

**AN EXPLORATION OF UNDERGRADUATE STUDENTS  
PERCEPTION OF POWER AND SOLIDARITY IN  
AN EFL CLASSROOM INTERACTION**

MILIK PERPUSTAKAAN  
UNISMUH MAKASSAR



**A THESIS**

*Submitted to the Faculty of Teacher Training and Education  
Makassar Muhammadiyah University in partial fulfillment of the requirement for  
the degree of education in English department*

**SRI WIDAYANTI**

**105351122616**

UNIVERSITAS MUHAMMADIYAH MAKASSAR LEMBAGA PERPUSTAKAAN & PENERBITAN	
Tgl. terima	30/05/2022
Nomor surat	:
Jumlah exp	1 exp
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Nomor Induk	:
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**ENGLISH EDUCATION DEPARTMENT  
FACULTY OF TEACHER TRAINING AND EDUCATION  
MUHAMMADIYAH UNIVERSITY OF MAKASSAR  
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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

### LEMBAR PENGESAHAN

Skripsi atas nama **Sri Widayanti**, NIM **105351122616**, diterima dan disahkan oleh panitia ujian skripsi berdasarkan surat Keputusan Rektor Universitas Muhammadiyah Makassar Nomor; 239 Tahun 1443 H/ 2022 M, tanggal 21 Rajab 1443 H/ 22 Februari 2022 M, sebagai salah satu syarat guna memperoleh gelar **Sarjana Pendidikan** pada Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar pada hari **Senin 28 Februari 2022**.

Makassar, 27 Rajab 1443 H  
28 Februari 2022 M

Panitia Ujian:

1. Pengawas Umum : Prof. Dr. H. Ambo Asso, M.Ag
2. Ketua : Erwin Akib, M.Pd., Ph.D.
3. Sekretaris : Dr. Baharollah, M.Pd.
4. Dosen Penguji :
  1. Dr. Nurdevi Bte Abdul, S.Pd., M.Pd.
  2. Ardiana, S.Pd., M.Pd.
  3. Hilda Hafid, S.Pd., M.Pd.
  4. Sitti Maryam Hamid, S.Pd., M.Pd.

(.....)

(.....)

(.....)

(.....)

(.....)

(.....)

(.....)

Disahkan Oleh:  
Dekan FKIP Universitas Muhammadiyah Makassar

  
Erwin Akib, S.Pd., M.Pd., Ph.D.  
NBM. 860 934





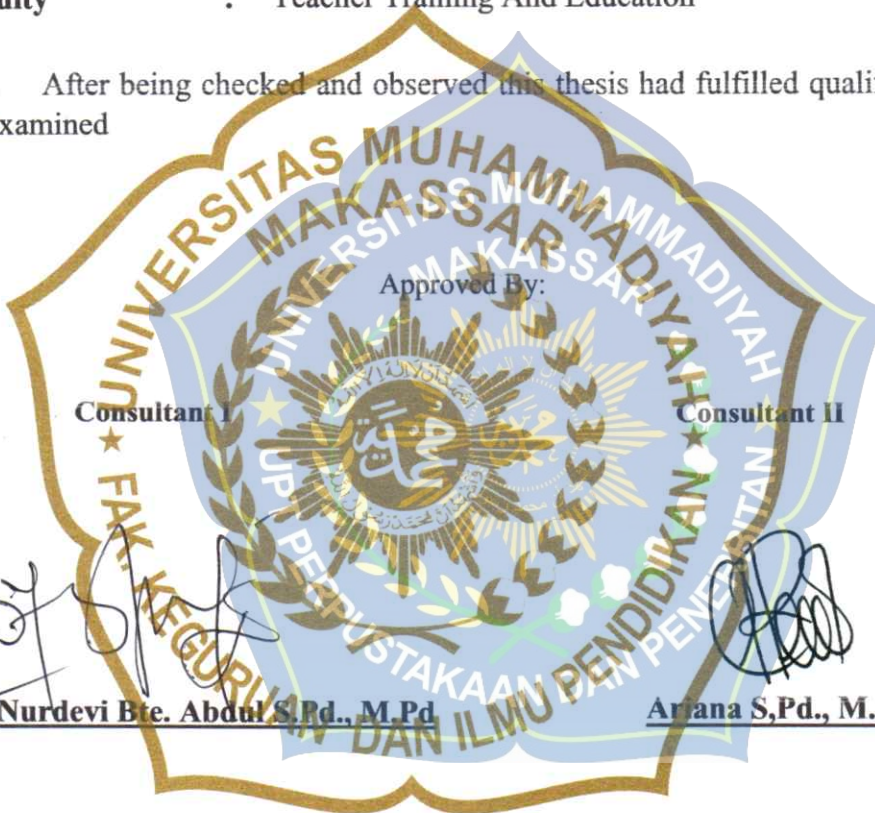
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APPROVAL SHEET

**Title** : An Exploration of Undergraduate Students  
Perception of Power and Solidarity in an EFL  
Classroom Interaction

**Name** : Sri Widayanti  
**Reg.Number** : 10535 1122 616  
**Department** : English Education Department  
**Faculty** : Teacher Training And Education

After being checked and observed this thesis had fulfilled qualification to  
be examined



Dr. Nurdevi Bte. Abdul S.Pd., M.Pd

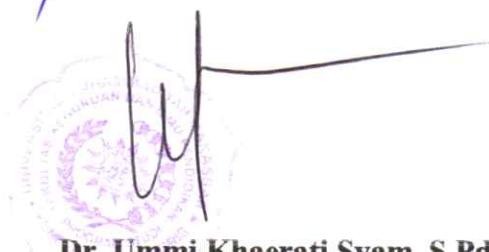
Ariana S.Pd., M.Pd

Dean of FKIP  
University Muhammadiyah of Makassar

Head of English  
Education Department



Erwin Akib, S.Pd., M.Pd., Ph.D  
NBM: 860 934



Dr. Umami Khaerati Syam, S.Pd., M.Pd  
NBM: 977 807



MAJELIS DIKTILITBANG PIMPINAN PUSAT MUHAMMADIYAH  
UNIVERSITAS MUHAMMADIYAH MAKASSAR  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS

COUNSELLING SHEET

Title : An Exploration Of Undergraduate Students Perception  
Of Power And Solidarity in an EFL Classroom  
Name : Sri Widiyanti  
Student's ID : 105351122616  
Department : English Education  
Department Faculty : Teacher Training and Education  
Consultant I : Dr. Nur Devi Bte Abdul, S.Pd., M.Pd

Date	Chapter	Consultant's Note	Sign
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Makassar, 04 December 2021

Approved by, Head of English  
Education Department

  
Dr. Ummi Khaerati Syam, S.Pd., M.Pd.  
NBM. 977 807



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UNIVERSITAS MUHAMMADIYAH MAKASSAR  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS

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Title : An Exploration of Undergraduate Students Perception of  
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Name : Sri Widayanti  
Student's ID : 105351122616  
Department : English Education  
Department Faculty : Teacher Training and Education  
Consultant II : Ariana, S.Pd., M.Pd.

Date	Chapter	Consultant's Note	Sign
25/ 09 / 2021	Chapter 1 dan 2	Bimbingan intrumen pre test dan post test	
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Makassar, 04 December 2021

Approved by, Head of English  
Education Department



Dr. Ummi Khaerati Syam, S.Pd., M.Pd.  
NBM: 977 807





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Saya yang bertanda tangan di bawah ini:

Nama : **Sri Widayanti**

Nim : 105351122616

Fakultas : Keguruan dan Ilmu Pendidikan

Jurusan : Pendidikan Bahasa Inggris

Judul Skripsi : An Exploration Of Undergraduate Students Perception Of  
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Nama : **Sri Widayanti**

Nim : 105351122616

Jurusan : Pendidikan Bahasa Inggris

Fakultas : Keguruan dan Ilmu Pendidikan

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### **Motto**

**Jangan pergi mengikuti kemana jalan akan berujung. Buat jalanmu sendiri dan tinggalkanlah jejak**

**Don't go where the road will lead. Make your own path and leave a trail**

**~ SRI WIDAYANTI ~**





## ABSTRACT

*Sri Widayanti. 2021. An Exploration of Undergraduate Students Perception of Power and Solidarity in an EFL Classroom Interaction* Thesis of English Departement the Faculty of Teacher Training and Education, Muhammadiyah Universitas of Makassar. Thesis guided by Nur Devi BTE Abdul. And Ardiana as supervisors.

