

# Power Relationship between Examiners and the Examinee on Thesis Examination

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**Abstrak:** Bahasa adalah salah satu sarana komunikasi yang selalu digunakan oleh orang-orang di seluruh dunia. Ketika orang-orang mulai menyampaikan ucapan, mereka menggunakan teori tindak tutur. Dalam menggunakan tindak tutur, orang-orang juga memerlukan kemampuan power untuk berkomunikasi karena bisa membuat ekspresi mereka lebih kuat. Dalam penelitian ini, peneliti menggunakan Analisis Wacana (AW) untuk menganalisis bagaimana para penguji menggunakan kemampuan mereka untuk mengajukan pertanyaan dan bagaimana peserta ujian menggunakan kemampuannya untuk menjawab pertanyaan-pertanyaan dari pengguji dalam ujian skripsi. Akibatnya, setiap distribusi pekerjaan di ujian skripsi memiliki karakteristik yang berbeda. Bentuk bahasa yang digunakan ketika mereka menguji peserta ujian juga berbeda, misalnya, ketua lebih tertarik menggunakan legitimate power. Oleh karena itu, peserta ujian harus mengetahui karakteristik distribusi pekerja setiap penguji seperti ketua, sekretaris, pembimbing 1 & 2 sebelum melaksanakan ujian skripsi sehingga mereka tidak merasa takut dan gugup untuk mempertahankan pendapat mereka dalam ujian skripsi.

**Kata kunci:** power, penguji dan peserta ujian, ujian skripsi

**Abstract:** Language is a means of communication used by people around the world. When people deliver an utterance, they use the speech acts theory. In using speech acts, people need the power to communicate because it can make their expressions more powerful. In this research, the researcher used the Discourse Analysis (DA) to analyze how the examiners exercised their power to offer questions and how the examinee exercised his/her power to answer the questions. As a result, every job distribution in the thesis examination has distinctive characteristics. The form of language used when they exercise the power is also different, for example, the chairperson is interested in using the legitimate power. Therefore, the examinee should know the characteristics every job distribution's examiners namely chairperson, secretary, advisor 1&2 before doing thesis examination in order that he/she does not feel afraid and nervous to defend his/her opinion in the thesis examination.

**Keywords:** power, examiners and examinee, thesis examination

## INTRODUCTION

Language is a means of communication that is always used by people around the world. It can be used to express everything in people's mind such as feelings, desires, and emotions. In learning the language, people ought to study about the branches of linguistics namely Syntax, Semantics, Pragmatics and Discourse in order to understand texts both in spoken and written forms well. Besides, there is a Sociolinguistics theory dealing particularly with social factors that influence the language in the society. According to Holmes (2000:1) sociolinguistic is the study of relationship between language and society. It not only focuses on the language variations that emerge in the society but also

studies certain aspects of language in the society such as expectations, context, or cultural norms on the way language is used.

When people begin to deliver an utterance, they use the speech acts theory. A philosopher Jane Austin first proposed it in 1962 and it was further developed by Searle in 1981 popularly called locutionary, illocutionary and perlocutionary acts. In the illocutionary act, the speaker intends to express something. Among the five classifications of an illocutionary act, three of them are representative (describing, claiming, reporting), expressive (apologizing, praising, congratulating, deploring or regretting) and directive (commanding, requesting, inviting, forbidding, or suggesting).

In using the speech acts, people also need the power because it can make their expressions more powerful or powerless. Greiner (1988:72) says that power is the ability to influence the behavior of people with or without resistance. To exercise the power, people have to know the kinds of social power. There are five bases of social power such as legitimate power, referent power, expert power, reward power, and coercive power (French & Raven, 1959:262).

In this article, the writer would like to analyze the power relationship between examiners and the examinee on thesis examination. The researcher chooses the analysis of power relationship on thesis examination because there are many problems encountered by the examiners and the examinee during the thesis examination. First, many students of the English education department (examinees) feel afraid and nervous before they defend their thesis. Second, sometimes they cannot answer the questions because they do not know the meaning of the questions. Third, every examiner sometimes exercises different powers according to his/her job distribution such as chairperson, first advisor, second advisor, and secretary. Based on those conditions, the researcher wants to analyze how do the examiners exercise their power to offer questions to the examinee and how to know the examinee's power in answering examiners' questions during the thesis examination. The data source of thesis examination was taken from the recording of thesis examination in *Ruang Sidang Skripsi* of English Language Education Department Faculty of Teachers Training and Education of Sarjanawiyata Tamansiswa University Yogyakarta Academic Year 2012/2013.

### **Research Questions**

The writer states two problems, as follows.

1. How do the examiners exercise their power to offer questions to the examinee during the thesis examination?
2. How does the examinee exercise his/her power to answer the examiners' questions during the thesis examination?

