

Students' Communication Styles in Speaking Class at Universitas PGRI Sumatera Barat

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Abstract

This research is aimed at finding out the types of students' communication styles in speaking class. In teaching and learning process, the students of course have different communication styles. It depends on the students' skill and readiness in performing their skill of communication in speaking class. This research, then belongs to descriptive with qualitative approach. The researcher used random sampling to determine the participants. There are 54 videos of the students' speaking collected, meanwhile the researcher only takes 11 documents as the participants. The instruments of this research are video recordings and document checklists. There are three communication styles that the researcher concerned with, namely passive, aggressive, and assertive. From the research findings, it can be obviously stated that there are two communication styles found from the students' speaking performance- they are passive and assertive. In brief, aggressive style is not found at all.

Keywords: communication style, speaking

Abstrak

Penelitian ini bertujuan untuk menemukan tipe-tipe gaya komunikasi mahasiswa dalam keterampilan berbicara Bahasa Inggris. Dalam kegiatan pembelajaran, tentunya mahasiswa memiliki gaya komunikasi yang berbeda-beda. Hal ini sangat tergantung kepada kemampuan mahasiswa serta kesiapan mereka dalam performa mereka di kelas. Penelitian ini menggunakan metode deskriptif dengan pendekatan kualitatif. Ada 54 video yang peneliti kumpulkan dari hasil kegiatan mahasiswa dan peneliti hanya mengambil 11 dokumen yang dijadikan sebagai data dalam penelitian ini. Sementara itu, instrumen yang digunakan dalam penelitian ini adalah rekaman video dan angket. Secara umum, ada tiga gaya komunikasi yang peneliti tekankan disini, yaitu gaya komunikasi pasif, agresif, dan asertif. Dari hasil temuan dalam penelitian ini, hanya ada dua gaya komunikasi yang ditemukan yaitu gaya komunikasi pasif dan asertif. Sementara gaya komunikasi agresif tidak peneliti temukan sama sekali.

Kata Kunci: gaya komunikasi, keterampilan berbicara

INTRODUCTION

Speaking is an important skill that should be considered by people when they do communication orally. By having a good skill and comprehension in speaking, it will determine the successful of the communication process. According to Richards and Renandya (2002: 214), speaking is an effective oral communication that requires the ability to use the language appropriately in social interactions. In line with this, Louma (2004: 9) defines speaking as an interaction, and speaking as a social and situation based-activity that is becoming part of daily life that is used by someone to develop a social interaction to other people. By speaking, someone can interact to other people to make good relationship in social life.

In addition, Torky (2006) states that speaking is an interactive process of constructing meaning that involves producing,

receiving and processing information. Speaking is also defined as the ability to express something orally, coherently, fluently and appropriately in given a meaningful context to serve both transactional and interactional purpose using correct pronunciation, grammar, and vocabulary and adopting the pragmatic and discourse rules of the spoke language

Communication style is a method where a person negotiates a situation that involves another person. This is a typical way and way of action where a person usually behaves when exchanging information, ideas, and emotions with others, Howie (2010). It means that communication style is very important for humans in everyday life to interact with each other. Where someone interacts by giving idea, information and situations that are happening.

Mayaorga (2014 : 12), communication styles are an integral part of communication delivery, yet many teachers are unaware of their own communication styles much less the impact it has on the teacher student learning relationship. It means that communication style has an important role by a teacher in disclosing the material. When communicating, if a teacher does not understand what is conveyed, then the process of delivering the teacher's communication style information cannot be understood by students.

In addition, 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. As well as having many communication styles that are always present in a person, but not all of them can be said to be the same.

Based on the explanation above, it can be concluded that communication style is the way one communication or interaction by someone for giving, receiving and expressing information. Thus, included in the part of communication delivery by the candidates of teacher in delivering material related to teacher-students. Communication styles can also be seen from candidates of teacher when communicating with students in delivering learning material in micro teaching class. In brief, communication style is a combination of various communication behaviors 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. As well as having many communication styles that are always present in a person, but not all of them can be said to be the same.

