

**STUDENT INTERACTION IN ENGLISH LANGUAGE
CLASSROOM:
A QUALITATIVE ANALYSIS OF COMMUNICATION STYLE**

THESIS

Submitted by

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THESIS

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THESIS

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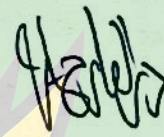
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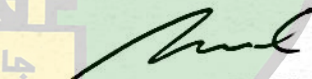
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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

All praises be to Allah, the Almighty, who has granted me strength, health, and inspiration to complete this research. Peace and salutation be upon the great Prophet Muhammad SAW, who has guided humankind toward knowledge and wisdom.

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Finally, I realize that this thesis is far from perfect; therefore, constructive criticism and suggestions are warmly welcomed. I hope this research will contribute to students, teachers, and future researchers in the field of English education.

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ABSTRACT

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This study was aimed at analyzing students' interaction in the English language classroom by addressing two research questions: (1) the communication styles used by students and (2) students' verbal interaction patterns during classroom interaction. A qualitative research design was employed, and the data were collected through classroom observation involving eleventh-grade students at MAN 1 Kota Banda Aceh. An observation sheet was used as the main instrument to record students' interactions during English learning activities. The findings indicated that students predominantly demonstrated assertive and passive communication styles, while aggressive and passive-aggressive styles were rarely observed. In terms of verbal interaction patterns, students mainly responded rather than initiated interaction, with limited turn-taking. Code-switching between English and Bahasa Indonesia was frequently observed, particularly during peer discussions. Although the classroom atmosphere was generally lively and cooperative, only a small number of students actively participated verbally, while others relied on nonverbal responses. In conclusion, students' interaction was characterized by limited verbal participation and mixed language use, suggesting the need for more structured interaction activities to encourage active English communication.

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CHAPTER I

INTRODUCTION

This chapter present the background of study, the research questions, the research aims, the significance of the study, and the terminologies to provide a better understanding of the study chapter is organized into five sections, beginning with the background of the study, followed by the research questions, research objectives, significance of the study, and definitions of key terms.

A. Background of Study

English is one of the international languages used by many people around the world, both as a first language and as a second language. In addition, English also serves as a unifying language in various international forums. Many countries, including Indonesia, teach English as a foreign language in schools. The teaching of English in schools aims to equip students with language skills that can support academic needs, global communication, as well as preparation for entering the workforce.

English language learning essentially emphasizes not only mastery of linguistic aspects such as grammar and vocabulary, but also students' ability to interact and communicate effectively in various contexts. The English classroom is the primary space where interactions occur, both between students and teachers and among students. These interactions play a crucial role in facilitating the exchange of ideas, building understanding, and developing more comprehensive language skills.

Therefore, interaction can be considered a key factor in successful language learning. Qualitative reviews show that classroom interaction strategies are crucial for helping students identify learning difficulties and fostering cognitive changes in language learning (Shawaqfeh, Jameel, Al-adwan, & Khasawneh, 2023).

The interaction and communication that takes place between teachers and students, as well as between students, is a fundamental element in English language learning, which contributes significantly to the effectiveness and learning outcomes of students. Interactions in the English classroom include collaborative participation in which learners negotiate to understand meaning, ask for clarification, provide feedback, and check for understanding (Hall, 2011). This interaction is not only limited to two-way conversations, but also reflects interpersonal communication as a social interaction that can shape students' identities in the learning environment. According to Kumaravadivelu (2006), In the context of classroom communication, interaction can be understood as an activity that is textual, interpersonal, and ideological, where each aspect plays a role in building understanding, social relationships, and the construction of meaning in the learning process.

Communication style refers to an individual's tendencies or preferences in conveying messages, both verbally and nonverbally. Communication styles can be classified into several types, such as aggressive, passive, passive-aggressive, and assertive. This is based on Thomas Gordon (1969), state that communication styles can be classified into several types: aggressive, passive, passive-aggressive, and assertive. McKay, Davis, dan Fanning (2018), They also emphasize that individual

communication styles including aggressive, passive, passive-aggressive, and assertive are behavioral patterns that can be learned and developed through practice and self-awareness.

Nowadays, among Indonesian students, interaction in English classes still faces several challenges. Many students tend to be passive due to a lack of confidence or a fear of making mistakes, limiting their active participation and ultimately resorting to using Indonesian or regional languages to convey their message.

Therefore, in the context of English language learning, students' communication styles can be influenced by various factors, such as personality, language proficiency, cultural background, and self-confidence. These differences in communication styles will influence classroom interaction patterns, the learning environment, and the learning outcomes themselves. Leyaley (2023) identify factors that cause students to be passive in speaking English, including fear of mistakes, embarrassment, and lack of self-confidence. Sari (2019) results showed that psychological factors such as anxiety and fear of negative evaluation significantly contribute to students' passive communication. It shows that students feel more comfortable and understand the material better when lecturers use Indonesian, especially to explain English vocabulary and grammar.

Based on survey in the field researcher found the problems faced by the communication style of student interaction in English language classroom. The level of anxiety students' experience in speaking English in class and the factors contributing to this anxiety. The results indicate that fear of negative evaluation and

feelings of insecurity are the main causes of students' anxiety, which in turn makes them reluctant to speak (Adi,Budayanti, Permana, 2023). Moreover, Pattah, Mahmud, and Noni (2022) argue that most students experience excessive anxiety, which affects their communication style, they tend to be passive and avoid verbal interaction. It can be seen that anxiety affects their communication style not only among students but this also occurs among university students. In addition Augustine (2021) finds that the use of Indonesian, regional languages and mixed languages (code-switching and code-mixing) often occurs, which influences students' communication styles and interactions in the classroom.

Based on a preliminary survey conducted at MAN 1 Banda Aceh on 28 August 2025, the English teacher explained that in regular classes, English is used as the main medium of instruction, but when students have difficulty understanding, explanations are repeated in Indonesian before returning to English. In contrast, in the international class at MAN 1 Banda Aceh, English is used fully throughout the lesson. This difference in language use creates varied dynamics of student interaction and communication styles in the classroom. Some students appear more confident and actively engage in English, while others tend to be passive or rely on Indonesian. This condition shows that differences in the learning environment influence how students respond to and use English in their daily classroom interactions. Thus, the variation in language use between regular and international classes provides important insights into the communication patterns that develop within the school environment.

However, previous study mostly showed that the problem of speaking is psychological and lack of vocabularies. This research will present about how the students communication styles and interactions in the classroom. Therefore, this research focus on student interaction in English language classroom: a qualitative analysis of communication style in MAN 1 Kota Banda Aceh.

B. Research Questions

Based on background describe above, in this study, the following research question are:

1. What communication styles do students use in interactions in English classes?
2. How are the verbal interaction patterns (e.g., initiation, response, and turn-taking) among students in English language learning activities?

C. Aims of Study

According to the research question, the aim of this research is stated as follows:

1. To identify and analyze the communication styles used by students in interactions in English classes.
2. To describe various verbal interaction patterns, such as how students initiate conversations, respond, and take turns speaking during English learning activities.

D. Significance of Study

The significance of the study can be classified into three parts, for the students, teachers, and school:

1. For the students

This research helps raise awareness of their communication styles and their impact on classroom interactions. By recognizing barriers such as passivity and the use of regional languages, students are encouraged to engage more actively in English, enhancing their language skills and self-confidence while reducing fear of making mistakes.

2. For the teacher

This research provides insights to improve teaching strategies by adapting methods, such as bilingual or scaffolding approaches, to encourage active English communication. It also helps teachers understand students' communication styles and create an inclusive, supportive classroom environment conducive to practicing English.

3. For the school

This research can enhance the effectiveness of English learning by promoting active interaction and reducing reliance on regional languages. It also provides a foundation for curriculum development focused on communicative strategies and supports the overall quality of English education to meet academic and global communication needs.

E. Terminologies

To provide clarity and avoid ambiguity in this study, the following key terms are defined:

1. Interaction

Interaction is defined as “the collaborative exchange of thoughts, feelings, or ideas between two or more people” (Long, 1983). In the context of language learning, interaction involves negotiating meaning through collaborative participation, which includes activities such as asking for clarification, giving feedback, and confirming understanding (Hall, 2011).

2. Communication Style

Communication style refers to the way individuals express themselves verbally and nonverbally, including tone of voice, choice of words, facial expressions, and gestures. In the classroom context, communication style can influence the flow of interaction, mutual understanding, and the development of rapport among participants (Yunus, 2013; Brown, 2007).

3. Classroom Dynamics

Classroom dynamics are the social and psychological factors that influence the interactions, relationships, and behavior patterns among participants in an educational setting (Kumaravadivelu, 2006). These dynamics include the way students collaborate, compete, and build relationships, all of which shape the learning environment (Mercer, 2000).

CHAPTER II

LITERATURE REVIEW

This chapter outline the literature review regarding to definition of interaction, communication style and classroom dynamic.

A. Interaction

1. Definition of Interaction

Interaction is the process of mutual influence or reciprocal action between two or more parties, whether through communication, behavior, or action. In the context of learning, interaction refers to the relationship and exchange of messages between teachers and students or between students aimed at achieving understanding, sharing information, and constructing shared meaning. As stated by Toscu (2023), the interaction is understood as a communicative exchange between participants (teacher – students; students – students) that facilitates meaning negotiation, feedback, and opportunities for language production; it can take the form of synchronous (live) or asynchronous (written/online) modes.

Interaction in the classroom is crucial because it helps students develop language comprehension and communication skills through mechanisms such as negotiation of meaning, corrective feedback, and opportunities for language production. Wang (2025) emphasizes that negotiating meaning in peer interaction through information-gap tasks improves communication clarity and enriches students' language strategies. Furthermore, teacher feedback plays an important role in encouraging student participation, as a combination of evaluative, interactive,

and corrective feedback can increase students' motivation and engagement in classroom interaction (Hattie & Timperley, 2007).

2. Classroom Interaction

In the language learning process, classroom interaction plays a central role because it is through this interaction that communication is established between teachers and students, as well as between students. Classroom interaction serves not only as a means of delivering material but also as a forum for students to practice language skills, negotiate meaning, and build shared understanding. Therefore, discussing classroom interaction is important for understanding how communication occurs in English classes and how it influences learning effectiveness.

Classroom interaction refers to the communication process that occurs in the classroom between teachers and students, as well as between students. This interaction is at the heart of the learning process because through the exchange of information, ideas, and feedback, students can develop understanding and language skills. According to Brown (2001) classroom interaction is a form of two-way communication involving teachers and students to achieve learning objectives. Meanwhile, Ellis (1994) states that interaction in language learning plays a crucial role in providing comprehensible input and the output opportunities students need to develop communicative competence.

Riwayatningsih (2024) analyzes the use of teacher language in classroom interactions, including instructions, questions, and reinforcement, all of which have an impact on learning effectiveness. Estaji (2023) claims classroom interaction is

the primary vehicle for students to engage cognitively, socially, and affectively through the initiation response feedback (IRF) pattern. Moreover, Hattie and Timberley (2024) explains that classroom interaction is not limited to teacher–student Q&A sessions but also includes feedback, discussion, and negotiation of meaning, which encourage active student participation. Similarly, Rahman (2025) emphasizes that classroom interaction allows for the exchange of ideas, language correction, and collaboration among students, thus making learning more effective and meaningful. Thus, the researcher can conclude that classroom interaction can be understood as a dynamic communication pattern in the classroom that involves teachers and students in an effort to achieve learning goals. In addition, interaction in the classroom is essential because it strengthens language skills while increasing motivation, participation, and learning effectiveness.

B. Communication Style

1. History of the Development of the Concept of Communication Style

Learning The concept of communication style was first popularized by Gerald R. Norton (1978; 1983) through his work, the Communicator Style Measure (CSM). Norton defined communication style as a person's characteristic way of interacting verbally and non-verbally to convey meaning and influence the interpretation of messages. Using the CSM instrument, he identified several dimensions of communication style, such as: dominant, dramatic, contentious, animated, impression-leaving, and friendly.

In the late 1980s, Gudykunst & Ting-Toomey (1988) extended this concept to the realm of intercultural communication. They emphasized that communication style is strongly influenced by cultural norms, for example, direct communication styles in individualistic cultures and indirect communication styles in collectivist cultures.

Furthermore, studies on communication style have also been discussed by interpersonal communication experts such as Joseph A. DeVito (2009), who emphasized the close relationship between communication style and the quality of interpersonal interactions. DeVito explained that communication style determines how messages are understood, the closeness of relationships, and the potential for conflict.

Recent developments indicate that communication style is not only a concern in interpersonal communication, but also in educational, organizational, and digital contexts. Jiang (2023) and Balakrishnan (2024) highlight the relationship between communication style and leadership effectiveness, work performance, and knowledge-sharing behavior.

