



Intimacy Over Power Developing Learners' Motivation: A Study At ESP Class

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Abstract

This current research attempts to show that intimacy relationship of student to student has a bigger influence rather than power relationship of lecturer – student to raise motivation in learning process. Certainly, the so-called power in social variable has directly affected in lecturer-student relationship even though the influence is not as big as intimacy relationship has. The relationship between student to student is much easier to communicate for their academic business and even for personal range of problem. It is actually a very potential aspect to raise their motivation in learning. Before collecting primary data, the researcher investigates preliminary data by applying participant observer. After gaining it, the researcher collects primary data through interview. 63 students from English for Specific Purposes class on the fifth semester of English education department at IAIN Bone are asked. Finally, the data are explained by using descriptive qualitative analysis. As a conclusion, intimacy factor among learners is more influential in raising motivation of language learning over power factor held between lecturer and learners. Feeling pleasant to communicate about learner' incomprehension to their friends, supporting, co-working, and even pushing to strive or to finish the duty become the implementation of the friendship role in intimacy among learners. On the other hand, the respondents could feel clumsy, nervous, shy, or disinclined to express what they have in mind to the lecturer. It is, of course, ultimately affecting the way learner communicates to their lecturer.

Keywords: *Intimacy, Power, Learners' Motivation.*

Introduction

Numerous studies on learning motivation have been conducted across the world. Motivation probably becomes the core issue in learning especially language learning. In line with this, Seven (2020) said that the research of motivation has been the center topics in language learning and one of the most crucial topics in education. It affects students' engagement in learning process which eventually also affects their success. This sounds familiar with Alizadeh's idea (2016) that motivation is an important factor for explaining the success or failure of any complex task. Good motivation creates a key to achieve goal in language learning.

Then, fundamental question may arise. How can learners grow their motivation and stay motivated for certain time in class? Some aspects take into account for answering such question. As English learners, in the first place, they need to study it for their future.

Learners who have futuristic thinking will see English competence and skill as an asset to acquire prospective job when they are graduated. This reason makes learners engaged in the teaching and learning process (Seven, 2020). Beside this economic reason of how important motivation is in language learning process, another point is that motivation triggers a learner to reach linguistic outcomes such as vocabulary, structure, pronunciation, and so on. These linguistic aspects must be mastered especially for EFL learners academically. Next, some learners get motivated because of their responsibility or their duty. This distinguishes to the first reason, because learners have already got their profession or job. They have to comprehend one specific area of study in English in which is later on, they have to apply their knowledge of English in their 'desk' or to share it to many other people. This last case is often happens on ESP class where banker usually takes English for business, nurse enrolls for English for nurse, guide tour takes English for tourism, and so on.

Being motivated can be influenced by several factors. Wallace & Leong (2020) studied sixth grade students at Macau primary school to see what factors much contributing these primary school students in learning English. They found that the most contributing factor is learning environment beside family and peer social relationship. Wallace and Leong (2020) found that the students see their teacher positively and it may affect their positive way of studying English despite indicating their family expects them to get high grade and that of their classmates studying English negatively. Another point of view came from Seven (2020). According to his research, he then stated that teacher has a great role and responsibility in rising student's motivation. As he stated that, not all the students has the similar capability in understanding English; some are good with writing, some with listening, and some are actively in speaking so that it is very important for teacher to monitor and understand his or her students comprehension. If the teacher adopts one method for all students, some of them might fail on learning English. Next important idea connected to motivation is that learner's attitude toward learning process can describe whether the students are motivated or not. This statement was researched by Oroujlou & Vahedi in 2011. They claimed that to support student's motivation, teacher should design, create, and implement several techniques to raise student's positive attitude in learning L2. This issue is pretty important to make class interesting. Besides that, motivation coming from the students themselves both intrinsically and extrinsically also play important role for better learning in the future (Husna & Murtini, 2019)

Apart from gender social structure embodied in intimacy (Cordeiro, 2005), this investigation attempts to show that the role of intimacy in the relationship between student to student is greatly influential to keep them motivated. The implementation of support from one student to his or her friend to catch and understand what teacher has explained is really helpful. Not only because one student has provided information or even clue for what is being stated or asked, that student also helps her or his friend to be brave in speaking out what they have something in mind. This issue certainly cannot be ignored for some important reasons; to keep learning climate is alive and interesting, to make student more active, and to make teaching process more effective.

