

NONVERBAL COMMUNICATION PERFORMED BY FOREIGN ENGLISH TEACHER

Jihan Ananda

Department of English Education, Faculty of Teacher Training and Education, Universitas Kuningan, Indonesia
Email: jihanananda91197@gmail.com

Dadang Solihat

Department of English Education, Faculty of Teacher Training and Education, Universitas Kuningan, Indonesia
Email: dadangsolihat@uniku.ac.id

Yayan Suryana

Department of English Education, Faculty of Teacher Training and Education, Universitas Kuningan, Indonesia
Email: yayansuryana@uniku.ac.id

APA Citation: Ananda, J., Solihat, D., & Suryana, Y. (2020). Nonverbal communication performed by foreign English teacher. *Indonesian EFL Journal*, 6(2), 175-188. doi: 10.25134/ieflj.v6i2.3424.

Received: 02-04-2019

Accepted: 01-06-2019

Published: 01-07-2020

Abstract: This paper specifically aims at knowing the types of nonverbal communications performed by the foreign English teacher based on Schmitz's (2012) theory and finding out the students' responses toward the foreign English teacher's nonverbal communication. Qualitative research design was applied in this research. The participants of this research were the foreign English teacher and the students of class VII A MTsN 2 Kuningan. The data were collected through observation, interview, and questionnaire. The data were analyzed both qualitative and quantitative. The results of the research revealed that the foreign English teacher performed 3 types of nonverbal communication: 1) kinesics (includes gesture: emblems and illustrators, head movements and posture, eye contact, and facial expression); 2) vocalics; and 3) proxemics. However, the foreign English teacher did not perform adaptors and haptics in the classroom. He confessed that he did not really do certain gestures while feeling nervous, and for the American teacher, haptics (communication by touch) is a sensitive thing, and a difficult area. Regarding the students' responses, they felt motivated learning English with the foreign English teacher because it made them happy, excited, proud, enthusiastic, and have willingness to learn more. It was showed that 89,6% of the students responded positively toward nonverbal communication performed by the foreign English teacher in teaching learning process, and being responded negatively by 10,4%. Furthermore, it emphasizes that teachers should be aware in applying nonverbal communication to create educative interesting atmosphere for the students and make the teaching learning process effective as well as motivating them.

Keywords: *nonverbal communication; foreign teacher; student's response.*

INTRODUCTION

"Globalization is a fact, because of technology, because of an integrated global supply chain, because of changes in transportation. And we are not going to be able to build a wall around that," a quote from Barack Obama, the 44th president of United States of America. It is clear that globalization is unavoidable in the human life. Globalization has an effect on the elements of the world, such as economic, political, cultural, environmental, and many more. People connect to each other easily no matter what side of the world they live in. Globalization impacts the way of communication.

Language plays important role in transmitting and receiving the message in communication (Lamichhane, 2016). This means communication deals with the message exchange between sender

and receiver using language as the method of human communication, instead of spoken or written. Communication has very important roles in life. Without the existence of communication, this world would be a silent ball which is full of nothing. Communication cannot be separated with human life (Panjaitan, Suryani, & Chairunisak, 2017). Wherever humans exist, there is always communication intertwined because communication is the human's need to share and fulfill their information, emotion, knowledge, idea, and everything. Especially in this globalization era, communication skill is needed to improve productivity, including in the field of education.

One of productivities conducted by nations in this globalization era is international volunteer program in education field. Generally, it aims at

educating young generation to have better knowledge, including culture across nations. That kind of productive program is usually held in developing countries. Peace corps is one of the volunteer programs run by the United States of America. Taken from its website, peacecorps.gov, their work at the front line has changed the world to be a better place in the field of education. Surely, that shared triumphs are achieved by nations in the world. In addition, the program formed 58 years ago is taking advantage of the global connection by connecting educators and the volunteers of Peace Corps to the next generation all over the world (PeaceCorps, n.d.). Clearly, they send the volunteers to other countries that still need the improvement of their education quality.