Thus, it can be concluded that the concept of communication style has evolved from Norton's psychological framework, expanded to intercultural communication by Gudykunst & Ting-Toomey, and then more broadly applied in interpersonal, educational, and organizational contexts to date.

2. Definition of Communication Style

In essence, communication style describes an individual usual habit of using both verbal and nonverbal language to convey messages. Communication style, as

defined by Norton (1978; 1983), is the way people interact both orally and nonverbally to indicate how a message should be read and interpreted. consequently, Gudykunst and Ting-Toomey (1988) stress that communication style serves as a meta-message that offers a framework for understanding spoken messages. Meanwhile, Devito (2009) explains that communication style is the way individuals interact and exchange messages which influences the quality of interpersonal relationships.

According to Erna, Habibah, Iftanti, and Rahmatullah (2024) state that communication style is the way a person or group conveys opinions or information (way of conveying opinions or information), which influences how other individuals understand the information. Romadhon & Ramadhana (2024) add that communication style is discussed as the type of way teachers communicate in learning, including aggressive, passive, passive-aggressive, and assertive. Assertiveness is identified as the dominant style, indicating an effective communication style that promotes student comfort during interactions. The learning process and student engagement are impacted by these communication approaches.

Following to these perspectives, researcher might draw the conclusion that an individual's style of communication is their distinct manner of applying both verbal and nonverbal language, which influences how well a message is conveyed, how well meaning is understood, and how well relationships are formed throughout an engagement. Besides, Communication style is an individual's characteristic pattern or manner of conveying verbal (and in some contexts non-verbal) messages,

involving styles such as assertiveness, passivity, aggression, or a combination of these. This style influences the interaction between the communicator and the recipient, especially in educational or organizational contexts, and contributes to communication effectiveness, participant engagement, and comfort in exchanging information.

3. Communication Style Models (1978–2025)

a. Norton (1978/1983) – Communicator Style Measure (CSM)

Norton introduced the concept of communication style as an identifiable way in which individuals communicate. He developed the Communicator Style Measure (CSM) with dimensions such as dominant, dramatic, contentious, animated, impression-leaving, and friendly (Norton, 1978; 1983).

b. Gudykunst & Ting-Toomey (1988) – Intercultural Communication Styles

This model emphasizes cultural influence on communication styles. It classifies communication into direct vs. indirect, elaborate vs. succinct, personal vs. contextual, and instrumental vs. affective (Gudykunst, & Toomey, 1988).

c. Assertive Passive Aggressive Model (2000s, widely used in Education and Psychology)

This model divides communication into four types: assertive (respectful and clear), passive (submissive and avoiding conflict), aggressive (forceful and lacking empathy), and passive-aggressive (indirect resistance). It is especially common in

classroom and psychological studies (Thomas, & Smith, 2004; Alberti, & Emmons, 2008; Hybels, & Weaver, 2015).

d. Contemporary Models (2023-2025)

Recent studies adapt communication style to modern contexts such as education, organizations, and digital interactions. For example, research highlights how teachers' communication styles (assertive, passive, aggressive) affect student engagement, and how leaders' communication influences performance and knowledge sharing in organizations (Romadhon, & Ramadhana, 2024; Hoang, & Le, 2024; Liswanti, Nidia, & Salam, 2025; Marhouni, & Pali, 2025).

4. Types of Communication Styles

Based on various studies in psychology and interpersonal communication, communication styles are generally divided into four to five main types. Each style has its own characteristics, advantages, and disadvantages.

a. Assertive Communication

Assertive communication is a communication style in which individuals express their thoughts, feelings, and needs clearly, honestly, and confidently, while still respecting others. According to Wang and Liu (2023), this communication style is considered the most effective because it can create healthy interactions, reduce conflict, and increase mutual respect in a learning context.

Individuals with this communication style possess high self-confidence, self-awareness, and good emotional regulation. They are able to express opinions, offer criticism, and politely decline requests without showing guilt or fear. Furthermore,

as explained by Hargie (2011), people who communicate assertively are also able to listen to others' perspectives with empathy and remain open to differing opinions. These characteristics make assertive communication a form of interaction that balances personal and social interests.

Furthermore, an assertive communication style offers numerous advantages in both interpersonal and professional contexts. McKay, Davis, and Fanning (2018) explain that assertive communication can increase self-confidence, reduce conflict, and strengthen interpersonal relationships. In workplace relationships, this style also encourages active participation, openness, and healthy collaboration among team members. Alberti and Emmons (2008) add that assertive communication plays a vital role in a person's psychological well-being, as assertive individuals experience less stress, guilt, or anxiety due to emotional repression. Thus, assertive communication helps a person achieve a balance between personal and social needs in daily interactions.

However, several studies have also shown that adopting an assertive communication style is not always easy. According to Wood (2016), in cultures with strong hierarchical social structures, assertiveness is sometimes misinterpreted as impoliteness or defiance. Furthermore, McKay (2018), emphasize that not all individuals are capable of assertive communication because this style requires high self-awareness and emotional skills to maintain a balance between assertiveness and empathy. Individuals accustomed to a passive or aggressive style may need time and practice to change their communication patterns to assertive ones.

Therefore, the application of assertive communication must take into account the cultural context, social environment, and individual emotional readiness.

Then, the researcher concludes that overall, assertive communication is a communication style that balances honesty, empathy, and respect. Experts have shown this style to be effective in improving interpersonal relationships, reducing misunderstandings, and supporting individual psychological well-being. While requiring practice and a high level of self-awareness, assertive communication remains an ideal model that can be applied in various contexts, including educational, organizational, and social settings.

b. Aggressive Communication

Aggressive communication is characterized by the expression of opinions or feelings in a dominant, loud, and often belittling manner. Zhang (2024) emphasizes that this style can create tension in classroom dynamics, as aggressive students or teachers tend to dominate the conversation, limiting the active participation of other students.

Characteristically, an aggressive communication style has several distinctive traits. According to Hargie (2011), aggressive individuals often use commanding, blaming, or even threatening language. They also tend to interrupt others, refuse to listen to differing opinions, and display dominant body language such as standing too close, staring intently, or speaking loudly. Wood (2016) adds that people with this style have low empathy for their conversation partner and try to dominate the conversation. Meanwhile, Beebe, Beebe, and Ivy (2019) identified that individuals

with an aggressive style often have high self-confidence but are not accompanied by the ability to regulate their emotions appropriately.

Although often perceived negatively, an aggressive communication style has several advantages in certain contexts. In situations requiring quick action or decisive decisions, such as emergencies, crisis management, or military situations, aggressive communication can help achieve certainty and effectiveness because the message is conveyed directly and clearly. According to Beebe, Beebe, and Ivy (2019), aggressive individuals also appear assertive and bold in making decisions, so they are sometimes perceived as strong leaders. Furthermore, Alberti and Emmons (2017) state that this style can prevent someone from being exploited by others, because it demonstrates a high level of confidence and power.

Nevertheless, aggressive communication has more disadvantages than advantages. This style can negatively impact interpersonal relationships because it tends to instill fear, anger, or hatred in others. Adler, Rosenfeld, and Proctor (2018) explain that aggressive communication can damage mutual trust, hinder cooperation, and create a stressful environment. Individuals who frequently communicate aggressively also risk losing social support because they are perceived as disrespecting others. Hargie (2011) adds that in the long term, this style not only creates external conflict but can also cause regret and internal stress for those who engage in it, as they may realize they have hurt others. Hence, an aggressive style tends to be ineffective for long-term communication and is more suitable for certain situations that require extreme assertiveness.

In conclusion, an aggressive communication style describes a form of self-expression that emphasizes power but neglects empathy. While it can produce quick results in certain situations, this style is generally counterproductive to building healthy and respectful relationships. As Wood (2016) concludes, aggressive communication can be transformed into a more constructive form through practicing self-control, increasing empathy, and applying assertive communication principles that balance honesty and respect for others.

c. Passive Communication

Passive communication is a communication style in which individuals tend to avoid expressing their opinions or feelings. This is often caused by fear, embarrassment, or a lack of self-confidence. According to a study by Rahman & Sari (2023), a passive communication style can hinder student engagement in English classes because they prefer silence to interaction, thus limiting opportunities to practice language skills.

According to Adler, Rosenfeld, and Proctor (2018), individuals with a passive communication style tend to put the needs of others above their own and rarely express disagreement, even when they feel annoyed. Alberti and Emmons (2017) explain that this style often arises from a fear of rejection, low self-esteem, or the belief that their opinions are unimportant. As a result, the messages conveyed by passive individuals are often unclear or even unspoken, making it difficult for others to understand their desires or boundaries. In the context of interpersonal relationships, a passive communication style often creates an imbalance of power, where the passive party becomes the victim of the other party's dominance.

Characteristically, a passive communication style has easily recognizable signs. According to Hargie (2011), individuals with this style often avoid eye contact, speak softly, and use indirect language such as "up to you" or "it's okay, I'll just go along with it." They also tend to delay decisions, not express opinions, and often agree with something even when they don't actually agree. Wood (2016) adds that passive individuals have high levels of social anxiety and tend to suppress negative emotions such as anger or disappointment. Beebe, Beebe, and Ivy (2019) also explain that people with this communication style rarely use "I" statements (such as "I think" or "I feel"), instead preferring to remain silent or agree with others' opinions to avoid conflict.

Although a passive communication style has many limitations, it also has several advantages in certain situations. One example is the ability of passive individuals to maintain harmony and avoid open conflict. In collectivist cultural contexts such as those in Asia, including Indonesia, a passive attitude is sometimes perceived as polite and respectful of authority (Adler et al., 2018). Furthermore, people with a passive communication style are often perceived as patient, humble, and easy to work with because they prioritize group interests over personal ones. In hierarchical work environments, this style can help maintain social stability and prevent interpersonal friction.

However, the disadvantages of a passive communication style far outweigh its advantages. According to Alberti and Emmons (2017), passive individuals often experience frustration, stress, and dissatisfaction because their needs are never met. They also risk losing self-confidence because they habitually suppress their own

opinions. Hargie (2011) adds that passive communication can lead to latent conflict, where someone holds onto anger or disappointment for a long time until it finally explodes emotionally. Furthermore, Wood (2016) emphasizes that this style hinders personal and professional growth because individuals are not accustomed to asserting their rights or ideas. In the long term, passive communication can lead to imbalanced relationships, feelings of disrespect, and emotional dependence on others.

In summary, a passive communication style reflects a form of interaction that is oriented toward conflict avoidance, but often at the expense of clarity and an individual's emotional well-being. This style may seem safe on the surface, but it is ineffective for building healthy and equal relationships. As Beebe, Beebe, and Ivy (2019) suggest, to achieve effective communication, passive individuals need to learn to be more assertive that is, express themselves honestly while remaining respectful of others to achieve a balance between peace and honesty.

d. Passive-Aggressive Communication

Passive-aggressive communication is a combination of passive and aggressive communication. Individuals with this style do not directly convey their disagreement, but rather express it through indirect behavior such as sarcasm or negative nonverbal expressions. According to Chen (2025), this style can lead to misunderstandings in classroom interactions because the messages conveyed are not explicit, thus creating barriers to effective communication.

As state by Adler, Rosenfeld, and Proctor (2018), individuals with this communication style appear passive on the surface agreeing or accepting others'

opinions but actually harbor anger or disagreement, which they then express covertly. Alberti and Emmons (2017) emphasize that this communication style often arises because individuals feel powerless to speak openly or fear direct confrontation. Therefore, their emotional expressions come out in indirect behaviors such as prolonged silence (the silent treatment), sarcasm, deliberate delays, or subtle, demeaning comments.

Passive-aggressive communication has several characteristics that distinguish it from other styles. According to Hargie (2011), individuals with this style often display behavior that appears cooperative but is actually defiant. They may say "yes" but act otherwise, give compliments that contain sarcasm, or use humor to mask anger. Wood (2016) explains that passive-aggressive individuals often suppress their negative feelings, but express dissatisfaction through small, deliberate actions, such as forgetting tasks, avoiding responsibilities, or making snide comments. Other characteristics include a lack of direct communication, the use of ambiguous body language, and an inability to resolve conflicts openly. In other words, this style reflects a mismatch between words and actions.

Though generally considered unhealthy, passive-aggressive communication has some limited advantages in certain contexts. According to Beebe, Beebe, and Ivy (2019), this style allows individuals to express negative feelings without facing direct confrontation, which can reduce the risk of open conflict, especially in sensitive situations or in hierarchical environments. Furthermore, some people with this style use humor or sarcasm as a defense mechanism to protect their self-esteem.

In cultures that value politeness and self control, passive-aggressive communication is sometimes considered "safer" than overt aggressive expressions.

