



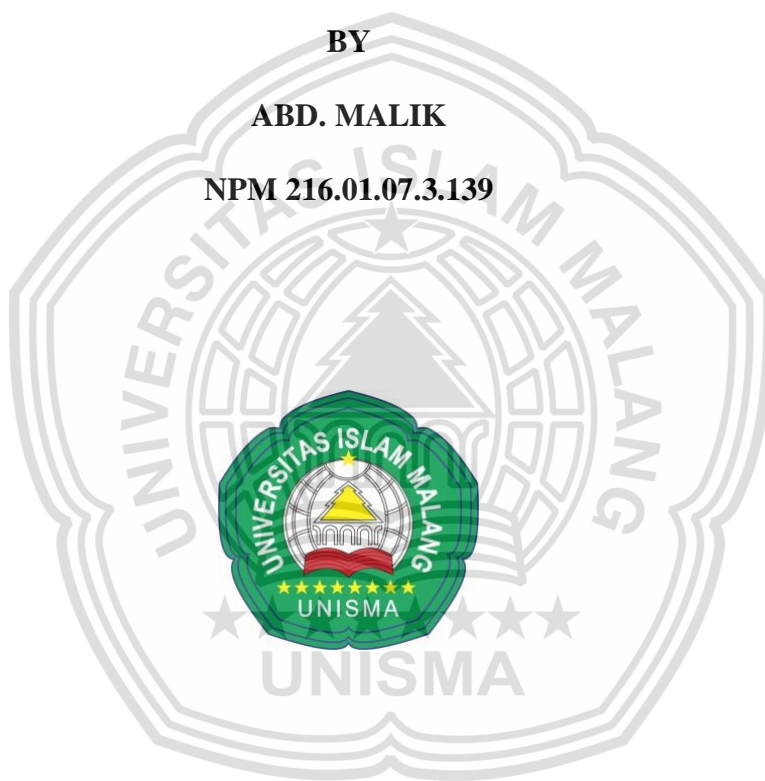
**NON-VERBAL LANGUAGE: TEACHERS' USE AND STUDENTS'
PERCEPTION**

SKRIPSI

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ABSTRACT

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Non-verbal language gives positive perception how their teachers use non-verbal language in the class and it has a lot of positive impacts in teaching and influence their comprehension when they are taught. There positive impacts were known; fun teaching and learning, helping students' imagination, interested learning and so on. The aim of the research is to describe EFL students' perception of using non-verbal language in their classes and to describe the use of non-verbal language by EFL teachers. The method of this research uses descriptive qualitative as research design. The research involved four participants from English department of Universitas Islam Malang, two students with GPA 3.5 to 4.0 and two lecturers who have been six years in English teaching. For collecting data was used two kinds of instrument, interview sheet for teachers and interview sheet for learners, and it helped by expert with Indonesia question sheets and online interview. The data were analyzed using Borg (2010), the theory for kinds of non-verbal language and Matthew & Huberman (1994), the theory for how the data analyzed. the researcher took all information from raw data including, interview sheet for lecturer and the students. The irrelevant data is cut, important information selected by the researcher. After the data being reduced, the researcher displays the data, and explained the main important and detail information that had been being selected before in the form of written text. The result shows finding that non-verbal language help teachers to convey the communication they give while teaching and learning process in creating teaching and learning effective. The types of commonly used body movement, use of sound, distance and clothing.

CHAPTER I

INTRODUCTION

This first chapter consists of the background of the study, research problem, the object of the study, significances of the study, scope and limitation of the study, and definition of key terms.

1.1 Background of The Study

For effective communication, people need two special things; those are verbal language and non-verbal language. Sooriya (2017:3) stated that non-verbal language or non-verbal communication is the process of communication through sending and receiving wordless between people. Another hand, verbal language is the use of sounds and words to express feelings and ideas. Lecturer in health communication at Udayana University says in his book that verbal communication is communication that uses words, both verbally and in writing, and non-verbal communication is all signs that are not words (Kurniati, 2016).

Miller stated in his theory that non-verbal language or non-verbal communication is communication without words. As stated by experts above, verbal language is communication that uses a word and non-verbal communication is wordless. There are many theories of non-verbal communication type. The Theory of non-verbal language in this study taken from Bord (2009) arranging nine types of non-verbal communication; clothes, attitude, facial expression, eye contact, hand movement, body tension, proxemics, touch,

and voice. Theory Bord is chosen because his theory is the most complete and comprehensive compared to other theories.

By Non-verbal language, teachers have effective communication in teaching, especially for English teaching as a foreign language. In this case, teachers should use verbal and non-verbal language in the classroom to make the effective communication. Zhang (2014), states that non-verbal language is the most frequent use of non-verbal cues in class and it can lead to the level of effectiveness of teaching directly (p.2). By using non-verbal language makes it easier for teachers to explain in teaching, especially EFL.

Teaching without non-verbal language is imperfect. The teachers will be able to teach the maximum by non-verbal language. In classroom teaching, non-verbal communication is more important than the verbal one (Yang, 2017). As quoted, in the world of education, non-verbal language has a lot of influence on students. Non-verbal language is an effective way of transmitting information through the eyes, facial expressions, gestures, postures, dressing, and physical distance (Jia & Wang, 2010). The non-verbal language of the teacher can affect the students in the classroom intentionally or unintentionally. Here, the teacher must be aware of and understand how to use non-verbal language.