When the volunteers come to other countries that have different languages and cultures with them, undoubtedly they have to communicate with the local inhabitant. As a teacher, the teacher volunteer should give the appropriate materials to the students by communicating with them. Unfortunately, many people have trouble in the area of communication. Some just do not possess the professional needed of communication in this globalization era (Prabavathi & Nagasubramani, 2018). Communication can be presented with verbal and nonverbal. Nur (2014), says that verbal communication is delivered by meaningful words symbols. The message is exchanged and it creates the idea of oral or verbal communication. Added by Schmitz (2012), the oral or verbal communication is relied by one channel only. The channel that he meant is through sound on the air and then picked up by humans' ears. Different with the oral communication or verbal communication, nonverbal communication can be taken by the humans' five senses. The 'teacher volunteers' also use nonverbal communication to make sure the interlocutors understand what they are talking about. Nonverbal communication following Schmitz's logic (2012) is a process of producing meaning using behaviour, not words. Both verbal and nonverbal communications are absolutely used in the teaching learning process as the way to interact to one another. Nonverbal communication seems more interesting to be studied because experts of communication science have estimated 70% of the communication is nonverbally involved (Raymond, 2016).

We cannot deny that every culture has its own characteristics. People in all cultures unavoidably

use nonverbal communication which can be inferred differently. Devito (2002) gives us some examples, the first is in the United States, they say "hello" by waving whole hand moving side to side, but in the most part of Europe that kind of gesture means "no," and in Greece signal is considered as an insult. The second example, the V for victory is a very common normal gesture in the world. But the V gesture in the United Kingdom, with the palm facing the face means insulting as the raised middle finger is in the United States of America. Another nonverbal communication in the United States and much of Asia is hugs. Hugs are common among acquaintances, but among Latins and southern Europeans, hugging has deeper meaning. It is a common greeting gesture, and if someone refuses to hug, he or she may be considered as unfriendly. In addition, American people tend to use index finger to point when giving nonverbal direction, regardless to young and old people (Hidayatullah, 2019). Different with the Indonesian culture, for instance Sundanese culture which tends to use thumb to point when giving nonverbal direction especially to older people to show politeness and respect.

Basically, nonverbal communication helps the communication run smoothly and effectively. Imagine if we apply certain nonverbal communication to the classroom. It is believed that the learning process potentially will be more effectively. This is supported by Huang (2011) that more understandings is appeared if nonverbal communication is able in getting along with the language. Teacher should be aware with the use of nonverbal communication in the classroom. If the teacher's nonverbal communication is clear and easy to understand, it will be helpful for the students to get the meaning and memorize it. Besides, in creating effective learning atmosphere in the classroom, what teachers have to do is maintaining effective communication. Not only maintaining, the communication intertwined in the classroom has to be developed (Sutiyatno, 2018).

Imagine a foreign English teacher volunteer teaches Indonesian students. The classroom consists of two different cultures from different countries. Would the teacher be aware of the nonverbal communication? What kind of the nonverbal communication that probably conducted by the teacher? Would the students get the meaning of what the teacher says? How would they response the teacher's nonverbal communication? Would the students become

motivated in learning English with the foreign English teacher? Because Amin, Sumitro and Lukiani (2017) claim that motivation has an important role in giving encouragement to do something. Motivation is such a crucial and effective factor that should be possessed by the students in learning language (Mahadi & Jafari, 2012). Haliq and Masta (2016) already conducted a research to find out the influence of nonverbal communication toward students' motivation to learn. From test that they conducted, it was proved that nonverbal communication performed by teacher has significant influence toward students' interest in learning. Kirby (2020) mentions factors that determine someone's motivation such as pride, recognition, monetary rewards, pressure from any parties, and fear. Therefore, the results of nowadays research proved that there was a correlation between the teacher's nonverbal communication skills and students' motivation (Bambaerero & Shokrpour, 2017).

In addition, Sercu (2006) states that the main focus of foreign teachers from countries around the world is how to acquire communicative competence. It is very useful in the foreign language learning as well as teaching culture. Therefore, the students' familiarity and knowledge of new culture are increased as well as their motivation, passion, and excitement to learn the foreign language.

METHOD

This research was a descriptive qualitative utilizing Schmitz's (2012) theory. Sugiyono (2016) concludes that qualitative method is a natural setting as the direct source of data and researcher is the key instrument. The foreign English teacher from United States of America and students class VII A of MTs Negeri 2 Kuningan were the research subjects. The first research question regarding the nonverbal communications performed by foreign English teacher was revealed using observation and interview, meanwhile the second research question regarding students' responses toward

nonverbal communication performed by foreign English teacher was revealed using interview and questionnaire.

