

**TEACHER'S NON-VERBAL IMMEDIACY  
IN TEACHING ENGLISH**

**THESIS**

**Submitted by**

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**FAKULTAS TARBIYAH DAN KEGURUAN  
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DARUSSALAM- BANDA ACEH  
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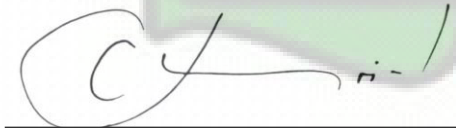
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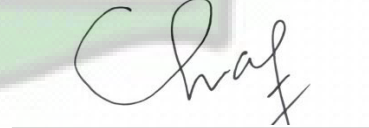
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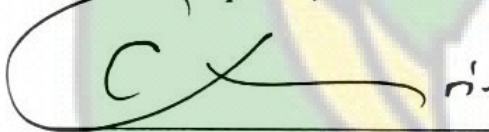
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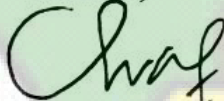
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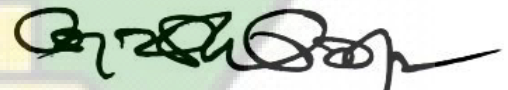
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## **SURAT PERNYATAAN KEASLIAN**

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Menyatakan dengan sesungguhnya bahwa skripsi yang berjudul:

**Teacher's Nonverbal Immediacy on Students Motivation in learning English**

Adalah benar-benar karya saya, **kecuali semua kutipan dan referensi yang disebutkan sumbernya**. Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggung jawab saya. Demikian surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 23 November 2021

Saya yang membuat surat pernyataan,



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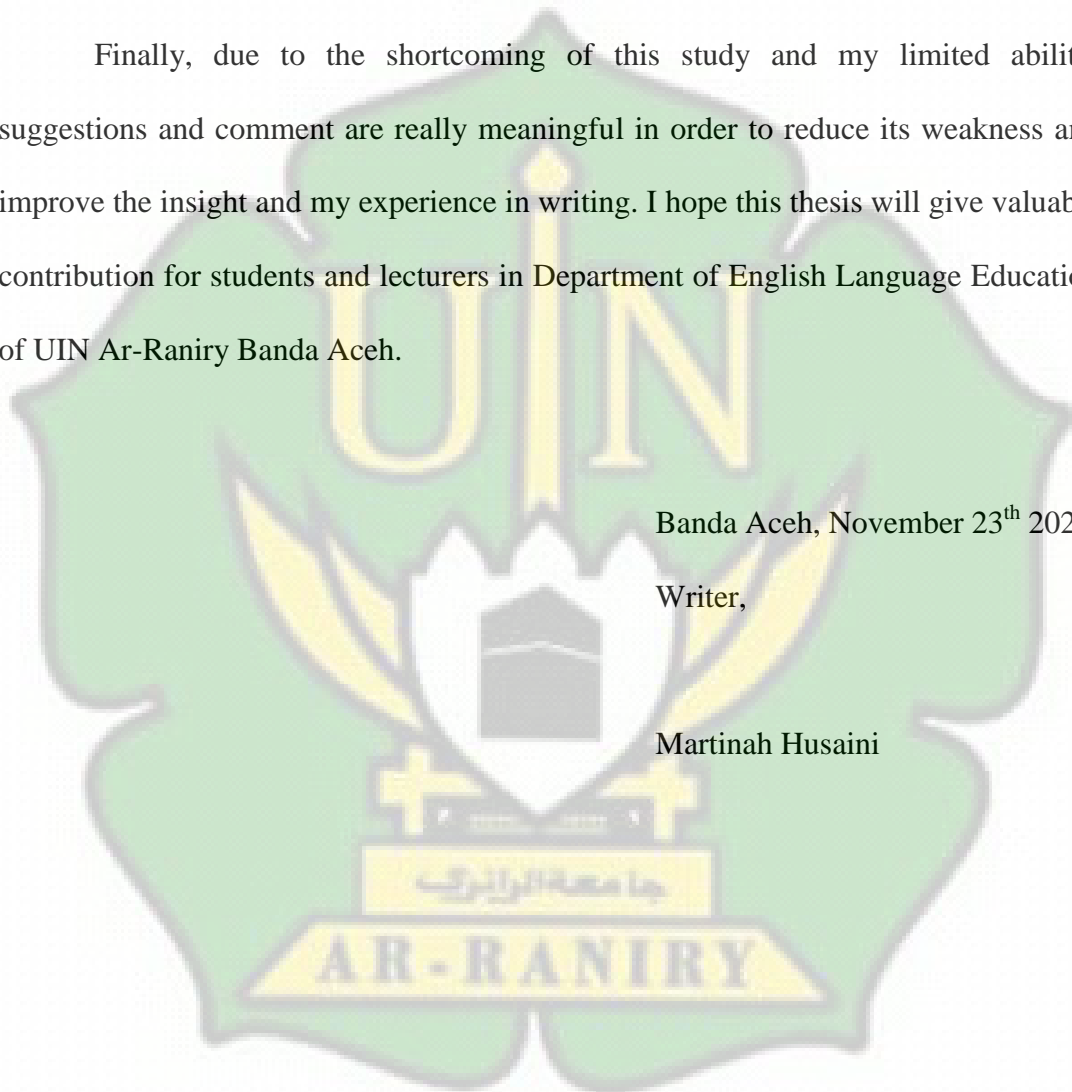
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Banda Aceh, November 23<sup>th</sup> 2021

