



The Dominant Factors Influencing the Positive Communication Skills of Z Generation

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Abstract. The purpose of this study is to investigate the dominant and non-dominant factors that influence the positive communication skills of Generation Z to find out the factors of gender, school background, faculty, ethnicity, social media intensity, comment intensity on social media, semester, province which have a significant effect on communication skills. Positive Generation Z. The research method was carried out using a correlative quantitative approach with eleven independent variables and one dependent variable, namely positive communication of Generation Z. The population in the study were students from three provinces in South Sulawesi, West Sulawesi, and Central Sulawesi. The sampling technique used cluster random sampling to determine the number of samples, namely the Slovin formula and obtained thousand two hundred and ninety students. The research instruments consisted of two parts: adapting the interpersonal communication skill instrument that had been tested for reliability and validity by considering the Cronbach value and chi-square value having a fit index category and the instrument for positive communication skill factors in categorical form. In addition, the data analysis technique uses MANOVA with the help of the JASP statistical application. Based on the data analysis results, Generation Z's positive communication skills are influenced by six factors: ethnicity, social media intensity, social media comment intensity, province of origin, semester, and type of university. The findings from this study show that the influencing factors are based on both external and internal factors on cultural aspects, adaptation, and virtual socialization processes.

Keywords: Dominant Factors, Positive Communication, Communication Skills

1 Introduction

Each generation has different communication skills based on their characteristic [1], and communication is also a basis for building a good relationship or effective interaction at work [2], [3]. According to Ref. [4], communication skills are important to discuss, especially in terms of the Z generation, who the moment have just started their career as they have unique views and new approaches to running their job [5], especially the way they communicate and interact [6].

Z generation has special communication characteristics when doing interaction as they depend on digital space [7]. Thus, it influences their relationship at the workplace in the future [8]. Then, the limited time they use to interact and communicate offline and spend time on virtual communication will affect their positive communication [9]. It is because they obtain less nonverbal language from digital communication [10]. The Z generation has less face-to-face interaction because they prefer to make friends in the virtual world [11].

The communication skill possessed by the Z generation positively contribute to their interpersonal skill in the working world [12]. Also, a collaboration between interpersonal skills and work management can improve the work activities in a particular duration . Thus, interpersonal skill in the working environment is supported by improving positive communication pattern. Therefore someone with good interpersonal skill will understand and have positive communication. According to Ref. [13], positive communication refers to the ability of the Z generation to understand verbal and non-verbal language. A non-verbal gesture like posture and how someone moves their body when interacting with others and verbal models like the choice of positive word and sentence or confident and fluent expression referring to others when talking [14], [15].

Positive communication can be developed from various aspects of interpersonal communication [16]. The aspects of interpersonal communication refer to how someone can actively listen, like delivering an understanding through emphatic comments, assertive self-expression, accepting and responding to feedback, and being confident in communication [17]. However, every country's communication skills are different [18]. It is based on the previous findings that Asian countries pay more attention to communication pattern, especially Indonesian people who are highly concerned about traditional values in their interaction [19]. Therefore, the study aimed to identify factors influencing the positive communication of the Z Generation and which dominant and pre-dominant factors influence the positive communication skill of the Z Generation.

1.1 Factors Influencing Positive Communication Skills

The earlier findings identified that many factors including gender influence positive communication. Women were found to have better interpersonal communication than men [20], while men are lacked focus on creating positive social relationships in communicating, less listening to others, and rather ineffective in giving a response, influencing their positive communication pattern [21]. Interpersonal communication skill is also influenced by the backgrounds of the tribe [22], [23], and it will influence their positive communication skill [24], [25]. Then, positive communication skill is also influenced by the intensity of writing a comment on social media. It also influences their openness and empathy in communication [26]. The province where they live also influences the students' interpersonal communication skills because each region's social factors are social factors influential [27].

