



The Impact of Teachers' Verbal and Non-Verbal Communication on Students' Motivation in Learning English

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Abstract

The objectives of this study are to explain the use of teachers' verbal communication, teachers' non-verbal communication, and the impact of teachers' verbal communication and non-verbal communication on students' motivation in learning English. This study used the framework of teachers' talk proposed by verbal Sinclair and Brazil (1985) and Wang and Loewen (2015) to analyze the teachers' communication and non-verbal communication in the English classroom. Data were taken from lesson transcripts and teachers' behaviors from the video recordings. Using the teachers' utterances and teachers' behaviors as the unit of analysis, procedures of analyzing data include: organizing and preparing the data, coding, describing, and interpreting. To validate the findings, initial results of the analysis had been examined by data source triangulation and using focused group discussion. The findings showed that the most-used teachers' verbal communication is questioning while the most-used teachers' non-verbal communication is hand movements and facial expressions. The most-motivating teachers' verbal communication is questions and the most-motivating teachers' non-verbal communication comes from facial expressions.

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INTRODUCTION

Motivation is the main problem for many students in Indonesia. It was caused by many factors. For example, limited vocabulary in English, the complexity of English sentences, and the way how teachers explain the materials really influencing the students' motivation. Especially related to Curriculum 2013 the teacher is the facilitator who has the main function to facilitate students in English mastery. Teachers should find some ways to make students more active in the class. To make them more active, of course they need a big motivation to follow the learning process.

Some researches proved that teachers' immediacy influenced their students' motivation in the classroom. According to Armstrong and Hope (2016), there is positive correlation between teacher communication and student motivation for four communication dimensions (challenging, non-verbal support, understanding and friendly, encouragement and praise).

It appears that verbal and nonverbal behaviours of a course instructor/ teacher may be related to certain aspects of student's motivation. Teachers as educators specifically need to be aware of, communicate, and model elements of immediacy to teacher candidate. Velez and Cano (2008) clarified by praising student's effort, using humour in the classroom, encouraging students to talk, and being open and willing to interact with students outside the class, teacher as educators can begin to model behaviours to candidate which will help them to develop the closeness inducing skills of verbal and nonverbal immediacy.

There was a strong relationship among quality, amount, and the method of using nonverbal communication by teachers while teaching. Especially in English class, where students' have limited vocabulary non-verbal communication will be helpful for students to understand teachers' verbal communication. In addition, Bambaero and Shokrpour (2017) state more teachers use verbal and non-verbal communication, the more efficacious their education and students' academic progress.

Through this study, it is hoped that English teachers could improve their communication skills by using verbal and nonverbal communication effectively in order to motivate students in English classroom.

Teachers' communication tends to teachers' competence pedagogically and communicatively in managing classroom especially in English classes (Swanson, 2015; Ubaedilah & Hartono, 2016; Aimah et al., 2017; and Hartono et al., 2017). Besides, classroom interaction and teachers' talk determine the quality of teaching and learning process (Setiawati, 2012; Pujiastuti, 2013; Tay, 2014; Fitriati, 2016).

In the case of students' communication, it also affects students' motivation instead of the verbal responses and verbal politeness in some utterances of the students (Fitriati et al., 2017; Mujiyanto, 2017).

However, based on our literature review on teachers' communication in the classroom, the writers recognized that teachers' talk can affect students' motivation in learning English. Studies about the impact of teachers' verbal and non-verbal communication on students' motivation in learning English did not found. So it is needed to be conducted further.

Teachers' verbal communications mean teachers talks. There are three phases in most interaction occur. Those are an initiating move, a responding move, and a follow up move. The phases are as the basic structure of exchange that takes place in every process of imparting knowledge, especially in language classes.

There are five categories of nonverbal behaviors of teachers in the classroom. Those are hand gestures, head movements, affect displays, and emblems. Nonverbal messages include facial expressions, eye contact or lack of eye contact, proximity, and closeness, hand gestures, and body language. Chaudhry and Arif (2012) state that nonverbal communication is the unspoken communication that goes on in every face to face encounter with another human being. It tells us their feelings towards us and how well are our words being received.

