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## Using Critical Discourse Analysis to Explore an Authentic Teaching Material: A Focus on Language and Power

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### Abstract

*Many EFL students show anxiety when speaking English in Indonesia. Therefore, when it comes to pedagogical context, critical discourse analysis (CDA) has a significant role to explore linguistics unit, socio-cultural context, and ideology of the text learners need to understand. This study aims at analysing the relation of language and power behind a text entitled 'Driving Age, Increasing' and making use of it to pedagogical context. The chosen text is an authentic material adopted from 'Debatbase', a book on building argumentative skills. By using Fairclough's model (1989), the text was examined through three steps of Critical Discourse Analysis (CDA), namely description, interpretation, and explanation. Then, the analysis is interrelated with the nature of discussion text taught to the learners. The result of the analysis shows that the text is dominated by material, verbal, and relational processes, formal, complex, repetitive, evidence-based,*

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*multi-perspective, and over-wording dictions underpinned in an institutionalized social activity and unspecialized semantic domain. Further, the relationship between the author and the readers indicates there is equality in power shown by the provided equal analytical perspectives and evidence-based arguments to both conflicting parties toward the issue. As it fits the nature of discussion text, the paper ends with recommendations for EFL teachers to make use of CDA in raising learners' language awareness.*

**Keywords:** Authentic teaching material, critical discourse analysis, language, power.

## 1. INTRODUCTION

Currently, uncertain-paced changes in the role of language in various types of work and professional-client relationships are inevitable (Flowerdew, 2013). Accordingly, raising learners' general awareness of the role of language in society has been a necessary element in current language-teaching practice so that they could make use of language in a real situation as well as for their future-working demands. In text-based language learning where the language is perceived as a source of making meaning (Santosa, 2016), exploring ideological underpinnings of the text is an eminent part of the goals of learning.

On the other hand, exploring the ideological underpinnings of the text by using critical analysis of the language might be challenging for English as a foreign language (EFL) teacher. It happens because their learners are not engaged with or rise in an English-speaking country. Whereas, introducing the beyond-linguistic-unit elements to the learners actually can be an elucidating path to improve their general awareness which is expectedly useful for their lives. Accordingly, it is suggested that EFL teachers make use of a method that can help learners engage more with and explore the ideological underpinnings of the text. This is to anticipate what Wallace (1999) worries that a critical element is critically missing from textbooks and selected texts being on bland topics unlikely to be controversial. One of the methods to do so is by using critical discourse analysis.

Teacher education considers the analysis of the ideological underpinnings of prospective learning materials has been an important part to be explored (Flowerdew, 2013). Accordingly, many experts like Fairclough (1989), Clark and Ivanić (1997), Cots (2006), and Wallace (1999) suggest the use of critical discourse analysis toward an authentic text in promoting learners' language awareness. On the other hand, as one of the texts learners are demanded to learn, discussion text functions to reveal arguments from more than one point of view. Accordingly, it is possible to analyse the linguistic structure and discursive strategies of the text to reveal power struggles, social inequalities, and other forms of social and political problems at issue (Van Dijk, 2008). This critical pedagogy is meant as an effort to explain how the structure of the text - built through various linguistic patterns and structures - works in their specific ways of conveying social cognition (how people think) - which in turn, contributes to the development of social narrowing of inequality and injustice of power in society (Flowerdew, 2013). Accordingly, the use of the Critical Discourse Analysis (CDA) method enables EFL teachers to share insights on what syntactical chain analysis of the text cannot reveal. This is significant for learners to have access to shared-

knowledge of the text rather than just focusing on its surface structure which eventually promotes their language awareness. Accordingly, this paper aims at analysing the relation of language and power behind an authentic text entitled *Driving Age, Increasing* and making use of it in learning discussion text to Indonesian students in a private university.

## 2. LITERATURE REVIEW

Key issues in critical pedagogy of learning materials are language and power (Fairclough, 1989), hegemony (Gramsci, 1971), and identity (Kress, 1993). When it comes to application to pedagogy, Flowerdew (2013) mentions that the issue is specific to raising general awareness to the role of language in society, as well as how power is implicitly there inside the syntactical chains of a text (Fairclough, 1989). In analysing the language and power of the text, Fairclough (2010) recommended description, interpretation, and explanation steps of analysis. Description is a linguistic layer that analyses a text based on its diction, unity of some diction, until syntactical chain that forms a clause. Interpretation analyses the situational and cultural context of the text. Explanation concerns with the ideology that is related to shared-knowledge between the author(s) and the readers.

