

**Students' Perceptions of Teachers' Communication Styles from a Cross-
Cultural Perspective**

THESIS

*Submitted as Partial Fulfillment of Requirements to Obtain Bachelor of
Education (B. Ed) in English Language Education*



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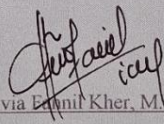
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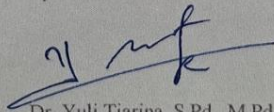


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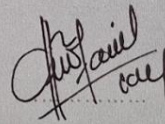
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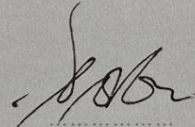
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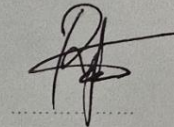
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ABSTRACT

This research explored students' perceptions of teachers' communication styles from a cross-cultural perspective, focusing on how these styles influenced learning experiences in multicultural classrooms. Using a descriptive qualitative method, data were collected through interviews with five students from diverse ethnic backgrounds, including Minang, Melayu, Batak, and Javanese at Universitas Negeri Padang. Thematic analysis identified four key themes such as message clarity and non-verbal communication, questioning style and student engagement, instructional methods and interaction balance, and cultural sensitivity in communication. The findings highlighted the importance of clear instructions, flexible questioning techniques, interactive teaching approaches, and culturally responsive communication in fostering inclusivity and engagement. These results emphasized the need for adaptable teaching practices that respected cultural diversity, ultimately improving learning outcomes for students in diverse educational settings.

Keywords: *Students' Perceptions, Teacher Communication Styles, Cross-Cultural Communication*

ABSTRAK

Penelitian ini mengeksplorasi persepsi siswa tentang gaya komunikasi guru dari perspektif lintas budaya, dengan fokus pada bagaimana gaya tersebut mempengaruhi pengalaman belajar di kelas multikultural. Dengan menggunakan metode kualitatif deskriptif, data dikumpulkan melalui wawancara dengan lima siswa dari berbagai latar belakang etnis, termasuk Minang, Melayu, Batak, dan Jawa di Universitas Negeri Padang. Analisis tematik mengidentifikasi empat tema utama yaitu kejelasan pesan dan komunikasi non-verbal, gaya bertanya dan keterlibatan mahasiswa, metode instruksional dan keseimbangan interaksi, dan kepekaan budaya dalam komunikasi. Temuan-temuan tersebut menyoroti pentingnya instruksi yang jelas, teknik bertanya yang fleksibel, pendekatan pengajaran yang interaktif, dan komunikasi yang responsif secara budaya dalam mendorong inklusivitas dan keterlibatan. Hasil penelitian ini menekankan perlunya praktik pengajaran yang mudah beradaptasi dan menghargai keragaman budaya, yang pada akhirnya dapat meningkatkan hasil pembelajaran bagi siswa di lingkungan pendidikan yang beragam.

Kata kunci: Persepsi Siswa, Gaya Komunikasi Guru, Komunikasi Lintas Budaya

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Indonesia, celebrated for its rich tapestry of cultural, linguistic, and ethnic diversity, brings this same vibrant complexity into its classrooms. With over 1,300 ethnic groups scattered across its vast archipelago (Central Bureau of Statistics, 2020), the educational environment in Indonesia reflects a unique blend of students from varied cultural backgrounds. This diversity, while enriching, presents significant challenges in communication between teachers and students. In particular, how teachers communicate verbally and non-verbally is crucial in shaping their students' educational experiences and outcomes. In increasingly multicultural classrooms, teacher communication styles are more than just methods of delivering content; they are tools for fostering understanding, inclusivity, and engagement.

The influence of teacher communication styles on student outcomes has been extensively discussed in academic literature. Brekelmans et al. (1989) introduced a typology of teacher behaviors, identifying eight main communication styles that students perceive in classroom interactions, ranging from friendly and authoritative to uncertain and aggressive. These styles significantly affect students' academic motivation and emotional connection to learning. Wubbels et al. (1992) emphasized that cooperative and supportive communication behaviors correlate strongly with positive

student outcomes, while oppositional styles can hinder learning. However, these findings largely emerged from Western contexts. Indonesia's multicultural and multilingual classrooms add a layer of complexity to these dynamics, as cultural values and communication norms vary greatly across its diverse student population.

In Indonesia, the influence of cultural diversity on communication styles cannot be overstated. Drawing on Hall's (1976) concept of high-context and low-context cultures, it becomes clear that Indonesian classrooms host a blend of students who interpret communication differently. For example, students from high-context cultures such as Minangkabau or Javanese may rely on indirect cues, gestures, or contextual subtleties to interpret their teacher's instructions. Conversely, students from lower-context cultures, including those influenced by Western education systems, often prefer explicit and direct communication. These differences mean that a one-size-fits-all approach to teaching styles is unlikely to succeed. Teachers must navigate these contrasting expectations carefully to create a classroom environment where all students feel included and understood.

Recent studies have highlighted the importance of culturally responsive communication in education. Dewi (2019) noted that Indonesian students respond positively to teacher behaviors that demonstrate friendliness, attentiveness, and adaptability. Teachers who greet students warmly, provide clear and concise explanations, and actively listen to their

input foster stronger teacher-student relationships and promote deeper engagement with learning materials. Samsudin et al. (2023) further emphasized the role of intercultural competence in teaching, illustrating how culturally sensitive approaches significantly enhance learning outcomes in diverse regions such as Gorontalo and Papua. Similarly, Alshuraiaan (2023) found that interactive and engaging teacher-student communication positively influences language proficiency and learner confidence in TESOL classrooms. These findings underline the importance of communication styles that not only convey content effectively but also resonate with the cultural and emotional needs of students.

