

Exploring Teacher Power Use and Student Silence in an EFL Classroom: Evidence from Indonesia

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ABSTRACT

This qualitative study probes into teacher power use and student silence in an EFL classroom in an English department of a private university in Makassar, Indonesia. Anchored by a qualitative analysis and participated by one female teacher and three EFL students, data were garnered through in-depth interviews and observation. It was designed to find out what type of power the teacher used to minimize the effect of students' silence. Using French and Raven's (2008) analytic lens for power use in classrooms, the study's findings suggest that the types of teacher power used in the class are coercive power, expert power, reward power, legitimate power, and referent power. The results of the study showed that the teachers mostly used their reward power as a strategic move to make students interested in alleviating their silence in the classroom. In some conditions, when necessary, a form of coercive power was also employed by the teacher. In addition, student's silence in the class is influenced by limited vocabulary, grammar in speaking, expression, boredom, shame and insecurity when speaking in English.

Keywords: Classroom interaction, English as a foreign language, Student silence, Teacher power use.

INTRODUCTION

Recently, studies on teacher power use in the classroom have been extensively documented (Mbonu, 2020; Alsobaie, 2015; Symonds, 2021). Some studies are based on modern power and authority in the context of education, particularly in the adult classroom. There is also a refocus on the power of authority in-class interaction. But all of these studies have not described how teacher power contributes to classroom teaching.

Such studies mainly portray teacher power as a hindrance toward students' increased silence and minimal participation in the classroom (Abdely, 2016). This condition posits students as passive agents where opportunities for active learning are not achieved and situates a full control by the teachers. However, teacher power has shifted its function that teacher power in the context of teaching in the EFL classroom is essential as a control tool during learning, with the hope that students can actively participate in class. Teachers and students should play an important role in the learning process because both of them are partners in learning, not showing the power that can cause potential fear for students in classroom interaction. Classroom interaction is activities happening in the classroom that provide an opportunity for the teachers and students to mutually exchange information in the process of teaching and learning. The teachers have to be able to create a condition in which spontaneity can be performed, and freedom of expression given over the students makes it impossible to predict everything that they will say and do. Therefore, classroom interaction is one of the important elements in the teaching process (Lee, 2021). Research dealing with teacher talk, classroom discourse, and students' responses have been widely discussed (Al-Adeimi, & O'Connor, 2021). Therefore, the base of such a study was not new at all. Although previous research has revealed that classroom Interaction is the most important element in the

learning process, it is not yet clear how the teacher plays a role in classroom interaction that can encourage students to be more active during learning. This is the most important point in research on how students and teachers build partnerships in learning, for example, there is communication or feedback between teachers and students, students and teachers, students with students so that students can have self-confidence. The main focus of the learning lies in the interaction and the communication build-up in the classroom. Where in EFL classes, good interaction between teacher and students constitutes a big proportion of how well the students can learn, and in this case, the teacher as the usual provider of knowledge needs to master the language use, the only way to ensure that the learning outcome can be reached is by making sure the interaction between teacher and students serves this purpose.

To help the teacher understand their language use, Sandoval, Kawasaki, and Clark (2021) contend that classroom discourse features that should be implemented properly. The first is control of communication patterns where the teacher can control between topic and turn-taking. The second is an

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elicitation technique where the question can be selected and used by language teachers as one of the principal ways in which they control the discourse; the third is repair strategies, where they try to correct the students' error directly or indirectly; the last is modifying speech to the learner, where the teachers modify their speech owing to the difficulties experienced by learners in understanding their teachers.

Teacher usually has different roles in the classroom, and these roles contribute a lot to their teaching practices (Rido & Sari, 2018). Nonetheless, studying classroom interaction means studying how communication is built in the classroom itself. With communication starting in the earliest stages of our life, especially when engaged in the field of education, it is common for us to use the language to exchange ideas and project our understanding. On the other hand, communication is two-way, which means both parties should be equally involved so that the conversation can run smoothly.

