

Lecturer's Nonverbal Communication attitude in Classroom: Its Meaning for College Student

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ABSTRACT

The improvement of students interest and their willingness to study are mostly showed by their experience in the way of learning occurs. In this case the existence of the lecture's role is very important as facilitator in the class with their good communication, not only transferring the knowledge but also provide a good classroom condition which drive the college students to get their knowledge. Of course this condition should provide them with a good communication skill. Well actually some of them in presenting the learning process is done without an extensive preparation in the design. The objective of this research is improving the understanding of nonverbal communication attitude phenomenon in teaching learning process in order to improve the quality of it. With an ethnography studies used to reach the goal of the study. While the result shown that; 1) the lecturer applied several kind of nonverbal communication, 2) they face expression mostly with interpersonal relation between lecturer and the college students. 3) the college students have a various response relate with to the lecturer face and eye contact expression. 4) lecturers eyes contact expression indicates whereas he/she pays a good attention to his class or not. This is the meaning of a lecture's nonverbal communication attitudes for the college student, to prepare them emotions condition in order to join the teaching learning process.

Keywords: lecturer, non-verbal communication, college student

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INTRODUCTION

Learning achievement at the University is not seen from the learning achievements of students in the form of a cumulative achievement index, however, the learning activities on campus are to be addressed to foster student interest and joy in the process the learning. The existence of interest to learn and love to learn is very important because it can encourage any students to continue to learn not only in class but also outside the classroom. The growing interest in learning and love learning is largely determined by the experience of the students when studying in class, whether the learning experience pleasant or unpleasant. Beginning from a very enjoyable learning experience will cultivate a positive outlook toward learning itself so that learning is not only seen as a burden because of the

demands of the value or condition of graduation solely but also activities that bring pleasure along with challenges (Muhadjir, 1991; Sadiman et al., 1993).

In the process of delivering the course material in the class, the communications aspects that have an important role in the classroom interactions are non-manageable and create a good atmosphere that empowers or motivate the students to learn. It is undeniable the role of the teacher or lecturer as a conductor who requires the good skill to communicate because of the absence of good communication would be difficult for him or her to be able to create good conditions to the learning process. The factor of this communication is actually an interactive learning activity and also based on the rationale that the communication is managed and developed properly can support the achievement of the expected learning (Brown and Yule, 1983; Brown and Wen, 1994; Brumfit and Johnson, 1979).

The study of communication in teaching long enough to do, but with an emphasis only on the use of instructional media or communication media (Gerlach and Gerlach, 1980; Kemp and Dayton, 1985; Sadiman et al., 1993; Seel and Richey, 1994). Of course, research on teaching media is important but making the media focus on the study of communication theory can lead to inaccuracies in the discussion of the phenomenon of communication in learning itself. One variable that has not been studied communication in the discipline of learning technology is non-verbal communication (Brumfit and Johnson, 1979; Fussell and Moss, 1998; Habermas, 2000). Furthermore, we understand that in daily human interaction is only 7% are made through verbal messages, 38% through tone of voice and the sounds, and 55% through non-verbal messages (Pease, 1987). Teachers and lecturers as media use a number of non-verbal communication behavior in interacting with students or student in the classroom. Further research on communication in the learning needs to get the attention of education practitioners to be able to obtain more complete information about the phenomenon of communication in the learning itself given the role of teachers and lecturers who are responsible for managing interactions in the classroom.

The learning process is processed an interesting phenomenon to examined and is something that complex, where the achievement of learning objectives is not only seen from the student or students learning achievements is not only seen from the figures the cumulative achievement index or report cards on the results of their study but is a learning activity that is aimed to cultivate interests and their favorite on the teaching and learning activities. A growing interest in itself is highly determined by their own learning experience, in this case, the role of the teacher becomes something very important to provide a conducive learning atmosphere and comfortable, as well as being able to empower students or students in learning. The role of a teacher can be likened as a conductor in an orchestra that is able to change various factors related to learning so that facilitate the learning process processed (DePorter and Hermacki, 1992; DePorter and Hernacki, 1992).

In simple terms, the behavior of non-verbal communication is communication other than verbal or communication without words (Miller, 2005, 1986) Edward Sapir different from that nonverbal communication is an elaborate code that is written nowhere, known to none, and understood by all. This notion is very simple. It is regrettable that people have the impression that knowledgeable about what can be labeled as verbal communication.

Understanding even this raises a question, how far non-verbal communication can be defined ?. As a way to understand it is worth looking to do with the other issues involved. This is done not to see one or the truth of an issue but to get the alternatives and the implications of view held by both the expert.

For dialectics followers, nonverbal communication is regarded as one of the forms of human communication, apart from verbal communication (Hickson and Stacks, 1992; Patterson, 2017). This means that in a condition carried the dialectic process of delivering messages through nonverbal expression by not accompanied by the words (Richmond and Prayne, 1991, p. 4). With the above explanation can be concluded that the keywords used are "mode of communication" that the things which refer to the way of delivering a message through gesture or gestures and facial expressions, and other nonverbal behaviors views.

