

THE IMPACT OF NON - VERBAL COMMUNICATION IN THE LEARNING PROCESS

Putri Baroona

Department of English Education, Samudra University
Langsa, Aceh, Indonesia

Abstract

This study focus on communication especially verbal communication that occur in classroom when teaching learning process done . The aim of this study was to find out kinds of verbal communication that used by two important element in learning, namely teacher and student and also to find out the impact of using the communication to the learning process and the purpose of the study. The approach of this study was qualitative. The subjects of this study were first grade students of SMP N Langsa that consist of two classes and two different teachers. The result showed that many types of nonverbal communication were use in the learning process such as body movement, paralanguage, personal presentation, and proxemics. The positive impact through verbal communication that found in the classroom when learning process done such as interactive between teacher and students. Teaching learning process run well done and got the aim of the study based on teaching planning.

Keywords: *interaction, verbal communication, learning process.*

1. INTRODUCTION

Communication is used in everyday life ranging from greeting strangers to greeting lovers. Communication is the process of sending and receiving messages that enable humans to share knowledge, ideas, thoughts, information, feelings, emotions, and attitudes. Wodak and Koller (2008:24) define, “communication “is one of those human activities that everyone recognizes but few can define satisfactorily. Communication is also an important thing to note in the interaction between teachers and students or students with other students in the class. Moreover in learning foreign languages such as English, interaction is very necessary in learning English so that learning can be more communicative.

Tripathi and Reddy (2012:326) said that “Communication means the process of passing information and understanding from one person to another”. Communication also occurs in the classroom, where the process of passing information from the teacher to the students. Meanwhile, in the process of teaching at Junior High school is used as instructional language in process of English teaching. Class Interaction in English comes together through talk, as result many problems appear in the teaching learning process faced both by

teacher and by students, especially in creating communicative and interactional teaching process.

The students still have some troubles in expressing themselves. It is indicated by their lack of vocabulary, poor communication, limited grammar, and mostly teacher has difficulties in explaining the material that makes students cannot understand. The main interest in the classroom interaction is to encourage teachers and students to make better use of their language and communication skills. The interactive choices made by teacher have a strong impact on the type of learning which takes place.

According to Fujishin (2009:05) explains that the communication process has two forms-verbal and nonverbal. The relationship of non-verbal communication between teachers and students in the class can broaden language communication and as a result affect language learning. Because non-verbal communication is a very important supporter in a communication in order to convey the intent and purpose of the communication. As well as in the process of language learning, non-verbal communication is an important support that must be considered when the learning process occurs. Because with the support of good non-verbal communication can make the classroom atmosphere more controlled, and students become comfortable with learning so that the objectives of language learning can be achieved and students can understand the learning. Students in classroom interaction use verbal and nonverbal communication. Instructional language refers to the spoken or written form of communication, which is intentionally use by teachers for certain purposes. Therefore, students need nonverbal communication to participate in learning process.

Fujishin (2009:5) said that Nonverbal communication is all communication that is not spoken or written. It is your body type, voice, facial expressions, gestures, movement, clothing, and touch. It is your use of distance, use of time, and the environment you create. It is your laughter, your tears, your gentle touch, your relaxed breathing, the car you drive, and the color of your pen. It can said that verbal communication is confined to the use of language and on the contrary, nonverbal delivers a message beyond the words. It means that the teachers' instructional as verbally cannot separated with nonverbal communication that used in the classroom

2. LITERATURE REVIEW

2.1 Communication

Communication is very important in our life to be live in this world, especially in our daily activities. Communication cannot be separated from human's life, because people always use it in their life. We've all been communicating since the day we were born (Taylor and Lester, 2009:02). It can be said that the ability to communicate is inside of us since we were a child. It appears and works naturally. By communication, people can show their identity as a individual and social being.

Communication is defined as a two way process in which there is an exchange and progression thoughts, feelings, or ideas, toward a mutually accepted goal or direction. Wodak and Koller (2008:24) define, "communication "is one of

those human activities that everyone recognizes but few can define satisfactorily. They also said that a communication study is about how human meanings are made through the production and reception of various types of sign. It is about visual and verbal sign systems and the technologies used to articulate, record and convey them. The problem with any definition of communication is that, in trying to be broad enough to cover the subjects' diversity, the explanatory power of the definition can be lost. Therefore, communication means talking to one another, it is spreading information, our half style, and literally criticism. The list endless means that communication involves at least two interaction: a speaker and a listener.