In the pedagogical context, CDA promotes learners' critical language awareness. Practically, EFL teachers can make use of CDA techniques and asks learners to analyse a text and figure out the hidden meaning and explore the association between discourse, ideology, and power (Rahimi & Sharififar, 2015). More specifically in text-based teaching where genre plays a significant role, Fairclough's insights for raising language and power relations would give strategic guidance for the improvement of discourse production through the identification of discourse patterns, clause relations, and genres (Dudley-Evans, 2001). This effort is meant to confront the power of difference and diversity by pushing the critical theory and critical pedagogy to a more intellectually rigorous and powerful position (Kincheloe, 2008) in the education context.

Education is seen as a major area for the reproduction of social relations (Blommaert & Bulcaen, 2000). It is related to one of the learning objectives where learners of the fourth semester are demanded to be able to comprehend communicative competences, generic structures, and language features of discussion texts as one of some types of argumentative texts. The discussion text can be easily found in essays, editorials, and public forums (Emilia, 2011) that presents two contradictive arguments on the issue to inform readers or listeners (Astuti, 2010). The discussion text has three organizational structures. They are (1) preview of issue, (2) arguments for and against; and (3) recommendation or evaluation. The preview of the issue commonly starts with a background that serves information the readers need to understand the following arguments (Feez & Joyce, 1998). Arguments for and arguments against are compulsory and a sign that differentiates discussions from exposition texts (Emilia, 2011). Recommendation or evaluation is a logical conclusion that contains the writer's recommendation or position (Macken-Horarik, 2002; Knapp & Watkins, 2005). Further, the discussion text has linguistic features that Emilia (2011) suggests: (1) the use of generic participant like 'some people', (2) the use of modality like 'really', 'can', 'should', (3) the use of simple present tense, (4) the use of mental process like

‘think’, ‘believe’, and (5) the use of logical conjunction such as ‘however’, ‘therefore’, and ‘accordingly’.

CDA has gained its popularity that some related studies have been conducted previously like the one by [Al Ghazali \(2017\)](#). Focusing on underpinning learners’ sociolinguistics competence and language use, he analysed an authentic text exploring a debate between representatives of the Conservative Party and the Labour Party on a British culture that does not fit the British community. This text was analysed by using the Fairclough model of CDA to provide insights to learners to enhance their sociolinguistic competence and language use. The study found that lexical and syntactic connotation reflects the attitude of each Party and the newspaper publishing the article as well. This is related to our study which also concerns improving the students’ language awareness to a given text in order for them to gain sociolinguistic and language use competence. Further, both studies also explore power and relation inside an argumentative text to give insight to the students about discursive conditions and consequences of domination to free themselves from the compulsions and limitations that deprive them of their right to think critically and have the freedom of choice. However, if Al Ghazali explores power domination in the British political and cultural context of the text, we explore the pros and contradicting statements of whether maturity or age that matters in driving.

Another study was conducted by [Tallapessy et al. \(2020\)](#) on Postcolonial Discourse in Coogler’s ‘Black Panther’. Using multimodal discourse analysis, this study aims at revealing and examining the existence of social issues related to [Bhabha’s \(1994\)](#) notion of postcolonialism represented in the movie. Using [Fairclough’s \(2010\)](#) Critical Discourse Analysis, [Kress and Leeuwen’s \(2006\)](#) Reading Images, [Halliday and Matthiessen’s \(2004\)](#) Systemic Functional Linguistics, and [Bhabha’s \(1994\)](#) Postcolonialism, the result of the study shows that postcolonial discourse is evidently represented in the movie. It affects the characters in terms of how they see and reflect themselves towards dominance. That study and this study are similar in terms of language analysis tools where CDA by [Fairclough \(2010\)](#) and SFL by [Halliday and Matthiessen \(2004\)](#) are used to analyse domination in a text. However, if their study focuses on revealing post-colonial domination in a movie, our study concerns with analysing power in an authentic text to be used to teach students about discussion text.

The relatedness is also found in a study by [Ali \(2011\)](#) that aims at investigating the significance of developing students’ critical language awareness through explicit teaching methodology using critical discourse analysis. Trying to encode and decode the writer’s message to improve the 18 graduate students’ high-order thinking skill in drawing an inference, evaluating, and explaining, the study reveals that 90% of the students’ critical language awareness rose after becoming familiar with CDA techniques. This study is related to ours in terms of the use of CDA in the pedagogic contexts. However, if Ali focuses on improving the students’ critical thinking using CDA, we focus on exploring the use of it in a pedagogical context.

From the three related studies, it is found that the use of CDA is mostly concerned with criticizing texts to reveal whether the authors have any hidden agendas through their texts, or oversee relatedness of language and power to figure out authors’ coercion to political stance to influence readers. In the pedagogical context, using CDA is commonly linked with raising students’ language awareness in general by comparing the text situation with the students’ real situation ([Boston, 2002](#)). The study

using CDA to analyse a whole element of a genre-based text for students to critically comprehend units of linguistic, cultural, and ideological values the texts have are still scarce. When it is brought to EFL learners, the meant study becomes even harder to find. Accordingly, a critical discourse analysis to a discussion text needs to be introduced in teaching discussion text to the EFL learners in order for the learners to reveal how language is used and potentially abused in the exercise of power to make use of it to discover language for themselves.

