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STUDENTS' COMMUNICATION STYLE IN ENGLISH CLASS AT SMAN 1 SAKRA

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ABSTRACTS	ARTICLE INFO
<p>This research aimed to find what types of Students' Communication Style in English Class At SMAN 1 SAKRA and what aspects that can affect students' communication style in English Class At SMAN 1 SAKRA. This research used a qualitative research method. This research involved the 11th grade students of SMAN 1 SAKRA. There were approximately 35 respondents in Grade XI-C class of 2024. The result of Questionnaire and Document Checklist showed that there are two communication styles used by students in English class, namely Passive communication style and Assertive communication style. Where the total of Passive communication styles are 13 students (37.143%) and the total of Assertive communication styles are 22 students (62.857%). From the results of data analysis using personality test, questionnaires and document checklist, it was found that there are several aspects that can influence students' communication styles, namely in terms of Personality types showed that 80% extroverted that influenced Assertive Communication Style and 20% introverted that influenced Passive Communication style. And also 62,86% of students' communication style influenced by Relationships, 20% influenced by Language Barriers and 51,43% influenced by Physical condition. Based on the findings, researcher expected to the teacher can create a safe and inclusive classroom environment where students feel comfortable to expressing their thoughts and opinions without fear of being judged or ridiculed, so students can develop their English learning strategies through their communication style.</p>	<p>Article History: <i>Received: April 3rd, 2025</i> <i>Revised: April 9th, 2025</i> <i>Published: April 2025</i></p> <p>Keywords: <i>Communication, Communication Style, Speaking</i></p>

INTRODUCTION

Communication is something that has a very important function in English Learning. Good communication will produce a good process too. Therefore, it is important to investigate communication styles used by students in class. The problems students experience in communicating with each other are usually due to difficulties in choosing words, low concentration, limited vocabulary, and low levels of self-confidence.

Communication style is an individual's way of expressing themselves and how they respond to other people in daily conversations and interactions. These interactions and

conversations include a person's tone of voice, language choices, body language such as facial expressions and hand movements and the overall communication approach. According Emanuel (2013 : 6), communication style is a combination of various communication behaviors (subcontracts) that tend to be exhibited at a greater or smaller level. This communication behavior is an inseparable part of one's personality, but it is not a whole picture. It can be said that communication style is a type of personality that is often seen in certain situations.

Communication style problems are often faced by students , especially those who have limitations in expressing their opinions and some even feel less confident when speaking in front of the class or making presentations. The most common communication barriers include *verbal barriers* such as language differences and the use of jargon, *non-verbal barriers* such as body language and facial expressions.

Studies suggest that people are likely to change their personality depending on the language they speak. This phenomenon is due to people's perceptions of the language and its culture. It is not difficult to imagine that you feel more confident speaking in your mother tongue than in a foreign language. How confident someone is in speaking a particular language influences how they behave. Many experts say that one of the factors that influences a person's communication style is their personality. Individual personality traits make a significant contribution to facilitating the communication process. If someone has an extroverted nature, then he will enjoy communicating with other people, whereas if he has an introverted nature, he will not enjoy communicating with other people.

The difference between communication styles between one person to another can be a difference in the characteristics of models in communication, procedures communication, ways of expression in communication and the responses given or indicated on when communicating (Soemirat, Ardianto, & Suminar, 1999). Each individual has a unique communication style and way of interacting and exchanging information with other individuals. However, basically there are four communication styles, namely *assertive, aggressive, passive and passive-aggressive*. Assertive communication is specified as "the ability to speak and interact in a manner that considers and respects the rights and opinions of others while also standing up for your rights, needs, and personal boundaries" (Pipas & Jaradat, 2010, p. 649).

Aggressive communication is a style where individuals express their thoughts and feelings without regard for others (Watson & Hill, 2015). Aggressive communicators often appear dominating and controlling, frequently interrupting others, invading personal space, and belittling others to get their point across. This style can hinder effective communication and lead to conflict and resentment (Paxson, 2018).

