
STUDENTS' PERCEPTION ON TEACHER'S NONVERBAL COMMUNICATION AT SMAN 1 SOPPENG**By****Andi Erina Faqiha Asnawi¹, Burhanuddin Arafah²**¹English Language Studies, Postgraduate Program, Faculty of Cultural Sciences, Hasanuddin University, Makassar, Indonesia²Faculty of Cultural Sciences, Hasanuddin University, Makassar, IndonesiaEmail: andierinafaqihaasnawi@gmail.com

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Abstract: The study was aimed to explore students' perceptions of their teacher's non-verbal communication in teaching English and how nonverbal communications influences students' perception of English teachers' role and performance in the classroom. This study was a descriptive qualitative study conducted at SMAN 1 Soppeng. To achieve the objectives, the data were collected by Likert questionnaire, and interviewing. There were 61 students of eleventh grade in different classes as representative class in school, so the students chosen by purposive cluster sampling technique. The result of this research showed that interpretation to the way teacher's nonverbal communication affected students' perception and the way students perceive their teacher's nonverbal communication is positive. All of the expected meaning behind the nonverbal communication could be understood by the students well. The entire teacher's nonverbal communication where the researcher focused namely gestures, eye contact, and tone of voice functioned well. Students agreed that the use of nonverbal communication in the teaching and learning process works. Teacher's nonverbal communication during teaching and learning process made them to be motivated to learn, focused their attention to the teacher's explanations, and made them eagerly to speak or answer the questions, although there are some students feel nervous, apathetic in learning process, and feel afraid of being noticed.

INTRODUCTION

Successful teaching requires effective communication between the teacher and the learners. Teachers' ought to have good communication skills to further their careers in

education and help their students obtaining academic achievement. Aside from the requirement of effective communication skills, communication between teachers and students remains an important aspect of the presence of nonverbal communication in the classroom, which is to provide clear teaching to the students. Teachers also should be able to give understandable instruction or explanation to their students, so then students will be easier in understanding the materials or instruction given (Pogue & Ahyun, 2006). In teaching, communication is one major thing that makes students and the teacher gets connected each other, share and give information in two ways, either student to teacher nor teacher to students. Teacher's communication strongly influences students' learning outcomes.

(Ahmad & Aziz, 2009) in their research reported that the students' perceptions can work in practice and become a part of exploratory studies. They contribute as much as to the teaching-learning process by providing suggestions and directions for teacher's future improvement by their point of view. Based on findings above I concluded that it is necessary to conduct research dealing with nonverbal communication. There have been so many previous studies about nonverbal communication before. However, they mostly dealt with university students as the participants for their research and held out of Indonesia. Besides these researches mostly correlate nonverbal communication with the motivation of the students which tend to focus on how the non-verbal communication affect the students' motivation meanwhile this research will focus on the students' perceptions since the students' perceptions toward their teachers matter in the successful communication in the classroom.

LITERATURE REVIEW

A. Definition of Perception

Perception refers to the recognition and understanding of events, objects, and stimuli through the use of senses (sight, hearing, touch, etc.). Likewise, in the Dictionary of Psychology, perception is defined as the process of knowing objects and objective events by means of the senses (Chaplin, 1981, p. 376). In line with that Solso et. al (2007, p. 120), in Grafiyana, 2016) mentioned that perceptions refer to interpretation of things that we sense (through five senses). Another theory, the direct perception states that perception is formed from the acquisition of information directly from the environment (Grafiyana, 2016).

Based on Anggrawan et al (2019) study, it is concluded that the students' cognitive learning grammar through online learning is better compared with face-to-face learning model from the descriptive test ensure. In this case, people's interpretations of knowledge are different because of the nature of the circumstance or problem they are dealing with. This might conclude that perceiving and interpreting an object's meaning is a process that takes place depending on how the environment. Thus, a person's interpretation of another person's experience is known as their perception of interpretative comprehension.

