POWER RELATIONS IN STUDENT-STUDENT INTERACTION: A PORTRAIT ON GENDER

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ABSTRACT

The students do not always feel at ease when working in groups or pairs. One of the reasons for this discomfort is the presence of power dynamics among the students. Therefore, this study focuses on investigating these dynamics and aims to achieve three main goals. Firstly, it aims to identify the indicators of power in student-student interactions between female and male EFL learners. Secondly, it aims to describe the relationships that are formed among them. Lastly, it aims to determine which participants exhibit more power in these interactions. The methodology employed in this study is qualitative, utilizing a classroom discourse analysis to identify the behaviors that manifest during student-student interactions. The data is examined using the theories of process types within systemic functional linguistics. The findings are then utilized to infer which participants wield more power in the interactions. The analysis reveals that a significant majority of the participants' process types indicate the presence of power. Furthermore, the relationship between female and male EFL learners is neither cooperative nor competitive, as one gender tends to dominate while the other has less ability to challenge this dominance. Thus, either female or male EFL learners can exhibit more power in the interaction. These findings indicate that power dynamics in interactions are not inherently tied to gender.

Keywords: gender; power relations; student-student interaction

This research focuses on examining power relations within student-student interactions. To achieve this, the study is structured around three main goals. Firstly, the study aims to identify indicators of power present in the interactions among EFL learners. Secondly, it aims to describe the relationships that develop among EFL learners during these student-student interactions. Lastly, it seeks to determine which participants, male or female EFL learners, exhibit more power within the interactions. The significance of interaction in English language learning cannot be overstated. Active participation in lessons fosters the growth of interactional

competence, as supported by numerous studies (Gardner, 2019). It also enhances social abilities and skills. However, it is concerning to observe the limited implementation of English language usage within classrooms. There remains a significant deficit in both the quality and quantity of student engagement (Fatimah, 2019). Some students may appear hesitant or underestimate situations in which the teacher expects them to utilize their language skills. It is evident that they struggle when required to engage in conversations, discussions, or pose questions to their classmates or close friends on a topic or issue in an English class. Participation is essential for effective learning, including language acquisition, particularly in activities focused on skill development. Encouraging student engagement through pair or group work is crucial, as collaborative projects support the quality of students' learning (Lee & Yang, 2020).

Learning anything, including learning English, definitely requires participation, especially in activities related to learning skills. Participation in interaction is very necessary in order to be able to directly practice it, especially with fellow students. Students who participate in discussion groups learn new concepts and information more fully and actively, which can spark their interest and lead to fruitful consequences (Jones, 2014). Grouping the students into different groups and then supplying engaging conversation topics based on the course being delivered are also options. Pupils are encouraged to discuss formulated issues and discover answers. After that, they can be required to give presentations in class and participate in group questions and answers sessions. The participation of the students in these interactive activities is mandatory. Interaction between students in learning is the main key to the gateway to English proficiency. Unfortunately, this is not in line with the situation in the field where the students do not always feel at ease working in groups or pairs. They can be reluctant in exploring themselves during group discussions or with their partners (Ahmad, 2021). One of the rationales is the existence of power relations among the students.

Power relations are a common occurrence in social interactions, and language, being a necessary component of our social interactions, has a variety of methods to demonstrate power (Adam, 2014). Power Relations are present in every aspect of social life and are hence ubiquitous. Many people mistakenly believe that power equates to physical force, however in this context, power refers to a symbol used to characterize someone or something in a certain way. Power cannot be viewed as a force that may be used to impose coercion since it always functions in an uneven relational condition. In addition to knowledge, leadership and authority, power also refers to these things. The idea is that language is a visible indicator of power in interpersonal interactions. Language is linked to social power in a variety of ways, including the indexing and expression of power, as well as its involvement in disputes and challenges to power (Adam, 2014). These make this research compelling and necessary. Three things are learned from this research, namely which individuals exhibit greater power during the contact between EFL learners, how relationships between EFL learners develop during student-student interactions, and the signs of power that are present in that interaction. Social power relations that are not explicitly stated can be revealed through the flow of knowledge conveyed in the discourses (Mengibar, 2015).