Passive communication entails avoiding expressing personal feelings, thoughts, or needs, often leading to personal dissatisfaction (Long et al., 2021). Passive communicators tend to put other's needs before their own, having difficulty saying "no" or setting personal boundaries. Students who communicate passively avoid eye contact, speak softly, and have difficulty expressing their opinions or needs. They appear withdrawn or disengaged in classroom discussions. Passive-aggressive communication is a style in which individuals digress their feelings and disapproval indirectly rather than openly addressing them (McDougall & Pollard, 2019). People using this style often deny having a problem while demonstrating their displeasure through other means, such as making sarcastic comments or sulking. Students with a passive-aggressive communication style make sarcastic remarks,

engage in gossip, or exhibit behaviors that undermine others. They struggle with expressing their true feelings and resort to indirect methods of communication.

According to Shapiere (2005), Communication styles are influenced by various factors/aspects, such as cultural background, personality traits, language, physical condition, relationship, and past experiences. In one case at SMAN 1 Sakra, several students were found to be very passive when learning took place. In this case, the researcher realized that these quiet students admitted that they were embarrassed to ask their friends and their teacher during group work or during presentations. Some students feel restless and anxious. When working in groups, some students don't even pay attention to their friends when discussing. There are students who like to criticize and do not want to accept opinions or suggestions from other group members. Likewise, when giving presentations, many students seem to make mistakes when delivering presentation material. Even during presentations, there are students who show emotions, get angry easily and always feel right and always want to be noticed when appearing in front of the class. From the various types of students' different communication styles, it becomes difficult for those who are passive to get the attention of their friends and teacher. Based on the explanation above, the researcher had been conducted research under the title "Students' Communication Style In Speaking Class At SMAN 1 Sakra"

RESEARCH METHODS

This research had been used a qualitative case study. According to Yin (2009: 18), a case study is an empirical investigation that investigates a phenomenon in a real- life context. Various data collection methods are used in case study research, because this involves an in-depth study of a phenomenon. Sugiyono (2016: 2), stated that "Research methods is defined as a scientific way to obtain data with objectives and certain uses." Sugiyono makes a comprehensive definition of case study. According to Sugiyono (2016: 15), qualitative research methods are "Artistic method because the research process is more artistic (less patterned), and is called an interpretive method because of the research data relating to the interpretation of data found in the field". Qualitative research methods are often also called naturalistic research methods because the research was carried out in natural conditions. To be more specific, this study use a descriptive case study method. The purpose of this case study is to describe a phenomenon in detail in its real-world context. This research had been conducted at SMAN 1 SAKRA. The site located at Soekarno Hatta street, Sakra, Gunung Rajak, West Sakra district, East Lombok Regency, West Nusa Tenggara. 83671. The respondent of this research were the 11th grade students of SMAN 1 SAKRA. There were approximately 35 respondents in grade XI-C, consisting of 27 girls and 8 boys, class of 2022. Total : 35 students. The research utilized qualitative method in obtaining data. Multiple forms data are used in enhancing the quality of data obtained (Creswell, 2009). Gay, et.al (2012: 81) mention that there are many sources of qualitative data, namely : observation, interviews, questionnaire, personal and official documents, photographs, recordings, journal, email messages and responses. Based on this consideration, the data were obtained through several methods, like classroom observation/field notes, document checklist, MBTI test and questionnaire.

- a. Classroom Observation/Field notes: The observation used is direct observation when students make presentations in front of the class. The main purpose of the observation is to understand the whole context of data and get a holistic situation of the data (Sugiyono, 2013: 312). The researcher has been noted during students' presentations from some

groups in the class where students' communication styles were divided into 4 types of communication styles.

