A qualitative study into teacher power

by Slamet Setiawan

A Qualitative Study into Teacher Power Use in EFL Classrooms: The Impact for Learning Motivation

Bahar[1]
Department of Language Education and Literature
Universitas Negeri Surabaya, Indonesia
bahar.17070956004@mhs.ac.id

Oikurema Purwati[2]
Department of Language Education and Literature
Universitas Negeri Surabaya, Indonesia
oikuremapurwati@unesa.ac.id

Slamet Setiawan[3]
English Department Universitas Negeri Surabaya,
Indonesia
slametsetiawan@unesa.ac.id

[3]Corresponding author: English Department Universitas Negeri Surabaya, Indonesia. Email: slametsetiawan@unesa.ac.id

Abstract

Albeit extensive studies on teacher power use in EFL classrooms have been widely carried out, there is a paucity of research that explores students' and teacher's voices with regard to the enactment of teacher power in the classrooms. To fill this gap, the present study qualitatively investigates the voices shared by students and teacher in experiencing and enacting teacher power. Situated in an English as a foreign language (EFL) classroom, the study was participated by three successful students and a single teacher. Findings suggest that some aspects influence students' reluctant to speak such as limited vocabulary, making correct sentences, developing ideas, being confident, having low motivation. In addition, teacher power can contribute positively to student learning motivation by providing enthusiasm and motivation through the power that teachers have such as coercive power, referent power, reward power, expert power, and legitimate power. These can all be used as power tools by the teacher to encourage students in the class to participate during learning. Interestingly, the finding shows that the dominant factor that greatly motivates students is reward power. The power of teachers who are able to change discipline behavior for students is coercive power and legitimate power. The results of the study show that these two powers can be used to show the assertiveness of teachers to students who often violate. Further studies are encouraged to explore teacher power using case study design.

Keywords
teacher power, EFL classroom, willingness to communicate, student and teacher perspectives

Introduction

Recently, extensive studies have been done in relation to the issue of teacher power in the context of classroom teaching (Alizadeh, 2016; Méndez & García, 2012; Mulyono & Saskia, 2020; Tannen & Saville-Troike, 1985). The idea of these investigations is that the power in context education is essential when interacting both individually and in socially in the community (Ramos, 2004). Power is not static but dynamic. In other words, power is the central situation of social life (Fairclough, 2003; Foucault, 1980; Ogbonnaya, 2009; Wodak & Meyer, 2015). The results of the investigation showed that the power of teachers often is interpreted that teachers in EFL classes tend to master everything, so that students feel they do not have much time or opportunity to participate in the classroom, so they only hear and are silent during learning (Cervero, Kockelman, & environment, 1997; NNADOZIE, 2014) even argues that power is related to hierarchical and asymmetrical positions so that the holder of power (in this case the teacher) often dominates e.g., the teacher initiates the learning, determining the topic himself regardless of the student's abilities, lack of time and opportunities for students to discuss, so that students are less participating in the learning process (Clark, 2010). On the contrary, this study has not provided a solution to the causes that make students stay silent in class, and has not seen the factors preventing students from being reluctant to speak in class, and how the teacher's efforts to use the power in the classroom that provides the potential motivational spirit for students to make them more active in participating during the English learning process in the classroom. The power relationship is the use of teacher power when teaching in the classroom which is stated by (French, Raven, & Cartwright, 1959) including coercive power, reward power, legitimacy power, expert power, referent power. Along with the times, the use of power in the context of teaching also changed equally (Ekele et al., 2007). The power is used more positively to activate students in the classroom, can change student behavior for the better personality. For example, when students are often late for class, teachers will give directions or warnings as a form of representation of power by making written rules that they must obey. If they do not obey, there will be consequences that must be accepted for those who violate the rules. It is supported by (Lussier, Veiga, & Baldwin, 2003; Ocho, 2007) who stated that teacher power must be able to change the behavior of positive students so that students have a good awareness to be discipline. In other words, the power can be enabled by teachers to control students in the classroom, (Lukes, 2005; Morries, 2002; NWOGBO & OKEKE-JAMES, 2020). Teacher power, which is used as an effort to encourage students to participate during classroom learning, should not dominate or restrict students' social interaction, so that students have the opportunity to discuss, share ideas with friends during learning. (Winter & psychology, 1987)Winter (1973) added that the power possessed by the teacher can control the students, so that they can do positive things, instead of dominating such subjects and objects in class interactions. However, the study has not explained in detail the extent to which the use of teacher power in the classroom that has the potential to encourage and motivate students to be active, and what the challenges are to English learning. So, in this case the teachers' power in classroom interaction needs to be studied in depth so that the power can be used to achieve learning goals. Therefore, this study focuses on uncovering 1) factors that discourage students from speaking during classroom learning and 2) the extent of the use of teachers' power that can potentially excite or motivate students to speak in the classroom. This article is the result of classroom research which includes several sections. First, the introduction in this article describes the problems related to the topics studied and ends with problem questions. The methods section of this article presents the design and selection of research subjects and procedures for data collection and analysis. The findings section in this article describes the overall results of data collection. Then, the discussion section in this article presents a comparison of research results with previous research sources. Finally, the conclusion section describes the answers to the problem questions in this study.