Beside verbal and nonverbal communication, this study also focuses on students' motivation in learning English. According to Dorneyi (2001), motivation is one of the major individual difference variables that has proved to have significant impact on the language learning success.

Basically, the main goal of communication in teaching and learning process even verbal or nonverbal is to motivate students in order to get good result. To reach it up, communication used by teacher gives many affects. By using appropriate communication, students will get high motivation and achievement of the study will be good.

In this regard, to see the students' motivation in learning English, the researchers pick the brains of communication used by teachers in English classroom. The writers hope, the settlement of an appropriate communication would help students to improve their motivation so the result of learnig will be good.

METHODS

This study aimed to explain the use of teachers' verbal communications and teachers' nonverbal behaviors to analyze the use of them in English classes and the impacts on students' motivation in English classes.

In order to fulfill the objectives of the study, the researchers oncerned with a qualitative case study. According to Creswell (2012), in a qualitative case study, we identify the participant and site on purposeful sampling. It can help us to understand our central phenomenon, gain access to these individuals and sites by obtaining permissions, consider what types of information will be the best answer for the research question, design instrument for collecting and recording the information, and administer the data collection with special attention that may arise.

For the access, this study held in a junior high school in Semarang and the participants were three English teachers and three classes of the eight-year students. The information collected from the observation, teacher and

students answer from interview that was held in focus group interview after showing some recordings. This study used the framework of teachers' talk proposed by Sinclair and Brazil (1985) and Wang and Loewen (2015) to analyze the teachers' verbal communication and non-verbal communication in English classroom. The data which are in the form of transcript and the teachers' behaviors from video recording were analyzed by using those both frameworks. By using the teachers' utterances and teachers' behaviors as the unit of analysis, several methods of analyzing data were done including organizing and preparing the data, coding, describing, and interpreting.

To analyse the data, several procedures were done including organizing, preparing, coding, and analyzing. In order to avoid bias, the researchers used triangulation as a tool to test the validity of the study (Cohen, et al., 2007, p. 142). According to Symonds and Gorard (2008), triangulation is seen to increase validity when multiple findings either confirm or confound each other (thus reducing the chances of inappropriate generalisations).

In this study, the writers used methodological triangulation. The writer used more than one method to gather the data. The data was collected with the same method in two times, in the first semester by one by one interview and the second semester by focusing group discussion with the same interview list and the same questionnaire.

RESULTS AND DISCUSSION

This part will follow the statement of research objectives.

This section discusses the findings of data analysis to answer the research questions. The focus of data analysis is on the use of teachers' verbal communication, the use of teachers' non-verbal communication, the impact of teachers' verbal and non-verbal communication on students' motivation in learning English.

The Use of Teachers' Verbal Communication in Learning English

Based on framework of teachers' talk proposed by Sinclair there are some verbal communication by teachers in the English classes. Those are questioning, invitation, direction, inform, prompt, encouragement, criticizing, ignoring, acknowledgement and comment

The instance of questionings used by Mrs. Dwi in teaching and learning process can be seen in Extract 1.

Extract 1

What have you learned on last meeting? Have you learned about "will"?

The extract 1 shows that the teacher utters some questions to review and summarize the previous lesson. Besides, to start teaching and learning process, a teacher needs to check students' knowledge by using some questionings.

The instance of invitations used by Mrs. Dwi in teaching and learning process is displayed in Extract 2

Extract 2

Please lead the class to pray

To start teaching and learning process, teacher needs to invite students in this case the captain of the classroom in leading his/her friends to pray.

The instance of directions used by Mrs. Dwi in teaching and learning process is displayed in Extract 3.

Extract 3

Ok, before we start our material, so we have to review or recall your memories about the previous meeting

Before continuing to the next materials, teacher needs to tell the students to memorize the last meeting lesson. So, teacher used those utterances.

The instance of informs used by Mrs. Dwi in teaching and learning process is displayed in Extract 4.

Extract 4

Read this now, and this one know

One of the additional skills in English is pronunciation. So, it is important for teacher to

teach that skill. By using that utterance, teacher tries to correct students' pronunciation.