- b. Document Checklist: According Ary et al (2009: 442), documents can be classified into four categories, namely public records, personal documents, physical material, and documents produced by researchers. A document checklist is a form that is used for quickly and easily recording data or identifying actions or requirements. It is usually easy to extract data in a useful manner from a checklist. It is particularly effective at registering the occurrence of incidents, events, tasks, or problems. In addition checklist is a method of observation that is able to provide information about whether or not observing behavior appears by giving a check whether what behavior is observed to appear. Moreover, the researcher used the purpose of this observation is to described the student communication style in English class. Then, this observation also used to know the types student' communication style in English class.
- c. MBTI Test: Personality tests are designed to systematically elicit information about a person's motivations, preferences, interests, emotional, and communication style of interacting with people and situations. According Brent Roberts, a professor of psychology at the University of Illinois Urbana-Champaign, Personality tests are a useful way for people to better understand themselves, especially when they're young. The personality test that has been used in this research were the MBTI test. Based on the explanation above (in classroom observation), In the classroom observation, researcher used the online MBTI test with students in class and this test has been completed via online. A series of questionnaire of MBTI test can provide insight into a subject's perceptions.
- d. Questionnaire: A questionnaire is a list of questions or items used to gather data from respondents about their attitudes, experiences, or opinions. According to Cresswell (2011: 382), questionnaire is a form used in a survey design that participant in a study choose some potential responses followed by a scale. The participants had to select the response on the scale that reflects their beliefs or opinions about the statement. In order to identify the factor or aspects that can influence students' communication style, researcher use questionnaire as an instrument in this research. The researcher also distributed questionnaires to students related to students' interpersonal communication, where the questionnaire includes questions that must be answered or ticked with a choice between 'always' or 'often' or 'sometimes' or 'never'. The results of the data from this questionnaire are to find out the respondent's interpersonal communication.

RESEARCH FINDING AND DISCUSSION

The researcher has been noted during students' presentations from some groups in the class where students' communication styles were divided into 2 types of communication styles (Assertive and Passive) based on the types of expressions and gestures produced by students (Assertive Students)

[Speaker 1]:

:"**Bismillahirrahmanirrahim,**

Table. 4.3 (The result of Document Checklist)

Assalamualaikum wr. wb. Hello everyone, thank you so much for the chance that given to us, so that we can present our material in front of you guys. We from group 1 and we will give you presentation about the benefits of vegetables. And I will give a chance to (speaker 2) to describe our material. So, times is yours.

(Speaker 1 speaks clearly without appearing nervous, this is an example indicator of an Assertive communication style)

(Passive Students)

[Speaker 2] :**“Oke saya akan menjelaskan, Oh I will describe about the benefits of vegetable.....** (*looks nervous) There are some benefits of vegetables that we need to know. (Speaker 2 looks very nervous because he is not confident in using English, and during presentation speaker 2 always make mistakes when delivering material he losing self-confidence when presenting. So those are the example indicator of Passive communication style.)

The data was collected through Document Checklist at the third week. This is the result of Document Checklist of Students’ Communication Style during Presentation and Discussion. The result of documents checklist had been done by the researcher during presentation and discussion, it can be concluded that respondents of this research used communication style during presentation process in English class. Where the results can be seen as follow;

Table 1 Document Checklist

Respondents	Passive	Aggressive	Assertive	Passive- Aggressive	Com. Style
	A B C D E	A B C D E	A B C D	A B C D E	
3					
Student 1			✓✓✓✓		Assertive
Student 2			✓✓✓✓		Assertive
Student 3	✓✓✓✓✓				Passive
Student 4			✓✓✓✓		Assertive
Student 5			✓✓✓		Assertive
Student 6			✓✓✓✓		Assertive
Student 7	✓✓✓✓✓				Passive
Student 8			✓✓✓✓		Assertive
Student 9			✓✓✓✓		Assertive
Student 10			✓✓✓✓		Assertive
Student 11			✓✓✓		Assertive
Student 12			✓✓✓✓		Assertive
Student 13	✓✓✓✓				Passive
Student 14	✓✓✓✓				Passive
Student 15	✓✓✓✓				Passive
Student 16			✓✓✓✓		Assertive
Student 17	✓✓✓✓				Passive
Student 18	✓✓✓✓✓				Passive
Student 19			✓✓✓✓		Assertive
Student 20			✓✓✓✓		Assertive
Student 21			✓✓✓		Assertive
Student 22			✓✓✓✓✓		Assertive
Student 23	✓✓✓✓				Passive
Student 24	✓✓✓✓✓				Passive
Student 25			✓✓✓		Assertive
Student 26			✓✓✓✓		Assertive
Student 27			✓✓✓✓		Assertive
Student 28			✓✓✓✓		Assertive
Student 29	✓✓✓✓✓				Passive