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## ABSTRACT

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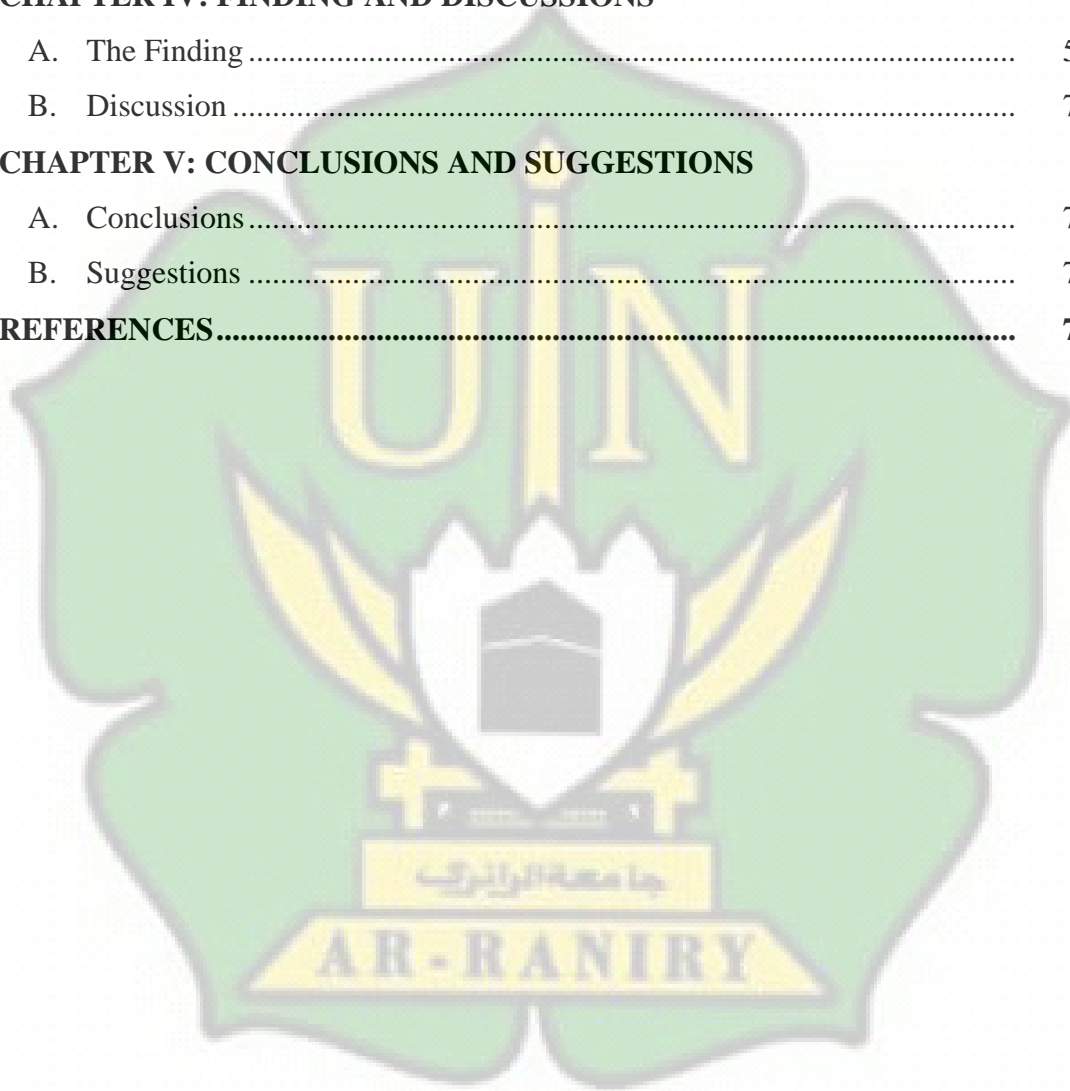
Student motivation in learning was needed for the success of the learning process. If students does not have motivation in learning, it caused students not interested in whatever the teacher does in the class. The way teacher communicated or explained the material in class, it affected the students' desire to learn. Nonverbal immediacy was communication behaviour that affected relationship psychologically and emotionally. The purpose of this study was to investigated how teachers' nonverbal immediacy influenced student motivation in learning. The participants of this study were 2 English teachers at SMP Negeri 2 Meureudu. The method used in this research was qualitative. The researcher used interview and classroom observation as data collection techniques. The teacher uses nonverbal immediacy as a way of communicating that emphasizes verbal communication in the teaching process. Additionally, nonverbal communication may create a strong bond between teachers and students, making it easier for teachers to attract students to join in the learning process.



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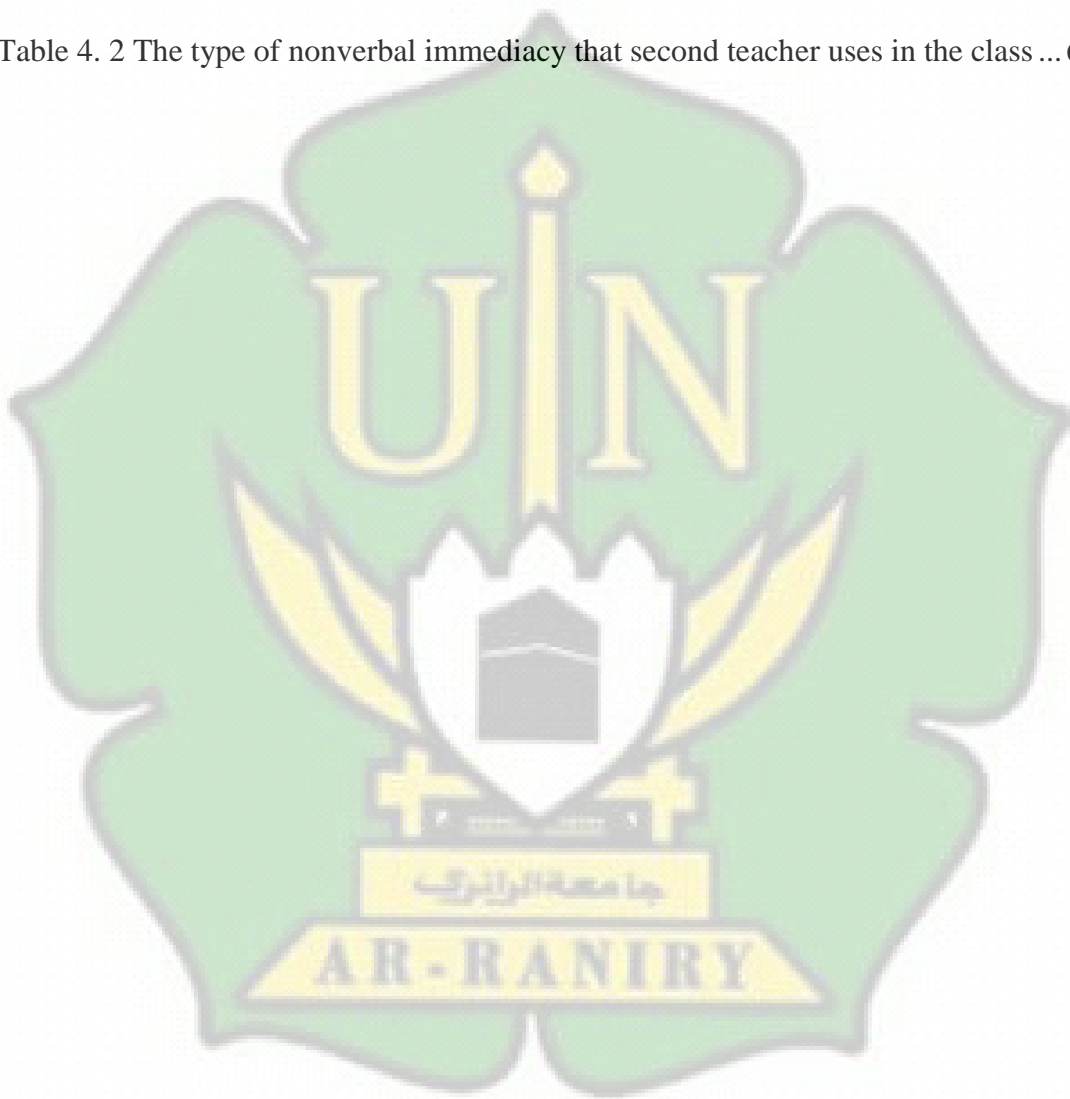
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## **CHAPTER I**

### **INTRODUCTION**

This chapter elaborates the reason for conducting this study. The content of this chapter includes background of study, research question, research aim, the significant of study, and research terminologies. In order to avoid misunderstanding, definitions of terms are provided in the last part of this chapter.