Creswell (2012) mentioned that in a qualitative research, field notes is useful in recording data of observation which is the form of words. Fraenkel and Wallen (2012) suggest to utilize interview to make sure the accuracy by verifying or refuting the data taken from the observation. The one-on-one interview type in conducting the interview was used. Creswell (2012) states that in collecting the data, one-on-one interview is effective enough to get deeper information from one participant at a time. 16 out of 31 students who were interviewed voluntarily (Heradiansyah, 2013). Meanwhile, questionnaire is the types of written interview that is conducted to get information from the interviewer. It can be carried out face to face, by telephone, computer, or post (McLeod, 2018). To answer the research questions, the researcher analyzed the data qualitatively supported by the quantitative data. The qualitative data collected from observation and interview. Meanwhile, the data from questionnaire were analyzed quantitatively. In analyzing the data, the researcher conducted these steps: reduction, data display, and conclusion (Miles & Huberman, 1984).

RESULTS AND DISCUSSION

Nonverbal communication performed by foreign English teacher

After conducting class observation and interview, the researcher found the results which help and support evidence to answer the first research question. The VII A class was chosen for the classroom observation to observe the teaching process regarding nonverbal communication performed by foreign English teacher. The result indicated that the foreign English teacher commonly performed different nonverbal communications.

The observation result is showed by the table 4.1 related to the nonverbal communication conducted by foreign English teacher.

Table 1. *The observation field notes result*

| Observation Field Notes | | | | | |
|--------------------------------|------------------------|--------------------|-----|----|------|
| Setting | : MTsN 2 Kuningan | | | | |
| Observer | : Jihan Ananda | | | | |
| Name of Participant | : Mr. Miguel (Teacher) | | | | |
| No. | Indicator | Subindicators | Yes | No | Note |
| 1 | Kinesics | a. Gestures | | | |
| | | Adaptors | | √ | - |

| | | | |
|---|-------------------------------------|---|---|
| | Emblems | √ | Shushing |
| | Illustrators | √ | Two, listen, I, everyone. |
| | b. Head movement and posture | | Head nodding |
| | Standing | √ | - |
| | Sitting | | √ - |
| | Squatting | | √ - |
| | Lying down | | √ - |
| | c. Eye contact | √ | Quite often |
| | d. Facial Expression | | |
| | Happiness | √ | Smile |
| | Sadness | | √ - |
| | Fear | | √ - |
| | Anger | | √ - |
| | Disgust | | √ - |
| 2 | Haptics | | |
| | Touch Handshake | | √ - |
| | Pat on the arm | | √ - |
| | Pat on the shoulder | | √ - |
| 3 | Vocalics | | |
| | a. Pitch | √ | Asking |
| | b. Volume | √ | Speaking louder in front of the class |
| | c. Rate | √ | Speaking slowly with clear articulation |
| | d. Verbal fillers | √ | Fluent |
| 4 | Proxemics | | |
| | Proxemics distances | √ | Comes closer to the student he intends to talk with |

Based on the result from classroom observation, the table 1 the observation field notes result indicates that the foreign English teacher performed these nonverbal communications; 1) kinesics (includes gesture: emblems and illustrators, head movement and posture: standing, eye contact, and facial expression: happiness); 2) vocalics; and 3) proxemics. It is also concluded that the foreign English teacher did not perform haptics or communication by touch.

Kinesics

Kinesics outlines the use of gestures (adaptors, emblems, and illustrators); head movements and

posture; eye contact; and facial expression. However, the researcher only found out emblems and illustrators in gestures; head movements and posture; eye contact; and happiness in facial expression.

There are three main types of gestures: adaptors, emblems, and illustrator. Emblems and illustrator are the gestures that the foreign English teacher performed in the classroom. Emblems are the gestures that have a specific agreed-on meaning. Emblems have nothing to do with the sign language. Here are the emblems that the foreign English teacher performed.



Figure 1. Emblem with “ssh” sign

His index finger on his lips does not indicate any sexual desire. The gesture means he asks his students to be quiet. When the class situation is hectic, this gesture is perfect to be used. It is a “shushing gesture” that is quite common in Indonesia.

Illustrators are type of gesture used to illustrate the verbal message. Unlike emblems, illustrators do not typically have meaning on their own. Besides, illustrators are used more subconsciously than emblems.