On the other hand, passive aggressive communication has many significant drawbacks. According to Adler et al. (2018), this style can undermine trust and clarity of communication because the messages conveyed are ambiguous and dishonest. Recipients often feel confused or hurt because passive-aggressive behavior is difficult to understand. Alberti and Emmons (2017) add that this style creates a negative communication cycle where problems are never resolved, but rather postponed or hidden. Hargie (2011) also explains that individuals with a passive aggressive style often experience internal frustration because they are unable to express themselves directly, potentially causing emotional stress and reducing the quality of interpersonal relationships. In the workplace, this style can hinder collaboration, reduce productivity, and create tension among team members.

So, passive aggressive communication is an indirect and often counterproductive form of communication. This style emerges as a compromise between the desire to avoid conflict and the need to express dissatisfaction. While sometimes used to maintain superficial relationships, in the long run, this style has negative impacts such as loss of trust, misunderstandings, and emotional tension. As Wood (2016) concludes, to overcome passive-aggressive tendencies, individuals need to develop assertive communication skills based on honesty, empathy, and emotional responsibility so that interpersonal relationships can be healthy and open.

In theoretical studies, discussions of communication styles should not just focus on their definitions and characteristics, but also include concrete examples to facilitate understanding in a learning context. Each communication style used by students in English classes represents a different behavioral pattern in expressing ideas, responding to questions, and interacting with teachers and peers. Therefore, the researcher provides a brief illustration of classroom conversations to provide a concrete picture of how assertive, aggressive, passive, and passive-aggressive communication styles manifest and how they influence learning dynamics.

Examples of Communication Styles in English Class

1. Assertive Communication

Student: “Excuse me, Sir. I’d like to answer the question, but I’m not sure if my grammar is correct. May I try?”

(This example demonstrates confidence yet politeness).

2. Aggressive Communication

Student: “That’s wrong! My answer is better than yours. You should listen to me!”

(Dominating tone, not giving space to other students).

3. Passive Communication

Teacher: “Any volunteers to read the dialogue?”

Student (whispering softly): “I... I don’t know, maybe someone else should do it...”

(Student is reluctant to speak and avoids participation).

4. Passive Aggressive Communication

Student (to classmate): “Well, sure, your answer is always perfect... like always.” (with a sarcastic tone)

(Indirect messages tend to be sarcastic, creating the potential for conflict).

C. Classroom Dynamic

1. Definition of Interaction

Classroom dynamics has been a focus of research in education since the late 20th century. In the 1970s, Jacob Kounin emphasized the importance of classroom management in shaping student behavior through the concepts of witness and the ripple effect, which describe how a teacher's awareness of classroom activities can influence the entire student group (Kounin, 1970). Furthermore, in the 1980s, Freiberg developed a theory of classroom management that emphasized social interaction and the importance of a supportive classroom environment in creating a positive learning atmosphere (Freiberg, 1999).

Entering the 1990s, research in educational psychology began to highlight student motivation, their perceptions, and the psychosocial factors that influence classroom interactions (Emmer & Stough, 2001). In the 2000s, Greene and Marsh examined student social interactions and their influence on learning outcomes, expanding the understanding of classroom dynamics as a complex system (Greene & Marsh, 2001).

Systems-based and complexity-based approaches emerged in the 2010s, emphasizing the reciprocal relationships between teachers, students, and the learning environment as factors shaping classroom dynamics (Chongbang, 2021).

Meanwhile, recent research in the 2020s highlights the role of teacher communication (assertive, passive, aggressive), student social interactions, and adaptation to digital and hybrid learning (Ahmed, 2024; Ngugi & Thinguri, 2017).

2. Definition of Classroom Dynamics

Classroom dynamics are an important aspect of the learning process because they reflect the complex interactions between teachers, students, and the learning environment. Understanding classroom dynamics enables teachers to manage interactions, motivate students, and create a conducive learning environment. This chapter will discuss various concepts, theories, and factors that influence classroom dynamics, as well as how they impact student participation and engagement in the teaching and learning process. Ahmed (2024) discusses classroom dynamics as an ecosystem involving interactions between students, teachers, and other external factors. He also emphasizes the importance of understanding the core elements of classroom dynamics to create a positive and productive learning environment.

In the view of Closa and Sarmiento (2023) highlight how social interactions between students and between students and teachers can influence the classroom atmosphere and, in turn, learning outcomes. Understanding classroom social dynamics is considered essential to creating an environment that supports effective learning. In addition, Chongbang (2021) also mentions classroom dynamics as a complex system involving interactions between various elements, such as teachers, students, and the physical environment of the classroom. A dynamic systems

approach is used to understand how changes in one element can affect other elements and how these dynamics influence the overall learning process.

3. The Impact of Classroom Dynamics on the Learning Process

Positive classroom dynamics can increase social interaction among students and create a conducive learning environment. Teachers who are effective in classroom management can encourage active student participation, thus optimizing the learning process. This research emphasizes the need for teacher training and classroom arrangements that support student diversity (Ngugi & Thinguri, 2017). Additionally, Kaffeneberger (2021) emphasizes that interactions between teachers and students, as well as interactions between students, have a ripple effect that impacts learning outcomes. Classroom dynamics cannot be viewed solely from individual behavior, but rather as a system of interconnected influences. These findings provide the basis for more adaptive educational policies and teaching strategies, allowing teachers to adjust learning methods based on classroom conditions (Kaffeneberger, 2021).

Li (2023) conducts a meta-analysis to identify factors influencing student engagement. These factors were classified into internal factors, such as student motivation and interest, and external factors, including social interaction and classroom management. The results showed that external factors, especially classroom management and healthy social interactions, significantly influence student engagement. Therefore, teachers need to create a supportive classroom environment to increase student motivation and learning participation.

D. Theoretical Framework of Observation Indicators

The observation indicators used in this study were developed based on theories of classroom interaction and communication style in the English language classroom. Classroom interaction theory proposed by Brown (2001) explains that interaction in language learning involves communication between students and teachers through verbal and nonverbal exchanges. In addition, Chaudron (1988) states that classroom interaction can be identified through questioning, responding, participation, and language use during the learning process.

Furthermore, communication style theory adapted from Tubbs and Moss (2008) categorizes communication styles into assertive, passive, aggressive, and passive-aggressive. These categories were used to identify how students express their ideas and respond during classroom interaction.

Based on these theoretical perspectives, the observation indicators in this research focus on several aspects, including student–student interaction, student–teacher interaction, communication style, participation level, language use, and classroom atmosphere. These indicators were selected to examine how students interact and communicate during the English learning process. Therefore, the observation instrument was constructed based on relevant theoretical frameworks to ensure the validity of the data collected.

CHAPTER III

RESEARCH METHODOLOGY

This chapter outlines the research methodology employed in this study including research location, research design, population and sample, technique of data collection, and data analysis.

A. Research Location

Research Location indicates the place or area where the research was conducted. The research location is important because it can influence the context, relevance, and generalizability of the research results. It refers to the place or area where research is conducted. The choice of research location is crucial because it provides a context that influences data collection, interpretation of results, and the relevance of research findings (Creswell & Creswell, 2018). This study took place at MAN 1 Kota Banda Aceh. This school is one of senior high school in Banda Aceh, which is located Jalan Pocut Baren No. 116, Keuramat, Kecamatan Kuta Alam, Kota Banda Aceh, Provinsi Aceh.

B. Research Design

Kumar (2019) explains that research design is a framework that helps researchers plan data collection, sample selection, and analysis strategies so that research is valid and reliable. However, this research conducted by the researcher using qualitative methods. Merriam, and Tisdell (2016) describes qualitative

research as an approach that focuses on understanding meaning and processes, and emphasizes the interaction of researchers with subjects in natural contexts.

This approach of research is used to provide a better understanding of the research problem. Qualitative data consist of information that the researcher gathered through observation. To gain depth understanding, the researcher preferred to use qualitative method to collect the data. The techniques that the writer used to collect the data of this study is observation.

C. Population and Sample

1. Population

Population refers to the entire group or elements that become the focus of a study and from which research conclusions are drawn (Neuman, 2014). Similarly, Airasian, Gay, and Mills (2019) state that the population includes all subjects or units relevant to the research problem.

Therefore, the population of this study consisted of all eleventh-grade students of MAN 1 Kota Banda Aceh who were involved in English language learning activities.

2. Sample

A sample is a subset of the population selected to represent the population being studied. According to Creswell and Creswell (2018), sampling allows researchers to collect data efficiently without observing the entire population.

In this qualitative study, the sample was selected using purposive sampling. Patton (2015) explains that purposive sampling is a technique in which participants

or research units are deliberately selected based on their relevance to the research objectives and their ability to provide meaningful information.

The sample of this study consisted of three eleventh-grade classes at MAN 1 Kota Banda Aceh, with approximately 40 students in each class. The selection of these classes was based on their availability and relevance to the research focus.

This study did not focus on individual students or teachers, but rather on classroom interaction as a whole. The observations were conducted to examine how students interacted and communicated during English language learning activities, including their participation, responses, and communication styles within the classroom setting.

The main objective of this study was to analyze students' interaction and communication styles in the English language classroom through direct classroom observation.

D. Data Collection Method

In collecting the data, the researcher used observation techniques. The researcher observed the classroom activities without interfering with the teaching and learning process. The observation focused on students' participation, responses to the teacher's questions, and the forms of interaction occurring between teacher and students as well as among students.

1. Observation

Observation is a method of data collection in research conducted by directly observing behavior, events, or phenomena in the field to obtain information relevant

to the research objectives. According to Creswell (2014), observation is a systematic process for recording behavioral patterns, actions, or environmental conditions of research participants through direct observation, both participatory and non-participatory. Meanwhile, Sugiyono (2018) explains that observation is a data collection technique carried out by observing phenomena occurring in the field and noting important things related to research variables.

Researchers observed students and teachers during the English language learning process. These observations aimed to gain a deeper understanding of the interactions between teachers and students in the classroom, including the teaching strategies used, students' responses to the methods applied, and the dynamics of the overall teaching and learning process. Through these observations, researchers were able to identify factors that support and hinder the effectiveness of English language learning, so that the results can serve as a basis for providing recommendations for improving the quality of the learning process in the future.

E. Research Instrument

The main instrument used in this study was an observation sheet. The observation sheet was designed to record students' interactions during English classroom activities. The indicators in the observation sheet were developed based on relevant theories and previous studies.

Indicators of student–student and student–teacher interaction were adapted from Brown (2001), Ellis (2008), Sinclair and Coulthard (1975), and Walsh (2011). Indicators of communication style, including assertive, passive, aggressive, and

passive-aggressive styles, were adapted from Norton (1983) and Richmond and McCroskey (1998). Indicators of students' participation level were adapted from Brown (2001) and Ellis (2008). In addition, indicators related to language use and code-switching during classroom interaction were adapted from Cook (2001) and Macaro (2009).

This instrument enabled the researcher to identify students' communication behaviors, participation, and interaction patterns during the English learning process. The observation sheet also included a notes column to record important classroom events that supported data interpretation.

The observation sheet is presented in Table 3.1 to provide a clear description of the research instrument, while the complete version of the observation sheet is provided in Appendix E.

Tabel 3.1 Observation Sheet of Students' Classroom Interaction

No	Aspect Observed	Indicators	Communication Style	Notes
1	Student-Student Interaction	- Students talk or discuss with classmates in English.(spasi biasa)- Respond to peers' ideas or questions.(spasi biasa)- Use social expressions (greetings, compliments, agreements).	<input type="checkbox"/> Assertive <input type="checkbox"/> Passive <input type="checkbox"/> Aggressive <input type="checkbox"/> Passive-Aggressive	
2	Student-Teacher Interaction	- Students ask or answer the teacher's questions.(spasi biasa)- Students use specific speaking styles (formal, casual, polite, etc.).	<input type="checkbox"/> Assertive <input type="checkbox"/> Passive <input type="checkbox"/> Aggressive <input type="checkbox"/> Passive-Aggressive	

3	Communication Style	- Use of verbal and nonverbal language (gesture, facial expression, intonation).(spasi biasa)- Direct or indirect communication patterns.	<input type="checkbox"/> Assertive <input type="checkbox"/> Passive <input type="checkbox"/> Aggressive <input type="checkbox"/> Passive-Aggressive	
4	Participation Level	- Number of students who actively participate.(spasi biasa)- Frequency and duration of involvement.(spasi biasa)- Students' enthusiasm during discussion.	<input type="checkbox"/> Assertive <input type="checkbox"/> Passive <input type="checkbox"/> Aggressive <input type="checkbox"/> Passive-Aggressive	
5	Language Use	- Proportion of English and Indonesian use.(spasi biasa)- Fluency and grammatical accuracy in speaking.	<input type="checkbox"/> Assertive <input type="checkbox"/> Passive <input type="checkbox"/> Aggressive <input type="checkbox"/> Passive-Aggressive	
6	Classroom Atmosphere	- Classroom condition (active, quiet, cooperative, interactive).(spasi biasa)- Students' attitudes toward communication (confident, shy, enthusiastic).	<input type="checkbox"/> Assertive <input type="checkbox"/> Passive <input type="checkbox"/> Aggressive <input type="checkbox"/> Passive-Aggressive	

F. Data Analysis

The data in this study were collected through classroom observation in three eleventh-grade classes. The observation focused on students' interaction and communication styles during the English language learning process. The researcher

observed students' participation, responses to the teacher, and interaction patterns occurring in the classroom.

