

Students Reluctance to Speak is a Result of Teachers Dominance and Powerful in EFL Classrooms

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Abstract

This study is a qualitative study to reveal the impact of power and dominance that occurs during classroom learning, the method used is qualitative, using in-depth unstructured interviews to identify why students are reluctant to speak in class, and boredom when the teacher teaches. The findings show that students feel depressed when the teacher teaches because they often dominate so that the student does not have the opportunity to speak, besides that the teacher often provides punishment for students when they are not well performed in class. This study suggests that teachers should consider students as learning partners in the classroom, in order to create a harmonious relationship between teachers and students that has the potential to increase learning motivation instead of making students anxious about learning lessons in class.

Keywords: Teacher powerful, dominance, students' reluctance to speak, EFL Classroom.

Introduction

Character education in schools has a very important role in shaping personality of the student himself. Such character education can be obtained through the path of educational institutions both formal and non-formal, Herman et al., (2022). Formal education is in schools, or campuses while informal pathways, namely the family and the surrounding community. Character education can be directed at the formation of dignified student behavior so that they are able to reflect in everyday life, so that they can have a positive impact on the development of science. To achieve this, it takes a power to be used as a tool that is able to control student behavior, where students are educated to discipline, respect each other, behave politely towards teachers, friends and others, Watson, M., et al., (2019).

However, students are still not disciplined in the school environment due to lack of awareness about the importance of discipline when learning occurs in the classroom. Allen, (2017) that discipline is the main thing for students to achieve success in learning. Therefore, it is necessary for the power of the teacher to control student behavior while at school. For example, students who are not late for class to participate in English learning, especially Speaking. Van Dijk (1993), that power can be used as a kontrol. Foucault (1972) continued to explain that power can be used to direct a person to do a positive thing instead of dominating a group or individual. So in this case, the teacher should be aware of not dominating students

during learning so that the student can participate in class.

However, in reality, teachers still use domination power when learning takes place in class, this is supported by Acikalin (2001), that teachers have been using power in the classroom when teaching often dominating starting from determining the topic of the subject matter, often interrupting when students speak, stifling when students make mistakes when answering. Teachers do not realize that what is done can have the effect of losing the self-confidence possessed by students so students are reluctant to speak in class because of fear, Damayanti et al., (2020). The same tone Bahar, et al., (2022) in their research contended that students who are dominated by their teachers during classroom learning have the potential for students to be silent and only hear.

Some previous studies examining teachers power and dominance in classroom interactions, Kiesler and Auerbach (2003); Moskowitz (1993); Tiedens and Jimenez (2003); Wiggins (1979); Al abdely A.A.W. (2016). They define that Power is a capacity possessed by one to influence others. The same tone is conveyed by Kuokkanen and Leino-Kilpi, (2000); Van Dijke and Poppe, (2006); Meehan and Wright, (2012), the results of their research show that power is closely related to the position of the hierarchy so that there is an assumption that this power can be interpreted to have a negative impact on others, because there is a tendency of domination carried out by the owner of the power. Such a presumption is certainly very reasonable because in general the owner of the power determines a decision. But the study did not explain in detail the extent of the impact of power or dominance on students' psychology during classroom learning. So in this case, this researcher will examine the extent of the dominance carried out by the teacher over students when teaching in the classroom as the holder of power.

The dominance that often occurs that can be done by teachers is the determination of discussion topics, the initiation of conversations, the allocation of time used, interruptions when students are talking so that they can affect the psychology aspects of the students themselves, Keddie, N. (2019). This action resulted in students preferring to choose silence rather than talk. The learning process in the classroom should be fun so that it makes students more creative and active in asking questions. However, the reality is that there are still many teachers who do not give students freedom of opinion and this can make students less creative in expressing opinions, this is a fact in the field. Wexler, L. J. (2020), emphasized that the role of teacher involvement is a source of student success in learning if it functions as a facilitator or companion and does not dominate the student, thus creating interesting learning that makes students feel happy following the lesson.

Furthermore, Foucault (2002) explains that power can be used to do something positive but not dominating. However, this dominance carried out by teachers in the classroom is difficult to avoid during classroom learning, due to the understanding of the status of asymmetrical relationships that refer to leadership power. Pratto et al. (1994); Sidanius et al. (2004). The teacher always feels is everything in classroom learning. Teachers should have to admit that they are only one of the learning resources, there are many other learning resources such as libraries, books, journals, and even learning resources that are updated from the internet.