#### **A. Background of the Study**

There are many types of language used to communicate. One of them is English. English as an International Language must be learned by people in world. According to Mappiasse and Ahmad (2014), English has become one of the most widely spoken languages in the world today. As a result, everyone has to be able to communicate in English. According to Lauder (2008), English is needed for keeping up with technical and scientific advancements, as well as for greater career prospects. This demonstrates that English is crucial in many sectors of our lives, including education, business, politics, and so on. As a result, both established and developing countries should recognize that English is an essential language to study and master. Teaching English has been a major issue in countries where English is not the first language. So, learning a second language is challenging for L2 learners since they cannot speak English in real-life settings and must study sentences in textbooks rather than in the real world. Since a result, teachers should always look for beneficial solutions to

reduce the problems of teaching English language (Long, 1969; Chen, 2007; Nunn, 2011), as they face various challenges and often have questions about the best ways to teach.

Teaching English is crucial to a foreign language's position and success. Because English is not used to teach the language in the classroom or as a communication tool during social interactions, students find only a little quantity of English inside and outside the classroom. Because of this, English teachers hold a great deal of responsibility for ensuring that students learn English in a supportive environment and for bringing successful language acquisition into the classroom. Thus, instructors' language knowledge and teaching abilities, as well as a variety of other complicated skills, are crucial in teaching English as a foreign language. In process of transferring knowledge, there is communication between teachers and students (Peng Hong Li, 2011). Therefore, communication is an essential component of the success of the teaching-learning process (McCarthy and Carter, 2001). Communication helps teachers convey knowledge such as sharing ideas, thoughts, and opinions. Therefore, communication contains a process of changing behaviour of others. Thus, communication will cause changes in student behaviour in the classroom. Moreover, teachers are directly involved in instructional communication in the classroom to achieve educational goals. The teacher's manner of transferring knowledge to the students will have an impact on the students' achievement of educational goals because the teacher is directly related with the students in the class (Syarifah

Dahlia, 2019). Competent teachers are teachers who are able to use certain communication or teaching methods to respond positively to students and learn more (Allen, Witt & Wheelless, 2007). Then, the behavior of immediacy is something that the teacher must pay attention in communicating with students in the classroom.

Immediacy is a communication behaviour whose goal is to create closeness between two people (Mehrabian, 1969). Immediacy can build closeness with students psychologically, where this closeness will affect the learning process. In the case of the learning process, the teacher uses immediacy to create a feeling of inner connection to make it easier for them to convey messages. English teacher have to pay careful attention to their attitudes toward their students, classroom behavior, classroom climate, and lesson arrangement because it affects the success of achieving learning goals (Solongo Shagdarsuren, 2020). Therefore, to motivate students in learning English, teachers communicate with students and have to create a good classroom atmosphere for their students. Building closeness with students is also an excellent step to take in the process of creating this atmosphere. In addition, Wilson (2007) states that teachers build close relationships with students using teacher immediacy behavior. When teachers have established good relationships with their students, a positive classroom atmosphere will be created, which can motivate students to learn (Sidelinger, 2010). Then, Burroughs (2007) states that an immediate teacher seems relaxed, expressive, and enthusiastically expressive during class lectures and discussions; besides, the teacher smiles frequently, makes a lot of eye



contact, and is generally perceived as friendly and approachable. As a result, teachers who use immediacy behaviors convey a sense of comfort, relaxation, and concern.

Immediacy is divided into two: verbal and nonverbal immediacy (Gorham, 1988). Verbal immediacy is acting through words or sentences, such as using humour and praising the students for what they have done. At the same time, non-verbal teacher immediacy refers to nonverbal behaviours that influence physical and emotional closeness, which improves students' feelings about the teacher, the course, and the content (Richmond, & McCroskey, 2000). Teachers give non-verbal immediacy using gestures, facial expression, eye contact, and smile. Non-verbal is also called the silence of communication in which people use body movement, eye contact, facial expression, posture, and gesture (Kusanagi, 2004). Then, Teachers' non-verbal immediacy is recognized by many researchers as having more influence on student motivation because non-verbal immediacy is an approach that can attract students' attention because, with this immediacy, students can feel warmth and closeness psychologically (Zhang & Oetzel, 2006a). Non-verbal immediacy is also believed in making students relax and reduce their boredom in learning. Teachers can stimulate positive responses from students by making eye contact, gesturing, walking around the classroom, maintaining a calm posture, speaking in different tones, smiling, giving students time, dressing nicely, and so on (Aydin, 2013). Moreover, there was a strong relationship among quality, amount, and the method teachers used nonverbal immediacy while teaching. Especially in English class, where students have limited

vocabulary, non-verbal immediacy will be helpful for students to understand the teachers' verbal immediacy.

Studies on non-verbal immediacy have been carried out previously by several researchers. In these previous studies, researchers divide them into several groups consisting of prior research using the different theories, previous research of various levels of education, and add with previous research conducted on international students. For the first group of previous studies, several studies were completed using the different theories. Three studies were found using Richmond, McCroskey, and Johnson theory that was in title *"Students' Perception about Teachers' Nonverbal Immediacy Behavior: A Case of Communication Sciences Faculty"* by Mestan Kucuk (2016) and *"Relationship Among Connected Classroom Climate and Teacher Verbal and Nonverbal Immediacy and Trait and State Communication Apprehension"* by Katherine J. Denker (2005), *"A Burning Issue in T A Burning Issue in Teaching: The Impact of teaching: The Impact of Perceived Teacher Burnout and Nonverbal Immediacy on Student Motivation and Affective Learning"* by Qing Zhang & David Alan Sapp (2008). Mestan Kucuk found that nonverbal immediacy was needed in communicating in the classroom, which improves the relationship between students and their lecturer closer, which will create a comfortable environment for them to carry out learning activities. Also, they are state that communication find adequate teacher nonverbal closeness behavior, and there was no difference between male and female evaluation levels. Then, Katherine J. Denker found that the teacher's level of

