Revealing Power Relations in Online Learning: A Critical Classroom Discourse Analysis

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Abstract

Covid 19 has changed learning policies in Indonesia that encouraging online education through a variety of internet venues. This research was aimed at investigating how power relations between the lecturer and the students of English Department of STKIP PGRI Jombang could maintain good social relations during the pandemic Covid 19 in 2020. Thus, this research employed qualitative one by adopting the theory of politeness and supported by the theory of critical classroom discourse analysis (CCDA), It exploredwhat politeness strategiesthe lecturer applied to thestudents, what word choice the lecturer used in applying the politeness strategies toward the students and why the lecturer applied the politeness strategies to the students on online learning. The research, furthermore, related the examination of politeness and critical classroom discourse analysis to get true data analysis of the research. The findings at the first stage showed that the lecturer employed the dominant role to determine the construction of power to the students. It could be described in the analysis of the conversation related to the greetings at the initial of each meeting in online learning and the preparation of group discussion. In the second stage, the researcher explored the construction of solidarity by the lecturer to the students by employing his personal experiences and his expression of his sorry to hear when there was a student's father was sick. Those two stages played important roles inrevealing their power relations both equal and unequal. The lecturer exercised his power and indicated that their social relations are unequal. On the contrary, the solidarity exposed by the lecturer to the students indicated that their social relations are equal.

Keywords: *power relations, politeness, online learning, critical classroom discourse analysis*

INTRODUCTION

There was interesting phenomenon in online learning process whenthe lecturer and the students of English department of STKIP PGRI Jombang carried out the micro-interactions during Covid 19. It could be observed that their interactions were performed differently in any situation and different participants that possibly caused by their problematic behaviors and equal or unequal status. Guidedbythe theory of critical classroom discourse analysis (CCDA),it can be investigated thatthe symmetricalandasymmetrical relationshipsthat were occurring in and out of the classroom during the interactions were part of power relations.

The issue of power relations between lecturers and students has become an important discussion in the learning process, especially during the covid-1 pandemic. In a sense, this issue is being discussed a lot by most of the academic community, both on campuses in the country and abroad, which is reflected in the many studies that raise this issue. The issue of politeness in the context of the relationship between lecturers and students is no less important than other issues that have been widely studied. Indeed, this sensitive issue stems from the communication between lecturers and students in their interactions in learning. The speech or opinion of a lecturer which then continues to roll like a snowball has become an important part of several interesting issues for language researchers to find out what reflection or meaning is hidden from the relationship between the two variables. The utterances uttered by a lecturer as a party who holds power in a learning situation compared to students are interesting things to study in terms of the power relationship between the lecturer as the holder of communication control and students as communication partners.

Power relations can be interpreted as how the distribution of power among the people involved in an event. We can read about these power relations both explicitly and implicitly everywhere in society. In this power relation, there must be an unequal portion or distribution of power that occurs in almost all community institutions, including the power relationship between lecturers and students in learning. Power relations between lecturers and students are not only limited to social institutions but are also clearly seen in different social groupings by gender, ethnicity or different mini-class of society. As a result, because of the different distribution, there must be parties who dominate existence as a group who feel they have power over other groups so that they feel they have the right to make proposals or desire to change the situation according to their wishes.

Power relations in the classroom can be examined by Critical Classroom Discourse Analysis (CCDA) as the participants in the class can reflect the micro community. In relation to this fact, Kumaravadivelu (1999) states that CCDA is a development of CDA by looking at the perspectives of post-structural and postcolonial discourse and trying to bring discourse analysis into the classroom because the participants in the class can be called mini-communities because the participants come from different families. CCDA is based on several views that class discourse is a discourse study that analyzes class situations that are like situations in real society so that there must be a social problem that is constructed, political motivation from each participant and of course there is a cultural background that is shaped and shapes it. Thus, CCDA is also supported how the cultural capital that exists in the classroom situation can shape and be shaped in the relationship between lecturers and students in learning situations.