### **Objectives of the Research**

The objectives of research are to know how the examiners exercise their power to offer questions to the examinee during the thesis examination and to know how the examinee exercise his/her power to answer the examiners' questions during the thesis examination.

## **REVIEW OF RELATED LITERATURE**

### **Sociolinguistics**

Many social factors influence the language in our society. They are the participants (who is speaking and who are they speaking to?), the setting or social context of the interaction (where are they speaking?), the topic (what is being talked about?) and the function (why are they speaking?). Learning language in the society is called sociolinguistics. It usually deals with language use within or among groups of speakers. According to Trudgill (1974:32) sociolinguistics is part of linguistics which is concerned

with language as a social and cultural phenomenon. Holmes (1992:16) also adds that the sociolinguist's aim is to move toward a theory that provides a motivated account of the way language is used in a community, and of the choices people make when they use language. So, the people also can use it as creative language in their life.

### Speech act

A speech act is an utterance that serves a function in communication. A speech act is a technical term in linguistics and the philosophy of language. Speech acts are commonly used in the form of promising, ordering, greeting, warning, inviting, compliment, apology, request, complaint, or refusal. As proposed by Jane Austin in 1962, there are three types of Speech Act, as follows:

1. **A locutionary act** is the utterance made (*a statement*). A locutionary act, the performance of an utterance: the actual utterance and its ostensible meaning, comprising phonetic, phatic and rhetic acts corresponding to the verbal, syntactic and semantic aspects of any meaningful utterances.
2. **An illocutionary act** is the function of the utterance or *offering something*. An illocutionary act is the pragmatic "illocutionary force" of the utterance, thus its intended significance is a socially valid verbal action. In the illocutionary act, there are five categories of speech acts, and three of them are as follows:
  - a. *A representative* is a speech that deals with the words' real and intended meaning, causing some kinds of actions. Specifically, representative speech demonstrates a speaker's belief in the words of others he/she is reciting. In *representative*, a claim means to take ownership of something and a report is a statement to give people information about something that you have heard, seen, and done.
  - b. *Directives* are speech acts that cause the hearer to take a particular action such as requests (It may refer to a question, a request for information), suggestions (like the act of suggesting or the state of being suggested and something suggested), commands (It is used to tell someone to do something, or to give an order) and advice.
  - c. *Expressive* is a speech act that expresses the speaker's attitudes and emotions toward the proposition. Expressive includes apologies, complaints, congratulations and thanks.
3. **A perlocutionary act** is the effect on the listener. A perlocutionary act has its actual effect such as persuading, convincing, scaring, enlightening, inspiring, or otherwise getting someone to do or realize something, whether intended or not. A perlocutionary act is an act performed by saying something, and not in saying something. Persuading, angering, inciting, comforting, and inspiring are often called perlocutionary acts, but they would never begin an answer to the question 'What did he say?' Perlocutionary acts, in contrast with locutionary and illocutionary acts, which are governed by conventions, are not conventional but natural acts. Persuading, angering, inciting, etc give rise to the physiological changes in the audience, either in their statements or behavior, conventional acts or not.

### The Social Power Relationship

Power is an element from which the inner human body is potential to influence the speaker or the researcher when he/she wants to speak or write something. Dahl (1957:67) emphasizes that power should be conceptualized as a relationship between or among persons and not an attribute or possession of a person or group. According to French & Raven (1959:262), there are five bases of social power, as stated in the following:

- a. **Coercive Power**. Coercive power depends on fear. One reacts to this type of power out of fear of the negative results that might occur if one fails to comply. It rests on the application (or the threat) of physical sanctions. For example, in the failure

circumstances, the authority warns prior to sanctions, “You’d better do what I say, or else!”

- b. Expert Power.** The perception by others that one has superior judgment or knowledge on some topics is often specialized in nature. Unlike coercive power, this power base does not involve sharing of the facts or reasoning behind a decision. It is more likely influenced by a result of experience, special skill, or knowledge. Expertise has become a strong source of influence as the world has become more technologically oriented. As jobs become more specialized, we become more dependent on “experts”.
- c. Reward Power.** It is based on one's control over things that others desire such as vacations, salary raises, promotions, and office locations. The manager is able to give special benefits or rewards to employees, and he/she finds it advantageous to trade favors with them. This kind of power is the opposite of coercive power in the sense that people comply because of the benefits that anyone who can distribute rewards will have power over the others.
- d. Referent Power.** This kind of power develops out of subordinates' admiration for a leader and his/her desire to model behavior and attitudes after that person. The person builds feelings of support, liking, admiration, and respect with subordinates. For example, if person A admires person B enough to model behavior and attitudes after him or her, then person B has power over person A.
- e. Legitimate Power.** A person holding power has right to it because of a position or a role. Thus, the person has a formal right to direct others in certain matters and the subordinates have a duty to obey those directions. The person has the right, considering his or her position and job responsibilities, to expect us to comply with legitimate requests. It represents the power a person receives as a result of his or her position in the formal hierarchy of an organization. Legitimate power is broader than the power to coerce and reward. It includes acceptance of a person's authority by members of the organization.

