



Teacher Communication Style in 13 Junior High School Surakarta

Damara Putra Prasadana¹

Prahastiwi Utari²

Yulius Slamet³

¹Research and Development of Communication Theory Department, Sebelas Maret University

²Communication Science Department, Sebelas Maret University

³Sociology Department, Sebelas Maret University

Abstract

This study talk about teacher communication style. The teacher must have a new variation when teaching begin. There are not only teaching technique but also how to comunicate a lesson. Teacher must have a communication skill belonging to communcation style. That is why teacher used a communication style, meaning that every used communication style when the lesson begin. This research is aim analyze and describe a variation of teacher communication style. The result show a characteristic of teacher communication syle especially in surakarta town.

Keywords: Techer Communication Style, high context and Low Context, Teacher teaching

Introduction

The educational problems that exist in Indonesia are very complex, that could be seen by the changing educational curriculum itself since begining from the curriculum of Competence-Based Curriculum (Kurikulum Berbasis Kompetensi—KBK), then School-Based Curriculum (Kurikulum Tingkat Satuan Pendidikan— KTSP), and the last one is 2013's Curriculum (Kurikulum Dua Ribu Tiga Belas—Kurtilas/K-13). The changing of these curriculums are not followed by the competencies of the teachers working, that is so Prof. Nanang Fattah from Universitas Pendidikan Indonesia (UPI) in kompas.com stated that the most important thing that must be owned by the teacher is the real competence to cope with or the teaching ability to follow each of curriculum program changes (Wedhasary, 2011). One of the most important competence requirement that must be owned by every single teacher is communication skills set.

Trikusumaadi (2016) explained, the communication competence performed by teachers during teaching is related to the credibility of the teacher themselves. Then Credibility and the set of communication competence can be known from the teaching



skill of the teachers in every time they teach on. Achamad Badawi in Suryosubroto (2004) said that the skills of teachers when they do the teaching activities can be qualified if the teachers have some good behaviors in their work. The behavior can be said to be good if the teachers are able to manage the whole learning process in the classroom.

This kind of competence set in the communication context is called the communication styles. Regarding with this phenomenon of communication skills issues, the issues about communication style of teachers' teaching continuously appeared all time, so that is the most interesting problem for seeing deeper and must be studying with. The main aspect in this research is for knowing about what the style used and or what kind of teachers' teaching communication attitude against to their students during the learning process.

The study of Shoji Nishimura and colleagues (2008) found out a positive close connection between people communication style and the cultural values exist. Referring to Gudykunst (2001) who stated that "communication style may be representative of high context and low context communication". In the study of intercultural communication (Hall, 1976) the concept of high context and low context can describe how cultures which exist within a particular group can give some influence about the ways of people's communication with other individuals.

Ideally the style of communication that teachers do to students is a friendly and nurturing communication style. While the ideal style of communication when giving punishment, should give punishment that educate the student who made a mistake. But the facts on the ground shows that there are still some teachers apply force of communication firmly by using violence. The case where teachers hit students give lessons because teachers will always be used as role models by students. Teachers should be able to communicate friendly so as to generate a harmonious relationship with students.

Literature Review

High Context and Low Context

Hall's (1976) opinion, Low context communication (LCC) emphasizes how best intentions can be conveyed through context. Whereas high-context communication (HCC) intends for how purpose or meaning is best, then it is conveyed through explicit verbal messages.