The presence of interaction between teachers and students or students and students become an integral part of creating a positive classroom environment. According to the Oxford English Dictionary, silence has the following definition: 1) Abstaining from speech or utterance; 2) the state or condition where nothing is audible; 3) omission of mention or notice. Dealing with the meaning of classroom silence. Recently, Duran (2020) states that silence is a complicated, often determined border between opinions and speech or between views and words. Silence might indicate thoughts that cannot be spoken, truths, or realities that are or seem to be inexpressible. In the classroom situation, silence refers to a lack of participation or limited one during the classroom interaction, but also is generally considered as if the students were to negatively respond to the teacher.

Unfortunately, with all the concerns being placed in the classroom interaction of EFL classrooms, there is an issue of students' silence that most EFL teachers faced. Silence itself is defined as a period in the classroom where students do not talk, or even answer questions from their teacher. Abbas (2020) stated silence is a loss of contact with others. This lack of communication will lead to some problems such as hindering students from practicing their language skills or even not being able to achieve the learning goals. Despite the fact that numerous classroom activities and learning strategies have been implemented to shed light on this issue, students continue to be silent in the EFL classroom content quickly and efficiently (Baghoussi, 2021). Students do not yet have the self-confidence to communicate with other, which should be fortified. Classroom interaction is a setting in which the teacher provides numerous opportunities for students to participate, provide feedback, and receive input on the material being taught (Martin, Stamper, & Flowers, 2020). Therefore, this study examines the core of the student's silence from a different perspective, namely the extent to which the

use of teacher power can give students the potential to be more active in class so that silent students can be minimized. Specifically, the study explores 1) when silence appears in the EFL classroom and 2) how the teacher uses the five bases of power to decrease students' silence in the EFL classroom.

LITERATURE REVIEW

Defining Classroom Silence

In considerate classroom silence, needs to be said that sometimes silence is important. In several situations, silence also means showing respect. For instance, when the teacher is explaining a subject material, students' silence is a necessity. Silence is normalized in a condition where the teacher asked students regarding an issue and students took a couple of minutes to think of what would be the answer to such a question such as asking students point of view. However, the teacher who dominates learning in the classroom also has a bad impact on students, the teacher should provide opportunities for students to ask questions and provide feedback during learning so that self-confidence can be formed.

The problems arise when responses are required, or when students need to perform or practice their English language in the class, yet they keep silent or most of the time only very few people respond, and the interaction happening is very limited close to none. This is likely due to the absence of students' habits of participating in class, so these students do not have the confidence to speak in class. Because teachers must have power that plays an important role in the learning process, how to support students not only English language skills but their motivation and enthusiasm for learning must be built. Students are silent in the classroom because students lack understanding of the material taught by the teacher so that students are only listeners in the classroom. Therefore, teachers should provide a spirit of motivation in order for students can participate in the classroom (King et al., 2019). However, by looking at this phenomenon, students are less likely to participate in class due to their lack of English language skills, but teachers should be aware of creating an interesting learning atmosphere in the classroom, for example, there are interactive quizzes, role play, or discussing topics that are interesting and easily accessible to students. In addition, Aubrey, King and Almukhaild (2020), added that the factors behind the students' silence might range from linguistic, psychological, and sociocultural factors.

This indicates that there are a lot of elements that are rooted in the students' silence. However, teachers should be able to see if they cannot speak in class because of their lack of English vocabulary, lack of self-confidence, or cultural factors so that the teacher can see the problems that occur in class. For students who lack confidence, support and trust should be given by giving appreciation in the form of praise, when students can answer questions or ask friends in class.

Unfortunately, in some settings, silence is often misunderstood as a lack of oral participation in EFL classes (Juniati et al., 2018). Therefore, the existence of silence should be eliminated to a certain degree. Negatively, silence brings out ideas such as resistance to participate, students' boredom, discouragement, disinterest, and so on, where, positively, it can mark out respect, and thoughtfulness. Silva (2016) in her study concluded that silence in a classroom can signalize several things both negatively and positively. Therefore, teaching in the classroom requires the power of teachers who can regulate students, that when the teacher explains the subject matter students should be silent and pay attention, and when discussing, students should actively participate.