Based on the previous studies, there are other factors influencing the positive communication of the Z generation: their educational background [28]. Besides that, the type of university and discipline also influence interpersonal communication skills [29],

gen Z studying in a social humanities program, will be more skillful in performing positive and effective communication because they intensively interact in their daily lives [30], and also the intensity to use social media influence the interpersonal communication skill especially when they use social media as the main communication tool [31], however, their routine to use digital device also brings positive impact on their communication with different characteristics from the older generation [32]. Therefore, this research aims to identify the dominant and non-dominant factors that influence the positive communication skills of Generation Z, including factors such as gender, educational background, faculty, ethnicity, intensity of social media, and intensity of comments on social media. Semester and province significantly impact Generation Z's positive communication skills, which can guide in developing more effective communication methods and strategies for Generation Z in the future.

2 Research and Methodology

2.1 Research Design

The research examined 11 independent multifactorial variables: genders, educational background, faculty, ethnicity, intensity to use social media, the intensity of writing a comment on social media, semester, city where they live, and the type of their university. A correlation quantification method was employed to study the possibility of X variable influencing the Z Generation's positive communication in terms of interpersonal skill and to see the dominant and nondominant factors.

The research design tested the existence of 11 multifactorial independent variables, including gender, educational background, faculty, ethnicity, social media intensity, social media comment intensity, semester level, city of residence, and type of college. We used a correlation quantitative method that variable X, which can influence Gen Z's positive communication concerning interpersonal skills, allowed researchers to identify dominant and non-dominant factors correlated with Gen Z's positive communication as the dependent variable. It is based on research problems related to the lack of previous research on the factors that influence the positive communication skills of Generation Z. The data analysis technique uses the Manova test to identify which factors have a significant influences between the independent multifactor variables and the dependent variable which will be used to test the hypothesis and concludes which factors are dominant and non-dominant have a significant effect on the positive communication skills of generation Z. This study hypothesizes that there are significant differences between gender, background, education, faculty, ethnicity, intensity of social media, comments, semester level, city of residence, type of university with positive communication skills.

2.2 Samples and Population

The research samples were 1290 students in the academic year 2021/2022 studying in Sulawesi island selected using cluster random sampling technique based on the characteristics of three provinces of South Sulawesi, West Sulawesi, and Central Sulawesi. After obtaining data on the number of students, we selected some universities

consisting, including The State University of Makassar, the University of West Sulawesi, the University of Tadulako, the State Islamic Institut of West Sulawesi, Muhammadiyah University of Palu, Alauddin Islamic University, and the University of Cokroaminoto, Palopo. Lastly, the respondents were determined using the Slovin method with a probability value of 0.05 and the respondents' criteria consisting of gender, tribe, discipline, province, and educational background. 1,290 students were selected as research samples.

Table 1. Demographic of Research Samples

	Frequencies	Percentages
Genders		
Females	674	52.25
Malers	580	44.96
Educational background/graduated from:		
Senior High School	375	29.06
Vocational High School	351	27.20
State Madrasah Aliyah (MAN)	322	24.96
Islamic Boarding School (Pesantren)	242	18.76
Faculties		
Educational Science	175	13.57
Language	168	13.02
Engineering	167	12.95
Mathematics and Natural Science	145	11.24
Economics	144	11.16
Social, Politics, and Laws	139	10.77
Sports	92	7.13
Psychology	88	6.82
Medical Science	98	7.59
Others	74	5.74
Tribes		
Bugis	241	18.68
Makassar	215	16.82
Mandar	209	16.20
Toraja	191	14.81
Jawa	82	7.44
Sunda	67	6.74
Kaili	249	19.30
Provinces		
South Sulawesi	464	35.97
West Sulawesi	421	32.64
Central Sulawesi	405	31.39
N total = 1290		

2.3 Research Instruments

This study used an interpersonal communication skill instrument adapted from a questionnaire developed by [33] in this book entitled *The Interpersonal Communication Book*. This instrument consists of seven indicators that are specifically composed of aspects of general communication: can be used to measure a person's general communication skills, speaking: conveying a message involves using appropriate language and intonation, listening: measuring an individual's ability to understand the message and respond to it, interpersonal clarification: to read other people's feelings, clarify messages that are not clear, asking: the ability to questions inappropriate information, ask for opinions from other and clarify the information received, feedback: provide constructive feedback, punishment and reward: seen from the skills of giving awards and constructive criticism. The instrument uses a modified Likert scale model with the consideration that respondents in Indonesia tend to be hesitant and choose neutral. The instrument consists of four assessment categories, namely strongly agree, agree, disagree, and strongly disagree, which have been re-validated and adapted to the research context discussed. Then it was distributed via Google from accompanied by an informed consent from that had to be filled out by the respondenst. Specifically, the results of the reliability and validity tests are presented in Table 2.

