

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter reviews the literature concerning the concept of Non-Verbal Communication and ELT Classroom.

A. The Concept Of Non Verbal Communication

The root of all human interaction, which is fundamental to human life, is communication. People interact in many different ways, and one of the most significant ways is by language. Communication is usually synonymous with verbal speech, but communication actually contains two dimensions verbal and nonverbal.

1. Definition of Non verbal Communication

Non-verbal communication is a process of sharing multi-interpretative meanings and a unique type of communication. It is natural, spontaneous, and reliable. Communication does a very significant role in interpersonal communication and is very important for teachers who directly communicate with students in the class. Non-verbal communication skills that must be mastered by the teacher include; body language, use of sight contact, standing distance with students, touch. According to Steve (2005), in a research study, almost 75% of classroom management uses non-verbal.¹²

Nonverbal communication is a method of creating meaning using actions other than words. Rather than thinking of nonverbal communication as the opposite of or as

¹² Akhtim Wahyuni , 2018. The Power Of Verbal And Non Verbal Communication In Learning. Atlantic Press

different from verbal communication, it is more accurate to perceive them as working side by side—as part of the same mechanism.¹³

Nonverbal messages are very influential on communication. Nonverbal messages or symbols are more difficult to interpret than verbal symbols. Verbal language is in line with nonverbal language, for example when we say "yes" our head will nod. Nonverbal communication is more honest in expressing what you want to express because it is spontaneous¹⁴. Non-verbal can also be interpreted as human actions that are intentionally sent and interpreted as intended and has the potential feedback from the recipient. In another sense, every form of communication without using verbal symbols such as words, both in the form of conversation and writing. Non-verbal communication can be in the form of symbols such as gestures, colors, facial expressions, etc.¹⁵

Humans practice nonverbal communication in the same way as they learn verbal communication. One might also argue that nonverbal communication is the first form Cries, eye contact, and touch are the most common ways for a child to connect with his mother. Verbal language is added much later in the process. Human communication is mostly nonverbal, according to research in the field of nonverbal communication. According to social anthropologist Edward T. Hall (1959), nonverbal communication accounts for 60% of human communication. If we study our daily experiences closely, this does not seem unusual.¹⁶

¹³ Victoria Leonard. 2012. *An Introduction to Interpersonal Communication: A Primer on Communication Studies*

¹⁴ Widyo Nugroho, 2007. *Modul Teori Komunikasi Verbal dan Nonverbal*. Jakarta: Raja Grafindo Perkasa

¹⁵ Tri Indah Kusumawati. 2016. *Komunikasi Verbal Dan Nonverbal* . (Al-Irsyad: Jurnal Pendidikan Konseling)

¹⁶ Rindilla Antika. 2018. "Teachers' Nonverbal Communication In English Teaching And Learning Process at SMPN 10 Padang TELL-US JOURNAL 4(1):65-79.

2. Types of non Verbal Communication

There are some types of nonverbal communication that are used by human in the way of interaction. Hans classified three main aspects of nonverbal communication as follows:

a. Kinesics

The study of body, hand, arm, and face movements is referred to as kinesics, which comes from the root word kinesis, that means "movement." This segment will focus on nonverbal communication through gestures, head movements and stance, eye contact, and facial expressions.

1) Gestures

Adaptors, emblems, and illustrators are the three major categories of gestures. Nonverbal Communication: Forms and Functions, by Peter A. Andersen:

- a. Emblems are body motions that have a predetermined significance. Emblems may be static or moving; for example, circling the index finger at the side of your head means "He or she is insane," whereas rolling your hands in front of you says "Move on."
 - b. Illustrators are the most common gesture, and they are used to convey the verbal message they are associated with. You may use hand gestures to signify the size or shape of an object, for example. We use illustrative movements instinctively, despite never being specifically taught how to do so.
 - c. Adaptors are movement that indicate internal states typically related to arousal or anxiety. Adaptors can be directed at oneself, objects, or other
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people. Adaptors emerge in everyday social situations as a result of uneasiness, anxiety, or a general sense of being out of control of our surroundings. Scratching, twirling hair, and fidgeting with fingers or hands are examples of common self-touching behaviors. Internally, some self-adaptors manifest as coughs or throat clearing sounds.