The Baselines of Power in the Classroom Context

French and Raven's (2008) study divided power into several types. It means that there are six types of different power bases people might use to influence the behavior of others. Those are coercive, expert, reward, legitimate, and referent power. In this case, a teacher's coercive power is based on a student's expectations that they will be punished by the teacher if they do not conform to the teacher's influence attempt. Giving penalty to students for the sake of discipline is necessary so that learning objectives can be achieved, but teachers should use power according to their proportions, preferably not power by dominating learning in class so that students can play an active role in the learning process so that student silence can be minimized (Yarali, 2020). The second one is expert power. Teachers are viewed to have more knowledge in a certain subject and often exercise expert power to influence others because of their acknowledged skill or experience, and subject matter that they teach, the teacher is considered by their students as a person who holds expert power. However, teachers are not everything in adding insight, but students should look for sources of knowledge both from journals and books that they can study, considering that teachers have scientific limitations.

The third type of power is reward power. Reward power comes from the idea that a teacher can offer positive encouragement if the students comply (Cummings, 2017). This power should be adopted by teachers in learning how students can be rewarded either in the form of praise, support, and motivation or in the form of adding final grades when they can actively speak during discussions so that students learn quickly by learning the fact that teachers can give them rewards on positive feedback. such as straight-A, bonus credits, etc. Students do what the teacher asks or tells them to do because they are motivated to get these rewards. And then the next one is legitimate power. This power stems from the students' accepting the proper right of the teacher to require the changed behavior, and that the students are obliged to comply (Cummings, 2017). Teachers exercised their

legitimate power by taking control of the classroom goal, what materials students have to learn, what assignments they need to complete, and what guidelines they must reach to pass and do well. Meanwhile, referent power comes from the students identifying with the teacher or seeing the teacher as a model that the students would want to imitate (Raven, 2008). The foundation of referent power is the student's identification with the teacher.

To the best of our data and knowledge, several studies discuss teacher power (Méndez & Bilbao, 2021). exploring power and solidarity in an EFL classroom interaction, with 15 elementary students' participants conducted in Colombia, by making observations to see how the characteristics of elementary students when learning English and the results of the research show that power and solidarity should occur in different forms. Teacher power can be used as a control tool to reprimand students in class when they violate the rules, while solidarity can be used by students to show empathy to protect their friends (Chalak, 2021). The present study focused on Iranian EFL teachers' classroom discourse by observing their dominancy, teacher talk, question types, and interactions in their classes. To do so, through a non-experimental, descriptive research design, 20 female experienced teachers with the age range of 30-40, teaching at an upper-intermediate level in different language institutes in Isfahan, Iran were selected based on the convenience sampling. Two classes of the teachers were observed, the sessions were recorded, and their classroom discourses were transcribed and later analyze. The findings of the study showed that the teachers made use of specific discourse to ascertain their dominance and control in their classes.

Furthermore, McPartlan (2021) investigated the concept of teacher power concerning classroom interaction by interviewing 25 respondents in groups, the results showed that teacher and student power should run in parallel. so that students do not feel dominated during learning.

In terms of study about teacher power to decrease student silence. Similarly, Mbonu (2020) conducted a descriptive study with 45 teachers as respondents consisting of 20 males and 25 females, the research was carried out in Secondary schools in two Local Government Areas of Anambra State, namely; Orumba North and South. The research findings reveal that the understanding of teacher power in organization and management in the classroom is centered on personality traits, and the teacher's leadership style as a leader in the classroom, also emphasizes that the enforcement of coercive power must be carried out so that students can obey the rules.

METHOD

This study employed a qualitative descriptive design with in-depth interviews where each participant was asked to explain what are the obstacles when speaking in class using English and the causes of it. Each participant's responses were

followed up with another question to get a detailed answer so that the problems from this research can be answered.

Participants

The present study was conducted in an English department setting in Indonesia. We interviewed 1 female teacher and 3 students as research participants. We recruited 4 samples as informants due to COVID-19 pandemic which did not allow more participants in the school to participate. Before attending the class, these participants still have difficulty speaking during the lesson they are mostly silent in class. Thus, the learning materials will be designed so that students can explore their ideas through English as an instructional tool used in the classroom during English learning. Informed consent and anonymity of the participants' identities were firstly given and explained prior to data collection. For anonymity, participating students were assigned as S1, S2, and S3.

