
STUDENTS' PERCEPTION ON THE TEACHER'S NON-VERBAL COMMUNICATION IN TEACHING ENGLISH AT SMAN 14 BOMBANA

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ARTICLE INFO

Keywords:

Nonverbal Communication, Students' Perception, Gestures, Eye Contact, Tone of Voice, Students' Motivation

How to cite:

DOI:

ABSTRACT

Many teachers understand that the use of nonverbal communication in teaching process is a good way to support the students' understanding. By this effort, students may reach good comprehension through their belief for every act of teaching and learning process. This belief can be scripted to picture their perception. The students' perception is all the students' mental images and feeling which happen during their activities in the school. This means that any activities where the students gain information, the perception exist there. In this thesis, the students' perception determines the function of the teacher's nonverbal communication. The aim of this research was to investigate the students' perception on the teacher's nonverbal communication in teaching English at SMAN 14 Bombana. The research used a qualitative design with the subject of the study was class X and XI IPA. The total numbers of these two classes were 47. The researcher used classroom observation sheet and semi-structure interview as the instrument of the research, the interview which was the questions were formulated but, in the field, the interviewer might modify the format or questions during the interview process. This process took place to both of the students and the teacher. After collecting data, the data was analyzed descriptively. The result showed that the students agreed that the use of nonverbal communication in the teaching and learning process works. All of the expected meaning behind the nonverbal communication could be understood by the students well. The entire teacher's nonverbal communication where the researcher focused namely gestures, eye contact, and tone of voice functioned well. Most of the students agreed that the teacher's nonverbal communication made them motivated to learn, focused their attention, and made them eagerly to speak, and sometimes, it made the students proud.

1. INTRODUCTION

The students' perception is all the students' mental images and feeling which happen during their activities in the school. This means that any activities where the students gain information may result in various perceptions. The event of giving punishment, for example, one student may feel that punishment is a reasonable way to create students' discipline, while the other students do not. The strategies of teaching can also bring a number of students' perception. One student may find that a strategy works well for language learning while the others find it in another way.

Students' perception of nonverbal communication, in some cases, may go together in a whole class. This means that all the students have a same perception to one or some events of the teacher's nonverbal communication

Many teachers understand that the use of nonverbal communication in teaching process is known as good way to support the students' understanding. Teachers, in addition, should be aware of the significance of nonverbal communication to encourage the students' motivation. By this effort, they can help students increase their motivations through the use of appropriate nonverbal communication. The effort that can be done is that the teachers consciously control the use of nonverbal communication in their teaching process. Hassan (2007: 5) explains that if the teachers' nonverbal communication is suitably go along with the verbal one, the students enjoy the learning process and consequently it improves their motivation to learn. So, the absence of nonverbal communication makes the students do not enjoy the classroom experience, feel discomfort, uneasy, and tend to lost most of the material taught.

In this research, the students' perception only limited to the activities related to their English subject learning. The activities here are addressed to the teacher's actions in the process of teaching.

Paying attention to the importance of nonverbal communication to encourage the students' motivation, this recent study was aimed to know the students' perception on the nonverbal communication used by an English teacher at SMAN 14 Bombana.

Based on the above explanations, the research question of this research is “what is the students’ perception on the teacher’s non-verbal communication in teaching English at SMAN 14 Bombana?”

2. LITERATURE REVIEW

Definition of Nonverbal Communication

Nonverbal Communication (NVC) refers to communication without using words to express oneself (Azizi, 2016: 159) or messages that are communicated without words (Griffin, 1985: 5). Through nonverbal communication, someone could stimulate the meaning in the mind of people through their facial expression, gestures, etc. (Negi, 2009: 101).

Azizi (2016) continues that teachers could easily motivate the students with their eye contact and transfer the messages of appreciation and admiration to the students. This is because in this process, the students can pay more attention on understanding the teachers’ intention through the teachers’ eye contact.

The Function of Nonverbal Communication

Binh (2015: 187) has investigated some functions of nonverbal communication in daily life, they are:

1. Reflecting identities, means that through people’s nonverbal communication like the way they use clothes or dress, their accent patterns, the way of their gestures, they tell others something about themselves and how they want to be perceived.
2. Expressing emotion and attitude means that through nonverbal messages e.g. kinesics and vocalic, someone can infer the feeling and desire of the speakers.
3. Managing conversation means generally people use kinesics and oculesics to manage their conversation.
4. Forming impression and interpersonal attraction means that when people manage the impression, in this case they create favorable impression to others; they can be attracted or at least find us credible.

Ali (2011: 1098) claims that when nonverbal communication used effectively in classroom practices, they can give extra measurement to the

language. Therefore, nonverbal cues assist in reducing unnecessary teacher talking time, arousing learners' participation, building confidence, self and peer correction, and reducing the fear of silence.

