

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

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**Abstract**

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. 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 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.

## **INTRODUCTION**

Sooriya (2017:3) stated that non-verbal language or non-verbal communication is the process of communication through sending and receiving wordless between people. Other hand, verbal language is the use of sounds and words to express feeling and idea. 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 on his theory that non-verbal language or non-verbal communication is communication without words. Verbal

language is communication uses word and non-verbal communication is wordless. 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.

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 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 maximum by non-verbal language. In the classroom teaching, non-verbal communication is more important than verbal one (Yang, 2017). As quoted, in the world of education, non-verbal language has a lot of influence to 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 effect on the students in the classroom intentionally or unintentionally. Here, the teacher must be aware 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).

Written above, 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 language 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). In the previous research, the research has been done by Papadopoulos (2019) as her research of her dissertation with title the role of non-verbal communication in effective teaching and learning. The most of teachers in her research have 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 don't aware of usage, so this is the problem with the teachers. Every teacher communicates using verbal language and most of them are not aware that the teacher uses more non-verbal language (Papadopoulos, 2019). 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 nonverbal use and students' perception of the use of non-verbal language itself

## **RESEARCH METHOD**

In terms of the procedures and patterns adopted, this study is included in the type of qualitative research. This study involved two EFL lecturers (T1 & T2) and two EFL students of second and sixth semester at University of Islam Malang (S1 & S2). The selected lecturers are lecturers who have been teaching English six years more. For the students selected are students who have GPA 3.5 to 4.0. The instruments are interview sheet for lecturers and interview sheet for students. The interview sheet is made by the researcher and it has been corrected by the experts. The first, research asks lecturer to read the questioner before doing interview to make instrument reliable in order to be valid. The second validity, the researcher asks the lecturers use Indonesia language while doing interview to make it easier and they are more proficient in answering questions in the questioner. More clear language used more data research get.

The second instrument is used to know the students' perception in teaching and learning proses. This interview sheet is made by researcher and it consisted of 9 questions. This interview will ask the students perceptions about lecturer's non-verbal language, how lecturers do and how students are aware the lecturer uses non-verbal language.

There are three steps in collecting the data. The first step, the researcher asks the participants and lecturer participants for interviews. The second step, the researcher conducts interviews with the lecturers scheduled, and the interviews were recorded. The media will be

used in the form of WhatsApp applications for interviews and phone as media for recording. After the interview with the lecturers, the researcher conducted students same doing to the learners to get the data. The research needs an hour for each interview. Getting the valid data and avoid untrustworthiness, the researcher employed some kind of effort in collecting data. Those are transcription text and Synchronizing the data.

In the section of analyzing data, the researcher describes how the data from interviews with lecturers and students can be obtained. Analysis can be defined as consisting of three current flows of activity, those are; data reduction, data display and drawing the conclusion (Matthew & Huberman, 1994). The researcher adopted three components according to Miles and Huberman for analyzing data. In data reduction, the researcher takes all information from raw data including, interview sheet for lecturer, and interview sheet for students. The irrelevant data is cut, important information selected by the researcher. In display data, 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. It focuses on investigating the pre-activities of teaching and learning proses and during teaching and learning proses in the classes.

## **FINDING AND DISCUSSION**

### **THE NONVERBAL LANGUAGE USED BY EFL TEACHERS**

For the first participants (T1) is cross culture understanding lecturer, He has been teaching English for about six years more since 2013. He uses English in teaching about 50% in the classroom and uses non-verbal language in the class.

*“I use nonverbal language in teaching. Using of non-verbal language is much needed exactly in learning English”. (T1)*

From this statement the lecturer uses non-verbal language as one of communication tool in teaching and learning process. Here known that the use of non-verbal language is important for the lecturer, especially in English teaching and learning activities.

*“Based on me the advantages of using nonverbal language in teaching yah... To emphasize meaning yes. non-verbal language that usually I do in my class, movements yah... Mostly hand movement, body gesture and eye contact”(T1)*

From the statement above, the lecturer stated non-verbal language helps him emphasizing the meaning. As Known from interview above that the lecturer uses hand movement, arm, leg, arm, and eye contact in teaching.

