

CROSS CULTURAL COMMUNICATION INFLUENCE THE MANNERS OF ENGLISH STUDENT WHILE TALKING WITH THE TEACHER

Gary Rando Ginting¹, Hammad Hassan², Alemina Br. Perangin-Angin³
garyrandoginting97@gmail.com¹, hammad25.hasan@gmail.com², alemina@usu.ac.id³
Universitas Sumatera Utara

ABSTRACT

This study discussed about communication manners for English student while talking with the teacher focusing on the differences between kids and teenage students communication manners when they talking to their teacher. In this analysis, the researcher uses the Descriptive Qualitative method to analyze this article. The data for this were taken from the process learning activity in one of the English Course Classrooms. To Find the data the researcher used the procedure. Pay attention to the interaction between the teacher and the student during the learning process in the classroom Analyzing the dialog of each student to the teacher during the process of conversation. The analysis focuses on the role of manners in the context of morals and ethics, particularly how they influence social interactions and perceptions of individuals. The researcher examines and evaluates conversations between an English teacher and students from both kids' and teenagers' classes, comparing their manners during these interactions. The analysis reveals that manners significantly impact social interactions and perceptions of individuals. Children often express needs directly without considering cultural norms of politeness, whereas teenagers typically display more respectful and well-mannered communication. Teaching and reinforcing polite manners in children can foster better social interactions and respect in their future behavior.

Keywords: *Communication, Manners, Students, Teacher.*

INTRODUCTION

Language serves as a means of communication, and Yule's definition captures this role by emphasizing how sounds and symbols can be used to express various human feelings and experiences (Yule 2010). Essentially, language is a cognitive system with a collection of rules that allow people to create and understand expressions in their minds. The concept of a "universal grammar" underpinning all human languages is something that was highlighted by Chomsky, (2020). Communication style is greatly influenced by cultural identity. Recent research indicates that cultural identification might influence communication preferences, language use, and message interpretation. Researchers such as Ting-Toomey (2012), for example, highlight how face-negotiation methods in intercultural communication are influenced by cultural identity.

Written or verbal communication is used in the majority of interactions in communication. Therefore, for students to comprehend that language and culture are inextricably linked, cross-cultural understanding becomes vital and strategic. The ability to identify, comprehend, and communicate with individuals from diverse cultural origins is known as cross-cultural communication. It entails the sharing of knowledge and concepts between people from different cultural backgrounds while accounting for differences in communication preferences, conventions, and values.

Cultural sensitivity, knowledge of cultural variations, and the capacity to modify communication strategies to close cultural gaps are all necessary for effective cross-cultural communication. In today's globalized world, when cross-cultural encounters are the norm and have an impact on a variety of fields including business, education, diplomacy, and interpersonal relationships, it is imperative. One of the most important factors in determining the success of communication is understanding cross-cultural communication.

According to Griffin (2011), successful communication requires an understanding of cross-cultural communication. Variations in cross-cultural communication are also a result of variations in cultural value orientation. Cultural norms of behavior might be interpreted as conflicting or diverse, with some cultures perceiving certain behaviors as unacceptable or appropriate, courteous or unfriendly.

In this analysis, the researcher tries to analyze the communication manners done by English students in the course through the way they communicate with the teacher during the process of studying in the classroom. It is common for Judith Martin (1980), to discuss the subtleties of courteous communication in her numerous books and columns. She stresses the value of discretion, deliberate word choice, and conversational pacing. Martin suggests refraining from speaking loudly, interrupting, or using derogatory language. She emphasizes that understanding other people's perspectives and demonstrating empathy are necessary for courteous conversation.

METHOD

In this analysis, the researcher uses the Descriptive Qualitative method to analyze this article. Hillary (2021) defined the descriptive qualitative method as a research approach that focuses on describing settings and scenarios to provide a thorough overview of events. Because of its effectiveness and usefulness, this approach which places more emphasis on description than explanation is frequently applied in health and social care research.

The data for this were taken from the process learning activity in one of the English Course Classrooms. To Find the data the researcher used the procedure.

1. Pay attention to the interaction between the teacher and the student during the learning process in the classroom
2. Analyzing the dialog of each student to the teacher during the process of conversation.

FINDING AND DISCUSSIONS

Manners in the Context of Moral and Ethics refer to the habits in society and also have a relationship to the behavior thought “good or bad” Also manners have a big influence on our relationship with our environment so, people in our society can assess us through our manners and manners also have a big role to determine our future. In this analysis, the researcher tries to analyze and evaluate the dialog conversation between the Teacher and Student. The object of this analysis is to An English Teacher and Some English Course Students and do some comparison between Kids' and teenagers' classes to analyze their manners during the conversation.

KIDS CLASS

Sir, I want to pee!

For this dialog, the researcher found that the children say something with on point that he/she wants to pee however it's impolite for some cultures in certain areas because the sentence is assessed as a rude sentence and there isn't an excuse when he/she wants to do something. It would be better if the student said “Excuse me, Sir, can I go to the toilet?”

Sir, I wasn't to borrow Pen

This dialog also is assessed as impolite dialog because there isn't permission in the sentence and also the dialog shows that there's no respect for the teacher as the oldest person in the classroom. It also would be better if he/she said “ Can I borrow your pen? As the symbol of well mannered and Good attitude.

I want to go home, Sir because I am tired.

Most of the kids or children are innocent or sometimes they don't understand what they say. However, in the context of cultural communication, the student or children have to be taught how to say something politely with good manners.

TEENAGER CLASS

Can I go to the toilet sir?

In this case, the students say something politely well-mannered and there is permission when they want to do something also this dialog can be assessed as a symbol of being Well-mannered.

Can you explain one more time sir?

This dialog also shows that there is a well-mannered in the sentence because although he/she didn't understand something he/she asked the teacher to use well-mannered and permission.

What Time is it now sir?

In this dialog, it can be found that most teenager students is getting bored with the subject but they still ask the teacher as a symbol of well well-mannered.

CONCLUSION

The analysis focuses on the role of manners in the context of morals and ethics, particularly how they influence social interactions and perceptions of individuals. The researcher examines and evaluates conversations between an English teacher and students from both kids' and teenagers' classes, comparing their manners during these interactions.

The analysis reveals that manners significantly impact social interactions and perceptions of individuals. Children often express needs directly without considering cultural norms of politeness, whereas teenagers typically display more respectful and well-mannered communication. Teaching and reinforcing polite manners in children can foster better social interactions and respect in their future behavior

REFERENCE

- Coulmas, F. (1997) *The Handbook of Sociolinguistics*. Blackwell Publishers Ltd, Hoboken.
- Griffin, Em. 2011. *A First Look at Communication Theory*. 8th ed. New York: McGraw-Hill.
- Hall, Edward T. (1973). *The Silent Language*, Anchor Book, Anchor Press, Garden City. New York.
- Hudson, R. A. (1996). *Sociolinguistics*. Cambridge University Press.
- Hudson, R. A. (1996). *Sociolinguistics (2nd Edition)*. Cambridge: Cambridge Textbooks in Linguistics, Cambridge University Press.
- Ting-Toomey, S., & Chung, L. C. (2012). *Understanding Intercultural Communication*. Oxford University Press, USA.
- Yule, G. (2010). *The Study of Language*. Cambridge University Press.