The classroom situation is a mini-community situation, of course, what is in real society will be found in the learning community in the classroom. If in real society there are racial differences, social stratification and gender differences, then in class situations like this must also exist. Shah (2021) also discovered how English course books at affluent private schools portray English culture through traditional norms and values, social customs, religion, ideologies, and eulogies for English literature and EFL. As a result, learners' local identities are obscured, cutting them off from the more comprehensive social portrait presented in the instructional materials.The existence of these differences has motivated CCDA experts to bring the discipline of CDA into the classroom in the context of how the class is organized which is not only in accordance with learning motivation but there are several things that can be found regarding the

linguistic environment. The linguistic environment shows how the dialogue inside the classroom or outside the classroom shows the communication events between participants between lecturers and students. These communication events are formed, of course, influenced by economic, social, political and historical factors as the background of the society in general.

Communication events both in the classroom andoutside the classroom certainly show the existence of social relations between participants. This social relationship can show a relationship of power or solidarity between participants which can be analyzed from their choice of language which will determine whether one participant seems more powerful to other participants or whether the participants have an equal relationship. It is the utterances of the participants in an event in the classroom that are of course included in the CCDA study as the development of CDA. Holmes (2001) states, "there are four factors that influence the particular context that exists in communication events". The four factors are participants, setting, topic and function. Participants are people who use language in communication events. Their use of language can reflect their background or identity which explains who is speaking to whom. While the setting shows the social context of the communication event. The topic explains what was discussed and the reason why the communication occurred. Function reflects reasons why the participants discussed the problem.

These four factors will greatly assist the researchers in analyzing how the social relationships between participants whether their relationships are equal (equal/solidarity) or unequal (unequal/power) which is reflected in their choice of communication language when the lecturer delivers the lecture material where the communication message is directed by the speaker to his listeners as has been conveyed by Ng (1993).

Participants' words during a communication event may be responsible for the specific varieties that are associated with one another. "There are four aspects determining the particular context existent in the communication events," according to Holmes (2001). They are the individuals involved, the environment, the subject, and the purpose. The participants relate to the language users, reflecting their identities as to who is speaking to whom; the setting relates to the social context of the communication, accounting for the location where they are speaking; the topic or purpose of the communication, relating to what is being discussed; and the function of the communication, relating to the reason they are discussing it. The speaker presented his speech using the monological paradigm, in which the message was directed from the speaker to the listener, as described by Ng. Each participant will employ the methods expressed in the usage of language options Holmes (2001). The four criteria will take into account the participants' holding of significant positions as well as other factors while describing and analyzing communication occurrences. By studying the participants, we can determine which participants' identities influenced the linguistic strategies they used to demonstrate their strength and togetherness. Of course, what people say will reflect their position or identity and have an impact on the participants' relationship, whether they are equal (demonstrating solidarity) or unequal (showing power). While an uneven position indicates that participants are not in the same position, an equal status indicates that participants are in the same position.

Politeness is important in the communication event. The theory of 'face' proposed by Brown and Levinson established the theory as the 'core' of researching politeness to analyze the interaction of human beings in daily life communication. It can also reflect the social relationship between participants of the event. Brown and Levinson

(1987)classified politeness strategies into four ones. They are off-record and on-record. On-record, strategies can be divided into face saving act and face threatening act (bald on record). Furthermore, face saving act can be divided into positive politeness and negative politeness. The above explanation could be described as the following figure.
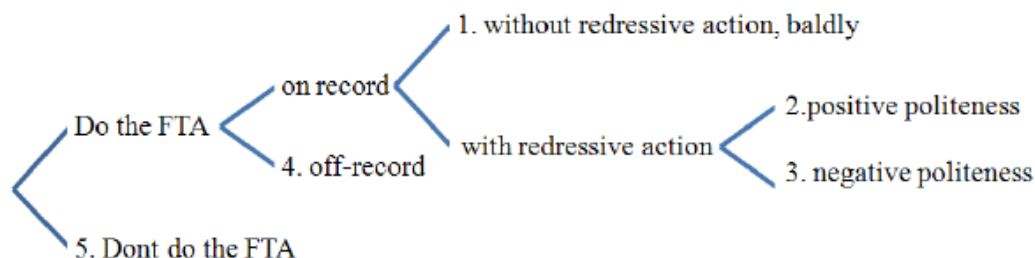

