

THE EFFECT OF TEACHERS' VERBAL AND NON-VERBAL COMMUNICATION ON STUDENTS' MOTIVATION IN LEARNING ENGLISH AT SMAK FRATER DON BOSCO TARAKAN

Jonathan N. J. Mikhael¹, Syarif Rafiqa², Indah Siaahan³

¹Borneo Tarakan University

jonj@gmail.com

²Borneo Tarakan University

rafiqa@borneo.ac.id

³SMAK Frater Don Bosco Tarakan

indahsiahaan@gmail.com

ABSTRACT

The purpose of this study is to describe how teachers adapt both verbal and nonverbal communication, as well as the effects of these two types of communication on students' motivation to learn English. This study analyzed the instructors' verbal and nonverbal communication in the English classroom using the framework of teachers' talk developed by Sinclair and Brazil (1985) and Wang and Loewen (2015). Transcripts of lessons and video recordings of teachers' behavior were used to collect data. Procedures for data analysis involve organizing and prepping the data, coding, summarizing, and interpreting the data using the teachers' utterances and behaviors as the unit of analysis. Initial analysis results were looked at using data source triangulation and focused group discussion to validate the findings. The research revealed that questioning was the most common form of verbal communication among teachers, while hand gestures and facial expressions were the most common forms of non-verbal communication. Questions are the most inspirational instructors' verbal communication, and facial expressions are the most inspirational teachers' non-verbal communication.

Keywords: *Increasing student ability in speaking and improving student learning process motivate student in learning English facial expression hand gestures on nonverbal communication*

INTRODUCTION

For many students in SMAK Frater Don Bosco, lack of motivation is their biggest issue. Its causes were several. For instance, the student's motivation may be affected by their limited English vocabulary, the difficulty of English phrases, or the professors' method of content explanation. With regard to the Curriculum 2013, the teacher is the facilitator whose primary duty is to help students learn English. Teachers ought to devise strategies to encourage student participation in class. They require a lot of motivation to continue the learning process in order to become more engaged.

Research has shown that teachers' promptness affects students' classroom motivation. Aneela Sheikh and Nasir Mahmood (2014) found a favorable relationship between four communication characteristics (challenging, non-verbal support, understanding and friendliness, encouragement and praise) of teacher communication and student motivation.

It seems that certain facets of a student's motivation may be tied to the verbal and nonverbal cues given by a teacher or course instructor. Teachers, in particular, as educators, must be conscious of, convey, and exhibit qualities of immediacy to teacher candidates. According to Velez and Cano (2008), teachers can start modeling behaviors for students that will aid in the development of closeness-inducing verbal and nonverbal immediacy by praising students'

efforts, using humor in the classroom, encouraging students to talk, and being open and willing to interact with students outside of class.

Quality, quantity, and the manner in which teachers used nonverbal communication while instructing all had a significant association. Nonverbal communication will help students understand teachers' verbal communication, particularly in English classes where pupils have little vocabulary. Additionally, according to Bambaero and Shokrpour (2017), the more verbal and nonverbal communication teachers employ, the more effective their instruction and students' academic advancement.

Through this study, it is intended that English teachers will be better able to motivate students in their classes by efficiently utilizing verbal and nonverbal communication. In controlling the classroom, particularly in English classrooms, instructors' communication tends to reflect their pedagogical and communicative ability (Swanson, 2015; Ubaedilah & Hartono, 2016; Aimah et al., 2017; and Hartono et al., 2017). In addition, the quality of the teaching and learning process is determined by student engagement and instructor conversation (Setiawati, 2012; Pujiastuti, 2013; Tay, 2014; Fitriati, 2016).

Instead of verbal answers and verbal civility in some of the students' utterances, it also influences their motivation in the case of their communication (Fitriati et al., 2017; Mujiyanto, 2017). However, the authors acknowledged that teachers' speaking can impact students' enthusiasm for learning English based on our literature study on teachers' communication in the classroom. There haven't been any studies on how teachers' verbal and nonverbal communication affects students' motivation to study English. It must therefore be pursued further.

Teachers talk because they communicate verbally. The three phases of most interactions are described below. They are a moving first, a moving second, and a moving third. Every process of knowledge transfer, especially in language schools, uses phases as the fundamental framework for interchange. In the classroom, teachers' nonverbal behaviours fall into five types. These include head movements, affect displays, emblems, and hand gestures. Nonverbal cues include hand gestures, body language, proximity and intimacy, proximity and lack of proximity, and facial expressions. According to Chaudhry and Arif (2012), nonverbal communication is the verbal exchange that takes place between two people whenever they are face to face. It reveals to us how they feel about us and well are our words being received.