Teachers and students are learning partners in the classroom so that the learning process can run according to learning objectives (Matthews et al., 2018). Another fact shows that the impact of dominance carried out by the teacher during learning is that students tend to be only listeners, receiving input from the teacher so that the student's linguistic abilities themselves do not experience development. This is supported by Ugachukwu & Okorji, (2014), describing that it is unfortunate that students can only say one word two words "yes ma'am, no ma'am", "not yet ma'am" as if the student is only as an object and the teacher as the

subject. Students do not get many opportunities to improve their language skills, especially speaking, because the teacher is less aware that classroom learning is student-centered or known as student center learning. Where it must be understood that speaking skills can be honed whenever there is a habituation of practice to communicate or interact. This is what gives rise to the potential for students to be reluctant to speak in a classroom that should be reduced.

Literature review

French and Raven as cited by Bahar et al., (2022) defines that power is the capacity possessed by a person (A) that can influence others (B) so that B inevitably does what the A wants. The relationship in question can be correlated with the relationship between teacher and student. In this case the teacher as the holder of power in the classroom and the student must follow the entire rule set by the teacher, for example about discipline. The same tone was conveyed by McCroskey and Richmond, (1983) that power can function as a means of discipline. Power or power will refer to someone who has a position, leadership, status and authority, Schmid Mast, Jonas, and Hall (2009) while dominance refers to the habit of someone who has power or power, Schmid Mast (2010)

There are couple of studies on power dominance that refer to the French and Raven theory (1959) that have to do with classroom teaching such as Golish, & Olson, (2000); Kearney, Plax, Richmond & McCroskey, (1985), focused the context of Student Learning at University level, the results of his research showed that referent, expert, and reward power is prosocial while Legitimate power and coercive power are anti-social. Therefore, this is the reason why researchers want to investigate the extent to which the use of teacher power in the classroom when interacting between students and teachers is domineering that has the potential for students to be passive just sitting, silent and listening. So, researchers only focus on coercive power, and legitimate power, which have the potential to put pressure on students while studying in class. It does not mean that other types of power do not affect learning but that both types of power have the potential to dominate the situation and are anti-social. This can allow psychological impact on students who learn English, especially Speaking, Maleki & Zangani, (2007). This is the reason researchers only focus on two aspects of power that tend to occur during the English learning process, especially speaking issued as follows;

“Revealing psychology aspect as impact of students to be reluctant to speak in class which related to exercise teacher power and dominance in a EFL classroom”.

Method

This study is a qualitative by recruiting 15 students as informants. The informants were selected based on the phenomena experienced by the students; they were reluctant to talk about every lesson in the classroom. Researchers conducted unstructured and in-depth interviews of students with Indonesian as a National Language to obtain clearer data, to reveal the extent of the use of power and teacher dominance that occurs in the classroom, so that students prefer silence rather than speak up in class. The allocation of time used by interviews to participants is approximately 45 minutes to 1 hour. The author translated the interviews into English for the purpose of analysis. The majority of our data was analyzed using a thematic approach, per Creswell's suggestions (2013). We read each transcript, compared answers, and combined them into a single overarching theme based on the similarities we found. We analyzed 10 participant interviews out of a total of 15. There are 5 students are not available to be interviewed. This analysis method is typically used to identify overarching themes in an interview study. By having participants read through the

transcripts and offer feedback on the analyses, we were able to do a member-check and make sure we had collected enough data.

Finding and Discussion

The study revealed psychological factors that cause students to be reluctant to speak as a result of teacher dominance that occurs during English learning that occurs in the classroom, especially Speaking. Several previous studies have revealed that students are reluctant to speak because of problems with linguistic aspects, but this study wants to reveal obstacles for students to be reluctant to speak in class due to the power of teacher dominance which has an impact on aspects of student psychology, Maleki & Zangani, (2007).

Psychology Effect of Teachers' Dominance discourages students from speaking in class.

1. Lack of Self-Confidence

Self-confidence is an important thing for students to have when learning English as a second language. This self-confidence can potentially provide motivational enthusiasm for students to participate during learning, (King, Yeung, & Cai, 2019). However, it turns out that students still find that they do not have confidence because of the dominance carried out by the teacher when teaching in class, as stated by students (S4) as follows;

S4;

Hhhmmmm. Sometimes I don't have confidence when I talk, I rarely talk in class because the teacher spends more time explaining the subject matter.