Method

Design and Participant

We employed a qualitative approach in form of in-depth interviews and recruited 1 teacher and 3 students as participants in this case study research. The data collection was carried out in a private university based in Makassar, Indonesia. Prior to attending the class, the problems

experienced by the students are reluctant to participate in the class while studying. The challenge rises on teachers as power holders to activate students in the class are less active. Thus, that power is needed to solve all problems that occur in the classroom. Thus, the learning material was designed so that students are able to participate in during the learning activities. For example, by giving responses from friends' questions or from teachers the learning objectives can be achieved. Informed consent and anonymity of the participants' identities were firstly given and explained prior to data collection. Then, we coded participants into S1, S2, S3, respectively.

Data Collection

The collection of interview data was done by using unstructured questions in Bahasa Indonesia for both teachers and students as participants. The duration of the interview is about 45 minutes to 1 hour. This data elicitation method was employed to confirm that participants were involved in uncontrolled responses regarding to their student's silence. There was subsequently follow up questions-answer with the participant of each session. Then, the interview was recorded in video format to capture the actual state of the class, then transcribed verbatim. Interview statement items are common questions about what happens in class when students are silent during learning, and how to use teacher power when students are silent in class. Then, the first author analyzed and translated the data into English.

Data Analysis

In general, our data were analyzed using a thematic model as recommended by (Creswell & Poth, 2016). We read the transcripts carefully and repeatedly while piecing together the same participants' answers, and then grouping the data according to the theme. The results of the interview were analyzed based on the focus of the study. This analysis procedure is normally undertaken to figure out emerging themes from an interview study. To determine the data saturation, we did member-checking by inviting the participants to closely examine the transcripts and provide comments on the analyses.

Findings

The study's findings are detailed into several points; 1) limited vocabulary, 2) making correct sentences, 3) being confident, 4) developing ideas, and 5) motivational provision. Meanwhile, the teacher power use is discussed in terms of coercive power, reward power, expert power, legitimate power, and referent power.

Factors that cause students to be reluctant to speak in the class

Limited Vocabulary

The lack of vocabulary possessed by students in learning English is still a major obstacle among students when learning English as a second language (Schmitt & Schmitt, 2020), as experienced by Students (S1), as follows:

S1

Hhmm, my vocabulary is less sir, so it's a bit difficult for me to speak English, although I speak but mix Indonesian and English.

S2

I'm afraid of the wrong sir, also I'm still lack of vocabulary. Hhhhmmm Sometimes I don't understand what the teacher says. Not only linguistic aspects become a problem in learning English as a foreign language, but also the problem of phycology also make them sometimes feel embarrassed to speak when they want to communicate in class, as stated by students (S2).

Making correct sentences

Grammatical construction is important for English learners (L2) to understand in order to facilitate their communication when learning takes place in the classroom. It is, however, still an obstacle for students to convey ideas of thought when participating because they are still not able to make the correct English sentence patterns, such as those faced by S1, S2 and S3. This becomes the main cause for students who have difficulty speaking in class. The comparable idea stated by (Choi, 2015) revealed that the lack of communication that occurs in the classroom is due to the lack of students' ability to make sentences in a structured manner.

S1

I sometimes find it difficult to speak in class because I don't understand the structure, and every talk is sometimes manned by classmates, so I sometimes get less excited.