This Research was conducted to find out students' view of power and solidarity relationship in an EFL classmate the fourth semester of UNISMUH Makassar. The researcher collected the data through interview and observation sheet and the researcher took one class of UNISMUH Makassar in the 2020 academic year as the subject of the research and there are 27 students as objects of this research investigate.

The researchers found that the the undergraduate students view that power relationship in an EFL classmate in the fourth semester of UNISMUH Makassar giving positive power to the students in how the classroom can be done is believed to be able to increase relational empowerment where the opportunity is able to bridge and improve students in building networks and strengthen the competence in collaboration and the undergraduate students view that a good solidarity relationship in the classroom make the students interested to participate learning in group and affect positive teacher-student and student-student relationship in classroom interaction.

*Key word:*

## ABSTRAK

*Sri Widayanti. 2021. Eksplorasi Persepsi Mahasiswa S1 tentang Kekuasaan dan Solidaritas dalam Tesis Interaksi Kelas EFL, Jurusan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar. Skripsi dibimbing oleh Nur Devi BTE Abdul. And Ardiana selaku pembimbing.*

Penelitian ini dilakukan untuk mengetahui pandangan mahasiswa tentang hubungan kekuasaan dan solidaritas pada teman sekelas EFL semester IV UNISMUH Makassar. Peneliti mengumpulkan data melalui wawancara dan lembar observasi dan peneliti mengambil salah satu angkatan UNISMUH Makassar tahun ajaran 2020 sebagai subjek penelitian dan ada 27 mahasiswa sebagai objek penelitian.

Peneliti menemukan bahwa pandangan mahasiswa S1 bahwa relasi kuasa pada teman sekelas EFL di semester IV UNISMUH Makassar memberikan kekuatan positif kepada mahasiswa dalam bagaimana kelas dapat dilakukan diyakini dapat meningkatkan pemberdayaan relasional dimana kesempatan mampu menjembatani dan meningkatkan siswa dalam membangun jaringan dan memperkuat kompetensi dalam kerjasama dan mahasiswa S1 memandang bahwa hubungan solidaritas yang baik di dalam kelas membuat siswa tertarik untuk berpartisipasi belajar dalam kelompok dan mempengaruhi hubungan guru-siswa dan siswa-siswa yang positif dalam interaksi kelas.

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- c. Head of English Education Department Dr. Ummi Khaerati Syam, S.Pd., M.Pd and her secretary Ismail Sangkala, S.Pd., M.Pd., and the staff
- d. Dr. Nurdevi Bte Abdul, S.Pd., M.Pd. as the first consultant, Ardiana S.Pd., M.Pd.. as the second consultant who has given their valuable time and patient, to support assistance and guidance to finish this thesis.



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Aamiin.

March 3<sup>rd</sup>, 2022  
The Researcher

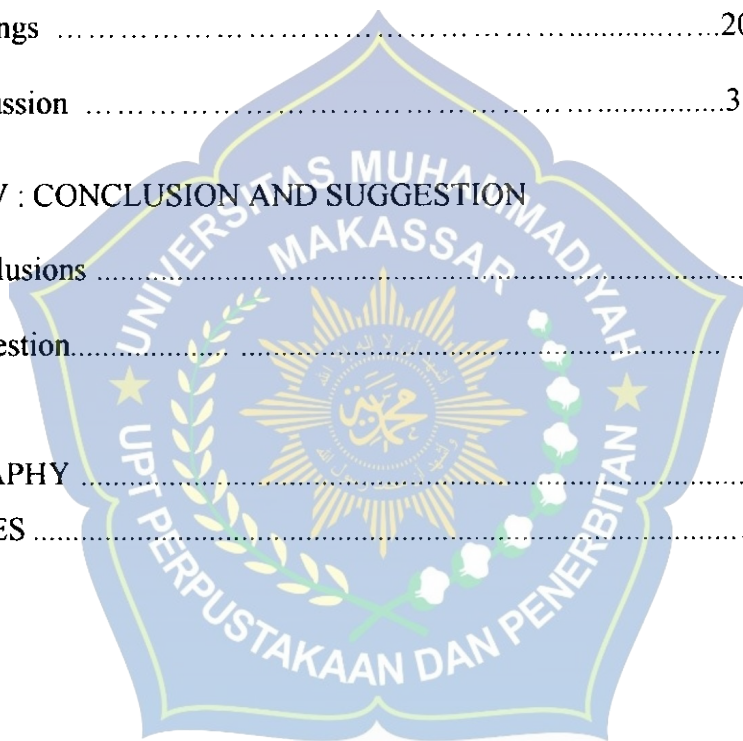


**Sri Widayanti**

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# CHAPTER 1

## INTRODUCTION

### A. Background

Power and solidarity are the studies that observe the linguistic behavior of people who use native tongue in their social interaction. The first native informant study was conducted by Mendez and Garcia (2012). The study analyzed expressions of agreement in the natural conversations tape-recorded in Athens as provided by two Greeks, man and a woman, and an American woman to show if these expressions could denote power or create solidarity among interlocutors. The study assumes that different people have different purposes and different styles of saying on analysis of the three speakers' conversations showed that they exhibited different frames, they each had different purposes in the conversation and different styles of disagreeing.

The authors tried to create a link between expressions of disagreement and remarks of power and solidarity by focusing on two markers of solidarity, namely names or figurative kinship terms often in the diminutive form and personal analogy. The authors stressed the idea that power and solidarity are not paradoxical; they rather entail each other as they emerged in conversations. The analysis shows that although people react differently when they have different opinions regarding something, they are not really very different.

Giles and Marlow's (2011) contributed a lot to the literature of power and solidarity as it was an empirical study based on the analysis of spontaneous speech. The objective set at the very beginning of the study was partly achieved.

The part related to markers of disagreement and their relation to power and solidarity was totally covered, while the part related to gender differences required further elaboration. The study relied on empirical work supported by personal claims and reflections the authors, specifically Kakava, had after a long history researching in this and other related fields. The markers of disagreement and advice and their relation with, and their influence on power and solidarity among interlocutors discussed. Because of the use of markers of solidarity which keep people close to each other even when they disagree. Disagreement can be seen as a marker of solidarity even though people take opposing stands.

English as Foreign Language Learning, is now more widely accepted in public schools throughout the world. As part of the general education curriculum, EFL, teachers have the opportunity to focus on aspects of learning beyond grammar, vocabulary, and four traditional skills. The aim of enriching the experience of learning languages, the researcher wants to focus on several of these aspects. For experienced EFL teachers, this won't be new, but the hope it focuses on them here, it will encourage teachers to give them more importance in their classrooms. Based on the elaboration above, the researcher wants to find the students' view of Power and Solidarity relationship in an EFL classroom.

## **B. Problem Statement**

Based on the background above, the researcher formulates the research question as follows: How is the students' view of power and solidarity

relationship in an EFL classroom the fourth semester of UNISMUH Makassar?

### **C. Objective of the Research**

The objective of this research are formulated as follow: To find the Students' perception of Power and Solidarity relationship in an EFL classroom the fourth semester of UNISMUH Makassar.

### **D. Significances of the research**

There are some advantages that can be taken from this research. The following presents some possible ways.

1. Theoretically, the result of this study will inform others about the result of the Power and Solidarity in the EFL Classroom and can be useful for others who want to conduct research as the same subject.
2. Practically, for the lecture, the result of this study will be useful as informative input for them to know the effect of power and solidarity in teaching speaking. For the students, the study is expected to give experience and new challenges as an effort to develop their skills.

### **E. Scope of research**

Researchers limit this research on the characteristics of students' power and solidarity and EFL Classroom limited in learning English.



## CHAPTER II

### REVIEW OF LITERATURE

#### A. Review of Previous Studies

In the area of teaching speaking, there have been a number of researchers conducting some researches. One of them conducted by Sliwa and Johnansson (2014) demonstrated that students' reflections give account of a reality that needs to be understood and transformed by the participants of the society, so when students related the stories to their lives and context they became more aware of their role in their communities and the way they and the others act.

The next researcher working into this topic is Seno (2013) She investigated about the Student responses and compared, a pedagogical framework is proposed which may foster ESL students' linguistic and social development toward greater access to information and a more informed process of enculturation into American society.