Learning should run in partnership between teacher and student how can interaction occurred so that learning can be fun but in fact, the teacher did not give time for students questioning and answers so that the student can speak in class. Arifin, W. L. (2017), emphasized that teachers should build self-confidence in the classroom by providing many opportunities for students to participate in providing feedback, expressing ideas so that gradually students will have a sense of self-confidence. But the facts are different as reported by students (S7)

S7;

I am sometimes surprised, sir, because my English teacher when teaching busy by himself, hhhmm the teachers just explaining but no question and answer. So, there is also no practice of speaking so we can't communicate.

The same tone is conveyed by students (S3), that the teacher does not pay attention to the students in the classroom at the time of teaching, only teaches without seeing how the students are doing whether they understand or not, just like what the students convey (S3). The previous study such as Watson, M., et al., (2019) focused to investigate the exercise the teacher power in order students to be discipline. Meanwhile this research attempt to identify the effect of teacher power which is exercise in classroom interaction. The effect themselves can make students reluctant to speak English during learning process.

S3;

Hmmm, the teacher when teaching ignorant very rarely students are given the opportunity to ask questions So I have difficulty speaking because I am only told to write and memorize

Another thing revealed by the student (S9) is that the student feels depressed because he usually gets punishment such as "being told to stand up" when he does not answer, and instead his confidence is lost and there is no courage to participate in class, which the teacher should provide strong motivation to grow self-

confidence. This is evidence that students as object during learning process, the teachers recognize that students are in inferior position, Laufer, M., & Gorup, M. (2019). This is totally different what Matthews et al., (2018) advocate that teacher and students are learning Partner. The teacher should be aware that students are the same important in the classroom during learning process.

S9;

Hhhmmm. I'm ashamed, sir, if I was mentioned by my name by the teacher because I couldn't speak. Feeling depressed, I used to be told to stand up if I couldn't answer so I didn't have the confidence to talk in front of the class.

Based on the data above, it shows that, one of the factors that prevent students from speaking is because of the lack of trust possessed by students as a result of the dominance carried out by teachers when teaching in the classroom, Gero (2015). As reported by S4, always feel embarrassed when speaking because there is no habituation to speak (Speaking), not given the opportunity to participate by the teacher during the learning process. Continued students (S3) said that the teacher was ignorant or busy himself and even students were told to write instead of practicing Speaking.

From the student's statement as evidence that the teacher uses power in the classroom, it actually reduces the creativity of students who should provide the opportunity to speak more to develop their speaking skills (Speaking Skills), but the fact is that students are depressed because they have to accept standing punishment as stated by old students (S9). And what is very unfortunate is that the teacher gives this punishment during the learning as a consequence of the inability of students to answer all the questions given by the teacher. However, teachers should not do this because students are even more depressed, unable to feel calm when learning even though the role of power teacher should be functioned as control rather than domineering (see Foucault 2002), so that the student can increase his self-confidence. Pawlak, Mystkowska-Wiertelak, and Bielak (2016), say that self-confidence is one of the significant factors that can help students speak in class. Same tone Mulyono & Saskia, (2020); Peng, (2015); Shao & Gao, (2016), the self-confidence possessed by students is very potential in the desire of students to speak (WTC), especially in Speaking skills.

2. Less of motivation intensity

Motivation is a very important aspect of learning (King, Yeung, & Cai, 2019), especially in learning English Speaking, it takes a passion and courage to interact using English, (King et al., (2019). Cubillos and Novoa (2005, assert that motivation arises due to stimuli in the form of appreciation from teachers. However, the fact is that students still often find that they lack motivation to learn because the teacher in the class still uses power accompanied by physical punishment in the form of standing which makes students even more depressed, the teacher is less attentive, and is not eager to learn as reported by students (S1), (S5), continued students (S7) admit that learning in the classroom is always the teacher who dominates starting the selection of discussion topics, The subject matter, there is no opportunity given by the teacher to ask questions.

S1;

I am sometimes lazy to learn English, let alone speaking, because my teacher is a little bit we are punished to stand up until school time if you can't speak. Sometimes I ask the teacher but sometimes I get angry, which makes me depressed and not excited about learning.