The data were analyzed using qualitative descriptive analysis. Qualitative analysis aims to explore and understand classroom phenomena in depth based on real situations observed during the teaching and learning process. All observational data in the form of written notes were organized and analyzed to describe how students interacted and communicated in the English language classroom.

According to Miles, Huberman, and Saldaña (2014), qualitative data analysis consists of three simultaneous procedures, namely data reduction, data display, and conclusion drawing and verification.

1. Data Reduction

Data reduction is the process of simplifying, selecting, and organizing research data so that the information obtained is more focused, meaningful, and easy to analyze (Miles, Huberman, & Saldaña 2014). So, in conclusion, data reduction is an important step in qualitative research to filter and summarize data to make it more focused, organized, and relevant to the research objectives, making it easier for researchers to find meaning and draw conclusions.

2. Data Display

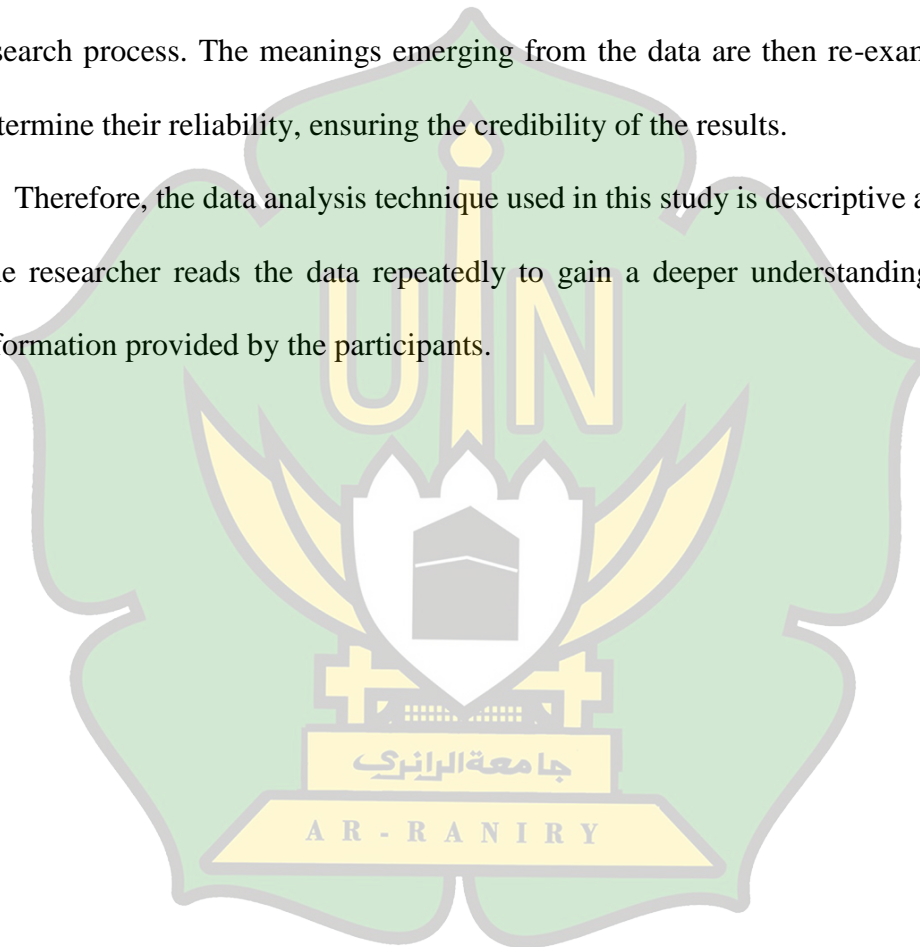
Miles, Huberman and Sadana (2014) confine data display is a stage in qualitative analysis where reduced data is presented in an organized form, such as tables, graphs, charts, or narrative descriptions, making it easier for researchers to understand patterns and draw conclusions. Data display functions to present

information systematically so that the relationship between data is clearly visible, so that researchers can more easily interpret findings and make research decisions.

3. Drawing and Verifying Conclusion

At this stage, the researcher begins to formulate conclusions from the research results. These conclusions are not only constructed but also verified throughout the research process. The meanings emerging from the data are then re-examined to determine their reliability, ensuring the credibility of the results.

Therefore, the data analysis technique used in this study is descriptive analysis. The researcher reads the data repeatedly to gain a deeper understanding of the information provided by the participants.



CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the findings and discussion of the study based on classroom observations conducted in English language classrooms at MAN 1 Kota Banda Aceh. The findings focus on students' communication styles and interaction patterns during the teaching and learning process, as observed directly in three eleventh-grade classes. The research question

A. Findings

After conducting the research in MAN 1 Kota Banda Aceh, there are five communication styles in student interaction in English language classroom; they are: dominance of assertive and passive communication styles, Frequent use of mixed languages (English–Indonesian), limited verbal participation and reliance on nonverbal responses, teacher's use of bilingual instruction encourages understanding, and classroom atmosphere: lively yet low confidence in English speaking. Those are communication style are the researcher found in three class of English language classroom by observation.

1. Dominance of assertive and passive communication style

Based on the data analysis, student interaction in the classroom was dominated by assertive and passive communication styles. A number of students were able to respond directly when the teacher asked a question. This was evident, for example, when the teacher asked, "What is the main idea?" and only two students

immediately raised their hands, while the others looked down at their desks or smiled without giving an answer (Observation, 14/11/2025). This finding indicates that only a small portion of the students demonstrated assertive communication in formal learning situations.

This is evidenced by” “The teacher asked, ‘What is the main idea?’ and only two students responded immediately. The other students smiled and looked down.” (Observation, 14/11/2025).

“During small group discussion, several students shared their opinions but used mixed language” (Observation)).

Such interaction patterns were frequently observed in Class XI-2, where student communication was largely characterized by a combination of assertive and passive styles. A small group of students demonstrated the confidence to respond directly when the teacher posed questions, showing clear signs of verbal engagement. However, the majority of the class tended to remain quiet and refrained from initiating responses. Instead of speaking, many students waited for explicit instructions from the teacher or relied on nonverbal cues such as smiling, nodding, or looking down to indicate their presence in the interaction.

This consistent tendency toward passive participation suggests that while some students are beginning to develop assertiveness in using English, a larger portion still struggles with confidence or linguistic readiness. As a result, the overall classroom interaction reflects an imbalance, where active participation is limited to a few individuals, while the rest engage in a more restrained and reactive manner.

On the other hand, most students showed a tendency toward passive communication. They tended to wait for their turn or for the teacher to call on them before participating in the discussion. However, a different pattern appeared when they interacted with their seatmates. In these informal situations, students were noticeably more active and more willing to explain their ideas, although they mostly used Indonesian, as noted in the observation: “When discussing with their seatmate, students actively explained ideas but mostly used Indonesian.” (Observation sheet).

These conditions indicate that students’ confidence to speak remains low in formal English classroom settings, even though their informal peer-to-peer interaction is relatively active. This finding suggests that the context and learning situation significantly influence the communication styles students choose to use.

2. Frequent use of mixed languages (English-Indonesia)

Semantic coding reveals a strong and consistent pattern of code switching, which emerges as the students’ dominant communication strategy during classroom interactions. Many students begin their responses in English particularly when answering direct questions from the teacher-but they frequently shift back to Indonesian when they need to clarify meanings, express uncertainty, or explain ideas that require more elaboration. This shift tends to occur naturally as a way for students to bridge vocabulary gaps and maintain the flow of their explanation without long pauses.

During one classroom discussion, a student asked, “Miss, ini maksudnya compare or contrast? Saya bingung... difference-nya apa ya?” Another student responded, “I think... maksudnya begini Bu...” (Observasi, 14/11/2025).

These examples illustrate that students rely on both languages to support their cognitive process while constructing meaning. Rather than stopping or withdrawing from participation, they use Indonesian to articulate more complex reasoning while still attempting to include English where possible. This indicates that code-switching not only reduces potential misunderstandings but also serves as a practical strategy that helps students remain engaged and communicate their ideas more confidently in the classroom.

3. Limited verbal participation and reliance on nonverbal response

The analysis also reveals that many students relied heavily on nonverbal responses during classroom interactions. Instead of answering verbally, students often responded with smiles, nods, brief eye contact, or by looking at their peers. These behaviors indicate a pattern of passive engagement, where students participate in the activity but avoid taking verbal initiative. This suggests that while students are attentive, they may not feel confident enough to express their ideas verbally in English.

“When the teacher asked for volunteers to read the dialogue, most students only smiled and looked at one another; none of them raised their hand immediately.”

(Observation sheet)

“The teacher asked, ‘Do you understand?’ and the majority of students responded only by nodding without giving any verbal answer.”(Observation sheet)

These examples demonstrate that students tend to choose the safest form of participation nonverbal acknowledgment rather than verbal contribution. This pattern highlights that their confidence in using English orally is still limited, and

they may feel anxious about making mistakes or being evaluated by their peers. As a result, nonverbal responses become a protective strategy that allows them to show engagement without taking linguistic risks.

4. Teacher's use of bilingual instruction encourages understanding

The findings indicate that the teacher's use of bilingual instruction played a central role in shaping how students engaged with the lesson. Throughout the observed class sessions, the teacher consistently alternated between English and Indonesian, especially when introducing new concepts, clarifying difficult terms, or giving detailed instructions. This bilingual approach did not simply function as translation; rather, it served as a pedagogical tool that helped bridge the gap between students' current language abilities and the linguistic demands of the English lesson.

For many students, the shift from English to Indonesian seemed to provide a sense of reassurance. When the teacher first explained an idea in English, students tried to follow along, but their facial expressions often showed hesitation or uncertainty. The moment the teacher switched to Indonesian, however, students appeared more relaxed and were able to connect the English explanation with familiar linguistic cues. This gradual layering of meaning enabled the students to process the content more confidently.

Supporting Evidence; The teacher stated, "Okay, I explain first in English. After that, I repeat in Bahasa supaya kalian benar-benar paham." In another finding, the teacher said, "Perhatikan ini ya... this part is important." (Observasi, 14/11/2025).

“Bagian ini sulit ya? I explain slowly. Pay attention.” (Teacher giving bilingual instruction)

These examples illustrate how the teacher intentionally used bilingual scaffolding to make the content more accessible. The teacher often slowed down the pace, switched languages at strategic points, and repeated key information to ensure understanding. This pattern of instruction not only clarified the lesson but also reduced the level of linguistic pressure placed on students.

The supportive atmosphere created through bilingual instruction had a noticeable effect on student participation. Several students who initially remained silent began to respond, even if only with short English phrases or mixed-language sentences. The reassurance that they could fall back on Indonesian when needed seemed to lower their anxiety and encouraged them to take small risks in using English. In this way, the teacher’s bilingual approach did more than facilitate comprehension-it contributed to building students’ confidence and made the classroom a less intimidating space for language production.

Overall, the use of bilingual instruction functioned as an essential strategy for balancing the demands of English learning with students’ comfort levels. By intentionally employing both languages, the teacher helped students navigate moments of confusion, supported their cognitive processing, and fostered a more inclusive and motivating classroom environment.

5. Classroom atmosphere: lively yet low confidence in English speaking

Class XI-2 exhibited a generally lively and cooperative classroom atmosphere. Students were observed helping one another during task completion, particularly in

pair work and small-group discussions. They shared ideas, sought clarification from peers when uncertain, and demonstrated a willingness to collaborate. These patterns of interaction indicate that the social relationships among students were positive and contributed to the creation of a supportive learning environment.

Despite this positive dynamic, the level of confidence displayed by students when speaking English in front of the class remained low. Their hesitation was particularly noticeable during whole-class interaction, where students were required to respond verbally to the teacher's questions. Although they were active during small-group discussions, the transition from informal peer interaction to formal classroom communication posed challenges for many of them.

This pattern was reflected in the observation conducted on 14 November 2025, which noted: "Students were actively engaged in small discussions, but when asked to present, they pointed at one another to go forward." This behavior suggests a reluctance to speak in English individually, even when they had shown adequate understanding of the material during group practice.

Similarly, field notes from the same day recorded students expressing fear of making mistakes: "Some students said, 'We're afraid of making mistakes, Miss,' when asked to answer in English." This statement illustrates that anxiety about making errors continues to be a major factor that inhibits students' oral participation.

Based on these findings, it can be concluded that although the learning atmosphere in class XI-2 was lively and cooperative, it did not fully translate into confidence in English oral communication. Therefore, there is a need to implement

more structured and scaffolded speaking activities. Guided speaking tasks, step by step dialogue practice, and low-stakes speaking activities may help reduce students' fear and gradually build their confidence. As students gain more opportunities to practice in supportive conditions, their willingness to communicate orally in English is expected to improve over time.