### **3. METHOD**

#### **3.1 Research Design**

This is a textual analysis using Fairclough's (1989) model of critical discourse analysis where the text was analysed into three interrelated processes of analysis. They are: (1) text analysis or simply the description and transcription processes, (2) processing analysis or interpretation of interactions, and (3) social analysis which necessitates explaining the already existing social structures. It is as Zarrinjooei (2016) who states that the task of systematically analysing the texts for exploring the social events and relations is on the burden of a critical discourse analyst who is the one bringing together social and linguistic analyses of discourse.

#### **3.2 Data Collection and Analysis**

Some scholars insist on analysing power relations of the text to the social or institutional contexts (Koutsantoni, 2006). The text which is analysed in this study is taken from a book by International Debate Education Association (2003). It is a popular reference book for debaters adapted to be used as a material to teach discussion text to the fourth-semester students of English Literature in a private university. Among many topics, a text entitled 'Driving Age, Increasing' was chosen because it is considered general, contextually-related, light, and acceptable to be learned by English literature students. The text generally discusses whether it is justifiable or not to lower the minimum age someone is allowed to drive. The complete text is captured in Figure 1.

Meanwhile, the authentic text shown in Figure 1 is examined using CDA. The features of CDA are interrelated with the nature of discussion text to meet its communicative competence, generic structure, and language features which are materials learners need to comprehend. The features of CDA using Fairclough's (1989) model is depicted in Figure 2.

**Driving Age, Increasing**

The controversy around increasing the driving age to 18 has swelled over the past several years. Automobile accidents continue to be the leading cause of death among teenagers, and amount to nearly 40% of all teenage fatalities. People who support the age increase point to the fact that 16-year-olds are simply not mature or responsible enough to engage in such an inherently dangerous activity. Opponents counter that increasing the driving age will merely delay consequences, inadvertently punish poorer households, and prevent young people from exercising a dult responsibility.

Some people believe that driving is a dangerous activity that 16-year-olds are not responsible enough to engage in. The law limits children's power to make decisions and engage in certain activities in many other contexts. For example, society has decided that 16-year-olds are not prepared to serve in the military or to vote, due to the possible consequences of allowing them to do so. Not to mention Most of Europe, China, Brazil, and Japan also prohibit driving for children under the age of 18. Sixteen-year-olds can still practice responsibility in many other ways, but the risks of teenage driving are just too great.

Moreover, sixteen-year-olds are involved in more automobile accidents than 18-year-olds because they are less mature. Therefore, increasing the driving age will save thousands of lives. In a Canadian study, 16-year-old girls were found to have more driving accidents than 17- and 18-year-old girls with the same amount of driving experience. In New Jersey, which has increased the driving age to 17, it is estimated that hundreds of lives are being saved every year. Accordingly, the only way to substantially reduce the risk of automobile accidents for 16-year-olds is to prevent them from driving until they are mature enough to drive more safely.

On the other hand, some other people argue that driving is a great way for 16-year-olds to learn responsibility in that it allows them to gain independence from their parents, make autonomous decisions about their behavior and safety, and engage in an important adult activity. Increasing the driving age will limit this opportunity and make it more difficult for young people to transition to adulthood. Furthermore, such a law would be contradictory since our society allows 16-year-olds to work, an activity that often requires far greater responsibility than driving.

They also think that the problem is not maturity, but lack of experience. Increasing the driving age will merely delay the consequences, not prevent them. First-time drivers will be just as inexperienced at 17 as they are at 16. In New Jersey, where the driving age is now 17, the accident rate among 17-year-old beginners is nearly identical to that of 16-year-old beginners in other states. Therefore, the solution is not to increase the age threshold, but to require more driving education and practice before licensing. To prove, some states have successfully lowered their teenage driving casualties by requiring more hours of driving lessons and practice with licensed adults.

To summarize, driving needs maturity and stable mentality. However, there is something more important than the two. Imparting the value of responsibility and requiring them more driving education and practice before licensing prove lowering the number of accidents. Therefore, increasing driving age should never be proposed anymore.

Figure 1. The text to be analysed.