Besides, he continues that another cue of nonverbal communication when it used effectively, it can give clear instruction, manage classroom efficiently, improve listening skill, develop students' performance in pairs and group activities, benefit classroom atmosphere.

Definition of Motivation

Students, in their learning process, sometimes experience some conditions where they are motivated or not. Motivation means the existence of inner protocol to do something (Ryan & Deci, 2000: 54). According to Gardner (1985, as cited in Alizadeh, 2016: 12), motivation is the combination of attempt plus desire to obtain the aim of learning the language plus favourable attitude toward the learning process. Furthermore, motivation is the behaviour of a person in certain way to achieve the goal (Mantiri, 2015: 71) and some kinds of internal drive which pushes someone to do things in order to achieve something (Harmer, 2007: 92).

Motivation can be improved through having enormous desire to learn language (Ellis, 1994 as cited in Mahadi & Jafari, 2012: 232). Moreover, motivation becomes the basic reason of a person to have his/her effort to learn. Orey (2010: 74) defines motivation as the attribute that moves us to do or not to do something. This means that someone does something because of the existence of motivation. Moreover, the excitement, interest, keenness, and enthusiasm towards learning are the main constituents of motivation (Brown, 2007: 85).

According to Lightbown and Spada (2006: 57), motivated students in teachers' mind are usually those who participate actively in class, express interest in the subject matter, and study a great deal. Furthermore, if teachers can make their classroom more enjoyable with the supportive atmosphere and non-threatening, teachers can make the students more motivate to learn.

Previous Studies

Hassan (2007) who carried out of the research entitled *Nonverbal Communication: The Language of Motivation for Pakistani Students*. The purpose

of his study is to investigate students' involvement, motivation, and feel freedom when they speak in discussion in their second language, English. There are 241, 116 females and 125 males college students were selected and they were from six different colleges of Muzaffargarh. Through survey and recording students' view through questionnaire about their teachers, then researcher translate the result into graphs and chart. The result showed that the college students were not only conscious of teachers' nonverbal communication but also biased or positively or negatively towards certain types of nonverbal cues and behaviours. At the end, students are mostly like to the teachers who have happy mood when they are teaching in classroom.

Other researchers that try to find out the function of nonverbal communication in classroom atmosphere is Haneef and his colleagues (2014) who carried out a research entitled *The Role of Non-Verbal Communication in Teaching Practice*. The main purposed of their research is to examine how the teachers use the nonverbal communication tactics during the teaching for enhancing student's performance and motivation toward learning. At the end of result, in-depth interviews of the teachers, mostly they said that there should be proper training of the communication and feedback of system of the class regarding teachers' nonverbal communication skill so that teachers could improve their abilities and skills. Related to this matter, students were also felt alert in the classrooms and participated in the learning process, which were consequently enhanced the level of their motivation, retention, and understanding if the teachers use their body language properly in the classroom.

The difference between this study with previous studies such as that of in Hassan's article, he used survey and recording students' view through questionnaire to know the students' motivation. At the end of his result, he used graph and chart to show the relationship between students' opinion about their teachers' activities when they are teaching and the students' liking about their teachers' nonverbal communication. On the other hand, Haneef et al (2014) used in-depth interview or interview guide to collect the data and use qualitative with thematic approach to analyse the data. All in all, this research tried to investigate the students' perception on the teacher's non-verbal communication in improving the students' motivation in learning English in their teaching process. The researcher observed the teaching

process using a classroom observation sheet and did some interview with the teacher and students.

3. METHODS

This research used a qualitative design. It means that this design concerned with a qualitative phenomenon that involves quality or sort and it investigates the reasons for human behaviour and explains with the words in written or spoken (Kothari, 2004: 3). It used two classes namely class X and XI IPA. There were 30 students in class X and 17 students in XI IPA, so there were 47 students. The data source of this research was the students' perception on the teacher's nonverbal communication when she was teaching in the classroom. Additionally, the data related to the students' perception only focused on the teacher's body movements like gestures and smile, eye contacts, tones of voice that the teacher used in the classroom. There were two instruments used in this research. The first was adapted from Zeki (2009) in the form of observation sheet.

For more detail, the instrument that used by the researcher was as follow:

No	Nonverbal communication	Activities	Students' Perception	Video Recording
1.	Kinesics/ <i>gesture</i>			
2.	Paralanguage/ <i>variety of voice</i>			
3.	Oculesic/ <i>eye contact</i>			

The other instrument was interview. In this step, the researcher used semi-structure interview, in which the area of interest was chosen and questions were formulated but in the field, the interviewer might modify the format or questions during the interview process. The questions were adapted from Karim and Sotoudehnama (2009: 114). It was started by asking some questions, such as: 1) What is your perception/what did you think of your teacher's gestures such as hands up, moves, stand close, smile, and point out? 2) What is your perception/what did you think of your teacher's eye contact? 3) What is your perception/what did you think of your teacher's tone of voice?. Those questions were continued based on the students' response. The interview applied at the end

of research because in this period, the teacher had been applied all of her teaching activities, verbally and nonverbally. While the students had been experienced all the learning activities proposed by the teacher.

