

# Depicting Role and Power on EFL Teacher's Lesson Plan: Critical Discourse Analysis

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## Abstract

Instructional process requires a good lesson plan which draws a number of mutual activities between students and teacher. However, the lesson plan is designed not to direct the students to be more autonomous during the process or to implement the student-centered learning. Therefore, this study is initiated to analyse the role and power depicted on the lesson plan which is taken from the seventh grade's teacher. This study is closely related to critical discourse analysis which employs theory of 'Role and Power' by Brooks (2015). The lesson plans' evaluation is indicated that the teacher dominantly plays the role during the instructional process. On one hand, she has more power in performing her roles as teaching manager, guide, and facilitator. For example: based on the lesson plan, the teacher has dominant role in directing as well as questioning the students in the teaching and learning process as the teachers' dominance which was depicted on the lesson plans. In this context, the teacher characterizes themselves as the dominant figures to perform their duties in the instructional process.

**Keywords – EFL Teacher's Lesson Plan, Role and Power, Critical Discourse Analysis (SFMDA), Literacy Artefacts**

## Introduction

The lesson plan could represent social relations and structures at work in a classroom. Regarding the previous statement, Teachers are assigned to construct a number of written steps in line with what they are about to do in the classroom named lesson plan (Sesiorina, S., 2014). Brown (2001:149) elaborates lesson plan as "a number activities which cover 'steps' inside a curriculum and functions evaluation and also preparation for the further lesson. In addition, Woodward (2001) claims that lesson planning represents not only in a written form, but also teacher's thought about the classroom activities, visualization, and the materials. Harmer (2007) elaborates two crucial elements of why is required to design a lesson. Firstly, lesson plan is used to provide teachers guidance in which they employ their creativity to do a number of activities in the classroom from the beginning to the end. Secondly, it covers the relationship between the teacher and

the students in which the teacher provides the materials positively in order to obtain the students' responds.

The lesson plan is analyzed based on theory 'Role and Power'. Roles are socially formed both locally (in specific situations that cover relationally among a certain group of people) and culturally (developing within broader institutions and cultural communities). Roles broaden relationally within local contexts, investigating every single moment in communication socially, culturally, and historically based on societal structures. Classroom roles are regarded as a site for gaining covert power (hegemony), overt power, control, resistance to normative or ritualized behavior, inclusion, or marginalization that occurs as section of contemporary schooling (Brook, 2015)

## Methodology

The current study is closely related to critical discourse analysis (CDA) to explain role and power portrayed in English lesson

plan for the seventh grade in the state junior high school. CDA focused on investigating discourse which considers language as social practice (Fairclough 2001) and relates to the context of language use (Wodak 2001). Halliday (1978) claimed that a discourse focusing on text which is the coverage of a process and a product that required to be well-analyzed in a specific social context. Widodo (2018) reported that the way the speakers employed the language choices concerning with their intentions, ideologies and thoughts. CDA embraces the ideological system is shaped by texts and social practices which cover certain values in social lives (de Los Heros 2009). In terms of analyzing such ideologies, Halliday's (1978) systemic functional linguistics (SFL) adopts an useable tool with a lexicogrammatical analysis or micro-language analysis. This is concerned with two aspects on linguistic and visual choices in texts as a discourse containing multi-layered meanings (Kress and van Leeuwen 2006; Widodo 2018). In this study, the text is in the form of English lesson plan for Seventh grade students which has been nationally implemented by junior high school teachers. It theoretically represents role and power which is depicted on the lesson plan by considering the theory from Brook (2015).

### **Findings**

Lesson plans are regarded as the teaching documents that must be well-planned as well as well-implemented by the teachers as the directors and managers in the teaching and learning process. They reflect teachers' teaching procedures which guide the students to comprehend the materials given. Because of those concerns, lesson plan becomes one of the literacy artefacts that is analysed as well as evaluated in this study. The analysis is concerned with role performance and power in critical discourse analysis. this analysis is done to capture how significant the role and power of teachers educate the students

depicted on the lesson plan and what the implication of this study is. The main concern of this analysis is on the three stages of teaching and learning process: pre activity, whilst activity, and post activity. The lesson plans are taken from the seventh grade, the eighth grade, and the ninth grade which are focused on English subject.