The instance of prompt used by Mrs. Dwi in teaching and learning process is displayed in Extract 5.

Extract 5

Depend on the subject, what subject? and should not

In Extract 5, teacher gives clue to students' answer and to give clue to students to identify by their own whether their answer is right or wrong.

The instance of encouragement used by Mrs. Dwi in teaching and learning process is showed in Extract 6.

Extract 6

Ok, let's try

Extract 6 belongs to the encouragement. It is to make the students confident to try to make a sentence related to the materials.

The instance of criticizing used by Mrs. Dwi in teaching and learning process is displayed in Extract 7.

Extract 7

please listen and repeat after me

The sentence is used in order to get students' attention.

There were no ignoring and acknowledgement used by Mrs. Dwi in English classes.

The instance of comment used by Mrs. Dwi in teaching and learning process is displayed in Extract 8.

Extract 8

You should clean your classroom

The purpose Extract 8 is to make the students care to the environment.

The Teachers' Verbal Communication in English Class by Mr. Yulis.

The instance of questionings used by Mr. Yulis in teaching and learning process is displayed in Extract 9.

Extract 9

How is your life?

In teaching and learning process, teacher needs to open the class by asking the students' condition or the class atmosphere.

The instance of invitations used by Mr. Yulis in teaching and learning process is displayed in Extract 10

Extract 10

Come on everyone in the behind, come on another listen

In teaching and learning process, teacher needs to calm down the students. Besides, teacher used some utterances to get the students' attention or they can focus on every step in the classroom.

The instance of directions used by Mr. Yulis in teaching and learning process is displayed in Extract 11

Extract 11

I will read the text and then you will repeat after me

Teacher needs to engage the students in every step of learning. In Extract 10, teacher asks students to repeat what teacher said.

The instance of informs used by Mr. Yulis in teaching and learning process is displayed in Extract 12.

Extract 12

beside has and can not, another else?

In teaching and learning process, teacher should give the same chance to all students. In Extract 11 teacher wants to get other students' opinion.

The instance of prompt used by Mr. Yulis in teaching and learning process is displayed in Extract 13.

Extract 13

Swim or swimming

In this case, teacher gives clue in correcting students answer to know the form of a vocabulary.

There is no encouragement used by Mr. Yulis during his class.

Mr. Yulis uses Indonesian language in criticizing the students during the class, showed in extract 14.

Extract 14

Yang belakang perhatikan

Mr. Yulis critics the students in behind to be quite, so they would not disturb the class.

There were no ignoring utterances by Mr. Yulis in English classes

The instance of acknowledgement used by Mr. Yulis during the English class is displayed in Extract 15

Extract 15

OK,good.

The function of that utterance is to appreciate the students to motivate them in the class.

There was no comment used by Mrs. Dwi in teaching and learning process.

The Teachers' Verbal Communication in English Classes by Mr. Kusumo.

The instance of questionings used by Mr. Kusumo in teaching and learning process is displayed in Extract 16.

Extract 16

Have you found it? Are you ready?

To start teaching and learning process, teacher needs to check students' preparation in order to get the good result.

The instance of invitation used by Mr. Kusumo in teaching and learning process is displayed Extract 17.

Extract 17

Let's read the greeting card together !

One way to make students active in the classroom is by inviting them to do an activity such as asking them to read a text. In this case, teacher used that utterance to ask the students for doing or reading a text.

The instance of directions used by Mr. Kusumo in teaching and learning process is displayed in Extract 18.

Extract 18

You can also find this greeting card on your book on page sixty seven. Page sixty seven

In Extract 18 teacher explained to the students about the directions of lesson or material.

The instance of informs used by Mr. Kusumo in teaching and learning process is displayed In Extract 19.

Extract 19

Today, we are going to learn about greeting card

In Extract 19, teacher informs the students about the material in that day.

There was no prompt used by Mr. Kusumo in teaching and learning process.

The instance of encouragement used by Mr. Kusumo in teaching and learning process is displayed in Extract 20.

Extract 20

then you can do it start from today when we go home after school so let us say it

The purpose of Mr. Kusumo said encouragement to the students is to give the real example for the students to apply the materials in daily activities.