Student 30	✓✓✓✓				Passive
Student 31	✓ ✓✓✓				Passive
Student 32			✓✓✓		Assertive
Student 33	✓		✓ ✓✓		Assertive
Student 34			✓✓✓ ✓		Assertive
Student 35	✓ ✓✓				Passive

**Assertive : 22/35 = 62,857% Passive : 13/35 = 37,143% Aggressive : 0/35 = 0%
 Passive-Aggressive : 0/35 = 0%**

From the results of the MBTI test, it was found that there were **80%** introverts, the results of which consisted of 28 students whose personality types were: INFP=12 students, ISTP=3 students, ISTJ=3 students, INFJ=4 students, INTJ=5 students and ISFP=1 student.

From the results of the MBTI test, it is known that there are **20%** extroverts, the results of which consist of 7 students with personality types: ESTP=1 student, ENTJ=1 student, ENFP=1 student and ENFJ=4 students.

From the test results, it can be seen that there are more introverted students than extroverted students. The results of this test can influence how much a student's communication style matches their personality type.

The data was collected through questionnaire at the second week. The 35- item of the questionnaire was distributed to respondents. The results of the questionnaire has been calculated into 4 categories, namely 'always' 'often' 'sometimes' and 'never'. The researcher put the results below:

Table. 2 The result of Questionnaire

NO	STATEMENT	Always	Often	Sometimes	Never
1.	I am comfortable communicating with classmates and teachers	6	16	13	0
2.	I never get angry when I have to give in in a discussion	9	6	13	7
3.	If asked by the teacher, I can express my opinion	2	10	20	3
4.	I am happy to help friends who are having difficulty	16	18	1	0
5.	I don't like working in groups	2	5	22	6
6.	I feel afraid when speaking in public	8	10	16	1
7.	I prefer to do everything myself	12	0	13	2
8.	I am friends with anyone without choosing friends	23	7	5	0
9.	I find it difficult to get along with other people	6	9	14	6
10.	I feel it is not important to socialize with other people	3	5	19	8
11.	I have a little something to say	5	7	17	6
12.	I try to understand the material presented by the teacher	22	9	4	0
13.	I can understand other people's feelings	6	11	17	1
14.	I always care about friends who are having difficulties	13	15	7	0
15.	I always get help from friends and teachers when I have difficulties	10	14	11	0
16.	I never leave group discussions	9	11	9	6
17.	I never neglect group work	12	10	11	2

A. The result of Students' Communication Style

Passive communication styles are found, because students were more nervous and anxious when presentation in front of class, losing self-confidence when presenting, avoid eye contact with the audience and their speaking tone tends to be soft. This is in accordance with the theory which says: passive communication entails

avoiding expressing personal feelings, thoughts, or needs, often leading to personal dissatisfaction (Long et al., 2021). Student with **Passive** Communication often looks like not communicating at all for fear of speaking up. And Assertive communication are found, because many students were more communicate clearly and openly. They are also confident when conveying opinions to members of their discussion group, they are good listeners when friends present material and those with an assertive communication style can balance their own opinio**n** with the opinions of others. This is in accordance with the theory which says: **Assertive communication implies expressing yourself effectively while respecting others' right and beliefs (Long et al., 2021)**. The students whose Assertive communication style can also be seen from English fluency when presenting.

Meanwhile not found the students who are Aggressive communication styles, because there is no expression of the students who easily emotional and who like to give criticism when presenting their material or when they have group discussions, even no student ignores the opinions and suggestions of their friends. And also not found the students who are Passive- aggressive communication because no one is cynical and sullen during presentations or group work, no one often complains, and no one makes jokes or sarcasm to their friends. The results of analysis show that the students in English class at SMAN 1 SAKRA grade XI-C have different communication styles when presenting and discussion. It can be observed from the students' communication style from the document checklist and questionnaire. Assertive communication style **is found more (62,857%) or 22/35** of students. Because many students can communicate clearly and openly so that it can be seen that their self-confidence is very strong and anti-bullying because they can balance their opinions with the opinions of their other friends. And also, the students whose Assertive communication style were the students who were confident and fluent in English. Meanwhile there were also found that the students whose **Passive communication style (37,143%) or 13/35 of students** are still stuttering in English so that the they are not confident in presenting in front of class. Based on the expression of the students also found more nervous, anxious, flat and confused when presenting and sometimes often make mistakes when delivering material. So, it can be concluded that the students in English class grade XI-C SMAN 1 SAKRA class of 2024 have **Passive and Assertive** communication styles and none of them whose an Aggressive communication style and Passive- aggressive communication style. The passive communication style numbered **13 students** and the assertive communication style **22 students**.