4. FINDINGS AND DISCUSSION

Findings

The findings of this research focus on the students' perception toward the teacher's nonverbal communication that improves the students' motivation when teaching and learning process. The data from the observation sheet that taken from Tuesday, 17 April to Saturday, 5 May, 2018; it consists of few major categories based on the research question that can be seen below

1. Teacher's gestures

1. Teacher's hands move

The students' perception related to the teacher's hands move can be categorized into some functions that affect to the students' motivation during teaching and learning process. They are:

- ✓ Reinforced and gave students chance to speak.
- ✓ Made the students understand what the teacher meant.
- ✓ Focused the students' attention to the teacher.

2. Teacher's moved around the students

- ✓ Expected the students to try to answer the question.
- ✓ Made the students wanted to accomplish the task.
- ✓ Made the students wanted to talk.
- ✓ Made the students put more attention to the lesson.

3. Standing close to the students

- ✓ Improved the students' understanding to the material.
- ✓ Made the student to courageously asked questions and accomplished the task.
- ✓ Answered the questions easily and kept trying to speak.
- ✓ Improved the students' focus to the teacher.

4. Teacher's smile

- ✓ Made the class active and participated

5. The teacher pointed one of the students

- ✓ Made the students spoke up and answered the question

2. Teacher's eye contact

1. Stared through the student

- ✓ Encouraged the students to keep doing their task.
- ✓ Made the students stop from making the noise.
- ✓ Encouraged the student to answer the question.
- ✓ Chose the student to do the task.
- ✓ Made the students focus to the explanation.

3. Tone of voice

- ✓ Made the student try to know the lesson.

Discussion

The result of this research shows that the students' perception related to the teacher's nonverbal communication was go along with the teacher's intention in the teaching and learning process works. All the expected meaning behind the nonverbal communication can be understood by the students well. This means that the teacher's nonverbal communication really works to motivate the students in the teaching and learning process. It can be seen from the results of interview that were conducted on the 05 April, 2018. Most of the students agreed that the teacher's nonverbal communication during teaching and learning process made them to be motivated to learn, focused their attention to the teacher's explanations, and made them eagerly to speak or answer the questions. Sometimes, the teacher's nonverbal communication made the students proud. In the teaching and learning process, the teacher's gesture showed the sense of her honour and respectability. The students' interviews were also in line with the

observation sheet that was conducted during the research in the field. So, it is believed that the teacher's nonverbal communication motivated the students to learn, especially in English subject.

These findings were in line with Harmer (2007: 101) who said that students had many perceptions about teacher's attitude. The way the teacher's stood and talked to the students could influence to the students' motivation because the students could belief or disbelief to the teacher through teacher's attitude. In this case, the teacher had made good perceptions to the students related to her attitude because the students believed that her attitude made them felt happy, supported, and could be bravely asked some questions.

Besides, the teacher's eye contact is in line with Bunglowala and Bunglowala (2015: 373) who said that eye contact can be a rich and important channel of nonverbal communication. By using eye contact in the teaching and learning process, the students put more attention, encouraged them to think carefully, and made them bravely conveying their ideas. On the other way, teacher's eye contact meant classroom control. This was because when the students made such a noise when teaching and learning process, the teacher just stared at the students. This way made the students turned silent and made the class more controllable.

All in all, the finding is in line with Zeki (2009:1449) who says that when teachers use nonverbal communication in their teaching process, they create comfortable, relax, and self confidence to the students. When the students felt this, it leded them to be more participated and contributed to the lesson. Besides, these ways make them more understand with the lesson and very motivated.

5. CONCLUSION AND RECOMMENDATION

The teacher's standing position that close to the students made the students felt happy because the students sensed a friendly atmosphere and that made them comfortable. When this feeling took place, the students were motivated to learn. This made the students courageously conveying their idea, proposed them to speak, and made them to be more understand about the material. This condition leded them to be easily to do the task that the teacher asked them to do. The teacher's eye contact also had strong effect to the students' motivation. Many

students agreed that the teacher's eye contact had its own power or strength. It expected the students to be able to use all their capabilities, made the students motivated to follow the lesson and understand the lesson. At the end, the teacher's nonverbal communication really works to improve the students' motivation and because of nonverbal communication really affects the students' motivation, it is recommended that the English teacher should used this nonverbal communication to enrich their teaching activities.

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