nonverbal closeness created a more significant impact on students than the teacher's level of verbal intimacy. The results of his research show that within one semester, nonverbal immediacy will impact students' communication anxiety levels. In Qing and David's research, they found that teachers' nonverbal immediacy can reduce the adverse effects of teacher burnout on children appears to point to the best response for dealing with burnout and minimizing its impact. Burnout coping solutions have traditionally includes broad-based educational reform and social assistance. Other previous studies use different theories. Some of them are "*Undergraduate Teaching Assistants and their Use of Nonverbal Immediacy Behaviors in the Basic Communication Course*" by Wesley and Adam (2006), the research using the theory of Anderson. By using the ideas, Wesley and Adam's study found that instructors/teachers may be amplifying the adverse reactions of students who did not perform as well by exclusively using nonverbal immediacy behaviors (incredibly touching behavior) with students who complete well on their speeches or symposium presentations. The students' poor performance combine with a lack of nonverbal feedback from teacher assistants may cause them to communicate their unfavorable feelings to the situation overtly. The last is "*Students' Silent Messages: Can Teacher Verbal and Nonverbal Immediacy Moderate Student Use of Text Messaging in Class?*" by Wei & Wang (2010). Their research used the theory of Christophel. Their study find that instructor immediacy alone may not be a strong enough factor to control students' text texts in class. On the other hand, the closeness of teachers to

students can attract students' attention and create a good atmosphere in the classroom, which can raise students' enthusiasm to learn in a fun atmosphere.

The second group discussed non-verbal immediacy in various levels of education. The first level is a primary school, "*Analyzing teacher's instructional and nonverbal communication in EFL classroom*" by Ranta, Diah Harmawati (2017). She found that the teacher's instructional language and nonverbal communication have positive and negative effects. Motivating students to study, enhancing their language mastery, making them more active in speaking, and instilling joy in studying were all favorable effects. Meanwhile, the negative consequences reveal that the students feel scare to talk when the teacher glance at them or even stood beside them. The second level is Junior high school, "*The Impact of Teachers' Verbal and Non-Verbal Communication on Students' Motivation in Learning English*" by Megawati and Hartono (2020). They were found that Facial expression is the most effective form of nonverbal communication among teachers. The joyful expressions of the teachers, in particular, provide them with a want to learn more and to enjoy the learning process, allowing them to gain a better knowledge of the material.

The third level is Senior high school, and there are two studies, "*Students' Perception of Teachers Nonverbal Immediacy Behavior toward Students' Attitude and Motivation in Learning English*" by Rendra Kusuma Wijaya (2017) and "*Teacher nonverbal immediacy: A study of its effect on student academic progress and end of course test performance in a rural alternative high school*" by Jan

Richardson Singletary (2013). Both of studies conduct in high school. In his Rendra Kusuma Wijaya research, he found that if teacher do nonverbal immediacy correctly and responsibly, it can positively impact the students' attitude. The teacher's nonverbal intimacy conduct reduces the physical and psychological distance between the communicator (teacher) and the communicant (students). When the barrier is remove, students and teachers can interact more easily. Thus, there will be an evolving comfortable teaching and learning atmosphere. In comparison, Jan Richardson Singletary found that the positive correlation will promote changes to the teacher assessment system to reflect the use of nonverbal immediacy behavior and a greater focus on developing teacher-student interactions throughout teacher training and professional development. It will also support the statement that positive teacher-student relationships can help children succeed in learning. This study's increase degree of academic progress can transform the way teachers engage with students and the significance of personal relationships in class as a key to student academic performance. The last level is college students "*Students' Notetaking: The Effects of Teacher Immediacy and Clarity*" by B. Scott Titsworth (2004). In his research conclude that although immediacy is a crucial motivator for teachers, it appears that exploiting it to distract pupils from capturing details is counterproductive. Then, teachers are urged to consider how they use nonverbal immediacy for strategic learning.



The last group of previous study about research of nonverbal immediacy conduct in international schools. There are three previous studies. First research conduct by Lisa Hsu (2006) with the title "*The Relationship Between Teachers' Verbal and Nonverbal Immediacy Behaviors and Students' Willingness to Speak in English in Central Taiwanese College Classrooms*", the second is "*A Cross-Cultural Comparison of Instructor Communication in American and German Classrooms*" by K. David Roach and Paul R. Byrne (2001), the last is "*Teacher Nonverbal Immediacy Behaviors and Student-Perceived Cognitive Learning in Japan*" by Lois L. Hinkle (2014). Lisa Hsu found that a significant point from his research is that teachers need to be aware that their nonverbal closeness behavior in the classroom is effective and powerful in increasing students' willingness to talk in learning English. Students get benefit from the teacher's nonverbal immediacy behavior that symbolizes approachability and availability. Then, his research found that students in Taiwan are more willing to speak in English in class if they feel closer in their relationship with the teacher. The research data also reveals that teacher movement in the classroom is significantly and positively correlated with students' willingness to speak. From the results of her research, it is conclude that nonverbal mediation can motivate students to learn English. Then, Rouch and Byne's (2001) study examine communication which also discusses the effect of non-verbal closeness on American and German students. They are find that for American students, the relationship between teacher's non-verbal immediacy and student cognitive learning was significantly more potent than for German students. In all other cases, one group has a significant correlation

between variables while the others did not. Both groups have an insignificant correlation between variables, it is not substantial differences between groups. Fascinatingly, the data reveals a positive and powerful connection between instructors' reference power and students' cognitive learning for American students and an extensive negative relationship for German students. Lois L. Hinkle, in his finding research discuss nonverbally immediate teachers receive a higher positive response from Japanese students. This conclusion is interesting because it implies that nonverbal immediacy by teachers has a similar influence in classes as diverse as the United States and Japan. Japanese students believe that nonverbal immediacy teachers teach them more. Students only dislike types with direct nonverbal teachers, but they also explain that students learn less when the teacher does not use nonverbal proximity.

In addition, there is some similarity and difference regarding this study when compare to the previous studies. This similarity can be notice from the objectives of this study and the previous research that has been stated above. Both studies discuss nonverbal immediacy in learning English and how it affects the participants. However, the different thing between this research and previous research is viewed from the object of research. In previous studies, many researchers used students and teachers at the primary, high, and college levels as their research objects. In contrast, the researcher use junior high school teachers and students as objects of this research.



Based on the explanation above, the researcher want to investigate the use of teacher nonverbal immediacy. As a result, the researcher conduct this research to determine whether the use of nonverbal immediacy will motivate students to learn English or not. This study involved two English teachers from SMP N 2 Meureudu as the research object.

#### **A. Research Question**

Based on the background above, the researcher formulates the following question, How do teachers perceive about their nonverbal immediacy in teaching English?