B. The result of Aspects of Communication style

And from the document checklist data and MBTI test results, it can be concluded that there are several aspects that can influence students' communication styles, namely:

1. Personality.

It can be seen that students who have an introverted personality type, their communication style is more passive, especially those with an INFP personality type. Because this personality type tends to lack confidence in expressing their opinions and feelings. Meanwhile, the extroverts are more confident and speak

clearly and openly so their communication style is more to assertive type. The data showed that: introverted 80% and extroverted 20%.

2. Relationships.

In terms of relationships, students with a passive communication style find it very difficult to get along with other people and sometimes they don't like working in groups and prefer to work alone. Meanwhile, students who have an assertive communication style have quite good relationships with other people because they are easy to get along with, they are always happy to help friends who are having difficulties and rarely ignore group work. From the questionnaire data, 22/35 of students chose 'always' in the statement that says "I can be friends with anyone without distinction" That statements showed that 62,86% of students' communication style influenced by the 'relationship'.

3. Physical Condition.

Students who have a passive communication style often feel afraid when speaking in public, have little to say, so they appear nervous and lack confidence when in front of many people. Meanwhile, students who have an assertive communication style are always comfortable communicating with classmates and teachers and rarely feel afraid to express their opinions. From the questionnaire data, 18/35 of students chose 'always' and 'often' in the statement that says "I feel afraid to speaking in public" which means that students' communication style are influenced by physical condition = 51,43%

4. Language Barriers.

Students who have a passive communication style tend to communicate less fluently, especially when presenting in English. They often make mistakes over and over again. Meanwhile, students who have an Assertive communication style are very fluent in presentations using English. Even the improvisation is quite good. From the data of questionnaire showed that there are 28/35 = 80% of students choosing 'always' and 'often' in the statement that says "I feel comfortable communicating with classmates and teachers". Meanwhile there are 7/35=20% of students choosing 'always' and 'often' in the statement that says "I have little to say" which is this statements showed the aspect of language barriers.

Based on the data above, it can be concluded that the aspects that influence students' communication styles consist of personality type, relationships, language barriers and physical conditions.

CONCLUSION

Based on the result of the analysis which was conducted to identify the two research questions stated in the first chapter, so in this chapter, the researcher makes conclusion that can be seen as follows : The first research question is to identify what types of students 'communication style in English class. Based on the results of data analysis from questionnaire, document checklist and MBTI test, the researcher concluded that there are two communication styles used by students in English class, namely passive communication style and assertive communication style. Where the total of passive communication styles is 37.143% and the total of assertive communication styles is 62.857%. The second is to identify the aspects that can affect students' communication style in English class. From the results of data analysis using personality tests, questionnaires and document checklists, it was found that there are several aspects that can

influence students' communication styles, namely in terms of personality types. All students' communication styles are influenced by personality. Where introverts especially the INFP types, are more Passive. Meanwhile extrovert students tend to have Assertive. So, in terms of personality, introverted students are more passive in communicating compared to extroverted students. This is also influenced by their feelings or physical condition where from the results of the questionnaire data, they all tend to feel afraid when they have to speak in public. Their relationships also affect their communication style, where from the questionnaire data they are all almost friends with everyone without distinction. This shows that their communication style is also influenced by the relationship. Some of the students also have language barriers, where from during presentation some students don't have good skills in English, so that makes the students don't confidently communicate with other students. All the students have different communication style because the abilities are not the same. When they have the ability to speak English well, they will be seen more confident in communicating with other students and if they don't have the ability to speak English, they will look more nervous or not confident in communicating with other students. Based on data, there are students who still have a Passive communication style.

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