Park (2019) concludes that short-term applications of student-centered instructional strategies appear to provide some benefits to students who struggle with EFL learning. Implications include recommendations for further research into short-term and long-term applications of student-centered instructional strategies and their relationship to elementary students' construction of investment.

According Mendez (2012) "Students' Power Relationships within an EFL Classroom" it was found that aspects connected to

power relationships sometimes either helped or hindered the participants' English language learning process. Positive and negative features concerning power relationships within the EFL classroom were identified. Positive features include the use of power to motivate the accomplishment of tasks. Negative features include the use of power to suppress others thereby limiting their ability to express opinions in class.

In the other side, Gonulal (2018) in her thesis the results indicated that Turkish college-level EFL students have largely positive attitudes towards using humor in English classrooms. Additionally, students considered humor as an effective pedagogical tool that can increase their attentiveness, attention span, confidence in English classrooms, and teacher-student solidarity, as well.

Based on researches above, the researcher concluded that there was similarity between research above and this study, that discuss about power and solidarity on EFL classroom. But it was different with this study, like the samples are different. Therefore the researcher chose "An Exploration of Undergraduate Students Power and Solidarity in an EFL Classroom Interaction" as the title of this research.

## **B. Some Pertinents Idea**

### **1. Teaching English as a Foreign Language**

English is the first foreign language in Indonesia and it has been taught starting from the Junior High School up to the Senior School. English must be taught in order that the learners are able to compete in this global era. There are four skills in English that the students must mastered, they are

listening, speaking, reading, and writing. And the purpose of teaching learning process is to develop the skills above. But the fact, most students who learn English do not use English for daily communication but they only use English when they have English class English is not their mother tongue.

One factor that influences the successes in teaching and learning English are teachers. Teachers should be able to make the students understand about the lesson. They have to find the way how to make the students enjoy the lesson. The students can easily lose their spirit and willingness to study if the teachers are uninteresting. This verse told about how to warn a community with good communication.

According to tafsir Al Maraghi “Qoulabaliighon” mean “words that the impact you will put into their soul.<sup>3</sup> Meanwhile, according to Al Qurthubi, sentence “Qoulabaliighon” means “talk what is in heart”. Based on the experts it can be concluded that “Qoulabaliighon” can be interpreted as fluent and precise talking, clear interpretation, and able to inform the message well. Besides that, by domain it touched, it can be called as effective speaking. As Harmer states , one of main task for teacher is to provoke interest and involvement in the subject when the student are not initially interested in it. It is by their choice of topic, activity and linguistics content that they may be able to turn a class around. It is by class attitude by their participation, they conscientiousness, their humor and their seriousness that they may influence the students. It is by their behavior and enthusiasm that they may inspire.



As stated by Brown that teaching is showing or helping someone to learn how to do something, giving, instruction, guiding, in the study of something providing with knowledge causing to know or understand. According to the statements above, the researcher assumes that teaching is the process of transferring the teacher's knowledge to the students in order to make the students understand the lesson. It is clearly stated that the teacher should be creative in teaching, so the students will not lose their spirit in learning.

## **2. Classroom and Classroom Interaction**

To study and describe what happens in the classroom, to know classroom teaching and learning and what goes on in a language classroom, we have to gain knowledge about the classroom, classroom interaction. Sitimultinigrum (2009) defines classroom thus: The classroom can be defined as a place where more than two people gather together for the purpose of learning, with one having the role of teacher. The teacher has certain perceptions about his or her role in the classroom.

Teaching is an interactive act. In the classroom, communication between the teacher and pupils goes on constantly as initiatory or responsive acts. This communication is called "interaction". Xiaopei (2011) define classroom interaction in these words: The patterns of verbal and non-verbal communication and the types of social relationships which occur within classrooms. The study of classroom interaction may be a part of studies of Classroom Discourse, Teacher Talk and Second Language Acquisition.

Classroom learning is a co-operative effort between the teacher and the students. It points to how the teacher and the students interact and how students interact amongst themselves, all of which affects language learning. The teacher initiates interactions with the whole group of students and with individuals, right from the beginning of a language course. Initially the students can only respond non-verbally or with a few target language words they have practice. Later on, the students have more control of the target language and can respond more appropriately and even initiate interaction themselves. What happens in a productive class hour is described by Formentelli (2010) under the following heads:

- a. The teacher interacts with the whole class.
- b. The teacher interacts with a group, a pair or an individual pupil.
- c. Pupils interact with each other: in groups, in pairs, as individuals or as a class.
- d. Pupils work with materials or aids and attempt the task once again individually, in groups and so on.

Teacher sometimes interacts with the class as a whole while at other times with sub-groups in the classroom. The teacher should introduce variations in the interactions pattern. Classroom language and interaction are even more important because language is the subject of study as well as the medium for learning. When students listen to the teacher's instructions and explanations, when they express their views, answer questions and carry

out tasks and activities, they are not only learning about the language but also putting to use the language that they are learning.

### **3. Aspects Of Classroom Interaction**

The dominant pattern of interaction is that of the teacher's question, the student's response and the teacher's feedback. This is commonly found in all classrooms and is typical of classroom exchange. Teacher's talk not only takes up the largest portion of talk but also determines the topic of talk and who talks. It is therefore a very important component of classroom interaction. The ways in which students behave and interact during a classroom organized and controlled by the teacher (or sometimes by the learners themselves) to enable teaching to take place most effectively is called classroom management. It also includes procedures for grouping students. For different types of classroom activities, the use of lesson plans, handling of equipment, aids, etc., and the direction and management of students behaviour and activity are helpful.

## **4. Power**

### **a. Definition of Power**

Power in the educational context has been studied by many authors who have evidenced its importance not only within a particular community but also in any place in which interaction occurs (Ramos, 2004). From a CDA perspective, power is a central condition of social life; power is not static but dynamic. Power is generated as a natural effect of human beings'

interactions and it circulates among participants (Fairclough, 2003; Foucault, as cited in Gordon, 1980; Orellana, 1996; Ramos, 2004; Meyer, 2001).

Along the same line of thought, Garcia (2012) state that power is an important factor that can be seen when people interact with each other. Similarly, power does not belong to any particular individual, but is something inherent to every person (Wertsch, 1998, as cited in Cornelious and Herrenkohl, 2004; Fairclough, 1989).

Power is not something alien to a specific group of people, but a trait that is exerted by the members of a community (Hitchman, 2000, as cited in Romas, 2004). Thus we could conclude, as Maribel (2016) state that power is at the core of human interaction since humans are social beings that tend to attain common objectives. On the other hand, it has been established that power relations have a direct impact on reality and that language is a means through which power can generate deep changes in its structures (Freire, 1970 as cited in Jimenez, 2005a). Those social issues have to do with people's decisions, thoughts, customs, and perceptions. In that sense, we consider that role of language is central to this study as, in most cases, power is transmitted through language.

## **b. Type of Power**

### **1) Power relations in the classroom**

In this study learners tried to maintain control over certain situations depending on their interests or motivation with regard to specific issues. For instance, it was observed that some students chose a dominant



role when they identified themselves with the activities or when they had an advanced English level. On the contrary when students were not engaged or when they lacked knowledge, they assumed less powerful positions, ceding the power move to another student. Power changed and circulated among learners.

Power relations also have to do with agreements and disagreement present in class. According to Salifun (2010), agreements and disagreements are means of negotiation of meaning and powerful position among participants. Toohey examined the way children use disagreements about decision-making activities as a tool for the construction of their personality in terms of ideas, knowledge, and leadership. This study found that those disagreements reinforce students' understandings and help them state and share their opinions, positions, and thoughts.

Similarly, power relation among students are present thanks to the interaction that emerge in the classroom. Those interaction are facilitated by the teacher providing students the opportunity to express themselves. thus, power is this case, students were encouraged to work together in order to facilitate their making decisions and participating and in that way dominant attitudes of teachers toward students were eliminated. Taking this further, Ramos (2004) state there are two different kinds of power relations in the classroom: one power relations that are constructed by students in which they have the chance to be heard with the consent of

teachers; tw, power relations that are related to be way teachers exert power without sharing it with students.