As an educator should be able to feel what students experience in the classroom when learning occurs, not the other way around that teachers only teach to complete obligations without paying attention to the

situation of students in class to provide opportunities to ask questions if there are things that are not yet understood, as stated by students (S5) as follows;

S5;

Teachers lack our attention to understand or not learning continues. There was no chance to ask.

A different tone was conveyed by the student (S7), that the student felt the dominance carried out by the teacher because starting from the topic of discussion, initiating the conversation. Teachers should be aware that students must be involved in determining discussion topics that are in accordance with their abilities in order to participate in expressing their ideas so that learning objectives can be achieved, Deslauriers, et al., (2019)

S7;

I am surprised, sir, it is common to teach my English teacher all that determines, starting from the topic of discussion, initiating the conversation, the subject matter learned, I have never been given the opportunity to choose a topic that can be understood so sometimes lazy there is no motivation because I do not understand.

Based on the data above, it shows that teacher dominance greatly impacts psychological aspects, especially student motivation, where students do not feel comfortable studying in class, even more depressed because of punishment as a form of consequence if they cannot answer the questions given by the teacher. Therefore, the teacher should be able to motivate students during learning so that they actively participate in class. Hayikaleng, Nair & Krishnasamy (2016), asserts that one of the sources of motivation during learning is the teacher in the classroom. Tambunan & Siregar (2016) explained that motivation is the key to success in learning English as a Foreign Language. But the irony is that the teacher is the main source of causes to make students reluctant to speak in class, due to the excessive use of power and the pressure of psychology which makes students less eager to learn English. Foucault (2002); Smith & Hains, (2012) asserts that the power possessed by the teacher can be used as control only, not domination such as subject and object. Marshall, Kiffin- Petersen, & Soutar (2012) conducted a study related to the use of teacher power in the classroom, the results of his research showed that the power possessed by teachers can be used as a control tool that can change the behavior of students who tend to commit violations. Instead of making it more demotivating for the students themselves. However, research does not reveal the effect of teacher power exercise during learning in the classroom.

3. Fear of Speaking (anxiety)

The students fear of speaking occurs when the learning process becomes the main obstacle in the learning process in the classroom because students do not have confidence (Shao & Gao, 2016). Why is this because often the teacher does not realize that the student should be given the opportunity to speak, either in the form of feedback from the student himself or in the form of interaction with the student himself, but ironically the teacher actually limits the freedom of the student to speak in class, as stated by the student (S10) so that the student is afraid to speak when learning occurs in the classroom.

S10;

Hhhmmm, I'm afraid to talk sir because every friend of mine talks casually is stopped by the teacher, "Wrong" your way! not so", so I didn't speak for fear that something would go wrong.

Another opinion was conveyed by the student (S2), he said that the teacher did not show comfort towards the students in the class, so what happened was that the students even had fear and fear. This is a big obstacle faced by students in the class. It is recommended that teachers should understand that mistakes

made by students are part of the learning process. So that these students feel more enjoyed and motivated to learn in class without any psychology pressure, (Horwitz, Hill, & King, 2010).

S2;

My teacher never smiled when I went to teaching, so I felt uncomfortable with the situation in the classroom and there was always a sense of worry.

The same tone was reported by the student (S6) he complained that English is difficult, this is an expression of the sense of hopelessness experienced in the classroom when learning occurs. He would rather be silent than answer still wrong and get a standing sentence from his teacher. It is better to have learning presented in a more enjoyable way so that students can interact with each other, so that they can exchange ideas so that learning goals can be achieved. (Ryan & Deci, 2000) asserts that learning should be more interesting or more varied so that students have interest and motivation to learn. Teachers should build positive relationships between teachers and students in the classroom in order to create harmonious relationships in the classroom.

S6;

Hhmm, English is difficult, sir, plus teachers like to be angry if they answer wrong, yes, prefer to be silent to hear, rather than being told to stand up when they make mistakes.

