness in student conversations with the teacher.

#### Female Teacher's Gender Speech Hegemony In Class Discourse:

##### Form Of Female Teacher's Gender Hegemony Statement In Class Discourse:

In teacher conversations with students in class, teacher's hegemony can be in the form of declarative speech which functions to govern,

allow, and prohibit. The speech uses linguistic politeness in the form of long speech to establish harmonious relationships. This is seen in the data citation below.

T : "Students, at the school meeting yesterday, the principal announced that the school will give a special prize at the end of the semester. The prize is given by the principal to outstanding students. All of you must study hard to get the prize. (a)

S : "What kind of prize, ma'am? I want it, ma'am." (b)

*(Context: Presented by the teacher at the beginning of learning with a rather rowdy classroom situation)*

The teacher's speech in (a) above is declarative speech. The speech serves to instruct students to study harder if they want to get the prize promised by the principal. The speech was used by the teacher to convince students and provide information to students related to the tasks in teaching and learning activities. This can be seen from the message conveyed by the teacher in the form of information about the requirements to get a special gift from the principal to outstanding students. This information is understood and accepted with a positive response as shown in the statement 1b. The implication is that the teacher instructs students to study hard so they can get maximum value. The teacher's dominant attitude appears in the use of greeting 'all of you' which convey less equality between the teacher and students and the teacher is also the party who is in control of the students' grade. This dominance is one reason for the lack of students' grade. The low grade of students is a product of inadequate teacher performance. Based on this problem, the teacher actually emphasizes more on students by telling them to improve their learning.

T : "Yes Dian has finished reading the paper. The first response is from Wiantari. (a)

S : "Thank you ma'am, Dian, you should include ways to make recycling according to consumer demands so that it does not harm the community." (b)

*(Context: Delivered to students by teacher during class discussion in a not too formal*

*situation*)Speech in (a).above is a teacher's speech serves to allow students to respond to research that has been made. In this context, the teacher uses politeness markers in the form of greeting words *Dian, Wiantari and you*. By using politeness markerslike that, the teacher would sound familiar, and there seemed to be little social distance between the teacher and students. The teacher's dominance in the class also appeared in the speech "Yes Dian has finished reading the paper. The first response is from Wiantari. "(a) This speech context dominates the learning context so that students as learning participants will quickly follow the teacher's instructions. The teacher really utilizes his capacity as a teacher who considers herself more powerful in class.

### **Speech For Female Teacher's Gender Hegemony In Class Discourse:**

In conversations with students in the classroom, the form of teacher hegemony in the form of imperative speech is used to govern and ask. This form uses utterance with politeness markers in the form of linguistic expressions in the form of greeting words. This is shown in the quote below.

T : "Please pay attention to what I explained and do the assignment." (a)

S : "Ma'am, can we submit our work?"

*(Context: Delivered by the teacher to students while working on assignments in the classroom and in situations that are not too formal and somewhat noisy class conditions)*

The teacher's speech in (a) above is used to ask students to be more serious in learning and doing assignments. In this context, the teacher uses politeness markers in the form of greetings, *you* and *please*. Politeness marker *please*, is used bythe teacher to refine the imperative speech that functions to ask. Furthermore, with the use of politeness markers in the form of greeting words

learning objectives can be achieved.The teacher's dominance in the class also appears in the speech: 'Please, pay attention to what I explained and do the assignment' (a). This speech context dominates the learning context so that students as learning participants will quickly follow the teacher's instructions. The

teacher really utilizes her capacity as a teacher who considers herself to be more powerful in class. The teacher's demand for these students is less humanistic with the implications of teacher's instruction that will control all students to obey their wishes.