The high context is one of many information implicitly conveyed, assuming a lot of experience is shared with others. The low context is one in which most of the information is explicitly expressed in verbal messages. Formally the transaction will be expressed in written form (DeVito, 2009). Hall's (1976) opinion, Low context communication (LCC) emphasizes how best intentions can be conveyed through context. Whereas high-context communication (HCC) intends for how purpose or meaning is best, then it is conveyed through explicit verbal messages. High context members (HCs) are more skilled



at reading non-verbal behaviors and assume that others will also be able to do so. They speak less of low-context members (LCs) and they listen more, in general, their communication tends to be indirect. Tabel 1. Low Context Communication and High Context Communication Frameworks

<i>LCC Characteristic</i>	<i>HCC Characteristic</i>
Persepsi terhadap kelogiasn Informasi	
Menyukai informasi yang rasional	Tidak menyukai informasi yang rasional
Menjauhi sikap emosi	Mengutamakan emosi
Tidak mengutamakan emosi	Mengutamakan basa-basi
Persepsi Terhdap tugas dan relasi	
Relasi antar tugas berdasarkan relasi tugas	Mengutamakan relasi sosial dalam melaksanakan tugas
<i>Task Oriented</i>	<i>Social Oriented</i>
<i>Impersonal relations</i>	<i>Personal Relations</i>
Gaya Komunikasi	
Gaya komunikasi langsung	Gaya Komunikasi tidak langsung
Mengutamakan pertukaran informasi secara verbal	Mengutamakan pertukan informasi secara non-verbal
Mengutamakan suasana komunikasi yang formal	Mengutamakan suasana komunikasi yang informal
Bentuk pesan atau informasi	
Sebagian pesan jelas, tampak dan eksplisit	Sebagian pesan tersembunyi dan implisit

Source: Stuart Hall, Beyond Culture. New York: DoubleDay Publishing.

Communication Styles

Given to the communicator styles can be defined as the activities of constructing the comprehensive meaning into the word known each other in oral as well as writing or paraverbally or non-verbal (symbols, signs, gestures, faces, mimic, and so on) through interaction activity to get messages given literally and how the meaning to be interpreted and understood (Norton, 1978). Hence, communication styles can be also defined as interpersonal behavior that is used in certain situations. Communication style is a good way of delivery and style of language. The style itself can be described in verbal form such as words or utterances or nonverbal form such as vowels, body languages, the use of times, and the use of space, and distance (Widjaja, 2000). Following upon the Norton's perspective which stated, "Style in the context of interpersonal communication is one of many communication aspects". He continues, to define the style of communicator as a verbal one, without words and or paraverbally, interacting signals



could not being taken, interpreted, filtered, or understood (Virginia, 2009). The six components of the communication style which correlated into the teacher's communication styles those are: the friendly, precise, attentive, lively and animated, relaxed, and dramatic styles (Virginia, 2009).

1. The Friendly

The component of the teacher's communication style assumes that the teacher is friendly, outgoing, and love to associate with students. It gives some impression that the teachers are able to serve helps and encourage students for good reason sakes. Teachers who speak friendly and interactive with their students are better way than just teaching or speaking with students without any intent for being friendly.

2. The Precise

The other assumption of the teacher's communication style is precise, direct, and guiding the learning subject to the students. It also gives the impression to the teacher had some capability to train clearly with friendly manner in teaching technique they do. Their style of communication is friendly, orderly, measurable, and straight to the point. This kind of teachers are excellent at describing content, providing content, using examples to assist them in teaching and retaining material subjects of their learning.

3. The Attentive

The next proposition as assumption of this communication style is attentive. In which the teachers' ability for making audience-oriented and well- focused. The attentive teacher is able to convey effective message to their students, so they can concentrated or focused on teacher discusses about. But In fact, teachers now shows this by just combining students and comments into presentations and lectures. The attentive teacher is a urgent, with actively listening and actively absorbing the students in further can able achive their learning target and their progresses.

4. The Lively and Animated

The assumption of this communication style component assumes that the teacher is lively, passionate and enthusiastic both verbally and without. The verbal and nonverbal behavior of the teacher indicates the teachers are actively involved in the art of teaching techniques. This live and animated point says that the teacher should be more likely to be remembered by their students than teachers do contrary. Lively and exciting teachers are also more likely expend too much energy and gestures pour to their students, but surely it give a lot effect to keep students' attention when explaining the learning content they face with. Such as yelling confirmation "Hey guys, are you really with me right now" all over the time when teacher sees the students distracted.