*“Fot influencing my student’s comprehension... This non-verbal helps their comprehension, of course, especially the subjects related to the CCU sample culture. For my difficulty... Expressing can be my problem yah” (T1)*

From the lecturer statement above, the non-verbal language gives effect of comprehension to the students, especially in subject that have connection with culture such as closes culture understanding. Here known expressing non-verbal language is difficult when adjusting the thoughts, we want with the right non-verbal language.

*“Non-verbal language that helps me to teach maximum... hmm ... Non-verbal language that is able to explain what we say can maximize learning ya. Such as sign in CCU (Cross Culture Understanding). Non-verbal can be learned from YouTube about non-verbal languages so learn by YouTube for me” (T1)*

From the interview above, the lecturer feels that Non-verbal language that helps maximum teaching is Non-verbal which is able to explain what we convey such as hand, leg and arm movements and also eye contact, and that use of non-verbal language is able to be learned by YouTube to master non-verbal language in teaching.

*“Visual body language, attitude, and facial expression in teaching, surely I use it all. I express words by intonation, pattern and voice speed too” (T1)*

From this statement known; the lecturer uses non-verbal language of visual body language, attitude, and facial expression in teaching. Beside that the lecturer uses word of intonation, pattern and voice speed in teaching.

*“Appearance is a part of communication, for example, in formal attire, dressed in a suit, according to the contact where I teach, such as CCU, then adjust the examples that I can give to my students. Collegial, open communication does not have to be formal, it does not have to be procedural... so that what is called. More flexible not informal. Those my attitude showed indirectly communicated with the students” (T1)*

From statement above, the lecturer said that cloth is one of how communicate with students, wearing based on what we teach and it give them examples. The lecturer here uses cloth as communication media in the class. Here shown also, the lecturer near with the students. It's showed how he makes communication with the students. So here explained, the lecturer uses attitude to take students attention or communication.

*“Using eye contact, hand movements, arm and leg, body tension, proxemics, and touch those are important yaa... I use all of them” (T2)*

Based on the observation given above to strengthen that the lecturer uses eye contact, hand movements, arm and leg, body tension, proxemics, touch in teaching and learning activity.

For the second participant (T2) is English for young learners & Writing lecturer, she has been teaching for about 13 years since 2008. She uses English in teaching for about 85% in English for young learners subject and 80% to 70% for writing and that is obligation for them as EFL students, so they should use English more. Non-verbal language always uses to give students practice, exactly in English for young learners subject. In writing, all body language is used because we can't just sit and relax but we need to move and work with students and whiteboard.

*“Using non-verbal language in teaching... Yes, for example, EYL, we practice using body language, but if the writing, the distance, yes, in write, explaining, can't, just sit, I can't, right, we need to stand up, work with the people, the students and also with the whiteboard, so we need to move around, I love it. Physical appearance I consent about my pussycat appearance. Hand movement, leg and arm just don't stand still. Non-verbal language is very important, sometimes we have to demonstrate something ... Tryto translate without word, it's also important in my opinion”(T2)*

From the lecturer statement above, the lecturer really uses non-verbal language in the class. Using of non-verbal language is important for her. especially in English for young learners subject because the teachers need to model and practice something that is hard sometime and give students how to teaching English for children, many student sometime hard to say something in English and surely. Not only in that subject. In writing it is very needed to control the class. They non-verbal language as help the way they communicate.

*“Advantage of non-verbal language that ya hmm... Translating without words, that's the other word. I usually use hand movement if I explain it like this (practicing hand movement). With eye contact, I must always emphasize using eye contacts until the corner is open, only beside only. It should be evenly distributed”(T2)*

From the statement above, the lecturer stated non-verbal language has advantage as communication magic tool. As she said translating without words. As Known from interview the most common non-verbal used by the lecturer are hand movement, leg, arm and also eye contacts. Here known that cloth or physical appearance is non-verballanguage used by lecturer unconsciously in previous interview.

*“influence of non-verbal yaa... There should be. I concentrated everyone. For difficulties using non-verbal language when they were sitting in line for example. If in a group it's even easier to communicate”(T2)*

From the lecturer statement above, the non-verbal language gives effect of comprehension to the students and she is that it has effect because she knows everything in the class, on the statement also the difficulty of using of non-verbal



language happens when students have inline sitting position. It means how the class created.