T : "Students, our lessons today are discussions with the themes of health. So, students, let's form a group and carry out the discussion! "(a)

S : " Yes, ma'am ... "(students create group and hold discussions)

*(Context: Delivered by the teacher to students when learning is about to begin)*

Speech in (a) above is the teacher's speech in the form of imperative speech. The speech was used to instruct students to form groups and carry out class discussions. In this context, the teacher uses politeness markers in the form of greetings students, ma'am, and let's. With the use of politeness markers in the form of words of students and ma'am, thespeech smooths the teacher's instructions to students. Furthermore, by using politeness marker *let's* at the beginning of the speech, the meaning of the imperative to rule would be more polite. This is said, because speech has meaning of saving face. Saving face action is done by avoiding the element of coercion to students. In this case, the teacher instructs students by inviting students together to immediately form a discussion group and carry out the discussion.The speech data above (a) shows the use of domination by the teacher in commanding and slowly the instruction is followed by the student in the learning process. The form of hegemony used by the teacher is the teacher as a motivator and facilitator and students as partners. Besides that, it can also be seen with the use of command sentences like the aforementioned, the teacher actually uses superordinate hegemony towards students.

### **Male Teacher's Gender Hegemony In Class Discourse:**

#### **Expressive Speech Of Male Teacher's Gender Hegemony In Class Discourse:**

Male teacher's gender hegemony leads to the use of speech which indicates expressive discourse. Such a speech is used by the teacher to hegemonize the class through expression.

Expressive speech of male teacher's gender hegemony in class discourse is used by the teacher when reprimanding students who are making noise in the classroom. This is seen in the following data.

S : (all students are noisy in doing during workbook exercises) (a)

T : why is this class noisy? (b) Student stop making noises, let's do the training work. Come on seriously, those who are still noisy later, I will tell you to write all the answers on the board.

*(Context: delivered when learning in class)*

The data above shows teacher hegemony in class discourse. This form of hegemony is represented when the teacher scolds the noisy students. The teacher uses his power in the classroom with anger that leads to punishment and threats to noisy students. This is done by the teacher to control the class and the ongoing learning process. This shows that the teacher is using superordinate hegemony towards his students so that learning takes place conductively. The same thing also appears in the following data citation.

T : Today which group would appear first?

S : Presentation, sir? We are not ready, sir

T : I mentioned last week, to make a debate script at home, then practice it with the group members because today you will present in class. If this is the case, I will reduce your score this week (c)

*(Context: Delivered to the lesson with the debate material in class)*

The data above shows the anger and disappointment of the teacher who found that his students did not do the debate exercises. The teacher's expression was seen in the speech data (c) which was marked by the threat of a weekly score reduction that the teacher would do to all students. This certainly aims to make students become more diligent and responsible for all the tasks given by the teacher. Teacher's anger towards students in accordance with the context of the speech was represented by hegemony to students. The position of the teacher at that time was the ruler of the class, so that he was free to display the power to scold students. This

indicates that the teacher is the authoritarian and the ruler in the class.

Gender hegemony in the form of directive speech in class discourse includes declarative, imperative, and interrogative utterances. In conversations in class,

### **Gender Hegemony In Class Discourse:**

Hegemony is a power or domination of social class, values of life, norms, and culture of community groups which eventually turn into doctrines against groups dominated by ruling groups who do not feel oppressed and feel that it is natural. Gender hegemony to be studied in this study includes the form of hegemony and the function of hegemony. The hegemony of gender ideology in class discourse includes power and domination. Forms of hegemony include superordinate-subordinate, master-controlled, controller-control, direct-directed. The function of hegemony is a goal and desire of the teacher to use speech as a preventive, supportive (encouraging), and corrective (improvement) form. (Cameron, 2012) define gender as a society's provision and social construction of a person as a man or woman. Gender is constructed by humans through a long social and cultural process starting from the family environment (Sunderland, 2000). Early in the family it is instilled in how men and women must behave, play a role, and do proper work (Eastwick et al., 2006). The attitudes learned in this relationship eventually form gender identity, gender roles, and gender status. Class discourse as a language event can represent gender ideology that applies in social / community groups. The representation of gender ideology can be done through two processes. First, constructing facts as reality in accordance with the understanding or perspective of the speaker. In the critical view, the facts are not understood as reality as they are or natural, but distorted reality. The reality is the result of the meaning of the dominant group. Second, the matter can be easily understood.

dominates the class using strict, non-wordy, more objective, and assertive speech. However, the roles and gender status of female and male teachers are both educators, motivators, communicators, initiators and facilitators.

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