2) Head movements and posture

Since head movements and posture are often used to recognize others and express attention or attentiveness, they are grouped together. In societies where the formal bow is no longer used as a greeting, a head nod serves as a common symbol of acknowledgement. The headshake back and forth to signal "no" is an innate and universal head movement. This nonverbal signal starts at birth, even before the baby has the ability to understand what it means. Babies shake their heads from side to side to reject their mother's breast, then shake their heads again to reject spoon-feeding attempts. Standing, sitting, squatting, and lying down are the four basic human postures.

3) Eye Contact

Eye contact serves a variety of communicative functions, including controlling and tracking interactions, conveying information, and forming interpersonal connections. We use eye contact to indicate to others that we are ready to talk or to cue others to speak when it comes to communication regulation.

Eye contact is used to track interaction by taking in input and other nonverbal signals, as well as to send information, in addition to controlling conversations. The visual input we need to understand people's expressions, actions, and eye contact comes from our eye. A speaker may use eye contact

to decide whether or not the audience is engaged, perplexed, or bored, and then adjust his or her message accordingly.

According to Wain Wright a person makes eye contact when: 1) is looking for information, 2) shows attention and interest, 3) invites and controls interactions, 4) dominates, threatens, and influences others, 5) provides feedback when speaking and 6) expressing attitudes.¹⁷

4) Facial Expressions

The most expressive aspect of our bodies is our faces. Consider how images are often intended to capture a specific phrase "in a flash" for later viewing. Even though a photograph is a snapshot in time, we can still derive a lot of meaning from a photograph of a human face in an expression, and simple facial expressions are recognized by people all over the world.¹⁸

Students' perceptions of the classroom environment are influenced by teachers' facial expressions. Students view an instructor who has a dull, boring facial expression when speaking as uninterested in them and the subject matter. Since the students are bored with the teaching style, this type of instructor is more likely to have classroom disturbances. Teachers must have pleasing facial expressions that indicate they are interested in their students as well as the subject matter. Positive head gestures are often followed by positive facial expressions.¹⁹

¹⁷ Nurmida Catherine Sitompul ,2012. *Perilaku Komunikasi Nonverbal Guru Dalam Kelas Pembelajaran: Maknanya Bagi Siswa SMA*. <http://journal.um.ac.id/> VOL 19, NO 1

¹⁸ Ibid 10

¹⁹ Widyo Nugroho, 2007. *Modul Teori Komunikasi Verbal dan Nonverbal*. Jakarta: Raja Grafindo Perkasa

b. Haptics

The study of touching as a form of nonverbal communication is known as haptic. Touch is essential for human social development and can be reassuring, threatening, or persuasive. Functional-professional, social-polite, friendship-warmth, love-intimacy, and sexual-arousal touch are all examples of different types of touch. At a more personal level, touch is also important. Touch is more important and ambiguous at the friendship-warmth level than it is at the social-polite level. Touch interactions are important at this level because they maintain relationships and communicate closeness, liking, care, and concern.

c. Proxemics

The study of how space and distance affect communication is known as proxemics. Space, communication, and relationships are all intertwined, as evidenced by the ways in which space appears in common metaphors. For example, we say we are "close" to someone when we are happy with and attracted to them. We may refer to someone as "distant" when we lose contact with them. In general, people's communication and behavior are influenced by their surroundings. Breach of our personal space bubbles is common in smaller spaces with a higher density of people.²⁰

3. Functions of Nonverbal Communication

In reality, nonverbal communication accounts for the majority of what we want to say. According to Capper (2000), nonverbal communication serves the following functions:

²⁰ Hans, Anjali. Emmanuel. 2015 . *Kinesics, Haptics and Proxemics: Aspects of Non -Verbal Communication*.