### **Thesis Examination in English Language Education Department**

English Language Education Department has a lecture called thesis. The students take it when they are in the seventh semester. On the thesis examination, there are five persons involved such as two examiners (advisor 1 and advisor 2), chairperson, secretary and examinee.

In this research, the researcher would like to analyze the data of thesis examination recordings taken in *Ruang Sidang Skripsi PBI-FKIP-UST* of English Language Education Department Faculty of Teachers Training and Education Sarjanawiyata Tamansiswa University Yogyakarta Academic Year 2012/2013.

## **RESEARCH METHODOLOGY**

### **Research Design**

This study was designed as a Discourse Analysis (DA) model to know the power relationship between language and the contexts in which it was used by the examiners and examinee on the thesis examination.

### **Data Collection**

The data of this research were the exercises of power used by the examiners and the examinee during the thesis examination. The recordings of the thesis examination in *Ruang Sidang Skripsi* of English Language Education Department Faculty of Teachers Training and Education Sarjanawiyata Tamansiswa University Yogyakarta Academic Year 2012/2013 became the data source of this research.

## FINDING AND DISCUSSION

In this section, the researcher elaborates how examiners exercise their power to offer questions to the examinee during the thesis examination and how the examinee exercises his/her power to answer the examiners' questions during the thesis examination.

The researcher has recorded a thesis examination on Monday, April 1<sup>st</sup>, 2013, in the *Ruang Sidang Sripsi PBI-FKIP-UST* and the duration was 45:30 minutes. The recording field deals with linguistics. Six participants got involved in this study such as four examiners (F as chairman, G as secretary, H as the first advisor, I as the second advisor), J (as the examinee), and W (as the researcher).

After transcribing the data source, the researcher classified the data into table 1. The writer got 203 lines of expressions used by the examiners and examinee during the thesis examination. Four job descriptions were analyzed delivered by the Chairperson, Advisor 1 and advisor 2, and Secretary. Every job distribution has its distinctive characteristics to exercise the use of power.

For this reason, the researcher divided the analysis into two parts. First, an illocutionary column part is used to know kinds of speech acts and classified expressions in the transcript of thesis examination recordings that mainly cover:

- a. R: representative (such as describing, claiming, reporting)
- b. E: expressive (such as apologizing, praising, congratulating, deploring or regretting)
- c. and D: directive (such as commanding, requesting, inviting, forbidding, or suggesting).

Meanwhile, concerning the social power, after knowing the speaker's ideas, the researcher described kinds of social powers used by examiners and the examinee during the thesis examination. It is used to know kinds of social powers that influence examiners and the examinee when they exercise their power to offer or answer the questions during the thesis examination as shown below:

- a. C: coercive power (Threats or actual punishment)
- b. E: expert power (Sharing of knowledge or information)
- c. R: referent power (Power of one's personality or charisma).
- d. R: reward power (Promising or granting rewards)
- e. and L: legitimate (Power based on position or formal authority)

Table 1: The Exercising of Power by Examiners and Examinee during Thesis Used in the Research. Here were 8 examples (lines 1, 2, 84, 85, 128,129, 169, 170) of 203 lines in this research.

No.	Job Description	Line	Illocutionary			Social Power					Note
			R	E	D	C	E	R	R	L	
1.	Chairman	1.			√						At 00.01 minutes: Lines 1-19 indicate that the chairman opened the thesis examination, asked some questions related to the examinee such as where the examinee is from, the font and space of the examinee's thesis cover.
		2.	√								

2.	Advisor 1	84.			√					√	At 10:38 minutes: lines 84-90 the first advisor asked the examinee to summarize his thesis.
		85.	√				√				
3.	Advisor 2	128.			√					√	At 21:42 minutes: lines 128-133 the second advisor asked the examinee about Masculinity.
		129.			√					√	
4.	Secretary	169.	√		√		√				At 33:33 minutes: lines 169-184 the secretary gave a lot of comments and suggestions to the examinee.
		170.	√				√				

The job description was analyzed based on the power occurred to know how do the examiners exercise their power to offer questions to the examinee and how does the examinee exercise his/her power to answer the examiners' questions during the thesis examination.