5. The Relaxed

The assumption of this communication style component assumes that the teacher is calm in controlling a collective behavioral communication skills. This kind of teacher is not hindered by restless behavior, habits or movements. They are seen by their students as control, coordinated, competent, and confident person.

6. The Dramatic

The assumption of this communication style component assumes that teachers sometimes weird and communicate to high effect. They often exaggerate, can downplay, or alter the literal meaning of the content for students raising awareness and attention. In addition, teachers can use redundant, disparaging, wild comparisons, weird stories, metaphors, objects, pictures, movements, anecdotes, play, jokes, sarcasm, and satire to secure student attention.

Research Methodology

The qualitative methodology is the main approach of this research work with. In some context this type of research methodology approach could offer policy from making world experience, which it is doing tend to occur by decision making or thought to be part of the problem (G. Burgess, 1994). Qualitative research is conducted intensively along with situations happened in the field. This situation is usually "superficial" or normal, formed everyday life, groups, communities, and organizations (Huberman, 1994). This approach sees the meaning as an integral part of individual's experience in social life and the relationships with others (Bungin, 2009).

The sampling technique used is Heterogeneous sampling can also be called maximum variation sampling (Holloway C. D., 2011 & Patton, 2002). Maximum variation sampling is a strategy of purposive sampling with the aim of capturing and describing a major theme or topic of research (Patton, 2002). Heterogeneous or maximum variation sampling is a decision making that is used in selecting participants or respondents by varying by providing the maximum variation possible in collecting data. In collecting a data it is possible to describe and explain a theme at the time of observation (Mark Saunders, 2016).

Results

Based on the findings in the field, there are not many teachers who apply the concept of communication style. At the time when the teacher was giving the lesson or learning, they just thought what they usually do in habit to their childrens. They do not have good communication competence in teaching and particularly there is a lack of innovation in communication style in their learning process. It can be assumed that the communication style applied by teacher is very enjoyable, fun and clear to giving a lessons.



The concept of a lively and exciting communication style (Virginia, 2009) that teachers should have was found at all in the field. That concept explains that a teacher should be able to interact well and even make students as his close friends. The sense of fun here refers to serving some good solution or giving some positive attitude when students faced the difficulty in learning process, includes asking the students about what they think and the problem they deal with. Thus that students can understand the subjek they learn of.

Field facts prove that the communication style favored by students is a friendly, humorous, telling, and nurturing communication style. So that the relationship built between students and teachers can run in harmony and mutually benefit each other. The relationships built between teachers and students are already running well and harmoniously. However, damaging relationships are sometimes done by students, students usually do carelessness that is not obedient to the rules and do not follow the instructions of teachers. The reality is in the field that the communication style of Indonesian language teachers in establishing different relationships in the classroom and outside the classroom. Teacher communication style when in the classroom may be said to be very boring, but when speaking outside the class of Indonesian teacher communication style is friendly and even nurturing. So it can be said the style of communication can be influenced by conditions in the environment and students.

Discussion

The phenomenon of communication style problem applied by the teacher actually has been much discussed. This study focuses only on the communication style of teachers while teaching in the classroom. The facts show that teachers in Surakarta are still using high-context communication styles. Students prefer a high-context communication style in which teachers still use speech-style that is stale and not straightforward when teaching as well as outside of school hours. In-depth research can be done from various methods and communication theories so that research on teacher communication style can be holistic. The theory used in this research only uses high context communication theory and low context communication.

Conclusion

The style of communication that teachers do when in the classroom and outside the class was different, it is because the communication style is influenced by the condition of the environment. So the environment has an important role in communicating. Communication style in building relationships is also very necessary, in fact friendly communication style can build a harmonious relationship with students.

A strong teacher communication style can stimulate students to be more disciplined and stimulate students to be independent and mature in action. Attitudes of discipline done by students that is self-discipline, discipline of time, and discipline to the



environment. While the style of friendly communication felt appropriate in building relationships with students. So students have a unique impression of the teacher's communication style while outside the classroom.

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