The patterns of interaction in the classroom have been examined in numerous studies. Some of these served as the basis for this study's inspiration. Firstly, it is the work of Smit et al (2022) entitled "The Complex Dynamics of Adaptive Teaching: Observing Teacher-Student Interaction in the Language Classroom". Second, it is the study conducted by Dukuzumuremyi & Siklander (2018) entitled "Interactions between Pupils

and Their Teacher in Collaborative and Technology-Enhanced Learning Settings in the Inclusive Classroom". The third is the research carried out by Agurtzane et al, 2019) entitled "Analysis of Interaction Patterns and Tutor Assistance in Processes of Joint Reflection in Pre-Service Teacher Education". The next is the investigation done by Sippel (2021) entitled "Maximizing the Benefits of Peer Interaction: Form-Focused Instruction and Peer Feedback Training". Lastly, it is the study of (Heikonen et al, 2017) entitled "Student-Teachers' Strategies in Classroom Interaction in the Context of the Teaching Practicum".

In Smit et al (2022), a group of researchers has created a coding system that may be applied to the analysis of the dynamics between instructor inquiries and pupil responses in language classrooms. Four teachers who were teaching English as a foreign language served as the instrument's pilot users. According to the findings, interactions between instructors and students have a propensity to self-organize and stabilize in a particular region of the grid. Meanwhile, Dukuzumuremyi & Siklander (2018) examine the interactions between students and their teacher as well as the teacher's techniques in an inclusive classroom where primary school students work together on laptops. Inductive content analysis is used to analyses video observation data gathered from 21 s-grade students, one teacher, and her assistant, as well as qualitative questionnaire data gathered from the teacher. The results classify interactions into four groups, namely non-verbal, verbal, emotional, and kinesthetic, and they show that social intimacy, instructional methods, feedback, and physical features of the classroom influence these interactions.

Agurtzane et al (2019) similarly examine the dynamic interactions and educational support in two instances of collaborative reflection between teachers and students. Ten students are in the first case and 13 students in the second case. Five

sessions, each lasting roughly an hour, are recorded and examined in each case. As well as several specific sorts of help to address joint reflection, different stages in the process of reflection are also recognized. Even though the findings indicate a gradual development in the students' task control, it is discovered that the tutor's support is required in both instances for the establishment of links between situational and academic representations. Related to interaction, Sippel (2021) conducted a study whose goal is to determine how well peer feedback training and form-focused instruction work to increase grammatical accuracy in German. According to the findings, peer interaction was helpful when combined with form-centered education, but it was even more successful when combined with peer feedback for students who had not received such training. Lastly, in Heikonen et al (2017), the main techniques used by students and teachers in interactions in the classroom are examined in this study, as well as the various characteristics of these techniques. According to the findings, student-teachers typically used reactive behavioral methods in stressful classroom episodes, while proactive cognitive and behavioral strategies were most frequently used in empowering settings.

This research addresses a research gap in understanding power relations within student-student interactions among English as a Foreign Language (EFL) learners. Previous studies have explored various aspects of classroom interactions, but limited attention has been given to power dynamics and indicators within student-student interactions among EFL learners. By focusing on this topic, the study aims to identify indicators of power, describe the relationships that develop among EFL learners during these interactions, and determine whether gender plays a role in power dynamics. The research offers novel insights into the nature of power within the classroom, contributes to pedagogical approaches, and promotes equitable and inclusive learning environments.

METHOD

Following the methodology described by Fitriati et al (2017), this study employs a qualitative approach through a classroom discourse study. This methodology allows for the identification of student behaviors, particularly those that arise during student-student interaction (Fraenkel et al, 2012). The interactions in this research were purposefully set by the teachers to be conducted in pairs, aiming to assess the students' spoken language production. However, the focus of this study is on two specific pairs consisting of male and female EFL learners, as the objective is to examine power relations between them in student-student interactions. Therefore, the data used in this study are naturally occurring and were selected by the researcher with the specific research issue in mind (Kiyimba et al., 2019).

To analyze the collected data, Critical Discourse Analysis is employed. Power relations hold significant importance within the field of Critical Discourse, as it seeks to define and elucidate how social power abuse, domination, and inequality are manifested, perpetuated, and resisted in text and speech (Lillqvist et al, 2015; Mengibar, 2015; Adam, 2014). Several steps were taken to gather the data. Firstly, non-participant observation was conducted, with the researchers observing and analyzing the activity without directly participating (Ary et al, 2012). Drawing inspiration from Fitriati et al (2020), two voice recorder tools were placed on each pair's table to support the researcher's note-taking and facilitate thorough data analysis. Secondly, the researchers reviewed the recorded observations and transcribed the dialogues using Eggins & Slade's transcription theory (1997). Thirdly, the transcripts were analyzed utilizing Eggins (2004) and Halliday & Matthiessen (2014) theories of Process Types of Systemic Functional Linguistics. This analysis aimed to identify indicators of power and describe the relationships formed among EFL learners during student-student interaction. Subsequently, the findings were used to infer which participants, male or female EFL learners, exhibited more power in the interaction. Finally, a comprehensive verbal summary of the findings was provided.