Figure 3.
Brown and Levinson's four politeness strategies

They also stated that there were three factors influencing a speaker'sdecision to choose one of the strategies in his communication. The factors are distance, power and rank between the speaker(s) and hearer(s). On-recordstrategy means a speaker addressed hearer(s) directly to express the speaker's wants. The way of expressing can be valued as positive face and negative face. Positive politeness is done when a speaker expressed the want clearly to the hearer(s). It means there is unambiguity in the intention of the communication. In some aspects, the speaker treated the hearer(s) asa member of his in-group. This is understandable because the speaker wanted the hearer(s)'s wants. In contrast to positive politeness, negative politeness is done when a speaker produced a statement to respect and recognize the addressees' negative wants and their territory. On-recordstrategy can be called as baldly when a speaker directly expressed his wants by employing utterances that have meaning to command or use imperative forms. Conversely, off record is done by the speaker when he doesn't give attribution of clear communication. The speaker gave the hearer(s) independence of interpreting the speaker's utterances.

Several studies have discussed the topic of power relations, especially in the context of classroom discourse analysis, such as Ramli (2020) indicated that during the presentation, students speak just as much as teachers do. For discussion coverage, however, this is not the case because teachers predominate classroom conversation throughout a science course. By analyzing the language choice of the participants, the identity of the participants was known which influences their choice of language to show whether the participants are equal or not in line with other participants. While Mendez and Garcia (2012) found several ways that students showed power relations in the classroom. Rebukes could be used to challenge, resist, or exert power. Taking sides to defend friends is one example of how to demonstrate solidarity. These discoveries help us to understand the complexity of the English language curriculum.Unlike the studies listed above,this studywas conducted to reveal power relations between lecturer and students by analyzingwhat politeness strategies they applied, what word choice the lecturerused in applying the politeness strategyto the students and why the lecturer apply the politeness strategy to the students on online learning. The research,

furthermore,relatedthe examination of politeness and critical classroom discourse analysis to get true data analysis of the research.

RESEARCH METHOD

The researchers used a qualitative approach that was appropriate for the study's goals, which included examining power dynamics between the English Department instructor and students at STKIP PGRI Jombang. The research's data came from the lecturer's and students' observations of politeness in online instruction during the pandemic COVID 19 in 2021, conducted by the English Department at STKIP PGRI Jombang. They examined the data using qualitative content analysis. There were three study questions given in the introduction that served as a guide for several stages of the data collection and analysis process to reveal power relations between the lecturer and the students, which was done using Litosseliti's model (2010).The following steps wereemployed: the lecturers' and students' politeness methods will be observed, recorded, and categorized into the lecturers' and students' discourse communication; the data then were coded to help the researcher recognize and comprehend the data effectively.

Data analysis that is connected to the research's problem statements comes next after data collection. When analyzing politeness tactics to determine their true significance in relation to Litosseliti's suggested power relations reflected in the use of the strategy of power and solidarity in onlinelearningNg (1993).Language use within the framework of classroom conversation can be examined to examine power and solidarity. Additionally, the ideology of the speakers is closely related to the analysis of language usage to look at power dynamics. The way language functions both reflects and somewhat creates specific societal ideas, values, and meanings.

The researcher then responded to study questions to comment on the lecturer's and the students' ideologies' usage of politeness, as recommended by Van Djik's ideological model (2004), in order to apply a theory of critical classroom discourse analysis.The analysis of his ideology was highly crucial in this research because it informed how the participants used their language use to retain their social.The researcher could identify how participants built power and solidarity from the standpoint of ideology analysis. A method for responding to research questions is displayed in the following table.

FINDINGS AND DISCUSSION

This part provides findings of the data presentation and analysis by referring to the research problem to uncover power relations of the participants between lecturer and students involved in the interaction in online learning of the English Department of STKIP PGRI Jombang during the pandemic Covid-19. It consists of findings and a discussion of the data related to the problem statements. They represent what politeness strategy the lecturer applied to thestudents, what word choice the lecturer used in applying the politeness strategytoward the students and why the lecturer applied the politeness strategy to the students on online learning.

In the first step, the researchers investigated what politeness strategy applied by the lecturer and students that reflected in the use of word choices as well as investigating some constructions of power relations. In the next step, the findings were related to the context of the situation to uncover power relations among the participants

whether they are equal or not in their position. This step is very important to constructhow power relations through the speaker's utterances that could be examined through the construction of power and solidarity that was related to CCDA theory according to Kumaravadivelu's model.