S2

Hhhmm, for me sir, it is difficult because I make English sentences that are always the same pattern as Indonesian sentence patterns.

S3

I sometimes get confused about what to tell because in addition to my vocabulary is lacking, I also always feel afraid of being wrong when explaining by using English because it is difficult to make sentences. From the data above, it shows that sentences arrangement is a crucial thing that becomes an obstacle for students in the classroom. As a result, they have difficulty not only in terms of composing sentences in English, but also have difficulty to understand English patterns. Some researches support this opinion as well.

Being confident

Another factor that causes students reluctant to speak in class is due to the lack of confidence owned by the students themselves (Shao & Gao, 2016). This happens because the ability of the student when interacting using English is still lacking, so that sometimes it becomes a laughing stock by his friend so that less participation by the class, as conveyed by the student (S1)

S1

I used to be laughed at by my friends every time I spoke English, especially if my friend asked in English. Sometimes, I did not understand, so I lacked confidence when participating in class. The same statement expressed by S2, that his confidence is lacking. Meanwhile, another factor is that he cannot stand in front of his classmates to talk, so that the possibility of confidence in him has not been formed.

S2

Nervous sir, I'm not confident because I rarely talk in front of friends in class. I also rarely get the opportunity to ask and answer the teacher questions in the classroom. From that statement, it shows that lack of confidence is a significant factor that inhibits active students participating in the classroom as second language learners.

Developing ideas

One of the reasons students participate less in class is because of the problem of forming their own idea. They still experience difficulties in class when learning takes place because it is difficult to understand the subject matter when the teacher is reluctant to use English when explaining the subject matter in class, (Y.-s. J. S. Cheng, 2017) as reported by the student (S1);

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S1

I am reluctant to speak sir, because I sometimes have difficulty to understand the idea of subject matter if the teacher explains in English. Sometimes, if I issue an opinion, my friends mocked me in class. Therefore, I rarely participate during the learning activities. On the contrary, student (S2) actually has the desire to participate in the classroom, but the obstacle is that the student is still difficult to construct the conveyed ideas related to the subject matter.

S2

I want, anyway sir, to participate in issuing ideas, but I find it difficult because before composing ideas, I needs to understand the material first. Well, sometimes if the teacher speaks English, I sometimes have difficulty understand him/her. The same statement experienced by students (S3), who is still experiencing confusion because the student does not understand the material delivered by the teacher when using English. Therefore, when the student is asked to express his idea, he is still very constrained. As a result, the student is reluctant to hear.

S3

if the teacher asked my opinion, it confused me sir. I did not get the idea because the teacher explained using English, so it was very difficult to express my ideas. As a result, I just listened to the explanation. Based on the data above, it shows that the idea of construction is a big obstacle for students in class. When they want to explore their ideas, they are still haunted by the limitations of the ability to construct ideas related to the subject matter given by their teachers in class.

Low Motivation

One of the most important aspects of learning English as a second language is motivational intensity (King, Yeung, & Cai, 2019). Motivation is a significant thing that is very influential during the learning process in the classroom, where students need support and motivation from teachers as reported by students.

S1

I think learning English is not enough if it's just mastery of vocabulary, structure, reading and so on, but the most important thing is motivation to learn sir. Honestly, I need motivation from the teacher, so that I have the spirit to learn English. The same statement is conveyed by S2 that motivation or support does not only come from the teacher, but also from the classmate instead of disrespecting his friend when the student answers wrongly, the student suggested that his friend who does not appreciate should be warned or reminded.

S2

The thing that gets me down in class is when I'm answering a teacher's question, and sometimes my friend says "You are wrong" like they don't appreciate me. So, I want my teacher to have to warn my friend who likes to do this. The different statement conveyed by S3 that the student is sometimes not motivated because the learning strategy is less varied and so monotonous. Therefore, the student suggested that outdoor class learning should be done so that there is a chance that makes students can actively speak.

S3

I am sometimes less motivated because monotonous learning strategies do not vary. I want once to do learning outside the classroom. From the data above, it shows that the important thing for students is how students have high motivation when receiving learning materials in the classroom, then supported by a varied teaching strategy in order not make the activities monotonous. Thus, teachers should play an active role to provide a varied learning strategy that can heal the students' spirit and motivation.