Figure 2. Illustrating “two”

Holding up the index and middle fingers in a “V” shape like the picture above does not mean “peace” in the United States or “up yours” in Britain. It basically illustrates “two.” He always combines the gesture with his voice of saying

“two” as a result his students understand the pronunciation of “two” in English and the difference between “two” and “to” is clearly spoken.



Figure 3. Illustrating “listen”

Pointing index finger to ear means “listen.” In this case, the foreign English teacher gives instruction to the students to listen to him

carefully. He does this quite often in the classroom when his students mishear his instructions.

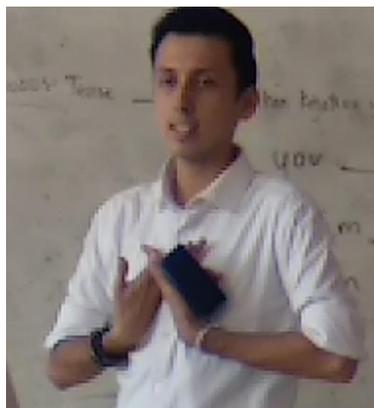


Figure 4. *Illustrating "I"*

His hands on his chest illustrates "I" as he says "I" not "eye." This gesture is very useful to differentiate the homophones. This "I" illustration gesture can be categorized as a natural gesture flow.



Figure 5. *Illustrating "everyone"*

To describe "everyone" in the classroom, the foreign teacher draws a circle in air with both hands. As saying "everyone" and doing eye contact to every student, this gesture is understood by the most of students. The gesture dominantly performed by teacher of English as a Foreign Language Illustrators, it is a gesture of hand and body which naturally flowing with the speech (Rahmat, 2018).



Figure 6. *Head nodding*

Head nodding as a form of nonverbal communication is categorized as kinesics. In the picture, head nodding performed by the foreign English teacher is an agreement or saying "yes" to the student's answer. From his head nodding, the clarity of the answer is showed vividly.



Figure 7. *Posture*

Standing is one of four general human postures. By standing, the communication occurs perfectly between the foreign English teacher and

his students. He stands with the hands folded holding marker. With that position, the teacher looks professional and ready for action.



Figure 8. *Eye contact*

Conveying information to the students, the foreign English teacher looks focus during communication. Interpersonal connections with the students were indicated by his eye contact. In the picture, the foreign English teacher makes eye contact to the students while giving material to make sure all students give their attention to

him. Not only to all students, the foreign English teacher also makes eye contact to every student he talks to. Using a picture as media, he stands in front of the student and does eye contact to get student's response. The foreign English does eye contact all the time in the classroom.



Figure 9. *Facial expression*

Smile on the foreign teacher's face is part of facial expressions. His smile is an expression of

happiness and friendliness to the students. Smile is also shown by the foreign teacher when he sees

the student's funny behavior in front of the class. His smile warms up the classroom atmosphere.

Vocalics

Vocalics is the study of paralanguage. There are four vocalics that the foreign English teacher performed in the classroom: pitch, volume, rate, and verbal fillers. The first vocalics performed is pitch. Every question asked by the foreign English teacher is with a higher pitched ending. For example, "what is in the picture?" "Janitor, Bahasa Indonesia?" The pitch he performs is recognized by the students. As a result, the question is answered by the students and the communication runs well.

The next vocalics performed by the foreign English teacher is volume. This American teacher knows when to speak louder. For example, When he delivers material in front of the class, he speaks louder to make sure the students listen to him. He adjusts his volume based on the setting and distance. Supported by Karim and Sotoudehnama (2017), tone of voice is one of

the nonverbal communication used from the most frequently used to the least used respectively.

Not only aware of volume, the foreign English teacher is also aware of speaking rate. He tends to speak slowly to the students with very clear articulation. This is because the most language used in the classroom is English. However when he speaks in Bahasa Indonesia, the rate is also slow, clear, and understandable. In addition, both languages are mixed to be more interested. For instance, "You / *bahasa Inggris* / I / *bahasa Indonesia* //"

For the verbal fillers, he always knows what to say next because he speaks English very well. Besides, he knows when to pause for a moment to think the words and to emphasize the words during the communication. In a situation he says "Okay, everyone. Today, we are going to learn about ADJECTIVE. *Kata sifat. Tau?*"

Proxemics



Figure 10. *Proxemics*

Proxemics is the study of how space and distance influence communication. In the picture, we see the distance comparison performed by the foreign English teacher to the students. He gives space to the students to answer the question on the whiteboard. After the question is answered, the teacher comes closer to the students to explain the answer. He realizes how important the space is in this situation.

