Exploring Teachers Power’s Verbal Symbolic in a Classroom Interaction; A Pragmahypersemiotics Study

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Received: 1 April 2022
Reviewed: 3 June 2023-26 September 2023
Accepted: 28 September 2023
Published: 30 September 2023

Abstract
This qualitative study investigated the verbal use of teacher symbols in a classroom Indonesian at a private university in Surabaya, Indonesia. Anchored by qualitative analysis and followed by two female teachers and five Indonesian Department students, the data was collected through interviews and in-depth observation. It was designed to find out what types of pragmahypersemiotic verbal symbols teachers use in the classroom, as well as the extent to which pragmahypersemiotic verbal symbols contribute to student feedback in class. Using the analytical lens of verbal symbol power in the classroom, the research findings show that the type of verbal power teacher symbol used in the classroom is the symbol of Directive, Request, and enticement. However, verbal symbols can have a positive impact on student feedback because students can participate actively in class, and can build motivation and confidence when interacting with both teachers and classmates.

Keywords: Teacher power verbal; symbolic; classroom interaction; pragmahypersemiotic study

Introduction
Teacher power's verbal symbolic refers to the verbal symbolic power possessed by teachers in classroom interactions. It is the teacher's ability to use words and language effectively to influence students, convey information, motivate, and create a positive learning environment. The verbal symbolic power of teachers can include various aspects for example when teachers give instructions to students (Dimopoulou, 2012).
The relationship between the teacher's verbal power and pragmahypersemiotics in teaching is complex and closely related. Pragmahypersemiotics is a theoretical approach that considers how language, signs, and meanings are used in the context of their use (Kramsch, 2014). In the classroom, teachers have significant verbal power through the use of language and signs in the teaching process, for example in communication texts when teachers and students interact in class. Pragmahypersemiotics emphasizes the importance of understanding the context of communication during interaction in the analysis of language and signs. Teachers, as controls in the classroom can create and control the context of communication in the classroom. Teachers decide when to speak, what to teach, and how to use language in learning contexts (Chun, Kern, & Smith, 2016).

Pragmahypersemiotics is an approach that combines elements from two fields of study, namely pragmatics and hypersemiotics, to understand how meaning is constructed in the context of communication (Paolucci, 2018). Pragmatics focuses on the relationship between signs or words to their social context and communicative purpose, while hypersemiotics is the study of various sign systems, including language, symbols, and other signs in student interactions in learning situations (Tsakona, 2009). From this theory, researchers want to dig deeply into how pragmahypersemiotics forms that occur in classroom learning. Where we agree that learning in the classroom there is certainly verbal communication interaction between teachers and students.

In the context of pragmahypersemiotics studies, the power of a teacher's verbal symbolism in the classroom refers to the way teachers use words, sentences, and language in general to communicate messages, concepts, and values to students. The power of teachers' verbal symbolism has a significant impact on student understanding, classroom interaction, and the learning process (Bambaeeroo & Shokrpour, 2017). Teachers often use different types of verbal symbolism in talking to students to convey messages, teach concepts, or build a positive classroom atmosphere. Verbal symbolism is part of teacher power itself.

Verbal symbolism is one aspect that can affect teacher power. When a teacher uses words wisely and effectively, they can increase their influence in managing the class, delivering lesson material, and motivating students (Kane, 2015). Good verbal symbolism can improve a teacher's ability to interact effectively. Teachers who are able to explain concepts clearly and provide proper instruction will be more respected and trusted by students. The combination of good verbal symbolism with other elements of teacher power, such as knowledge and teaching skills, positive interpersonal interaction, and an understanding of student needs, can create effective and meaningful learning experiences (Wilson, McNeill, & Gillon, 2015). A teacher in interacting through words and verbal symbolism will have a greater ability to influence student learning and inspire them (Ting-Toomey, & Dorjee, 2018). Pragmahypersemiotics is a complex field within the study of semiotics that combines elements of semiotics with the concept of pragmatics. In simpler language, it deals with the way symbols and signs are used in practical or tangible verbal contexts. Pragmahypersemiotics often involves understanding how signs are used to achieve the purpose of interaction in a particular communication.

Verbal symbolism in Pragmahypersemiotics may not always be easy to find or identify directly, as it is a highly conceptual and often abstract domain. In practice, symbolic verbal sentences in Pragmahypersemiotics will depend on a very specific context and communicative purpose (Gorlée, 2022).

