

## CHAPTER I

### INTRODUCTION

This chapter provides an introduction that gives an overview of this research in accordance with title, research background, research questions, objectives of the study, significance of the study, scope and limitation of the study, and definition of key terms.

#### A. Background of Study

Language is the most effective communication tool to convey ideas, thoughts, intentions and goals to others. The function of language as a means of communication makes language an important influence to human life. Communication will not be perfect if the language expressed is not accepted or applied by others. Communication becomes the root of all human interaction which is fundamental for them.. Communication is usually synonymous with verbal speech, but communication actually contains two dimensions - verbal and nonverbal.

Nonverbal communication represent a large portion of communication. Most verbal communication is unsuccessful simply because the communicator is not proficient in nonverbal communication. People can conclude a range of emotions via nonverbal communication, including pleasure, hate, love, miss, and a variety of other emotions.. In the the business world, non-verbal communication can help communicators to further strengthen the message conveyed as well as understand the communicant's reactions when receiving messages.<sup>1</sup>

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<sup>1</sup> Tri Indah Kusumawati. 2016. *Komunikasi Verbal Dan Nonverbal* , (Al-Irsyad: Jurnal Pendidikan dan Konseling)

Nonverbal messages are an important communication component in the teaching process. In the teaching process, only a few percent of verbal communication can deliver students' cognitive meanings. In contrast, more non-verbal communication can stimulate students' feelings and attitudes about the given lesson. As quoted from Knapp & Hall, nonverbal communication is a communication process in which messages are conveyed without using words. The Examples of nonverbal communication include gestures, body language, facial expressions, eye contact, haircuts, clothing, etc. Besides, symbols and ways of speaking, such as voice quality, speech style, intonation, emphasis, and emotions. <sup>2</sup>

The teaching and learning process involve communication activities between teachers and students, both verbal and non-verbal communication. These two communications cannot be separated from one another in every learning practice. The ability of teachers to apply both of them can help improve the quality of learning in the classroom, that has an impact on students' academic and non-academic achievement.

Conversely, teachers who are unable to communicate effectively in transferring knowledge, attitudes, and skills will get difficulty in teaching process. This indicates that students who understand and can do something well, depending on how the teacher's verbal and non-verbal communication styles are. Verbal communication includes: speaking , discussing, sharing jokes, ideas, and others. Non-verbal communication skills include; body language, use of sight contact, standing distance with students, touch, and active listening. So these two communication skills must always be honed by the teacher, in order to be able to create quality learning.

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<sup>2</sup> Maisarah. 2013. *Aplikasi Komunikasi Non Verbal Di Dalam Kelas*. (Jurnal UNUPDU, vol 2. No 2)

Communication, when done right, is a two-way interaction process. This also applies to the classroom, whereas teachers try to communicate clearly and effectively with their students. Through effective communication, we can send messages to students easily; and vice versa; they will also easily receive our messages. Appropriate non-verbal communication will greatly support the creation of effective communication between teachers and students.

The use of communication is important in learning English as a second language to connect the gap between language knowledge and language knowledge of its speech partners in the communication process. In line with these statements, Tarone (2001) argues that communication strategies are systematic techniques used by students to express their ideas when experiencing difficulties due to imperfect language mastery.<sup>3</sup>

Understanding Non Verbal Communication is important for teachers in the teaching and learning process. The nonverbal actions of teachers may send a variety of signals and build a positive or negative classroom environment. The teacher's presence, gestures, and stance, as well as face and eye contact, speech, touching, and proximity, will all have an impact on the students' motivation and comprehension of what they are learning. According to Richmond (2002), when a teacher's affect is improved by successful nonverbal action, students are more likely to listen, understand, and have a positive attitude toward school. Effective classroom contact

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<sup>3</sup> Arif Rahman. 2015. *Strategi Komunikasi Dalam Pembelajaran Bahasa Inggris*. BAHTERA: Jurnal Pendidikan Bahasa dan Sastra, Volume 14 Nomor 2 Juli

between teacher and student is the key to a positive affect toward students' affective and cognitive learning.<sup>4</sup>

There are some previous studies relating to this research. First, the research conducted by Oladipupo Abdullahi Akinola " The Use Of Non – Verbal Communication In The Teaching Of English Language " he concluded that although all English language teachers are aware of the importance and usage of nonverbal communication in teaching English, they do not use it in all classroom situations. Averagely students' exposure to nonverbal communication during English Language teaching has a substantial impact on their academic performance. To some degree nonverbal cues contribute positively to students' academic performances in various academic works. The analysis also showed that teachers employ nonverbal communication when teaching English as a second language because of the many benefits to both teachers and students.<sup>5</sup>

Second, the research conducted by Di Zhang "The Non-verbal Communication in English Classroom Teaching ". He concluded that Human communication is mainly based on nonverbal communication. As the world increases to become a global village, international contact is becoming more frequent and urgent, and nonverbal behaviors are becoming increasingly relevant. However, for a long time, both teachers and students have tended to overlook the importance of nonverbal activities in classroom teaching, and as a result, their Nonverbal communication skill lags far behind that of other countries simply because they take

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<sup>4</sup> Nihla Afdaliah. 2017. *Teachers' Nonverbal Communication in EFL Classroom* (<http://eprints.unm.ac.id>)

<sup>5</sup> Oladipupo Abdullahi Akinola. 2014. " *The Use Of Non - Verbal Communication In The Teaching Of English Language*. *Journal Of Advances In Linguistics* · September.

them for granted, which is the primary reason for the study of Nonverbal communication being so limited.<sup>6</sup>