Literature Review

Motivation

According to Dörnyei & Ushioda (2011), the word motivation is derived from Latin word *movere* which means 'to move'. Something that pushes someone to move internally, to make choice, to engage someone in certain action and persist in an effort is assumed as motivation. Cambridge Online Dictionary lists the word motivation as an enthusiasm for doing something, the need or reason for doing something, and willingness to do something or something that causes such willingness. In the second language (L2) learning point of

view, motivation is seen as referring to the extent to which the individual works or strives to learn the language because of a desire to do so and the satisfaction experienced in this activity (Gardner, 1985 in Oroujlou & Vahedi, 2011). It can be assumed that motivation exists internally and it can drive someone to do what he or she needs and desires including learning his or her second language (L2).

Motivation is typically described as intrinsic and extrinsic motivation. Brown (2000:162) stated that those who learn for their own self-perceived need and goal are intrinsically motivated while those who pursue the goals to receive external reward from someone else are extrinsically motivated. Nguyen (2019: 53) gave his opinion that when students learn a subject voluntarily or willingly without outside pressure, it means that the students are intrinsically motivated. They learn a subject they assume is important and worthy. They learn because they desire. According to Lightbown and Spada (1999) in Nguyen (ibid) teacher does not give much effect on intrinsic motivation students. Teacher only has to create supportive environment. On the other side, extrinsic motivation can grow negatively because students do not learn by their own intention. Moreover, they are triggered by reward they get or punishment they will face. When there is promised reward, the students may have strong motivation to attend class, but if it is taken away or there is no punishment, the students may no longer be interested in attending the class. In line with this, Ghazali, Suppian, & Zaini (2022: 259) stated that students' motivation comes from inside of themselves and this becomes important factor contributing to their success. There are also three parts which can affect students' motivation namely input dimensions (personal needs and material), the teacher's knowledge and attitude, and the process dimension (challenges based on school-based assessment).

In another word, motivation can be agreed as the most influential factor in learning process. By possessing it, a learner can be focus or concentrate in listening instruction and explanation of lecturer, engage in the classroom activity; be active in answering, asking, or giving comment in a class. Motivation can appear from either inside or outside of human being. In this study, the researcher tries to associates it with two factors; intimacy and power held by friendship and professional relationship.

Intimacy and Power

Intimacy and power have been parts of social variables beside age, race, religion, sex, social class, etc. They affect how people interact and behave in personal and social relationship. In his book, Layder (2009:6) explains much well about these two. According to him, human tends to minimize uncertainty and unpredictability with others and this is linked to their ability to drive psycho-emotional to intimate contact. If it can be controlled, someone can obtain benefit from his/her relationship with others such as support, approval, love, companionship, self-disclosure, and so on.

Intimacy is derived from what Layder says as 'mutual benign control' (2009: 51). It is the mechanism that generates positive emotional energy and feelings of self-efficacy. It controls the quality of intimacy in human interpersonal and social relationship. Intimate relationship is about to fulfill and satisfy what becomes our and other's emotional need. The felicitous way is influencing and then controlling over. Control discussed here is not simply making someone do something against their wishes, but it is influencing them in a more positive way (ibid). Kriesman (1969) in Sharabany (1994: 451) mentioned that intimacy is not only a matter of self-disclosure but also a readiness to ask friend for help, frequency of interaction, degree of mutuality, duration of relationships, and number of mutual activities.

Intimacy is the result of mutual benign control from person to person. It can go right or wrong. When a person gets what she/he needs or wants, intimacy between partners or friends probably is successful because of cooperative efforts. They have good mutual understanding that is nurtured well from each other and minimized self-interest or

manipulation. Imposition is less intimate rather than persuasion and it can devalue intimacy. When a friend, partner, or couple is unhappy, it is probably because of the odd and dissatisfied from what they are giving to or receiving from each other.

In a college life, learners who are adolescent face new life step changing their academic habit into more advanced activity. This phase is the transition from high school into college student. This shift includes leaving home for the first time and being away from the influence of parents as well as their childhood friends (Larose & Boivin, 1998; Cutrona, 1982; Kenny & Donaldson, 1991 in Allgood 2008: 6). Although college students meet new people often, they do not need to build intimate relationship with the people whom they meet. Reiss (1990) in Allgood (2008: 6) also stated that most college students rated "having a few close friends" as extremely important but "having lots of casual friends" was not rated very important. However, intimate relationship for college students is unique and quite risky especially for those who want to achieve greater independence particularly with their parents (Margolis, 2011). This study then is linked to this social phenomenon. Which of the variables is related to their learning motivation; the influence of friends they have already acknowledged closely or the power of the lecturer they rely on? And what factors make the influence happen? It will be described qualitatively on this investigation.