FINDINGS

The result from the analysis of the conversation between female and male learners in student-student interactions will be primarily discussed based on three objectives of the research. Firstly, this present study attempts to find the indicators of power that are found in the interaction among EFL learners. Secondly, it is intended to describe the relationship that is built among EFL learners in student-student interaction. Lastly, it is to figure out which participants, the male or female EFL learners, show more power in the interaction.

Process Types Used by Female and Male EFL Learners in Student-Student Interactions

Prior to anything else, it is important to tabulate the data gathered from interactions between male and female EFL learners. It provides a clearer illustration of the many process types that the respondents of this study frequently employ. The first female EFL learner has a propensity for using and producing ten different process types in her speech. These processes fall into the categories of the material, attributive intensive, mental affection, behavioral, identifying intensive, mental perceptive, verbal, attributive possessive, mental cognition, and existential processes. In contrast, the first male EFL learners has a tendency to use and produce nine different process types in his speech. The following process types are included the material, attributive intensive, mental affection, behavioral, identifying intensive, mental perceptive, verbal, attributive possessive, and mental cognition. Clearer data are shown in the table below.

Table 1. Process Types in Student-Student Interaction of the First Female and Male EFL

No	Process Types	Female 1		Male 1	
		Quantity	**Percentage**	**Quantity**	**Percentage**
1	Material Process	80	45.71	55	41.7
2	Attributive Intensive	13	7.4	30	22.7
3	Mental Affection	5	2.9	3	2.3
4	Behavioural Process	21	12	11	8.3
5	Identifying Intensive	10	5.7	10	7.6
6	Mental Perceptive	8	4.6	4	3.0
7	Verbal Process	23	13.14	7	5.3
8	Attributive Possessive	6	3.4	7	5.3
9	Mental Cognition	8	4.6	5	3.8
10	Causative	0	0	0	0
11	Existential Process	1	0.6	0	0
	Total	175	100%	132	100%

The first female EFL learner uses all ten process types in a variety of ways in her speech. With 45.71%, material process is primarily utilized. Verbal process follows with 13.14%. The behavioral process, which ranks third among the different process types and accounts for 12% of the total, is next. The attributive and identifying intensive processes, which are used with 7.4% and 5.7% respectively, take the following two rankings. The following two mental process types, namely mental cognition and mental perception, are ranked with 4.6% each. Then, attributive possessive comes next with 3.4% of the total. Mental affection with 2.9% and existential process with 0.6% are the final two process types in the first female's utterances.

The first male EFL learner employs the process types in a similar manner. Despite being far behind the material process employed by the first female EFL learner. Material process nevertheless accounts for 41.7% of the nine process types he uses in his speech. With 22.7%, attributive intensive comes in second. After that, the behavioral process, which ranks third among the different process types with 8.7%, comes next. The Identifying Intensive and Verbal Processes, which are used with 7.6% and 5.3% of the total, take the following two places. In the same percentage, namely 5.3%, attributive possessive comes next. The next two sorts of mental processes, mental perception and mental affection, are ranked at 3% and 2.3%, respectively. When compared to the first female EFL learner, the male employs less mental affection. Unfortunately, no causal and existential processes seem to be emerging in the utterances of the male EFL learner. Opposite findings are found in the second student-student interaction between male and female EFL learners. Below is the tabulation of the second interaction.