Students' perspective on teacher power in the class

Coercive Power

The use of teacher's coercive power is needed when the students is not discipline, such as coming late to the classroom, not doing tasks, etc. (NWOGBO & OKEKE-JAMES, 2020). Such behavior can disrupt the learning atmosphere so that learning goals cannot be achieved. Therefore, coercive power in essential to be applied in the classroom for the sake of smooth learning process, such as delivered by students (S1)

S1

I think its natural sir, teachers use power in class. Sometimes, friends are often come late to the study class, so it needs to be forced sir. There must be a restricted rule for them in order to be disciplined. The same statement conveyed by students (S2) that there needs to be firmness owned by teachers to change the students' behavior which are sometimes lazy to learn in class and break the rules.

S2

It is important, sir. Hhhmmmm, If the teacher is not firm or does not have power, my friend is sometimes lazy to learn. So, I think they should be forced to listen and follow the teacher's rules. However, student (S3) suggested that the use of teacher power should be used in proportion, meaning that coercive power can be implemented against students who are lazy and late to do the tasks. This can also have a positive impact on changes in student behavior. S3 added that he disagreed that teachers were too hard in class because it actually scares the students and make them depressed. So, the teachers should be able to see the situation when using coercive power.

S3

But do not be too hard to use coercive power in class sir, because I do not like it, instead I feel pressured. So, power must be intended for less-behavior students in order to change, or if late to submit the task must, they must be punished. The data above shows that coercive power is essential under certain conditions in order to discipline students especially those who are often late, as delivered by S1. In contrast, the teachers also need to be aware that excessive use of power can actually cause fear for students as delivered by S3. He suggested that coercive power can be done in accordance with their respective portions.

Reward Power

Reward power is one strategy that the teachers can use during the learning-activities in the classroom (Pictures, Update, Update, & Outing, 2008). This treatment can rise the spirit of learning English as a Second Language. For that reason, the reward power is part of the teacher's appreciation of students who contribute greatly. In fact, it is proven that the students can be motivated or excited when they got praises, and they feel appreciated for the results of their duties, as S1 says as follows:

S1

I think sir, appreciation for the students is necessary, sir because I can be excited if given praise when I answer questions even though my answer is not perfect, but I feel appreciated by friends and teachers in the class. The same statement is conveyed by student (S2) who stated that giving rewards even though only the praising words. It makes him proud and raises motivation to learn because the student feels that he gets encouragement from his teacher.

S2

I feel proud sir if the results of my work are praised and I am more excited or motivated to learn. Encouraging students can be done in various simple ways such as giving praise when students who successfully answer questions from both teachers and classmates, so that there is a sense of pride for the student itself as conveyed by S1, S2, S3, which has the potential to cause motivation. Therefore, reward power can be used as a tool to motivate students in the classroom that can cause active potential in the speaking class.

Referent power

A teacher should be a role model in the classroom when learning occurs, both from teaching performances and behavior when speaking in the classroom so that students feel comfortable while learning (Ogbonnaya, 2009). When this happens, of course, the teacher can become a figure that can be followed by his students so that the student can obey what the teacher wants in class. For example, when students are asked to provide feedback. Meanwhile, the teacher basically should be a learning partner in class as described by S1 stating that his teacher is kind so that the student can feel enjoyable without any pressure from the teacher.

S1

My teacher is good sir, he often repeated the explanation because my friend and I sometimes have difficulty understanding fast explanation. The same recognition by S2 students, that the teacher is friendly while sharing, so that the students feel enjoy learning. This shows that the teacher gives the impression of solidarity and empathy so that students feel closer, do not feel afraid because he thinks the teacher is not angry even though the student does not understand the subject matter.

S2

I feel so pleased to share with the teacher, although I did not answer, he was never angry in class like other teachers, he often approached me if there was something I did not understand, then he taught me. The recognition of S3 students is somewhat unique to tell the impression experienced when the teacher called him. S3 feels that he will be scolded for possibly making unrecognized mistakes, but in fact the student got a keychain (as a gift), and got motivation to learn English as well.

S3

I was once called, and I thought I was scolded. It turned out that I was given a keychain, then then I was motivated to learn English. From the data above shows that in the learning process in the classroom it seems that referent power is needed by students because they need an exemplary figure where the teacher shows solidarity with students as said by students S1, S2 and S3 that teachers provide encouragement and motivation even good assistance by sharing in learning.