Power, on the other hand, can be seen as the other side of a 'coin' of intimacy. Power is a fixed status hierarchy in which people see themselves as one up or one down and this does not fit the flexibility of intimacy (Layder, 2009: 76). Hierarchical or dominative control is relatively permanent in one fixed person in his/her relationship with others. Power is often related to political role and domination of social context (Bachrach and Baratz 1962; Hayward 2000; Lukes 2005 in Symonds, 2021: 1071). Furthermore, it may sound strange that power related to educational field in which people acquire knowledge and also develop skill and value (Elmazi, 2018), but there is a need to reach understanding of how power is connected in academic life and university particularly in different social roles (Symonds, 2021: 128).

Symonds (2021) on her another paper argues that power in higher education (HE) is distributed into two broad terms; systemic power and constitutive power. Systemic power is the ways in which given social systems confer differentials of dispositional power on agents, thus structuring their possibilities for action (Haugard, 2010 in Symonds, 2021: 1071) while constitutive power is about how individuals, their relationships, and their social worlds are constituted by power relation (Foucault, 2002 in Symonds, 2021: 1071). Lecturer, in a college life connected to this case, has the power to make decision for his/her students in the classroom. She decides by herself the material, the method, and manner to deal with many psychological backgrounds of students she teaches. She has the right to create determination through the process of learning for the student's point. Lecturer has the control over the class she teaches. She can choose what kind of skill will be achieved according to material she delivers and how her students can achieve it. Fairclough (1989: 31) supports this by stating that power determines the way orders of discourse are structured, the ideologies they embody, and relationship in particular social institutions. In addition, the relationship between lecturer and the students is vertical because the students are dependent to their lecturers academically. They are taught and supervised accordingly based on the standard operational procedure of teaching and learning process. Student's assessment by the lecturer is the obvious implication that lecturer has the power to her students.

Research Method

This research is conducted by using qualitative-descriptive method. This research tries to describe social variables (intimacy and power) related to learner's motivation in

learning. According to Creswell (2014:187), qualitative research studies individuals (narrative, phenomenology); explore processes, activities, and events (case study, grounded theory); or learn about culture sharing behavior of individuals and groups (ethnography). Preliminary data of this research was got from observation in a classroom and field.

“Qualitative observation is when the researcher takes field note on the behavior and activities of individuals at the research site. In these field notes, the researcher records, in an unstructured and semistructured way (using some prior questions that the inquirer wants to know), activities at the researcher site.” (Creswell, 2014:190)

This is done to convince the researcher to continue and investigate the issue scientifically as well as it functions as basic knowledge before starting to gain more data. Primary data was gained through questionnaire filled by 63 students of ESP class.

Participant

Participant involved in this study is all the students of ESP class at IAIN Bone. They are on the fifth semester in 2022/2023 academic year. 63 students are interviewed based on the framework of prior preliminary data in which the researcher also acts as participant observer. Participant observer is a person who participates and observes social activity around him/her (Spradley, 1980 in Sultan, 2020: 41).

Instrument

First instrument used in this study is note taking of what has been observed directly. Since the conversation had already occurred before the researcher was there and what would be saying was unpredictable, the only applicable method is note taking after the utterance of the actor was said. The context of situation; actor, time, place, and utterance is noted down. Having analyzed actor’s utterance, the next instrument applied is conceptualized interview. The ESP students are hoped to give the best answer of their own version without pressure. After getting the response, the last step is analyzing all the responses and describing them qualitatively. Table 1 below is associated with the questions in interview:

Table 1
Interviewing Items

1.	If you have problem in learning, what probably does cause it?
2.	Does it can affect your motivation?
3.	What will you mostly do when you are so much like not motivated?
4.	Who is the first person you tell it about? Why?
5.	Is there anything else besides that problem in your learning motivation to tell others? What is it?
6.	Does the response from the person you tell about meet your expectation?
7.	If you’re neglected when telling your problem, does it affect your motivation?
8.	Based on number 7, what does the effect of that neglecton?

