



The Use of “Power Pose” in English Class Interaction in Grade IX of MTs N 2 Medan

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ARTICLE INFO	ABSTRACT
Article history:	Ananda, Rizky. Registration Number: 2183321053. The Use of “Power Pose” in English Class Interaction in Grade IX MTsN 2 Medan. A Thesis. English Educational Program, Faculty Languages and Arts, Universitas Negeri Medan 2022. This study focuses on the level of student anxiety, student anxiety factors, and the use of power poses in class IX-10 MTs Negeri 2 Medan. In this study, the researcher used a qualitative descriptive research design to investigate the level and factors of students' anxiety and the use of power poses in the classroom. Cuddy (2010) states that a human's actions are influenced by the body pose he uses and that is why Cuddy coined his statement as a Power Pose. Power Pose is divided into 2, namely: high power pose and low power pose. The study took a sample of 30 students who were in class IX-10 MTsN 2 Medan. This study was conducted at the same time to see whether there is a relationship between power pose and anxiety level in students at MTsN 2 Medan. Data collection techniques used a questionnaire, observation, and documentation with pictures of the class situation 2 minutes before the teacher came and started the lesson as well as notes about the body poses of students and students who answered the teacher's initiation. The findings state that the average student is in the "anxious" level with a score of 109 with anxiety factors: 1) lack of confidence, 2) fear of making mistakes, 3) not understanding what the teacher says, 4) panic if ordered by the teacher to respond suddenly (without preparation), and 5) insecure about the ability of friends who are considered better. This is what makes this class less responsive to the teacher. And in this finding it was found that only 8 students used power poses (27%) while the remaining 22 students (73%) used low power poses.
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INTRODUCTION

There are four language skills in English such as reading, writing, listening, and speaking. A recent study concluded that speaking skill is one of the elements of communication which profoundly means that communication is an output modality and learning is an input of language acquisition and language use in ordinary voices; say the words; know and be able to use language; express yourself in words (Bashir Et Al: 2011). In line with that opinion, learning languages, especially English, is to express oneself through communication. Communication is something that will never escape from humans considering that humans are social creatures. In everyday life, humans must communicate with the people around them. Communicating can not only be done using the mother tongue, but can also be done in a foreign language.

According to Richard (2002), one of the most important aspects of teaching English as a foreign language is focusing on the oral communication skills of the students. This is the reason in learning and mastering English, students and teachers must have extra effort so that the results obtained are maximized. Teachers must often provoke in their training by giving questions to students while students must be provoked by provocation in the form of questions given by the teacher by answering them with answers that are thrown by lips, not just by gestures. But often students do not answer or respond to the teacher. It is not because of ignorance. It is because they don't have self-confidence that ends up haunting the student in the form of anxiety. And anxiety is one of the problems that occur when learning English, especially in mastering speaking skills.

Anxiety, according to Yusuf (2009), is a neurotic helplessness, insecurity, immaturity, and incapacity to deal with reality (environment), challenges, and stresses of everyday life. This implies that people are helpless in the face of anxiety. Feeling helpless "equivalents to an alarm-threat system" in terms of psychological and behavioral restraint. It alters people to pay more attention to potential dangers than potential benefits. And we often experience worry and pessimism, and we're vulnerable to restraints and distortions of character brought on by peer pressure.

Anxiety can also occur in the classroom. Especially foreign language classes, especially English classes. Students in English classes often feel doubtful and afraid to respond to teacher initiation. According to Sinclair & Coulthard (1992), initiating is taking the initiative to express one's intent and elicit a reaction from others through the use of leading, asking, requesting, and offering the idea or notion. They divided initiation moves into three types of acts that can happen in conversation: elicitation, directive, and informative. A question is an eliciting device used to elicit a response in some form of language. Factors that cause anxiety when speaking in front of the class are feeling a threat to self-esteem, wrong modeling, unrealistic expectations and attitudes, personality factors and negative self-esteem. thought of presentation situations (Morreale Et Al: 2007).