Expert power

Mastery in learning materials in class is an important thing for the teachers in order to achieve learning goals (Tan, Chong, Lin, Eze, & Systems, 2009) However, there are still obstacles in class because the student feels slow to understand the subject matter as reported by S1 students.

S1

I think my teacher mastered the subject matter sir, because the explanation is always complete in every meeting, but I was a bit slow to understand learning in the classroom. The same statement made by S3 students that mastery of the subject matter by the teacher can be mastered because all questions that are not answered by the students can be resolved by the teacher.

S3

My teacher mastered the material, sir. Hhhmmm, because, if there are questions that are not answered by me and my friend, the teacher will answer that, sir. The use of teachers' expert power needs to be re-evaluated. The evaluation covers the way of presentation of the material because it turns out that there are still students slow to understand the presented material. Then, the teacher should be able to see how the presentation of the material at the time of teaching, so that younger students understand the subject matter.

Legitimacy power

Discipline in class learning requires a rule made by the teacher as a legitimate power holder, for example the classroom rules and the task submission (Mullins & Christy, 2005). This task needs to be regulated so that students can do the task more orderly. As delivered by the student (S1), in this case the teacher has the authority to regulate in some way so that learning can run smoothly.

S1

Hhhmmmm, the teacher usually makes rules about discipline-manner that must be followed. A similar statement is conveyed by students (S2) that the importance of rules in the classroom so that learning can run smoothly.

S2

The teacher determines the rules in the classroom. It is natural because he has the power how learning can take place smoothly. The student statement (S3) is somewhat different that the teacher as a legitimate power holder so that the teacher determines topic of learning, but still considers how the student's ability in class. As a result, the learning objectives can be achieved smoothly.

S3

Sometimes the topic of the subject matter is determined by the teacher but still he pays attention to how the student's abilities are. In conclusion, the teacher's legitimacy power can be used as a tool to facilitate how students can contribute more in the classroom such as actively participating while learning takes place.

The teacher's perspective on the use of power in the class

Coercive Power

The use of coercive power must be applied in accordance with the situation in the classroom, this power can only be done if the student is not discipline or often late,(Okorji & Nwogbo, 2014). When this power is used excessively, it can cause fear for students so that even students are more silent.

Teacher

I warned the students who are often late in order to be on time to come to the class, so that their friends also do not feel disturbed. If necessary, I give non-physical punishment as like additional tasks at home. So far, I rarely find students late again and they ask permission if students expect to be late for school. The data above shows that teachers use coercive power in accordance with the proportions. In detail the students are given punishment when they are often late or often interfere when learning takes place in the classroom. Finally, by providing punishment for them, they turn into more disciplined as delivered by their teachers.

Reward Power

Giving appreciation to students becomes the most important thing (Raviña et al., 2010). The

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students hope that they can be given a reward such as praises that build the spirit and motivation of learning. As conveyed by the teacher that the words great, fantastic, excellent and so on can have a positive impact.

Teacher

Oh yes, students need to be appreciated in class when they can answer questions, because I think one way to increase their learning spirit is appreciation or words of praise, such as wah great, fantastic, excellent, amazing.   So, I think teachers should raise or encourage their spirit so that students can be motivated to learn, especially learning English in class. Actually, there are many ways that teachers do to raise the spirit and motivation of students while studying in class, one of which is to give rewards. On the other hands, one interviewed teacher has a different way to give motivational words in the form of words of praise that raise the potential for students to actively participate.

Referent Power

Referent power owned by teachers has the potential to have a positive impact on students because the teacher can always set a good example in terms of manners when speaking, and looking polite in class as conveyed by the teacher as follows;

Teacher

The teacher is a model in the classroom, at least the teacher must have a strategy how students can feel comfortable in the classroom, for example how to look polite, how to teach so that the teacher can be exemplified by students. Not only that sir, in addition to the appearance of politeness, teachers should have an empathy sense towards students, so that the learning environment runs in accordance with the purpose of learning. So, the point is how teachers can show good example to follow in front of students. This power is also very potential to give encouragement to students because of the teacher's recognition that the teacher should be able to provide a sense of empathy or solidarity, so that the learning goal can be achieved (Bass, Avolio, Jung, & Berson, 2003). The teacher added that the teacher should show the best example such as behavior and manners in front of his students while teaching.