This study not only focuses on verbal and nonverbal communication, but also on students' motivation to learn English. Motivation is one of the key individual differences that has been shown to have a considerable impact on the success of language learning, according to Dorneyi (2001). In general, motivating pupils to learn is the major objective of communication in the teaching and learning process, whether it be verbal or nonverbal. Teacher communication has several effects in order to attain it up. Students will be very motivated to learn if effective communication is used, and academic success will be good. In order to ascertain the students' desire for studying English, researchers consult the methods of communication employed by English teachers in the classroom. The authors believe that settling on an acceptable communication will encourage students to work harder, which will lead to better learning outcomes.

METHOD

In order to assess how teachers' nonverbal and verbal behaviors are used in English classrooms and how they affect students' motivation in those classes, this study set out to explain how teachers employ both verbal and nonverbal cues. The researchers focused on a qualitative case study to achieve the goals of the study. According to Creswell (2012), we identify the participant and setting based on purposeful sampling in a qualitative case study. It can assist us in comprehending our primary phenomenon, gaining access to these people and places by securing permission, deciding what kinds of information will best address the research question, designing the instruments for gathering and recording the information and managing the data collection with any necessary extra care.

Three English teachers and three classes of eighth-graders participated in this study, which was conducted in a junior high school in Semarang. Following the screening of several videos, the information was gathered from the observation, teacher, and student responses from the focus group interview. This study analyzed the instructors' verbal and nonverbal communication in English classrooms using the framework of teachers' talk developed by Sinclair and Brazil (1985) and Wang and Loewen (2015). These two frameworks were used to assess the transcribed data as well as the teachers' actions captured on video.

Data were analyzed using a variety of techniques, including arranging and prepping the data, coding, describing, and interpreting, utilizing the teachers' utterances and behaviors as the unit of analysis. Several steps were taken, including arranging, preparing, coding, and analyzing, to analyze the data. Triangulation was a tool that the researchers utilized to assess the study's validity without introducing bias (Cohen et al., 2007, p. 142). Symonds and Gorard (2008) assert that triangulation is thought to improve validity when several findings either confirm or confuse one another, hence lowering the likelihood of unwarranted generalizations. The authors of this study employed methodological triangulation. The data were gathered using a variety of techniques by the author. The information was gathered using the same technique in Using the same interview list and questionnaire twice, once in the first semester via one-on-one interview and once in the second semester by focusing group discussion.

FINDINGS

Following the statement of research aims is this section. The results of the data analysis to address the research questions are discussed in this part. The use of verbal and nonverbal communication by teachers, as well as the effect of this communication on students' willingness to learn English, are the main topics of data analysis.

The Use of Teachers' Verbal Communication in Learning English

Following the statement of research aims is this section. The results of the data analysis to address the research questions are discussed in this part. The use of verbal and nonverbal communication by teachers, as well as the effect of this communication on students' willingness to learn English, are the main areas of interest in the data analysis.

Utilizing Teachers' Verbal Communication to Help Students Learn English. According to Sinclair's framework for teachers' conversations, there is some verbal interaction between teachers and students in English classrooms. These are asking, inviting, directing, informing, encouraging, prompting, criticizing, ignoring, acknowledging, and commenting.

Extract 1 shows an example of a question Mrs. Dwi used during the teaching and learning process.

Extract 1

What did you learn at the previous meeting? Have you studied the word "will"?

The first excerpt demonstrates how the instructor asks some questions to recap and summarize the prior lecture. Additionally, a teacher must use some questioning to assess pupils' understanding before beginning the teaching and learning process.

The example of an invitation that Mrs. Dwi used during the teaching and learning process is shown in Extract 2.

Please lead the class in prayer

The teacher must invite the class captain to lead his or her peers in prayer in order to begin the teaching and learning process. Mrs. Dwi uses the following example of directives during the teaching and learning process as illustrated in Extract 3.

We must review or recall your memory of the prior meeting before we begin our material, okay?

The teacher must remind the pupils to memorize the lesson from the previous class before moving on to the new topics. So the teacher used those words.

Extract 4 shows an example of information Mrs. Dwi used during the teaching and learning process.

Read this immediately and you'll understand

Pronunciation is one of the supplementary English skills. Consequently, it is crucial that teachers provide that ability. The teacher is attempting to correct the students' pronunciation by utilizing that utterance.

Extract 5 is an example of a prompt that Mrs. Dwi utilized during the teaching and learning process.