Table 2. Process Types in Student-Student Interaction of the Second Female and Male EFL Learners

No	Process Types	Female 2		Male 2	
		Quantity	**Percentage**	**Quantity**	**Percentage**
1	Material Process	50	39.68	66	50.8
2	Attributive Intensive	25	19.8	13	10.0
3	Mental Affection	7	5.6	4	3.1
4	Behavioural Process	10	8	12	9.2
5	Identifying Intensive	9	7.1	10	7.7
6	Mental Perceptive	6	4.8	4	3.1

No	Process Types	Female 2		Male 2	
		Quantity	**Percentage**	**Quantity**	**Percentage**
7	Verbal Process	6	4.76	10	7.7
8	Attributive Possessive	7	5.6	6	4.6
9	Mental Cognition	6	4.8	4	3.1
10	Causative	0	0	0	0.0
11	Existential Process	0	0.0	1	0.8
	Total	126	100%	130	100%

The dialogue between the second female and male EFL learners exhibits a slightly different phenomenon. With 39.68% of the total processes created by female EFL learners, material processes continue to be the most prevalent process types. Attributive intensive comes in second with 19.8%. The behavioral process, with 8%, is ranked third among the different process types. Identifying intensive and mental affection processes take the next two spots, with 7.1% and 5.6% respectively. The second female EFL learner also utilizes the same percentage when using the attributive possessive. Mental perception and mental cognition come next with the same amount, or 4.8%. Verbal process comes in last with 4.76%. The female EFL learners only use nine out of eleven different process categories, with no emergences in causal and existential process. Meanwhile, the second male EFL learner produce more material process compared to the second female, namely with 50.8%. Attributive intensive comes in second with 10%. With 9.2% and 7.7%, behavioral process and identifying intensive take the third and fourth spots, respectively. The frequency of verbal process, 7.7%, is also found. The attributive possessive then makes up the next 4.6% of the process types that appear. The three mental processes of mental affection, mental cognition, and mental cognition, each accounting for 3.1% of the total, occupy the next positions. Existential processes account for the last 0.8% of emergence. The second male EFL learner uses only ten different process types with no emergence of the causal process

DISCUSSION

Power Relations of Female and Male EFL Learners in Student-Student Interaction

The process types used by the four respondents of this present study has been described. It shows that the majority of the process types used by respondents acts as indicators of power. This description reveals the real reality in student-student interactions between male and female students that they really exercise power in managing and conducting conversations. One indicator of power among male and female EFL learners in student-student interaction is the use of material processes, especially using participants, namely actors and goals, as what Mayr (2008) says that the participants in the material processes indicate the relations of power. The material process is used more frequently by the first Female EFL learner than the first male EFL learner indicating the dominance of the female EFL learner in student-student interaction. In contrast, the second female EFL learner use less material process compared to the second male EFL learner. It implies that the second male has more power than the second female in student-student interaction. Below is the example taken from the first student-student interaction between female and male EFL learners.

I	will punish	the corruptors	in Indonesia.	as hard as possible
Actor	Pr:Material	Goal	Circ:Location (Spatial)	Circ:Manner

The sentence above is uttered by the first female EFL learner when discussing with the first male EFL learner about what steps would be taken if she becomes the leader of Indonesia. She utters the material process to express the process of doing (Halliday & Matthiessen, 2014), through the process of punishing the corruptor very loudly and confidently. This is inversely proportional to the first male EFL learner who is more accepting of the conditions that exist in Indonesia and maintains these conditions. This indicates that the first female EFL learner has more power in this interaction. As a comparison, the following is a sentence uttered by the second male EFL learner when having a discussion with the second EFL learner regarding the same topic.

I	will construct	new regulation	in Indonesia
Actor	Pr:Material	Goal	Goal

The second male EFL learner outperforms the second female EFL learner in terms of presenting outside experience through the process of doing (Eggins, 2004), much like the first female EFL learner does. He includes the goal and actor to create new regulations to illustrate the act of doing (Halliday & Matthiessen, 2014). This suggests that he has a determined goal to change society and a bold vision. It differs greatly from the second female EFL learner who frequently lacks direction in the direction of a brighter future. This suggests that in this exchange, the second male EFL learner has more power in this interaction. The next indicator of power is attributive intensive. By looking at the use of those processes, the relation of power between speakers can be revealed. Below is a sentence spoken by the first female EFL learner.

we	have to be	confident
carrier	Attributive:Intensive	Attribute

The first female EFL learner aims to express that she and the society are in the same attribute namely the confident side, through the use of attributive intensive (Halliday & Matthiessen, 2014). With this process type, she indirectly demonstrates her dominance in the interaction, because it is impossible for a speaker to say such an idea with full courage if she has less power. The same case is also performed by the second male EFL learner who uses the process of attributive intensive to demonstrate his dominance in the interaction, for example when he says we and the society need to be brave.