Table 2. The Fit Model of Interpersonal Communication Skill Model through CFA

Instrument	N	Reliability Test		Validity Test			
		McDon-ald's	Cronbach's	RMSEA	GFI	CMIN/DF	CFI
Interpersonal Communication Skills	1290	0.879	0.864	0.056	0.988	704.211/356	0.987
General Communication		0.879	0.864				
Speaking		0.879	0.864				
Listening		0.879	0.864				
Interpersonal Clarification		0.879	0.864				
Asking		0.879	0.864				
Feedback		0.879	0.864				
Punishment & Reward		0.879	0.864				

Results of reliability and validity tests in Table 2 show that the interpersonal communication skill instrument based on the values of CMIN/DF, CFI, GFI, and RMSEA, McDonald, and Cronbach Alpha was in the fit index category, so that the instrument was valid and reliable to be used.

3 Findings and Discussions

3.1 Research Question 1: Which Factors Influence Gen Z's Positive Communication Skills?

Based on the results of data analysis with the Manova test. The factors influencing students's positive communication skills are presented in Table 3.

Table 3. Factors Influencing the Positive Communication Skills of Students

	Factors of Positive Communication Skills	Sum of Square	M-Square	F
Interpersonal Communication Skill	Gender	32.304	32.304	0.235
	School background	78.923	26.308	0.191
	Faculties	1872.837	208.093	1.522
	Tribes	3648.00	614.000	4.552***
	Intensity using Social Media	1142.891	380.946	2.789*
	Intensity to write a comment on social media	1998.782	666.261	4.902**
	Semester	928.915	464.458	3.398**
	Provinces	2302.252	1151.626	8.494***
	Types of Universities	11.502	3.834	0.606*
N = 1290 (students from three provinces in South Sulawesi, West Sulawesi, and Central Sulawesi)				
*** ($p < 0.001$); ** ($p < 0.01$); * ($p < 0.05$)				

The result of this study evaluate the factors that influence students' positive communication skills. In the data analysis, it was found that of the 9 factors studied, 5 factors did not significantly affect positive communication skills, namely gender, school background, field of study, social media intensity, and type of university. Meanwhile, 4 factors significantly influence ethnicity, intensity of commenting on social media, semester, and province. Further explained in detail about the findings:

The gender factor does not significantly affect Generation Z's positive communication skills, with an M-square value of 32.304. A value that is not significant (0.235, $p > 0.05$) indicates no significant difference in positive communication skills between men and women. In addition, the school background factor was also not proven to significantly affect students' positive communication skills, with an M-square value of 26.308. F value (0.191, $p > 0.05$) indicates no significant difference in positive communication skills between students with different school backgrounds. Furthermore, the field of study factors does not significantly affect the positive communication skills

of Generation Z students, with an M-square value of 208.093. The F value is not significant ($1.522, p > 0.05$), this means no significant difference in positive communication skills between students from different fields of study. The social media intensity factor does not significantly affect students' from different fields of study. The social media intensity factor does not significantly affect students' positive communication skills, with an M-square value of 380.946. F value ($2.789, p > 0.05$) which show that the frequency of using social media does not affect students' positive communication skills, with an M-square value of 3.834. F value ($0.606, p > 0.05$). That is positive communication skills are the same between students from different types of universities.