Politeness Strategies

This part was aimed at seeing the relevance of politeness concepts as suggested by Brown and Levinson (1987) and the findings to reveal power relations between the lecturer and the students of the English Department STKIP PGRI Jombang in online learning during the pandemic Covid-19in 2020. In relation to politeness, the lecturer applied some politeness strategies when addressing the addressees in different ways. They are reflected in different word choices. Different voices made different consequences on the students in responding as Table 1 showed below.

Table 1. Politeness Strategies found in Online Learning during pandemic Covid-19

Expressions	Lecturers' Politeness Strategies	Students' Politeness Strategies	Occurrence	Occurrence
Assalamu'alaikum	Positive Politeness		4	
Salam Sejahtera	Positive Politeness		4	
How are you	Positive Politeness		6	
Fine		Positive Politeness		4
Yes, sir		Positive Politeness		4
I like	Positive Politeness		3	
Thank you	Positive Politeness	Positive Politeness	3	6
What's wrong with you	Bald on Record		2	
Why is she absent?	Bald on Record		1	
Ok, you can start now!	Bald on Record		2	
I am very sorry to hear	Positive Politeness		1	
Can I answer the question?		Bald on Record		1
Can I have the question?		Bald on Record		1
Total			26	16

From table 1, it could be described that the lecturer applied 21 positive politeness or 80,7 % while the students applied 14 positive politeness or 87,5 %. Besides, the lecturer applied 5 balds on record strategy or 19,2 % while the students applied 2 balds on record or 12,5 %.

Construction of Power Relations in Online Learning

This part was aimed at seeing the relevance of politeness concepts as suggested by Brown and Levinson (1987), Scollon and Scollon (2001) and the findings related to the research of politeness strategies used by the lecturer to his students as a part of uncovering power relations among them. In relation to politeness, he addressed the students in different waysby using English, Indonesian and Arab languages. Although the students are in-group with him, thus he used bald on record to show that he has the authority to command them to start a discussion as he wanted as shown in Table 1 above. It means that he exercised his power in this context. The ways of addressing the students can be direct and indirect ways. The bald on record strategythe lecturer applied

means that he needs to be independent, hasfreedom of action and not be imposed by others, and conversely, the positive politeness means that he wants to be accepted and liked by others, treated as a member of the group, and to know the students' wants are shared each other. The construction of power relations in this research could be divided into two constructions, namely construction of solidarity andconstruction of power.

Construction of Solidarity

This part highlighted how the lecturer,both in and out of the classroom,enacted solidarity with the studentsand could be constructed by employing CCDA's model as suggested by Kumaravadivelu. There are three constructions of showing the lecturer's solidarity withstudents, they are personal experiences, evoking empathy forthe student'sfeelings and raising the students' spirit of following the lecture. There are some constructions of solidarity in power relations between the lecturer and his students in online learning. They are personal experiences and intimacy, evoking sympathyfor the student's bad feelings.

Personal Experiences and Intimacy

The construction of solidarity could be examined from the lecturer's positive politeness reflected in the terms of personal experience and intimacy by the lecturer as an individual having much knowledge of the Indonesia culture can be found in his utterances when he greeted the students in online learning via zoom, such as '*assalamu'alaikum dansalamsejahtera, how are you, today?*' as shown in Table 1 above. He employed these greetings to pique the audience's interest and demonstrate his support for Jumanto's suggestion to strike up a conversation (2014). He made a point of identifying the scenario he was in when he gave his lesson by using explicit politeness techniques that demonstrated his high intelligence. Giving the students the sense that he is not their enemy but rather someone who wishes to interact with them. Based on the study of the surface level, it can be said that his politeness tactics implicitly demonstrated his "soft power" to sway the students' emotions and convince them to accept him as a member of their group.