Procedure

There were two processes in gaining the result of this research; preliminary data and primary data. Preliminary data was the starting point to find the issue and then it continued to get primary data in interview. Gathering preliminary data is done by observing and recording the issue directly in social life. It is also called participant observer (Spradley, 1980). After that, the researcher interviewed the students of ESP class to get deep data to explain related to prior data from observation.

Finding and Discussion

As an opening statement of the finding of this research, there were two social phenomena related to learner's motivation which had been observed before getting this research. First, when the researcher gave lecture in ESP class. After giving explanation about the material, she gave quiz to the student. The rule of the quiz was simple; whoever answered correctly, would get 5 points for each question and 2 points for incorrect answer (whether correct or incorrect response, they still got points. This was done to motivate the students extrinsically). The researcher paid attention to every single student in the class at that time. After giving questions, she observed them. Most of them were mumbling; spoke some statement associating with expected answer in doubt, looking each other, staring at the researcher, and trying to communicate but staying silently. However, only one or two students courageously raised hand and gave answer while others were listening and tried to figure out. Actually, this quiz aimed to support them directly to talk because no matter the answer, the students still got point. The matter was only to have courage to speak up. The response of the next several questions were so much like before there were 2 students (female and male) trying to assist their friend who sits next to them. These two students knew the answer and then they not only helped their friend to get the correct answer but also push them to speak until their friend got points. This happened until the end of the quiz.

Another preliminary datum which was also taking into account was a recent conversation (May 4th, 2023) taking place in a small food stall at the roadside in a middle city of Watampone (South Sulawesi) had been successfully recorded and it probably support the issue of this research. The conversation was between a customer and a seller. These speakers were talking about their children. The conversation took long time about random things until they shared each other about their children's education. The researcher highlighted what the customer said about his child;

Customer: *itu anakku pindah sekolah dari SMA1 Watampone ke SMA 13 Watampone karena banyak temannya (bersekolah) disana.* (My child moved his education from SMA 1 (Watampone) to SMA 13 because most of his friends school there).

This utterance is much alike to promote that his child is affected by his intimacy with his friends in learning. They may bring positive influence and attitude to his learning process and thus, it can develop good motivation of his child so he decides to follow his friends.

Based on these two phenomena, the researcher gets an issue to be studied. Friendship probably has important influence in supporting learner's motivation in learning. In fact, the learners at the first case would be given reward for their effort (whether it is right or wrong) or they are stimulated extrinsically just to dare to speak up, it is still not succeeded to invite them to talk. The learners talk because their friend strongly advices them to do so and they get that reward. Having got this issue, the researcher conducted investigation about the influence of intimacy to raise or maintain learner motivation and compare this factor to power possessed by lecturer in English Education department of IAIN Bone. The followings are the qualitative description of the research;

Intimacy

A. Feeling of Sameness

A Learner who takes certain classes in his/her study plan must face the same ongoing process and lecturer with his/her friends. This sameness among ESP students links to the same easiness or difficulty of material they get, similar incomprehension in the class they enroll, the same learning circumstance, and even get the same treatment from the lecturer. These bond them socio-emotionally from time to time they study and make them understanding each other. Having understood their friends' habit and attitude during their study grows intimacy in their interpersonal relationship. It is not surprisingly that if they get trouble in

understanding the material, in campus life, or even in their privacy life, they will share it to their friend at the first place. In addition, usually, if one or two of them finishes homework earlier, it triggers the rest to do it rightaway. It is because they want to get the same achievement of their friends (submitting the paper before deadline) or one of his/her friends advices not to be procrastinator;

- *Menurut saya, teman membuat saya lebih ingin cepat menyelesaikan tugas. Jika teman saya sudah selesai (mengerjakan tugas), otomatis saya ingin mengejar karena tidak mau ketinggalan (for me, my friend gets me do my task earlier. If she/he finishes [the task] I also want to do it as soon as possible).*
- *Saya sering menanyakan pada teman hal yang menghambat semangat saya dalam belajar. Mereka membuat saya kembali semangat dan termotivasi berkat saran mereka (I often ask to my friend about my learning motivation problem. They make my spirit up and keep motivated because of their advice).*

Intimacy because of feeling sameness can go right or wrong. Positive thing of this sameness is if one learner can always motivate their chum or what the so-called 'besty', or 'brody' to do their task diligently and timely. This form can be found if one of them tries to re-explain from lecturer's talk in their own way. On the contrary, if she/he ignores their friends need for help such as confirming the answer, re-explaining material, etc, one will probably procrastinate their task because he/she still looks for answer or waits for other's assistance as in;