Data Collection

The collection of interview data and observation was carried out unstructured with both teachers and students as participants by using Indonesian as the national language. Researchers were unable to conduct observation because the pandemic covid 19 is still ongoing, so the university has not held face-to-face lectures. The duration of the interview is about 30 minutes to 1 hour. This data elicitation method was employed to ensure that participants were involved in unrestrained responses concerning their students' silence. Consequently, follow-up questions were answered by participants from each session. Then recorded using video to capture the actual situation, then transcribed verbatim. Interview statement items are general questions about what happens in class so that students are silent during learning, and how to use teacher power when students are silent in class. Analyzing the data and translating it into English was carried out by the first author.

Data Analysis

In general, the data were analyzed using a qualitative content analysis. We read the transcript carefully and repeatedly, as well as put together the answers of the same participants and group them according to the theme. We analyzed 4 responses from all participants. This analysis procedure is normally undertaken to figure out emerging themes from an interview study. To ascertain the data saturation, we did member-checking by inviting the participants to closely examine the transcripts and provide comments on the analyses.

FINDINGS

The Silence Pattern in the EFL Classroom

Limited vocabulary

The limited vocabulary in learning English, especially speaking, becomes a big challenge for English students in

class because they have difficulty when they want to speak, Schmitt and Schmitt (2020). Mastery of second language vocabulary (L2) is not as much as the vocabulary of the first language (L1). So, that the students still have obstacles such as S2, S3 as follows:

S1

I'm having trouble speaking because my vocabulary is a little, sir. I have a hard time memorizing vocabulary.

S2

I want to talk to you, sir, but due to the lack of English vocabulary, it's a bit difficult to communicate. So far, I have spoken in Indonesian in class but it has not been effective because I should speak English better.

S3

My obstacle when I want to participate in learning English is the lack of vocabulary so I find it difficult to speak, sometimes when my teacher speaks in English, I don't understand what he is saying.

Grammar

Learning grammar is important in learning English because they need it when writing sentences or speaking, so in this case, grammar must be strived to be mastered so that grammar is no longer an obstacle for students to be the reason that grammar is difficult and scary when learning English, Calzada, and Mayo, (2021). Cheng (2017) added that one factor inhibits speech because it is difficult to understand grammar so, the student is reluctant to speak in class. As stated by students, S1, S2, and S3.

S1

Grammar makes it more difficult for me to speak, sir. The grammar arrangement is a bit complicated. The wording is an obstacle for me to make sentences to fit the English pattern.

S2

It's easy, it's easy, sir, meaning that if the sentences are short, I can still make English sentences based on the English pattern, but if the sentences are long, I can't.

S3

Grammar is a scary thing in learning English because when I want to make sentences, the arrangement is usually like the Indonesian pattern.

Expression

Expressing students' ideas when learning English in class is a matter of pride for them because they can show their abilities,

but these students have not been able to explore ideas in English because they admit that their English skills are still lacking in stringing sentences, as reported by S1 and S3:

S1

When I express my opinion, I usually use Indonesian, but I can't do it in English because I still don't have English.

S3

I used to write Indonesian first and then use google translation when asked for an opinion in English. But if you want to write it yourself, you can't, sir, because my skills are still very lacking, there are no ideas that I want to convey. It's still hard for me to put together a sentence.

Shame

Confidence is the main thing when you want to perform in class, Ahmed and Belkacem (2021). Because it really helps students when they want to interact with their friends and teachers, but it turns out that it is still an obstacle for students because they still feel embarrassed and do not participate in class due to lack of ability. Possessed English, as happened in S1, S2, and S3:

S1

I'm sometimes embarrassed, sir, because my friends usually laugh at me when I speak English in a piece. So, I don't have the confidence to speak in front of the class because English is still lacking.