Third, the research conducted by Rindilla Antika "Teachers' Nonverbal Communication In English Teaching And Learning Process at SMPN 10 Padang. " The researcher concludes that there are four types of non verbal communication used by the teacher, they are kinesics, haptics, vocalis, proxemics. The researcher also suggested that all teachers can maximize their own type of non verbal communication in teaching and learning process. Secondly, by knowing teacher's non verbal communication, they are easy to manage the class. Thirdly, by applying non verbal communication, the students are highly motivated in learning process. And the last, when the students are inactive in the class, the teacher can give them some questions followed by non verbal communication to motivate them.<sup>7</sup>

Fourth, the research conducted by Sukris Sutiyo "The Role Of Nonverbal Communication In English Teaching" the researcher concluded that nonverbal communication has an important role in the teaching and learning process. To some degree, the precise use of nonverbal communication affects the success of the teaching and learning process in the classroom. He also said that English teachers should realize that the aim of English instruction is to help students develop cross-cultural communicative competence, which includes both verbal and nonverbal communication.<sup>8</sup>

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<sup>6</sup> Zhang, Di. 2014 . "The Non-verbal Communication in English Classroom Teaching " (Conference: Conference on Informatisation in Education, Management and Business (IEMB-14)

<sup>7</sup> Antika , Rindilla. 2018. "*Teachers' Nonverbal Communication In English Teaching And Learning Process at SMPN 10 Padang*. TELL-US JOURNAL 4(1):65-79

<sup>8</sup> Sukris Sutiyo. 2015. "*The Role Of Nonverbal Communication In English Teaching*" (Jurnal transformasi informasi dan pengembangan iptek Vol 11, No 1

The fifth, the research conducted by Janak Singh Negi " The Role of Teachers' non-verbal Communication in ELT Classroom". The researcher concluded that Nonverbal communication is not only important in everyday communication, but it is also important in classroom situations. NVC highlights or replaces those parts of the listener's brain that deal with the emotional component of the message in different ways. Language teachers' nonverbal attitudes in the classroom, as described in this study, had both a positive and negative effect on their students' motivation. Teachers usually actively clarify, illustrate, or discuss ideas, concepts, and so on with their students, or simply identify new words or communicate verbally with them. If teachers are aware of their NVBs in addition to their verbal behavior, it will undoubtedly help them (teachers) become more proficient at receiving and transmitting accurate messages from students.<sup>9</sup>

Based on previous research, the similarity of this research and previous research is talking about Non verbal communication in teaching English. The differences from the previous research are research location, level of participants, and the objectives of the research. In this study, the researcher investigates the use non verbal communication and the communication function delivered in ELT classroom activities. This study analyzed the types of nonverbal communication used by teacher and the communication function delivered in English teaching. This study was held at SMPN 1 Ngimbang - Lamongan focusing on 8th grader in academic year 2021/2022. The school provides education practically and theoretically through several programs including mastering English by holding "English Extracurricular" from monday to thursday. The English teacher in this class is very active in delivering lessons by using

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<sup>9</sup> Negi, J. 2009. *The Role of Teachers' Non-Verbal Communication in ELT Classroom*. Journal of NELTA, 14(1), 101-110.

many movements which in educational theory are called nonverbal communication. Through these movements, students can easily understand the lesson and enjoy the learning delivered. This reason made the researcher choose the teacher as the subject of the study.

## **B. RESEARCH QUESTIONS**

Based on the previous background, researcher formulated the research question in question form as follow :

1. What Nonverbal Communication Strategies are used by the teacher in ELT classroom at SMPN 1 Ngimbang – Lamongan ?
2. What communication functions are delivered through Nonverbal Communication Strategies used by the teacher in ELT classroom?

## **C. OBJECTIVES OF THE STUDY**

Based on the research questions above, the researcher defined objectives of study:

1. To find out the types of Nonverbal Communication used by the teacher in ELT classroom at SMPN 1 Ngimbang – Lamongan.
2. To find out the communication functions of Nonverbal Communication used by the teacher in ELT Classroom?

## **D. SIGNIFICANCE OF STUDY**

1. Theoretically This research is expected to help readers or further researchers to add information and develop knowledge related to the application of non-verbal communication in teaching English

2. Practically This research can provide practical benefits for teachers and students, as follow :

- a) Through this research, students know that the application of non-verbal communication in class is carried out with specific aims and objectives.
- b) The teacher can make this research a guide for learning materials for students related to the use of non-verbal communication in teaching English.

#### **E. THE SCOPE AND LIMITATION OF THE STUDY**

The scope of this study is English teacher and Nonverbal Communication. This study focuses on non verbal activity done by the teacher in teaching ELT Classroom. The limitation of this study is an English teacher of eight grader of SMPN 1 Ngimbang-Lamongan.

#### **F. DEFINITION OF KEY TERMS**

To avoid misunderstanding of concept used in study, some definition is provided, as following:

##### 1. Nonverbal communication

Nonverbal communication is a type of communication in which information is delivered without the use of words.<sup>10</sup>

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<sup>10</sup> Knapp, M.L., & Hall, J.A. 2002. Non Verbal Communications in Human Interaction. Crawfordsville, IN: Thomson Learning



## 2. ELT Classroom

English Language Teaching (ELT) is described by Bill Johnson as the teaching of English as a second or foreign language. ELT Classroom is a learning environment for those who do not speak English as their first language.<sup>11</sup>

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<sup>11</sup> Bill Johnston. 2008. *Values in English Language Teaching*, (New Jersey: Lawrence Erlbaum Associates), 1.