A concept or idea in Pragmahypersemiotics that describes an understanding of how signs are used in teaching to achieve learning objectives in verbal interaction. Such examples may involve concepts such as directive action, request action, enticement action, communicative convention, or other relevant aspects of pragmatics and semiotics.
To know more concretely in Pragmahypersemiotics it is necessary to refer to academic sources specializing in the field or explore the research that has been carried out in the context of Pragmahypersemiotics. Some studies relevant to this study such as Bahar et al., (2022) exploring teacher power in classroom interaction, The finding is that teachers mostly use their appreciation power as a strategic step to make students interested in reducing their silence in class. Schrodt, et al., (2008) conducted research on Teacher power to examine student learning in the classroom and identify the effect of using teacher power on classroom learning. Korolyov (2020) focuses on discussing pragmatic and cognitive-semiotic perspectives, discursive spaces are shaped by symbiosis of discursive practices as signs of one's communicative consciousness through representatives of certain national-cultural communities.

The three studies discuss pragmatic semiotic and teacher power, but they are very different because they only describe the influence of teacher power in classroom interactions, do not identify what type of power is used by teachers verbally, symbols that indicate the presence of pragmahypersemiotic in the context of teaching in the classroom. This is the focus of this research with the following formulation.

• What kinds of verbal symbolic pragmahypersemiotic used by teacher in a classroom interaction?
• To what extent the power verbal symbolic pragmahypersemiotics used by teacher push to students’ feedback in a classroom interaction during learning process.

Literature review

Concept teacher power in a classroom interaction

The concept of teacher power in classroom interaction refers to the theory originated from French & Raven (1959); reward power, coercive power, legitimate, expert power. Then this theory is further developed by Hughes, et.al (1993), and Webb (2002).

French, at el., (1959) said that teacher power refers to the authority, influence, and control that teachers have both verbally and non-verbally in classroom interactions. Teacher power is an important element in classroom management and effective learning. Here are some important aspects in the concept of teacher power in classroom interaction such as:

Teacher legitimate power is the authority officially given to the teacher as the class leader. This includes the role of teachers as subject matter providers, class activity organizers, and student performance evaluators. These powers are given by educational institutions and established by school regulations.

Referent power where the power is owned by the student teacher without relying on formal authority. This can be a teacher's ability to build a good emotional connection with students, win their trust, and be a respected role model.

Expert power is the ability of teachers with certain skills to direct and control the learning process in the classroom. The teacher decides what is taught, how it is taught, and when it is taught. This power includes the selection of teaching methods, the use of learning resources, and decision-making in lesson planning.

Coercive power where the teacher has the power to maintain order in the classroom and handle disciplinary issues. They can sanction, give warnings, or take certain actions against students who violate class rules.

Reward power where teachers have a role in assessing student performance, as well as appreciating student achievement in class in the form of gifts or motivational words or praise so
that they can have high self-confidence. This includes providing assessments, providing feedback, and determining appropriate actions to help students achieve learning objectives.

Thus, teachers play a role in being able to influence the social and emotional environment in the classroom. They can create a supportive atmosphere, motivate students, and build positive bonds between students. It is important to remember that the power of the teacher must be used wisely and responsibly. Teachers who understand their roles and responsibilities in managing power will be better able to create a positive classroom environment, support student development, and facilitate effective learning (Sieberer-Nagler, 2016). Teacher power should also be used to empower students, helping them develop skills, knowledge, and independence in the learning process.

Teacher power has a close relationship with classroom interaction in a variety of ways. Classroom interaction includes all forms of communication between teachers and students during learning, interpersonal relationships, and dynamics that occur between teachers and students, as well as between students and each other in learning contexts, such as Influence on Class Learning (Allen, et al., 2013). The power of the teacher affects the dynamics of the class as a whole. The teacher, as the primary authority in the classroom, has the ability to direct, organize, and influence how students interact with each other. The way teachers express their power can shape classroom culture, social norms, and rules that influence student interaction. Teacher power can affect the level of student participation in the classroom. Students may feel more or less comfortable contributing to discussions, answering questions, or sharing their opinions depending on how teachers use their power (Ruzek, 2016). Teachers who create an environment that supports and encourages participation can positively influence classroom interaction.

However, the power possessed by the teacher is not as a punishment tool for students who do not answer or are not active in class, but the teacher should make the power to control and motivate students in class so that students have high trust. And most importantly how teachers can build a positive emotional connection with students so that the learning atmosphere becomes conducive.

