

Communication and Culture Value

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Abstract - This study talks about teacher communication style and how a teacher builds a relationship with the student. The teacher must have a new variation especially how the teacher giving a message when teaching has been begun. There are not only teaching techniques but also how to communicate a lesson. A teacher must have a communication skill belonging to communication style. That is why the teacher used a communication style, meaning that every used communication style when the lesson begins. This research is aim to analyze and describe a variety of teacher communication style, relationship to the student, and cultural value. The result shows a characteristic of teacher communication style especially in Surakarta town.

Keywords - Communication Style, Penetration Theory and Teacher.

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—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 teachers in every time they teach on. Achmad 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 communication styles. Regarding this phenomenon of communication skills issues, the issues about the communication style of teachers' teaching continuously appeared all the time, so that is the most interesting problem for seeing deeper and must be studying with. The main aspect of this research is for knowing about what the style used and or what kind of teachers' teaching communication attitude against 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. LITERATURE REVIEW

2.1 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 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.

2.2 Communication Style

Communication style is a way in which we communicate, in the form of patterns of verbal and non verbal behavior, consisting of preferred methods in the form of giving messages and receiving messages that are preferred. It can be mentioned that the message is what and who is the communicator, while the communication style is how. Communication styles - how you can express yourself - reflecting beliefs and values, and both you can determine in terms of culture and personality (Mulyana, 2004).

2.3 Culture Value

The characteristics of active linear culture are calm, based on facts and have careful planning. They support to complete tasks, are very organized, and prefer to do one job at that time. They always cling to the facts and figures they ask from reliable sources. They prefer the direct way of thinking, talking directly, and they speak and listen in the same contribution. Countries that embrace active linear culture are Sweden, Switzerland, the Netherlands and, Germany.

The characteristics of reactive culture are polite, friendly, kind, happy and a good listener. Their culture is often referred to as a listening culture. Reactive prefers to listen first, including when they make requests between communicators and communicants to have the same position. They often look a little out of reaction or respond after making a presentation or speaking, and compiling them to talk means to do a confrontation without understanding the clear intentions. Countries that embrace reactive culture are Indonesia, Japan, China, Taiwan, Hong Kong, Korea, Turkey, Vietnam, Cambodia and Malaysia (Lewis, 2006).

The characteristics of multi-active culture are warm, emotional, talkative and impulsive. They talked while talking in a conversation. This cultural characteristic has a typical way to talk and talk at the same time while talking in conversation. They feel uncomfortable with silence or silence and experiences that are rare among members of this culture. Countries that embrace the reactive culture are Russia, Italy, Spain, etc. (Lewis, 2006).

III. 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 a 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 an individual's experience in social life and the relationships with others (Bungin, 2009). Informant in his research is who teaching in Junior high School in Surakarta town Central Java, Indonesia.

IV. RESULTS

Culture and communication have strong attachments to each other. This can be seen that in each stage in the theory of social penetration has different cultural values. So that in communicating always using culture, it can be called that culture influences the way teachers communicate. The style of communication of the teacher in the orientation period is verbal. So that leaves a good impression, friendly and warm. Cultural values in the orientation period are a family approach and plan in stages. The approach is familial and plans in stages verbally as a form of teacher predictions in knowing the nature and character of students. This certainly helps teachers to interact with students.

The style of communication in the period of expressing feelings is formal and non-verbal. Cultural values in the period of expressing feelings are concerned with the interests of students. Formal and non-verbal communication

styles are conducted so that students have a disciplined and responsible attitude, so students have success.

The style of communication in the period of developing feelings is firm and humorous. Cultural values in the period of developing feelings are seeing the overall figure, caring, and respecting. Firm and humorous is a form of teacher care for students. The impact of students is to see the teacher's figure as a whole and respect the teacher.

The style of communication in maintaining intimacy and trust is a gentle and open teacher. Cultural values in the period of maintaining intimacy and trust are wise, good and honest listeners. Trust can arise, namely by the existence of openness, wise and honest, and gentle in conveying messages and speaking words.

Tabel 4.1

Orientasi	Mengungkapkan Perasaan	Mengungkapkan Perasaan	Mengungkapkan Perasaan
Nilai	Nilai	Nilai	Nilai
Perencanaan secara matang	Mementingkan kepentingan siswa reaktif	Melihat sosok secara keseluruhan	Bijaksana reaktif
Hubungan secara sosial dan profesional	Melihat sosok secara keseluruhan	Peduli	Pendengar yang baik
		Menghormati-Reaktif	Jujur
Gaya komunikasi	Gaya komunikasi	Gaya komunikasi	Gaya komunikasi
Verbal	Formal	Tegas	Lemah Lembut
	Non-Verbal	Humoris atau Jenaka	Terbuka

Sumber: Olahan data Peneliti

V. 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. Teacher would improve communication skill and innovate especially in the style of communication. This research certainly can be developed with a variety of methods and approaches so that it can add repertoire in research on education.

VI. CONCLUSION

The communication style of the teacher who is wise and good and even pleasant certainly makes the learning situation happy. Students' interest in the learning process is characterized by the presence of students who are happy with the way the teacher's message is conveyed, in this case, the communication style applied by the teacher. In this case, the teacher is required to add competence in communication, especially the style of communication carried out by the teacher.

In terms of building relationships with students, the style of communication carried out by the teacher will certainly make students more confident. This belief is characterized by the presence of students who like or make teachers as favorite teachers. Students who are happy with the teacher will certainly add fun, happiness in completing the teaching and learning process. In addition, another impact is the value of students getting better, even increasing. Because in this case students do not just like the lesson was given by the teacher, but the nature and style of the teacher in conveying the message are liked by students. So, the longer students recognize the teacher's character the students become happier, students will feel safe, comfortable and completing the lesson in Junior high School.

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