There was no criticizing, ignoring, acknowledgement, and comment used by Mr. Kusumo in English classes.

From the interview, it shows that the most used of teachers' verbal in English class is questioning. It means that in teaching and learning process, teacher should involve the students to be active and communicative. Teacher gives feedback/comment if the students face the problem or the confused things. It proves that teachers used verbal communication in kinds of comment is the least.

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

The use of non-verbal communication in English classes by the teachers is known after observing the English teaching and learning process in English classes. The result of teachers' non-verbal communication in English classes is from the interview of the students as the participant after showed them the video of teaching and learning that they have followed with their English teachers.

Based on the interview, there are some teachers' hand movements done by the teachers' are pointed at the student, pointed the whiteboard, clapping hand, pointed the answer, pointed the picture, lift up his shoulders, open and close the book, touch the students' shoulder, shake hand, looking the watch, and shaking hands.

Some teachers' hand gesture are open and close the book to encourage the students to open the book immediately, pointed at the students to give chance to the students to participate during the class, pointed the picture to give point to the certain picture related to the material, pointed the answer to give point the subject that is discussed, put the finger in front of the lips to ask the students to keep silent, cross the hand to

tell the students that something done is wrong, clap the hand to ask the students' attention, employing the palm hand to support teachers' explanation, raising their hand to explain to the students about good habit if they want to ask or answer, crossing arms to show more attention when the students talk to the teacher, and click the finger to respon the students' answer.

Some head movements that is done by the teachers are nodding their head to show that the students' answer is good or right, shook the head to show that the students' answer is wrong, turn around their head to control the condition.

But there are only few teachers' head movement during the learning process, it is showed that teacher B and teacher C did not do any head movement, only teacher A who did the head movement.

Facial cues are the primary way we reveal our feelings nonverbally. Affect displays can be used to influence others. A speaker, for example, displays enthusiasm and hopes it exudes to the audience. Affect displays may also be emotional expressions and not necessarily symbolic.

Based on the observation and the interview, some affect displays done by the teachers are teacher smiles to show that the teacher enjoy the teaching and learning process, showing angry expression to make the students bequite, showing happy expression to show enjoying moment of learning, frown the forehead to clarify the studnts' miss behaviour, lift up the eyebrow to give code that the teacher give chance to the students to ask question, showing serious expression to give focus on the material that is explained, smiling to respon students and laughing to respon students' the enjoying moments.

Emblems are movements that have a direct verbal translation, generally a word or phrase. These are often culture specific. Emblem conveys message without verbal word as long there is the same understanding by the members of certain culture.

There are some emblems used by the English teacher during the English class, such as touch his head refers to make joke that the students still do not understand the right things,

counting with fingers to emphasize the amount of kind something that is explained by the teacher, giving the thumb to appreciate students respond when they express their idea or answer the question or do something good, put the finger in front of the lips to ask the students to keep silent, cross the hand to show that the students' answer or behavior is wrong or unproper, clap the hand as symbols to ask the students to be silent, crossing finger to show that the answer is wrong and raising thumb to appreciate students respond when they express their idea or answer the question or do something good during the lesson.

The Impacts of Teachers' Verbal Ccommunications on Students' Motivation in Learning English

The impacts of teachers' verbal communication on students' motivation in learning English are known after interviewing the students as the participant in English class.

Based on the questionnaire with thirty students, 40% of the students agree and 54% of them very agree that question from the teachers' motivated them in learning English, while 6% of them admit that teachers' questions only burden them.

The result showed that 50% of the students agree and 10% of them very agree teachers' invitation motivate them. While 30% of the students could not decide whether teachers' invitation motivate them or not, and 10% of them admit that teachers' invitaion could not motivate them in learning English.

The result of the questionnaire showed 94% of the students believe teachers' direction motivates them in learning English. It helps them understand the step to finish the task. It is suggested for the teacher to give direction in English and Indonesian language.

Based on the questionnaire, 46% of students agree that teachers' information motivates them in learning English. While 37% of them feel unsure if the teachers' inform motivates them in learning English. 10% of the students think that teachers' inform useless for

them and cannot motivate them in learning English.