The teacher verbal symbolism and its impact on students in a class interaction

Verbal symbolism of teachers in teaching in the classroom includes the use of words, sentences, or expressions with additional or symbolic meanings that exceed their literal meaning. Verbal symbolism is used by teachers to communicate deeper messages, values, concepts, or norms to students (Papadopoulos, 2019). The teacher's verbal symbolism when teaching in class is in the form of inspirational speech, in which case the teacher may use inspirational or motivational sentences when interacting to encourage students to study harder. So that it can have an impact on self-confidence to learn and increase student independence to develop independence, (Frymier, 1993). The same tone is conveyed by Mbuva, (2016), The wise use of verbal power of teacher symbols Students feel more confident to pursue their own goals and take initiative in learning.

Verbal symbolism of teachers during classroom interaction in the form of action Solving conflict Teachers can use sentences that show constructive ways to resolve conflicts, for example when teachers invite students to think openly to solve problems in class experienced by students themselves. The impact is Character Development, where students have the ability to overcome conflict is an important part of character development. Students skilled in conflict resolution tend to be more mature and open-minded individuals (Wilson, et.al., 2018).
Thus, when teachers use wise and relevant verbal symbolism, teachers can create a positive learning environment and provide meaningful learning experiences for students (Liew, 2013). The teacher’s verbal symbolism can help students develop deeper understanding, social skills, and positive values that will shape their development in the long run (Flores, Kleyn, & Menken, 2015).

How does the power of teachers' verbal symbolism contribute to classroom interactions during the learning process?

The power of teachers in using verbal symbolism to contribute to the learning process can have a significant positive impact on students' learning experience. Positive contributions that occur such as increasing student understanding in the classroom. Teachers can use verbal symbolism to explain complex concepts in a way that is easier for students to understand. For example, teachers can use parables or analogies to illustrate difficult concepts in learning (Gay, 2018)

Teacher power's verbal symbolism can be used as a tool to motivate and build students' confidence in the classroom. Verbal symbolism used by teachers in the classroom can motivate and help students be eager to learn (Rubin, 1975). Teachers can use inspiring words to stimulate student interest in learning, this can have a positive impact on students in the classroom. They are more eager to learn and work hard to achieve their academic goals. Teacher power's verbal symbolism can also be stimulated when the teacher can ask questions or opening sentences in the form of discussion as critical thinking. The same thing was expressed by Ten Dam & Volman (2004), that verbal symbolism used by teachers can provide stimulation to students to think critically deeper about the topic discussed.

When teachers use verbal symbolism, students can give them an oscative basis. The form of positive feedback from teachers is to provide confidence and enthusiasm for learning, teachers often give praise and appreciation with symbols expressed in positive words can increase student confidence.

Research method

This study used descriptive qualitative research. The descriptive qualitative research allows the researcher to describe a comprehensive summary of an event in everyday life (Sandelowski, 2000). The event in this qualitative study investigated is that the teacher’s power of verbal symbols used by teacher in a classroom Indonesian at a private university in Surabaya, Indonesia. Anchored by qualitative analysis and followed by two female teachers and five Indonesian Department students, the data was collected through in-depth interviews and observation. It was designed to find out what types of pragmahypersemiotic verbal symbols teachers use in the classroom, as well as the extent to which pragmahypersemiotic verbal symbols contribute to student feedback in class.

For the purpose of this paper, the data were mostly taken from classroom observation from student-teacher interaction in classroom contexts. The researcher in this study used protocol of observation sheet for collecting data. This is non-participant research observation where researcher main the distance between the subject and the researchers. There no intervention of the researcher during the classroom observation. To ensure the validity of the observational protocol sheet, the researcher asked senior researcher to assess the format and the content of the observational sheet.

Prior the data collection, the researcher ensure that this research has been approved the Graduate Research Office where the researcher pursued doctoral studies on Indonesian language. This approval was then sent to the officers of the private university who can issue the permission to conduct the research. After gaining the approval from the university, the researcher approached
the participants by contacting them via their emails. From these, the researcher made appointment to meet for discussion of my intention to observe their classroom. All Participants in this study provide their agreements to participate voluntarily in this research.

The data analysis in this research used thematic data analysis (Braun & Clarke, 2006). This form of thematic analysis has been applied by researchers (Abduh, et al., 2018; Abduh, 2018; Jayadi, 2022). Thematic data analysis allow the researcher to code data thematically appearing from participants. The data analysis begins with reading whole sections of the transcripts and observational sheets, then code sub-theme and themes. The accumulation of themes were then categorized into major themes or categories of the research result.

Results and discussion

Verbal symbolic pragmatic semiotic is a type of sentence or expression used by teachers in the classroom to achieve the purpose of interaction between teachers and students in the classroom sometimes using signs (Nattinger, & DeCarrico, 1992). In a pragmatic context, these types of symbolic verbal can be classified into several categories that reflect verbally communicative goals. Here are some types of verbal symbolic pragmatics that occur in classroom learning.