The challenges of teacher communication are particularly pronounced in higher education settings, where linguistic and cultural diversity converge. At Padang State University's International Class program, for instance, English serves as the primary medium of instruction, requiring both students and teachers to navigate linguistic barriers while addressing cultural nuances. In these classrooms, the ability of teachers to adapt their communication styles to the cultural expectations of their students becomes critical. Teachers must balance the need for clarity and precision in conveying complex academic concepts with the need for sensitivity to the cultural norms and communication preferences of their students. A teacher who understands the importance of non-verbal cues, such as gestures, tone, and body language, can bridge communication gaps and create a more inclusive and effective learning environment.

While research has explored the impact of teacher communication styles globally, studies focused specifically on Indonesia's multicultural classrooms remain limited. The existing literature often emphasizes teacher behaviors or general classroom practices but rarely delves into how students perceive these communication styles in diverse cultural settings. Understanding these perceptions is vital because they provide unique insights into the effectiveness of different teaching approaches and highlight areas for improvement. Students' voices can reveal how cultural misalignments or misunderstandings in communication affect their engagement, comprehension, and overall learning experience.

This study aims to fill that gap by examining students' perceptions of their teachers' communication styles through the lens of cross-cultural communication theory. By focusing on the nuanced interplay between cultural backgrounds and communication preferences, this research seeks to uncover practical strategies for enhancing teacher-student interactions in multicultural classrooms. The findings will contribute to a deeper understanding of how teachers can foster inclusivity and engagement in Indonesia's diverse educational settings, ultimately promoting better learning outcomes for all students.

B. Identification of the Problem

Refer to the background. Some problems identified are teachers' communication style, their perspective on understanding teachers' communication style, and students' perception of teachers' communication style.

C. Limitation of the Problem

In this research, the study is limited to analysis of students' perceptions of teacher communication styles from a cross-cultural communication perspective.

D. Formulation of the Problem

This problem formulation investigates the complexities surrounding teacher-student communication across diverse cultural backgrounds within educational environments. It explores students' perceptions of teacher communication styles, considering cultural nuances, language proficiency, and other contextual factors that may influence their interpretations. By addressing this problem, the research provides insights into how educators can effectively communicate with students from diverse cultural backgrounds to foster inclusive learning environments and promote positive educational outcomes.

E. Research Question

Based on the background of the problem, the researcher makes research questions as the following:

1. How do students perceive teachers' communication styles from a cross-cultural perspective?

F. Objective of the Research

The objective of the research on students' perception of teacher communication styles is to understand students' perception of their teacher communication styles from a cross-cultural communication perspective to foster inclusive learning environments and promote positive educational outcomes.

G. Significant of the Research

This research is essential to conduct because the perception of the students has a significant impact on their learning process. From the previous study, there needs to be a specific discussion about the students' perceptions of teachers' communication styles from a cross-cultural perspective. The research provides valuable insight for improving teaching practices and student learning outcomes in EFL contexts. The research holds significance for both academic and practical implications, with the potential

to positively impact teaching practices, student experiences, and the broader educational landscape.

H. Definition of the Key Terms

1. Cross-cultural communication is the process of recognizing both differences and similarities among cultural groups to effectively engage within a given context.
2. Perceptions refer to how students interpret and understand various aspects of their educational experience, including teaching methods, classroom environment, communication styles, and learning materials.
3. Teacher communication styles refer to how English department lecturers of Universitas Negeri Padang taught at the International class convey information, interact with students, and manage classroom dynamics.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This study examined students' perceptions of teachers' communication styles in cross-cultural classrooms. The findings emphasize the importance of clarity, engagement, and cultural sensitivity in effective teaching. Clear instructions, supported by non-verbal cues like gestures and tone, help students understand and stay engaged. Questioning styles also play a key role, with students appreciating a mix of direct, indirect, and open-ended approaches to foster both comfort and critical thinking. A balance between lecture-based teaching and interactive methods, such as discussions and group activities, was identified as essential for maintaining student interest. Additionally, culturally sensitive communication, including the use of inclusive language and acknowledgment of diverse backgrounds, promotes a sense of belonging and inclusivity. By addressing these elements, educators can create supportive and engaging learning environments that meet the needs of culturally diverse students.

B. Suggestion

For lecturers, lecturers should prioritize clarity in their communication by delivering instructions straightforwardly and concisely, complemented by supportive non-verbal cues like tone, gestures, and facial expressions. They should adopt flexible questioning styles that

combine direct and indirect approaches to accommodate students' diverse cultural preferences. Using a balance of structured lectures and interactive teaching methods can help sustain students' engagement and foster collaborative learning. Additionally, lecturers should practice cultural sensitivity by using inclusive language and avoiding dialects or references that may exclude certain groups.

For students, Students should actively communicate their needs and preferences to lecturers, especially when they encounter communication barriers. By engaging in open discussions about teaching methods and learning styles, students can foster mutual understanding and contribute to a more inclusive classroom. They should also embrace the cultural diversity of their peers as an opportunity to develop stronger intercultural communication skills.

For future researchers, Future studies should aim to explore these findings in more diverse contexts by including larger and more varied samples. Longitudinal research could provide deeper insights into how students' perceptions of communication styles evolve. Furthermore, researchers could investigate the impact of technology-mediated communication on cross-cultural teaching practices, given the increasing prevalence of online and hybrid learning environments. Exploring additional cultural dimensions, such as hierarchy preferences and formality, could also enrich our understanding of communication in multicultural classrooms.

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