#### **Analysis of Chairperson's Power on Thesis Examination**

The researcher divided the chairperson's (F) sessions into seven parts, one of them is stated as follows:

It began at 00.01 minutes; the chairperson opened the thesis examination. He would like to know the examinee's (J) address. For example: Lines 1,2, and 3

F: "J, Where are you from? West Java?"

J: "Jogya."

F: "Jogya."

The chairperson used a directive to deliver a question. It is a request for information about the examinee's address. F exercises his power of legitimate power because he used high social groups in the thesis examination. The examinee used a representative domain to answer a question. It is a personal claim of address (J claims where he is from). J exercises his coercive power. J used it because he said it was his real or original address. J did not lie to the F due to his position as an examinee.

#### **Analysis of First Advisor's Power on Thesis Examination**

The researcher divided the first advisor (H) session into six parts, one of them is stated as follows.

Next, at 12:48 minutes, the first advisor asked the examinee about the name of fragrant product. For example: lines 94, 95 and 96.

H: "What advertisement is it?"

J: "Joop fragrant"

H: "Joop fragrant."

In this case, H not only used a directive to request the advertisement but also his expert power because H knew the advertisement in the examinee's analysis, but H still asked him to show that H did not use his legitimate power all the time.

### **Analysis of Second Advisor's Power on Thesis Examination**

The researcher divided the second advisor (I) sessions into five parts, one of them is as follows. For example, Lines 136, 137 and 138

- H: "Do you understand Pak I's question?"  
J: "Yes."  
H: "He doesn't understand."

In this case, H wanted to help J to answer I's question but J said that he understood that question although he did know the meaning of that question. Here, J exercised his coercive power.

Then, at 25:10 minutes, for example, Lines 143, 144, 145 and 146

- I: "Okay, as can be observed here you mention text and co-text. Which one is more dominant?"  
J: "Co-text."  
I: "Co-text. Why is it?"  
J: "Because memorable. Sentence or text is not really very attractive. Image is more attractive to promote the product. Why a co-text is larger than a product."

In the case, I asked a question to J using a direction. It is a request to know the dominance between a text and a co-text. I used his expert power because actually he knew the answer, but he still asked the examinee to think about it because the audiences understood his thesis. J could answer it due to his legitimate power.

### **Analysis of Secretary's Power on Thesis Examination**

There is only one session for the secretary (G) because G only commented, suggested and clarified the examinee's answers.

It began at 33:33 minutes, the secretary exercised his expert power to give an explanation based on his knowledge about linguistics. For example, Lines 169, 170 and 171.

- G: "If you want to analyze the advertisement based on the co-text it will be subjective and you mention that advertisement consists of co-texts and you mention that it is more memorable. It informs our image. When you teach students do you want to say that words are nothing because you can explain without using words, you use pictures, you can see. What does it mean? So, actually from Pak H's question it's better for you to compare which one will influence for customers or advertisement with a lot of word or picture without word."  
J: "The reason is the sociolinguistics analysis."  
G: "Sorry."

In this case, when the secretary apologized, he used his referent power because it is also called charisma. The examinee only exercised his expert power because he felt that he understood his research. It is a sociolinguistics analysis.

### **The Characteristics to Exercise the Use of Power in Every Job Distribution**

When the researcher transcribed the thesis examination recording, she found that there were many examiners or examinee used declarative sentences than the interrogative ones. They used the declarative sentence to explain something. In the classification of illocutionary (speech act), there are representative, expressive and directive.

Every job distribution in thesis examination has different characteristics. The form of language used when they exercise the power is also different. The chairperson is more interested in using the legitimate power. The secretary likes to give comments, clarifications and suggestions rather than some questions. In this case, the secretary wants to help the examinee to understand the questions asked by either the first or second advisor. Both the first and second advisors exercise their expert and legitimate powers. Sometimes, they exercise their referent powers. No one exercises the power using a reward power.

## CONCLUSION AND SUGGESTION

This study aims to know the examiners who exercise their powers to ask questions to the examinee during the thesis examination and to know the examinee who exercises his/her power to answer the examiners' questions during the thesis examination. In what follows, 203 lines of expressions used by the examiners and examinee during thesis examination in every job distribution during the thesis examination have different characteristics. The form of language used when they exercise the power is also different. When examinee answered the examiners' question, he/she used declarative sentences than interrogative ones because of his/her frantic behavior to defend his opinion.

## SUGGESTION

From the results of this study, the researcher would like to propose some suggestions to other researchers as follows:

1. The examinee should know the characteristics of job distributions in thesis examination in order that he/she is ready to answer or he/she gives a good explanation to the examiners' questions.
2. The students (examinees) do not feel afraid and nervous when they defend their thesis in the examination.
3. The examiners should prepare the questions first before giving some question to the examinee in order to have critical thinking for her/his questions.
4. For the readers can manage their power to have a good relationship in their society.

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