- a. Regulatory function: Holding a conversation on track while speaking with people from various linguistic, sociocultural, and other backgrounds takes a lot of effort. Nonverbal cues play an important role in regulating conversational behavior.
- b. Interpersonal function: Nonverbal communication (also called as 'affect displays') is used to express attitudes and feelings in interpersonal relationships.
- c. Emblematic function: largely, gestures are used to express a certain message.
- d. Illustrative function: Nonverbal communication is utilized to convey information such as size, shape, and distance.
- e. Adaptive function: Used for reassurance and self-comfort; generally involves unconscious acts such as playing with hair, rubbing one's beard, fiddling with a pencil and so forth.²¹

4. Examples of Application of Non-Verbal Communication

According to Maisarah, there are several examples of non-verbal communication that we often see in the classroom environment:²²

- a. Standing with arms crossed across chest is an undesirable and ugly pose because it puts students on the defensive. Standing like that can signal a less friendly relationship.
- b. Like the teacher, students also use non-verbal cues or signals. It's crucial to pay attention to this because these signals or cues convey information.
- c. Good eye contact is also one of the things that can make a positive impression.

Eye contact shows trust and attraction for other people. Teachers making eye

²¹ Ali BIÇKI , 2008. *An Observation of Nonverbal Immediacy Behaviours of Native and Non-native Lecturers* .Çağ University Journal of Social Sciences), 5(1).

²² Maisarah. 2013. Aplikasi Komunikasi Non Verbal Di Dalam Kelas. (Jurnal UNUPDU, vol 2. No 2)

contact with their students will open a way of good communication because indirectly, eye contact means giving warmth and attention to the interlocutor. As a result, it is essential for the teacher to request that all pupils pay attention to you in order to establish a positive first impression.

- d. A smile can make the atmosphere warm and friendly. If the teacher smiles a lot at students, this can build intimacy and friendship.
- e. To calm a class that is not conducive, the teacher only needs to stand still in front of the class (without crossing his arms over his chest) and stare at the students or the clock, then a moment later, the atmosphere will be quiet. This action suggests that the teacher wants to continue the subject matter immediately.
- f. When teaching, we often find some students talking regardless of the lesson. When this happens, then we only need to stare at them for 5 seconds. This way is better than scolding them. In addition, putting your index finger in front of your mouth while making a sound (Shhh... ..) is also effective in making the atmosphere conducive again.
- g. To indicate the word "NO" we can do it by shaking the head. Or to stop students from doing something wrong, we can smile, and nod for a "yes" after they stop.
- h. Shrugs and hand gestures can signal the question "What did you do?"
- i. Going around the room when teaching (if possible) can foster closeness between the teacher and students. The teacher does not have to stand all the time in front of the class.
- j. If there are students who are not focused in the class, touching the soft hand on the shoulder is an effective way of reprimanding younger students.
- k. Frowning when you disagree is also a good way to do it.

1. When a student raises his hand wanting to ask questions while the teacher is still explaining, then the wave of the lower hand is non-verbal communication so that students know that the teacher wants them to lower their hands and ask questions later after they finish explaining

B. Previous Studies

There are some previous studies relating to this research, First, 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 that 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.²³

Second, 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

²³ Ibid 4

that the aim of English instruction is to help students develop cross-cultural communicative competence, which includes both verbal and nonverbal communication.²⁴

Third, the research conducted by Di Zhang "The Non-verbal Communication in English Classroom Teaching " he concluded that Human communication is mostly 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 them for granted, which is the primary reason for the study of Nonverbal communication being so limited.²⁵

Fourth, 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 the teaching of English as a second language, they do not use it in all classroom situations. Averagely students' exposure to nonverbal communication during the teaching of English Language 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 much benefits that it provides to both teachers and students.²⁶

²⁴ Ibid 5

²⁵ Ibid 6

²⁶ Ibid 7

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. ²⁷

²⁷ Ibid 8