Tripathi and Reddy (2012:326) explained briefly that communication means the process of passing information and understanding from one person to another. A proper understanding of information is one very important aspect of communication. If the information is not understood by the receiver in the same meaning in which its sender wants him to understand it, the purpose of communication is defeated. It could be means that communication is briefly a transfer of message from speaker to hearer. When people communicate to other people, they do not only select what message should be communicated, but also the way of conveying that message.

2.1.1 Patterns of Communication

According to McKay and Hornberger (1996:355) said communication may also pattern according to particular role, status, and group identity within a society, educational level, rural or urban residence, geographic region, and other features of social organization e.g., a teacher has different way of speaking from a lawyer, a doctor, or an insurance salesman. Besides, the way of speaking also according to educational level, rural or urban residence, geographic region, and other features of social organization. Ethnographers of communication are concerned with how communicative situations and events are organized and with how patterns in communication interrelate in a systematic way with – and derive meaning from – other aspects of culture.

Communication patterns are modes of communication that we use frequently in certain situations or with certain people. Some patterns may be prevalent, that is, appearing in most communications regardless of the situation, while many are situation-specific, that is, used with certain people (friends, spouse, children, boss) or in certain situations (at work, in conflict, in fear). Patterns of communication indicate language we used. The setting conversation happened refer to the formal or informal language. So, language is important as a social process of communication, to interact and communicate each other.

2.2 Types of Communication

In a communication process, we not only communicate with words but also we communicate much more than words. Fujishin (2009:05) said that in communication, there are two form of communication process, verbal and nonverbal communications. Verbal communication is the ability to communicate using the words and grammatical system of a particular society. It relies on

language and includes speaking, writing, and sign language. As stated by Fujishin (2009:37) Verbal communication is all communication that is spoken or written. It includes the content of your conversation with a friend, an announcement over the public address system at a skating rink, a whisper in a darkened theater, the clever words on a billboard, and the words you are reading on this page. Verbal communication includes all of spoken or written that used in everyday activities to communicate with other people and also includes the politeness communication.

People have always conveyed information and meanings from one to another, be it with signals, signs, gestures, words or any other means of communication. As stated by Fujishin (2009:5) Nonverbal communication is all communication that is not spoken or written. It is your body type, voice, facial expressions, gestures, movement, clothing, and touch. It is your use of distance, use of time, and the environment you create. It is your laughter, your tears, your gentle touch, your relaxed breathing, the car you drive, and the color of your pen. All these things and countless others make up your nonverbal communication. It can say that non verbal communication is all of how you look, all gesture, and distance that you make with other people.

2.3 Types of Non-verbal Communication

Nonverbal communication can be pervasive, varied, and meaningful to others. In order for you to become more familiar with this silent dimension of communication, according to Fujishin (2009:57) stated that there are four primary categories body movement, paralanguage, personal presentation, and proxemic. Body movement includes posture, gestures, facial expressions, and eye contact. Paralanguage is how we speak. Aside from the actual words or content of our messages, paralanguage includes pitch, volume, rate, and quality. Personal presentation indicated as clothing, grooming, and touching. And proxemics consider of our personal space such as intimate dictance, personal distance, social distance, and public distance.

2.4 The impact of Nonverbal communication in Learning Process

Nonverbal communication between teacher and students in the classroom can extend language communication and as a result influence language learning. The successful teacher blends both verbal and nonverbal communication skills in establishing good rapport with students and this has a direct correlation to student achievement. Leila Barati (2015) state that nonverbal communication has been defined as communication without words. It includes apparent behaviors such as facial expressions, eyes, touching, and tone of voice, as well as less obvious messages such as dress, posture and spatial distance between two or more people. A teacher can understand their strudents' in teaching by observing students' nonverbal communication, such as: facial expression that either all the students are understanding the lesson or not.

The use of gestures lessen the workload of both teacher and students in a classroom situation. Along with that, teachers who use less gesture in classroom, gets less productive works from their students. Moreover, Guffey (2007:12)

Successful communicators recognize the power of nonverbal messages. Although it's unwise to attach specific meanings to gestures or actions, some cues broadcast by body language are helpful in understanding the feelings and attitudes of senders.

