

## TEACHING NON VERBAL COMMUNICATION IN TEACHING LEARNING PROCESS AT SMP NEGERI ROBATAL SAMPANG

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### **Abstract:**

The teacher is not only used verbal communication but also used nonverbal communication, this article aims to investigate the teacher use nonverbal communication in teaching learning process and the teachers' nonverbal communication effect on the classroom atmosphere at SMP Negeri 2 Robatal Sampang. The subjects of the study are the teacher and the students. The instruments used to get the data were observation, interview and documentation. The results of the shows that the teachers' nonverbal used in teaching learning process are hands, space and distance, touching and chronemics. Beside that the effect of nonverbal communication used were helping students understanding and accompanying to verbal message. Helping students understanding more easily to a students to receive the material that's explains by the teacher. Accompanying to verbal message is a student's more easily understand to get the point of teachers' explanation in teaching learning process..

**Keywords:** Communication, Nonverbal

### **Introduction**

The teacher gives teaching learning process and they need strategies and methods to get the success, because teaching learning is designed and implemented as a system, in the formation of professional competence and required functional integration of theory and practice as well as materials and methodology their convey. Formation of professional competence requires field experience gradually starting from the experience, training and skill up to the implementation of the teaching and learning process in the classroom.

Nonverbal communication includes sounds, gestures, movements, eye contacts, facial expressions, pitch or tone of a voice, spatial distance, apparent behavior, postures, and dress of an individual. Nonverbal communication helps teachers to have more understand in sending and recent message produce in verbal communication. According Meghadi (2016:3) nonverbal communication has different forms, when people are speaking people also unconsciously use their hands, lips, head movements, body postures, and eyes to explain our purpose more clear to bring messages in communication.

The important of nonverbal communication for the teacher to support and equip verbal communication to get the message that conveyed by

the teacher. It can be more easily made an impression in the minds of students' to invite their students to join the class. The teacher at SMP Negeri2 Robatal Sampang used their finger, hand, eye contact and their body in teaching. When the teachers explained the material to their students sometimes the teachers scratched their head, pointed to the students used finger, and only silent sit in front of class to do not something, there is no relate between verbal and nonverbal teachers in teaching learning process that will influence a students.

The teachers at SMP Negeri 2 Robatal Sampang used non instructions; they only used the instructions situation when the teachers give teaching to their students in teaching learning process. Therefore the researcher wants to do research to teacher of SMP Negeri 2 Robatal Sampang especially English teachers.

Based on the introduction of study, there two Research statements of the study:

1. How does the teacher use nonverbal communication I teaching learning process at SMP Negeri 2 Robatal Sampang?
2. How does the teachers' nonverbal communication effect on the classroom

atmosphere at SMP Negeri 2 Robatal Sampang ?

The objectives of the study are based on the research problems, the specific objectives are as follows:

1. To describe the teacher use nonverbal communication in teaching learning process at SMP Negeri 2 Robatal Sampang.
2. To describe the teachers' nonverbal communication effect on the classroom atmosphere at SMP Negeri 2 Robatal Sampang.

The result of this study is expected to significance the teacher and researcher to know nonverbal communication. For the students, to understand the teachers movement when they explain their material and to give motivation for the students to learn more nonverbal communication. For the teachers, increase the teachers' nonverbal communication in teaching learning process, to train sensitivity the teacher to change their students in the classroom or in teaching learning process. For linguistics it will be more useful for linguistics to more understanding about gesture especially kinds of gesture and for the researchers this research expected develop the knowledge of the researcher in communication especially in nonverbal communication.

The scope of this researcher focuses on teachers' nonverbal communication in teaching process and their limitation of this research are teachers at SMP Negeri 2 Sampang.

### Research Method

This part, the writer presents research design, setting, the subject of the research, data collection, and data analysis. In this research, researcher wants to describe some of data of the teacher's nonverbal communication. In teaching learning process especially English teachers at SMP Negeri 2 Robatal Sampang. Therefore this research is qualitative research by using descriptive approach. According to Munkhtar (2013:10). Descriptive qualitative is that is intended to collect information on the subject of study and conduct research subject in a given period. The case study can be further defined by its special features. This research was conducted in SMP Negeri 2 Robatal Sampang. The data was gotten on September, 8<sup>th</sup>-15<sup>th</sup> 2020. The subject of the

research are the teachers and students of SMP Negeri 2 Robatal Sampang especially english teacher.the subject of the research are the teachers and students of SMP Negeri 2 Robatal Sampang especially English teachers. There are two English two English teachers at SMP Negeri 2 Robatal Sampang. According to Creswell, (2014:181) there are four some form of data collection those are observation, interview, documentation to get accurate the data of teachers and students at SMP Negeri 2 Robatal Sampang.

