

information used to generate the perception is based on the situation's context.

3) Learned Perception

A learned perception is one that is formed as a result of one's personality, culture, and habit. For example, a student who learns in an eastern environment may have a negative perception of western students who mostly raise their left hand to answer the teacher's question.

4) Physical Perception

A tangible perception is physical perception. Consider how the eyes see and how the brain interprets what it sees. To put it another way, physical perception is connected to observable physical activity.

5) Cultural Perception

The largest perception is cultural perception, and it varies from city to city, such as people's perceptions of the importance of English at the elementary level. This one's perception may alter from one city or area to the next. It is determined by the culture prevalent in that location..

Despite seeing or experiencing the identical things, everyone has a different interpretation. Perception is influenced by a number of processes and circumstances and does not appear by itself. Perception is influenced by three elements, according to Robbins (2003). The first is the perceiver. When looking at something and attempting to interpret it, an individual's attributes such as beliefs, attitudes, intents, interests, experiences, cognitive structures, expectancies, and cultural upbringing will influence him or her. The perceived object or target is the second factor to consider. It could be people, things, or events. This has an effect on one's perception. The target of perception is something that is viewed in connection to the other people involved, not in theory. This leads to a tendency to group comparable people, objects, or events together and isolate them from other, unrelated groups. The greater the similarity, the more likely we will regard them as a group, and vice versa. This domain could encompass notions such as novelty, motion, noises, size, backdrop, proximity, and similarity. The third factor is the context in which the perception is formed. Our perception is influenced by our environment. Perception must be analyzed in context, which means that the situation in which the perception appears must be considered. The situation is a factor that contributes to the process of establishing an individual's view. The circumstance encompasses time, work environment, and social environment.

From those explanations, it is possible to conclude that students' perception is how students think about responding to what they have done or learned. It means that students have their own perspectives on something they learned through the teaching-learning process and how they did it.

2. Teacher's Communication Style

Thill (2000:4) stated that Communication is the process of conveying and tolerating messages. A valid communication occurs when the person receiving the material has the same understanding as the person sending it, resulting in a different way of thinking. A person's ability to communicate effectively can boost productivity, both individually and in groups. It moreover increases understanding and capacity to reply way better to needs and needs of claimants and partners. In the event that a individual needs to be a great communicator. Most importantly, you must take true interest in what others got to say, in any case on the off chance that you discover the data irrelevant.

Control, inspiring organizational members, expressing feelings and emotions, and delivering information are the four basic tasks of communication in an organization (Robbins, 2000: 117). Communication serves as a means of controlling the behavior of its members. For example, an organization may have both informal and formal regulations that all members must observe. These exercises demonstrate the work of communication as control and coordination among people, when the understudy was asked to present a complaint to his/her instructor, and was also asked to follow provided home duties and school controls.

Communication motivates students by clarifying exercises that ought to be done by them, telling the students to what degree they got to work, and what can be done to extend their execution, to form particular objectives, to have criticism. Communication, for the most part, can force down particular activities to reproduce inspiration. Many students expect their workplace to be their primary source of social connection, where they can express how unsatisfied or fulfilled they are. Communication of thoughts and feelings can help individuals in an organization understand one another, and when employees understand one another, they can work and achieve goals more effectively. The role of communication in conveying information is one of its

final functions. The role of communication in conveying information is one of its final functions. Communication provides information that individuals and teams may utilize to make decisions. Because those four functions support one another, none of the previously listed functions are more significant than the others. The capacity of a teacher to effectively communicate with his or her students, both vocally and nonverbally, in order to improve academic performance and manage their conduct is referred to as teacher communication style (Stamatis 2017). The method of providing gestures that generate specific effects by the teacher to the learner through the media is referred to as communication style. According to Wubbless (1993:49) communication style has some categories, they are Directive which concern on structured atmosphere classroom, Authoritative which concern on fun classroom, directive which concern on teacher give an assignment to be answered by the student directly and Tolerant which concern on the role of teacher on supporting their students. Learning is a type of communication that takes place between teachers and students. Teachers' communication, knowledge, abilities, or attitudes toward students are formed in accordance with the desired objectives. Communication strategies become effective during the learning process if students can absorb and understand the learning information and also provide positive feedback to students. Then, because teachers have diverse ways of communicating with students, the majority of teachers have different communication styles.