The other aspect of non-verbal communication is the use of the eyes to convey messages. For both the teacher and the learner, the eyes are a powerful tool around the teaching and learning environment. Eye contact produces a powerful, subconscious sense of connection that extends even to drawn or photographed eyes. Because it is connected with humans' earliest survival patterns. Children who could attract and maintain eye contact, and therefore increase attention, had the best chance of being fed and cared for. Hall (1966) said that "Today, newborns instinctively lock eyes with their caregivers. And the power of that infantile eye contact still retains its impact on the adult mind". Teachers can use numerous strategies to manage their classroom and offer students the opportunity to build their knowledge and also to prevent misbehavior in classroom. Students are more likely to be emotionally and intellectually invested in the classes in which they have positive relationships with their teachers. And Laila Barati (2015) said that "Therefore, teachers who build positive relationships by eye contact with their students may enjoy the following benefits".

The teacher's timely use of non-verbal communication can be done through a simple greeting with students which is the best way to start the class, and is of course impossible without non-verbal language. An experienced speaker begins his speech by talking directly to one of the listeners, tries to look at each student throughout the speech one by one, and changes the tone of his voice during a speech so that the students do not get tired.

Teachers' non-verbal language can be effective if students can see the teacher rather than the teacher was being hidden behind a desk or board or teaching while turning his back to students. The best place for the teacher in class is standing near his/her table and all students see him. The teacher should not put his hands in his pockets, as this limits his activeness. It is best for the teacher to keep his/her hands free; this indicates the readiness of teachers to communicate with the students. The teacher must sometimes change his place, but if he/she always changes his/her place physically in class, the focus of learners will reduce and learning process will not proceed. Another important point is that the teacher must look at individual students. Otherwise, the students will have the impression that the teacher is ignoring them, so the effect of looking at the audience is undeniable.

The right way for addressing the student is that the teacher should not point to the student by his/her finger when asking question because the student feels fearful and anxious in this case. The best method is that the teacher assumes a space with the student looks at him/her directly and points to him/her with full hand.

3. METHODOLOGY

Research is all forms of finding useful information about a particular topic based on facts and related problems that must be solved. This research was carried out in Langsa, especially conducted in SMP N 5 Langsa and used qualitative design. Bogdan and Biklen (1992, p. 62), qualitative research is frequently called naturalistic because the researcher frequents places where the events he or she is interested in, naturally occur.

The data sources of this research are the English teacher and the students of first grade at SMP NEGERI 5 Langsa. There are 2 English teachers and two classes in first grade. Data was collected using observation and interview. Techniques used for getting findings had

- First, the researchers adapted the result of observation about the types of nonverbal communication used in the learning process based on the research instrument.
- Then, transcribed the data from interviews.
- Finally, made conclusions.

4. RESULTS

4.1 Data Analysis

This research used two different approaches to analyze structured observations. The research is conducted by observing the learning process in the classrooms and interviewing the students and the teachers to analyze about the kinds of nonverbal communication and the impact of nonverbal communication in learning English. The type of questions whom they were directed to, the type of communication, the influence of communication in the learning process, the impact of nonverbal communication in the learning process, teachers' and students' responses. The audio-recorded data was transcribed word for word and analyzed for the amount of time spent on verbal interaction, the learners' involved and patterns revealing how meaningful and beautiful the interactions was.

4.2 Types of Non-verbal Communication.

Nonverbal as one of the kinds of communication can be defined as the communication without using words. As one type of communication, nonverbal is certainly used in every communication that occurs between one person and another. Communication takes place everywhere, one of them during the learning process between teacher and student. In teaching there is a lot of communication between the teacher and students, both verbal and nonverbal communication. Nonverbal communication is one of the important things that need to be considered in the learning process. Because, the teaching is itself a difficult process in which the teachers transfer their knowledge and information to the student. For sharing and transforming the knowledge teachers used various nonverbal techniques for communicating. The teachers emphasized more on the importance of the non verbal communication in the process of teaching. As the Fujishin said "stated that nonverbal communication can be pervasive, varied, and meaningful to others. In order for you to become more familiar with this silent dimension of communication, let's examine its four primary categories-body

movement, paralanguage, personal presentation, and proxemic”. These four categories will enable you to become more aware and sensitive to the many ways you can increase the creativity with which you communicate.

4.2.1 Body Movement

Body movement is the most well-known non-verbal form of communication, although it is not the only way to talk with others without words, but body movement is a form of non-verbal communication that is most often seen when communication occurs. Body movement includes posture, gestures, facial expressions, and eye contact.

1. Posture

The way someone positions and moves his body unconsciously is often noticed by the other person to see one's seriousness or interest regarding the topic being discussed. As well as the posture and movement of the teacher in the classroom that considered by the students’. Because, it can also affect the concentration of students’ during the learning process.