### Result and Discussion

The researcher discusses the finding and discussion in which the answer to the research problems which is follow, (1) How does the teacher use nonverbal communication in teaching learning process at SMP Negeri 2 Robatal Sampang. (2) How does the teachers' nonverbal communication affect on the classroom atmosphere at SMP Negeri 2 Robatal Sampang.

### Research Finding

#### The Teachers Nonverbal Communication in Teaching Learning Process at SMP Negeri 2 Robatal Sampang.

Based on the results of observation at SMP Negeri 2 Robatal sampang, the researcher find nonverbal used the teacher in teaching learning process. The used hands, space & distance, touching in teaching process, it is presented in table 1.

**Table 1. The Teachers Nonverbal Communication in Teaching Learning Process at SMP Negeri 2 Robatal Sampang.**

NO	NONVERBAL	FREQUENCY	PERCENTS
1	Hands	62	62%
2	Space & distance	34	34%
3	Touching	2	2%
4	Chronemics	2	2%

Based on the table 1. Hands, space & distance, touching, Chronemics are nonverbal communication used by the teacher at SMP Negeri 2 Robatal Sampang. Hands is nonverbal the most used by the teacher in teaching learning process, the used of hands in teaching learning process he up his hands to asks a students to come forward. Space &

distance is nonverbal that's more often than touching in teaching learning process after hands when the teacher explains his material he stands up in front of a students. Touching is nonverbal used the teacher in teaching learning process used the teacher to communication with a student's while the teacher asks a students to come forward if the students did not want to come forward, the teacher stand up beside s students and he touches his body. Chronemics was rarely used by the teacher, Chronemics used the teacher while he gives task to the students he gives task to the students he gives limed the time to the students to prepare the material that would be presentation. Whereas, paralanguage is nonverbal didn't used the teacher in teaching learning process.

**The Teachers Nonverbal Communication Effect on the Classroom Atmosphere at SMP Negeri 2 Robatal Sampang.**

Table 2. Explain the effects of nonverbal communication used the teacher at SMP Negeri 2 Robatal Sampang by using structure interview, the researcher gave some questions to the teacher and students at SMP Negeri 2 Robatal Sampang to get the data about the effect of nonverbal communication on the classroom atmosphere.

**Table 2. The teachers' nonverbal communication effect on the classroom athmosphere at SMP Negeri 2 Robatal Sampang.**

No	Effect nonverbal	Frequency	Percent
1	Helping students understanding	16	50%
2	Accompanying to verbal message	16	50%

To the teacher explain are the effect nonverbal communication used by the teacher at SMP Negeri 2 Robatal sampang . All of the students give the same opinion about the effect of nonverbal communication used by the teacher at SMP Negeri 2 Robatal sampang. It's effect helping students

understanding and accompanying to verbal message.

**Discussion**

**The Teachers Nonverbal Communication in Teaching Learning Process at SMP Negeri 2 Robatal Sampang.**

While the teaching learning process at SMP negeri 2 Robatal Sampang of nonverbal communication used the teacher they are hands, space & distance touching and chronemics .

a. Hands

In the first meeting the researcher did observation at SMP Negeri 2 Robata Sampang when the teacher in the classroom, he was giving the tasks paper to the students, the teacher call one of students to write his answer on the blackboard the teacher call one of students again to write his answer on the blackboard the first students written his answer on the left and the second students written his answer on the blackboard after they finished their answer, the teacher used hands in explain the material about comparative degree .

The teacher ask to the students to written answer number five, after the students finished his answer, the teacher asks one of the students to translate from English into Indonesia because the students did not translate and his translate it not correct the teacher give explanation to the students thought the students did not study last night, after that the teacher asks to all of the student about their answer from number one until number five. Then, he gave question to the student, he said " what is number now?" and he was using his hands both left and right to show number six by using his hands with the manner, he opened all of the finger right hands and closed four of the left hands.

In the second meeting the researcher did observation at SMP negeri 2 Robatal Sampang. When the teacher in the classroom, he divides a student into some groups, after the teacher was divided to be some group, the teacher moves to back chair. Then, the teacher call the next group

to presentation the group come forward to presentation their product, that consisting of three students, one students is presenting their product and others for sale to their friends, one of students come to the teacher and tray to sale for him because the teacher doesn't want to buy students' product, so that the teacher up his hands and show palm of hand to students to reject the product.