This study refers to the views of Richmond, where the term nonverbal behavior and nonverbal communication used with similar meaning. Assuming that every human nonverbal communication activity always involves nonverbal behavior. As noted Richmond, we have used the terms of nonverbal behavior and non-verbal communication but we have not distinguished between them. It is important that we do so. Nonverbal behavior is any of a wide variety of behaviors in which humans can engage Also that have the potential for forming communicative messages. Such nonverbal communication nonverbal behavior Becomes if another person interprets the behavior as a message and attributes meaning to the message. We can engage in nonverbal behavior Whether we are alone or someone else is present. We engage in nonverbal communication only in the presence of one or more of people who choose to interpret our behaviors as a message and assign meaning to them. At a very mundane level, we can engage in the nonverbal behavior of scratching ourselves when we are alone. If we do so in the presence of another person and that person interprets as scratching our message and interpret it, for example as indicating we are nervous, we have engaged in nonverbal communication..

RESEARCH METHOD

The researchers used the method to answer the research questions that were outlined earlier, according to the goals to be achieved which describes the kind of behavior of non-verbal communication is used lecturer in learning activities in class, further to uncover the non-verbal communication what is a major concern of students, as well as other objectives which are to get students' perception of nonverbal communication behavior of the lecturer is (most of the attention from students). As well as the important thing is whether the meaning of non-verbal communication behaviors are used by professors in the classroom when learning takes place. Referring to the objectives described above, the approach of the study is qualitative research, this was due to the expected results are not notions of statistical or quantitative form but research has focused on efforts to understand, appreciate (*verstehen*) of life, behavior, and relationships of human interaction. Thus this method is suitable for use as a way to understand the phenomenon of nonverbal communication behavior lecturers used in learning activities in the classroom every day.

The study design used is of ethnography, where education is a process of interaction, because it was only recording the process may be approached by a potential approach to explain. The use of ethnography in education by experts in part is considered more human, more realistic and conclusion can be applied to the education and teaching experience that is actual (Spinder, 1982). Ethnography itself can be said to be an in-depth study against behavior that occurs naturally in a cultural or social group. This type of research is trying to understand the relationship between culture and behavior, further use of Ethnography in education specifically is class and could even be extended to the school level. Rather than just study the process of teaching and learning by gathering test scores before and after treatment, ethnographic experts prefer to work in a more inductive observe various aspects of the learning environment and try to identify contributing factors related to the environment that enables faster learning. The rationale behind the use of ethnographic research is the existence of basic beliefs, namely that the behavior was significantly influenced by the environment in which that behavior is taking place.

The use of ethnography design will focus on the behavior of learning, in this context, a social group that would be a concern is student of Tadris Bahasa Inggris of IAIN Madura, and the phenomenon to be observed is the nonverbal attitude or behaviors of the lecturers in teaching learning process in class is how the behavior of nonverbal communication used by lecturers when the perceived classroom learning activities, respond, and interpreted by students and then provide an impact in the learning process in class. Thus the use of ethnographic design is an attempt to describe and understand the learning process in class. In this study researchers act as data collecting instrument so that the absolute presence of researchers in field became a necessity, in this understanding of the situation and the daily life of the students processed into priority should be understood when doing an interview so that researchers are able to understand the context of the emergence of the perception of the student. As it is known in advance that the purpose of this research is to understand the phenomenon of nonverbal communication behavior used by lecturers in the learning in the classroom, with the subject thoroughly is a student Tadris Bahasa Inggris of 6th semester on 2018-2019 academic year, in this case the observations made on the 6th class of A up to F, and deep interview done with the students randomly as much as 5 students from each of the class, with a total number of the informant 36 students .

The comprehensive interview was done in advance to make an appointment with the students and recorded, in addition to data through interviews with students also gotten by conducting comprehensive interviews outside of the main interview. The conversation was conducted at a time when the researchers observing the role and the conversation is done purely circumstantial spontaneously and honestly found more of conversation each day. As for the lecturers who observed the use of nonverbal communication behavior in class as much as 5 lecturers. Further, the data collected by the data collection strategy, the role of observation, as well as being equipped with a comprehensive interview and footage, or profound. As for the data networking focused on the type of communication used nonverbal behavior of lectures in the teaching-learning activities most processed and gets

the attention of the student, the student's response against it and its meaning for learning students in the class.

Furthermore, in the process of data analysis in this study begins by examining all the data that netted either from field observation, observing the lecturers who are teaching by using recording equipment, as well as interviews with the students. The data available to be read many times reflected to obtain an overall picture of the information obtained. This type of behavior nonverbal of communication used by lecturers in learning who gotten by recordings and field notes are selected and then grouped according to the Taxonomy Walters, including nonverbal communication behavior associated with the use of the body.