2. Gesture

Gesture is part of nonverbal communication that is most often used in communication. Gesture referred to here are any movement of the hands gesture and head gesture. Hand gesture is the dominant movement that occurs in the classroom when the learning process occurs. Usually the hand gesture used in the learning process are gestures to designate an object, a gesture that implies silence, to call, or to tell something.

Head gesture is the way we see things and how we feel about them. Head gesture will be very used in the learning process, especially by students’. Students’ used head gesture like nodding means 'yes' or understand and shaking head means 'no' or not understand.

3. Facial expressions

The face is probably the most observed part of the body when we communicate with others, and this is not without reason. Likewise in the learning process, students’ will pay close attention to the facial expressions from their teacher, and the teacher will also pay attention to the facial expressions from their students’.

4. Eye Contact

Eye contact in communication can also represent someone's seriousness and honesty, because usually when someone lies he will not look into the eyes of the other person. And conversely if he is really serious and sure about the things that he is talking about, then he will look into the eyes of the opponent's speech without the slightest hesitation.

4.2.2 Paralanguage

Paralanguage is how we speak. Aside from the actual words or content of our messages, paralanguage includes pitch, volume, rate, and quality.

1. Pitch

It refers to the highness or lowness of our voice. Like a teacher who will raise his voice if the class has begun to be out of control and will lower his voice if the class is controlled.

2. Volume

The relative softness or loudness of our voice is called volume. When teachers' and students' communicate well, teachers' and students' will tend to use softness. But, when the communication that occurs is not too good, it will use loudness.

3. Rate

It is how fast or slow we speak. In the learning process, slow or fast the teacher speaks also can affect the level of student understanding of the lesson.

4. Quality

It refers to the overall sound of our voice. Each human voice has a distinctive tone. This is a characteristic of a person's voice, which each person has a different characteristic. Each teacher and student has different sound characteristics that can make students know that is their teacher voice and the teacher know their students' voice.

1. Personal Presentation.

Personal presentation is the first thing that attracts someone's attention. That can be indicated as clothing, grooming, and touching.

2. Clothing

How a teacher wear clothes is a very important thing to pay attention to. Because the teacher is the rool model for his students. So, if the teacher's clothes are neat can be an example for students to dress neatly too, and can make the teacher respected by his students.

3. Grooming

Our grooming can also reflect and communicate messages to the world. The neatness of student hair, body scent, and neatness of student clothes will be noticed by the teacher. And the make-up, fragrance, and neatness of the teacher's clothes will also be noticed by students because students will imitate their teacher.

4. Touching

It is the most intimate form of nonverbal communication behavior. Touching behavior has been discovered to be essential to our development as human beings. Touching behavior also occurs between students and teachers during the learning process. As is common when students greet their teacher.

5. Proxemics

Proxemics is the study of our use of space, and was first introduced by anthropologist. By observing conversations between people, our personal space could be broken down into four zones or distances:

1. Intimate distance

Intimate distance during the learning process usually occurs between students and students. Because friends tend to sit close and so on.

2. Personal distance
Personal distance (18 inches to 4 feet) is used for most conversations with family, friends, and most acquaintances.

3. Social distance
Social distance during the learning process will occur or be used by teachers and students. The teacher will use social distance when explaining the material. And students also use social distance with their teachers during class hours.

4. Public distance
Public distance is not used during the learning process because the classrooms are not too wide so that there is a great distance between teachers and students. Public distance takes place at school usually only during ceremonies.

Personal distance between teachers and students is also a factor in the occurrence of good teaching and learning processes. It affects the students' views on the teacher, does he feel that he cares about him or not.

Based on the types of nonverbal communication described by fujishin. To answer the problem number one of the types of nonverbal communication used in the learning process the researcher observes using a table as below.

Tabel 4.2.1 : The result of the Impact of nonverbal communication used in the learning process.

No	Nonverbal Communication	Teacher of class VII.1	Students of class VII.1	Teacher of class VII.2	Students of class VII.2
1	Body movement				
	A. Posture	√	√	√	√
	B. Gesture				
	a) Hand gesture				
	- Listing	√		√	
	- Pointing	√	√	√	√
	- Thumbs up	√		√	
	b) Head gesture				
	- Head nod		√		√
	- Head shake	√	√	√	√
	- Head tilt	√	√	√	√
	C. Facial expression				
	a) Smile	√	√	√	√
	b) Frown		√		√
	c) Serious	√	√	√	√
	D. Eye contact	√	√	√	√
2.	Paralanguage				
	A. Pitch	√	√	√	√

	B. Volume	√	√	√	√
	C. Rate	√		√	
	D. Quality	√	√	√	√
3.	Personal Presentation				
	A. Clothing	√	√	√	√
	B. Grooming	√	√	√	√
	C. Touching	√	√	√	√
4.	Proxemics				
	A. Intimate distance		√		√
	B. Personal distance	√	√	√	√
	C. Social distance	√		√	
	D. Public distance				

Observations were made in two classes that had different English teachers. Observation is done from the first time the teacher enters the classroom, starts learning, delivers material, the way the teacher controls the class, and the student's response until the learning process ends.