The seventh graders' lesson plan is focused on the materials on names of things in the classroom and also in the house. In terms of pre activity, the teacher started the lesson by greeting the students. After that, the teacher checked the students' attendances and prepared the learning situation more conducive. Before delivering the material, the teacher questioned and stimulated the students in relation to the material. At the same time, the teacher stated the learning objectives as well as the activities that would be done in the meeting. In case of whilst or main activity, the students are planned to be more active in participating the learning process by cooperating with other students and also taking benefits from the teachers' guidances. In this stage, the students listened to the teacher read a number of texts one by one. It means that the students got the silent reading in this stage. After the activity, the students are asked to question about the social function, generic structure, and language features of the texts generally. During this activity, the teacher dictated the texts and the students wrote them one by one. Then, the students are assigned to present their writing to the class or theirs could be stucked out on the class wall. Dealing with this, the teacher provides the feedback towards the students' writing and asked the students to put theirs into the portfolio. Regarding the post activity, teacher and students discussed and also recalled the benefits of the learning process and also the learning difficulties. At the end, the

teacher concluded the result of learning process.

From the seventh graders' lesson plan, the teacher fully dominates her roles in the classroom in terms of directing as well as questioning the students which are depicted in the lesson plan of English subject for the seventh grade. From the pre activity, the roles of the teacher has become the prominent thing to set up the class ready to start the lesson e.g. greeting and checking the students' attendances. In addition, the teacher take the role as questioner when recalling the prior material to the students. In this stage, the students seem to be responder towards the teacher's questions. It is indicated that the teacher is more superior than the students during the classroom activities. on one hand, the students had less opportunity to do their roles in the pre activity. Meanwhile, the teacher mostly performs her role to be attendance checker and also questioner during the pre activity. In brief, the pre activity is fully directed as well as managed by the teacher. on the other hand, the students only receive and listen to the teacher's instruction or they have not taken their roles in this activity. As a result, the dominance of the teacher's roles in this activity draw her social power that can be seen from the way she positions herself during the lesson.

During the whilst or main activity, the students perform their roles as questioners, presenters, writers, and feedback providers. On one hand, they become more interactive as well as active rather than in the pre-activity. They also position their roles dominantly during the whilst activity e.g. they listen to the teacher while reading the materials interactively; they are planned to get engaged in questioning session towards the materials given; they write what the teacher dictates on a piece of paper; they also present their writing to the class; they are planned to provide the feedback

during the presentation. in this activity, the students have more power in doing several activities. Meanwhile, the teacher positions herself as a reader when she reads the written texts as well as dictates them aloud to the students. Thus, the student-teacher interaction depicts in the lesson plan contributed to the roles' distinction from the teacher and students which reflected their power in the classroom. Classroom roles are considered to be a relevant place to performing covert power (hegemony), overt power, control, and resistance to the social behavior that occurs in the school particularly.

From the post activity, it is illustrated that the teacher along with the students discussed the learning outcomes as well as the learning difficulties. In this activity, the teacher positioned her role as the mediator in case of the reflective discussion on those issues. While the students became the responder who is in charge of responding the teacher's instructions. Regarding this, the teacher's and the students' roles are a part of negotiating their power which functioned different in the context of teaching and learning process.