## **2) Power Relations Among Students**

Vladimir (2017) affirms “power relations are always relations of struggle, struggle, though those struggles may take different forms and assume varying degrees of intensity” (p. 336). In other words, when students exercise power. One of the forms to exercise power is when learners remain silent. According to Sifianou (as cited in Liu, 2001), silence can be manifested in order to express domination or subordinations depending on the situations, rules, and participants. Additionally, Lozano (2011) stated that in an EFL classroom different issues exist that affect student dynamics such as involvement, contributions, use of the language, and teacher assumptions that generate learner tension and force learners to make use of silence and code-switching. Similarly, Lozano argues that teachers usually see silence as a way to indicate lack of understanding; however, silence can also be used to force a member of a group to participate (2009).

Likewise, students can exert power through the way they use voice in the dynamics of the class. According to Walker (2011), when people speak they wish not only to be understood, but also to be noticed in a group. Thus learners express their ideas through the use of voice not only to share their knowledge when they are working or participating in

activities but also to call others' attention ( Johnson, as cited in Jimenez, 2005).

We realized from our own experience in the classroom the students' voices play a predominant role in power relation as learners use their voices in order to complain about partners and to accuse others; for example, no matter which activities we were developing in class, students to establish connections with their peers, especially with friends, to share opinions about the classroom topic or their own experiences, to participate in the activities, and to talk about things about which they felt a special interest.

## 5. Solidarity

Solidarity or distance or 'social distance' can be thought of as a manifestation of a symmetrical social relationship between the participants in relation to some relevant aspect of their social relationship. According to Brown and Levinson distance is a symmetric social dimension of similarity/difference within which speaker and hearer stand for the purposes of this act. In many cases, it is based on an assessment of the frequency of interaction and the kinds of material or non-material goods (including face) exchanged between speaker and hearer representatives. An important part of the assessment of distance will usually be measures of social distance based on stable social attributes.

The reflex of social closeness is, generally, the reciprocal giving and receiving of positive face. Levinson 2016: 76–7 Like Politeness, distance can be described at the individual level and at the group level. At both levels,

distance is defined in terms of the perceived and/or actual differences which are deemed relevant. These might be racial, sexual, religious, political or ethnics, they may pertain to wealth and status or be related to social class.

Distance has a major impact on social interaction between people, their acceptance as members of particular social groups, and their potential for interaction with particular individuals. Social distance between groups is often codified or institutionalize in the form of social norms about the ways group members relate to each other in social interaction. It is the basis of criteria for group membership which underlie the distinction between 'insiders' and 'outsiders', i.e. between those who are group members and those who are not. Distance can also be characteristic in terms of the frequency of communication between groups or individuals. The distance between groups or individuals who interact frequently can be seen as smaller than the distance between those who interact relatively infrequently.

Another dimension of social distance, sometimes termed 'affective distance' concerns the affective-emotional disposition towards and perceptions about other individuals or groups. There is no consensus as to what the components of distance are. To give but one example, Turnbull (1988) take the view that the affective-emotional relationship between the participants should be treated as distinct from Distance. However, other authors, most notably Levinson (1978), include the affective-emotional relationship in their construct of Distance, as this allows for a simpler account of face work in analysis linguistic politeness.



The stable, situation-independent aspects of Politeness and distance are part of the background or the initial context of the interaction. They can be communicated, negotiated and challenged, as in the authentic situation described below: Situation a group of six professionals working in a university in the UK are members of a job interview panel. They are meeting before the interviews to agree on the various details of how those are to be conducted. The panel members for their decision to get on with finalizing the interview arrangements. It was done to showing an orientation towards minimize distance and the importance of the power differential, as she would have been within her rights to challenge the other decision to start before her arrival.

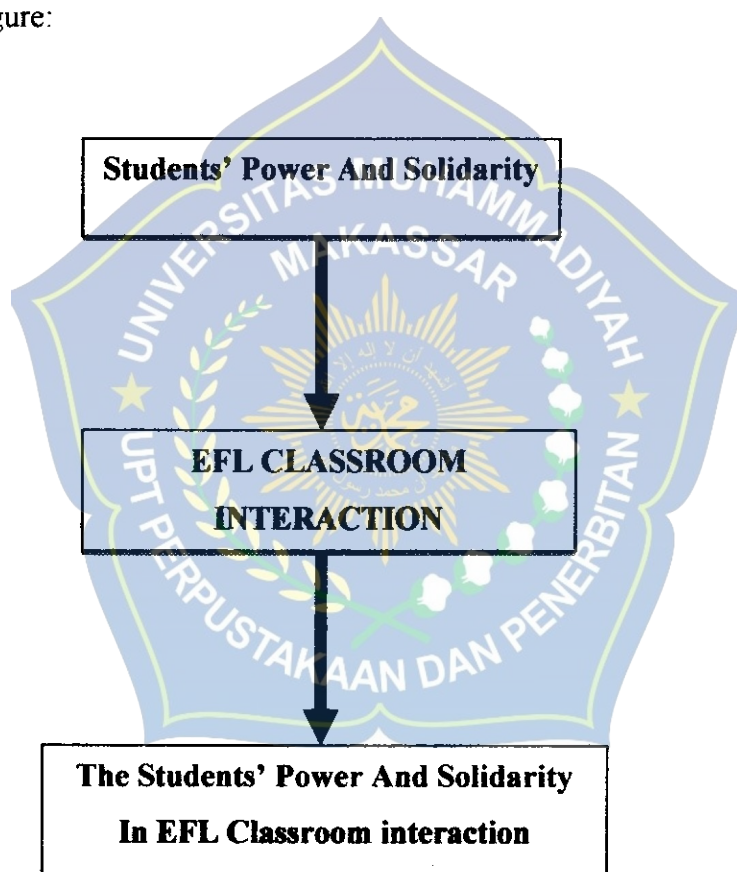
In developing societies it may be mainly based on kinship and shared values while more developed societies accumulate various theories as to what contributes to a sense of solidarity, or rather, social cohesion. Solidarity regarding the concept of solidarity as a virtue, Sequeiros (1997) 2 found that teachers and students consider it a virtue of sporadic, romantic value that involves closeness with others. In our studies we observed that students expressed solidarity with teachers when they asked their partners to pay attention to the teacher's explanations, even though these demonstrations of solidarity were not regularly expressed in class.

On the other hand, the concept of solidarity is illustrated in a linguistic perspective. Deborah Tannen has investigated ways of solidarity expressed through linguistic channels. Tannen (1996) says that solidarity and power have

ambiguous relationships because they can be created using the same linguistic methods. In that sense, when one expresses solidarity, the elements of the relationship of power emerge depending on the speaker's intentions and the interpretation of the listener.

### C. Conceptual Framework

The conceptual framework underlying this research would be given in the following figure:



There were two variables observed namely students' power and solidarity. The students' power would be analyzed by using questionnaires. Students' solidarity would be analyzed by using students' interview. To get the result, the researcher would identify the result of students' power and solidarity in EFL Classroom Interaction.



## **CHAPTER III**

### **RESEARCH METHOD**

#### **A. Research Design**

In this section the researcher uses descriptive qualitative research method ,it is with the objective study that identified the students' power and solidarity in EFL classroom interaction when they learn English.

#### **B. Research Subject**

The researcher took A class of Unismuh Makassar in the 2020 academic year as a Research Subject in this research. There are 27 students as objects of this research investigate. The objects of this research are students' Power and Solidarity. Based on the objects above, the subject of this research is the students at fourth semester. An Sociolinguistics lecture who handles these class also becomes the subject of this research.

#### **C. Research Instrument**

The Instruments that researcher used in this research is Interview and Questionnaire to collect data from the students' participant.

#### **D. Procedure of Collecting Data**

In collecting data, the researcher give a paper, it is a questionnaire to read and then answer by the student, the questionnaire is about power and solidarity, after that the researcher collects the paper, then the researcher analyzing the data, and the last the researcher analyze and make conclusion of the data.



### **E. Technique of Data Analysis**

To analyze the data, the researcher used some chronologically steps as follows: descriptive, interpretative, and explicative. The stages of analysis contributed to in-depth knowledge about the research process and the understanding of the way power and solidarity relationships manifest themselves when students interact in the classroom.

1. Description constitutes the analysis of the linguistic properties of the text, the first stage (questionnaire). Text is organized in different components: grammatical rules, meaning, lexical features (vocabulary, words, jargon, slang, among others), and phonological relations.
  2. Interpretation; in this step the discourse events that will happen analyzed and understood within their context (interview). Thus, students' exchanges analyzed while taking into account what factors influenced the production of those communicative events.
  3. Explanation, students' discursive exchanges compare with the social context to observe and report how learners' dynamics a reflection of society and how those external factors shape students' actions, thoughts, and behaviors.
- Once we established the data analysis procedures, students video recorded while they working in groups. Subsequently, we analyzed those video recordings using the data analysis procedures we explained above.