B. Discussion

Based on the observation the researcher did on the three classrooms conducted on October 12th, 15th and 27th November 2025 at MAN 1 Banda Aceh, exactly in XI-5, XI-4, and XI-2, the researcher found that there are five students' communication styles in the classroom. These communication styles are dominance of assertive and passive communication styles, Frequent use of mixed languages (English-Indonesian), limited verbal participation and reliance on nonverbal responses, teacher's use of bilingual instruction encourages understanding, and classroom atmosphere: lively yet low confidence in English speaking. Thus, the finding will be discussed based on the research question on this study:

1. What communication styles do students use in interactions in English classes?
2. How are the verbal interaction patterns (e.g., initiation, response, and turn taking) among students in English language learning activities?

In conducting this study, it is essential to identify the specific questions that guide the investigation of student interaction and communication styles in the English language classroom. The research questions serve as a framework for focusing the observation, data collection, and analysis, ensuring that the study addresses the most relevant aspects of classroom communication. By clearly

formulating the research questions, the study aims to explore how students express themselves, interact with peers and the teacher, and employ language strategies such as code-switching and nonverbal cues. These questions are designed to capture both the observable behaviors and the underlying patterns that characterize students' communication styles, providing insights into the factors that facilitate or hinder effective English language interaction.

1. Assertive and Passive Communication Style

The observations indicated that students' communication in the English classroom was predominated by both assertive and passive communication styles, with the degree of each style varying depending on task structure and individual confidence. Assertive students actively participated during structured activities such as presentations, teacher questioning, or reading tasks. They maintained eye contact, articulated their ideas clearly, and sometimes used natural gestures. In contrast, many students displayed passive communication behaviors, particularly in spontaneous or open-ended interactions, where they avoided verbal participation and relied on nonverbal cues such as nodding, smiling, or minimal eye contact. For example, when the teacher asked, "What is the main idea?", only two students responded verbally, while others remained silent and looked down

These findings are consistent with research in the field of EFL education. According to Dörnyei (2005), students often oscillate between assertive and passive behaviors depending on the complexity of the task, perceived difficulty, and self-confidence. Passive behavior is particularly common among students with lower proficiency levels, as they may hesitate to speak due to fear of making mistakes or

receiving negative evaluation (Liu, 2007). In the Indonesian classroom context, such behaviors may also be influenced by cultural norms that emphasize politeness, respect for authority, and reluctance to make mistakes in front of peers and teachers.

Recent studies confirm these patterns in modern EFL classrooms. Romadhon & Ramadhana (2024) found that assertive communication is more likely to appear during structured and familiar tasks, while passive communication dominates when students are uncertain, less proficient, or facing spontaneous activities. The study also highlighted that passive students often combine nonverbal cues and code-switching as strategies to participate without taking linguistic risks.

These observations imply that assertiveness in student communication is highly task dependent. Structured, rehearsed, or familiar tasks tend to elicit more verbal participation, while open-ended or spontaneous tasks trigger more passive behaviors. Therefore, instructional strategies should focus on gradually increasing opportunities for oral interaction in English, providing scaffolding to reduce anxiety, and creating a supportive environment that encourages risk-taking. By doing so, students can develop more balanced communication skills, becoming more confident and capable of participating assertively in various classroom contexts.

2. Mixed language use (code switching) as a communication strategy

One of the most prominent findings from the classroom observations was the frequent use of mixed-language communication, or code-switching, among students. During informal peer discussions, students often reverted to Bahasa Indonesia, whereas English dominated formal learning tasks, such as reading

descriptive texts aloud, delivering presentations, or answering structured questions from the teacher. This was evident, for example, when one student asked, “Miss, ini maksudnya compare or contrast? Saya bingung... difference-nya apa ya?” and another responded, “I think... maksudnya begini Bu...”. This pattern indicates that students dynamically adjust their language use depending on the context, the task type, and their perceived level of linguistic risk.

The use of code switching in this context can be interpreted as a strategic communicative tool rather than a deficiency in language learning. Students appear to rely on Bahasa Indonesia to clarify complex concepts, negotiate meaning with peers, and reduce the anxiety associated with speaking English in front of the class. This is consistent with the findings of Sert (2005), who argues that code-switching in EFL classrooms serves functional purposes, such as facilitating understanding, supporting cognitive processing, and enabling students to participate actively even when their English proficiency is limited. By switching languages strategically, students can maintain communication fluency while avoiding misunderstandings.

Additionally, Cook (2001) emphasizes that the controlled use of the first language (L1) in the classroom can enhance comprehension, engagement, and participation, especially for learners with lower proficiency levels. In the observed classrooms, code-switching allowed both assertive and passive students to engage meaningfully in the learning process. Assertive students could still express ideas in English but reverted to Bahasa Indonesia when clarification was needed or to ensure that their peers understood the point being made. Passive students, on the other

hand, often used code-switching as a safety mechanism to participate without risking linguistic errors or social evaluation.

The practice of code switching also demonstrates the pragmatic adaptation of students to a multilingual learning environment. By alternating between languages, students managed to maintain active participation, negotiate meaning collaboratively, and navigate gaps in vocabulary or grammar. This strategy aligns with recent research in multilingual EFL classrooms, which emphasizes that code switching is a valid pedagogical and cognitive strategy to scaffold learning and enhance classroom communication (Macaro, 2020; Romadhon & Ramadhana, 2024). It shows that language alternation is not indicative of incompetence but rather reflects students' adaptive competence, enabling them to communicate effectively and confidently within the limitations of their current proficiency.

Overall, the findings highlight that code - switching functions both as a linguistic scaffold and as an interactional strategy in the classroom. Its use supports students' participation, reduces anxiety, and facilitates comprehension, particularly in peer-to-peer discussions or in situations where students are uncertain about the correct English expression. Teachers can leverage this strategy intentionally, for example by acknowledging code-switched responses, gradually encouraging the use of English, and designing tasks that balance L1 support with L2 practice. By doing so, students can transition more confidently from mixed-language interaction toward more fluent and assertive use of English in formal academic settings.

3. Limited verbal participation and nonverbal responses

Despite the generally active and cooperative atmosphere observed in the classrooms, a substantial number of students relied heavily on nonverbal participation such as nodding, smiling, or glancing at peers instead of responding verbally. This pattern was particularly noticeable during whole-class interactions, where the teacher directed questions broadly or requested volunteers for speaking tasks. For example, when students were asked to volunteer for a dialogue reading, the majority remained silent, shifting their gaze toward classmates rather than stepping forward. Similarly, when the teacher asked, “Do you understand?”, students often replied with silent nods instead of verbal confirmation. This tendency suggests that, although students were cognitively engaged and attentive, they did not feel comfortable verbalizing their comprehension or opinions aloud.

The prevalence of nonverbal responses in this study can be understood through the concept of foreign language anxiety, which has been widely documented in EFL research. Horwitz, Horwitz, and Cope (1986) define foreign language anxiety as a distinct form of classroom anxiety associated with second language learning, often stemming from fear of negative evaluation, worry about making mistakes, and low self-confidence. Learners experiencing this type of anxiety may understand the material but hesitate to speak, especially in front of peers or in situations perceived as evaluative. More recent research in similar contexts has confirmed this connection: Zhang (2022), for instance, found that high levels of language anxiety significantly reduce oral participation in English classrooms, even when students demonstrate comprehension in written or silent tasks.

In addition to anxiety, affective factors such as self-consciousness in front of peers further contribute to students' reluctance to speak. A study by Lee and Lee (2021) showed that learners who are sensitive to peer judgment are more likely to use nonverbal cues as a safer way to communicate involvement without exposing themselves to potential error. In the present observations, nonverbal behaviors functioned not only as a means of indicating attention but also as a coping strategy that allowed students to remain engaged without risking verbal mistakes. In other words, while these students may have understood the teacher's question or the task requirements, their preference for nonverbal participation reflects an emotional and psychological barrier to oral communication.

It is important to recognize that classroom engagement is not solely measured by verbal output. Students can be actively processing information, demonstrating comprehension, and mentally involved in the lesson even when they do not speak. However, from a communicative competence perspective, the limited verbal participation observed suggests a need for instructional practices that address these affective barriers. Research by MacIntyre and Gregersen (2012) emphasizes that supportive classroom environments where error is normalized and risk-taking is encouraged-can help mitigate language anxiety and gradually increase students' willingness to speak. Practices such as low pressure speaking activities, structured pair work, and scaffolded role playing exercises provide students with opportunities to practice speaking in a safer, more predictable context. These strategies help build confidence incrementally, reducing the perceived threat of public evaluation and enhancing students' oral participation over time.

In summary, the reliance on nonverbal cues observed in this study reflects more than passive disengagement; it points to the emotional dimension of language learning, where anxiety and fear of evaluation inhibit spoken participation. Understanding this dynamic highlights the importance of designing classroom tasks that nurture linguistic confidence as well as linguistic ability, fostering a supportive and risk tolerant environment where students feel comfortable transitioning from silent comprehension to active oral communication.

4. Teacher's Bilingual Scaffolding

In the observed English language classrooms, the teacher played a central role in mediating communication, primarily through the use of bilingual instructions. Rather than explaining concepts solely in English which many students found challenging the teacher often first introduced a topic in English and subsequently provided clarification in Bahasa Indonesia. For instance, during a descriptive text activity, the teacher stated, "Okay, I explain first in English. After that, I repeat in Bahasa supaya kalian benar-benar paham". This dual-language approach not only helped students comprehend the material more effectively but also encouraged hesitant students to participate, as they could rely on their L1 to understand the lesson before attempting responses in English.

Moreover, this bilingual strategy aligns with Vygotsky's (1978) theory of scaffolding, which emphasizes that learners acquire new skills gradually through guided support. In this context, using the students' first language (L1) acted as a scaffold, allowing them to process complex information without feeling overwhelmed, while simultaneously building competence in the second language

(L2). In other words, L1 use functioned as a bridge between comprehension and production, enabling students to engage cognitively and emotionally with the lesson.

Furthermore, Cook (2001) asserts that the judicious use of L1 in EFL classrooms enhances comprehension and learner confidence, particularly for lower-proficiency students. Consistent with this perspective, the observed teacher's scaffolding practices appeared to balance the participation gap between assertive students who could answer confidently in English and passive students who might otherwise avoid participation. As a result, all students had the opportunity to engage at some level, which demonstrates the importance of teacher facilitation in promoting inclusive classroom interaction.

In addition, contemporary research on translanguaging and bilingual pedagogy supports this strategy. García and Li (2014) argue that multilingual students naturally draw on all available language resources to make meaning, especially when cognitive or linguistic challenges arise. Similarly, Creese and Blackledge (2015) emphasize that when teachers validate and incorporate students' home languages into classroom instruction, learners are more likely to feel respected, motivated, and confident to take risks in L2 use. Consequently, bilingual scaffolding not only aids comprehension but also fosters a sense of safety and psychological security, which is crucial for students experiencing anxiety or low self-confidence in English.

Overall, the teacher's bilingual scaffolding in the classrooms observed allowed students of varying proficiency levels to participate meaningfully. By making input

more accessible and reducing cognitive load, the teacher created conditions that supported both comprehension and confidence. Therefore, scaffolding in this manner functions as a powerful pedagogical tool that promotes engagement, balances participation, and gradually facilitates students' transition from reliance on L1 toward more fluent and assertive use of English.

5. Classroom atmosphere and student confidence

Observations in the English classrooms revealed that the overall classroom atmosphere was generally supportive, lively, and cooperative, which positively influenced students' engagement and motivation. Students appeared eager to complete assigned tasks, and peer interactions were often collaborative, particularly during small group discussions, paired exercises, or project-based activities. In these contexts, learners helped each other clarify ideas, share vocabulary, and negotiate meaning, demonstrating the social and interactive nature of language learning (Mercer & Dörnyei, 2020). However, despite the positive climate, students' confidence in using English spontaneously remained limited. Many students hesitated to speak in front of the class, sometimes avoiding presentations or replying in a fragmented manner, often saying, "Miss, takut salah jawab". This hesitation suggests that while the classroom environment provided emotional support, it did not automatically translate into oral language confidence.

The persistence of limited confidence can be explained by the role of foreign language anxiety and the challenges associated with high stakes oral performance. Horwitz et al. (1986) argue that anxiety can inhibit verbal participation even in supportive classroom contexts, as students fear negative evaluation, making

mistakes, or being judged by peers. Similarly, Woodrow (2006) found that EFL learners' oral output is often constrained not by cognitive ability but by emotional factors such as apprehension and lack of self efficacy. Consequently, students may engage in nonverbal participation, collaborate quietly with peers, or use strategies like code-switching to remain involved without speaking in English.