#### **B. Aims of Study**

Based on the research question above, the aims of this research is to investigate teachers' perception whether their nonverbal immediacy can affect their students' motivation in learning English.

#### **C. Significance of the Study**

The result of this study can give a beneficial contribution especially for student-teachers, writer, and future researcher. This research is expected to help the teachers to understand about the use of nonverbal immediacy in teaching English. Then, I hope that the result of the study can give additional information for other researchers to conduct the study in the same field in the future.

## **D. Terminology**

To avoid ambiguous meaning of some terms in this research, the writer gives the operational definition of the topics.

### **1) Nonverbal Immediacy**

Nonverbal immediacy refers to nonverbal behaviors that induce physical and emotional closeness, which increases students' affect towards the teacher, the course, and the content (Richmond, & McCroskey, 2000). Nonverbal immediacy consists of smiling at students, making eye contact, moving around the classroom, and using vocal variety. Similar to verbal immediacy, perceptions of nonverbal immediacy have been shown to increase affective, cognitive, and behavioral learning, motivation, and perceptions of clarity and credibility (Richmond, Gorham, & McCroskey, 1987; Pogue & AhYun, 2006; Hsu, 2010). Nonverbal immediacy is a positive behavior done by the teacher to get closer to the students so that the teaching-learning process achieves the goals that the teacher has targeted. It is well known that the teacher's behavior in front of students can affect the classroom atmosphere. So then, the nonverbal attitude of a teacher can also have a significant effect on increasing student motivation. In this research, teachers' nonverbal immediacy refers to the behavior of teachers that they applied in the classroom to motivate students in learning English.

## 2) Teaching English

English Language Teaching: is based on the idea that the goal of language acquisition is communicative competence. It adopts concepts, techniques, and methods in the classroom for recognizing and managing the communicative needs of the language learners.



## **CHAPTER II**

### **LITERATURE REVIEW**

In this chapter, the researcher reviews some important theories and issues regarding the research topic. This chapter includes an overview of motivation, nonverbal immediacy, parts of both and previous studies.

#### **A. Some Concept of Teacher**

##### **1. Definition of Teacher**

A teacher has been characterized in several ways by scholars. Although all scholars relate to the teaching profession, a teacher is someone who teaches or assists the learning process (HakiElimu, 2009). A teacher is also defined as a person who is an expert capable of transmitting information that will assist learners in developing, identifying, and acquiring skills that will be utilized to tackle life's obstacles. The teacher also gives the students with information, skills, and values that will help them grow. An educated individual may take advantage of available possibilities in both the commercial and governmental sectors. A well-educated individual can easily find work while also possessing life skills that will allow him or her to function effectively in society (Senge, 2000).

Based on the definition above, People have no issue explaining who the instructor is in general terms based on the definition provided above. In this view, teachers are always connected with occupations involved with the education of

students in particular, educational institutions, and those who must be familiar with the teaching materials that exist in the curriculum. As a result, teachers are people whose mission it is to educate the nation in all aspects, including spiritual and emotional, intellectual, physical, and other aspects.

## **2. Qualities of A Good Teacher**

According to government education policy, the minimum qualification for a teacher is a grade III teaching certificate, and the minimum qualification for a secondary school teacher is a diploma in education from respected teachers' "colleges". It is stated in the government's education policy. Teachers should serve as role models for students during the teaching and learning process. It is critical to follow the following guidelines. Reflection on the learning process, patience, fairness, feelings, knowing the learning environment, recognizing learning differences, connection, problem solving and topic mastery, discipline, interaction, and motivation are all important. Nonetheless, the national education policy specifies that teachers must have a certificate or a degree in education to teach in secondary schools. A successful teacher is required to possess the qualities outlined in the following criteria all over the world.

### **1) Should be knowledgeable in term of what they are teaching**

A good teacher is one who understands everything they're teaching. A knowledgeable instructor will be able to educate with confidence. In comparison to a

teacher who does not understand their subject matter, a highly-qualified and competent teacher performs effectively in the learning and teaching process.

## **2) Should know the teaching methodologies as well as education psychology**

A teacher is supposed to have abilities that will enable them to administer the teaching and learning process without difficulty, in addition to processing knowledge of the subject matter/lesson. In addition, the teacher is supposed to foster and cultivate various student potentials. The teaching theories assist the teacher in providing students with more possibilities to learn. As a result, in order to assist the teaching/learning process, a teacher should effectively use educational psychology. It's one thing to understand educational issues, but it's another to know how to transfer information to students. The majority of students confuse teaching competence with knowledge. Knowledge and ability do not necessarily have a direct relationship. Claiming that everyone with knowledge can teach is a fallacy. This distinguishes teaching from other occupations. A teacher's job is to teach what the students need to know, not what politicians want them to know.

## **3) Should have a sense of humor and love to their students**

Having a sense of humor will make someone a successful teacher. If you have a sense of humor, your class will be peace full and there will be no unnecessary conflicts. A sense of humor will attract the students to love the subject and a teacher

as well. Students will be interested to listen to a serious teacher. The most important thing is for the teacher to love his job despite the fact that sometimes the teaching job is associated with stress or depression. The teacher should overcome all of these. The teacher's love to the pupils will facilitate creation of the democratic teaching and learning process. At the same time learning will be more interactive and natural. Also there will be no any humiliation or victimization in the class. Love will be help the teacher to create effective teaching and learning process.

#### **4) Should have positive attitude**

A positive attitude is the most important thing in the teaching profession as well as life general. In the teaching profession there are many challenges that a teacher is expected to face. Having positive attitude will enable a teacher to overcome all the problems that occur in the course of teaching. For example in the first day off teaching, one may find himself teaching what they did not expect to teach and therefore not being able to teach as was expected. The teacher should be calm and try to overcome some anxieties so that his/her teaching does not affect the pupils. Despite all these challenges, a teacher is expected to go on improving the teaching strategies.

#### **5) Should be flexible and likes to learn more**

A teacher is supposed to have reading culture so as to cope with the changes. A good teacher should be anxious to learn more so as to improve his teaching methodologies. It is equally important for a teacher to understand that everything is in



the state of change, knowledge is not static, changes are inevitable and therefore a teacher should cope with changes. Every day is a new day and the teacher therefore should appreciate the changes. Accepting change will help the teacher to have peace of mind since pupils expect much from him/her especially when it involves new things. A teacher is always in the learning process. A teacher is expected update themselves with the changes since every day there are new things that are put into use.