In the table of observations that made by the researcher, finally the researcher was able to find out the types of nonverbal communication used in the learning process in class 1 at SMP Negeri 5 Langsa.

4.3 The impact of Non-verbal communication in Learning Process

The researcher analyze the answer of problem number two by using depth interview. The researcher focused on the impact of nonverbal communication in the learning process. The researcher interviewed the teacher and some students in the classroom by using research instrument that contains some questions that related to the impact of nonverbal communication.

There were eight chosen students that have been interviewed by researcher in the different class. The researcher choose the students who get good academic grades and academic values that are not too good in class because they have different perceptions to answer questions. The students in class VII.1 were Jihan Fadillah, Haikal Dwi Arrahmn, M.Iqsan and M.Kadafi. The students at class VII.2 are Anggi Dwi Anggraini, Rena Rahayu, Keisya Trie Ananda and Lucki Dwi Febriansyah. There are two teachers who teach English for class 1 who have been interviewed by researcher, the name is Mrs. Nursyafitri who teaching English in class VII.1 and Mrs. Habsah who teaching English in class VII.2 at SMP Negeri 5 Langsa.

5. CONCLUSION AND SUGGESTIONS

The types of nonverbal communication used in the learning process vary greatly depending on the function and purpose. Many types of nonverbal communication are used in the learning process and have an important role. Like the smile needed to make students feel calm, hand gesture is used to indicate the object in question. Head of student gesture when responding to the teacher, posture of teachers and students who become serious guidelines or focus on the

material being taught. Clothes are also important in the learning process, because neat clothes are mandatory in school. The distance between the teacher and students is also a type of nonverbal communication that is in the learning process.

The impact of nonverbal communication in the learning process is very diverse. Among them, the impact of non-verbal communication can be seen directly or not. The impact that can be seen directly are a smile, voice intonation, posture, how to dress, hand gesture and head gesture. These visible impacts can be seen directly when the learning process takes place. While the indirect impact is the impact of nonverbal communication is the impact that can affect the classroom atmosphere, students' interest in learning, students' understanding and ultimately affect the students' academic score.

REFERENCES

- Bambaeero, Fatemeh, and Shokrpour, Nasrin. 2017. *The Impact of the teacher's non-verbal Communication on success in teaching*. Journal of Advenced in Medical Education & Professionalism. Vol. 5. No. 2. Pages: 51-59.
- Fujishin, Randy. 2009. *Creating Communication*. New York: Rowman & Littleflied Publishers, Inc.
- Hamer, jeremy. 1998. *How to Teach English*.England: Longman.
- Karimi, Manoochehr, ect. 2012. *The Impact Of Eye-contact between Teacher and Student on L2 Learning*. Journal Porto Alegre. Vol. 3. No.3. Pages: 188-203.
- Leila, Barati. 2015. *The Impact of Eye-contact between Teacher and Student on L2 Learning*. Journal of Appiled Linguistics and Language research. Vol. 2. Issue 7. Pages: 222-227.
- Mckay, Sandra Lee, and H. Homberger. 1996. *Sociolinguistics and Language Teaching*. New York: Cambridge Univesty Press.
- Negi, Janak Singh. 2009. *The Role of Teachers' non-verbal Communication in ELT Classroom*. *Journal of Nelta*. Vol. 14. No. 1-2. Pages: 101-110.
- Paran, Amos, and Sercu, Lies. 2010. *Testing Untestable in Language Education*. Canada: Multilingual Matters.
- Tripathi, PC, and Reddy, PN. (2012). *Principles of Management*. New Delhi: The Tata McGraw-Hill.
- Taylor, Shirley, and Lester, Alison. 2009. *Communication: Your Key to Success*. Singapore: Marshall Cavendish Business.
- Wodak, Ruth dan Koller, Veronika. 2008. *Handbook of Communication in the Public Sphere*. Berlin: Mouton de Geruyter.