Research suggests that fostering confidence requires more than a positive classroom climate; it demands structured, progressive, and frequent speaking opportunities. Harmer (2007) emphasizes that tasks should be carefully designed to increase in difficulty gradually, allowing students to experience success in manageable steps while reducing the fear of failure. This scaffolding approach can be implemented through activities such as guided dialogues, small-group role plays, peer to peer oral practice, and incremental presentations. By gradually exposing learners to speaking tasks of increasing complexity, teachers help students build both competence and confidence, transforming apprehensive learners into more assertive participants.

In addition, the findings highlight that student interaction in EFL classrooms is dynamic and context-dependent. Assertive behaviors are more likely to emerge during structured, familiar tasks, whereas passive behaviors dominate in spontaneous, high-risk situations. In response, students often employ communication strategies such as code-switching or nonverbal cues to remain engaged despite limited proficiency or self-confidence. Teacher mediation, particularly in the form of bilingual scaffolding and structured guidance, plays a critical role in bridging participation gaps, enabling learners of varying abilities to

contribute meaningfully, and maintaining an inclusive environment. Thus, classroom interaction is influenced by a complex interplay of task type, teacher facilitation, peer collaboration, and students' linguistic self-confidence. These observations underscore the multifaceted nature of communicative competence in EFL settings, where cognitive, emotional, and social factors converge to shape learners' ability and willingness to participate orally (Mercer, 2021; Dewaele & Li, 2021).

The findings reveal that student participation in the EFL classroom is shaped by a combination of linguistic ability, task demands, emotional readiness, and teacher support. Students demonstrated both assertive and passive communication styles: they participated actively during structured, familiar tasks but became hesitant or silent during spontaneous speaking activities. Many relied on code switching to Bahasa Indonesia to clarify meaning and reduce anxiety, while others used nonverbal responses such as nodding or smiling as a safer alternative to speaking. These behaviors indicate that learners often engage cognitively even when they are not verbally expressive, especially when foreign language anxiety is present.

Despite a positive and cooperative classroom atmosphere, students' spontaneous speaking confidence remained limited. Teacher bilingual scaffolding played a crucial role in bridging participation gaps by enhancing comprehension and reducing cognitive pressure, enabling both assertive and passive students to participate. Overall, classroom interaction was dynamic and context-dependent, influenced by task type, peer collaboration, teacher facilitation, and students' self-confidence. This underscores the importance of structured, supportive, and

progressively challenging speaking activities to help learners develop stronger communicative competence.



CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter presents the conclusions and suggestions of the study. The conclusions are obtained based on the research finding while the suggestion is proposed to provide following of the study.

A. Conclusions

This research has demonstrated some of students' communication style that used by the students at MAN 1 Banda Aceh. The students' communications style are: dominance of assertive and passive communication styles, Frequent use of mixed languages (English-Indonesian), limited verbal participation and reliance on nonverbal responses, teacher's use of bilingual instruction encourages understanding, and classroom atmosphere: lively yet low confidence in English speaking.

These findings reflect common patterns found in English language classrooms across Indonesia, where English functions as a foreign language (EFL) and exposure outside the classroom remains limited. The dominance of assertive and passive communication styles is consistent with the reality that only a portion of Indonesian students feel confident speaking English, usually those with higher proficiency or greater exposure from extracurricular learning. Meanwhile, many students adopt passive behaviors such as avoiding eye contact, remaining silent, or relying on nonverbal responses because they fear making mistakes, feel

embarrassed in front of peers, or view English as a high stakes subject. This aligns with the cultural tendency in Indonesian classrooms toward maintaining harmony, avoiding confrontation, and respecting teachers, which can unintentionally discourage spontaneous speaking.

The widespread use of mixed-language communication (code switching) also mirrors typical EFL learning environments in Indonesia, where Bahasa Indonesia and sometimes local languages play a significant role in meaning making. Students switch between English and Indonesian as a natural strategy to clarify concepts, support peers, and overcome vocabulary gaps, especially when instructional time is limited. Moreover, the teacher's bilingual scaffolding is a hallmark of Indonesian EFL teaching, where educators frequently alternate between English and Indonesian to ensure comprehension and maintain classroom flow. Despite efforts to create supportive classroom atmospheres, students' low confidence in speaking English persists due to factors such as limited practice opportunities, exam-oriented curricula, and insufficient exposure to communicative English in daily life. Overall, the communication styles observed in this research align closely with the broader context of English learning in Indonesia, where linguistic, cultural, and educational factors collectively shape how students interact in English during classroom activities.

B. Suggestions

Recently, people can find lots of schools and courses that provide English language for L2 to improving communications style. Therefore, the researcher would like to give some suggestions, for:

1. Students

Students are encouraged to gradually increase their confidence in using English by participating more actively in classroom activities, especially low pressure interactions such as pair work and small-group discussions. They should view mistakes as a natural part of language learning rather than something to be feared. Additionally, students are advised to take advantage of opportunities beyond the classroom such as watching English videos, engaging in online conversations, or using language-learning apps to expand their exposure and develop familiarity with authentic language use. By consistently practicing, students can build self confidence and reduce the anxiety that limits their verbal participation.

2. English language teacher

Teachers should continue implementing bilingual scaffolding, but with a gradual shift toward increasing English use during manageable tasks to encourage student independence. Designing structured, progressive speaking activities starting from guided dialogues to more spontaneous communication tasks can help bridge the gap between assertive and passive learners. Teachers are also encouraged to employ strategies that lower students' foreign language anxiety, such as creating a non judgmental environment, giving positive reinforcement, and allowing ample preparation time before speaking. Furthermore, encouraging collaborative learning

through pair and group activities can help students feel safer and more motivated to contribute verbally.

3. School

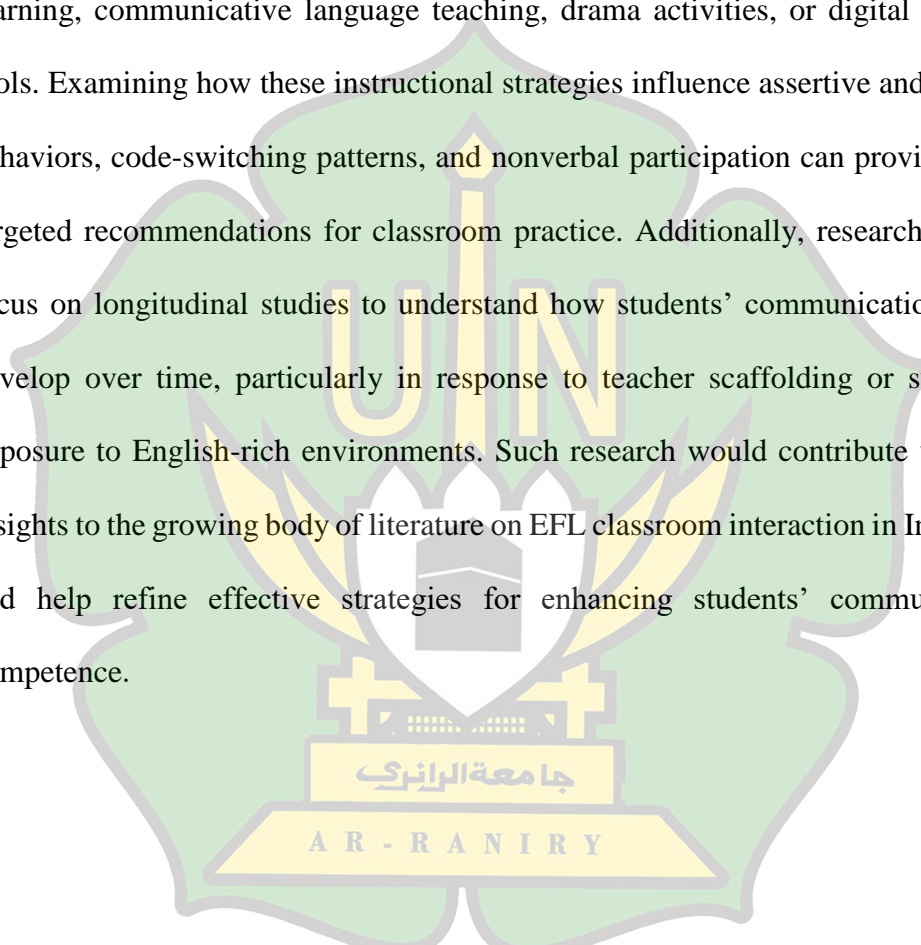
School should provide institutional support by creating an English rich environment where students are exposed to the language beyond the classroom. This may include organizing English clubs, debate teams, language competitions, or weekly “English Day” programs to promote natural communication. Schools can also invest in professional development workshops to equip teachers with updated methodologies for communicative language teaching and anxiety-reduction techniques. Additionally, the school should ensure that classroom facilities such as multimedia tools, dictionaries, and internet access are available to support more interactive and communicative English lessons. Strengthening these supports will enhance students’ motivation and help cultivate a culture that values English as a practical communication tool, not merely an academic requirement.

4. Future researcher

Future researchers are encouraged to expand this study by exploring student communication styles across a wider range of educational contexts, including different grade levels, school types, and regional backgrounds. Since this research was limited to one school setting, conducting comparative studies in rural versus urban schools or in public versus private institutions may reveal broader patterns and contextual differences in students’ communicative behavior. Researchers may also incorporate additional data collection methods such as in-depth interviews, focus group discussions, or video-recorded classroom interactions to capture more

nuanced insights into learners' psychological factors, such as anxiety, motivation, and willingness to communicate, which were beyond the scope of this study.

Furthermore, future studies could investigate the impact of specific pedagogical interventions on students' communication styles, such as the use of task-based learning, communicative language teaching, drama activities, or digital learning tools. Examining how these instructional strategies influence assertive and passive behaviors, code-switching patterns, and nonverbal participation can provide more targeted recommendations for classroom practice. Additionally, researchers may focus on longitudinal studies to understand how students' communication styles develop over time, particularly in response to teacher scaffolding or sustained exposure to English-rich environments. Such research would contribute valuable insights to the growing body of literature on EFL classroom interaction in Indonesia and help refine effective strategies for enhancing students' communicative competence.



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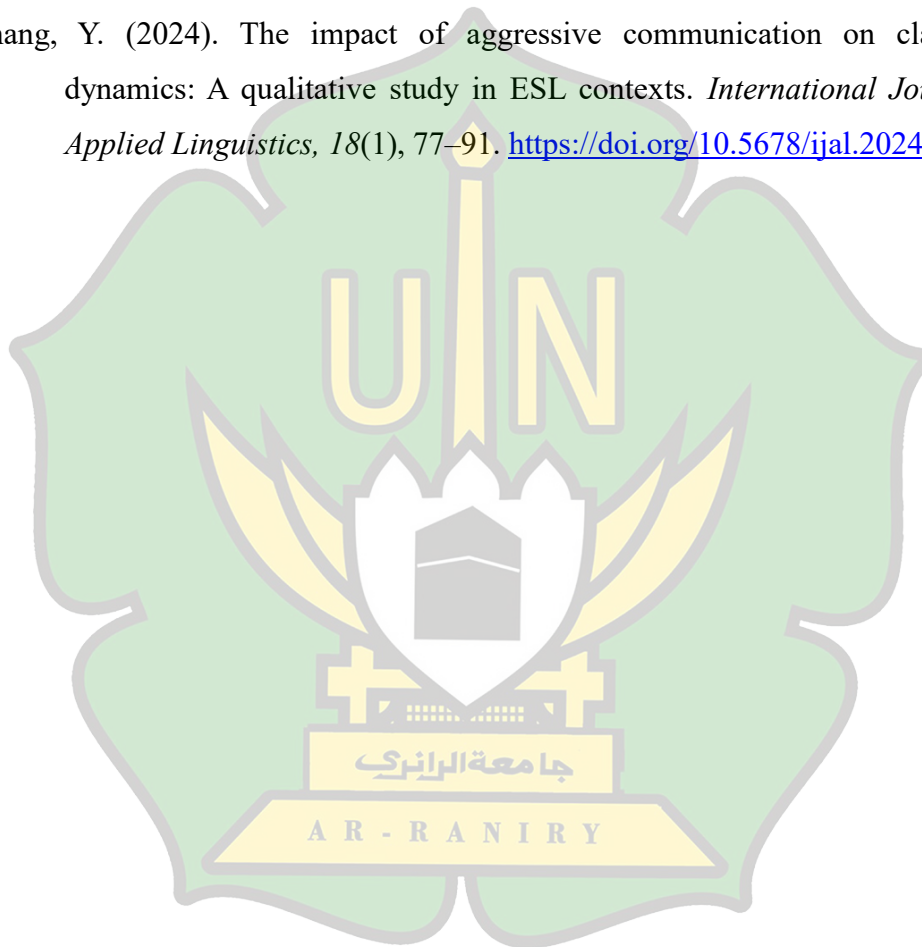
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APPENDICE

Appendix A: Appointment Letter of Supervisor



**KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH
NOMOR : 724 TAHUN 2025**

**TENTANG:
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA
DENGAN RAHMAT TUHAN YANG MAHA ESA**

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH

Menimbang : a. bahwa untuk kelancaran bimbingan skripsi mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh maka dipandang perlu menunjuk Pembimbing skripsi;
b. bahwa yang namanya tersebut dalam Surat Keputusan ini dianggap cakap dan mampu untuk diangkat dalam jabatan sebagai Pembimbing skripsi Mahasiswa;
c. bahwa berdasarkan pertimbangan sebagaimana dimaksud dalam huruf a dan huruf b, perlu menetapkan Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh.