#### **6) Should be a role model**

A good teacher should be a role model to the students. The teacher should have a hard working spirit, diligent, honest and should have good manners so that students can be able to emulate. The unqualified teacher will produce the half baked students while the qualified teacher will be able to produce learners with true vision about life. For example we do not expect a teacher to be lazy, an alcoholic, a thief, brutal, harsh and dictator. In terms of decision making the person demonstrating the above named manners does not qualify to be called teacher because she/he will do nothing other than producing dictators and robbers in the society. Always students tend to emulate what the teacher does rather than what is said in the class.

### **3. Duties and responsibilities of a teacher**

The teacher with qualities mentioned above has a key role to play while at school or at home. The following are:

### **1) To give knowledge and utilize potentials**

A teacher has a responsibility to offer knowledge according to the level of the learners. This take us directly to the main responsibility of a teacher who is considered to source of knowledge. In that case, presentation of the material important issues to be considered by all teachers regardless off teaching modality used. These issues include involving teacher to teach things that are relevant to the society. The teacher should not regard learners as empty tins, but teacher should know that learners know something. Teacher should give learners knowledge and skills to enable the cope with the fast ever changing world. The teacher plays a big role in shaping learners. The teacher normally nurtures the pupils from the early stages of learning to the highest stage. Teachers are expected to train learners to be independent thinker and problem solve at the highest level. Perhaps these days we may not have teachers who are capable of doing this.

### **2) To facilitate the teaching and learning process**

This is the most important step expected to be done by the teacher before entering the class. The teacher is supposed to prepare, plan, and facilitate the teaching and learning process. If a teacher is well prepared, she/he can also teach effectively learning process has not been effective. This lack of preparation affects teachers with high teaching load. It is imperative for a teacher to update his/her lesson notes every now and then. This help him/her to cope with the ever changing world.

### **3) To maintain and build discipline**

One of the most difficult responsibilities of teachers is to maintain discipline. But if a teacher uses different approaches, it will be possible to maintain discipline in the class. One of the principles a teacher may use to maintain discipline in the class is to have class regulations. These regulations should be known to all the pupils and they should be displayed on the notice board together with their possible penalties. If the teacher is not fair enough, there is no point of having the regulations. The teacher is also supposed to build the attitude of patriotism to the country among pupils. Moreover, the teacher should train learners to develop sense of solidarity, honesty and love to the nation. In the past this was done through teachings and sports and games.

### **4) Creative and Researchers**

A teacher is always a researcher. They use most of their time conducting research on their students. Through research the teacher can easily understand their students learning abilities. In a research, the teacher identifies students potentials and their relevance to the society. The teacher normally creates new teaching approaches. The teacher is also supposed to equip themselves with changes so as to cope with science and technology. By updating their knowledge and skills, the teacher will be able to give relevant material to their students. In terms of creativity, a teacher is expected to be creative enough make his lesson natural and interesting to the students.

Also being creatively in the lesson. Moreover the teacher should provide room for students to practice as to reinforce the lesson.

#### **5) A facilitator**

A teacher is a facilitator in the learning and teaching process. In the past the teacher was considered the only source of knowledge, but nowadays the orientation is different. Instead the teacher is not considered to be the only source of knowledge but rather a facilitator in the learning process. The perspective teaching approach has changed the role of a teacher. The teaching approach today is based on the problem solving on the part of the students. Rather than being considered the source of knowledge, the teacher is nowadays considered as just a facilitator.

#### **6) The solicitor of knowledge**

The teachers should act as solicitor of knowledge, due to the development of information technology finding information has now been easier. Pupils, nowadays are able to surf via internet for information they need. They therefore do not rely completely on the teacher. The responsibility of a teacher as a solicitor of information has essentially remained the same. The teacher normally solicits the relevant material to be used by learners.

#### **7) Keeping class records**

A teacher is supposed to use their time well at school to check for students attendance to keep student progress report and to make any other relevant follow ups

regarding their students. The way the teacher handle these matter reflects their preparedness in general. The teacher is also responsible for keeping records related to students, conduct, students personal history as well as academic progress. When parents put their children to school at the same time he put expectations on the teacher, so that his child can develop optimally.

## **B. Teaching English**

### **1. Definition of teaching English**

Teaching is defined as "showing or assisting someone in learning how to do something, offering instruction, directing in the study of something, supplying information, causing to know or comprehend," according to Brown (1994:7). Teaching is an action that tries to help, to lead someone to obtain, to modify, or to enhance skill, attitude, ideal, and knowledge," writes Daryanto (2010: 159). Based on the definitions above, we can conclude that teaching is defined as mutual communication as well as certain acts in providing information, training, or instruction. Because the instructor interacts with the students, teaching is also an interpersonal activity. Communication will be effective if the teacher can influence the students and the students can influence the teacher. English is an essential topic in school since it is an essential lesson. However, teaching English is not easy; it is not as simple as instructing students to sit and stand in class. Teachers must exert considerable effort in order to make the learning process enjoyable and to keep students engaged at the same time. Using a variety of techniques to convey the

content can help learners get interested in and grasp the subject. Although it will take a significant amount of time and effort because English is neither their first or second language.

Teaching is an interactive process, typically including classroom discourse that takes place between instructor and pupil and happens within particular specified activities," stated Edmund Amidon. The term "teaching English" refers to the process of teaching the English language to students who do not speak English as their first language. English can be taught in a schooling environment or more privately, at a language school or with a tutor. People who have immigrated to an English-speaking nation can also learn English there (either temporarily for school or work, or permanently). Teachers of English might be native or non-native English speakers.

## **2. Challenging for teacher in teaching English**

### **a. Low Hours of English Language Teaching**

Educational literatures which are taught in schools are not up to date, and are mainly old and boring. Even pictures of books are not attractive for students. Today's needs of students in English are not considered, while language is a dynamic phenomenon and the most educational contents are not different from 20 years ago. Some expert complain about the amount of time devoted to the course and believe that in many cases teachers cannot teach all subject in this limited time. Because the students' learning motivation is low and on the other hand the content volume is high



and teaching in the short term is very difficult. In addition, the studies on the state of language teaching in school, some teachers and experts suggest that the content, examples and illustration of language books are not diverse and the provide exercises do not strengthen language skills (reading, writing, speaking, and listening).

#### **b. Lack of Interest and Motivation for Learning English**

This factors is the most important obstacle in learning English. Most students are not interested in learning the language and just think about passing the course, because they are not interested. They do not listen to their teacher and do not learn anything, even if they learn something they will forget it quickly, because they are tired of its repetition. English teacher should encourage the students to learn the language by repeating. This encouragement should not be verbalized, but some awards should be considered to increase the motivation and interest in students.

#### **c. Lack of Concentration in Class**

The second factor is the lack of concentration. When students do not have the concentration cannot learn the material. Concentration depends on these factors:

- 1) Fatigue and insomnia
- 2) Environment
- 3) Family problem



When all these factors are eliminated, the students can his best the language and gain a good score.