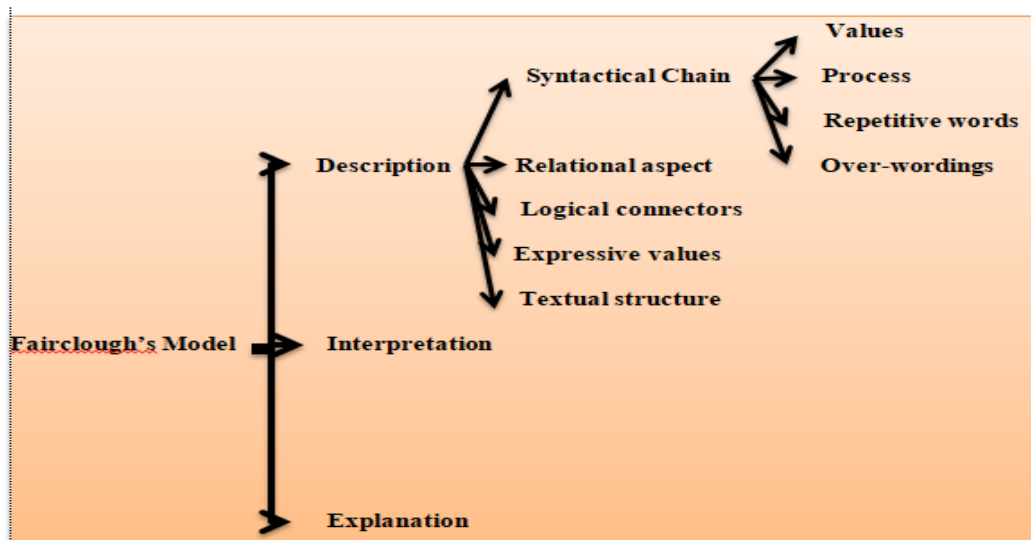


Figure 2. Fairclough's (1989) model of critical discourse analysis.

## 4. RESULTS AND DISCUSSION

Critical discourse analysis stresses language use rather than language usage and it tries to reveal how language is used and abused in the exercise of power through the coercion of language (Dar, et al., 2010). To reveal it, Fairclough's (1989) model is used. The model consists of three sub-analysis headings. They are description, interpretation, and explanation. The analysis of the text is critically elaborated as follows.

### 4.1 Description

#### 4.1.1 Syntactical chain

Analysing syntactical chain of the text starts from word level to sentence level to figure out and explain its roles in making meaning. Word and phrase-level analysis concerns with finding out positive and negative values, process, repetitive, and overwordings used by the author. In addition to that, word-level analysis is also used to figure out the language features of the text to meet the nature of discussion text learners need to understand. Figure 3 shows the identification of each category.

Title	Driving Age, Increasing		Language Features
Statement of Issue	The controversy around increasing the driving age to 18 has swelled over the past several years. Automobile accidents continue to be the leading cause of death among teenagers, and amount to nearly 40% of all teenage fatalities. People who support the age increase point to the fact that 16-year-olds are simply not mature or responsible enough to engage in such an inherently dangerous activity. Opponents counter that increasing the driving age will merely delay consequences inadvertently punish poorer households, and prevent young people from exercising adult responsibility.		1. <b>Mental verbs:</b> support, counter.
Preview			
	<b>PRO</b>	<b>CONTRA</b>	
Argument	Some people believe that driving is a dangerous activity that 16-year-olds are not responsible enough to engage in. The law limits children's power to make decisions and engage in certain activities in many other contexts. For example, society has decided that 16-year-olds are not prepared to serve in the military or to vote, due to the possible consequences of allowing them to do so. Not to mention Most of Europe, China, Brazil, and Japan also prohibit driving for children under the age of 18. Sixteen-year-olds can still practice responsibility in many other ways, but the risks of teenage driving are just too great.	On the other hand, some other people argue that driving is a great way for 16-year-olds to learn responsibility in that it allows them to gain independence from their parents, make autonomous decisions about their behavior and safety, and engage in an important adult activity. Increasing the driving age will limit this opportunity and make it more difficult for young people to transition to adulthood. Furthermore, such a law would be contradictory since our society allows 16-year-olds to work, an activity that often requires far greater responsibility than driving.	1. <b>Generic participant:</b> some people believe, some other argue. 2. <b>Modality:</b> can, will 3. <b>Logical connectors:</b> on the other hand, furthermore. 4. <b>Simple present:</b> some people believe, driving is a great way
Elaboration			
Argument	Moreover, sixteen-year-olds are involved in more automobile accidents than 18-year-olds because they are less mature. Therefore, increasing the driving age will save thousands of lives. In a Canadian study, 16-year-old girls were found to have more driving accidents than 17- and 18-year-old girls with the same amount of driving experience. In New Jersey, which has increased the driving age to 17, it is estimated that hundreds of lives are being saved every year. Accordingly, the only way to substantially reduce the risk of automobile accidents for 16-year-olds is to prevent them from driving until they are mature enough to drive more safely.	They also think that the problem is not maturity, but lack of experience. Increasing the driving age will merely delay the consequences, not prevent them. First-time drivers will be just as inexperienced at 17 as they are at 16. In New Jersey, where the driving age is now 17, the accident rate among 17-year-old beginners is nearly identical to that of 16-year-old beginners in other states. Therefore, the solution is not to increase the age threshold, but to require more driving education and practice before licensing. To prove, some states have successfully lowered their teenage driving casualties by requiring more hours of driving lessons and practice with licensed adults.	1. <b>Generic participants:</b> they also think that, it is estimated that 2. <b>Logical connectors:</b> moreover, therefore, to prove 3. <b>Modality:</b> will 4. <b>Simple present:</b> they are less mature, they also think
Elaboration			
Summary	To summarize, driving needs maturity and stable mentality. However, there is something more important than the two. Imparting the value of responsibility and requiring them more driving education and practice before licensing prove lowering the number of accidents. Therefore, increasing driving age should never be proposed anymore.		1. <b>Logical connectors:</b> to summarize, however, therefore 2. <b>Modality:</b> should
Conclusion			