B. Student Perception

Student perception is the psychological definition of what we perceive, which despite what some people believe is not always the same as what truly is. They have a tendency to perceive things the way they want to rather than how they are really

happening. Each person's unique perspective is founded on that person's previous life experiences; hence, no two people are likely to have the same interpretation of the same circumstance because no two people's perspectives will be the same. This in line with Mark (2013) claimed that the participants used their previous knowledge of the stimulus to base their perceptions. In other words, Agarwal (2019) stated that perception is a motivating factor behind the learning process and the success or failure of a student's learning depends on how a subject is taught which in this elements, numerous pieces of evidence demonstrate to the importance of detecting, interpreting, and valuing object, experience, learning emotion, and motivation.

C. Definition of Nonverbal Communication

According to Nordquist (2018, p. 1) Nonverbal communication is the process of sending and receiving messages without using words, either spoken or written. Unlike the verbal communication, the nonverbal communications help in establishing and maintaining the interpersonal relationship while the verbal's only help in communicating external events. Conforming to (Lunenburg, 2010, p. 1) Nonverbal communication is the way we stand, the distance we maintain from another person, the way we walk, the way we fold our arms and wrinkle our brow, our eye contact, being late for a meeting conveys messages to others.

RESEARCH METHODOLOGY

The design of this research applied descriptive qualitative method. By conducting qualitative research methods, Sugiyono (2016) concluded that the researcher is the primary instrument and the most natural setting for gathering data. The aim of descriptive research is to explain and observe characteristics of a circumstance because it naturally occurs (Polit & Hungler, 1999). In line with this, this research aims find out students' perception of teachers' nonverbal communication in learning process. Data resources involved English teachers and students of second grade of Senior High School in one of state Senior High School in Soppeng (SMAN 1 Soppeng) because SMAN 1 Soppeng is the representative school in Soppeng. The sampling method used is purposive cluster sampling in which the selected classes are XI IPA 1 and XI IIS 1 that consist of 31 selected smart students for each class. The various collect data from the questionnaire analyzed by calculating the students most answer that related with the nonverbal communications of the teacher. The questionnaire used Likert Scale. Likert scales are the creation of Rensis Likert and were first introduced to the field in 1932 in an article entitled, "A Technique for the Measurement of Attitudes" in *Archive of Psychology* (Edmondson, 2005; Likert, 1932). The Likert scale was designed to simplify the complexity of the Thurstone scaling technique (Edmondson, 2005, p. 127). Likert constructed his scale as a means of capturing an infinite number of attitudes in an ordinal scale format. The terms Likert and Likert-type are often used interchangeably and may result in a use contrary to Likert's explicit framework for the scale's design (Likert, 1932). Likert's (1932) original summed scale was derived from five points (or number of discrete points of the responses) response score of multiple items, though he did not specify this quantity, utilizing the following five-point responses: strongly approve, approve, undecided, disapprove, and strongly disapprove. The questionnaire used Likert Scale consisting of four-point scales as follow:

Statements	Score	
	Positive	Negative
1. Strongly Agree	4	1
2. Agree	3	2
3. Disagree	2	3
4. Strongly disagree	1	4

Figure 1 Likert Scale

Due to the COVID-19 epidemic, the researchers delivered the questionnaire list to all selected students via a Google Form link. The questionnaire consists of 25 items and have positive and negative statements. If the respondent chooses all the statements with Strongly Agree, teacher got 100 score. Meanwhile, if the respondent chose all statements with Strongly Disagree, got 25 score. Since the questionnaire used four scales, in other words the interval of the score $100 - 25 = 75$. $75:4 = 18,7$. The classification of the perception is:

81,3 - 100	Strongly Positive
61,6 - 80,3	Positive
41,9 - 60,6	Negative
22,2 - 40,9	Strongly Negative

Figure 2 Perception Classification

In order to collect reliable and comparable qualitative data, the researcher adopted semi-structured interviews, which provide clear instructions for the interviewer. The researcher also prepared students the interview questions by using 15-item interview guides and the students will attend individual interviews via WhatsApp Voice Call. In this case, five students were questioned as class representatives in order to collect accurate statistics. In addition, it was designed to collect additional information that matched and supported the results of the online survey.