I	feel	their burden
Senser	Mental:Affection	Phenomenon

Based on the previous explanations, the first female EFL learner demonstrates more power than the first male EFL learner in student-student interaction. However, this does not mean that she hides her personality as a woman, who tends to be more thoughtful. She still engages in mental affection processes multiple times during the

interaction. One of these instances is displayed above through the expression of inner processes (Emilia & Hamied, 2015). Despite this, she does not utilize mental affection processes to showcase her weakness. Instead, she employs the mental process to imply a shared sentiment with society, suggesting the need for collective improvement. This clearly demonstrates power and dominance in the interaction. On the other hand, the second female EFL learner actually employs more mental affection processes but with a different intention. Below is an example of her utterance.

but I	also worried	about our people's readiness.
Senser	Mental:Affection	Phenomenon

The second female EFL learner uses the emotion of worry to convey the mental affection process. This is spoken because she is unsure about the improvements that the second male EFL learner has suggested, who wants to create a better social environment. She develops mental affection mostly to communicate her nervousness, uncertainty, and lack of confidence rather of using it to demonstrate her sociability so that everyone might improve together. Given that the second male EFL student acts in an entirely opposite manner as the interlocutor—that is, as someone who is so driven to overcome any obstacles in society—it can be assumed that she has less power and dominance in the interaction. The next indicator of power uttered by female and male EFL learners is identifying intensive process. Below is one of them stated by the first female EFL learner in this study.

I	was	the leader of school organization.
Token	Identifying:Intensive	Value

It is clear that the first female EFL learner mentions an extensive identifying process with a single goal. She wants to assert her authority in the conversation by defining her as the one capable of carrying out her plans to raise the standard of living in the country, particularly given her representative background as a leader of a school organization leader (Williyan & Bumela, 2016). By saying this, the interlocutor, the first male EFL learner, is forced to agree with what the female states. Similarly, it happens in the second student-student interaction in this study, especially when the second male EFL learner uses identifying intensive process, I am the one who is responsible. It is stated to influence his interlocutor that he is capable of doing the planning and solving the problem when the planning does not work as it should be. Next, the examples of mental perceptive process stated by the first and second females EFL learners are presented to show that this process also is used to exercise the power in the interaction.

I	see	only the success	in the near future
Senser	Mental: Perceptive	Phenomenon	Circ:Location (temporal)

The first female seeks to convey the mental perceptual process through the act of seeing (Emilia et al, 2017). The purpose of using this process, like other processes in the statement of the female EFL student, is to establish her power in interactions. Mental perceptive process, in this context, is intended to show the interlocutor that she is confident about what she has said previously. To see clearer differences in terms of the power possessed by two different female EFL learners, the other mental perceptive

process taken from the second female EFL learner is presented below.

Sadly,	I	heard	risky consequences	from my point of view
Circ: Manner	Senser	Mental: Perceptive	Phenomenon	Circ:Manner

The mental perceptive process is equally used here. However, the second female EFL learner uses it with a different intention. From the context of the interaction, the use of this process indirectly reduces her level of dominance in the interaction. This is clearly different from the first female EFL learner that has been discussed previously. It can be concluded that, the second female EFL learner has less power in interaction. Beside this process, verbal processes stated by either female or male EFL learners in this study also exercise the relation of power. Below is one of the examples stated by the first female EFL learner.

Some researchers	state	that	Living in the society	is	About togetherness
Sayer	Pr:Verbal		carrier	Attributive: Intensive	Attribute

The use of verbal process in this study is often spoken by the first female and the second male EFL learners, as in the example above which is spoken by the first female EFL learner. The use of this type of process aims to quote other people's words, such as the words of researchers or others, in order to strengthen the speaker's argument. This process is not just about saying, but it has any kind of symbolic exchange of meaning (Emilia, 2010). Another goal behind all of this is that they actually want to show that their arguments are quality and true because they are supported by great people in their fields. This is also a way for speakers to show their dominance in an interaction. In other words, the first female and the second male EFL learner dominates the interlocutor by exercising power through the use of verbal process. The next indicator of power relation is the use of attributive possessive process.

we	have	Everything	to be have a better life
Carrier	Attributive:Possessive	Attribute	

The statement above is said by the second male EFL learner. Attributive intensive process is used by him to show dominance in the interaction by expressing the things he has (Williyan & Bumela, 2016). Usually, these things are things that can give advantages in conversation, in this case to exercise the power. This is shown by the first female and second male EFL learners in student-student interaction. Even so, there are also speakers who use attributive intensive processes to even reduce their power in the conversation. This is shown by the first male and the second female EFL learners in this study. The conclusion is that the first female EFL learner has more power than the first male, as well as the second male EFL learner who also has more power in interaction in the second student-student interaction. The last indicator of power found in the student-student interaction between

female and male EFL learners in this study is the process of mental cognition.