Figure 3. Word-level identification to the text.

1. *Positive and negative values*

Vocabulary is an expressive realization which reflects what speakers or writers have in their minds. In critical analysis, it can be used to analyse their political stance. In the pedagogical context, vocabulary is just taught to make students know the meaning. Rarely was it found that teaching vocabulary is advanced to exploring positive or negative value the word contains. CDA found that the text has both positive and negative classification scheme. Table 1 classifies words found in the text into positive values and negative values.

**Table 1.** Values classification of vocabularies found in the text.

Paragraph	Positive Value	Negative Value
1	Adult responsibility	Not mature Irresponsible Inherently dangerous
2	-	Dangerous Not responsible Not prepared Great risk
3	-	Less mature More driving accident
4	Great way Learn responsibility Gain independence Autonomous decision Important adult activity Greater responsibility	-
5	The problem is not maturity Successfully	-
6	Maturity Stable mentality Value of responsibility More driving education	-

Table 1 shows that vocabularies containing negative values found in different paragraphs from that of positive values in the text. Negative dictions are employed in the first, second, and third paragraphs which are actually arguments contradicting the issue. The author uses the negative choices to struggle with the contradicting arguments' power argued by opponents that negative effects of allowing the 16-year-olds driving are caused by their negative attitudes such as irresponsible, less prepared, and less mature. In contrast, the positive value of dictions like great, independence, safety, and responsible are chosen to signify the position of supporting the issue to allow them to drive legally. The vocabulary can be found in paragraphs one, four, five, and six. The matter of independence, learning to be responsible, a great challenge to be mature, and so on are mostly used as arguments to support the issue because the author would like to strengthen the pros' power of why the issue needs to be supported. The portion of negative and positive value is almost equal. This is to show that the author struggles to be neutral in exploring arguments from both parties to the issue. This is in line with the definition of [Knapp and Watkins \(2005\)](#) that discussion is a more sophisticated argument because it involves consideration of the problem from several perspectives.



Further, the opening paragraph and closing paragraph needed analysis. The opening paragraph contains both positive and negative values. In the pedagogical context, it is meant to reveal the previewing of issues from both parties. Accordingly, teachers can share that opening paragraph of a discussion text preview supporting and confronting ideas. In the closing paragraph, it is found that the author puts more positive values rather than negative ones. Therefore, it can be concluded that the author is not neutral, but puts more tendency to supporting the issue. It is in line with the nature of discussion text wherein the end, the author gives more tendencies to one party (Santosa, 2011).

## 2. *Process*

Process refers to the linguistic representation of numerous human actions, including speaking, and a few other phenomena that are not exactly actions (Bloor & Bloor, 2004). In systemic functional linguistics, there are four main processes. They are material processes, mental processes, relational processes, and verbal processes. The material process is all doing words like 'take', 'cook', and 'kick'. The mental process involves phenomena best described as states of mind or psychological events like 'think', 'argue', and 'believe'. The relational process is typically realized by the verb 'be' or copular verbs like 'seem', 'become', 'appear', 'have', and 'own' (Halliday & Matthiessen, 2004; Martin & Rose, 2007; Santosa, 2016). The verbal process refers to verbalization of thought like 'state', 'say', and 'reply'. Table 2 shows the process used in the authentic text.

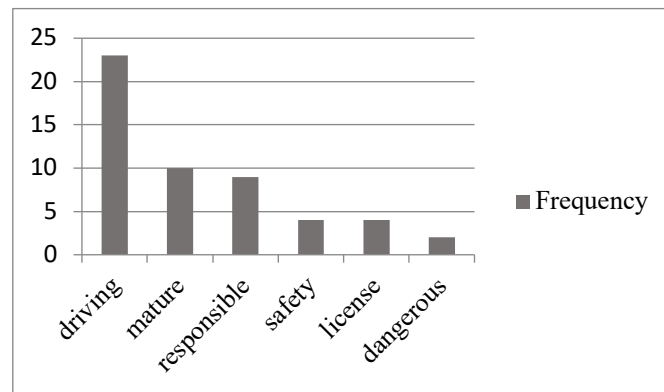
**Table 2.** List of processes found in the text.