For the next perfume the teacher called the seventh group to presentation their products, when the students were presenting, the teacher asks to the side students the name of students that's sitting in front of the teacher, after that the seventh group finished their presenting, the teacher called the last group that would presentation, when the students was come forward the teacher used his hands both left or right to give expostulation to the students, that groups is the last group that will presentation, the teacher used hand with the manner he ups the left hands and the palm of right hands put on the left hands .

In the third meeting the researcher did observation at SMP Negeri 2 Robatal Sampang. When the teacher in the classroom, he was sitting down in his chair because there is not a student's that brave to come forward, the teacher used his hands ask students to try presentation their products with the manner he ups his hands to side.

**b. Space & Distance**

In the first meeting the researcher did observation at SMP Negeri 2 Robatal Sampang. The teacher ask a students to come forward to write their answer, when the students was writing his answer on blackboard, the teacher was walking between a students to check one by one to the students answer, he is stand up between a students, this is one of step the teacher used space & distance in the classroom to find out the students are doing and who do not do their tasks. To others example of space & distance.

In the second meeting the researcher did observation at SMP Negeri 2 robatal sampang . when the teacher come to the classroom before the lesson started, he gave instructions to all of students in order to students clean the floor, after that, the teacher called one groups to presentation, while the students was presenting the teacher moves place and he sit between a students, this is the second steps the teacher used space and distance in teaching learning process to do control to the students in order to students to do not noisy and listen presentation of their friends.

In the second meeting the researcher did observation at SMP Negeri 2 Robatal Sampang. When the teacher in the classroom the teacher used space & distance when he explain their material to the students. He was standing in front of students, this space & distance used by the teacher in giving explanations to the students how to present the product, it is steps the teacher to give stimulate the students are motivated to present their products better than before.

**c. Touching**

The teacher used nonverbal communication in teaching learning process especially touching. Touching used the teacher in the classroom, he touches a student because the students doesn't want to presentation so that the teacher stands up beside a students, he touches their solder of students, its means that the student want to come forward.

**d. Chronemics**

The teacher used nonverbal in teaching learning process especially chronemis. Chronemics used the teacher in giving the material to the students, such as the teacher gives the time to the students for five minutes to prepare their products that would be presentation.

**The Teachers' Nonverbal Communication Effect on the Classroom Athmosphere at SMP Negeri 2 Robatal Sampang.**

Nonverbal used the teacher at SMP Negeri 2 Robatal Sampang have some effect, helping students understanding and accompanying to verbal message are the effect of nonverbal communication .

**a. Helping Students Understanding**

- R : What is your name?  
S : Shyarifudin  
R : Where do you come from?  
S : Robatal  
R : It nonverbal that used by the teacher make you understand the lesson giving the teacher? Mention what is profit?  
S : More understanding the lesson that giving by the teacher  
R : where are you understand, when the teacher only use verbal that accompanying with nonverbal?  
S : More understand using verbal that accompanying with nonverbal when the teacher is teaching use nonverbal the material giving the teacher easier understand.

Shyarifuddin is a student from Robatal, he is being school at SMP Negeri 2 Robatal Sampang. Shyarifuddin stay their nonverbal communication that used by the teacher make students understand the lesson given by the teacher. Shyarifuddin's had more understand the material that explained the teacher when he used nonverbal in teaching learning process. It's easier to the students to get the point of teachers explains. The following is another quotation of Moh Anwari.

- R : What is your name?  
S : Moh. Anwari  
R : Where do you come from?  
S : Lepelle  
R : It nonverbal that used by the teacher make you understand the lesson giving the teacher? Mention what is profit.  
S : More understanding the lesson that giving by the teacher.  
R : where are you understand, when the teacher only use verbal that accompanying with nonverbal?

- S : More understand using verbal that accompanying with nonverbal when the teacher is teaching use nonverbal the material giving the teacher more easier understand.

Moh Anwari is a student from Lepelle, he was still study at SMP Negeri 2 Robatal Sampang. He also had the same opinion to him about nonverbal communication that used by the teacher. It made students understand the lesson giving by the teacher Moh. Anwari said, their when the teacher used nonverbal in teaching learning process, he more understand the material. It can helped the students easier to a students to receive the material that's explains by the teacher. The following is another quotation of Nita.

- R : What is your name?  
S : Nita  
R : Where do you come from?  
S : Robatal  
R : It nonverbal that used by the teacher make you understand the lesson giving the teacher? Mention what is profit.  
S : More understanding the lesson that giving by the teacher.  
R : where are you understand, when the teacher only use verbal that accompanying with nonverbal?  
S : More understand using verbal that accompanying with nonverbal when the teacher is teaching use nonverbal the material giving the teacher more easier understand.