- *Kadang saya menunda tugas karena saat saya bertanya pada teman, dia juga tidak paham. Jadi, saya pikir, nantilah, butuh memperbaiki suasana hati untuk mengerjakan tugas secara mandiri (sometimes, I postpone to do my task because I don't get any help from my friend. So, I say, it will be later on [to do it]. I need to fix my mood to do it best).*

B. Age Gap

ESP students in this research are registered in 2020/2021 academic year. They are in fifth semester. According to their biological age, mostly they are 21 or 22 years old. It is certain that the disparity of their age is not far different so probably they will have the same psychological maturity. Their similar emotional maturity development also bounds them psychologically and this grows intimacy among them. This becomes the basic reason they tend to feel open and free to communicate with their friends about their problem in comprehending the material, being on time in classroom, and being disciplined on finishing the task. Wolf (2009: 2) stated that as adolescents become more attached to each other, friends are more motivated to see things from the other's perspective. She added that friends also serve the important role of evaluator; providing accurate assessment of the individual's strengths and faults (ibid). Within such relationship, adolescents feel free to be honest, spontaneous, and open with their friends. Intimate friendships involve a deep familiarity between the two sides, including an awareness of the friend's feelings, preferences, and beliefs, as well as knowledge of details about their personal life (Snir *et al*, 2020: 2). The cooperation between learners as friends to seek for positive suggestion for their problem can be seen in the followings data below;

- *Saya memilih teman agar kita dapat saling tolong menolong dan bertukar pikiran. Memilih teman bisa lebih terbuka karena umur tidak jauh berbeda (I choose friend because we can help each other, we can share our mind because our age is mostly the same).*

- *Saya lebih memilih teman karena saya merasa nyaman bercerita dengan teman dekat saya dan saya tidak merasa canggung* (I prefer to choose my friend because I feel convenient [to tell the problem] and moreover I don't feel awkward).
- *Saya lebih memilih teman karena bercerita dengan teman jauh lebih bebas untuk mengungkapkan keluh kesah karena hubungan emosional sudah terbangun* (I choose my friend because is far more enjoyable and I feel free to complain because we have already emotional bound).
- *Saya memilih teman karena ketika bertanya kepada teman, kita tidak perlu pikir kata-kata yang sopan santun, bisa langsung bertanya apapun itu* (I choose my friend because I am not worried so much about polite way to communicate with her/him and I can directly ask her/him about anything).
- *Saya memilih teman karena lebih cocok untuk curhat sedangkan kalau (bertanya kepada) dosen canggung dan sedikit takut* (I choose friend because she/he is the right person to cry on and f I teel it to lecturer, it will be awkward and I am little bit afraid).

C. Heterogeneous Topic of Discussion

ESP students at IAIN Bone who choose intimacy argue that they speak much more topics of conversation with their friend or chum in their spare time or in the middle of their group work (outside of the classroom). They tend to expose their other problems beside academic affair such as romanticism with opposite sex, extracurricular activity in campus, hobby, family, and even for amusement such as up to date news on social media, film, gossip, etc). Here are some of their explanations;

- *Bagi saya, teman adalah orang yang tahu sebagian tentang diri saya. Jadi, selain membahas tentang perkuliahan, saya pernah membahas tentang keluarga dan kondisi saya* (for me, friend is the one who knows some parts of myself. So besides talking about college life, we share about our family and our condition).
- *Hal seperti yang bersangkutan dengan keluarga, asmara, keuangan, dan idola* (the things like family, romance, and idol).
- *Saya pernah berbicara diluar materi pelajaran dengan teman mengenai keluarga, keuangan, games, plan di masa depan, film, liburan, dan mental pribadi* (I have talked to my friend outside of the learning material for instance family, finance, game, plan for future, film, holiday, and mental health).

Power

A. Field of Expertise and Experience

It has been known that every lecturer in a certain concentration must master one special field of study to teach or she/he has experience in teaching specific field of science. They have to deal with material, method, and manner in their professional job. According to the ESP students who choose lecturer as a consultant of their motivation problem in the first place, they tend to rely on lecturer's help in getting alternative solution for them. They believe that the competence and experience of lecturer is well enough to give them advice and support, as they assume that:

- *Saya lebih memilih dosen karena dosen lebih memiliki kemampuan yang luas* (I prefer to choose lecturer because she/he has wide knowledge).