*“Hand movement okay is what I often use, yes, eye contacts, I also have the most agreement when talking about physical appearance, which we should all have a good example for physical appearance attitude too. I once took part in a workshop where he noticed that gestures could be made into examples. First when I was learning. Maybe admire someone who uses good eye contact, then when explaining while there is hand movement that is what might automatically get into us, so we can also use it” (T2)*

From the interview above, the lecturer feels that Non-verbal language that helps maximum teaching is Non-verbal which are hand movement, leg and arm, eye contact, cloth and attitude. The statement above also known, the lecturer learned non-verbal language in past time when she studied English with some lecturers that she liked, so memory of past can give us example or lesson.

*“If for example, EYL is a full facial expression, it explains to the students, yes, it's normal, such as person, maybe like when we ask questions. "Are you serious?" yes that's all. As needed. Expressing words by intonation, pattern and voice speed in teaching, depends on the teaching. It can be ya in EYL, it was like how to teach a child so automatically we will give an example. For example, telling a story means using an expression then there is intonation when there is a teaching simulation, right, I use it” (T2 Participant)”*

From this statement known; the lecturer uses non-verbal language of visual body language, attitude, and facial expression in teaching. Side that the lecturer uses word of intonation, pattern and voice speed in teaching.

*“Cloths as non-verbal language ... Not so consent. From the physical appearance then there is a meaning that is not. Maybe from more gestures. my attitude showed indirectly communicated with the students. More to the eye contacts before sharpen the eye contact, maybe. So keep full eye contact to the tithe” (T2 Participant)*

From her statement she doubted the non-verbal influence on clothes. As said in the first interview question that she only uses clothes as an example to students. Here the lecturer is not aware that he uses non-verbal language in class. In this

interview also informs that lecturer use eye contact to control and take student attention in teaching and learning process to make indirect communication.

*“explaining in writing, yes, full body, moving, that means moving around, so while writing write board on whiteboard. If you only listen to a presentation, you use the hand-review at most, except to demonstrate ya. For body tension, proxemics, touch in teaching... That's a little. while the percentage is little between the numbers that such feelings are only possible at the beginning of a meeting that we don't really know about the students. If the distance is normal, for example, if I have to stand on the ground, it is normal for a distance of 1 meter. The point is not to go too far. Make sure the voices that we use reach out to all classes. I palling don't like it if it doesn't sound that way. I am very happy to have students fill the front. So, come forward. I say, I don't want to deal with an*

*empty seat. Well, that's related to distance. If personal touch is possible, if for example there is a situation where we appoint someone to move forward, we must automatically close the distance, so there is a personal touch” (T2)*

Based on the interview given above; distance or proxemics influence the effective class created. Teacher's proxemics or distance is able to help students listening clearly and keep in more focus with the lecturer. That showed also the function of teacher's touch. Touch that explained above gives effect to the students to be readier and more confident. Up there stated that the lecturer uses eye contact, hand movements, arm and leg & body tension, proxemics, touch.

All in all, the teachers have same perception that non-verbal language is very important used in education, especially English as foreign language. The teachers use non-verbal language consciously and unconsciously. They study and master non-verbal language using only the usual things like learning from YouTube and how someone teaches them indirectly. Also, the teachers give one perception that non-verbal language gives students a positive effect in class while learning and understanding the lesson. From all kind of non-verbal language forms have been used by the teachers, some of them aware of it, some of them don't.

## STUDENTS' PERCEPTIONS OF TEACHERS' NONVERBAL LANGUAGE

The first participant (S1) is cross culture understanding student of T1. As he knows non-verbal language is something used for SLB (sekolah luar biasa) school only and he think that university doesn't need it. After the explanation is given, she knows that people used non-verbal language in many aspects, exactly in teaching and learning process.

*"About non-verbal language... Actually, just found out now. Yes, it might be like additional language when you directly meet and help you to make others understand more. My teacher often use non-verbal language when teaching in class to make sure we understand more. The problem is in the class there are many students, so T1 use it" (S1)*

Based on statement above, the students still have no understanding of non-verbal language. But she has imagination what is non-verbal about. Here showed too, the lecturer of cross culture understanding uses non-verbal language with the students in teaching and learning process to control class that have a lot of students.