Directive

When teachers teach in class This type of verbal directive is used to give commands or instructions to students when giving assignments in class (Delpit, 1988). From the results of class observations, it shows that the teacher teaching in the classroom gives commands that show pragmahypersemiotic as in the following data:

Teacher 1: Well, today we will discuss last week's material. Hhmmm... ehhh please dong. Hartanto please close that classroom door.
Student 2: (Hartono) ma'am.
Teacher 1: Last week we talked about discourse analysis, well, now, do you still remember what discourse analysis is?
Students 3 & 5: I am ma'am.
Teacher 1: okay, Arzy. monggo (please)
Student 3: (Arzy). Good ma'am thanks you friend friend I will try to answer questions from teachers, about discourse analysts. Discourse analysis is exploring the meaning, structure, and influence of the language used in a text or conversation.
Teacher 1: good, this arzy (teacher point to arzy) class star huh. hhhhmmmm, anything else?
All Students: whoa great (students were showing an appreciation by clap hands)

The above data belong to the domain of pragmahypersemiotics because in the analysis of pragmahypersemiotics by considering the context of language and sign use (Paolucci, 2018). The word "it" (the teacher point the door) in the sentence is a sign that refers to a specific object, that is, the door that must be closed.

In the context of learning, this sentence is a simple request to close the door to keep the room temperature comfortable or to avoid being disturbed by the noise outside the classroom. While in the context of security, this sentence may have more serious implications so that teachers ask students to close the classroom door. In the use of verbal symbolism can show that the teacher uses legitimacy power when telling students, where the power of legitimacy can influence students to do something what the teacher wants in class. This is supported by Cummins (2017), that
legitimate power is held by teachers as a tool to control student activity to participate students in class.

Other data has the word "Class stars" delivered by the teacher during a Q&A interaction in class. “Class stars” is pragmahypersemiotics depending on the context. While the word “.ini” (the teacher point to the Arzy) is a sign which means pointing, which can be interpreted that order students to answer questions correctly, can reward or praise efforts the student. While other data shows verbal symbols when all students were showing an appreciation by clap their hands, this means that verbal symbols are spoken by the teacher can contribute to the student's self-confidence.

In the context of classroom learning shows refer to students who have excellent academic performance in their classes. Students may show activeness and have high scores on exams, assignments, and tests proven when teachers give praise. This is the main meaning of “Star class" in the school environment.

In a social context the meaning of the word "Star class" refers to it can give social recognition to their outstanding contribution, success, or skill in society. The contribution of verbal symbolic pragmahypersemiotics in the form of directives carried out by teachers is to provide positive feedback on student motivation and encourage them to actively participate in the learning process. For example, when teachers give commands or instructions that stimulate critical thinking or debate.

In this interaction, teacher power is shown such as reward power that supports students while learning by giving appreciation to students who show activeness in answering questions that have the potential to provide learning motivation and confidence. Thus, teacher power's verbal symbolism that occurs in classroom interactions can contribute to motivation and confidence in learning because students can actively participate in class. In previous research Bahar et al. (2022) exploring teacher power in classroom interaction, it was found that teachers mostly use their legitimate power as a strategic step to make students interested so that students are not always silent in class. Although both studies discuss teacher power, this study produces different outcomes, namely identifying the type of teacher power that occurs through verbal symbolism which refers to pragmahypersemiotic. While Tsakona (2009), his research discusses pragmahypersemiotic but does not identify the extent to which pragmahypersemiotics can contribute to classroom learning. This study examines more deeply the contribution of teacher power's verbal symbolism spoken by teachers when interacting in class.

Request

In the context of teaching, teacher-requested sentences often reflect an understanding of pragmahypersemiotics, where teacher-student interactions create deeper symbolic meanings (Pennings, 2018). In classroom interaction the teacher shows verbal symbols in a pragmahypersemiotic context such as the following sentence:

"Teacher 2: Hmmmn....this lesson is easy, actually, you just have to learn it back at home. I want to ask you already understand, try students who understand, please raise your hands."

Student 3,4&5: Saya bu (students rise their hand)

Teacher 2: cheer up! Ask if you don't understand.

Teacher 2: How do the others understand the material that has been explained?

Mostly Students: (keep silent, no comment)

Teacher 2: I repeat yes. Pay attention to all the explanations.

All students: yes, ma'am.