Mengingat : 1. Undang-Undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-Undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
3. Undang-Undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
4. Peraturan Presiden Nomor 74 Tahun 2012, tentang perubahan atas peraturan pemerintah RI Nomor 23 Tahun 2005 tentang pengelolaan keuangan Badan Layanan Umum;
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
6. Peraturan Presiden Nomor 64 Tahun 2013, tentang perubahan Institusi Agama Islam negeri Ar-Raniry Banda Aceh Menjadi Universitas Islam Negeri Ar-Raniry Banda Aceh;
7. Peraturan Menteri Agama RI Nomor 44 Tahun 2022, tentang Organisasi & Tata Kerja UIN Ar-Raniry Banda Aceh;
8. Peraturan Menteri Agama Nomor 14 Tahun 2022, tentang Statuta UIN Ar-Raniry Banda Aceh;
9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Depag RI;
10. Keputusan Menteri Keuangan Nomor 293/Kmk.05/2011, tentang penetapan institusi agama Islam Negeri UIN Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang menerapkan Pengelolaan Badan Layanan Umum;
11. Surat Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, Tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh.

MEMUTUSKAN

Menetapkan : Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh tentang Pembimbing Skripsi Mahasiswa

KESATU : Mencabut Keputusan Dekan FTK UIN Ar-Raniry No. 552 TAHUN 2024

KEDUA : Menunjuk Saudara :
Dr. Maskur, M.A

Untuk membimbing Skripsi

Nama : **Nurul Adila**
NIM : **200203068**
Program Studi : **Pendidikan Bahasa Inggris**
Judul Skripsi : **Student Interaction in English Language Classroom: A Qualitative Analysis of Communication Style**

KETIGA : Kepada pembimbing yang tercantum namanya diatas diberikan honorarium sesuai dengan peraturan perundang-undangan yang berlaku;

KEEMPAT : Pembiayaan akibat keputusan ini dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Nomor SP DIPA-025.04.2.423925/2024 Tanggal 24 November 2024, Tahun Anggaran 2025;

KELIMA : Surat Keputusan ini berlaku selama enam bulan sejak ditetapkan;

KEENAM : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan bahwa segala sesuatu akan dirubah dan diperbaiki kembali sebagaimana mestinya, apabila kemudian hari ternyata terdapat kekeliruan dalam Surat Keputusan ini.

Ditetapkan di : Banda Aceh
Pada tanggal : 02 Juni 2025
Dekan,


Maskur Muluk

Tembusan

1. Sekjen Kementerian Agama RI di Jakarta;
2. Dirjen Pendidikan Islam Kementerian Agama RI di Jakarta;
3. Direktur Perguruan Tinggi Keagamaan Islam Kementerian Agama RI di Jakarta;
4. Kantor Pelayanan Pembinaan Negeri (KPPN), di Banda Aceh;
5. Rektor UIN Ar-Raniry di Banda Aceh
6. Kepala Bagian Keuangan dan Akuntansi UIN Ar-Raniry Banda Aceh;
7. Yang bersangkutan;
8. Arsip.

**Appendix B: Recommendation Letter from Fakultas Tarbiyah dan Keguruan
to conduct the research**



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH
FAKULTAS TARBİYAH DAN KEGURUAN

Jl. Syaikh Abdur Rauf Kopelma Darussalam Banda Aceh Telp/Fax. : 0651-752921

Nomor : B-6774/Un.08/FTK.1/TL.00/09/2025

Lamp : -

Hal : *Penelitian Ilmiah Mahasiswa*

Kepada Yth,

Kantor Wilayah Kementerian Agama Provinsi Aceh; Kepala MAN 1 Banda Aceh

Assalamualaikum Warahmatullahi Wabarakatuh.

Fakultas Tarbiyah Dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

NIM : 200203068

Nama : NURUL ADILA

Program Studi/Jurusan : Pendidikan Bahasa Inggris

Alamat : JL. POLA V,KOMPLEK POLA, NO. 70

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah Dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak/Ibu pimpin dalam rangka penulisan Skripsi dengan judul *STUDENT INTERACTION IN ENGLISH LANGUAGE CLASSROOM: A QUALITATIVE ANALYSIS OF COMMUNICATION STYLE*

Banda Aceh, 07 Oktober 2025

An. Dekan

Wakil Dekan Bidang Akademik dan Kelembagaan



Prof. Dr. Buhori Muslim, M.Ag.
NIP. 197508152001121002

Berlaku sampai : 14 November 2025

جامعة الرانيري

AR - RANIRY

Appendix C: Recommendation Letters from *Kementerian Agama* to conduct field research



KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KOTA BANDA ACEH
Jalan Mohd. Jam No. 29 Telp 6300597 Fax. 22907 Banda Aceh Kode Pos 23242
Website : kemenagbna.web.id

Nomor : B - 8035/Kk.01.07/4/TL.00/10/2025
Sifat : Biasa
Lampiran : Nihil
Hal : **Rekomendasi Melakukan Penelitian**

15 Oktober 2025

Yth, Kepala MAN 1 Banda Aceh;

Assalamu'alaikum warahmatullahi wabarakatuh
Sehubungan dengan surat dari Dekan Fakultas Tarbiyah dan Keguruan Program Studi Pendidikan Bahasa Inggris Universitas Islam Negeri Ar-Raniry, nomor : B-6774/Un.08/FTK.1/TL.00/09/2025 tanggal 07 Oktober 2025, perihal sebagaimana tersebut dipokok surat, maka dengan ini kami mohon bantuan saudara untuk dapat memberikan data maupun informasi lainnya yang dibutuhkan dalam rangka memenuhi persyaratan bahan penulisan skripsi, kepada saudara/i :

Nama : Nurul Adila
NIM : 200203068
Prodi/Jurusan : Pendidikan Bahasa Inggris
Semester : XI

Dengan ketentuan sebagai berikut :

1. Harus berkonsultasi langsung dengan Kepala Madrasah yang bersangkutan dan sepanjang tidak mengganggu proses belajar mengajar.
2. Tidak memberatkan Madrasah.
3. Tidak menimbulkan keresahan-keresahan lainnya di Madrasah.
4. Tetap mematuhi protokol kesehatan yang berlaku di Madrasah.
5. Bagi yang bersangkutan supaya menyampaikan foto copy hasil penelitian sebanyak 1 (satu) eksemplar ke Kantor Kementerian Agama Kota Banda Aceh.

Demikian rekomendasi ini kami keluarkan, atas perhatian dan kerja sama yang baik kami ucapkan terima kasih.

Wassalamu'alaikum warahmatullahi wabarakatuh

AR-RANIRY



Kepala,

Salman

Tembusan :

1. Kepala Kantor Wilayah Kementerian Agama Provinsi Aceh;
2. Dekan Fakultas Tarbiyah dan Keguruan Program Studi Pendidikan Bahasa Inggris Universitas Islam Negeri Ar-Raniry;
3. Mahasiswa Yang Bersangkutan.

Appendix D: Confirmation Letter of Conducting Research at the MAN 1

Banda Aceh



KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KOTA BANDA ACEH
MADRASAH ALIYAH NEGERI 1 BANDA ACEH
Jalan Pocut Baren No.116 Kelurahan Keuramat Kecamatan Kuta Alamn Banda Aceh
Laman: manmodelbna.sch.id, Pos-el: mandelbandaaceh@gmail.com

Nomor : B-020/Ma.01.90/TL.00/1/2026
Lamp : -
Hal : Telah Melakukan Penelitian

5 Januari 2026

Yth. Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh

Assalamu'alaikum warahmatullahiwabarakatuh.

Dengan hormat,

Memenuhi maksud surat wakil dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh Nomor: B-6774/Un.08/FTK.1/TL.00/09/2025, tanggal 11 Agustus 2025, dan surat rekomendasi Kepala Kantor Kementerian Agama Kota Banda Aceh Nomor : B-8035/Kk.01.07/4/TL.00/10/2025 tanggal 15 Oktober 2025 perihal rekomendasi melakukan penelitian, maka dengan ini menyatakan bahwa:

Nama : Nurul Adila
N I M : 200203068
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh
Jenjang : S1

Telah melaksanakan tugas penelitian untuk mengumpulkan data Skripsi dengan judul "**Student Interaction In English Laguage Classroom: A Qualitative Analysis Of Communication Style**", di Madrasah Aliyah Negeri 1 Banda Aceh.

Demikian surat ini kami sampaikan untuk dapat dipergunakan seperlunya.



Kepala,

Prof. Nursiah, S.Ag.,M.Pd.

Appendix E: Observation Sheet

OBSERVATION SHEET

Research Title: Student Interaction in English Language Classroom: A Qualitative Analysis of Communication Style

Researcher: Nurul Adila

School: MAN 1 Kota Banda Aceh

Class: XI-2

Date: October 27, 2025

Time: 11.40 – 14.30

Observer: Nurul Adila

Purpose of Observation

The purpose of this observation is to examine the forms of interaction and communication styles among students in the English language classroom. The observation focuses on how students communicate with one another and with the teacher, as well as how they use verbal and nonverbal language during the teaching and learning process.

Observation Focus

No	Aspect Observed	Indicators	Communication Style	Notes
1	Student–Student Interaction	- Students talk or discuss with classmates in English.(spasi biasa)- Respond to peers' ideas or	<input checked="" type="checkbox"/> Assertive <input type="checkbox"/> Passive <input type="checkbox"/> Aggressive <input type="checkbox"/> Passive-Aggressive	An individual task given to the students. Most of them decide to discuss the task with their

		<p>questions.(spasi biasa)- Use social expressions (greetings, compliments, agreements).</p>		<p>chairmate by using mostly bahasa indonesia.</p>
2	<p>Student– Teacher Interaction</p>	<p>- Students ask or answer the teacher’s questions.(spasi biasa)- Students use specific speaking styles (formal, casual, polite, etc.).</p>	<p><input checked="" type="checkbox"/> Assertive <input type="checkbox"/> Passive <input type="checkbox"/> Aggressive <input type="checkbox"/> Passive-Aggressive</p>	<p>In the beginning of the learning process, the teacher asked three students. One answered confidently by using mix languages. Another one answered passively by avoid eye contact. And another one answered clearly by using full bahasa Indonesia.</p>
3	<p>Communication Style</p>	<p>- Use of verbal and nonverbal language (gesture, facial expression, intonation).(spasi biasa)- Direct or indirect communication patterns.</p>	<p><input checked="" type="checkbox"/> Assertive <input type="checkbox"/> Passive <input type="checkbox"/> Aggressive <input type="checkbox"/> Passive-Aggressive</p>	<p>Most students tend to smile and nodded, also sometimes responded when the teacher was explaining. Only 3 to 5 studens tend to</p>

				avoiding eye contact.
4	Participation Level	- Number of students who actively participate.(spasi biasa)- Frequency and duration of involvement.(spasi biasa)- Students' enthusiasm during discussion.	<input type="checkbox"/> Assertive <input checked="" type="checkbox"/> Passive <input type="checkbox"/> Aggressive <input type="checkbox"/> Passive-Aggressive	Only same students were active, other stay quiet.
5	Language Use	- Proportion of English and Indonesian use.(spasi biasa)- Fluency and grammatical accuracy in speaking.	<input type="checkbox"/> Assertive <input type="checkbox"/> Passive <input type="checkbox"/> Aggressive <input type="checkbox"/> Passive-Aggressive	Students use more mixed languages (English and bahasa indonesia)
6	Classroom Atmosphere	- Classroom condition (active, quiet, cooperative, interactive).(spasi biasa)- Students' attitudes toward communication (confident, shy, enthusiastic).	<input checked="" type="checkbox"/> Assertive <input type="checkbox"/> Passive <input type="checkbox"/> Aggressive <input type="checkbox"/> Passive-Aggressive	Class was lively and cooperative

Field Notes

The teacher started the lesson by reading the text book then explain using English first then using bahasa Indonesia. The teacher ask the students with question such “what do you know about.....” but most of the students answered in English mix with Indonesia.

In the middle of the learning process the teacher asking about students struggles and the students answered “yes I already understand”

Students also asking and explain the topic confidently. Most of them using some hand gesture to avoid nervous.