### **Discussion**

Regarding the seventh graders' lesson plan, the teacher has dominant role in directing as well as questioning the students in the teaching and learning process. Brooks (2015) claims that roles can be implemented locally ( in certain site that covers the relation of a group of people) and culturally (occurs in larger formal institutions and cultural societies). Thus, teacher's role depicted in the lesson plan has local and cultural proportion in which he/she employs the roles in their own field by involving a group of students in it. It is also supported by power and ideology from the teacher is the representative of human phenomena as choice in the classroom (Brooks and Young, 2011), as

point of view of justice ( Holmgren and Bolkan, 2014), and a part of empowering students (Frymeir, Shulman and Houser, 1996). The pre activity is the teacher's showcase as the director as well as manager in the process. meanwhile, the students in this stage become the receiver of teacher's instruction. Freire (1999) recommends that the instructional process depends on 'banking education in which the teacher deposits the knowledge to the students as the information receiver. In addition, The teacher has role as "director" in terms of giving directions and performing the directions in various ways (Brooks, 2015). It reveals that the teacher has superiority in conducting the pre activity but the students has lack of chances to perform their role in this stage. As a result, the dominance of the teacher's roles in this activity drew her social power that could be seen from the way she positioned herself during the lesson. The teacher kept social distance from her students that construes a teacher-student power difference (Brooks, 2015).

In whilst or main activity, the students acted their roles out as questioner, presenter, writer and feedback provider. In this stage, the students own more power in performing their own duties as their voices in the classroom. meanwhile the teacher positions herself as a reader when she read the written texts as well as dictate them aloud to the students. It is in line with Maybin (2013), who reveals the students' voices contain their commitment as a form of their authority as well. Thus, the students-teacher interaction depicted in the lesson plan contributed to the roles' distinction from the teacher and students which reflected their power in the classroom. Mazer and Graham (2015) state that the interaction among parties in the classroom represents normative roles or power relations. Classroom roles are

considered to be relevant place to performing covert power (hegemony), overt power, control, and resistance to the social behavior that occurs in the school particularly (Brooks, 2015).

From the post activity, it is depicted that the teacher along with the students discuss the learning outcomes as well as the learning difficulties. In this activity, the teacher perform her role as the mediator in case of the reflective discussion on those issues. While the students become the responder who is in charge of responding the teacher's instructions. In line with the previous statement, Kellner and Kim (2010) claims that classroom is regarded as a management of conformity between the students and teachers. In conclusion, roles in the classroom had been the representatives of power relation and also negotiation (Brooks, 2015).

## Conclusion

The lesson plans' evaluation is regarded as the teachers' dominance which is depicted on the lesson plans. The teachers' dominance is also representative of their values or characters that must be actualised during instructional process. In this context, the teachers characterizes themselves as the dominant figures to perform their duties in the instructional process based on the lesson plan.

Lesson plans include one of the literacy artifacts that require evaluation as well as analysis in this study. The analysis and evaluation are focused on role performance and power in critical discourse analysis. This analysis functions to illustrate how significant the role and power of teachers in controlling as well as instructing the students in the English learning phase. The focus of this analysis is on the three stages of the teaching and learning process: pre-activity, whilst activity, and post-



activity. The lesson plan is taken from the seventh grade focusing on English subjects. The lesson plans show that the teacher has a dominant role in directing as well as questioning the students in the teaching and learning process. Thus, the teacher's role depicted in the lesson plan has local and cultural proportion in which he/she employs the roles in their field by involving a group of students in it. For example, The pre-activity is the teacher's showcase as the director as well as the manager in the process. The students in this stage become the receiver of the teacher's instruction. In brief, the teacher has superiority in conducting the pre-activity but the students have a lack of chances to perform their role in this stage. As a result, the dominance of the teacher's roles in this activity drew her social power that could be seen from the way she positions herself during the lesson. The lesson plans' evaluation is indicated as the teachers' dominance which is depicted on the lesson plans. The teachers' dominance is representative of their values or characters that must be actualised during instructional process. In this context, the teachers characterizes herself as the dominant figures to perform their duties in the instructional process.

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## Appendix

### RENCANA PELAKSANAAN PEMBELAJARAN RPP CHAPTER 6

Sekolah	: SMP NEGERI 1 JAMBLANG
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VII / 2
Materi Pokok	: Teks Transaksional terkait Binatang, Benda, Orang
Alokasi Waktu	: 10 pertemuan (20 JP)

#### A. Kompetensi Inti

- a) Menghargai dan menghayati ajaran agama yang dianutnya
- b) Menghargai dan menghayati perilaku jujur, disiplin, santun, percaya diri, peduli, dan bertanggung jawab dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, dan kawasan regional.