To get deeper information and avoid confusion about nonverbal communication performed by foreign English teacher taken from the observation, the researcher conducted an interview with the foreign teacher. The interview was also helpful in matching the data taken from the observation. Therefore, the findings would be valid.

The main topic of interview was about the nonverbal communication he performed. It was revealed that the teacher was aware that nonverbal communication had important role in teaching. Other way of communication was needed to create more understanding in communication. Nonverbal communication was the perfect way to accompany the verbal language. Especially in teaching the Indonesian young learners, who mostly do not speak English very well, the foreign teacher must be creative in giving them great input. The situation that mostly "forced" the foreign teacher to perform nonverbal communication was obviously in the classroom setting, when the students look confused with what the teacher explains. To be a professional teacher, the foreign teacher worked hard to serve the best for the students. Communication is the

basic way, so it is important to make an effective understanding communication accompanied by the nonverbal communication.

The first nonverbal communication performed by the foreign teacher was kinesics. As a human, being nervous while teaching and communicating with the students is normal, especially if the teacher is not experienced enough. This American teacher had two years of teaching English experience, one year in the United States, and one year in Indonesia. He used to feel nervous at the beginning, but he was quite good at controlling his feeling. He did not really do anything while feeling nervous, probably just face expression that was shown. It is confirmed that the adaptors or touching behaviors and movements that indicate typically related to nervous or anxiety were not performed by the foreign English teacher. Then, he looked professional in teaching and learned new things every single day. While teaching, it is important to look at the students in the eyes. Get them by staring at their eyes. It shows the intention to communicate with them, and also to get their attention. Not only the eye contact, the teacher's expression was also a good contributing factor of the successful of teaching. By giving them nice expressions, the class atmosphere would be animatic, alive and not boring.

Vocalics which is also the part of nonverbal communication have important role in teaching. The foreign English teacher knew very well how to make the students understand what he was saying. In "playing" with vocal, the foreign teacher spoke in the slow and clear style. The point is to make sure the students know every word spoken by him. Young learners are the fast learners. They learn the language quickly. To get to know the students better, it is important for the teacher to speak directly with them. Communicating with the students is the key of teaching. Selle (2015) proved that teacher's moves around the classroom while teaching is the way to create effective interaction. The foreign English teacher felt happy communicating directly with the students because he wanted to communicate better with them and make a good vibe of communication. It is clear that the foreign English teacher also performed vocalics and proxemics.

For the American teacher, haptics (communication by touch) is a sensitive thing, and a difficult area. Anyone might feel uncomfortable with the haptics. We never know the kind of risks, and you never know whether

students feel uncomfortable with this as well or their parents. If the teacher wanted to communicate with a student, he would rather call the name or just say "hi" than touching the student's back. For him, nonverbal communication flows naturally in human beings. What we have to consider is culture differences. Know who you are and who you talk to. In using nonverbal communication, people from different cultures as well as different languages contribute to the consciousness and awareness of intercultural communication (Wahyuni, 2017). Nonverbal communication holds crucial role in teaching learning process to improve teaching quality and efficiency in the foreign language classroom (Pan, 2014). From the result of the observation and interview, it is obvious that the foreign English teacher performed three types of nonverbal communication, they are kinesics, vocalis, and proxemics. Meanwhile, haptics were not performed by the foreign English teacher. In addition, adaptors, one of kinesics parts, were not also performed by the foreign English teacher.

Students' responses toward nonverbal communication performed by foreign English teacher

To answer the second research question, questionnaire and interview were utilized. The researcher collected the responses of students from questionnaire and interview. 31 students of class VII A filled out the questionnaire. Meanwhile there were 16 students who were willing to be interviewed. The analysis of the students' responses toward the foreign English teacher's nonverbal communication is shown as follow.