## **CHAPTER IV**

### **FINDINGS AND DISCUSSIONS**

This chapter divided into two sections namely finding and discussion. It showed the results or findings of the research and describing more about the findings. The findings of the research deal with the answer to the research question about the how is the students' view of power and solidarity relationships in an EFL classroom and the discussion section further information was given also by the researcher.

#### **A. Findings**

This research conducted the research at UNISMUH Makassar. It was conducted to describe the students' view of power and solidarity relationships in an EFL classroom. The researcher took A class of UNISMUH Makassar in the 2020 academic year as the subject of the research and there are 27 students as objects of this research investigate. The findings of the research based on the results of the questionnaire and interview.

##### **1. The Result of the Questionnaire**

To get the data related to the undergraduate students' view of power and solidarity relationships in an EFL classroom at UNISMUH Makassar, the researcher distributed the questionnaire consisted of 12 statements with five options. Those are strongly agree, agree, neutral, disagree and strongly disagree. The undergraduates' response of the questionnaire can be seen in the following table:

**a. The students' view of power relationships in an EFL classroom at  
UNISMUH Makassar**

**Table 4.1**

**Statement 1: The students have the power to make a difference  
in how things are done in the classroom.**

Statements	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
	F	P	F	P	F	P	F	P	F	P
The students have the power to make difference in how things are done in the classroom	12	44%	5	19%	3	11%	4	15%	3	11%

Based on the table 4.1, there are 12 students (44%) answered strongly agree, 5 students who (19%) answered agree, 3 students (11%) who answered neutral, 4 students (15%) answered disagree and 3 students (11%) answered with strongly disagree related to the statement. It means undergraduate students perceived that the students have the power to make difference in how things are done in the classroom.

**Table 4.2**

**Statement 2: The students have the power to create a supportive  
learning environment in this class.**

Statements	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
	F	P	F	P	F	P	F	P	F	P
The students have the power to create a supportive learning environment in this class.	4	15%	10	37%	0	0%	7	26%	6	22%

the undergraduate students of UNISMUH Makassar believe that they are given power by the teachers to determine how tasks can be performed

Table 4.6

Statement 6: The students can make an impact on the way things are run in positive classroom interaction

Statements	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
	F	P	F	P	F	P	F	P	F	P
The students can make an impact on the way things are run in positive classroom interaction	4	15%	10	37%	0	0%	7	26%	6	22%

Based on the table 4.2 above, there are 4 students (15%) answered strongly agree, 10 students (37%) answered agree, 7 students (26%) answered disagree and 6 students (22%) answered with strongly disagree related to the statement. The researcher did not find any students who response with neutral. The data shows that in teaching learning process, the students can make an impact on the way things are run in positive classroom interaction.

To get supporting data, the researcher interviewed some of students who become the subject of the research. The researcher interviewed the students and recorded the answer. The researcher gave some the questions to know the undergraduate students' view of power relationships in an EFL classroom at UNISMUH Makassar. Here below the example of the students' opinion about power relationships in an EFL classroom:

R1 (Respondent 1)



*Kalau dalam kelas saya sangat bagus karena dosen tidak mendominasi interaksi dalam kelas, dosen kebanyakan membagi kita dalam beberapa kelompok untuk mengerjakan tugas. jadi interaksi lebih banyak terjadi diantara teman group dalam mendiskusikan tugas tersebut*

In my class it is very good because the dose does not dominate the interaction in the class, the lecturer often divides us into several groups to do the task.

According to the students' statement related to their perception of power relationship in an EFL classroom. The undergraduate students view that in the relation in the classroom is not dominated by the lecturers. They are give the time work in group. Another opinion is showed by other undergraduate students.

R1 (Respondent 4)

*Dosen memberikan kesempatan kepada kami dalam memberikan opini atau saran bagaimana seharusnya pembelajaran dalam kelas berlangsung. Hal tersebut bagus karena dosen tidak otoritas dalam mengajar namun lebih kepada kolaborasi antara mahasiswa dan dosen ataupun antara mahasiswa itu sendiri.*

Lecturers give us the opportunity to give opinions or suggestions on how learning in class should take place. This is good because the lecturer is not the authority in teaching but rather the collaboration between students and lecturers or between students themselves.

According to the students' statement related to their perception of power relationship in an EFL classroom. The undergraduate students view that lecturers us the opportunity to give opinions or suggestions on how learning in class should take place. This is good because the lecturer is not the authority in teaching but rather the collaboration between students and lecturers or between students themselves.

According to the result of above, it can be concluded that the undergraduate students perceived that power relationship in an EFL classmate in

the fourth semester of UNISMUH Makassar giving positive power to the students in how the classroom can be done is believed to be able to increase relational empowerment where the opportunity is able to bridge and improve students in building networks and strengthen the competence in collaboration.

**b. The students' view of solidarity relationships in an EFL classroom at UNISMUH Makassar**

Table 4.7

Statement 7: Solidarity between the students is important to build harmonic classroom interaction.

Statements	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
	F	P	F	P	F	P	F	P	F	P
Solidarity between the students is important to build harmonic classroom interaction.	4	15%	15	55%	1	4%	3	11%	4	15%

Based on the table 4.6 above, there are 4 students (15%) answered strongly agree, 15 students (55%) answered agree, 1 students (4%) answered neutral, 3 students (11%) answered disagree and 4 students (15%) answered with strongly disagree. The data shows that most of the students agree that solidarity between the students is important to build harmonic classroom interaction. Therefore, building the solidarity characters can improve the quality of teaching and learning process in the classroom.

Table 4.8

Statement 8: A good solidarity relationship in the classroom  
make me interested to participate learning in group

Statements	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
	F	P	F	P	F	P	F	P	F	P
A good solidarity relationship in the classroom make me interested to participate learning in group	13	48%	3	11%	2	7%	1	4%	8	29%

According to the table 4.8 above, it can be seen that there are 13 students (48%) answered strongly agree, 3 students (11%) who answered agree, 2 students (7%) who answered neutral, 1 students (4%) answered disagree and 8 students (29%) answered with strongly disagree. This is an indication that the undergraduate students of UNISMUH Makassar believe that a good solidarity relationship in the classroom make them interested to participate learning in group.

Table 4.9

Statement 9: A good solidarity relationship can encourage students  
to be persevering and diligent in studying with classmate.

Statements	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
	F	P	F	P	F	P	F	P	F	P
A good solidarity relationship can encourage students to be persevering and diligent in studying with classmate.	17	63%	5	19%	0	0%	2	7%	3	11%

According to the table 4.9 above, it can be seen that there are 17 students (48%) answered strongly agree, 5 students (19%) who answered agree,21 students (7%) answered disagree and 3 students (11%) answered with strongly disagree. This is an indication that the students of UNISMUH Makassar believe that a good solidarity relationship in classroom interaction can encourage students to be persevering and diligent in studying with classmate.

Table 4.10

Statement 10: Feeling a sense of togetherness with others affect positive teacher-student and student-student relationship in classroom interaction

Statements	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
	F	P	F	P	F	P	F	P	F	P
Feeling a sense of togetherness with others affect positive teacher-student and student-student relationship classroom interaction	5	19%	10	37%	5	19%	5	19%	2	7%

Based on the table 4.10 above, there are 5 students (19%) answered strongly agree, 10 students (37%) answered agree, 5 students (19%) answered neutral, 5 students (19%) answered disagree, and 2 students (7%) answered strongly disagree related to the statement. The data shows that most of the students agree that having feeling a sense of togetherness with others affect positive teacher-student and student-student relationship classroom interaction.



Table 4.11

Statement 11: Teachers and students have good solidarity in the creation of classroom learning interactions

Statements	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
	F	P	F	P	F	P	F	P	F	P
Teachers and students have good solidarity in the creation of classroom learning interactions	17	63%	5	19%	0	0%	2	7%	3	11%

According to the table 4.11 above, it can be seen that there are 17 students (48%) answered strongly agree, 5 students (19%) who answered agree, 21 students (7%) answered disagree and 3 students (11%) answered with strongly disagree. This is an indication that the students of UNISMUH Makassar feel that the teachers and students have good solidarity in the creation of classroom learning interactions.