He then presented himself as a person with extensive experience because he had lived in Jombang for a long time when discussing his neighbors, friends, and religious life. No one else can assume this identity (Bramley, 2001). It means that depending on how he has lived with his friends, neighbors, and coworkers, he may feel as though he is in class.Because the students believe that their faith and beliefs are God's business, he could use this experience to demonstrate to them that it is possible to live in harmony without giving much thought to their faith and beliefs. The lecturer combined the pronoun of 'I' in these statements and used the pronoun 'I' at the beginning of his lecture. It indicates that he altered both his institutional and personal identities.It may be deduced from Bramley's explanation that he sought to arouse the pupils' emotions by taking a personal approach and revealing both of his identities (2001). His identities played crucial roles in demonstrating his solidarity with the kids by immediately addressing them with his good manners and saving their faces.Positive etiquette techniques can be used when necessary to help him succeed in expressing his solidarity. The instructor was very aware of this, so, as Jumanto instructed, he chose words that would show respect for the students by expressing intimacy and unity while also helping them feel good and form friendships (2014).In order to connect with the students, he employs positive politeness tactics. The students' thoughts regarding the pre-learn and pre-teach situations are influenced and controlled by the teachers' utterances quite well. He stoked the students' excitement and sense of expectation for his talk.

Moreover, he could do this by giving attention to the student's interests and beliefs, such as students being tolerant of living together although they have different beliefs and faith. The students are happy when he appreciated them as partners in learning. There are several ways that have been made by the lecturer for what he wanted in his lecture can be achieved by showing a positive face either he is the lecturer or as their partner. The first is when he presented a positive face of what he would like to be accepted by the audience by applying politeness strategies analysis.Furthermore, he also wanted to be accepted as a friend of the studentsand also wanted to increase partnerships in various situations that benefit both. Later, he appreciated what has been achieved by Indonesia in some cases, like the atmosphere of the class and the students' achievement.

Evoking empathy on the students' bad feelings

It is interesting to examine the lecturer's feelings when he knew that one of the student's father was sick and must be treated at a hospital. In this conversation, the lecturer also applied positive politeness strategies in the classroom that directly expressed the message of his students to engage the emotions of the students. He tried to get into the emotion of students who experienced the bad situation as her father was sick as seen in the conversation:

Lecturer	: 'Is there anyone absent, today?
Students	: 'Yes, sir
Lecturer	: 'Who is he?'
Students	:'Laila, sir'
Lecturer	: 'Why is she absent?
Students	: 'Her father is sick and now he is at hospital, sir'
Lecturer	: 'I am very sorry to hear'
Students	:'Yes, sir'

From the utterances, it demonstrated that he turned out to have expertise in influencing students by utilizing the touch of the students' hearts in terms of applying some current bad situationsexperienced by one of the students. It gives the impression to the students that he showed his sadness about the situation. The style he applied in this lecture is very special because in general, the approach that directly led to the heart or the emotional side of this is truly very impressive, alluring, and stirring their emotion. Thus, the lecturer has the quality to exercise his style in convincing the students. The application of using positive politeness strategies demonstrated that he and the students have the same emotion about the situation. The expression showed that he is an individual of having high sensitivity when he talked about bad situations experienced by his students. It has been acknowledged that the use of positive politeness strategies in appropriate could help the lecturer succeed in his goal of communication.

The next data showed when the lecturer made several utterances in the next meeting via WA that could be referred to 'politeness' strategy to show his solidarity withhis students. This could be seen from the interaction in the datawhen the lecturer addressed his students by saying '*Assalamualaikum, and salamsejahtera, I hope you are fine today. I like this class. Today is discussion via WA and On next monday morning, we will have a meeting via zoom.*' students answered the lecturer's address by saying '*Fine, thanks, sir. Ok, sir*'. The lecturer used good manners when speaking with his pupils in an online classroom. When he addressed his pupils in a situation on campus, he communicated with them by negotiating his word choices in a casual setting to establish

solidarity in a number of ways. The data on politeness can not only be studied concurrently with other theories, such as pronouns, and politeness, or independently according to its paradigm.From the conversationabove, the lecturer employed the Indonesian as well as Muslim greeting 'Assalamualaikum' because he knew that the majority of his students are Muslim. The occurrence of fair enough Indonesian in his greeting showed that tried to win his students' hearts. The conversation also showed that at the beginning of his lecture, he used politeness strategies to attract the enthusiasm of the students. From the standpoint of politeness methods, analyzing the lecturer's greetings to his pupils is extremely different from the other perspective. When he utilized the word choice that gave his pupils the sense that he is the one who wants to engage with them because he has a goal that must be achieved through his welcome, the researcher may not be caught in what seems to be on the surface.This is in line with Scollon's (2001, p. 46–47) suggestion that it is possible to tell what the lecturer is trying to say when he introduces himself during a dialogue because it appears to denote power while also demonstrating solidarity.