S2

If it's me, sir, the way I pronounce it is a bit difficult for me to say. So, when I speak, sometimes my friends don't understand what I say because it doesn't match the pronunciation, that's why I'm embarrassed to speak in front of my friends.

S3

It's like I don't have self-confidence, sir, my basic English is still lacking, especially speaking, so I'm embarrassed when I talk to other friends, especially when asked I don't understand what the question means.

Boredom

Saturated, boredom that occurs for students when learning in class is an unnatural thing due to the possibility of boredom occurring because the student has no motivation and the teacher is less attractive in teaching ways Wen & Piao, (2020), but the student's recognition is not because the teacher does not attract the way of teaching but from the students themselves because they do not understand the material reading and then asked to speak in English, as conveyed by S1, S2, and S3 as follows:

S1

Sometimes I'm not active, sir, because I don't understand the subject matter, so I feel bored in class, even though the teacher is good at bringing the subject matter, but I'm still bored in class, maybe because I still don't understand English lessons.

S2

Feelings of boredom suddenly arise when we are told to read a new reading. I am asked to explain the ideas in the reading, especially if I do not understand what reading means.

S3

Essentially, I want to be enthusiastic about learning, sir, cm I don't know how I can communicate in English, I finally just kept quiet and finally got bored in class.

Insecurity

Discomfort sometimes arises in class when students get unpleasant treatment from their friends in class whose friends should provide support, but it turns out that these students feel uncomfortable because sometimes their conversation is cut off so they feel unappreciated like the S1 and S3 explanations.

S1

I don't feel comfortable when my name is called and then asked and I can't answer, because sometimes I answer but it's wrong, even my friend laughs so I don't feel good, finally, I choose to stay silent.

S3

I don't feel comfortable when I'm talking and I'm cut off I feel unappreciated in my class.

The Teacher Power Base Employed by the Teacher Coercive Power

The assertiveness of the teacher in learning in the classroom must be done to anticipate the occurrence of student delinquency where students are required to obey the rules set by the teacher because the coercive power possessed by the teacher has a very important role to control students in the class during learning.

Teacher

The first thing I have to be firm in class, students must be able to speak even though they only use English a little bit, at least students have confidence, because I see students if they are not forced to speak, they will not want to talk in class. Another reason they are reluctant to talk is not just a matter of lack of vocabulary but sometimes their friends like to laugh, now I as a teacher must be firmer in anticipating this happening because it can cause friends to be lazy to talk in class.

In another interview, the teacher shared that:

Teacher

Truly, it doesn't need to be done, yes, when I have to turn up the volume and they think I'm getting angry or getting tough, it's truly not something I need to do first to get them to talk in class, but that's the truth, so I can use that to get them to talk but not to stress them out.

Reward Power

Appreciating the work of students in class is certainly needed because these students need support and motivation to learn, this has the potential to help students to be active in class, even though the award is in the form of words of praise for example; fantastic, great, excellence when giving answers in class but there may be a sense of satisfaction for them because they feel appreciated.

Teacher

Teachers should be able to provide enthusiastic support to their students, sir, especially those who have abilities that are still lacking, for example being given appreciation when they can provide feedback or answer questions correctly so that students have the desire to speak in class. Because in my opinion the reward is not always in the form of a gift but by giving additional marks (marking) can also be called a reward, I see students are excited and enthusiastic when I give words of praise such as great, fantastic, amazing when they can answer questions from their friends correctly.

Referent Power

The teacher is the most important element when teaching in the classroom, therefore the teacher should be able to provide good treatment or examples so that students can become figures.

Teacher

The teacher is a model, sir, I mean how the teacher can set a good example in the class so that he can be a role model for students. Both from the speech and the way the material is presented so that students feel interested or pay attention when the teacher explains the subject matter in class.

Expert power

Mastery of the material at the time of teaching is the main thing that must be mastered how or not because mastery of the material for the part is a measure of the achievement of learning in class, the teacher should be able to master the material taught in class so that students are also able to understand the material.

Teacher

In my mind, as educators, we have to learn a lot both related to subject matter and other aspects related to scientific

improvement. I try hard how learning can be achieved, in the sense that mastery of the material must be the main thing. And more importantly how students can capture the material taught by the teacher in class.