Table 4.12

Statement 2: Solidarity of students can build working relations in learning to be of higher quality

Statements	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
	F	P	F	P	F	P	F	P	F	P
Solidarity of students can build working relations in learning to be of higher quality	12	44%	5	19%	3	11%	4	15%	3	11%

Based on the table 4.1, there are 12 students (44%) answered strongly agree, 5 students who (19%) answered agree, 3 students (11%) who answered neutral, 4 students (15%) answered disagree and 3 students (11%) answered with strongly disagree related to the statement. It means undergraduate students perceived that solidarity of students can build working relations in learning to be of higher quality.

To get supporting data, the researcher interviewed some of students who become the subject of the research. The researcher interviewed the students and recorded the answer. The researcher gave some the questions to know the undergraduate students' view of solidarity relationships in an EFL classroom at UNISMUH Makassar.

R6 (Respondent 6)

*Kalau menurut saya solidaritas adalah sikap yang harus ditanamkan dalam diri dalam menjalin hubungan baik dengan teman – teman ataupun orang lain dimana kita saling menghormati dan belajar kerjasama dalam mencapai tujuan...*

In my opinion, power and solidarity or solidarity are attitudes that must be instilled in managing good relationships with friends or other people where we respect each other and learn to work together in achieving goals

According to the students' statement related to their view of solidarity relationship in an EFL classroom. The undergraduate students think that building good relationship in their classroom interaction is important to achieve learning goal and the quality learning in a group.

In another question "Do you think that solidarity relationship among the students is important for you to learn together in the classroom?", the researcher would like to know the students' relation in learning with their

classmate in learning together. Here below the undergraduate students' answer of the question:

Extract. R5 (Respondent 5)

*Sangat penting karena dengan membangun hubungan dengan dengan orang lain kita akan bisa berkembang dengan baik dan tidak bersikap sombong atau menganggap diri kita yang paling hebat karena akan menghambat proses hubungan kita sesama mahasiswa dalam belajar....*  
It is very important because building relationships with other people we will develop well and no longer apply or consider ourselves the greatest because it will hinder the process of our relationship with fellow students in learning

According to the statement above, the researcher concludes that the undergraduate students of UNISMUH Makassar think that social interaction plays an important role in learning. Interacting with other people has proven to be quite effective in assisting the learner to organize their thoughts and reflect on their understanding. The data show that the students think that when there is solidarity, the undergraduate students establish more equity among themselves and this permits them to achieve working relationships.

According to the result of the questionnaire, it can be concluded that the undergraduate students perceived that solidarity relationship in an EFL classmate in the fourth semester of UNISMUH Makassar is the attitude of solidarity among classmates is very important to build good interactions in the learning process.

## **B. Discussion**

This part presents an analysis and the discussion of undergraduate students' view of power and solidarity relationships in an EFL classroom at

UNISMUH Makassar. As known that in collecting data, the researcher used questionnaire and interview and the researcher gain the data related to undergraduate students' view of power and solidarity relationships in an EFL classroom.

### **1. The students' view of power relationships in an EFL classroom at UNISMUH Makassar**

The result of the findings revealed that it has found that most of students view building relationships with classmates is very important to create harmonic classroom conditions. The students also perceived that in the classroom we should support each other during the teaching and learning process and it cannot be denied that in the classroom there is indeed a need for competition to spur us to learn, but we also need to build solidarity with our classmates so that we can develop together.

The undergraduate students view that power relationship in an EFL classroom in the fourth semester of UNISMUH Makassar giving positive power to the students in how the classroom can be done is believed to be able to increase relational empowerment where the opportunity is able to bridge and improve students in building networks and strengthen the competence in collaboration.

Foucault (1977) states that power relationships are not constant but always in motion, implying that we create power as we engage in relationships and that at times that power shapes our own actions. Classrooms are social environments in which different individuals with diverse personalities and a wide range of abilities come together to create a complex web of human relationships. Within the context



of social interactions, some students may have more power and influence over other learners.

Power relationships among students are present thanks to the interactions that emerge in the classroom. Those interactions are facilitated because the teacher provides students with the possibility to express themselves. Thus, power is constructed rather than imposed, as stated by Ramos (2004). In the present study, the teacher gave students the opportunity to work in groups to accomplish some tasks, so they had to get together, discuss and make decisions. Those decisions were frequently made by students who somehow exercise influence over the others

Power relations among students are present thanks to the interactions that emerge in the classroom. Those interactions are facilitated by the teacher providing students the opportunity to express themselves. Thus, power is constructed rather than imposed (Ramos, 2004). In this case, students were encouraged to work together in order to facilitate their making decisions and participating and in that way dominant attitudes of teachers toward students were eliminated. Taking this further, Ramos (2004) states there are two different kinds of power relations in the classroom: one, power relations that are constructed by students in which they have the chance to be heard with the consent of teachers; two, power relations that are related to the way teachers exert power without sharing it with students.

## **2. The students' view of solidarity relationships in an EFL classroom at UNISMUH Makassar**

The result of the findings revealed that it has found that most of students view building relationships with classmates is very important to create harmonic classroom conditions. The students also perceived that in the classroom we should support each other during the teaching and learning process and it cannot be denied that in the classroom there is indeed a need for competition to spur us to learn, but we also need to build solidarity with our classmates so that we can develop

The undergraduate students in the fourth semester of UNISMUH Makassar view that a good solidarity relationship in the classroom make me interested to participate learning in group. It can also encourage students to be persevering and diligent in studying with classmate. Feeling a sense of togetherness with others affect positive teacher-student and student-student relationship in classroom interaction and also the students view that teachers and students have good solidarity in the creation of classroom learning interaction. Moreover, solidarity of students can build working relations in learning to be of higher quality

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

In this chapter, the researcher would like to give several conclusion and suggestion based on the previous chapter.

#### **A. Conclusion**

Based on the description on the previous chapter, the researcher can conclude that the to the result of above, it can be concluded that the undergraduate students view that power relationship in an EFL classmate in the fourth semester of UNISMUH Makassar giving positive power to the students in how the classroom can be done is believed to be able to increase relational empowerment where the opportunity is able to bridge and improve students in building networks and strengthen the competence in collaboration.

The undergraduate students in the fourth semester of UNISMUH Makassar view that a good solidarity relationship in the classroom make the students interested to participate learning in group and affect positive teacher-student and student-student relationship in classroom interaction. Moreover, solidarity of students can build working relations in learning to be of higher quality

#### **B. Suggestion**

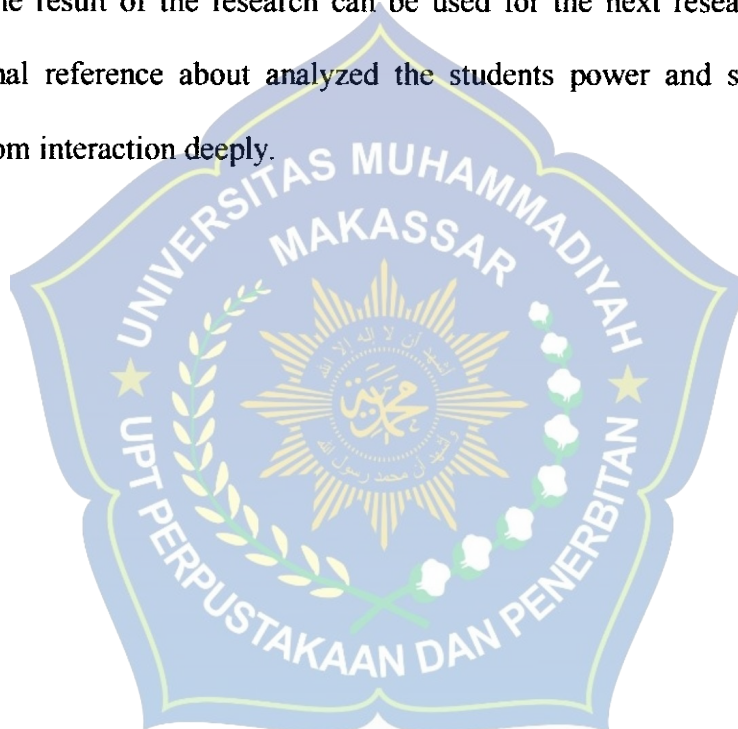
Based on the description on the previous chapter, the researcher comes to the following conclusion

1. For the Lecturer

For lecturer to be more assertive in building solidarity students, especially in providing sanctions for students who cannot cooperate, irresponsible, and not caring and in shaping discussion groups should the lecturer use a variety of methods and dividing the group by paying attention to the abilities of each student

## 2. For the Next Researcher

The result of the research can be used for the next researcher as an additional reference about analyzed the students power and solidarity in classroom interaction deeply.