However, several factors have a significant influence on the positive communication skills of Generation Z. First, the ethnic factor has a significant effect on the positive communication skills of Generation Z, with an M-square value of 614.000. Significant F value ($4.552, p < 0.001$), this indicates that cultural and ethnic factors play an important role in the development of positive communication skills for Generation Z. Furthermore, the results of the analysis show that the intensity of commenting on social media is proven to have a significant effect on communication skills positive students, with an M-square value of 666.261. Significant F value ($4.902, p < 0.01$), students more actively commenting on social media tend to have better positive communication skills. The study semester factor has also been shown to influence the positive communication skills of Generation Z. With an M-square value of 464.458 and a significant F value ($3.398, p < 0.01$), this indicates that Generation Z in higher semesters has higher positive communication skills. Better. The provincial factor also significantly influences the positive communication skills of Generation Z. With an M-square value of 1151.626 and a significant F value ($8.494, p < 0.001$), generation Z who live in big cities tend to have better positive communication skills, meaning there are significant differences in positive communication skills between students from different provinces.

3.2 Research Question 2: Which Factors Most Influence Generation Z Interpersonal Communication?

The more detailed differences in students' interpersonal communication skills based on the influential factors can be seen in Table 4.

Table 4. Differences in students' interpersonal communication skills based on the Influential factors

Factors influencing Interpersonal Communication Skills		Sub Factors	Mean	SD	M-Square	Wilks Lamda
Interpersonal Communication Skills	Tribes	Bugis	78.706	11.095	614.00***	
		Makassar	80.119	11.715		
		Mandar	75.043	11.666		
		Toraja	75.773	12.142		
		Jawa	78.508	13.954		

	Sunda	78.718	10.445	
	Kaili	77.389	11.770	
	Never	78.534	12.555	
Intensity using a social media	Seldom	77.361	11.432	380.964*
	Often	79.668	11.293	
	Very often	76.220	12.885	
	Never	77.343	11.751	
Intensity writ- ing a comment in social media	Seldom	77.391	11.554	666.261**
	Often	84.593	14.102	
	Very often	89.800	11.563	
	South Sula- wesi	78.881	11.708	
Provinces	West Sula- wesi	75.408	11.442	1151.626***
	Central Su- lawesi	77.395	77.395	
	Beginer	77.288	11.832	
Semester	Intermediate	78.820	11.568	464.458*
	Upper	80.173	10.772	
	State Uni- versity	78.356	11.670	
	Private Uni- versity	75.771	11.531	
Types of uni- versities	Islamic			379.651*
	State Uni- versity	78.043	12.410	
	Islamic Pri- vate Uni- versity	79.613	12.140	

N = 1290 (students from 3 provinces: South Sulawesi, West Sulawesi, and Central Sulawesi)

*** (p value <0.001); ** (p Value<0.01); *(p Value <0.05)

Based on multivariate data analysis on the factors that influence students' interpersonal communication skills, it was found that ethnicity had a significant influence. Further analysis show that students from the Makassar tribe show indications that they have the greatest influence on interpersonal communication skills of Makassar ethnic student (M=80.119; SD=11.715) are higher than other ethnic groups. However, it was found that Mandarese had the lowest interpersonal communication skills. The average interpersonal communication skills of Mandarese students (M=75.043; SD=11.666) are lower than other ethnic groups. These findings indicate that ethnic factors play an important role in influencing students' interpersonal communication skills. Students from the Makassar ethnic group tend to have better interpersonal communication skills, while students from the Mandar ethnic group tend to have lower interpersonal communication skills. Different cultural, social, and environmental factors between the Makassar and the Mandarese can cause this difference. Factors such as communication values taught in the family, patterns of social interaction, and learning environment can influence the development of interpersonal communication skills.

In the intensity aspect of commenting on social media, the study's results showed significant differences in interpersonal communication skills between students who very often commented on social media and students who never commented on social media. The average interpersonal communication skills of students who comment very often on social media are ($M=89,800$; $SD=11,563$), while the average interpersonal communication skills of students who never comment on social media are ($M=77,343$; $SD=11,751$). These results indicate that the more often students comment on social media, the higher their ability to communicate positively in an interpersonal context. Students active in commenting on social media are used to interacting in writing and expressing their opinions through the platform. This activity can train and improve interpersonal communication skills, such as conveying messages clearly, understanding and responding appropriately, and building positive relationships with others.