As the researcher found in the classroom when the researcher do the observation to get the preliminary data for this research, there was very little response in the class to the teacher's initiation. Only two male students always wanted to answer the teacher's initiation. The others just stared at the teacher in silence. Maybe there are those who intend to answer but do not have the courage. When the class ended, right at break time, the researcher asked some female students. They replied that in fact they wanted to answer. But they were afraid. And when the researcher asked about their fear, some of them answered that they were afraid to answer wrongly, besides that there were also those who answered that they were afraid of being laughed at by their friends. And the

students answered that they were afraid of the teacher and did not understand anything. There were also students from another class that was coming to the class that the researcher observed who added some answer. They said that whenever they wanted to answer the teacher's question, they did not have any confidence because they can't speak English fluently, and they also did not know how to pronounce rightly. Hearing this, the researcher linked the students' opinions on the reasons they did not respond to the teacher's initiation with 3 kinds of anxiety proposed by Freud (in Corey: 2017) namely: 1) reality anxiety; namely anxiety that makes people who experience it become afraid of being wrong and decide to stay silent, 2) neurotic anxiety; namely anxiety that makes people who experience it feel that there will be punishment that comes to them, and lastly 3) moral anxiety; if anxiety that makes them remember past punishments that makes the person afraid to take the same path. And from the fact that the researcher got during this observation, the researcher finally intended to examine the level, anxiety factor, and how to overcome it.

METHOD

The study employed a qualitative research strategy based on a descriptive approach. Because of this, we can classify this study as a qualitative descriptive study. The participants in this study are 30 students who were students of class IX-10 MTs Negeri 2 Medan. Researcher will get information through the distribution of questionnaires and observations. The questionnaire that will be used by the researcher is the FLCAS (Foreign Language Class Anxiety Scale) questionnaire created by Horwitz in 1986 which contains 33 statements. The data obtained will be associated with the poses of students when in class during class that will be documented.

FINDINGS

This study aims to determine the level of students' English anxiety and its factors and the use of power poses in class and their effectiveness. Each subject in this study has each purpose. Researcher examined anxiety levels and anxiety factors to make it easier for teachers to deal with anxiety problems that often occur in students. The researcher also examined the use of power poses in the classroom to find out how important and how much power poses were used by students in the classroom before the teacher entered the classroom. Power Pose is actually a form of regular body posture. However, Cuddy (2015) believes that our posture (the way we stand or sit) can affect our thoughts. Power Pose is divided into 2; High Power Pose and Low Power Pose.

In addition, the researcher also wanted to see if there was a relationship between power poses and student anxiety, especially student responses to teacher initiation.

DISCUSSION

To answer problem number 1, as stated by Oetting (1983) that there are 5 levels of anxiety in English, namely very relaxed, relaxed, mildly anxious, anxious, and very anxious. In this class of 30 students there are 0 students (0%) who are at the very relaxed level, 5 students (17%) are at the relaxed level, 8 students (27%) are at the mildly anxious level, 11 students (37 %) who are at the anxious level, and 6 students (20%) who are at the very anxious level. From all the scores obtained by students in

this class, the average score for this class is a score of 109. This score goes to the "anxious" level or level 4 with a score range of 108 - 123.

From this explanation, it can be concluded that the average of students in this class experience anxiety when learning English. This is evidenced by the lack of student responses to teachers where students who respond to teacher initiation are only the same students who have responded before. Even from the observations that the researcher input in the documentation in the form of notes, there are some students who actually know the appropriate response to be given to the teacher's initiation but choose to remain silent until the teacher appoints them. This indicates that there is a thought that makes them anxious to respond to the teacher. This data is relevant to the data that the researcher got when observing the class, which resulted in this class being predicted to have anxiety, seen from the minimal response to teacher initiation. To answer the student's anxiety, the researcher has also summarized the answer which will be explained in problem number 2.

To answer problem number 2, the researcher has processed the data resulting from the assessment of the answers to the questionnaires that have been filled out by students. The researcher collects one-on-one student answer scores based on the statement items, then makes an average of these scores. The average result of the score is then rounded off and the results are associated with the option. Of the 33 statement items contained in the questionnaire, there are 17 statement items whose results show the word "agree".

And these 17 question items that the researcher considers as factors, namely: 1) item 1: I never feel quite sure of myself when I am speaking in my English class, 2) item 2: I do not worry about making mistakes in English class, 3) item 3: I tremble when I know that I'm going to be called on in English class, 4) item 4: it frightens me when I do not understand what the teacher is saying in foreign language, 5) item 7: I keep thinking that the other students are better at English than I am, 6) item 9: I start to panic when I have to speak without preparation in English class, 7) item 10: I worry about the consequences of failing my English class, 8) item 13: it embarrasses me to volunteer answers in my English class, 9) item 16: even if I am well prepared for English class, I feel anxious about it, 10) item 19: I am afraid that my English teacher is ready to correct every mistake I make, 11) item 20: I can feel my heart pounding when I'm going to be called on in English class, 12) item 23 : I always feel that the other students speak English better than I do, 13) item 24: I feel very self-conscious about speaking the English in front of other students, 14) item 27: I get nervous and confused when I am speaking in my English class, 15) item 29: I get nervous when I don't understand every word English teacher says, 16) item 31: I am afraid that the other students will laugh at me when I speak English, dan 17) item 33: I get nervous when English teacher asks questions which I haven't prepared in advance. Of the 17 statement items that are considered a factor in students' English-speaking anxiety, actually only 5 main factors can be concluded, namely: 1) lack of self-confidence, 2) fear of making mistakes, 3) not understanding what the teacher says, 4) panic when asked to do so suddenly, and 5) Insecure about the ability of friends who are considered better.