Kinesics

Based on the result of the interview, most of the students felt motivated when the foreign English teacher was using gestures in the classroom. The combination of gestures and verbal communication is the good way of learning some pronunciation of words in English. The students were helped by the foreign English teacher's gesture in understanding the material. It just felt unique for them to have a foreign teacher who spoke different language. The gestures of the foreign language teacher made the students even focus on what he was saying. However, the teacher always helped the communication between the foreign teacher and the students so the teaching learning process ran smoothly.

The students confirmed that head movements and posture of the foreign English teacher

affected their motivation in learning English. When the foreign teacher nodded his head indicating that the students' answer is correct, they felt happy and had more passion to learn more. Besides, they also felt that their ability in learning was good. Proud and enjoyment were created in learning English with the foreign teacher.

The foreign teacher's eye contact had special effect toward their learning motivation. They felt like they got attention when the teacher was looking them in the eyes. Besides, the students' also felt focused. The communication seemed to be active by making eye contact. The other opinion, making eye contact with the foreign English teacher was kind of something that they wanted to avoid. In some occasions, eye contact was being avoided by them because they did not want to answer the teacher's question. Sometimes they felt embarrassed when the teacher was looking at their eyes.

Facial expression performed by the foreign English teacher was smile. The students confessed that the foreign English teacher's smile somehow had effect toward their learning motivation. Friendliness and happiness were shown from a smile. This kind of atmosphere affected students' feeling. They did not feel afraid, nervous, or even awkward. Teacher's smile spreaded happiness to the students. That is why, they liked talking with the foreign English teacher. Lisa (2006) stated that students' motivation for learning English is likely enhanced when the teacher utilizes the following behaviors: smile, gesture, has a relaxed body position, and uses a monotone voice while teaching.

Vocalics

From the interview, the students admitted that foreign English teacher's vocal affected their motivation in studying English. Lisa (2006) adds that variety of vocal expression also increases students' motivation. When the foreign English teacher was talking loudly, the students were happy because they could hear it clearly. Even though they did not understand English very well, if the teacher's voice was clear and fluent, the students' motivation appeared. Besides, the seatmates little discussion was often conducted by the students to discuss the foreign teacher's verbal words.

Proxemics

Taken from the interview the students confessed that they felt motivated when the foreign English teacher was next to them. Beside the teacher's clear voice, the students were also excited because a teacher from another country was talking with them directly. Supported by the teacher's good attitude, the students felt comfortable and learned so many things from the foreign English teacher. They became more understand the material given. That kind of feeling motivated them to be willing to learn English more.

The students enjoyed learning English with the foreign English teacher. The friendliness is shown by the teacher. He adapted the Indonesian culture very well. It is shown by the excitement and enthusiasm from the students toward the foreign English teacher. Collaborating with the school English teacher, the foreign English teacher contributed ideas to live the class up. For example is by applying games in teaching vocabulary. Studying English with the American teacher gave something valuable to the students and motivated them well. They knew new words in English, the correct pronunciation words in English, and they got new knowledge and experience with the foreign English teacher. The other reason why the students liked studying with the foreign English teacher was because his character who was nice, friendly, and easy-going. It makes the students happy, excited, enthusiastic, proud, and have more passion to learn more. nonverbal communication such as facial expression, body movement, proxemics, eye contact, and paralanguage also take parts in affecting students' motivation (Indrawan, Nitiasih, & Piscayanti, 2017). The non-verbal communication can be an important source of motivation and concentration for students' learning as well as a tool for taking and maintaining attention (Zeki, 2009).

Students' responses were also taken from the questionnaire. It revealed students' response toward foreign English teacher's nonverbal communication. In addition, students' responses toward learning process were gathered through the questionnaire as well. It consists of 22 questions that are filled out by 31 students. The following is the student's questionnaire result.