1 **<<	2**	have understood	the plus and minus	from many resources
Senser	Mental:Cognition	Phenomenon	Circ:Locat (spatial)

Mental cognition process refers to the process of thinking (Emilia et al, 2017). The number of these processes shows that the speaker is trying to dominate the conversation through the quality of their cognition regarding the topic of discussion in the conversation, as the example above which is taken from the utterances of the second male EFL learner in his interaction with the second female EFL learner. The process of understanding used by him actually aims to control the interlocutor that he is the one who knows more about the topic of the conversation. It also happens similarly with the first female EFL learner who also uses mental cognition process to be in charge in the interaction.

Power and Gender in Student-Student Interaction

Power is a constant in pedagogy and is not only used by teachers to exert control over their students; rather, it is a topic of continuing negotiation between all parties involved (Oral, 2013). Power relations are pervasive, even in foreign language classes. According to Nieminen (2020), traditional evaluation methods like exams and old grading systems in particular have been strongly linked to power concerns. This is one of examples of how power relations exist in the classroom. Additionally, curriculum can be viewed as a tool for exercising control over pupils, and instructors, who apply curriculum and make instructional decisions, play an active role in the interactive teaching and learning that takes place in the classroom (Wong, 2016). Power is transferred through social interaction in a learning environment, such as a classroom or a professional development setting. As speakers participate in learning, power shifts among them. The interaction between students and other students may be impacted by a number of factors, including the power relation. This is because, regardless of the basis for such ability, power is any capacity to enforce one's own will in a social interaction even in the face of opposition (Schirmer & Geithner, 2018).

Beside power relations, gender also matters a lot in the classroom. The public's perceptions of gender are evolving (Paechter, 2020). The sociolinguist still referred to language and sex rather than language and gender in the 1980s. The term "sex" has been supplanted by "gender" as a result of various changes in how individuals view social identities (Meyerhoff, 2006). The third reason why gender has supplanted sex is that women and men differ in terms of the cultural foundations of what it means to be a man or a woman (Archer & Lloyd, 2002). Since sex is viewed as binary (male/female), gender is different from it, which is totally made up of male and female from a biological standpoint. However, gender will still deal with male and female in relation to their respective responsibilities in society (Coates, 2013). Therefore, gender refers to the cultural traits and behaviors that are considered appropriate for men or women by a particular society, whereas sex is a word used in connection with the biological characteristics that mark humans and other animals as either male or female (Wardhaugh & Fuller, 2015). What gender means varies. It refers to what people refer to as femininity and masculinity (Burr, 1998).

Children take on the role of gender detectives, searching for hints about the ramifications of belonging to the male or female group. Most kids know that they are a boy or a girl by the time they are two years old, and they gradually become more conscious of the biological differences between the sexes as they become older. In most cases, but not all, a person's gender identification corresponds to their biological sex (Kilvington & Wood, 2016). Each youngster is given a specific gender script to learn that legitimizes their sex. Children pick this up via adults' interactions with them, which show how they themselves define what it is to be a boy or a girl (Wingrave, 2016). However, it cannot be denied that both men and women have the option of choosing to be either macho or feminine (Coates, 2013). The way society views and teaches those about their roles as men and women affects how they decide which of those options to pursue. They reside in the first society, which is undoubtedly their home. According to Ridgeway (2011), it is not just a space for growing up but also a setting for the early instruction of cultural understandings of gender. The values taught by the family at home have an impact on how people view the roles of men and women. What is viewed as masculine or feminine varies depending on the society (Wardhaugh & Fuller, 2015).