**d. Most English teachers lack the proficiency in the English language**

Unfortunately, most teachers in high school are not fluent in English and they are unable to teach the English language orally. They teach English in the form of written language to students and this is not a hundred percent learning. English teaching is best done when the teachers teach the language orally.

**C. Nonverbal Immediacy**

**1. Definition of Nonverbal Immediacy**

According to Burgoon and Hoobler (2002), nonverbal immediacy behaviors deepen or reduce feelings in communicative situations. Nonverbal Immediacy is a type of nonverbal behavior that involves physical closeness and feelings, and it can help the relationship between the teacher and the students become closer. The internal emotional state of the communicator is revealed through voluntary nonverbal actions that control closeness behavior; it can also influence the feelings expressed and experienced by communicators and recipients.

Therefore, nonverbal Immediacy can affect the atmosphere of closeness between the communicator and the interlocutor. We must not only rely on the topic of conversation when communicating but also on our facial expressions. Facial expressions can assist the communicator in controlling the atmosphere that the other

person is displaying. For example, when someone smiles when communicating with us, it indicates that they enjoy their interaction with us. However, when someone frowns on their forehead, it shows that they are not enjoying the flow of the conversation.

## **2. Understanding Nonverbal immediacy**

There are numerous opinions on nonverbal immediacy; however, Albert Mehrabian, a social psychologist, coined the phrase "nonverbal immediacy" and defines it as a communication habit that helps to improve intimacy and nonverbal connection with others (Mehrabian, 1969, as cited in Allen, Witt & Wheelless, 2006). It is critical to have good closeness in the relationship between communicators; it serves to make communication between the two communicators go more smoothly and communicate the message that you want to transmit efficiently. Likewise, the relationship between teachers and students should be strengthened to make the learning and teaching processes more comfortable for both parties. Students will always notice their teacher's behaviour in class, and the teacher's behaviour can influence students' learning interests in class.

Nonverbal immediacy includes smiling at students, making eye contact, moving around the classroom, and using vocal variety. Nonverbal immediacy, like verbal immediacy, has improved affective, cognitive, and behavioral learning, motivation, and perceptions of clarity and credibility (Richmond, Gorham, &

McCroskey, 1987; Pogue & AhYun, 2006; Hsu, 2010). It provides strong evidence that anything the teacher does will impact the continuity of the learning process. Teachers must not only pay attention and know-how to convey their knowledge, but they must also know how to make their students enjoy the process of delivering knowledge. Teachers' nonverbal communication skills always provide more information and impressions than anything else (Negi, 2009). Teachers' nonverbal immediacy in the classroom can make a positive impression on their students. Students will focus on unspoken behavior at the beginning of the teacher's presence in class and how they communicate verbally with their students.

### **3. Type of Nonverbal immediacy**

Physical appearance, eye contact, touch, facial expressions, gestures, and body posture are all nonverbal immediacy factors that demonstrate a level of commitment, caring, and genuineness to the interpersonal relationship (Remland, 2000; Richmond & McCroskey, 2000a). The way a teacher interacts with his students during the teaching process is necessary to create closeness, affecting the closeness between teacher and students. Thus, physical gestures such as eye contact, gestures, touch, facial expressions, and body postures can increase student commitment and interaction. According to Darn (2004) there are several main things that shape nonverbal communication behavior, including:

#### a. Eye Contact

Interpersonal communication relies heavily on eye contact. Besides that, eye contact indicates a person's attraction to the other person (Darn 2004). In addition, eye contact facilitates communication between the teacher and students in the classroom, fostering attention, warmth, and credibility. Therefore, making good eye contact is a must before delivering an effective presentation. As a teacher, one form of nonverbal communication that you must be an expert on is eye contact. An effective teacher can make and maintain eye contact with students to build closeness and relationships with the audience during the teaching process.

#### b. Body Gesture

According to Goldin-Meadow (2003), gesture serves as a tool for communication for listeners and thinking for speakers. The gesture is an essential component in touch because it helps listeners understand what the speaker is saying, and it also aids the speaker is trying to retrieve words from memory. Furthermore, gestures are possibly the most visible form of nonverbal communication; their goal is to express a (culturally) separate message concisely and unambiguously. We should also consider in appropriacy of specific gestures and the unique ways in which cultures perform gestures with the same core meaning in very different ways (for example, beckoning or waving goodbye). Likewise, face' gestures' used to express annoyance, rage, embarrassment, or confusion differ.

Borich (2007) states that learning will be effective in trying the teacher to be a role model for their students. The way with an attitude and attitude is positively experienced in proficient teaching in conveying information, reflective, motivator, and passionate within every study. In Borish's opinion, the teacher is expected to show an open attitude to learn entirely for students. Teacher openness in teaching students can be conducted online straight through the motions supports the verbal language in teaching.

### c. Facial Expression

Face and facial expressions play a significant part in communication since the face is a powerful human body feature (Hall & Knapp, 2013). Similarly, people usually criticize others based on their appearance and facial expressions. Therefore, there is a tendency to assume that the way a person's face was created and contoured has powerful effects on others. In terms of conventional perceptions of these aspects, facial structures or attributes might be advantageous or disadvantageous for a person. However, by using some facial expressions in a study, it is possible to influence perceptions about facial endowments to some level. Humans can make expressions on purpose, but basically, the expression arises from the feeling of the heart of human emotions themselves (Darn 2004). Therefore, feelings or emotions from humans can be described through facial expressions accidentally. There are some human expressions, namely: anger, happiness, neutral, sad, and others.

We must not only rely on the topic of conversation when communicating but also on our facial expressions. Facial expressions can assist the communicator in controlling the atmosphere that the other person is displaying. For example, when someone smiles when communicating with us, it indicates that they enjoy their interaction with us. However, when someone frowns on their forehead, it shows that they are not enjoying the flow of the conversation. A smile is an example of a facial expression that teachers must utilize. Smiling is a powerful gesture that conveys warmth, happiness, affection, and relationship. We already know that when someone smiles at one another, she is pleasant, polite, and warm. Students will respond positively and receive the message that they can approach or speak with the teacher, making them feel more at ease and free. Then, in the EFL classroom, facial expressions, which are a part of kinesics, play a significant role. According to Sueyoshi and Hardison (2005), EFL learners prefer to glance at their interlocutors' faces to gain a better comprehension since faces reveal speakers' attitudes. In this opinion, the teacher's facial expressions in class have a signify significant impact on activities.