In line with the types of communication style that the researcher investigated, he proposed some types of communication style

stated by Davis et al (2009:128) there are types of communication style as follow:

- a. **Passive communication.** Someone with this passive communication never defend yourself, if a communicator passive, they will avoid to express thought, feeling and opinion. When someone expresses his own feelings by way of apology that is sometimes overlooked by others. Even as a passive communicator, someone will allow others to take advantage by violating the right themselves. As a result, people with this type will feel anxious, trapped and hopeless because their lives are out of control. Behavior of someone with this type allows students to dominate. Passive communicators become stronger communicators to assert themselves.
- b. **Aggressive communication.** Someone with this type will maintain her self directly but sometimes misbehavior. Verbal communication was impressed harassing and violate the rights of others. Personal aggressive is also derived from an inferiority acted in forms of domination. As an aggressive communicator, someone tries to dominate and threatening, often criticized and blamed the weakness of others for power. His body language looks arrogant and quick to anger if not liking. As a result, it will be considered as someone who feels out of control. To be more effective communicators, express themselves directly, honestly, and must respect other.
- c. **Assertive communication** is a communicator that is said to be assertive if you have this type. If communicators are assertive, then they will be effective for expressing thoughts and feelings clearly and carefully. They handle problems without violating or alienating others. They have high self-esteem. As an assertive communicator, language his body was calm, self-control and active listening.

In conclusion, there are three types of communication styles. First, passive communication styles, passive communicators can be stronger communicators to assert themselves. Second, aggressive

communication styles, as aggressive communicators, someone tries to dominate and threaten, often criticizing and blaming other people's weaknesses for power. His body language looks arrogant and gets angry easily if he doesn't like it and the teacher communicates openly to students and also communicates clearly. Third, assertive communication styles, communicators are assertive, then they will express their thoughts and feelings effectively with clarity and caution. It is very important to know what and how the candidates of teacher look in the communication process.

METHODS

This research conducted in descriptive qualitative research. In this case, the researcher described what the types of English students' communication styles in speaking class at Universitas PGRI Sumatra Barat. According to Gay and Airasian (2000:275), a descriptive study determines and explains what happens. This means that in descriptive research only describes the phenomena or situations related to what is being observed. The researcher choosed the descriptive research because the researcher want to described about English students' communication styles in speaking class a study at English department of STKIP PGRI Sumatra Barat. Then, data of this research had gotten from video recorded in the speaking class.

The participants of this research were the students of English Department of Universitas PGRI Sumatera Barat registered in 2022/2023 academic year. They are the students that the researcher taught consisting two parallel classes- class A and B. The total of the participants were 54 students. In this case, the researcher used random sampling to get the data. Thus, only 11 students taken as the participants of this research. Then, the researcher observed the eleven students' communication style in speaking and report it in this writing.

In descriptive research, instrument is a tool that is used by researcher to collect data or to get information from participants. As stated by Gay and Airasian (2000:145), instrument is

a tool or something that used to collecting the data. In this case, the researcher uses document checklist and video recording in this reserach. After conducting observation, it showed about sudents' communication style in speaking class at STKIP PGRI Sumatra Barat. To make it detail, the researcher specifies the instruments as follow:

a. Document checklist

The first instrument of this research was document analysis, According Ary et al (2009: 442), documents can be classified into four categories; public records, personal documents, physical material, and documents produced by researchers. 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 speaking class. Then, this observation also used to know the types student' communication style in speaking class.

No.	Style	Sub-Indicators	Description	Yes	No
1.	A. Passive	1. They will Avoid to express feeling and opinion.	- Exspresi datar, cemas atau gugup.		
		2. Someone express his own feelings	- Terkadang melakukan kesalahan saat menyamp		

		someti mes.	aikan materi.		
		3. Allow others to take advantages by violating the right theme.	- Tidak memperdulikan siswa saat dia menyampaikan materi		
2.	B. Aggressive	1. Maintain his/her self directly but sometimes misbehavior.	- Sering melakukan kesalahan yang berulang-ulang		
		2. Often criticized and blamed the weakness of others for power.	- Suka memberi kritikan - tidak mau menerima pendapat atau saran		
		3. Body language looks arrogant and quick to anger.	- Ekspresi Mudah emosi dan selalu merasa benar.		
3.	C. Ass	1. Handle	- Berkomunikasi		

	ertive	problem without violating or alienating others.	secara terbuka dan jelas - Mengajak siswa lebih aktif tanpa membedakan		
		2. Have high self-esteem.	- Selalu ingin diperhatikan saat tampil di depan kelas.		
		3. Body was calm, self-control and active listening.	a. Santai dalam memberikan materi dalam penampilannya. b. Fokus/perduli terhadap situasi.		