Of course, he has negotiated a choice of terms that relate to the pupils when he utilized politeness methods. When the lecturer had to be nice in front of the students, his manner appeared very familiar to them, and they frequently welcomed him with open arms when he made his greeting consistent with their values and beliefs. Thus, this gave the students the idea that he was close to them or intimate with them. This makes sense because the professor is both a student and a Muslim, therefore he must be familiar with the way of life and culture of the pupils. As a result, when he addressed them, he was no longer uneasy and chatted with them as though they were his friends.

The lecturer expressed some utterances in his lecture in the classroom regarding power can be found when he said gratitude to the students in two languages, Indonesian and English. He expressed 'Assalamualaikum dan how are you? in Indonesian. In English, the greetings show gratitude to the students. He expressed these different expressions, to give the warm welcome to the students. The students looked very happy about his attendance in the classroom. The expression 'Assalamualaikum dan how are you, today?' can be called a politeness strategy. According to Malinowski (1999), p. 303, the primary purpose of phatic communication is to create a social connection between the participants in communication. He (ibid) developed the term "phatic communication," which is typically used to describe utterances that are said to have only social, bonding functions, such as creating and sustaining a friendly and peaceful environment in interpersonal relations.These statements are taken to be ways of maintaining a line of contact. The instructor said things in order to convey the feeling of community. These are the strategies the lecturer used in the classroom since he was aware that he was delivering a lecture in front of the students and that most of them were Muslims. In order to draw them in, he used well-known greetings in Indonesia.

 According to Scollon, there are two paradoxical meanings for these expressions: either the professor was truly involved or independent with his students (2001, p. 46-47). He clarified that the expression has two aspects that seem to be at odds with one another. On the one hand, the lecturer must communicate with the audience and show that he is interested in interpersonal relationships. The lecturer, on the other hand, must preserve some level of independence from the other pupils in order to convey to them his appreciation for their individuality.Besides, he also expressed 'I like this class' as seen in the datum. A declarativeclause is used in this expression. It is evident that the instructor was overjoyed to be there for the class. Thus, it is clear that he wanted to capture the students' interest and goodwill with his opening remarks. In other words, heintroduced

the cases in an engaging and positive way before beginning his lecture by thanking and wishing the students well.

Additionally, he greeted the students during his chat by saying "assalamualaikum dan salam sejahtera" in both Arabic and Indonesian. When a Muslim was encountered, the customary Muslim greeting of "Assalamualaikum" was used, but the customary student greeting of "Salam Sejahtera" was used to welcome his friends of other religions.'Assalamualaikum' means 'keselamatan (kesejahteraan, kedamaian) untukmu' (biasanya diucapkan pada awal dan akhir pidato, saat bertemu dengan seseorang, dan sebagainya), according to Kamus Besar Bahasa Indonesia. Muslims in particular believe that it has a meaning that is more in the form of a type of prayer and the usage of the name of God. Therefore, it is important to comprehend the cultural symbols of Muslim life before speaking.This explanation makes it clear that the lecturer was aware of and understood Indonesian culture. As a result, when he greeted the students with "assalamualaikum," he was using a cross-cultural approach to understand Indonesian culture and elicit a response from them as a group of people, the majority of whom were Muslims, in a particular setting, in this case, STKIP PGRI Jombang, in order to satisfy their needs and foster intimacy in a variety of interaction processes during his lecture.