Furthermore, regarding provincial distribution, differences were found in interpersonal communication skills between students from South Sulawesi and West Sulawesi. South Sulawesi students' average interpersonal communication skills were ($M=78,881$; $SD=11,708$), while West Sulawesi students had an average ($M=75,408$; $SD=11,442$). This difference indicates that students from South Sulawesi have higher interpersonal communication skills than West Sulawesi students. Geographical, cultural, and environmental factors can affect the development of interpersonal communication skills in students. Factors such as communication habits within the family, daily social interactions, and local cultural influences can play a role in building better interpersonal communication skills in South Sulawesi students.

3.3 What are the Differences between Generation Z with Interpersonal Communication Skills in Ethnic Factors, Social Media Intensity, Commenting Intensity on Social Media, Province, Semester, and University?

Table 5. Results of the Further Test on Tribe Factor using Least of Significant Difference (LSD)

		Mean Difference	SE	t	ptukey
1	2	-1.413	0.920	-1.536	0.723
	3	3.664	1.004	3.647	0.005**
	4	2.933	1.160	2.529	0.150
	5	0.198	1.582	0.125	1.000
	6	-0.012	1.937	-0.006	1.000
	7	1.317	1.167	1.129	0.919
2	3	5.077	1.128	4.500	< .001***
	4	4.346	1.268	3.426	0.011
	5	1.611	1.663	0.969	0.961

		Mean Difference	SE	t	P _{tukey}
3	6	1.401	2.004	0.699	0.993
	7	2.730	1.275	2.141	0.329
	4	-0.731	1.331	-0.549	0.998
	5	-3.466	1.711	-2.025	0.399
	6	-3.675	2.044	-1.798	0.549
4	7	-2.346	1.337	-1.755	0.579
	5	-2.735	1.807	-1.513	0.737
	6	-2.945	2.124	-1.386	0.809
5	7	-1.615	1.458	-1.108	0.926
	6	-0.210	2.381	-0.088	1.000
	7	1.119	1.812	0.618	0.996
6	7	1.329	2.128	0.624	0.996

Note. P-value adjusted for comparing a family of 7
*p-value < 0.05; **p=Value < 0.01; ***p value <0.001
1 = Bugis; 2= Makassar; 3= Mandar; 4= Toraja; 5= Jawa; 6 = Sunda; 7= Kaili

Post hoc test results on ethnicity using the Least of Significant Difference (LSD) test showed significant differences in positive communication abilities between several ethnic groups. Table 5 shows a significant difference between Bugis and Mandar students in positive communication skills, with a mean difference (MD) of 3,664 and a standard error (SE) of 1,004. It means that the positive communication skills of Bugis students are significantly different from those of Mandar students. In addition, there is a significant difference between Makassar students and Mandarin students in positive communication skills, with a mean difference (MD) of 5,077 and a standard error (SE) of 1,128. It shows that the average positive communication ability of Makassar students is significantly higher than that of Mandar students. This difference indicates that ethnic factors also play an important role in influencing positive communication skills among ethnic groups.

Table 6. Results of the Further Test on the Intensity of Using A Social Media using Least of Significant Difference (LSD) test

		Mean Difference	SE	t	P _{tukey}
1	2	1.173	0.858	1.367	0.521
	3	-1.134	1.067	-1.063	0.712
	4	2.315	1.970	1.175	0.643
2	3	-2.307	0.882	-2.617	0.044*
	4	1.141	1.876	0.608	0.929

		Mean Difference	SE	t	p _{Tukey}
3	4	3.449	1.980	1.742	0.303

Note. P-value adjusted for comparing a family of 4

*p-value < 0.05; **p=Value < 0.01; ***p value < 0.001

1 = Never; 2= Rarely; 3= Often; 4= Very Often

Post hoc test results using the Least Significant Difference test showed significant differences in interpersonal skills between students who rarely wrote comments on social media and students who frequently used social media platforms. The mean difference (MD) between the two groups is -2.307, with a standard error (SE) of 0.882. These results indicate that the average interpersonal communication skills of students who rarely write comments on social media are significantly higher than those of students who frequently use social media platforms. This difference indicates that the intensity of social media use significantly affects students' interpersonal communication skills.