From the questionnaire, it is showed that 53% of the students agree that teachers' prompt gives more understanding, 40% of the students very agree that prompt of the teachers help them in learning English. While 7% of them feel unsure if teachers' prompt motivates them in learning English.

The study showed most of the students need the teachers' encouragement to understand the material, but few of them feel unsure if the encouragement can help them in learning English.

Some of them believe that critics as good advice can motivate them. If the critics as bad advice, it will take them down. Some of the students also think that the critics only makes them uncomforted or annoyed, because teachers' critics make the feels that they do some mistake seriously.

Some of the students feel annoyed with the teachers' ignorance because it seems that the teacher does not respect them, and some of them disappointed if the teachers give no response to their answer or their activity.

The result of the questionnaire showed that teachers' acknowledgment means appreciation from the teacher and they feel very proud of it and very motivate them in learning English. In another hand, some students think that the teachers' acknowledgment does not influence them in the learning process.

The result of the questionnaire showed that 40% of the students agree and 17% of them very agree if teachers comment motivate them, especially the positive comment. While 27% of them unsure about teachers' comments can motivate in learning .the rest of 10% disagree and 6% of them very disagree if teachers comment motivates them.

The Impacts of Teachers' Non-Verbal Ccommunications on Students' Motivation in Learning English

Tachers non-verbal consist of four kinds, there are hand movement, head movement, affect display and emblem.

There are some examples of hand gestures done by teachers that motivate the students in learning English are pointed to the students to give chance for the students to express the idea, employing his/her hands to support their explanation, and pointed the projector to make the students focus on learning.

From the interview, it is concluded that 64% of the students agree and 23% very agree that teachers' hand gestures motivate them in learning English, while 23% of them unsure if teachers' hand gestures motivate them in learning.

There are some teachers' head movements that seem in the learning process. Some of them are nodding his/her head, shaking her/his head. Both of head movements as the most seeing by the students in the class. Some of the students rarely see the teachers' head movements, so 40% of the students unsure of the teachers' head movement can motivate in learning, 30% of them agree, 17% of them very agree, 10% of them disagree and 3% very disagree.

Teachers' affect display most seen by the students is facial expression. 53% of the students agree and 7% of them very agree if teachers' facial expressions motivate them in learning English. Especially teachers' happiness facial expression. But, 37% of the students unsure if teachers' facial expressions motivate them in the learning process and 3% of them disagree.

The emblem is known as teachers' non-verbal known by people in the same group. An emblem that is familiar for the students when teachers' put his/her forefinger in front of his/her lips, it means they have to be quiet. Another example when the teacher moves his palm hand up and down to ask the student to get closer. The result of the study showed 54% of students are agreed and very agree if teachers' emblems can motivate them in learning English. But 3% of them disagree and 3% of them unsure that teachers' emblems can motivate them in learning English because they do not understand with teachers emblems.

CONCLUSIONS

Based on the analysis and discussion of this present study, there are some conclusions that can be drawn as follows:

The most used of teachers' verbal communication in the learning process is questioning. It is used to stimulate the student's attention in the learning process. And the second most used verbal communication by teachers' in the class is giving direction. The direction from the teachers uses to give feedback and help the students more understand about the learning process.

There is some non-verbal communication used by the teachers' to support their verbal communication are hand gestures, head movements, affect display, and emblems. The example of hand gestures has clicked the finger. The example of head movements is nodding his/her head to show their agreement with the students. Affect display that is used by teachers' in class identically with the facial expressions that are used to show the students agree with the student's response. The last are emblems that are used by the teacher by employing the finger to communicate with the students.

The most motivating of teachers' verbal communication for students is questioning. Because the students will pay more attention when they try to answer the teachers' questions. It will be different if the teacher gives no question it will make the students passive because they did not get stimulation to solve any problems.

Teachers' non-verbal communication most influenced by the students is facial expression. Especially the teachers' happiness expression, it makes them spirit full to learn more and it helps them to enjoy the learning process so they get more understanding in the learning process.

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