The factors that appear as answers based on the data in this study are exactly the same as the factors that the researcher got the data when taking the preliminary data. The five factors that were concluded from the 17 factors that were obtained based on the answers from the 33 questionnaires were very relevant to the factors that were revealed by some students regarding their reasons for not participating in responding to the teacher in the classroom at the time of taking the preliminary data of this study.

To answer question number 3, the researcher has prepared the data that the

researcher got from observing the class in a few minutes before the teacher entered the class. The researcher observed and documented the data in the form of photos and notes in the form of an analysis of the behavior of each student's movements. And from this effort, the researcher found the fact that the majority of this class which amounted to 22 students (73%) used low power poses and the remaining 8 students (27%) used high power poses. This means that the use of power poses in this class refers more to low power poses.

And the researcher also saw that the response in this class was very minimal. It is said that the response is very minimal because students who respond to teacher initiation are students who are the same as students who previously also responded to teacher initiation. Only a few students responded to the teacher's initiation. Even when observed, from the observations that were entered in the documentation in the form of notes, there were some students who actually knew the appropriate response to be given to the teacher's initiation but chose to remain silent until the teacher pointed them out. This is in line with Cuddy's (2010) statement which states that people with high power poses will dare to take risks because their cortisol levels are low and their testosterone levels are high so that people will have minimal anxiety. And Cuddy's statement is the opposite.

That is, the power pose has effectiveness, and, in this study, it was found that the power pose is an effective strategy to reduce anxiety in students. This statement is also supported by the researcher's notes who found that 6 out of 8 students who posed with high power poses before the class started ran the class actively with many responding to teacher initiations. While 2 students who are not active are estimated to not understand or do not know the answers to respond to the teacher's initiation. The conclusion about the explanation of the realization of the powerpose contained in problem number 3 of this research is relevant to the 4 relevant studies contained in this study (Schipper (2018), Hasheminejad Et Al (2021), Weineck (2020), and Körner (2020) of which all four are relevant. These studies show that power poses are influential and effective on a person's anxiety.

CONCLUSION AND SUGGESTIONS

A. Conclusion

Based on the research's findings, it is obtained some conclusions as follows:

1. The average student in this class is in the 4th anxiety behavior, which is anxious. This is evidenced by the average number of students' anxiety scores which show the number 109 which is in the range of 108 - 123 for the "anxious" level. This is also seen from the lack of class response with the appearance of respondents who have appeared to respond previously and the presence of students who already know the answers to respond to teacher initiation but choose to remain silent until the teacher appoints them.
2. There are 5 main factors of student anxiety which are concluded from 17 anxiety factors resulting from data processing on 33 statement items, namely: 1) lack of confidence, 2) fear of making mistakes, 3) not understanding what the teacher says, 4) panic if ordered by the teacher to respond suddenly (without preparation), and 5) insecure about the ability of friends who are considered better.
3. The majority of this class poses are low power poses where 22 students (73%) use it, while the remaining 8 students (27%) use high power poses. And the fact that the class had minimal responses made the researcher believe that power poses had

an effect on anxiety. This is also supported by the presence of 6 out of 8 students who use power poses who actively participate in class by responding to teacher initiation.

B. Suggestions

In relation with the conclusions, some suggestions related to this study were presented as follow:

- a. Teachers must understand students' problems in learning (e.g: anxiety). Knowing the level and its factors to make it easier for teachers to find treatment solutions and provide them to students. In addition, teachers must also seek information about strategies that can be done in overcoming problems that occur in students. Power pose is one way to overcome anxiety problems in students. However, teachers can also look for other alternative strategies.
- b. Students must also find out and know their own weaknesses and try to overcome their own problems. There are many ways that students can do in tackling the problems that occur in these students. For example, for anxiety problems, students can use power poses to overcome the problem.

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