The duties of the husband and wife demonstrate the presence of gender at home. It is difficult to shift the traditional perspective of society that men work outside and earn the majority of the income (Lee, 2016). Women meanwhile typically exhibit the dominant kind of femininity since they are viewed as good moms and those who care about children (Coates, 2013). This situation undoubtedly shapes people's perceptions of what it is to be a man and a woman at an early age. The way parents nurture their children demonstrates the persistence of gender. Girls love arts and crafts, enjoy creating things, play in smaller groups, dress up for playtime at school, and transform into princesses, while boys go outside more, play sports and rough and tumble, play cowboys and Indians, do risky things, play football, and dress up as superheroes. Boys also fight and play with tools (Kilvington & Wood, 2016). This subconsciously affects how they perceive the function of each sex in the future. The youngster uses their own cognitive thinking to assess situations or behaviors. For instance, a guy may notice that girls are more likely to dress up and that adults tend to compliment them on this behavior (Wingrave, 2016). Family connection is a constant negotiation of gender identities and responsibilities (Tannen, 2003). It makes sense that gender in the home has a significant effect in shaping one's perspective on the disparities between men and women in terms of power and material resources (Ridgeway, 2011). The social point of view that women have only a place at home and men, on the other hand, are perceived as being able to interact with the outside world cannot be generalized. Moreover, it is because the differences in social duties and identities between men and women are unfairly and occasionally falsely portrayed by gender stereotypes, which may be a factor in the growing gap between the sexes (Xiong et al, 2017).

Furthermore, The language classroom is the perfect place to analyze gender and sexual stereotypes that are unique to a given language and culture (Koster & Litosseliti, 2021). Gender is present in the classroom, particularly in the spoken and written language the students employ. It is supported by Bank (2007), who claims that schools aid

in the formation of sex-role socialization theorists, or those who study how people learn the roles of men and women in society. Gender is one relational dimension where power is enacted (Hair, 2014). In a foreign language class, no wonder, one gender typically has more power over the activities that take place in the classroom. This may be advantageous if the less involved parties are encouraged to become more active. Unfortunately, this could result in adverse consequences like the parties that are not as involved losing confidence.

Based on what have been presented previously, power in the interaction has nothing to do with gender. The claim from Sunderland (2006) about the fact that men dominate conversations by interrupting their speaking adversaries and are better at presenting their topics is not proven in this present study. The quality of each gender themselves serve as the primary measure of power. In the current study, it has been demonstrated that either a female or a male learner can use systemic functional linguistics process types to demonstrate dominance in student-student interactions. Even though, Lakoff (cited in Holmes, 2013) asserts that there is a terminology known as women's language that is the language that indicated the lower class status. According to O'Barr and Atkins (1980, quoted in Wardhaugh & Fuller, 2015), those with less institutional power—whether they are women or not—use women's language. The Lakoff women's language cannot therefore be categorically identified as the language used by women. It is necessary to conduct further research to learn how society actually perceives the roles of women and men. Generalizations about how men and women interact, whether vocally or through texts, are in fact impossible. From one society to the next, gender differs (Wardhaugh & Fuller, 2015).

Power play has some advantages when used in a language learning environment (Milal, 2011). However, it needs to be done very carefully. It is true that certain EFL students naturally possess dominance over others. As the leaders of the classroom, teachers must conduct themselves appropriately, especially to ensure that every student has the chance to demonstrate their language ability. They have the power and the right to direct and coordinate actions. Additionally, they must consider the learners' need for respect, care, and love in practice, as well as their own sense of dignity. Therefore, positive and harmonious relationships may be developed in the classroom and authority must be used in a kind and humane manner.

CONCLUSION

Three goals have been provided in this study's findings and discussions. First and foremost, the current study looks for power indicators in interactions amongst EFL learners. The second goal is to explain the bonds formed between EFL learners during student-student interaction. Lastly, it determines whether the male or female EFL learners exhibit greater dominance during the interaction. There has been a description of the various process types employed by the four respondents in this study. It demonstrates that the vast majority of the participants' process types—including material, mental affection, mental cognition, attributive possessive, and other process—act as indicators of power. The bond between male and female EFL learners is shown through the application of those processes in student-student interaction. Although the relationship is neither cooperative nor competitive, one gender tends to rule while the other has less ability to challenge the dominance. The female EFL learner shows more power in the first student-student

interaction, meanwhile the male EFL learner does in the second interaction.

Finally, this study presents a wide range of additional topics for future research in the areas of power relations, student-student interaction, and gender. By conducting the study to look at other events in other domains, researchers can close the gap. They can carry out studies that concentrate on the politeness, conversational subtext, or speech act in student-student interactions. They can also conduct research to identify relations of power in various kinds of interactions. Additionally, they can study gender and its relationship to other traits including politeness, conversational implicature, and speech act. Last but not least, there is a growing interest among scholars in the ways in which written language differs between men and women. These investigations will result in richer knowledge in those domains.

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