#### B. Kompetensi Dasar

- a). Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait dengan tingkah laku/tindakan/ fungsi orang, binatang, benda, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan kalimat declarative, interrogative, simple present tense).

#### C. Tujuan Pembelajaran

- a. Pertemuan 1  
Melalui Metode 5M, GBA dan inquiry learning dalam serangkaian kegiatan pembelajaran, siswa dapat:
  1. Menyebutkan benda-benda yang ada di sekitar ruangan (kelas/rumah) dengan benar.
  2. menentukan karakteristik fisik masing-masing benda yang ada di sekitar ruangan (kelas/rumah)

**Fokus Penguatan Karakter:** Kedisiplinan, Jujur, percaya diri dan tanggung jawab

**D. Materi Pembelajaran (...Terlampir) (Diambil dari silabus)**

- a. Materi pembelajaran regular
  - \* Dialog tentang macam-macam pekerjaan, binatang peliharaan dan benda-benda yang ada didalam kelas
  - \* Unsur kebahasaan: kalimat sederhana (simple present tense), yes no question, 5WH questions,
- b. Materi pembelajaran pengayaan  
Drilling kalimat positif, negative dan interogatif dalam bentuk simple present tense
- c. Materi pembelajaran remedial  
Prediksi: pengulangan materi 5WH question

**E. Metode Pembelajaran**

5M(Mengamati,Menanya,Mengumpulkan,Mengasosiasi,mengkomunikasikan) GBA (Genre Based Approach), Inquiry learning.

**F. Media dan Bahan**

Script percakapan, gambar, infokus dan laptop

**G. Sumber Belajar**

Buku bahasa Inggris Kemendikbud untuk SMP kls 7  
(Masukan seluruh sumber belajar buku, web, etc.)

**H. Langkah-langkah Pembelajaran**

**Pertemuan 1**

Kegiatan Pendahuluan (10 menit)

Guru:

- mengucapkan salam dan tegur sapa
- mengecek kehadiran siswa, berdoa, menyiapkan suasana belajar yang kondusif
- bertanya jawab tentang (a.l. nama, karakteristik benda di dalam kelas, rumah)
- menyebutkan tujuan pembelajaran
- menyebutkan kegiatan belajar yang akan dilakukan

Kegiatan Inti (60 menit)

Selama proses pembelajaran di kelas, siswa berpartisipasi aktif, bekerja sama dengan teman, dan memanfaatkan bimbingan guru:

- menyimak secara interaktif dan guru membacakan beberapa teks (sedikitnya 3), satu per satu (siswa tidak membaca teks),
- bertanya jawab tentang fungsi sosial, struktur teks, dan unsur kebahasaan dari masing-masing teks secara umum, sekilas,
- menulis ketiga teks, satu per satu, secara lengkap dengan didektekan guru secara terbimbing
- mempresentasikan hasil tulisannya ke seluruh kelas (misal, dengan dipampang di dinding)
- memberi masukan terhadap hasil tulisan kelompok lain
- memasukkan hasil tulisannya ke dalam file portofolio

Selama proses pembelajaran senantiasa mendapatkan masukan dan balikan dari guru/teman untuk meningkatkan penguasaan unsur kebahasaan yang digunakan secara lisan dan tulis.

Kegiatan Penutup 10'

Siswa dan guru:

- membahas manfaat pembelajaran yang baru diselesaikan
- membahas kesulitan dalam melakukan aktivitas pembelajaran
- menyimpulkan hasil pembelajaran

## **I. Penilaian**

### **Teknik Penilaian**

#### **1. Pertemuan 1**

##### **a. Sikap**

Teknik Penilaian: Observasi

Bentuk Instrumen: Lembar observasi berupa jurnal

Instrumen penilaian : (lampiran 1)

Waktu pelaksanaan: Saat pembelajaran berlangsung