The teacher develops verbal and nonverbal behavioral patterns that, with time, become extremely consistent. These habits have an impact on how they communicate. Although numerous patterns can be learned and practiced, the communication styles most commonly used by teachers, according to Lanz (2015), are:

a. Passive Communication style

Passive communication is a style in which people avoid expressing themselves, defending their rights, and identifying and resolving their needs. Passive communication is characterized by a tendency of not communicating your thoughts and failing to safeguard your rights and meet your requirements. The few advantages of a passive communication style are deceptive. Others may perceive us as a good listener, a peacemaker with humility, and someone who simply goes with the flow. Passive communication can be demonstrated in a variety of ways during the

teaching and learning process, such as when the teacher said, "I hope someone would remember to take out the garbage," rather than just asking a student to do so. Such hints frequently go ignored, irritating the passive communicator and perplexing the students who missed the message. Passive communicators may speak softly or apologetically. They may apologize in advance for their viewpoints or qualify their statements. A passive communicator teacher, for example, may say, "Go ahead, my contribution to the classroom wasn't important anyway," if called upon in a classroom situation. This stems from a lack of confidence and fear of being perceived as opinionated or harsh.

However, in any case teacher with passive style of communication could be appropriate to make the students be more

b. Aggressive communication style

An aggressive interpersonal behavior is one in which forces are applied physically or symbolically in order to either dominate and maybe injure or defeat and possibly destroy the center of assault. In interpersonal communication, the focus of assault might be a person's physique, material belongings, self-concept, viewpoint on communication topics, or behavior. Infante (Infante, 1987, p. 158)

An aggressive communication approach pushes things to the opposite end of the spectrum. Teachers that use this communication style in the classroom have a tendency to dominate the discussion. They issue directives and ask questions in an obnoxious manner while failing to listen to others. An aggressive communicator may appear to others to be verbally abusive. Because their animosity prompts their partner's fight or flight response and the urge to protect themselves, aggressive teachers may fail to communicate with their students. When speaking, aggressive communicators do not utilize the exact word. For example, when they say, "What you said or did was incorrect, and you must consider the reasons why and inform me." I'll let you know if you receive the correct answers." This comment demonstrates dominance in dialogues and establishes themselves as the communication's alpha.

In other hand, there is some beneficial for being aggressive communicator. If you're feeling taken advantage of or need to make your

presence known, an aggressive communication style might be beneficial. For example, if you're competing with a student to boost their motivation for a study, you may need to be aggressive to get ahead. Alternatively, adolescents who are frequently bullied at school may need to demonstrate to their peers that they are capable of handling themselves and are not to be trifled with.

c. Assertive Communication Style

Assertive communication is defined as "the ability to discuss and engage in a way that recognizes and respects the rights and opinions of others while effectively advocating for your own rights, interests, and personal limits" (Jaradat, 2010, p. 649). The assertive communication style is a powerful and healthy way to express yourself. It encourages open and honest debate while also considering the needs of others. According to Pipas (2010) Assertive communication style can be shown in many different way such as :

1) Flexibility

Flexibility here means the teacher can match their style of communication to the situation/ person they are communicating with. The samples is when the teacher call their students by their name or when he use humor to refresh the situation in the classroom. It will breaks down the emotions and put the teaching learning situation at ease.

2) Self Confident

Self-confidence is a belief in oneself, one's ability, or one's judgment. It is the absence of uncertainty. This can be shown when teacher can manage their emotions by deliver the point with clearly articulated. Here are the samples :

- "Here is a divider I've set up. Will you please place your papers here?"
- "Okay students, please repeat after me!"

That will make the atmosphere in the classroom more active.

3) Honesty

Honesty here means someone or something that is truthful, thruthworthy and genuine. Pipas and Jaradat (2010) go on to say that

assertive communicators may speak up for their own (or others') rights in an honest and elegant manner, reducing interpersonal disputes and maintaining respect for others. It can be shown when the classroom situation was crowded the teacher say "can you please hear me when i'm talking" that clearly express how the teachers feeling in an appropriate delivery.