Expert Power

The teacher's expert power is not only related to mastering the subject matter, but also to the ability to employ teaching strategies in the classroom in order to achieve the learning objectives smoothly (Thornborrow, 2005). The teacher added that it is not how much material is presented but how much the subject matter absorbed by the student itself, as reported as follows:

Teacher

Hhhmmmm, a teacher is an educator, sir, besides being able to bring the subject matter with good, it is also necessary to provide others such as strategy to learn in class, and what needs to be considered for a teacher is how the taught subject matter can be understood by students, not how much is taught but how much is understood by students, then the student can apply the learning material. From the teacher's statement it can be concluded that expert power not only prioritizes the mastery of the subject matter but also pays attention to how much the subject matter is able to be understood by the students themselves. Thus, there is an expectation that this is also one of the aspects that gain the students' spirit and motivation to learn.

Legitimacy Power

The use of teachers' legitimacy power is crucial if the teacher has a high sensitivity when to use it, and under what conditions (Lukes, 2005). The teacher added that if the student likes to disturb his friend in class or does not follow the subject matter, then the teacher should warn or remind them, such as the teacher's recognition as follows:

Teacher

Hhhmmmm, I think sir, the teacher should have a high sensitivity, I mean teachers must be sensitive to see the situation in class, when we are firm in class and when we pay attention to them. If, for example sir, the student is naughty or often disturb his friend or do not follow the lesson, and yes, I, as a teacher, must warn them, or give advices. Even I sir, coordinating with his parents to explain the behavior of their children, so that the students can change. So, I, as a teacher, must be able to educate students to have good behavior at school, not a high sense of selfishness. From the statement above, the teacher's legitimacy can contribute positive impact because teachers have high sensitivity. When teacher assertiveness can be done, this means that the teacher's legitimacy power can provide support to students, so that they can change bad behavior for the better attitude, in order to grow the spirit of learning in the classroom.

Discussion

Based on the results of the study, it showed that there are several factors that cause students to be reluctant to speak in class. The inhibiting factor for students when they want to communicate using English is the lack of vocabulary they have, in general. It still often occurs in second language learners, but the learning of vocabulary should be included as a learning material so that vocabulary is no longer a serious problem preventing the students from communicating using English, (Yahya, 2013). The same findings were conveyed by (Kitano, 2001; Zheng, 2010), that one of the obstacles faced by students of second language learners is the aspect of phycology. That is always afraid of making mistakes and feeling embarrassed when starting to speak. They conducted research on student silence at one of the universities in China, and his research showed that the obstacles faced in students in general are fear of making mistakes, lacking vocabulary, influenced by local culture. Meanwhile in this study, the students are reluctant to speak not because of the influence of local culture, but because of the limitations of the vocabulary. In contrast, (Baruah & Burns, 2006) investigated the speaking ability in EFL classrooms, and the results of his research found that students experience complicated preparations when starting to speak English. They are busy opening an online translation dictionary before speaking. It means that the same problem of lacking vocabulary. He suggested that vocabulary learning should be included in the curriculum. Unfortunately, some of these studies have not discussed the role of teachers as power holders who can provide solutions to problems that occur, how teacher power can contribute to students' motivation so that they want to learn vocabulary by reading or giving scrabble so that the vocabulary mastery can increase. A complex problem faced by teachers in the classroom today is when students are not able to speak or write sentences that fit English patterns. According to the admission of students S1, S2, S3 that they cannot speak in class because of the difficulty of forming English sentence pattern. This is a big challenge for teachers how students have speaking performance in the classroom. the same statement, (Benabou & Tirole, 2003; Goh & Burns, 2012) conveyed that the teachers play important roles to provide strong motivation so that students can develop potential abilities in terms of sentence-writing. In this regard, (Rodriques, 2000; Waters et al., 2003; Wodak & Meyer, 2015; Woodrow, 2006) claim that the aspect that can increase the performance of students in class to practice composing sentences and speaking is practicing writing essays, and speaking practice so that they can improve their ability. However, the previous studies have not described the extent of the role of teacher power to provide stimuli to the student in order to practice speaking, writing essays so the students are be able to compose sentences in accordance with English patterns. Expressing ideas is often an obstacle when communicating especially in learning English as a foreign language. It most likely happens due to a lack of understanding of the subject matter to be expressed, and so reluctant to speak. This is what students often experience in class when learning English takes place. Therefore, students need a significant motivation and trust in order to express the ideas they have (Pawlak, Mystkowska-Wiertelak, & Bielak, 2016). Many researchers have discussed about students' reluctance or fear to speak English in class (Y.-s. Cheng, Horwitz, & Schallert, 1999; Gregersen & Horwitz, 2002; Kitano, 2001; Peng, Qian, & Cao, 2010; Subasi & Gursoy, 2010; Subaşı, 2010; Tsiplakides & Keramida, 2009) Their findings reveal that students do not speak in the class because of the provocateur that irritates them and makes them silent in class.