Student 3: Thank you, Teacher, the explanation really helped me understand this concept better.
From the data above, teachers use pragmahypersemiotic in this request sentence to measure students' understanding of the material. Marked with students raising their hands is a symbol that shows understanding, and teachers use it to communicate the meaning that students who raise their hands have understood the material, while other students are just silent is a symbol of doubt for students or do not understand the material that has been explained by the teacher. But the teacher gives motivation to students when the teacher says "Let's Cheer Up, ask if you don't understand" then the teacher is willing to repeat the explanation of the material where students don't understand.

Thus, the data above shows that the contribution of verbal symbols not only encourages student motivation, but teachers work on how students can understand the subject matter taught so that students can provide feedback on the material learned in class. Verbal symbolism is important for providing feedback on student work, whether through verbal assessments, comments on assignments, or discussion in class. Rubin, (1975) stated that teacher power's verbal symbolism can be used as a tool to motivate and build students' confidence in the classroom. The verbal power symbolism used by teachers is not used to intimidate students in class when they are not answering questions from the teacher, but is used as a facilitator to build confidence in the classroom. Teacher power can be used as a tool to direct students to do positive things to build learning motivation.

Enticement

When teachers teach, sometimes teachers make interactions that invite students to participate in the learning process in class. This is supported by DeWitt, J., & Hohenstein, J. (2010) that interaction makes students actively participate in class. The interaction shows verbal symbols that refer to pragmahypersemiotics, as in the following data:

_Teacher 1_ : Good morning students.
_All Students_ : Morning ma'am,
_Teacher 1_ : Regarding the discourse analysis lesson, we must complete it, because it is a strong foundation.
_Teacher 1_ : Hhm...That's why let's make a strong **foundation** I Which deals with discourse analysis.
_Students 1_ : What do you mean mom?
_Teacher 1_ : I mean a basic understanding of discourse analysts. What we learn today is a **steppingstone** to further understanding.

In the context of pragmahypersemiotics, this sentence describes the teacher's efforts to create a solid foundation of understanding for students of a particular topic or concept. This foundation becomes an important symbol in the learning process. In another sentence shows the context of pragmahypersemiotics when the teacher uses this sentence to illustrate that today's learning is the first step in a larger learning journey. This creates a "steppingstone" symbol that signifies progress in understanding. In the context of teaching, a "steppingstone" can refer to an important point or stage in a student's learning or skills development. It can be a concept or topic that students need to understand or master before they can move on to a higher level of learning or understanding (Freedman, 2003). The use of verbal symbols or words has an important contribution in the context of teaching. Effective communication using verbal symbols, such as words, allows teachers to convey information clearly and precisely to students. Thus, the verbal
symbol enticement used by teachers can provide motivation to students, encouraging them to continue to try and perform better.

The power verbal symbolic pragmahypersemiotics used by Teacher push to students’ feedback in a classroom interaction during learning process. The use of verbal symbols by teachers can provide strong positive feedback to students in class (Ferris, 1995). Here are some ways in which verbal symbols can contribute to giving positive feedback.

**Teacher1:**
*I think there needs to be a reinforcement of Positive Reinforcement Teachers can use positive words and build confidence to provide positive reinforcement of student achievement. For example, acknowledging hard effort, intelligence, or improved performance can provide a positive boost.*

**Teacher2:**
*In my opinion, Positive Engagement, and Interaction in communicating verbally positive also includes positive engagement and interaction between students. Teachers can use words that support collaboration, team support, and a positive classroom atmosphere.*

Thus, teachers need to use language that is appropriate and easy for students to understand. This helps students to really understand the feedback given and make it more effective (Barr, 2016). Positive verbal feedback not only provides information about student achievement, but also builds a positive classroom atmosphere, increases motivation, and helps students develop a positive perception of learning. Careful choice of words and a motivating approach can have a powerful impact on a student's learning experience.

**Conclusion**
The findings can be concluded that the types of verbal symbols found in pragmahypersemiotic are verbal symbol directive, request, and enticement. Symbol directives used by teachers can provide positive feedback on student motivation and encourage them to actively participate in the learning process. For example, when the teacher gives commands or instructions that stimulate critical thinking or debate, while verbal symbol requests can contribute to student motivation but the teacher works out how students can understand the subject matter taught so that students can provide feedback on the material learned in class. Enticement Teachers can use words to motivate students, encouraging them to keep trying and perform better. Verbal motivation can provide additional encouragement for students who may be having difficulties.

Declaration of conflicting interest
The author declares that there is no conflict of interest in this work.

Funding acknowledgements
No funding was received for this paper.

**References**