Table 7. Results of the Further Test on the Intensity of Writing a Comment in Social Media using Least of Significant Difference (LSD) test

		Mean Difference	SE	t	p _{Tukey}
1	2	-0.588	0.785	-0.749	0.877
	3	-7.250	2.346	-3.090	0.011*
	4	-12.457	5.259	-2.369	0.084
2	3	-6.662	2.276	-2.927	0.018*
	4	-11.869	5.228	-2.270	0.106
3	4	-5.207	5.676	-0.917	0.796

Note. P-value adjusted for comparing a family of 4

*p-value < 0.05; **p=Value < 0.01; ***p value < 0.001

1 = Never; 2= Rarely; 3= Often; 4= Very Often

Post hoc test results using the Least Significant Difference test showed a significant difference in the positive communication skills of students who never wrote comments on social media and students who often commented on social media. The mean difference (MD) between the two groups is -7.250, with a standard error (SE) of 2.346. It means that students who never write comments on social media have significantly different positive communication skills from those who frequently post comments. This difference indicates that the intensity of writing comments on social media can affect students' positive communication skills. In addition, there is a significant difference in positive communication skills between students who rarely write comments on social media and students who often comment on social media. The mean difference (MD)

between the two groups is -6.662, with a standard error (SE) 2.276. It means that students who rarely write comments on social media have significantly different positive communication skills from those who often comment.

Table 8. Results of the Further Test on the Factor of Provinces using Least of Significant Difference (LSD) Test

		Mean Difference	SE	t	p _{tukey}
1	2	3.473	0.858	4.049	< .001***
	3	1.486	0.928	1.601	0.246
2	3	-1.987	1.125	-1.767	0.181

Note. P-value adjusted for comparing a family of 3

*p-value < 0.05; **p=Value < 0.01; ***p value <0.001

1 = South Sulawesi ; 2= West Sulawesi ; 3= West Sulawesi

Table 8 shows the follow-up test results using the Least Significant Difference. There are significant differences in positive communication patterns between South Sulawesi students and West Sulawesi students. The mean difference (MD) between the two groups is 3.473, with a standard error (SE) of 0.858. The data means that students from South Sulawesi have significantly different positive communication patterns from students from West Sulawesi. This difference indicates the influence of provincial factors on positive communication patterns between these two groups.

Table 9. Results of the Further Test on the Factor of Semester using Least of Significant Difference (LSD) Test

		Mean Difference	SE	t	p _{tukey}
1	2	-1.531	0.692	-2.213	0.069
	3	-2.885	1.678	-1.719	0.199
2	3	-1.354	1.708	-0.792	0.708

Note. P-value adjusted for comparing a family of 3

*p-value < 0.05; **p=Value < 0.01; ***p value <0.001

1 = Beginner; 2= Intermediate; 3= Upper

Based on Table 9, the Least Significant Difference test results that the p-value is greater than 0.05 indicate no significant difference between the three-semester categories regarding positive communication skills. The data means that although the semester factors can affect students' positive communication skills, there is no significant difference between the three-semester categories. These findings indicate that in the context of this research, the semester factor is not the dominant factor influencing students' positive communication skills. Even though there are differences in positive

communication skills between students at the beginning of the semester, mid-semester, and at the end of the semester.

Table 10. Results of the Further Test on the Factor of Types of Universities using Least of Significant Difference (LSD) Test

		Mean Difference	SE	t	p _{tukey}
1	2	2.585	0.930	2.778	0.028*
	3	0.313	1.763	0.177	0.998
	4	-1.257	2.132	-0.589	0.935
2	3	-2.272	1.923	-1.182	0.638
	4	-3.842	2.266	-1.695	0.326
3	4	-1.569	2.716	-0.578	0.939

Note. P-value adjusted for comparing a family of 4

*p-value < 0.05; **p-Value < 0.01; ***p-value < 0.001

1 = State University; 2= Private University; 3= Islamic State University; 4= Islamic Private University

Based on Table 10, the Least Significant Difference test results that the p-value is greater than 0.05 indicate no significant difference between the three-semester categories regarding positive communication skills. The data means that although the semester factors can affect students' positive communication skills, there is no significant difference between the three-semester categories. These findings indicate that in the context of this research, the semester factor is not the dominant factor influencing students' positive communication skills. Even though there are differences in positive communication skills between students at the beginning of the semester, mid-semester, and at the end of the semester.