Table 1. *The student's questionnaire result*

| No. | Statement | Answer | |
|----------|--|--------|-------|
| | | Yes | No |
| 1 | I always feel excited learning English when the teacher is coming to the class. | 30 | 1 |
| 2 | I feel interested to learn English. | 28 | 3 |
| 3 | Learning English with Mr. Miguel is fun. | 31 | 0 |
| 4 | I like learning English with Mr. Miguel | 31 | 0 |
| 5 | I actively involved in learning English with Mr. Miguel | 29 | 2 |
| 6 | I understand when Mr. Miguel puts his index finger on his lips while making "ssh" sound is to keep students quiet and I feel motivated to be silent. | 30 | 1 |
| 7 | I understand when Mr. Miguel pointing up his index and middle fingers while saying "two" is because number two. I feel more understood and motivated. | 31 | 0 |
| 8 | When Mr. Miguel touches his ear while saying "listen", he asks students to listen. I feel motivated to listen. | 31 | 0 |
| 9 | I understand the movements such as making a circle in the air with both hands while saying "everyone" means "everyone." I feel motivated to listen more. | 26 | 5 |
| 10 | I feel motivated when Mr. Miguel nods his head when my answer is correct. | 30 | 1 |
| 11 | When Mr. Miguel stands up straight while explaining the material, I feel motivated and more ready to study. | 31 | 0 |
| 12 | I feel motivated and interaction is active when Mr. Miguel makes eyes contact with me. | 25 | 6 |
| 13 | I feel embarrassed when Mr. Miguel makes eyes contact with me. | 15 | 16 |
| 14 | I feel motivated because communication signals become strong when Mr. Miguel smiles at me. | 27 | 4 |
| 15 | I feel motivated listening to Mr. Miguel's voice that is clear (such as the pitch, volume, rate, and verbal fillers). | 25 | 6 |
| 16 | English words pronounced by Mr. Miguel are poorly understood. | 12 | 19 |
| 17 | Communication runs smoothly when Mr. Miguel is next to me. | 26 | 5 |
| 18 | I feel motivated and love to communicate directly with Mr. Miguel. | 27 | 4 |
| 19 | I often feel sleepy when studying English with Mr. Miguel. | 2 | 29 |
| 20 | I often daydream when studying English with Mr. Miguel. | 3 | 28 |
| 21 | I often concentrate when studying English with Mr. Miguel. | 30 | 1 |
| 22 | Studying English with Mr. Miguel increases my motivation to learn. | 31 | 0 |
| Total | | 540 | 142 |
| | | 682 | |
| Positive | | 611 | 89,6% |
| Negative | | 71 | 10,4% |

Adapted from Schmitz (2012)

The responses from the student's questionnaire were analyzed its positive and negative responses. Based on the students' responses above, there were 31 students who filled out 22 numbers of questionnaires. This means, 682 answers were gathered. 611 of them responded positively, and 71 students responded negatively. Take a look at the formulation of the positive and negative responses analysis below.

Positive response

$$P = \frac{f_o}{n} \times 100\% \\ = \frac{611}{682} \times 100\% \\ = 89,6\%$$

Negative response

$$P = \frac{f_o}{n} \times 100\% \\ = \frac{71}{682} \times 100\% \\ = 10,4\%$$

From the student's response questionnaire, it shows that 89,6% of the students respond positively toward nonverbal communication

performed by the foreign English teacher. In addition, the foreign English teacher's nonverbal communication is being responded negatively by 10,4% of the students.

CONCLUSION

From the research conducted it can be concluded that the foreign English teacher performed three types of nonverbal communication namely kinesics, vocalics and proxemics. However, the nonverbal communications that the foreign English teacher did not perform were adaptor and haptics. The adaptors or "touching behaviors" were not performed because the teacher did not feel nervous or anxiety in the classroom while teaching. In addition, he did not perform haptics because touch is a sensitive thing, and a difficult area. In addition, learning English with the foreign English teacher motivated the students because it made them happy, excited, proud, enthusiastic, and have willingness to learn more. It shows that 89,6% of the students respond positively toward nonverbal communication performed by the foreign English teacher. In addition, the foreign English teacher's nonverbal communication is being responded negatively by 10,4% of the students.