Assalaamualaikum has diverse connotations depending on the context in which it is used as a greeting. The pupils will experience something else as a result of the welcome he used in his lecture. The way the lecturer expresses himself to the pupils will have some bearing on his interests. This could imply that the instructor wants his students to view him as a buddy in order to demonstrate that there is no barrier between them.The lecturer also utilized this expression to have an overt topic-priority relevance, giving the students a formal early opportunity to make some current conditions of being a matter of shared priority concern. He applied it to secure the process of teaching and learning in the classroom.Since the lecturer has another purpose in mind to ensure that his interests in the class are accepted by the students, the phenomena of closeness in this sense cannot be understood to indicate just that the lecturer was familiar and close with the students. As a result, his words and delivery had an impact on the pupils' way of thinking, which is referred to as the lecturer's hegemony over them.

The hegemony, in this sense, can be meant that the lecturer would like to gain support for itself from students in taking into consideration 'the interests and tendencies of groups over which hegemony is to be exercised' (Gramsci, 1971, p. 161). Furthermore, Lecturer has any concessions that he should do this in order to 'demonstrate' that the lecturer would like to teach morals, ideas and values to the students. On the contrary, he expressed some utterances in his lecture regarding solidarity when asked his students 'all of you, ok today?'.

Students have also appliedpositive politeness because it maximizes respect or greatness for a lecturer who asks how the students are by using speech, *'I am very fine, Sir'* and *'Excuse me, Sir. I want to go to the toilet.'* The style of language in conditions like this, conditions have advanced and the use of social media is widespread. The development of technology as it is today, development of technology as it is today makes people's communication patterns change. Especially in the midst of the current COVID-19 pandemic, it is mandatory to have online learning at home. So social media is very necessary for online learning like this. When learning or discussing online there are lecturers and friends, then students should use standard language with the right choice of diction. Although this is online learning only via Whatsapp and zoom in a more relaxed situation, students should still use standard language because this is still a formal situation.

The choice of diction in the above data is important because it creates the meaning of speech and affects the value of politeness. Because in this COVID-19 pandemic, learning activities are carried out online or online using the media WhatsApp and Zoom. In the utterances, the researcher could see the politeness of the language, namely by looking at the selection of the right diction. By choosing the right diction, the value of politeness in communicating could be seen. The data showed that there is a selection of diction used by students when answeringthe lecturer's questions so that the lecturer provides an explanation of lecture material as well as the student should leave a class for a while in this online learning activity.

The next data showed expression conveyed by students to lecturers as follows:,"*Assalamualaikum, good morning, Sir. I haven't yet understood about the material. Could you explain more, please? Thank you"*. The utterances that have been conveyed by the student used a good and polite choice of diction. The mention of the word '*Sir*' makes the sentence very polite. The speech contains politeness which can be seen from the choice of words used. Speakers use apologies at the beginning and introduce themselves before expressing their intent and purpose. Then close with a thank you. The greeting "*Sir*" is a common greeting used by a student to his teacher. The speech in the data above uses the greeting "*Sir*" combined with polite diction such as using the word apology first and then expressing the intent and purpose.

Further data shows that there is good politeness between students to lecturers when learning via zoom takes place. In the WA chat, students write the following sentences: '*Excuse me, Sir. I am out of the zoom', could you enter me again, please, thank you*'. The utterance contains politeness by starting with the word apology and showing good politeness. This shows that students really respect the value of language politeness because the speaker's interlocutor is a lecturer. The utterance contains politeness which can be seen in the selection of the right diction. The speaker uses the word apology and then states the intent and purpose, then closes with a thank you.

In online learning, student participation is an interesting aspect to observe. Physical interaction between lecturers and students does not occur, in fact, the interactions that occur in virtual are no different from or even more dynamic than face-to-face learning. If offline classes students are reluctant to participate, in online classes students are very enthusiastic about interacting. Even in the first week of online lectures, students show a positive attitude by asking questions if there is a discussion that is not understood. The absence of face-to-face contact does not prevent them from joking with their friends and making witty comments.

But in an online class, the lecturer and each student are physically alone so that students feel freer to express opinions or ask questions. Another interesting thing to note is the participation of students in solving technical problems faced by their friends. For example, one student reported that his microphone could not turn on, and another student immediately gave a solution to log out and then log back in. There are many examples where students who are usually silent in class become active because they are the first to be asked if there are technical problems. In this situation, it appears that silent students also contribute to making online lecture activities run well. They have the courage to express their opinions.Students are more daring to comment because they do not have to speak directly among their friends and in front of the lecturer.