*"T1's facial expression usually, that's it. Use hands like that. Batik is used in our culture. If we see the lecturer from his appearance, usually in class, when the lecturer says something we want to see the lecturer face. then how to deliver the material, how about if I don't see it, it's not comfortable. So, the movements of the lecturers must know. Yes, nonverval language has advantage of course, um ... when the lecturer explains using non-verbal it is more interesting and more reliable, right" (S1)*

Based on interview above, S1 said the lecturer of cross culture understanding uses facial expression, cloths and eye contact in teaching and learning process as the most non- verbal used. But she has imagination what is non-verbal about. Here showed too, the lecture of cross culture understanding uses facial expression, cloths and eye contact. In the second answer, the students feel that non-verbal language makes her interesting in learning and also more relax, those are the positive effect of non-verbal language given by the lecturer.

*" Eem, if the lecturer looks good, maybe we are more focused, usually when the lecturer is neat, then we look good, we don't feel disturbed. The visual body*

*language such as hand movement, arms and legs attitude and facial expressions give me an understanding and advantage surly” (S1)*

From this statement show that the use cloth gives positive effect to the students how they focus learning and how they feel comfortable in the classroom. Cloth effects and influences students’ comprehension in the class effectively the way take them focus and their attention. Here also known from the second answer that the use of visual body language, hand movement, leg and arm, attitude and facial expression give students advantages in their comprehension and also their teaching and learning process.

*“Yes it is certain. He uses tone, pattern and speed voice in the class and it influences me, what it's called, to give effect. because a teacher must explain to his students loudly. if it's slow it affects the student like sleepiness. So, the tone and pattern of speed are very influential for me. I prefer to be loud so that the*

*front and back sounds. For eye contact, Can also. Sometimes, we have to have eye contact with the teacher so we know the expression. For body tension, distance and touch of the lecturer give me influence. Usually like that affects too. if the student doesn't want to be forced to go forward it affects me” (S1)*

From statement above, it showed that the use of voice has big effect to the student’s comprehension in the class, stronger the voice of lecturer more understanding the students there. The use of tone, pattern and voice speed also control the class to effective. If the teacher cannot use voice as non-verbal language the students will feel bored and the class will not be effective. There will be a lot of students sleepy then. From the second answer shows that the eye contact of teachers is needed by the students. The teachers who always keep their eye contact with the students they will take the control of the class. Form the third answer of the students stated that touch has strong power to communicate to the students.

The second participant (S2) is writing students of T2. As he knows non-verbal language is something new for him but he just know about body language and gesture.

*“Non-verbal language yaa is Languages other than words. If this term just knew, but this sign language has long been known. My lecturer sure use non-verbal language.. Yes, it's still tended to huhu sometimes the voice is high sometimes the body movements and facial expressions are like that” (S2)*

Based on statement above, the students still have no understanding of non-verbal language. But he has known others non-verbal language kinds. Here showed too, the lecturer of writing uses non-verbal language with the students in teaching and learning process to take students attention and controlling the class by voice, body movement and facial expression.

*“My lecturer’ nonverbal language... hmm... usually the most frequent hand movements and facial expressions yaa expression. If he walks around, the hand depends on his explanation, bro. Honestly, for me, it seems like an understanding, but at least we don't get bored listening to the problem, right? the streets go back and forth so our focus is maintained rather than just talking without movement” (S2)*

Based on interview above, from this statement the writing lecturer commonly use voice, body gesture, facial expression, hand movement leg and arm in teaching. The writing

lecturer here uses her non-verbal language depend the subject she taught. From the second answer known, the student feels the use of non-verbal language by the lecturer give no impact toward his comprehension lesson but the non-verbal language gives him effect of learning where he more fun and enjoy the teaching and learning process.

*“For effect of cloth or how she looked, understood. because, she also tells us that if the clothes of the teacher must be neat, even though we are still in college, we are free, at least we are prospective teachers. T2 also gives examples of neat clothes. For lecturer's visual body language giving me understanding yeah.. Doesn't seem like understanding but the focus is maintained” (S2)*

From this statement show that cloth gives the student example how to look like. This effect is not awarded. Here also known from the second answer that the use of visual body language, hand movement, leg and arm, attitude and facial

expression give no advantages to students in teaching and learning process, it has effect of take student's focus.