Nita is one of students had black skin that come from Robatal of Sampang. She studied at SMP Negeri 2 Robatal Sampang for two years. When the researcher asks to her nonverbal used the teacher made all of students understand to the teacher's explanation. Nita given argumentation nonverbal that used the teacher in giving material he has ability to pervade the lesson that given by the teacher.

**b. Accompanying to Verbal Message**

- R : What is your name?  
S : Shyarifuddin  
R : Where do you come from?

- S : Robatal  
R : It nonverbal that used by the teacher make you understand the lesson giving the teacher? Mention what is profit.  
S : More understanding the lesson that giving by the teacher.  
R : where are you understand, when the teacher only use verbal that accompanying with nonverbal?  
S : More understand using verbal that accompanying with nonverbal when the teacher is teaching use nonverbal the material giving the teacher more easier understand.

When the researcher give question to Shyarifuddin which one is better than when teacher explains used verbal or accompanied with nonverbal. Shyrifuddin has opinion more understand by using verbal that accompanying with nonverbal because while the teacher teaches used verbal that accompanying with nonverbal in teaching learning process. The students understand of the teacher explains the teacher in giving his the lesson in the classroom and the students to know the mean of nonverbal used the teacher in teaching learning process. The following is another quotation of Moh. Anwari .

- R : What is your name?  
S : Moh. Anwari  
R : Where do you come from?  
S : Lepelle  
R : It nonverbal that used by the teacher make you understand the lesson giving the teacher? Mention what is profit.  
S : More understanding the lesson that giving by the teacher.  
R : where are you understand, when the teacher only use verbal that accompanying with nonverbal?  
S : More understand using verbal that accompanying with nonverbal when the teacher is teaching use nonverbal the material giving the teacher more easily understand.

Moh. Anwari also had given the same opinion about verbal that accompanying with nonverbal, Moh Anwari had opinion nonverbal used the teacher in teaching learning process, it make the students get the points of his explanation and the used of verbal that accompanying nonverbal in teaching learning process the teacher fell more easier to learn English. The following is another quotation of Nita.

- R : What is your name?  
S : Nita  
R : Where do you come from?  
S : Robatal  
R : It nonverbal that used by the teacher make you understand the lesson giving the teacher? Mention what is profit.  
S : More understanding the lesson that giving by the teacher.  
R : where are you understand, when the teacher only use verbal that accompanying with nonverbal?  
S : More understand using verbal that accompanying with nonverbal when the teacher is teaching use nonverbal the material giving the teacher more easily understand.

While the researcher given interview to Nita about nonverbal communication that accompanying with verbal message, Nita given argumentation about nonverbal she had more understand the lesson that give by the teacher. The understanding is while the teacher used nonverbal that combination with verbal message such as the teacher up his hand to explains the material to stimulate knowledge the students.

### **Conclusion and Suggestion**

The researcher presents the conclusion and suggestions. The conclusion includes the result of analysis in the previous discussion.

### **Conclusion**

From the explanation in finding and discussion, it can be formulated some conclusion. The teacher at SMP Negeri 2 Robatal Sampang used nonverbal those are hands, space & distance, touching, chronemics. Hands is nonverbal the most

used by the teacher in teaching learning process, the manner of the used hands in teaching learning process he ups his hands to asks a students to come forward. Space & distance is the second nonverbal that's more often than touching teaching learning process after hands. It used the teacher to explain his material in the used space and distance the teacher stands up in front of students to explain his material. Touching is nonverbal used the teacher in teaching learning process, touching used the teacher to communication with a student's while the teacher asks a students to come forward if the students didn't want to come forward the teacher stand up beside a students and he touches their body, chronemics was rarely used by the teacher in the classroom, chronemics used the teacher while he gives tasks to the students he gives limed the time to the students to prepare the material that the effect of nonverbal communication used by the teacher at SMP Negeri 2 Robatal sampang were helping students understanding and accompanying to verbal message. Helping students understanding more easily to a students to receive the material that's explains by the teacher. Accompanying to verbal message is a student's more easily understand to get the point of teachers explanation in teaching learning process.

### **Suggestion**

For the English teacher

The teacher should used all of the kinds of nonverbal communication in Teaching Learning Process, not only used nonverbal that understand by the teacher but also used nonverbal have variation so that the teacher more the best to get the material that given.

For the Students

The students should understand about teachers' nonverbal communication in order that while the teachers ask to do something by using his hands the students can understand the means of the teacher in order that while the teacher call the students to presentation you ready to presented.

For the Next Researchers

This research focused on nonverbal communication, it will be better for the next research to study the nonverbal communication of students' disabilities you must prepare reference related to the material.

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