Legitimate Power

The assertiveness of the teacher when teaching is very necessary, especially when teaching the subject matter, the teacher should be able to manage the students in the class to follow the lesson well so that they can understand the material being taught.

Teacher

In my class, I'm a bit strict but not cruel, sir, for the sake of discipline I have to show my power as an educator, I don't want students to be late for class because this is for their good. As a teacher, I try to see how students can actively participate in learning in class, not just sitting still, not participating during learning. This is what I always emphasize in class at every meeting.

RESULTS AND DISCUSSION

Student Silence in the classroom often occurs due to various factors, such as ashamed, lack of trust, fear of the teacher (Shao & Gao, 2016; Purwanti & Yeni 2021). However, during the learning process, the teacher in the class requires them to take an active role in learning so that student activity in this class can be maximized. The student's participation who are not found in class eventually to unable to show any contribution either. However, some students who tend to be silent during the class are not an absolute reflection do not mean they are lack understanding and contribution to the teaching and learning process but they sometimes have their technique in listening to the lesson given or taking notes that are considered important. Although several studies have explained that teachers sometimes misinterpret students' silence as not participating, students' silence can also listen or understand by noting important things that are relevant to the learning material. Students who stay in class do not mean that they do not understand the subject matter taught by the teacher but that the student has his way of recording the material understood (Sundari, 2017).

The connection between students' silence and expectations in the class should be seen more carefully. Class is considered the right place to interact between teachers and students. Furthermore, if there is no support shown between them (teachers and students) meaning that the learning process cannot be expected to run smoothly. In addition to this, both sides should show a very positive contribution in terms of participation and support during the class run. This part can be seen from the way how teachers respond to any questions addressed by the students as well as the quick response and

feedback returned by teachers. For that, a positive learning atmosphere can be successfully attained. During the learning process, it is often found that students feel reluctant to participate verbally due to some reasons for example they are not equipped with sufficient vocabulary or even because the teachers let them join the lessons without any clear explanation before, in turns, this situation triggers the students to feel unconfident in answering the questions addressed by teachers. This case is also potentially a source of students' discomfort. One factor that makes students feel depressed when learning in the classroom is dominance carried out by teachers. The teacher should provide an opportunity to give feedback or discussion so that, learning goals can be achieved. One of the factors that make students feel depressed when learning in the classroom is the dominance carried out by teachers. The teacher should provide an opportunity to give feedback or discussion so that student has the good motivation (Hennebry-Leung & Xiao, 2020). To minimize the occurrence of students' silence in class, teachers should be able to find strategies how to break the discomfort mode among students, this can be achieved by giving more time, feedback, and responses to any problems found in class. In other words, both teachers and students should support each other more positively while the class run.

In the EFL classroom, most students keep quiet during classroom interaction. When the teacher is explaining, this is something expected from the students, so that they could concentrate on what the teacher is explaining. Unfortunately, most students continue being silent for the whole class. Some students also find the courage to speak in the class after making several eye contacts with their classmates. In some cases, students feel like being silent is the best they can do because the topic being discussed in the class is something, they are not familiar with, which contributes largely to their inability to express themselves in the class. This is one factor that causes students to be silent in class because the teacher does not adjust the students' abilities when determining the topic to be discussed, not to mention the lack of vocabulary owned by students, the lack of confidence to speak in class. López (2021) stated that some features that become the root of the obstacles of students being silent in the first class are linguistic aspects (limited vocabulary, grammar, expression), and psychological aspects (shame, boredom, insecurity).

The students seem to find it hard to express themselves orally and in a louder voice. Even when the students think they know what to say, they are still reluctant to express their ideas in the class. During the classroom observation, there is this one student that had her answers correct, yet she lowers her voice and seemed nervous. A relevant study indicates this as fear of losing face, where students felt hesitant in expressing their opinion in classes but got laughed at by their friends. Moreover, the observation also revealed that the teacher as the core of the classroom needs to be more creative in presenting

the material, especially in speaking class, with the findings suggesting that the need for peer support is still high, also that they find expressing themselves in the language classroom as something they avoid out of fear or most likely two things, first is lack of confidence and second is the worries of making mistakes during delivering their speech or communication that causes most students to keep on being silent. The reason is that language performance is the goal of the teaching and learning process.