*"For tone, pattern and speed of voice. Yes it gives me effects. If you explain quickly I listen more. if it's slow sometimes we don't listen too. Her high tone also hints indirectly to us that what the T2 explains is important. Usually he or she talks fast when reviewing the material at the end but at the beginning slowly so that students understand. The eye contact of the lecturer gives me understanding. that's clear. sometimes she glances sharply. it's different if you see students who don't listen. Started, do not to be like that ya...It same to the students who explain or answer something. For body tension, distance and touch of the lecturer. When it was writing I. She is trembling, at that time he explained broken. distance is rather far. never come forward, usually come forward. at that time, he just stayed on his desk. But something that make students afraid near of her. Sometime she asks student to come forward by touch them, it means holding student cloth and ask them to move or something else" (S2)*

From statement, showed that the use of voice effect influence to the student's comprehension and give them good atmosphere communicating with the students. More students, teacher has more strong and unique voice created. The second answer also showed that non-verbal language gives effects by eye contact. Especially controlling student's activity. The lecturer of writing here uses eyes contact as indirect communication with the student. The third answer here showed the use of non-verbal body tension, distance and touch

influence classroom teaching and learning process. Here, the lecturer also uses touch as media to ask students more act in doing something.

All in all, the students still don't understand what is non-verbal language is. After see all the interview question and answer. The effect of non-verbal language more toward the teaching and learning activity. For the students' comprehension, it is still the question. For the effect, non-verbal language gives positive impact toward the student and also the teacher. Students understand more about what the teacher wants in class. With this non-verbal language also gives students an understanding of something that is difficult to understand such as the effect of the hand in demonstrating. Besides that, non-verbal language provides a good atmosphere in classrooms where classes are more effective and enjoyable.

The finding shows all lecturers agree that non-verbal language help them to convey the message that they give while teaching and learning process, this related to the theory of (O'neil & Adam, 2009) in chapter II. The teachers said that Non-verbal language is important used by EFL teachers, thus learning English as foreign needs use non-verbal language when the learners don't know the vocabulary that should they say, automatically, they use non-verbal language unconsciously. It said by White & Gerdner (2011) that non-verbal language has important role in teaching and it creates teaching and learning in the class better and effective. The advantages of using non-verbal language to emphasize the meaning and also demonstrate something that difficult to practice or convey.

In using non-verbal language both teachers have difficulty. The first teacher feels difficult in expressing non-verbal language that can explain what he will explain. The second lecturer has difficulty of non-verbal language when students have inline sitting position. Non-verbal language is able to be learned by YouTube and the past time when we studied in previous school. According to them using non-verbal which is often used more to the types

commonly known as body movements (hand, arm, leg movement and eye contact) use of sound, use of distance and clothing.

The use of non-verbal language has a big impact on students' understanding in class. Teaching him using non-verbal and verbal language can create effective and fun classes. As said by Tai (2014) that non-verbal language is tool and magic to make an interesting and wonderful class.

On students interview shows they give positive perception with the use of non-verbal language by their teacher in the class, they pointed out that non-verbal language has effect in teaching and influence their comprehension when they are taught. This finding related to the theory in chapter two from (Tursinawati, 2015). The most known appeared effects to the students are the class that conducted more effective with non-verbal language such as voice, distance, cloth, eye

contact, touch, hand movement, arm and leg and the atmosphere of the classroom becomes effective and interesting. Based on the interview of the students the non-verbal language that rarely aware by both teacher and also the student are body tension and attitude. Here does not mean they do not use it, but they are not aware when using this non-verbal language. The use of non-verbal language make interesting class this also stated by Yang (2017) in second chapter. Related to the theory Taleb & Larbi (2018) summarize all non-verbal above help student control and explain the material during teaching and learning process. From previous research Papadopoulos (2019). States about the lack of teacher training in the use of non-verbal language. It showed in this finding that teachers have no training about the use of non-verbal language, they just learn from the past and YouTube but the teachers here know that non-verbal language is important and give big effect. From the study of Hidayat (2015) state non-verbal language has negative and positive effect toward the teacher. It is different with the finding above that non-verbal language gives big positive effect to the learners. Taleb & Larbi (2018) stated to control student during class and

explaining, non-verbal language makes easier to do. For the findings of this study match the existing findings that with non-verbal language make it easier for teachers to manage class and students in class. This study has different finding that showed to the result of the students. Here students still don't know and don't aware that the of non-verbal language has big effect. For the finding of Papadouple, the finding has same result that teachers has no training and the effect of non-verbal language has big role in teaching.

## CONCLUSION

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. But about non-verbal language so many students have perceptions that nonverbal language helps them in their comprehension, interests and effectiveness in teaching and leaning. 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.

### **SUGGESTION**

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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