<b>Material</b>	Swelled	prohibit
	Delay	Limit
	Punish	reduce
<b>Mental</b>	Support	prove
	Counter	believe
	think	argue
<b>Relational</b>	Continue	Requires
	Are	Have
	Is	

The text consists of six paragraphs which almost all start with using a mental process such as 'believe', 'think', and 'consider'. The sensors in the text are characterized to be impersonal like 'it is believed that' or to be common people like 'many people believe that'. Other processes that frequently appear in the text are material processes and relational process to portray the content of the text. The uses of the metaphorical subject like 'some people believe that they also think that' are frequent. These are used because the author would like to be free of any responsibility to have uttered the argument. It also means that it is not only he/she uttering so but other people do. In the pedagogical context, the teacher can teach learners that discussion text is, in nature, thought expressed into words. To express their mind, people use verbs like 'think', 'believe', 'agree', 'disagree', 'dissent', and other thinking verbs. Furthermore, a generic participant is used to strengthen the argument. These findings prove that the authentic text has generic participant and mental processes which are two of the characteristics of discussion text (Emilia, 2011).

### 3. Repetitive uses of certain words

Repetitive words are an effort done by the writer to show the power of significance that the messages the words deliver are important for readers to consider. Repetitive words are frequently found in the text within a few points the author delivers. Figure 4 shows repetitive words found in the text.



**Figure 4.** Repetitive words found in the text.

Figure 4 shows that some words are found repetitively. The word ‘driving’ is used 23 times followed by the word ‘mature’ at 10 times, and the word ‘dangerous’ is used 3 times. It is plausible that the word ‘driving’ appears most frequently as it is part of the topic. However, words like ‘mature’, ‘responsible’, ‘safety’, ‘license’, and ‘dangerous’ are also used repetitively. The mentioned words appear repetitively because the author wants to show that the major contention about the issue whether to allow 16-year olds to legally drive go on the problems of whether they are mature or not, responsible or not, safe to drive or not and so on. The author would like to direct the readers to focus on the afore-mentioned points only and to ease the readers to predict what the contentions are all about. It is in line with a finding by [Locke \(2004\)](#) that repetition is used to emphasize a high level of the constituency. In the pedagogical context, it is related to the cognitive domain where major topics must be repeated to ensure that flow of the discussion is consistent ([Santosa, 2016](#)).

### 4. Over-wordings

Over-wordings are commonly used by authors or speakers to give prominence to the issue and to indicate that it is a focus of ideological struggle ([Al Ghazali, 2007](#)). Words classified as over-wordings found in the text are (1) ‘has swelled’, (2) ‘the leading cause’, (3) ‘increase’, and (4) ‘thousands of life’. The sentence “Therefore, increasing the driving age will save thousands of lives” is over-wording. To make it sensible, average people will criticize “How could increasing driving age will save thousands of lives effectively?” However, the sentences are employed by the author to emphasize the importance of increasing driving age so it is expected that the readers will be emotionally influenced by the argument. This is the way the author makes the struggle for power from the negative side or those who contradict the issue. The author also shows the power of the positive side of the issue through this sentence “On the other hand, some other people argue that driving is a great way for 16-year-olds to learn responsibility in that it allows them to gain independence from their parents”.

The sentence is to signify the importance of allowing 16-year olds to legally drive. This is the way the author struggles to empower the position of the positive side to the issue to make the arguments sound meaningful and strong (Kristina, 2011). In the pedagogical context, teachers need to share the significance of over-wordings to convince other people to trust the argument. Accordingly, the use of a thesaurus is important not only to enlarge the students' vocabulary but also to show gradable meaning empowerment to produce powerful propositions.

#### *4.1.2 The relational aspects*

The relational aspect refers to the social relation between the readers and the author (Kristina, 2011). It can be seen from the use of imperative sentence, and modality. In the pedagogical context, the relational aspect is useful to raise students' affection and teach them how to build relations with other people. The relational aspect of the text is equal relation instead of hierarchical relation. It can be shown by the absence of imperative words, and both sides use modality ('should', and 'would') which means to suggest, to influence but not to instruct. For example, 'such a law would be contradictory'. The 'would' is employed to influence the readers. In the sentence, "Therefore, increasing the driving age should never be proposed anymore", the 'should' is to suggest. Suggesting and influencing are commonly employed and given to those who have an equal position to the speaker/writer. The equal relation is chosen because the purpose of the text is to discuss the issue between the author and the readers. Usually, those who are involved in a discussion are considered to have equal knowledge or ability in discussing and altogether, solve the problem so they are respectively equal. In this case, the author is not in the capacity of influencing the readers to follow his/her way of thinking rather than to show the readers the good and the bad of allowing 16-year olds to drive legally. In the pedagogical context, imperative sentence and modality can be extended to teach politeness. Students need to know the proper use of certain expressions in suggesting, asking for help, recommending, giving advice, showing ability, probability, and others (Knapp & Watkins, 2005).