Takeaway 5

Depending on the topic, which topic? and ought not

In Extract 5, the teacher provides a clue to the students' response and instructs them to determine if their response is correct or incorrect on their own.

In Extract 6, Mrs. Dwi's use of encouragement during the teaching and learning process is demonstrated.

Takeaway 6

Well, let's try.

Extract 6 is related to the motivating. To encourage the students to attempt to construct a statement that is linked to the course subject.

Mrs. Dwi's use of criticism in the classroom as an example and learning process. Some teachers use hand gestures like opening and closing books to prompt students to do so right away, pointing at students to encourage participation, pointing at pictures to draw attention to specific

images related to the lesson, pointing at answers to draw attention to the topic being discussed, putting a finger to their lips to request that they remain silent, and crossing their hands to indicate that something has been completed. Pay close attention when the pupils speak to the teacher, and click your finger to acknowledge the response. Teachers may shake their heads to indicate that a student's response is incorrect or nod their heads to indicate that a student's response is good or correct. They may also turn their heads to regulate a circumstance.

The Use of Teachers' Non-Verbal Communication in Learning English.

After studying the English teaching and learning process in English classrooms, teachers are aware of the usage of non-verbal communication in English lessons.

After showing the students the video of teaching and learning that they had observed with their English teachers, the participant conducted an interview with the students to determine the impact of the teachers' nonverbal communication in English lessons.

According to the interview, some of the teachers' hand gestures include pointing at the student, pointing at the whiteboard, clapping their hands, pointing at the answer, pointing at the picture, lifting their shoulders, opening and closing books, touching their students' shoulders, shaking hands, and looking at their watches.

DISCUSSION

Following the statement of research aims is this section. The results of the data analysis to address the research questions are discussed in this part. The use of verbal and nonverbal communication by teachers, as well as the effect of this communication on students' willingness to learn English, are the main topics of data analysis.

CONCLUSION

The following conclusions can be taken from the analysis and discussion of the current study: The most common linguistic strategy employed by teachers to facilitate learning is questioning. It is employed to draw students' focus during the learning process. Giving directions is the second most common verbal communication tactic employed by teachers in the classroom. The teachers' instructions are used to provide feedback and aid the pupils in better understanding the learning process. Hand gestures, head motions, affect expression, and emblems are some examples of non-verbal communication that teachers employ to amplify their spoken communication. The finger has been clicked on the hand gesture illustration.

The final are symbols that the teacher uses to interact with the students by pointing a finger at them. The verbal communication of teachers that inspires kids the most is inquiry. because when they attempt to respond to the teachers' queries, the pupils will pay closer attention. If the teacher doesn't ask any questions, it will be different since the pupils will become passive because they won't have any motivation to work through any challenges.

Facial expression is the nonverbal communication of teachers that is most influenced by the students. The teachers' smiles in particular give the students the motivation they need to study more and encourage them to enjoy the process of learning in order to gain a deeper comprehension of it.

REFERENCES

Bahriddinova, Y. B. (n.d.). *Teaching English Phraseological Units in Improving Speaking Skills*.

Dewi, R. S., Kultsum, U., & Armadi, A. (2016). Using Communicative Games in Improving Students' Speaking Skills. *English Language Teaching*, 10(1), 63.

Hartono, R., & Unnes Bendan Ngisor, K. (2016). *English Education Journal Physical and Psycho-Social Environments Strategies In managing English Classes for Young Learners Article Info*

Karpovich, I., Sheredekina, O., Krepkaia, T., & Voronova, L. (2021). The use of monologue speaking tasks to improve first-year students' English-speaking skills. *Education Sciences*, 11(6).

M. Al-Tamimi, N. O., & Attamimi, R. A. (2014). Effectiveness of Cooperative Learning in Enhancing Speaking Skills and Attitudes towards Learning English. *International Journal of Linguistics*, 6(4), 27.

Megawati, W., & Hartono, R. (2020). The Impact of Teachers' Verbal and Non-Verbal Communication on Students' Motivation in Learning English. *English Education Journal*, 10(4), 436–448.

Mohamed Salama Eissa, H. (2019). Pedagogic Effectiveness of Digital Storytelling in Improving Speaking Skills of Saudi EFL learners. *Arab World English Journal*, 10(1), 127–138.

Nair, V., & Yunus, M. M. (2021). A systematic review of digital storytelling in improving speaking skills. In *Sustainability (Switzerland)* (Vol. 13, Issue 17). MDPI.

Rafiq, S., E. Boeriswati, And H. Usman. (2021). E-Learning in Elementary Schools: Educational System Change During Covid-19 Pandemic. *Образование И Наука*, 23(7), 170-186.