Furthermore, interviews with students and conversations with researchers in the field notes are data to capture student responses to the behavior of nonverbal communication used by lecturers. In this study, the themes are arranged as follows: (1) themes: the term for a variety of facial expressions of the lecturer, (2) themes: the term for eye contact lecturers, (3) themes: the meaning of facial expressions of faculty to students, (4) themes: the meaning of eye contact of the lecturers for students, (5) themes: the feeling of the students response, (6) themes: the response of the students to lecturers facial expressions when entering the classroom, (7) themes: the actions of the students.

In this study, the researchers acted as a research instrument was, therefore, the participation of researchers in the activities in the classroom is very determined the validity of the data. To meet the degree of credibility of the data, the researchers conducting the observation role for 3 weeks, following the learning activities are processed, chatting with students at a moment outside of time or hours lectures and coursework.

FINDING AND DISCUSSION

As part of the teacher or professor teaching media, including on the part of the assessment delivery strategy. Instructional media delivery strategies are a component that can be given a role that will be presented to the learner, whether, that person, tool or an Institution. As a medium, this means that the teacher or lecturer should have a number of qualifications which shows that he is an effective medium to deliver the message either verbal or nonverbal messages. The position of teachers as instructional media is expected to have a certain quality that can deliver learning materials properly. This means that a teacher or lecturer should have good communication skills to be able to deliver the learning content with good anyway.

As the implications of the research findings are then discussed, then some of the implications of this research can be reported as follows:

1. Lecturer

In implementing the learning in the classroom, you should consider the following matters:

- a. Facial expressions of the lecturer are where the students can find out how the lecturer feels in learning activities in the classroom. based on the student respond when the researcher has the interview, the lecturer smiling expression showed that they were in a state of happy, unhappy, or enjoy the teaching moment and it causes emotional responses in students who give rise to a feeling or an atmosphere that

gave additional spirit or empowers to the students to participate in classroom lectures. Instead of facial expression without a smile can be a contrary of a fact of student that the student when the process of teaching the lecturer has the feeling angry, happy, or there are a problem and students give emotional responses do not empower or support the students in learning. Therefore in doing activities in class, the lecturer should show a smiling facial expression.

- b. Lecturer facial expressions when entering the classroom has a special meaning for the students because it is used by students to express how future learning will take place, whether pleasant or unpleasant. This will determine the student's perception of the response of the students. Facial expressions smiling are perceived by students that learning will take place predictable will be nice and fun, while expression in contrast with a face without a smile is perceived by students that learning will not take place with pleasant so that students choose to be more cautious or silent. The implications of these findings are that professors should be prepared when going into the classroom. This means that any personal issues facing on by the lecturers should seek as far as possible to separate it from the learning process in the classroom so that the lecturers itself better look professional in teaching as it can separate the personal problem with work.

- c. Eye contact

Lecturer giving role on a personal relationship between lecturers and students it's seemed to be refreshed or trivialized, loved or unloved, neglected or ignored by the lecturer. All of this supports the growth of the personal relationship between lecturers and students. Therefore lecturers should be tried earnestly to communicate with each student during the lectures by using eye. Lecturers need to practice the correct use of eye contact in the classroom learning.

- d. In carrying out the classroom learning lecturers should use eye contact and facial expressions as follows:

- 1) Eye contact

- The students want the eye contact from the lecturers to the entire class to see each student they teach.
- The students want the lecturer to look in focus on students who talk with him.
- When describing the learning materials that are difficult, the eye contact of lecturers increasingly required by students because then the lecturer is expected to overcome the difficulties faced by students.
- The students do not like the lecturers who point of his/her eyes to the student.
- The student do not like the lecture who only keep in sight to one student

- 2) Lecture

- The students hope that the lecturer who entering the classroom with smiling expression

- The students hope that the lecturer give their smile when they are delivering the materials in the classroom, and also included at the time when the lecturers expressed disapproval, responding to errors committed students or respond to delay student entered the classroom
- Facial expression without a smile is not liked by students because it can mean the lecturer was not happy teaching, there is a problem or angry with him/her.

CONCLUSION

As already explain above, on the discussion of the data and theory dealing with the analysis, than the researcher could conclude the result of the research below:

1. The lecture used variety of nonverbal communication behavior/attitude on the teaching learning process in the class, in this case the students gave more attention to the lecturers' face that in the eye and the mimic.
2. The expression of lecturers 'mimic' is a line of expression of emotions eye contact lecturer and lecturer role in interpersonal relationships between lecturer and students. Student response against the facial expression and eye contact are used by a lecturer in the contexts of learning in the classroom. The facial expression the smile meant students that professors teach by feeling happy or unhappy and this has resulted in students also participated. So conversely, if student a smile without a lecturer's faces means that the lecturer is angry feelings are not happy. The Lecturer who teaches with those conditions give rise to a variety of negative feelings within the student such as fear, a sense of distress over learning, and any discomfort, lazy, anger, or don't care about the lesson. Eye contact teachers to students making students feel cared for and be heard so that students want to have a conversation with a lecturer.
3. In particular, the student pays attention to the lecturer's face when entering the classroom as it is used by students to predict the passage of subsequent learning activities. In this case, the facial expressions of teachers determine the continuity of learning in the classroom.

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