REFERENCES

- Bambaerero, F., & Shokrpour, N. (2017). The impact of the teachers' non-verbal communication on succes in teaching. *Journal of Advances in MEDical Education & Professionalism*, 5(2), 51-59.
- Creswell, J. W. (2012). *Educational research: Planing, conducting, and evaluating quantitative and qualitative research (Fourth Edition)*. Boston, MA: Pearson Education, Inc.
- Devito, J. A. (2002). *Human communication*. Boston: Pearson.
- Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (2012). *How to Design and Evaluate Research in Education*. New York: McGraw-Hill.
- Haliq, A., & Nasta, M. (2016). The influence of lecturer's nonverbal communication toward students' interest in learning. *Jurnal Retorika*, 9(2), 90-63.
- Herdiansyah, H. (2013). *Wawancara, Observasi, dan Focus Groups Sebagai Instrumen Penggalian Data Kualitatif*. Jakarta: Rajawali Pers.
- Hidayatullah, R. (2019). *Cross cultural communication: Different meaning of gesture in several countries*. Retrieved from <https://doi.org/10.31219/osf.io/m9c5x>
- Huang, L. (2011). Nonverbal communication in college English classroom. *Journal of Language Teaching and Research*, 2(4), 903-908.
- Indrawan, I. P., Nitiasih, P. K., & Piscayanti, K. S. (2017). An analysis of teachers' non-verbal communication in EFL classroom at SMP Negeri 3 Banjar. *PRASI*, 12(1), 1-11.
- Karim, A. H., & Sotoudehnama, E. (2017). A qualitative study on teacher's nonverbal communication and Iranian EFL learners' perception of language learning. *Journal of Language Horizons*, 1(1), 109-133.
- Kirby, S. (2020). Retrieved from Common Causes of Lack of Motivation and How to Overcome Them: <https://www.betterhelp.com/advice/motivation/common-causes-of-lack-of-motivation-and-how-to-overcome-them/>
- Lamichhane, Y. (2016). Non-verbal skills unavoidable in communication. *REPOSITIONING The Journal of Business and Hospitality*, 1(1), 91-98.
- Mahadi, T., & Jafari, S. M. (2012). Motivation, its types, and its impacts in language learning. *International Journal of Business and Social Science*, 3(24), 230-235.
- McLeod, S. A. (2018). *Questionnaire: definition, examples, design and types*. Retrieved from Simply Psychology: <https://www.simplypsychology.org/questionnaires.html>
- Miles, M. B., & Huberman, A. M. (1984). *Qualitative Data Analysis*. London: Sage.
- Nur, S. (2014). *Cross Cultural Understanding*. Makassar: Alaudin University Press.
- Pan, Q. (2014). Nonverbal teacher-student communication in the foreign language classroom. *Theory and Practice in Language Study*, 4(12), 2627-2632.
- Panjaitan, T., Suryani, I., & Chairunisak, S. (2017). Interaction of verbal communication of the teacher from the Philippines in the teaching activity for nursery II students at the Singapore international school, Medan. *International Journal of Scientific & Technology Research*, 6(7), 33-40.
- PeaceCorps. (n.d.). Diambil kembali dari www.peacecorps.gov/educators/global-connections/
- Prabavathi, R., & Nagasubramani, P. C. (2018). Effective oral and written communication. *Journal of Applied and Advanced Research*, 3(1), 29-32.
- Rahmat, A. (2018). Teachers' gesture in teaching EFL classroom of Makassar state university. *Metathesis: Journal of English Language Literature and Teaching*, 2(2), 236-252.
- Raymond, H. (2016). The art of nonverbal communication in practice. *The Hearing Journal*, 69(05), 22-24.

- Santoso, A. M., Amin, M., Sumitro, S. B., & Lukiati, B. (2017). Learning motivation of students during the implementation of lecturing based in silico approach. *International Journal of Research and Review*, 4(9), 6-9.
- Schmitz, A. (2012). *A premier and communication studies*. Retrieved from <http://2012.books.lardbucket.org>
- Selle, A. (2015). Nonverbal codes in English classroom interaction: Ethnographic study at State Islamic College (Stain) Parepare. *Al-Ishlah*, 13(1), 75-87.
- Sercu, L. (2006). The foreign language and intercultural competence teacher: The acquisition of a new professional identity. *Intercultural Education*, 17(1), 55-72.
- Sugiyono. (2016). *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Bandung: Alfabeta.
- Sutiyatno, S. (2018). The effect of teacher's verbal and nonverbal communication on students' English achievement. *Journal of Language Teaching and Research*, 9(2), 430-437.
- Wahyuni, A. (2017). The power of verbal and nonverbal communication in learning. *1st International Conference on Intellectuals' Global Responsibility (ICIGR 2017)* (hal. 80-83). Sidoarjo: ATLANTIS PRESS.
- Zeki, C. P. (2009). The importance of non-verbal communication in classroom management. *Procedia Social and Behavioral Sciences*, 1(1), 1443–1449.