However, there is no solution offered how the teacher avoids ridicule from his friend so that it does not happen again. Thus, this is where the role of the teacher as a power holder has a high sensitivity to be able to see the class situation so that students are discipline, so that English learning can run as expected. Self-confidence is a very significant thing that can help students in learning English as a foreign language, the same statement as reported by (Pawlak et al., 2016) stating that self-confidence is the main thing to encourage students to speak in class. (Kondo et al., 2004; Mauludiyah, 2014) explained that students who do not have confidence will have a negative impact on themselves, and the achievement of their learning targets in the classroom is not achieved as well. The reason is that because the student always feels doubtful and afraid when he/she wants to speak up. Therefore, it takes an effort for teachers to support them to foster self-confidence by providing strong learning motivation. (Mohamad, Ab Wahid, & Tambahan, 2009) investigated the cause of students having difficulty communicating one of classes in Saad Dahlab University of Blida. The results show that the main external support to encourage the student's confidence is the teacher himself. Unfortunately, the study does not specifically explain what kind of support is intended. So, in this case, this research is centered on the use of teacher power that can be used as a power tool to motivate students to have their confidence appear, so that there is a desire to communicate in the classroom. Motivation is a source of strength that students must possess, especially in learning English as a second language. The same statement is conveyed by (Hayikaleng, Nair, Krishnasamy, & Research, 2016). Motivation is an important factor that makes students successful in learning English. The study of (Hayikaleng et al., 2016; Tambunan & Siregar, 2016) which investigated the students' motivation for learning English as a foreign language shows that motivation is the key to students' success in learning. Ironically, the students' motivation remains an obstacle for them when learning English as a Foreign Language. Moreover, motivation alone is not enough, and it needs encouragement from the teacher's power to support them when studying in the class. For that reason, motivation is not only sourced from the student itself (intrinsic motivation), but also there must be motivation from outside (extrinsic motivation). In this case, the motivation comes from the teacher and his learning environment. So that the big obstacles that students face in learning English, especially when students want to speak English can be overcome. The participants' statement proves that the use of teacher's coercive power can be used as a control tool to change student behavior, especially for students who are often late. The same statement is conveyed by (Smith & Hains, 2012) who argue that the teacher's power can be used to control the behavior of students in the classroom. (Marshall, Kiffin-Petersen, & Soutar, 2012) conducted research related to teacher power at the elementary school level and the results showed that teachers give power treatment to elementary students somewhat different from adult students, where elementary students are still considered small (young learner) and still are recipients so that teachers use soft power. While in this study, the participants are adult students, and by looking at the extent of the use of teacher power in EFL classroom classes, the teacher's power can encourage the spirit and motivation of students during learning English in the classroom. Therefore, teacher's coercive power is necessary to control student behavior in a positive direction. (Cahyono & Widiati, 2006; Indrianty, 2016; Widiati, Cahyono, & Literature, 2006) added that the key success for student's learning in the classroom is high morale and motivation. They conducted research on anxiety which the results showed that they could not speak because of the lack of students' motivation. (Marwan, Romano, Thiel, & Kurths, 2007) added that student motivation does not necessarily arise but needs support from teachers. Because it is the teacher who has the authority in the classroom how students can follow the subject matter in an orderly manner. (Horwitz, Hill, & King, 2010) explained that students' psychology aspects, such as having less motivation, needs a treatment to recover their learning spirit by, for example, giving motivating words when the student successfully answers the teacher's questions in the class. Although all the research discusses student motivation in the classroom, there is no explanation as to how the role of the use of teacher's power contributes to student motivation when studying in the classroom. Referent power plays an important role in the teaching of English in EFL classroom because teacher's referent power can be used as a motivational tool for students in class. The same statement is conveyed by (French Jr & Raven, 1968) related to the referent power. Various researches (Davis, 1989; Gibson, Ivancevich, & Donnelly, 1979; Gregersen & Horwitz, 2002; NWOGBO & OKEKE-JAMES, 2020; Gary Yukl & Taber, 1983) also approved that teacher's referent power and charisma can give a positive impact on students in interaction because students have sympathy or interest in their teachers, so that teachers can easily direct their students when communicating in class. They add that even if it is important, the referent power depends on the personal attitude and character of the concerned