- *Karena dosen lebih memahami dan mengetahui materi* (because lecturer has higher understanding and comprehension about the material).

Moreover, they assume that, it is the lecturer who designs the material she/he delivers and the strategy she/he uses to teach in classroom. As a result, according to them, asking or consulting to lecturer about their problem of learning motivation is the best way to do as in:

- *Karena di dalam kesulitan pembelajaran, tidak mungkin bagi saya menjadikan teman sebagai tempat pertama untuk solusi kesulitan saya karena pada dasarnya teman hanya sebagai tempat kita terhibur sedangkan dosen tempat kita untuk konsultasi mengenai pembelajaran* (because in my learning difficulty, it's impossible to make friend as a consultant to find the solution because basically friends are only partners to have fun).

Next, relevant response is usually given from lecturer as the way it is expected because she/he only focuses on the problem core and there is nothing to deal with irrelevant topics as in:

- *Saya memilih bertanya kepada dosen agar jawaban yang saya cari atau materi yang tidak saya pahami bisa lebih jelas dan rinci karena kadang bertanya kepada teman, mereka kadang tidak paham* (I prefer to ask the lecturer in order to get clear and detail answer and sometimes if I ask my friend, she/he does not understand either).

The last, ESP students who choose lecturer think that argument or opinion from lecturer is conveyed seriously rather than with friends.

- *Saya lebih memilih dosen karena saya menginginkan pendapat yang lebih serius* (I choose to consult with lecturer because I need serious thought/opinion).

B. Age Gap

The age gap held between lecturer and her/his students is obviously distinctive. The disparity is very far difference. This gets uneasy to talk as free as to their friend without invitation. Feeling disinclined, doubtful, worried, afraid, or clumsy to open discussion with the lecturer usually emerges so they tend to choose to stay silent and reluctant. They keep their problem for themselves. Furthermore, social conditions like where and when to talk or what topic should be talked need careful consideration especially for private topic affecting motivation. Even though, sometimes, the lecturer is pleased them to share, they still feel inconvenient to speak. Obviously, this is a case of self-preference and it is very subjective from person to person because learners voluntarily choose to whom they are comfortable to talk. Probably, one learner matches with a certain lecturer but others do not because it is supported by personal characteristics. In spite of the fact that there is still a chance to open the conversation with lecturer, the disparity of age makes the learners to be careful to share their specified condition with lecturer.

C. Homogeneous Topic of Discussion

ESP students in this research stated that they have nothing more topics to convey besides their learning motivation lack. Unlike the learner-learner talking, learner to lecturer talking is restricted to one topic of conversation; it is the academic business or college life. Other topics which might be not relevant to their studies are not discussed. As they stated below;

- *Selain materi pembelajaran, tidak ada yang perlu saya tanyakan* (beside learning material, there is nothing I will ask).
- *Saya tidak membahas topik lain dengan dosen dikarenakan saya merasa segan* (I don't discuss any other topics to lecturer because I feel disinclined).
- *Topik lain yang saya bahas selain materi pelajaran yaitu tentang renovasi ruangan prodi atau acara di HMPS TBI* (another topic beside learning material is about renovation of department room or events at internal organization of English department student).
- *Saya pernah menanyakan tentang keuntungan dan kekurangan dari bergabung dengan organisasi* (I have asked about benefit and deficiency on joining the [student] organization).
- *Saya pernah menanyakan hal tentang kegiatan kampus di luar pelajaran tapi tidak dengan urusan pribadi* (I have ever discussed about campus activity outside of learning material but not with personal affair).

Conclusion

Learners in this research show their tendency to be more overt to communicate their learning motivation problem to their friend and share their response each other. The similarity of psychological and emotional development among them is linked so they can understand each other. They face the same process, the same treatment, and same position in the classroom so that intimacy makes communication among student to student goes well. They feel free to communicate every topics; task, motivation, romance, finance, family, film, etc. In the other side, even though lecturers are the persons who can rely on because of their expertise or experience, they still feel clumsy and shy or even afraid of to share learners' problem. Furthermore, age gap between learner and lecturer creates homogeneous topics to be discussed such as academic affair in college life while among learners, heterogeneous topics are indicated. They usually talk about their privacy life beside their college life such as family, finance, romance, etc.

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