3.4 Discussions

Positive communication skill is an aspect determining the success of the Z generation in the working world . Positive communication skills have been proved to positively contribute to the abilities to collaborate and build positive relationships in a working environment [34]; and to quickly adapt to a new place [35]. Based on research findings, there are some factors influencing positive communication skill, including culture, the use of the internet, the intensity of writing a comment on social media, provinces, and types of universities.

Based on the analysis of factors influencing the positive communication skills of the Z generation, those factors are divided into two groups, external and internal factors. Culture, intensity of using social media, and intensity in writing a comment on social media platforms are categorized as internal factors, while semester, provinces, and types of universities are categorized as external factors influencing the positive

communication skills of the Z generation. The study is in line with Haleta [36] that when the Z generation enters university, they will develop their self-determination skills. In this case, they no more learn as a part of a small community but as a part of a bigger group in which individual factors like culture will influence the socialization process [36]. Besides that, the frequency of using social media also influences positive communication skills. It is because, in virtual communication, the Z gen learns to adapt to various conditions and forms a better communication pattern to be positively accepted in virtual space [37].

External factors influencing the communication pattern of the Z generation, like provinces, semester, and types of universities, also forms the individuals. Someone in an upper semester will have better positive communication skills because they will have adapted longer than new students [36]; [38] found that the duration of study is a factor influencing interpersonal communication skills levels.

Province is also considered as an external factor, the region where they come from influence the positive communication skill because each region has a particular culture, and when students enter university and adapt, they will still bring their culture of origin as an identity formed early together with the family and surrounding environment [39].

Results of post-hoc test analysis on tribe show that students from Makassar show significant differences from students from Mandar. One of the factors is that the oral speech in the Makassar tribe is very strong. It can be seen from a literature work called *Sinrilik* used by Makassar people to deliver their thoughts, ideas, feelings, and beliefs [40]. Nowadays, oral speech is still preserved among the societies although no more in *sinrilik* form.

Besides that, the research findings in the aspect of the intensity to use social media and intensity of writing a comment on social media platform show that the Z generation, who have the very high intensity to use social media, will significantly have positive communication skills different from the Z generation who never write a comment in social media. The finding is in line with Julia [41] that communication arranged in social media triggers the actors to communicate with anyone. The flexibility of time and place offered by social media contributes to interpersonal communication, and the intensity of the communication performed by social media users [42]. Then, the social media platform as a technology device is a value-free space [43]; the way someone uses social media is influenced by the social and cultural environment because the fundamental values are different in each culture [44].

Cultural difference influences communication skill in every culture [45]. According to [46], there are seven cultural factors leading to the differences in communication, namely: (1) individualistic or collectivistic orientation, (2) emphasis on context (whether high or low), (3) structure of power, (4) masculinity - femininity, (5) tolerance on ambiguity, (6) long term and short term orientation, and (7) pleasure and restrain. Culture does not only refer to social and environmental aspects but also to a smaller context, like types of universities. The research findings show that the Z generation studying in a state university has significantly different communication skills from students studying in a private university. The study confirms [47] that the positive communication pattern is applied differently in universities.

4 Conclusions

Based on data analysis, we concluded six factors influencing the positive communication skills of the Z generation, including tribes, intensity using social media, intensity of writing a comment in social media, provinces of origin, semester, and types of universities. The five factors include external and internal factors influenced by culture, adaptation process, and virtual socialization. The culture influences tribe and provinces of origins which have attached to the individuals. Semester and types of universities influence the adaptation process. Also, virtual socialization is influenced by the intensity of using social media and writing a comment there.

Therefore, to develop the positive communication skills of the Z generation, there should be support from all societies, including the formation of culture in the family, and the wider societies. Positive communication culture will create the habit of positively communicating with every person. It refers to the social learning theory of Bandura about observation learning. Besides that, the university should develop a program to assist students in learning positive communication. Peer learning can build a positive culture in communication.

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