On the other hand, in online classes, many students actively participate because there is no social or cultural pressure. What often happens is that they say "*Wait, sir*" (when the screen shows they are typing an opinion or answer). The opportunity to think before expressing an opinion and the absence of other people with him makes students

more daring to answer the lecturer's questions. If there is a wrong sentence, they can correct it by saying "*Opps, I am so sorry, sir. I misspelled the words*". In grammar class, the opportunity to see written answers greatly supports students in understanding the material.

When they give comments or suggestions to friends, they use informal language, to express disagreement, argue, and comment on their friends' answers. This fact is the same as the situation in offline learning. On the other hand, when communicating with lecturers, they use formal language. But lecturers must be firm to all students that communication both with lecturers and between friends must remain within the limits of politeness and in accordance with ethics that apply in society and academic ethics. The use of offensive language should have no place in online learning.

The politeness of this language is reflected in the way they interrupt, ask, or argue. If the lecturer asks, many students also volunteer to answer, "*Can I answer the question?, I have a question, Sir*". On several occasions in online learning via Zoom, some students asked permission to go to the restroom or take a book or pen to take notes. Even at the end of every meeting, students always say, "*Thank you, Sir. Bye*". The choice of words is an example of how interaction in a chat room is the same as learning in a real class. Sentences like these are the sentences they say when they interact among themselves. On the other hand, when they communicate with lecturers, they will use different vocabulary. So, once again, that in Asian culture the teacher has a place of honor or a privileged position is still very much reflected in the interaction between students and lecturers in online learning.

There is data showing that there is a higher position of lecturers than students when lecturers tell students when they are a bit busy learning via zoom by saying, '*turn off the mic*!'.This utterance showed that the lecturer used on-record politeness to show his willingness to order students to mute the mic because the students' sound shows that theyare busy during the learning.

Construction of Power

This section constructed the lecturer's power by examining the use of politeness strategies. The result of the data analysis showed that the lecturer triedtomaintaincontrol overcertain situationsdependingonhisinterests withregardtospecificissues.For instance,itwasobservedthatthe lecturerchose adominantrolewhenhe identifiedhis student did not meet him for a long time not to consult his skripsi and when he asked about his students' preparation group discussion. The construction of power could be explained in these strategies. Construction of power can be found in terms of addressing the students about the preparation of group discussion.

The construction of power could be described in this conversation when the lecturer asked the students about the preparation group discussion. The conversation could be seen in this situation when the learning was carried out via zoom:

Lecturer : 'How are you, today?'
Students : 'Fine, sir.'
Lecturer : 'What's group will present paper?'
Students : 'Group 3, sir'
Lecturer : 'Ok, you can start now'

From the conversation, it could be described the different positions between the lecturer and his students. Theexcerptillustratestheway how the lecturer exercisedhis

powertowards his studentstogain controlwithregardtothe activity. Thelectureraskedthestudentsto workin groups to present a paper that was obliged to do and present in front of the class.When the lecturer uttered 'are you ready?' indicated that he has the authority to ask the students to as what he wanted. This situation could describe that their position in social relations is unequal.

CONCLUSION

The conversation between the lecturer and his students in online learning at the English language department of STKIP PGRI Jombangwas a medium to uncover how their power relations by examining power and solidarity through the use of politeness strategies could be explored by constructing the strategies of expressing power and solidarityamong them as a core of this research. There is a reflection that can be taken in this issue that different positions contain power relations in them and these differences can be analyzed to find out which one is stronger than the other in a communication event. It turns out that a lecturer still maintains good manners with his students so that even though the position of a lecturer is higher, it is different from his students, which has a different role as a consequence. There were three stages of uncovering their social relations. In the first stage, this research employed the lecturer's dominant role to determine the construction of power for his students. It could be described in the analysis of the conversation related to the skripsi consultation and the preparation of group discussion. In the second stage, the research explored the solidarity expressed by the lecturer to his students by employing his personal experiences and his expression of his sorry to hear when there was a student's father passed away. Those two stages played important roles in exposing their relationship as both equal and unequal. The lecturer exercised his power and indicated that their social relations are unequal. On the contrary, the solidarity exposed by the lecturer to his students indicated that their social relations are equal.

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