3. Students Motivation in Learning English

According to Harmer (1991), a simple definition of motivation is "some form of internal drive that propels someone to do or think in order to boost student achievement." It indicates that inspiration originates from within the individuals who operate to inspire her to carry out an action in order to attain a goal. Motivation is not just vital in and of itself; it is also a strong predictor of learning and achievement. Students that are more motivated to learn stay in class longer, put in more effort, learn more thoroughly, and perform higher on standardized tests.

"Motivation has been recognized as the learners' orientation with relation to the purpose of acquiring a second language," Crookes and Schimts (in Norris, 2001: 2) remarked. "It is taught that students who appreciate the people who speak the language, admire the culture, and have a desire to become familiar with or even integrate into the community in which the language is spoken are the most effective while studying a target language," writes Falk in Norris (2001: 2). It implies that students who are most effective at learning a target language will mimic not only the culture but also a desire to assimilate into the society where the language is used.

Students require more than instruction and command from their teachers when learning a language. It is difficult for teachers to persuade their students to pay attention in class. As a result, according to Jefiza (2017), success in learning English is dependent on motivation. In other words, learning and motivation are intimately connected and strongly influence one another. Of course, due to differences in personalities and backgrounds, each student faces unique challenges and difficulties in learning English. They may make a variety of errors in English speech, grammar, and word usage. This can have an impact on the student's motivation to study English (Achmad & Yusuf, 2016). In this

instance, either the students or the teachers must come up with some suggestions to increase the students' motivation in learning English.

Students require an appropriate teacher's communication style to learn and consistent encouragement support of their learning efforts to be motivated to learn. It is critical for the teacher to arrange and control the classroom in order to provide an effective learning environment. Furthermore, because worried or alienated students are unlikely to acquire motivation to learn, learning must take place in a comfortable and helpful environment.

4. Previous study

There are some previous studies that correlated with teacher's communication style, and also explain about student's perception toward communication and interaction between teacher and students. Study by Salija (2017) from State Makassar University, Indonesia with the title "Communication Styles used by Effective EFL Teacher in Classroom Interaction". This study used a mixed technique approach. This study's instruments were a questionnaire, an observation, and an interview. This study's sample included 265 students from SMA Ummul Mukminin boarding school Makassar for the academic year 2017/2018. Three experienced English teachers participated in the study.

The conclusions of this study indicated three findings in teacher communication styles. The first was aggressive, the second was assertive, and the third was passive. During the English classroom process, the teachers used those methods based on the context and situation. The teacher's most dominating communication style was aggressive.

The similarities between the previous study with this study are both of studies use descriptive quantitative approach and survey design with questionnaire to get the students perceptions response with five levels of Likert scale; strongly agree, agree, uncertain, disagree, strongly disagree. While the differences between previous study and this study are, the research variable on this study not only to find out the students perception on teachers communication style but also its affect to the students motivation. Not only that, the sample of the previous study are eleven and twelve grades of senior high school and in this study chooses eight grades from junior high school.

Second previous study was journal written by Jusriati(2020) from Universitas Muhammadiyah Palopo, Indonesia with the title "Communication Styles in EFL Classroom Interaction" This research used descriptive qualitative method. The descriptive qualitative research approach was utilized to investigate the phenomenon of the teacher's communication styles in EFL classroom interaction. The solitary

participant in this study is a teacher from SMA Negeri 3 Palopo. Purposive sampling was used to select the participant. The researcher used an audio recorder and field notes to perform observations.

The similarities between the previous studies with this study are both of studies used communication styles as variable of the research. However, the differences between previous study and this study are, these study used descriptive qualitative research method while this study used quantitative research method Not only that, the sample of the previous study is second grades of vocational high school and in this study chooses second grades from junior high school.

The last previous study was written by Putri(2017) from STKIP PGRI Sumatera Barat, Indonesia with the title “Students’ Perception on Teacher’s Communication Style on Student’s Motivation in Learning English”. The descriptive technique is used in this study. Questionnaires and interviews are the data collection methods employed. This study's participants were students from SMPN 4 PADANG's VIII E and VIII H classes. Data is statistically presented using percentages, frequencies, arithmetic means, and standard division.

The similarities with previous study are, both of study use descriptive quantitative approach and survey design with questionnaire to get the students perceptions response. While the differences between previous studies and this study is the questionnaire used in previous study by using three levels Likert scale: agree, unsure and disagree. But in this study the researcher uses five levels of Likert scale; strongly agree, agree, uncertain, disagree, strongly disagree.