FINDINGS AND DISCUSSION

Based on the data analysis from the questionnaire, it was determined that most of students perceived their teachers' nonverbal communications positively. It can be seen from the data and the result of mean score in the questionnaire that was calculated as below:

Mean score of XI MIA 1 class with their teacher

$$\bar{X} = \frac{\sum X}{N}$$

$$\bar{X} = \frac{2868}{38}$$

$$\bar{X} = 75,4$$

The overall sampling for the XI MIA 1 questionnaire was 38 from the total score 2868. It was found that the average score of the students' perceptions of the teacher's nonverbal communications in an English learning classroom was 75.4 percent, which is considered to be in the positive category. The following table presents the results of the mean score, which were supported by the frequency and the percentage of the questionnaire:

Range of Scale	Frequency	Percentage	Students' Perception
91,8 – 152,3	1	2%	Strongly Positive
74,2 – 91,7	19	51%	Positive
66,6 – 74,1	17	44%	Negative
38 – 66,5	1	2%	Strongly Negative
Total	38	100%	

Table 1 Perception of XI MIA 1

Meanwhile, the total questionnaire score of XI IIS 1 was 1772 with the total sampling was 23. It shows that the mean score of the students' perceptions toward teacher's nonverbal communications in English learning classroom is 70,8% which is classified as positive. The results of the mean score were supported by frequency and the percentage of the questionnaire which showed on the table below.

Range of Scale	Frequency	Percentage	Students' Perception
81,4 – 100,1	5	20 %	Strongly Positive
62,6 – 81,3	20	80 %	Positive
43,8 – 62,5			Negative
25 – 43,7			Strongly Negative
Total	25	100%	

Table 2 Perception of XI IIS 1

The discussion part reveals the findings interpretation to the way teacher's nonverbal communications affect the students' perceptions and the way the students perceive their teachers' nonverbal communications. In line with, Mortazavi (2013) that conducted a study on meta-analysis of communication patterns in mathematics journals' articles. The results of the study revealed that supportive, collaborative and emotive methods in the form of body language, both audio and video, are effective for learners to enhance the performance in learning mathematics. Most of the students expect the teacher to stand up during teaching and learning process. Physical appearance is perceived consciously especially in the first meeting. Formal dress code is expected by the students in the class as it is something reasonable for professional teacher. Second, facial expression of teachers is perceived positively by the students. Eye-contact of the teachers' make the students attentive in the class.

Maintaining eye-contact with the students will cause the students to pay attention to him because they will feel appreciated. Eye-contact can also be recognized as a warning for the students. Body movements of teachers are perceived positively since they can help them understanding the lesson better, and they make the teaching-learning process more

interesting and conducive to learning and feel unmotivated when there is a lack of body movements because it can lose their interest in learning. Teacher who stands up during the lesson is seen as an active teacher as the students can see the gestures and body movement which has a positive impact to the students as well. It is also related to the result of Simoncic 2016, she found that students lose interest and feel unmotivated if the professor spends the whole lecture sitting in a chair, involving no body movement. This is why it is no surprise the fact that, the majority of the students believe body movements do influence the classroom environment, which in turn becomes conducive to learning. There are many functions our body movements and positions serve with regards to our spoken utterance, as mentioned by Poyatos (2002:187), and it is, therefore, no wonder that body movement, eye contact, facial expressions and physical appearance, do serve a crucial role in the overall teaching and learning process. Keeping proper distance with students is perceived as a positive thing. The students will feel uncomfortable and nervous if the teachers do not keep proper distance even though they expect their teachers to stand up during teaching and learning process.

CONCLUSION

Overall, it can be stated that employing this NVC ability by teachers will have a positive and significant effect on the attitude of students during the teaching-learning process and assist students better comprehend the subject given. The majority of students agreed that the teacher's nonverbal communication during the teaching and learning process motivated them to learn, focused their attention on the teacher's explanations, and made them eager to speak or answer questions, although there are minority of students felt nervous, apathetic, and afraid of being noticed.

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