Teacher's Use of Power in Dealing with Students' Silence

This part of the paper presents a discussion on what power bases are done by the teacher to bring students out of their silent mode. The interview revealed that the teacher employs two types of power which are: 1) Reward power; and 2) Coercive power of out five power bases. In the in-depth interview, the teacher explains further why these two power bases were used to trigger students to speak and practice their language skills. The teacher says in the interview that the use of reward power is basically to motivate students to speak up. With the students being motivated by the use of reward power in breaking their silence, the type of EFL students at the focal university is where they become excited when there is a price of something that leads them to answer the question in the class or give their opinion to the forum. In some cases, the teacher needs to exercise their coercive power by calling students' names one by one to speak up in the class.

After interviewing a lecturer, the researcher found the strategies the teacher implemented in dealing with students' silence in the classroom. Those strategies can make the teachers' effort by leading students to practice improving their language ability, especially their speaking skills by directly involving them in the process of learning by doing. Especially in speaking class, where students are given marks based on how well they spoke their mind out. On some occasions, the teacher lures the students for some sort of price, such as a good mark, or less homework, to motivate them to speak up in the class.

Moreover, the teacher frequently invited students by directly pointing each of them to talk or by asking some questions related to the materials the teacher explains before. Furthermore, the use of both languages, Indonesian and English, or also known as language mix is important. Where this also could enhance students' willingness to talk, the mixed language sends the idea to the students that they are allowed to use Bahasa Indonesia, when they don't have any recollection of a certain word in English or how to express something in English. In a strategy, where students would not keep silent anymore during classroom interaction. Pawlak, Mystkowska-Wiertelak, and Bielak (2016) suggest that lecturers should be able to provide encouragement and motivation to learn so, that the student has confidence, feels comfortable studying.

Meanwhile, the teacher also needs to employ coercive power to some degree when the strategy above does not seem to work for certain people. Calling out students' names during classroom interaction can be both, force students to speak or make them more afraid to speak. Therefore, the teacher needs to go side by side with this student, so that they do not feel helpless during their speech delivery. In the interview when asked about coercive power use, the teacher answered:

This comment opens a new perspective on what happens in the EFL classroom day today. When teachers seem to raise their voice in the classroom, most of the time it is to force students to do more speaking in the classroom. As we know the purpose of the learning is to provide students with the opportunity to practice their English performance. Contrary to certain beliefs that coercive power should not be applied to students, these findings suggest that, in a certain situation within a certain degree, coercive power served the goal of the learning by having students speak in the classroom.

CONCLUSION

Based on the findings and discussions in the preceding chapter, the researchers found that the students have different reasons for keeping silent in the classroom. If we could highlight, some of the most common reasons were due to the lack of confidence, feeling of having low competence, fear of being judged by others, lack of understanding or unfamiliarity with the topic, lack of vocabulary, and lack of motivation in speaking. Meanwhile, the reasons such as having different personalities and not having a chance to speak I not documented in the interview. Where when students understood the reasons for keeping silent, they become aware of things they should improve in their language ability, the reasons for students' silence that has been mentioned earlier need to be addressed by the teacher to motivate the students to do more speaking.

The teacher, equipped with knowledge that students are lacking here and there should come up with a good strategy to overcome the students not to keep silent in the speaking class. Some strategies that the lecturer can use are like allowing the students to write down their opinion before they speak. Moreover, asking the students directly to speak or express their opinion about topics they are familiar with can also be beneficial to improve students' practice time. In terms of power bases, the teacher should exercise more on other types of power bases in balance, so that these powers such as legitimate, expert, and referent can be used in the classroom as well. When used properly, all power bases will help contribute to successful classroom engagement. Suggestions from this study that there needs to be further research related to teacher's power that can contribute to students' issue being silent during learning in the classroom.

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