Summary of Findings from Observation

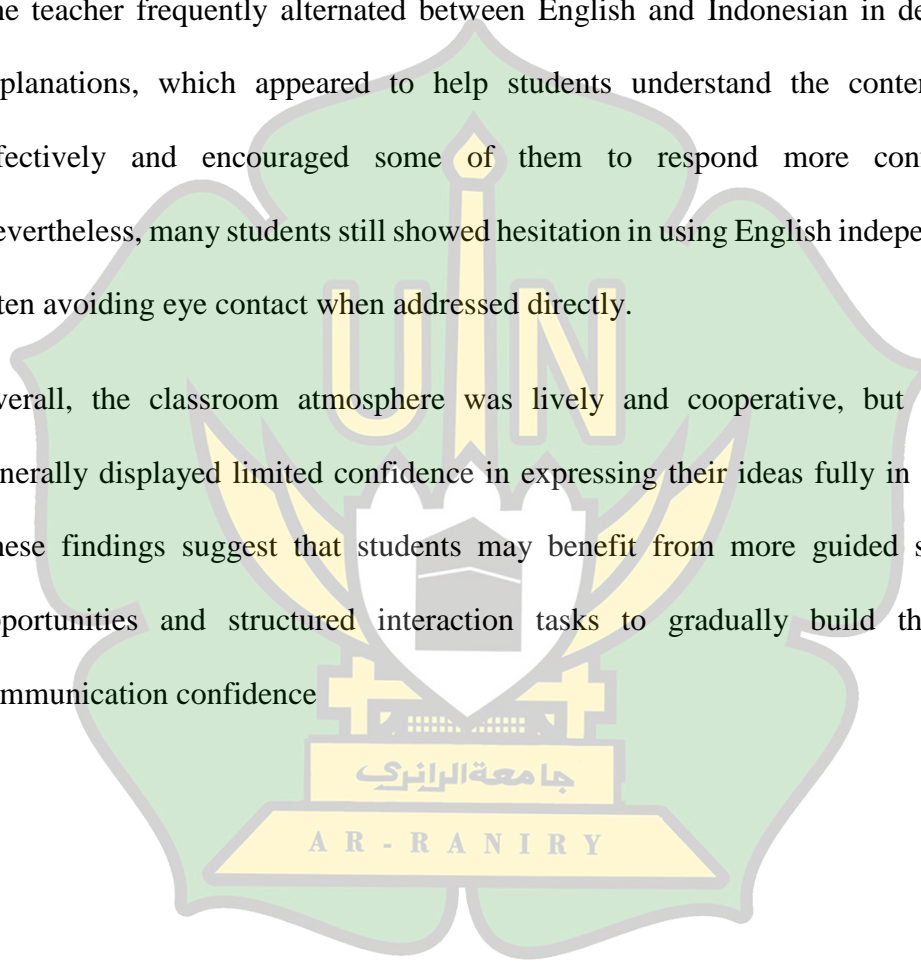
The observation revealed that the interaction in class XI-2 was mostly assertive and passive. During the learning process, students tended to communicate using a mix of English and Bahasa Indonesia, especially when discussing tasks with their seatmates. Only a few students actively participated in answering the teacher’s questions, while others stayed quiet and responded nonverbally such a smiling and nodding. The teacher used both English and Indonesia to explain the lesson, which helped students understand better and encouraged some to speak more confidently. Overall, the class room atmosphere was lively and cooperative, even though most students still lacked confidence to communicate fully in English.

The observation in class XI-2 showed that classroom interaction was dominated by both assertive and passive communication styles. During the lesson, most students

preferred to use mixed languages (English and Bahasa Indonesia), especially when discussing tasks with their seatmates. Only a small group of students actively participated in responding to the teacher's questions, while others remained quiet and tended to rely on nonverbal cues such as smiling and nodding.

The teacher frequently alternated between English and Indonesian in delivering explanations, which appeared to help students understand the content more effectively and encouraged some of them to respond more confidently. Nevertheless, many students still showed hesitation in using English independently, often avoiding eye contact when addressed directly.

Overall, the classroom atmosphere was lively and cooperative, but students generally displayed limited confidence in expressing their ideas fully in English. These findings suggest that students may benefit from more guided speaking opportunities and structured interaction tasks to gradually build their oral communication confidence



OBSERVATION SHEET

Research Title: Student Interaction in English Language Classroom: A Qualitative Analysis of Communication Style

Researcher: Nurul Adila

School: MAN 1 Kota Banda Aceh

Class: XI-5

Date: November 13, 2025

Time: 11.40 – 14.30

Observer: Nurul Adila

Purpose of Observation

The purpose of this observation is to examine the forms of interaction and communication styles among students in the English language classroom. The observation focuses on how students communicate with one another and with the teacher, as well as how they use verbal and nonverbal language during the teaching and learning process.

Observation Focus

No	Aspect Observed	Indicators	Communication Style	Notes
1	Student– Student Interaction	- Students talk or discuss with classmates in English.(spasi biasa)- Respond to peers' ideas or questions.(spasi biasa)- Use social expressions (greetings,	<input type="checkbox"/> Assertive <input checked="" type="checkbox"/> Passive <input type="checkbox"/> Aggressive <input type="checkbox"/> Passive- Aggressive	The topic learning was 'descriptive text'. Students have to explain one topic that already given in front of class. Most of them using English but with a note in one

		compliments, agreements).		hand. Only few students talking directly and confidently.
2	Student–Teacher Interaction	- Students ask or answer the teacher’s questions.(spasi biasa)- Students use specific speaking styles (formal, casual, polite, etc.).	<input type="checkbox"/> Assertive <input checked="" type="checkbox"/> Passive <input type="checkbox"/> Aggressive <input type="checkbox"/> Passive-Aggressive	Teacher asking about how many person not performed yet. All students answered by using bahasa Indonesia.
3	Communication Style	- Use of verbal and nonverbal language (gesture, facial expression, intonation).(spasi biasa)- Direct or indirect communication patterns.	<input type="checkbox"/> Assertive <input checked="" type="checkbox"/> Passive <input type="checkbox"/> Aggressive <input type="checkbox"/> Passive-Aggressive	Most of the students tend to stay quite and focus while teacher explaining.
4	Participation Level	- Number of students who actively participate.(spasi biasa)- Frequency and duration of involvement.(spasi biasa)- Students’ enthusiasm during discussion.	<input checked="" type="checkbox"/> Assertive <input type="checkbox"/> Passive <input type="checkbox"/> Aggressive <input type="checkbox"/> Passive-Aggressive	The whole students were actively participate. Only few students stay quiet.

5	Language Use	- Proportion of English and Indonesian use.(spasi biasa)- Fluency and grammatical accuracy in speaking.	<input type="checkbox"/> Assertive <input checked="" type="checkbox"/> Passive <input type="checkbox"/> Aggressive <input type="checkbox"/> Passive- Aggressive	Students use more mixed language, mostly Bahasa Indonesia.
6	Classroom Atmosphere	- Classroom condition (active, quiet, cooperative, interactive).(spasi biasa)- Students' attitudes toward communication (confident, shy, enthusiastic).	<input checked="" type="checkbox"/> Assertive <input type="checkbox"/> Passive <input type="checkbox"/> Aggressive <input type="checkbox"/> Passive- Aggressive	Class was lively and cooperative. Students attitudes was enthusiastic.

Field Notes

The topic learning was 'descriptive text' and the students are given presentation assignments. The purpose of this assignments to improving students speaking skill. Most of the students talking with note in one hand and avoid eye contact with whole class.

Few students talking directly and confidently with some hand gesture.

While teacher asking about something, the students answered by using bahasa indonesia.

Summary of Findings from Observation

The observation in class XI-5 revealed that students demonstrated a mixture of

assertive and passive communication styles during the learning activity on descriptive text. Most students completed their presentations by reading from notes, indicating partial reliance on prepared material and limited spontaneous speaking. Only a few students presented confidently and used natural gestures, showing stronger assertive communication.

Student–teacher interaction occurred at a basic level. When the teacher asked questions regarding the progress of the presentations, students responded mostly in Bahasa Indonesia, suggesting that they understood the instructions but were not yet confident in using English in spontaneous responses.

In terms of communication style, many students tended to stay quiet, attentive, and focused when the teacher was explaining. Participation levels appeared high because all students were assigned to present in front of the class, although enthusiasm varied, with only some displaying confidence during their performance. Language use during the lesson leaned heavily toward Bahasa Indonesia, both during interactions with the teacher and during class discussions. English was used mainly for reading or reciting the descriptive text, rather than for natural, interactive communication.

Overall, the classroom atmosphere was lively and cooperative, with students showing enthusiasm for completing their presentation tasks. However, the strong dependence on written notes and limited use of English in spontaneous contexts indicate that students may need additional practice and structured guidance to improve their fluency, confidence, and assertiveness in oral English communication.

OBSERVATION SHEET

Research Title: Student Interaction in English Language Classroom: A Qualitative Analysis of Communication Style

Researcher: Nurul Adila

School: MAN 1 Kota Banda Aceh

Class: XI-4

Date: November 15, 2025

Time: 11.35 – 12.50

Observer: Nurul Adila

Purpose of Observation

The purpose of this observation is to examine the forms of interaction and communication styles among students in the English language classroom. The observation focuses on how students communicate with one another and with the teacher, as well as how they use verbal and nonverbal language during the teaching and learning process.

Observation Focus

No	Aspect Observed	Indicators	Communication Style	Notes
1	Student–Student Interaction	- Students talk or discuss with classmates in English.(spasi biasa)- Respond to peers' ideas or questions.(spasi biasa)- Use social expressions (greetings,	* Assertive <input type="checkbox"/> Passive <input type="checkbox"/> Aggressive <input type="checkbox"/> Passive- Aggressive	The topic learning was 'descriptive text'. Students have to explain one topic that already given in front of class. Most of the students talking directly and confidently. Only some

		compliments, agreements).		students passively and avoid eye contact.
2	Student–Teacher Interaction	- Students ask or answer the teacher’s questions.(spasi biasa)- Students use specific speaking styles (formal, casual, polite, etc.).	<input checked="" type="checkbox"/> Assertive <input type="checkbox"/> Passive <input type="checkbox"/> Aggressive <input type="checkbox"/> Passive-Aggressive	While teacher explaining, teacher asking about something to the whole class. And whole class answered directly.
3	Communication Style	- Use of verbal and nonverbal language (gesture, facial expression, intonation).(spasi biasa)- Direct or indirect communication patterns.	<input checked="" type="checkbox"/> Assertive <input type="checkbox"/> Passive <input type="checkbox"/> Aggressive <input type="checkbox"/> Passive-Aggressive	All of the students tend to smile and nodded, also sometimes responded when the teacher was explaining.
4	Participation Level	- Number of students who actively participate.(spasi biasa)- Frequency and duration of involvement.(spasi biasa)- Students’ enthusiasm during discussion.	<input checked="" type="checkbox"/> Assertive <input type="checkbox"/> Passive <input type="checkbox"/> Aggressive <input type="checkbox"/> Passive-Aggressive	The whole students were actively participate. Only few students stay quiet.
5	Language Use	- Proportion of English and Indonesian use.(spasi biasa)-	<input type="checkbox"/> Assertive <input checked="" type="checkbox"/> Passive <input type="checkbox"/> Aggressive	Students use more mixed language, mostly Bahasa Indonesia

		Fluency and grammatical accuracy in speaking.	<input type="checkbox"/> Passive- Aggressive	
6	Classroom Atmosphere	- Classroom condition (active, quiet, cooperative, interactive).(spasi biasa)- Students' attitudes toward communication (confident, shy, enthusiastic).	* Assertive <input type="checkbox"/> Passive <input type="checkbox"/> Aggressive <input type="checkbox"/> Passive- Aggressive	Class was lively and cooperative. Students attitudes was confident and enthusiastic.

Field Notes

The topic learning was 'descriptive text' and the students are given presentation assignments. The purpose of this assignments to improving students speaking skill.

The majority of students demonstrated assertive communication, speaking directly, confidently, and fluently during their presentations.

During whole-class questioning, most students responded simultaneously without hesitation.

A small number of students (approximately 3 students) tended to avoid eye contact, spoke softly, or remained quiet, showing passive communication behavior.

The teacher used both English and Indonesian when giving explanations, which seemed to help students understand the lesson and respond more naturally.

Overall, the interaction pattern and communication styles in the class were dominantly assertive and cooperative, supported by an encouraging classroom atmosphere.

Summary of Findings from Observation

The observation findings indicate that classroom interaction in XI-4 was dominated by assertive and cooperative communication style.

Most students communicated directly and confidently, especially during presentations and whole-class responses.

Peer interaction showed frequent code-switching, with Bahasa Indonesia being more commonly used during informal talk, while English was used mainly during formal learning tasks.

Only 3–4 students displayed passive communication traits, such as limited eye contact, soft speech, or minimal verbal response.

The classroom atmosphere played a key role in shaping interaction - it was lively, supportive, and cooperative, which made students feel comfortable responding to teacher's prompts