To know is effectiveness nonverbal language used by teachers can be known by the perceptions of the students. Perception is same mind of people think, such us knowledge for those who don't know about the things before. Perception itself helps us to analyzed thing we want to research. Perception, it said by Mullins (2005), It is the mental work of giving noteworthiness to boosts such as shapes,

color, sound, weights, and sentiments, and so on. Perceptions allow rise to person behavioral reactions to specific circumstances. Perception impacts our translations, judgment, and assessment of wonders, and thus, decides our states of mind (J., 2005).

As written above, the non-verbal language has a big role in teaching.

Using communication of verbal language and non-verbal language is important especially for English teaching. Because the role of non-verbal language is needed to convey the material of teaching in different languages that foreign for the students, the role of non-verbal communication or language is a media to make an effective classroom between the students and teachers (Romanowski & Bandura, 2019).

For a teacher, it would be better if they could use their non-verbal language and understand the non-verbal language of the students they teach. In the previous research, the research has been done by Papadopoulos (2019) as her research of her dissertation with the title the role of non-verbal communication in effective teaching and learning. The majority of teachers in her research has strong understanding of what non-verbal communication is, but found it more difficult to reflect on and change aspects of their practice. If teachers become more aware of their decisions about activities and their non-verbal behaviors within those activities, they can recognize routine patterns that may be communicating negative attitudes or misinformation (Anita & Douglas, 1985). Most teachers feel that they have had no training and are not aware of usage, so this is the problem with the teachers.

The Previous study of Syarif Hidayat, he Analyses students' body language and he makes a specific of non-verbal language that focus on body language. He does not take data from the teachers and has result negative and positive effect of students' body language (Hidayat, 2015). Some researchers, Marcos & Placido focus to primary school with some gestures only (Cabrera & Martinez, 2001). The dissertation of Mr. Ibrahim Larbi and Ms. Meriem Thale. Their research examines the effects of non-verbal language on speaking class students that with non-verbal language makes students easy to control during class and explanation of student lesson material by the teacher will be more capable and maximal (Taleb & Larbi, 2018). Every teacher communicates using verbal language and most of them are not aware that the teacher uses more non-verbal language (Papadopoulos, 2019). she took the data only the teachers only. She did not take the data from related students that have been taught by the teachers. The data from the students could be added for more strong results and knew students' effects. This previous study did not investigate the effect of what the effect on the student. Therefore, this study was carried out to figure out the EFL teacher's perception of the use of non-verbal language and its effect on the EFL learners.

1.2 The Research problem

Base on the background of the study, it has two research problems which are followed:

1. How is EFL students' perception of using non-verbal language in their class?

2. What are the positive perceptions of non-verbal language used by EFL teachers to learners?

1.3 Objective of the study

Taken from the background of the study above, the objective of the study is followed:

1. To describe EFL students' perception of using non-verbal language in their class.
2. To describe the positive perception of non-verbal language used by EFL teachers to learners.

1.4 Significance of the Study

The research has types of significance; the practical significance and theoretical significance down here. The Significance of Theoretical, the study gave more understanding about the use of non-verbal language or non-verbal communication in EFL teaching and learning process, and knowing the effect of non-verbal language itself. The Significance of Practical for the teachers was that they were aware of the use of non-verbal language in teaching and how important it was and know more about the use of non-verbal language and its effect on the students. In the next research, this information becomes a benefit as references and to improve research well.

1.5 Scope and Limitation of the Study

For the first, as written in the background above, the focus of the study is teacher perception and students of English education department, faculty of teacher training, and education of Universitas Islam Malang. For the second, lately, Indonesia is not conducive due to the coronavirus that is currently in Indonesia even the world. In this covid-19 pandemic, the researcher's limitation is no observation. The researcher cannot conduct observation of the class face to face.

1.6 Definition of Key Terms

To avoid misunderstanding in the topic, clear definitions are given below:

1. Non-Verbal Language is the transmission of messages or signals through a non-verbal platform such as clothes, attitude, facial expression, eye contact, hand movement, body tension, proxemics, touch, and voice used by English lecturers of Universitas Islam Malang in teaching.
2. Perception is students' thoughts about what nonverbal language looks like in their minds. In EFL, perception is the thought or mindset of students about nonverbal language itself used by their teachers and the effects for themselves.
3. EFL Teachers refer to English language lecturers at Universitas Islam Malang who teach students where English is as foreign language for them.

EFL Learners are the seventh semester students of English Education Department at Universitas Islam Malang who are studying English as a foreign language.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

In this chapter, the research concludes the study, and a suggesting is given to the next researcher.

5.1. Conclusions

The conclusion is taken from previous chapter that teacher in using non-verbal language still have difficulty and so hard to use consciously. The use of non-verbal language by EFL teachers is important and it has big effect toward students' comprehension and controlling them. Using both non-verbal language and verbal language help teachers teaching maximum in the class. Most of teachers uses clothes, eye contacts, facial expression, touch, voice, attitude, hand, leg and arm movements. Two types of nonverbal language that the teachers do not aware; body tension & proxemics. In non-verbal language so many students have perceptions that it helps them in their comprehension, interests and effectiveness teaching and learning process. With non-verbal language also give positive impact to teaching and learning class where teachers can know students deeply and understand them in communicating with them.

5.2 Suggestions

The researcher suggests to teachers can explore more about using non-verbal languages. The research suggested teacher provide non-verbal language

which has positive effect on students. From here the teacher must be able to use verbal and non-verbal language so that teaching and learning activities can run optimally and get the desired results. For future researchers interested to this study about. The researcher suggests adding more instrument and sample in collecting data such as an observation as the instrument, using research design of quantitative and qualitative (Mixing). and of the more the participant may be added, so that the result is clear enough and more detail.



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