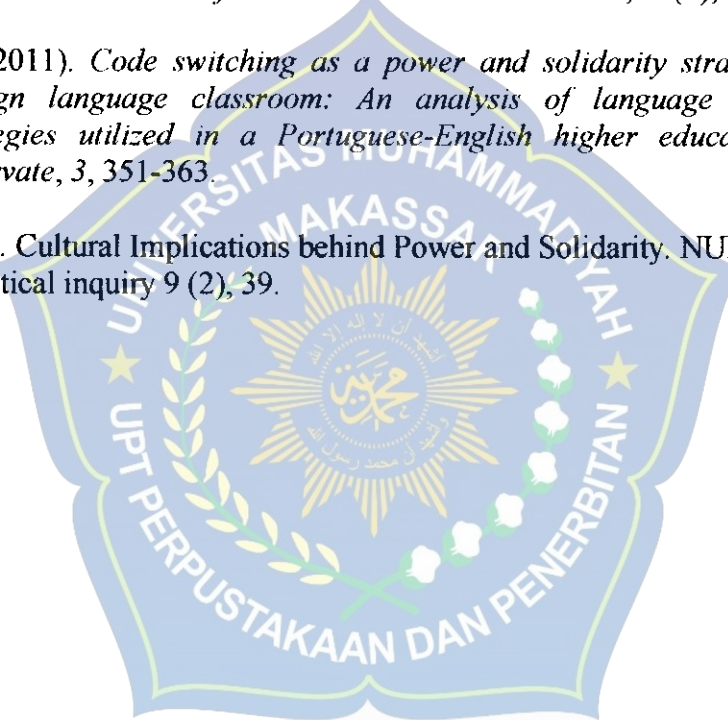


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APPENDIX 1

Survey Questionnaire – Students’ Perception of Power  
and Solidarity Relationships in an EFL Classroom

NAME :

STUDENTS’ ID :

CLASS :

DAY / DATE :

Directions : I give you the opportunity to give your views about Power and Solidarity. Read each of the following statements and indicate your agreement or disagreement with the statement. Check the number (5, 4, 3, 2, or 1) that best describes your opinion about the statement.

- a. 5 = Strongly agree,

d. 2 = Disagree,
- b. 4 = Agree,

e. 1= Strongly disagree.
- c. 3 = Neither agree nor disagree,

No.	Statement	5	4	3	2	1
1	The students have the power to make a difference in how things are done in the classroom.					
2	The students have the power to create a supportive learning environment in this class.					

3	The students have the opportunity to contribute to the learning of others in this class					
4	The students have the opportunity to make important decisions in the classroom interaction					
5	The students can determine how tasks can be performed					
6	The students can make an impact on the way things are run in positive classroom interaction					
7	Solidarity between the students is important to build harmonic classroom interaction.					
8	A good solidarity relationship in the classroom make me interested to participate learning in group					
9	A good solidarity relationship can encourage students to be persevering and diligent in studying with classmate.					
10	Feeling a sense of togetherness with others affect positive teacher-student and student-student relationship in classroom interaction					
11	Teachers and students have good solidarity in the creation of classroom learning interactions					
12	Solidarity of students can build working relations in learning to be of higher quality					

**APPENDIX 11****INTERVIEW****1. Power relation in classroom**

- Do the lecturers dominate classroom interaction in your classroom?
- Do the lecturers facilitate the students to work in group?
- Do you have power to participate in a group?
- Do you have power to give opinion of the learning?

**2. Solidarity relation in classroom**

- Is important to build solidarity among friends in the classroom? How about among the teachers?
- How would you describe your relationship with your classmate?
- How do you show your solidarity among the students and the lecturer in the classroom?
- Do you think that solidarity relationship among the students is important for you to learn together in the classroom?

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AN EXPORATION OF UNDERGADUATE STUDENTS' POWER AND SOLIDARITY IN AN EFL CLASSROOM

INTRACTION AT UNISMUH MAKASSAR

From author/researcher

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Lamp : 1 (satu) rangkap Proposal  
Hal : Izin Penelitian

26 Rajab 1442 H  
10 Maret 2021 M

Kepada Yth,  
Saudara : **SRI WIDAYANTI**  
No. Stambuk : **105271100617**  
Fakultas/ Prodi : **FKIP/ Pend. Bahasa Inggris**  
di -  
Tempat

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Berdasarkan surat Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar Nomor: 4772/FKIP/A.4-II/III/1442/2021 Tanggal 09 Maret 2021, menerangkan bahwa mahasiswa tersebut di atas diberi izin untuk melakukan Penelitian di Universitas Muhammadiyah Makassar dan diharuskan menverahkan satu rangkap hasil penelitiannya yang berjudul, *"An Exploration of Undergraduate Students' Power and Solidarity in an EFL Classroom Interaction at Muhammadiyah University of Makassar"*

Yang akan dilaksanakan dari tanggal 15 Maret s.d 15 Mei 2021

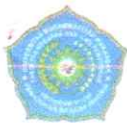
Sehubungan dengan hal tersebut, yang bersangkutan akan melaksanakan penelitian/ Pengabdian Masyarakat sesuai ketentuan yang berlaku.

Demikian atas perhatian dan kerjasamanya diucapkan Jazakumullahu khaeran katziraa.

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

UNIVERSITAS MUHAMMADIYAH MAKASSAR  
LPP3M,  
Dr. Abubakar Idhan, MP.  
NBM 1 017 716

Tembusan yth;  
1. Rektor Unismuh Makassar  
2. Arsip



MAJELIS DIKTILITBANG PP MUHAMMADIYAH  
UNIVERSITAS MUHAMMADIYAH MAKASSAR  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
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Jalan Sultan Alauddin No. 259 Makassar  
Telp. (0841) 3782101 / (0841) 3782102  
Email: prodi@guamuh.ac.id  
Web: hg.64p.unismuh.ac.id

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

KONTROL PELAKSANAAN PENELITIAN

Nama Mahasiswa : SRI WIDAYANTI  
NIM : 105351122616  
Judul Penelitian : AN EXPLORATION OF UNDERGRADUATE STUDENTS  
PERCEPTION OF POWER AND SOLIDARITY IN AN EFL  
CLASSROOM INTERACTION  
Tanggal Ujian Proposal : 19/12/2020  
Tempat/Lokasi Penelitian : UNIVERSITAS MUHAMMADIYAH MAKASSAR

No	Hari/tanggal	Kegiatan Penelitian	Nama Dosen	Paraf Dosen
1	16/03/2021	Pengantar Surat izin Penelitian	Awaliah Azis, S.Pd., M.Pd	
2	17/03/2021	Observasi	Awaliah Azis, S.Pd., M.Pd	
3	01/04/2021	Interview Mahasiswa (Pengisian Quesioner)	Awaliah Azis, S.Pd., M.Pd	
4	07/04/2021	Interview Mahasiswa (Pengisian Quesioner)	Awaliah Azis, S.Pd., M.Pd	
5	14/04/2021	Interview Mahasiswa (Pengisian Quesioner)	Awaliah Azis, S.Pd., M.Pd	

15 Maret 2021

Mengetahui,

Ketua Jurusan,

Pimpinan Kepala sekolah,

Dr. Ummi Khaerati Syam, S.Pd., M.Pd  
NBM. 977 807

Erfan Akib, M.Pd., Ph. D  
NBM. 860934



| Terakreditasi Institusi



MAJLIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH  
UNIVERSITAS MUHAMMADIYAH MAKASSAR  
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Jl. Ujung Pandang No. 1  
Makassar 90000  
Telp. (0411) 4444444  
Fax. (0411) 4444444

**SURAT KETERANGAN PENELITIAN**

Nomor : 1232/FKIP/05/A.5-VI/I/1443/2022

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar menerangkan dengan sebenarnya bahwa mahasiswa yang tersebut di bawah ini :

Nama : Sri Widayanti  
No. Stambuk : 105351122616  
Prodi : Pendidikan Bahasa Inggris  
Fakultas : Keguruan dan Ilmu Pendidikan

Adalah benar-benar telah melaksanakan penelitian di Fakultas Keguruan dan Ilmu Pendidikan Tahun Akademik 2021/2022 terhitung sejak 16 Maret 2021 s.d 14 Mei 2021 dalam rangka penyusunan skripsi dengan judul :

*"An Exploration of Undergraduate Students Perception of Power And Solidarity In An EFL Classroom Interaction".*

Demikian surat keterangan ini kami buat dengan sebenarnya, dan untuk dipergunakan sebagaimana mestinya.