On the other hand, formal and informal languages hold a significant issue in discussion text. In the pedagogical context, formal and informal languages are significant for students to know in the order they can adjust with whom they are communicating with. This is to signify that the author, the readers, and both parties are scientific and educated people (Kristina, 2011). For example, "The controversy around increasing the driving age to 18 has swelled over the past several years" is a formal language commonly used in the formal context of the situation. The argument is evident-based. In the sentences, "Most of Europe, China, Brazil, and Japan also prohibit driving for children under the age of 16" and "In New Jersey, where the driving age is now 17, the accident rate among 17-year-old beginners is nearly identical to that of 16-year-old beginners in other states" are the examples. This is how the struggle of power from the author is shown. He/she wants the readers to know that he can prove why it should or should not be by proving the facts so the readers know that the author has a world-wide background of knowledge, is careful in issuing the arguments, and is a scientific person who bases every argument with facts.

#### *4.1.3 Logical connectors*

Logical connectors or cohesions are used to signify the logic of the statement, to show a cause-and-effect relationship, and to conclude (Leech, 2007). This is to help and improve the intelligibility of the text as well as an effort from the author to arrange the arguments from both sides to sound logical and acceptable. The more it sounds logic, the more it makes sense to the readers.

This text employs many logical connectors such as ‘because’, ‘therefore’, ‘accordingly’, ‘to prove’, and others. These connectors are common to be found in the discussion text and as Emilia (2011) states are one of the language features of discussion text. In the pedagogical context, logical connectors are significant to be introduced for students to be able to arrange their written or oral texts. Teachers need to enhance students’ skills in producing logical, and well-organized ideas by the use of logical connectors.

In the lower level, logical connectors are useful to organize proposition within one sentence. In discussion text, the use of compound and complex sentences are common. It is typical of spoken text (Santosa, 2011) to show efficiency. Many of the sentences are in the form of a compound sentence, complex sentence, and even compound-complex sentences. Such sentences are the type of written text instead of spoken text (McCarty & Carter, 2001). It is plausible because the author understands that this text will be consumed by adults and students of senior high school who already can understand the sentences. The text is rarely in a simple sentence because this is not meant to be consumed by children who will find it hard to understand. The example of a complex sentence is “People who support the age increase point to the fact that 16-year-olds are simply not mature or responsible enough to engage in such an inherently dangerous activity.” In the pedagogical context, on the other hand, connectors are used to link two or more ideas into one. There are two types of connectors. They are coordinate conjunction and subordinate conjunction. Students need to know the usage of each so that they can arrange their ideas well.

#### *4.1.4 Expressive value*

Expressive value is related to the appraisal which is concerned with the ways we express our views and react to the views of others (Flowerdew, 2013). The appraisal can be identified at the level of the word. Martin and White (2005) classify appraisal to three. They are (1) graduation: grading and scaling of the interpersonal force attaching to statements, (2) attitude: how speakers and writers express their attitude towards people and phenomena, and (3) engagement: how we express our commitment to what is stated in what we say or write. The text uses many appraisals to soften or sharpen the evaluation to the 16-year olds. “Irresponsible driver, less mature, lack of experience” is language evidence to show and portray the attitude of 16-year olds. The author uses the words as justifiable reasons why and why not to give license to 16-year olds to drive. On the other hand, ‘should’, ‘would’, ‘to prove’ and many other language pieces of evidence signify that no pressure from the author to follow one of the two. This is to show power and solidarity from the author to the readers (Martin, 2004). The author is, in conclusion, not authoritative. He/she is engaged with an open-minded and democratic person who welcomes all arguments so long as the argument is logical, plausible, and evident-based.

#### 4.1.5 Textual structure

Santosa (2011) views the interactional convention which is used is varied in two: logical orientation and contradictory orientation. The logical orientation shows that this is an inter-side orientation the author builds each side (affirmative and negative) argument logically. It is plausible because the author struggles to provide the readers with the logic of why or why not, and should or should not. To make all arguments sound logical, the author provides proposals and why proposals should be proposed. On the other hand, he says that contradictory orientation shows that this is an orientation between positive and negative sides who contradict each other). The language pieces of evidence are ‘in contrast’, ‘vice versa’, ‘contradicts’, and so on. Beyond its structure, this text is about maturity and responsibility in driving. The text portrays what is exactly happening in daily life. Many 16-year olds drive with or without driving license. Many of them are less mature, not ready, and irresponsible in driving proven by many accidents and the perpetrators are those drivers. The contention lies in the cause; is it true that maturity and responsibility are the main factors of the accident? If yes, is it to postpone them to drive until 18-year olds effective? This text also shows intertextuality where the data are provided through other resources which support the arguments. It means that the author uses other texts to complete his/her text. It is a very important prominent for discussion text because the existence of evidence is extremely needed and a way to find out the evidence is by employing other related texts.