Table 1: Indicator for Document Checklist

b. Video recording

In this research, researcher used video recording as the second instrument. Videos are normally used to provide data about capturing certain social interactions, participants' understanding of interactions, and interpretations of people involved in making videos and frames through which individuals view videos. It can be said video recorded help the researcher to get the data and information. The data obtained from this study results recorded the teaching and learning process of candidates of teacher in the micro teaching class. During the observation process, researcher was able to

collect 54 videos with 44 students from all three micro teaching classes. However, researcher only chose 11 videos to be made into the data in this study by using random sampling to determine participants.

RESULT AND DISCUSSION

Based on the previous explanation, the researchers stated the findings. The result of documents checklist and video recordings that had been done by the researchers during observation, it can be concluded that participants of this research used communication style during teaching learning process in speaking class. Where the results video recorded and documents checklist that the communication style used of candidates of teacher, it can be seen as follow:

Participant	Indicators Communication Style									Students' communication style
	Passive			Aggressive			Assertive			
	A	B	C	A	B	C	A	B	C	
Student 1	√	√	√							Passive
Student 2	√	√	√							Passive
Student 3							√	√	√	Assertive
Student 4							√		√	Assertive
Student 5	√	√		√						Passive
Student 6	√	√	√	√						Passive
Student 7							√	√	√	Assertive
Student 8	√	√	√	√						Passive
Student 9	√	√	√	√						Passive
Student 10							√	√	√	Assertive
Student 11							√	√	√	Assertive

Table 2: The types of communication style used by the students in Speaking.

Based on the table above, it can be obviously stated that the researcher found the students 1, 2, 5, 6, 8 and 9 were passive and students 3, 4, 7, 10 and 11 were assertive. That all, researcher seen from the video recording of how the students perform their speaking in the class. Passive communication styles are found, because students were more nervous and anxious when becoming a performer in the class. In addition, the students who are stuttering in communication are also more common than the students who are fluent in English. The students whose assertive communication style can also be seen from

English fluency when performing and approaching other students more often. But 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 performing their speaking.

The results of analysis show that the students in speaking class at Universitas PGRI Sumatera Barat have different communication styles when speaking. It can be observed from the students' communication style from the documents checklist and review the video recording. Passive communication style is found more because many students are still stuttering in English so that they are not confident in performing the topics in their speaking. Judging by the expression of the students also found more nervous, anxious, flat and confused when speaking. There were also found that the students whose assertive communication style were the students who were confident and fluent in English.

It can be concluded that the students in speaking class have passive and assertive communication styles and none of them whose an aggressive communication style. The passive communication style numbered 6 participants and the assertive communication style 5 participants.

CONCLUSION

Based on the results of data analysis and findings, the researcher concluded that to build interaction among the students, they used communication styles in speaking class. They are expected to have the ability or potential to become a good speaker in conducting these verbal communication activities properly in the communication style used. Some of the students do not have good skills in English, so that makes the students do not confidently communicate with other students when speaking. 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 do not have the ability to speak English, they will look more nervous or not

confident in communicating with other students. Thus, researcher is interested in conducting an investigation of this section. To explain this problem, researcher conducted a study of the communication styles used by the students in the speaking class, since the researcher is the lecturer who teaches this subject to the students. This research is a descriptive study, in this study qualitative data is used to obtain data. researcher has one class as samples, researcher has got video recording and document checklist.

In this research, researcher identified the types of communication style performed by the students in speaking class at Universitas PGRI Sumatra Barat. Based on the data observation video recording and document checklist, the researcher concluded that students

who practice their speaking skill at STKIP PGRI Sumatra Barat have passive and assertive communication styles in speaking.

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