Each student's statement is proof that students feel that fear of speaking in class is still a big obstacle faced by teachers when teaching. Teachers are supposed to be a source of motivation in the classroom, (King, Yeung, & Cai, 2019). But it is precisely the excessive use of teacher power that can potentially allow students to be reluctant to speak in class because of fear. Cheung, P. (2020) emphasized that teachers should be role models in the classroom so as to create a more comfortable classroom atmosphere. However, the fact is that teachers create uncomfortable conditions for students so that these students cannot enjoy the learning, the impact has an influence on psychology on students reluctant to speak because of the excessive use of power domination by teachers, as complained by S10, S2, S6 students.

This obstacle is an important thing that teachers realize that the power they have is not as a tool to dominate but as a control and facilitator to direct students to do positive things, so that students can actively participate in class, for example giving feedback or asking questions when given the opportunity to speak. Foucault, (1980) adds that the power possessed by teachers is not to dominate but to direct students to do something positive. The teacher is not to dominate a learning process but just a facilitator, Mbonu, O. A. (2020).

4. Boredom

Boredom in class is the biggest obstacle when studying in class, this can happen because of a less comfortable learning atmosphere, coupled with less interesting subject matter. The same tone was conveyed by Yahya (2013) that one of the factors that make students experience boredom in class is the presentation of less interesting material. However, teachers should have sensitivity to see how the learning atmosphere is so that learning conditions in the classroom can make students enthusiastic about participating in providing feedback, speaking activity, Richards (2008). However, the fact is that teachers are only more dominant in paying attention to students who have abilities, while students whose abilities are less often overlooked, these are the complaints or facts submitted by S8 students as follows;

S8

I'm bored, sir, because the teacher when teaching is only my friend who he notices that I never am, so just look at it. Hhmmm, we can also be told to just listen silently.

The same tone was conveyed by the S1 student that he also experienced the same thing, namely the boredom experienced, because the way his teacher taught was very monotonous not interactive. We recommend that classroom learning, especially speaking, be designed with an interactive model so that the learning atmosphere can be more alive. Genard (2015) asserts that speaking learning should be presented in the form of discussions or interactive so that students do not feel bored and afraid to speak because there is a problem in class.

S1

HHmm, My English teachers when he taught me Speaking by memorizing words but nothing to practice. He asked me to memorize so the class was boring. Not only that the teacher often angers at me when I was not well performed in the class.

A different thing was revealed by S3 students that it turns out that the teacher does not provide opportunities for students to speak or participate in class, the student only to hear the teacher explain until it is saturated. This is proof that teachers still dominate learning in the classroom, teachers should realize that learning is centered on students not on teachers, let them learn more freely accessing either learning resources through the internet, books, or discussions with their friends because teachers are not the only learning resources. But in fact, the teacher dominates learning, students have absolutely no time or opportunity to talk in class. Emaliana, (2017). The teacher is not considering the effect of domination during learning process.

S3

That's my teacher, sir, never giving a question-and-answer opportunity he, himself spends time learning until he gets home, so there's nothing I just hear in class until it's saturated.

From the data above, it is clear that one aspect of Psychology which is an obstacle in learning English, especially speaking, is the boredom felt by students. This boredom arises because of various triggering factors, one of which is the dominance carried out by the teacher so that students do not have the opportunity to give feedback, discuss so that students only act as listeners or objects. While the teacher as a learning center. This is a fact that often occurs in the classroom, teachers are less aware that in fact the function of power teachers as facilitators, control, to change the behavior of students who lack discipline, (Nwogbo & Okeke-James, 2020). It is better to have a positive effect on students, not even make students less interested in learning English. (Smith & Hains, 2012; Taras & Education, 2001) asserts in principle that the use of power in teaching is not a hierarchical power that causes negative impacts but a positive power that can change student behavior for the better.

Conclusion

The impact of teacher power that occurs in class interaction is Lack of confidence for students due to students feeling isolated while studying in class, Less of motivation intensity is because the teacher considers students as objects so that students feel intimidated so that learning motivation becomes chaotic, Anxiety, this happens because teachers often use violence in class when students are not well performed in class so that excessive anxiety occurs, The last is the boredom experienced by students in the class because the teacher only tells students to memorize words without any speaking practice in class. The findings show that students feel depressed when the teacher teaches because they often dominate so that the student does not have the opportunity to speak, besides that the teacher often provides punishment for students when they are not well performed in class. This study suggests that teachers should consider students as learning partners in the classroom, in order to create a harmonious relationship between teachers and students that has the potential to increase learning motivation instead of making students anxious about learning lessons

in class.

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