02 Jumadil Akhir 1443 H

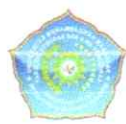
Makassar,

04 Januari 2022 M

Dekan,  
FKIP UIN Islam Makassar,

Erawati Akbar, M.Pd, Ph.D  
NBM: 860934





MAJELIS DIKTILITBANG PP MUHAMMADIYAH  
UNIVERSITAS MUHAMMADIYAH MAKASSAR  
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Website: [www.unismuhmakassar.ac.id](http://www.unismuhmakassar.ac.id)  
Email: [info@unismuhmakassar.ac.id](mailto:info@unismuhmakassar.ac.id)  
Phone: 081 433 022 0000

LETTER OF ACCEPTANCE  
0411/BG-FKIP/LOA/B/II/1443/2022

Dear SRI WIDAYANTI  
It is our pleasure to inform you that, after reviewing your paper:  
AN EXPLORATION OF UNDERGRADUATE STUDENTS  
PERCEPTION OF POWER AND SOLIDARITY IN  
AN EFL CLASSROOM INTERACTION  
The manuscript ID: 587  
Detail checklist:

Checkpoint	Yes	No
The author has sent the manuscript by using the institutional email	✓	
the author has submitted the manuscript through the open journal system (OJS)	✓	
The manuscript according to the limitations or description of the journal	✓	
LoCI has been submitted by the author	✓	
The manuscript has followed the existing templates	✓	
The article processing charge (APC) has been submitted by the author	✓	

has been ACCEPTED to publish with **Indonesian Journal of Sociolinguistics**, ISSN (paper) *in process* ISSN (online) *in process*. We appreciate your contribution.

We will let you know if you must make any modification as the reviewer's comments. Once your manuscript is moved to publishing, our production editor will inform you. Please feel free to email us with any questions at [ijls@bg.unismuhmakassar.ac.id](mailto:ijls@bg.unismuhmakassar.ac.id)

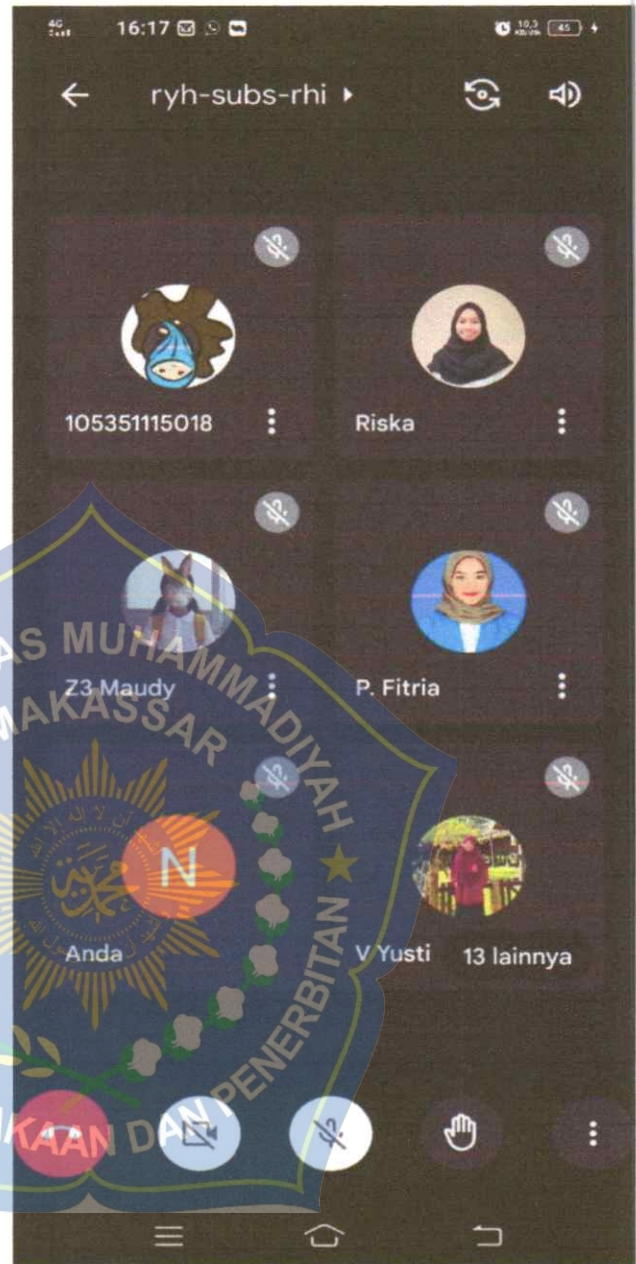
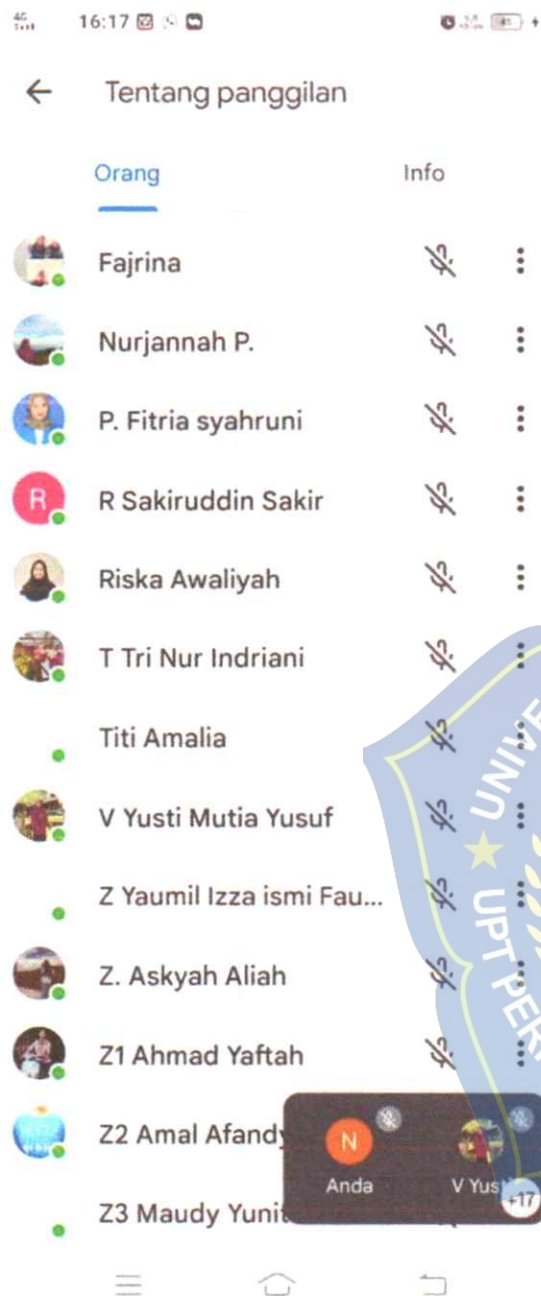
Makassar, 2 February 2022 M  
1 Rajab 1443 H

Head of English Education Department  
Faculty of Teacher Training and Education

  
**Dr. Ummi Khaerati Swam, S.Pd., M.Pd.**  
NBM. 977 807









## CURRICULUM VITAE



The SRI WIDAYANTI was born on June, 8th 1998 in Bone. She is the third daughter of Fajaruddin and Murni. She has two sisters and one brother. She started her study at SDN 270 Massangkae and graduated in 2010. She continued her study at SMPN 1 Kajuara and graduated in 2013. She continued her study at SMAN 8 Watampone and graduated in 2016. Finally he continued her studies in 2016 as an ordinary student majoring in English Education at the Teacher Training and Education Faculty, Muhammadiyah University of Makassar. At the end of his studies.