## 4.2 Interpretation

The second sub-heading is called interpretation. Interpretation in the context of the situation which consists of field (what is going on), tenor (who is involved in the interaction, and mode (ways or medium in the interaction).

Field refers to social activity, and the topic/content of the text (Santosa, 2011). The social activity of the text is institutionalized. It means that the activity is conducted by the rules of the institution. It can be shown by the structures of the text which obey the rules of making a discussion text. Institutionalizing the activity is aimed at struggling to show the cultural value of the text. The content of the text is related to education. The value of education can be seen from the way the author inserts the value of responsibility, maturity, and caring. On the other hand, semantic domain: the semantic domain of the text is unspecialized because the author is not the expert of law or part of driving safety force or psychologist. It can be known from the diction in which disciplinary knowledge is absent. It is because the readers are senior high school students who have limited capacity to understand technical words.

Tenor refers to formality, status or power, affection, and contact (Halliday & Hasan, 1985). It is also who is positioned as agent (the subject of the sentence) and in what way. The text is situated in a formal condition where procedures of interaction are predetermined. It can be seen from the generic structure of the text which is structured well. They are a statement of the issue, argument for, the argument against, and summary. This is well structured to embody the scientific characteristic. Further, the status or power of the author to the reader is equal. It is shown through the chosen modality (‘should’, and ‘would’) which has the capacity to suggest and influence not to instruct and the absence of imperative sentence. It is intentionally written in such a

way as an effort to position the readers equal to the author because the aim of the author is just to discuss the issue. On the other hand, the arousal in the emotional aspect is ideational instead of interpersonal. It can be seen from the content which is full of academic content. This is the way the author struggles to show the scientific arguments to reach the trustworthiness because the participants are two educated factions. Finally, the frequency of the contact is rare because the choice of words is formal. This is to maintain the scientific nuance of the text.

The mode is a way or medium of interaction which consists of planning, distance, and channel (Santosa, 2011). The interaction in the text is previously planned to make the harmony of the text exists so the readers can understand more easily. On the other hand, no feedback is given to the author directly because the author is not reachable by the readers. From the characteristics of the text, the channel is written text as explained in the description sub-heading.

### **4.3 Explanation**

Explanation refers to a shared-knowledge or ideological inscriptions the author brings behind the syntactical chain of the text (Kincheloe, 2008). It is the extent to which the author brings hidden agendas. The author is not in the capacity to instruct the readers to follow his/her choice. The author is in the capacity of giving scientific and analytical arguments about the issue. However, there is a tendency shown by the author in the last paragraph. He/she prefers to just let 16-year olds have a license so they can drive legally because it is the way they learn responsibility and being mature naturally. This text is about the law. The reason why the author prefers to support 16-year olds to have a license to drive is varied and cannot be controlled to either because he/she experiences the same when he/she was 16-year olds or she/he has motives to support. However, some analyses bring up to the conclusion that the author is an open-minded, critical, scientific, and logical person and his/her decision comes from his/her deepest thought without any intervention from others.

## **5. CONCLUSION**

Criticizing ideological underpinnings hidden in a text enables the readers to broader information rather than what language structure of the text offers. By using Fairclough's staging analyses, driving age, increasing, a text used as the object to this study reveals some extensions. First, the language used in the text is dominated by formal diction, complex sentence, mental, material, and relational processes, some repetitive words, multi-perspective arguments, evidence-based supporting sentences, and over-wording dictions underpinned in a traditional social activity and unspecialized semantic domain. From the language structures, socio-cultural context analyses, it is also found that its power to the readers is equal that the author provided, rather than provoked, scientific and analytical arguments about whether a 16-year old is allowed to drive. This is in line with the nature of discussion text as a text providing multi-perspective arguments instead of standing at a particular party. This analysis is hoped for teachers that they can take its advantages in teaching discussion to their students where it is justifiable to show a tendency in discussion text without ignoring all parties' arguments involved in the issue. Above all, using CDA to authentic teaching

material is beneficial and can promote learners' language awareness for the use of it in their own lives.

This analysis is critical to the mentioned article discussing an issue. Accordingly, all the findings are related to the nature of discussion text specifically on how language and power are delved in order to experience the students how to be critical in reading. The result of the analysis might have different focus if it is contextualized or oriented to different purposes. Further, it is suggested that other researchers who wish to conduct the same topic to focus on evaluating students' readiness in criticizing proper texts. It would also be beneficial if other researchers can also work on other form of texts, such as those published in newspapers, magazines, social media, etc., to further study how issues are exploited by authors to readers through language and power. Researchers can also focus on other framework available in CDA to conduct analysis on the texts.

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