teacher. The data above illustrates clearly that the use of teacher power in teaching English in the classroom can be used as a motivational tool for students where the teacher gives a sense of empathy, a good example so that the teacher can be a figure to the students, and the students are easily directed when participating in classroom learning well. The same idea is also stated by (Benabou & Tirole, 2003) and (Ryan & Deci, 2000) who claim that the students' motivation can come from how the teacher gives attention to students or provide solutions when students experience obstacles in learning. They conducted research at the adult student level. The results of the study showed that motivation does not necessarily appear just like that, but there needs to be stimulus from facilities, learning environment and also from the teacher himself. Unfortunately, the study did not explain that teacher-sourced motivation is as part of the teacher's power, and in this study was based on how to use teacher's power in the classroom, which could potentially increase students' morale and motivation. In the same vein, (Bass, Stogdill, & managerial, 1981; Blase, 2000; Gunn & Holdaway, 1986; Sayles, 1964; Short & Rinehart, 1992; GA Yukl, 1981; Zogjani, Llaci, & Review, 2014) conducted research on the use of expert power related to school principal and teachers in school. The results of their research showed that the expert power that they have has a positive impact on teacher performance, both in terms of teaching in the classroom, and commitment to responsibility. Although previous research has discussed power in the context of education, it basically does not explain how power teachers can contribute to the motivation of students in the classroom, potentially encourage students to be active in the classroom. (Smith & Hains, 2012; Taras & Education, 2001) emphasized that legitimizing power can be used to control a person's behavior. In this case, the power possessed by the teacher can be used as a means of control for students against discipline during learning. Additionally, (Marshall et al., 2012) conducted research on how the implementation of power to adult and elementary classes. The results showed that giving power treatment to younger adult classes is given because they already have awareness of processing information provided by their teachers, while elementary students need a softer approach because they are still recipients, so there is fear for them. The same idea by (Merriam, 2001) revealed that teachers need to protect students from feeling afraid in the class. Although the study discusses teacher power at the adult level, it does not show how teacher power can be used as a control and motivation tool for students so that students can participate in class.

Conclusion

Based on the findings of this study, it can be concluded that there are several factors that inhibit students reluctant to speak in class such as limited vocabulary, making correct sentences, developing ideas, being confident, having low motivation. All these factors will have a positive impact in learning, especially in learning English in the classroom, so teachers must have an important role to support them as power holders in the classroom. Therefore, the results of the present research show that teacher power can contribute positively by providing encouragement and motivation through the power that teachers have such as coercive power, referent power, reward power, expert power, legitimate power. The teachers can use these supporting factors as a tool of power to encourage students in class in order to participate during learning. In fact, the most motivating factor for students is reward power, but that does not mean all power other powers do not contribute very actively. The power of teachers who are able to change discipline behavior for students is coercive power and legitimate power. Finally, the results of the study showed that both powers can be used to show teacher firmness for students who often commit violations. The present study has not fully described the frequency of the portion of teacher power used by teachers in the classroom. Therefore, deeper studies on this topic are a demand for the next researchers. However, the results of the study can be used as a reference for future research that sometimes students experience significant obstacles when learning English in the classroom due to linguistic and psychological aspects. In addition, the present study can provide a solution that teacher's power can be used as a power tool to change the students' behavior into the better one, encouragement and motivation of students to learn. Afterall, once the teachers got the essential teaching tools and strategies, the learning goals can be achieved.

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