

Teacher Communication Style in Surakarta

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Abstract- This study talk about teacher communication style and how teacher build a relationship to student. The teacher must have a new variation when teaching begin. There are not only teaching technique but also how to communicate a lesson. Teacher must have a communication skill belonging to communication 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 and relationship to student. The result show a characteristic of teacher communication syle especially in surakarta town.

Keywords- Teacher Communication Style; Social Penetration; Build A Relationship.

I. INTRODUCTION

The educational problems that exist in Indonesia are very complex, that could be seen by the changing educational curriculum itself since beginning 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*—Kurtis/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 theachers in everytime 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 againts 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.

II. COMMUNICATION AS A PROCESS

Refers to what Carl Hovland in Naini (2009) who stated that communication constitute a process whereby a communicator is able to turn on a stimulus (usually a verbal symbol) in order to change the other's behavior as the receiver of some message (communicant). Communication had role as the essential thing in social life, but it is like sword which has two different sides. The first side of communication is very vital because it is capable to give some positive effect in student's achievement to pass the whole first-senior high school or middle school program of theirs. Nevertheless, on the other hand communication can also create a increasing barrier of students incapability to understand the studies they faced with and to understand the informations (messages) which had been given by the teachers.

Communication in etymology terms is meant "community" which implies making one together. So that, it also emphasizes the similarity or togetherness. The word of communities refers to the peak of people who gather or live together to achieve the ultimate goal and they share meaning and attitude (Mulyana, 2002). Surely, human life could never be apart from communication. As the communication agent student also know the classic definition of communication about who says?, what says?, in what channels?, to whom?, what effect? (Hartley, 1999).

Communication as a process can be seen in two aspects. The set one is the process which is continuously running, and step by step become changing over the time, then the second one is the phase where the dissemination process of the message (giving and receiving) and takes a place to affect each others at the same time (Porter, 2003). Whereas Interpersonal communication is a process of communication that occurs face to face directly. There are so many goals of interpersonal communication, those are to affect, to help, to understand, and so forth (Devito, 2009).

III. 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

(verbal) 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 controllingas 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.

IV. SOCIAL PENETRATION THEORY

This theory suggests that intimacy enhancement in a relationship is a consequence of the increasingly intense process of sharing personal information among two or some persons (Taylor, 1973). The Social Penetration process explains how to build close relationships. Social Penetration is a process has to be deep intimacy development with others through openness that is useful, including about things that are very sensitive (Griffin, 2012). It can be said that this theory discusses how individuals relationship progression is about for developing. Four assumptions

proposed within this theory, as following with Turner (2010) described:

- The progress of a relationship first begins with a non intimate to be become very intimate.
- The Relationships are usually built systematically and predictably.
- The relationships could live with the way of coordination or separation construction (depenetration) and or affecting the relationship become interconnection or dissolution.
- Self-disclosure is the main idea for building relationships.

V. METHODOLOGY

The qualitative methodology is the main approach of this research work with. In some context this type of research methodolgy 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).

VI. FINDING

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 tought 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 monotonous and boring.

The concept of a lively and exciting communication style (Virginia, 2009) that teachers should have was not 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.

The findings also explain that the concept of communication style does not work well. It is proved by the decreasing of the students' points in Indonesian language subject whereas they does not reach the subject's Minimum Criteria of Mastery Learning (*Kriteria Ketuntasan Minimal—KKM*) at all. Based on 13th Middle School (SMPN 13) curriculum data, there were grade 7-1 there are 20 students who actually given remedial on Bahasa Indonesia subject.

Based on data observed, the students positively said that they do not like the Bahasa Indonesia's teacher because the communication style which applied is not in accordance with what It supposed to be. This statement is found based on in-depth interview datas of five students who had some issue to their poins, particularly in Bahasa Indonesia subject. The concept of communication style described by Jason Wrench was not applied by the teacher at the time of teaching process.

VII. DISCUSSION

The phenomenon of communication style problem applied by the teacher actually has been much discussed. The concept implementation of communication style conducted by teachers is very less. This data is stood as evidenced that there are some students who do remedial into Bahasa Indonesia subject. If a teacher was able to innovate, especially in the style of communication, the possibility of Indonesian language can be a learn and achive successfully, thus that might be become the preferred subject which students chose and that would be just the few students who do remedial in Bahasa Indonesia subject.

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