#### d. Posture

A teacher's standing posture is critical in the learning process because it draws students' attention to the teacher when clarifying words or content in front of the class (Darn 2004). In addition, the way a person move, stands, sits, or speaks can send a variety of messages to others. Furthermore, the teacher and students' face-to-face



communication style, which includes less rigid gestures, might indicate kindness and acceptance. Speaking with your back to the other person or face to face with your eye on the floor or ceiling, on the other hand, conveys disinterest or dislike. The teacher's standing posture is critical in the learning process because it draws students' attention to the teacher when explaining words or information in front of the class.

e. Touch

Touch communication is a non-visual, nonverbal, and non-vocal message. Skin is the touch receiver, and it can recognize and distinguish the numerous emotions that people express through touch (Darn 2004). Physical touch helps in forming and maintaining reliable connections, allowing children to feel protected while also allowing them to develop independence. Physical contact between the teacher and students can make students feel safe and comfortable. Physical touch can also build emotional intimacy between the teacher and students.

Touch indicates various emotions such as anger, distress, happiness, kindness, love, and admiration (Hertenstein, Keltner, Bulleit, and Jaskolka, 2006). As a result, it has a strong, enticing, and overwhelming impact on people. It also connotes authority, rank, and power, and individuals who come into contact with it are frequently assumed to be in positions of power. According to its strength in nonverbal communication, touching conduct, a powerful nonverbal activity, may be advantageous in instructional contact since it enhances students' emotional, social,



physical, and intellectual growth. Teachers, on the other hand, should avoid inappropriately touching children.

According to Richmond (2002), one of the most critical aspects of building a healthy teacher-student interaction in the classroom is touch. For example, to praise students for well-done activities, the teacher or teacher may touch them. Touching can be used instead of words or sentences if the teacher does not want to use words or sentences to punish or regulate. To be more precise, if a student misbehaves in class, the instructor may walk up to him and touch his shoulder to warn him. As a result of this contact activity, the youngster may recognize that they need to stop or change their behavior. Touch behavior in the classroom between the teacher and the student during communication is clearly important as well as functional.

f. Vocal intonation

The sentence "It's not what we say, but how we say it" perfectly captures the importance of voice intonation (Ali Bicki, 2008). An unconscious predisposition of the listening audience favors men with low, deep voices and resonant tones, such as those possessed by most male newscasters. In research, vocal cues have also been reliable indicators of overall appearance, body type, height, race, education, and dialect location. In addition, nonverbal cues usually disclose emotional states. Volume, pitch, timbre, speed, inflection, rhythm, and pronunciation influence how different emotions are expressed.

Vocal behavior can raise stereotypes about either a teacher or a student (Capper, 2000). For example, a teacher with a nasal speaking voice is frequently perceived as having a lot of unfavorable personal and physical characteristics. Female lecturers with tense voices are commonly misinterpreted as younger, more feminine, more emotional, more easily irritated, and less intelligent. Male teachers with similar voice qualities are often stereotyped as being older, obstinate, and cantankerous.

#### **4. The function of nonverbal immediacy**

According to Bunglowala (2015), nonverbal communication is employed to help students understand what the teacher is saying. For example, a teacher might use various gestures to help students guess a word intended to be communicated to them; students with a limited vocabulary can understand a term. As a result, nonverbal communication can be considered an essential component that teachers can bring to the classroom when teaching English, mainly learning methods. Nonverbal immediacy's main purpose is to transmit meaning during the conversation by reinforcing, clarifying, or emphasizing the message conveyed through verbal communication. Nonverbal immediacy in communication is also used to control the conversation's flow to be more active.

There are several function of nonverbal immediacy below :

### **1) Nonverbal immediacy conveys meaning**

The two parts of communication, verbal and nonverbal, talk to each other to help us build meaning. In terms of supporting verbal communication, body gestures can assist us in describing unknown areas or shapes in ways that words alone cannot. Gestures also reinforce primary purposes. For example, when you tell your student to pay attention to the described object, you might point to it. Then, when we express incorrect or should not be done, we cross our arms to highlight the root word we want to communicate. Besides that, facial expressions confirm the emotional condition that we communicate verbally. Smiling when narrating a hilarious story, frowning brows when the teacher becomes frustrated or furious, and laughing when something is funny are just a few examples (Hargie, 2011).

Then, by contradicting verbal communication, nonverbal communication can convey meaning. We frequently perceive nonverbal communication to be more believable than verbal communication, as we learned earlier. This is especially true when we get mixed messages or ones that include both verbal and nonverbal signs. For example, someone can say, "You can't do anything right!" in a harsh tone, but then follow up with a wink, which could indicate flirting or kidding.

### **2) Nonverbal immediacy regulates conversational flow**

Movements accompany conversational interactions. Each teacher must speak or explain the material with words and with suitable gestures to maintain students'

attention on them. We can use nonverbal communication to assist us in regulating our interactions so that we don't keep interrupting one other or waiting awkwardly between speaker turns. Pitch, a component of vocalic, aids us in informing people about our conversational intents. A rising pitch frequently indicates a statement, while a decreasing pitch denotes the end of a thought or a casual turn. We can also use a decreasing pitch to imply closure, which can be quite beneficial towards the end of a speech to cue clapping and avoid an awkward silence that the speaker ends up filling with "That's it" or "Thank you."

### **3) Nonverbal immediacy affects relationships**

Teachers must be able to code and decode nonverbal communication to connect with students effectively. Nonverbal communications we send and receive have a positive and harmful impact on our relationships and can either bring people together or tear them apart. Signs of behavior, intimacy and emotional expression are only three instances of how nonverbal communication affects our relationships. Several experts have recognized immediacy action as the most significant role of nonverbal communication in drawing people together (Andersen & Andersen, 2005). Smiling, nodding, making eye contact, and occasionally engaging in social, courteous, or professional touch are examples of immediate behaviors that minimize the actual or perceived physical and psychological distance between communicators (Comadena, 2007). Immediacy behavior is beneficial in the development of satisfying and positive relationships. Thus, nonverbal immediacy is vital for a teacher

attempting to create excellent relationships with their students for the learning process to go smoothly and follow the teacher's goals.

The following are examples of immediacy behaviors that can be effectively used by teachers:

- 1) Getting up and moving around in class during activities, lectures, and debates (reduces physical distance).
- 2) Avoiding or just briefly standing behind lecterns/computer tables or sitting behind a desk when directly interacting with students to keep the line of sight open between the teacher's body and the students (reduces physical distance).
- 3) Using facial expressions, gestures, and voice to be expressive and dynamic (demonstrates enthusiasm).
- 4) A smile (creates a positive and open climate).
- 5) Making eye contact with students regularly (communicates attentiveness and interest).
- 6) Addressing students by their first and last names (reduces perceived psychological distance).
- 7) Adequately disclosing personal thoughts, feelings, or experiences to students (reduces perceived psychological distance, creates open climate).

Teachers who were thought to be less approachable to their students were more likely to sit, touch their heads instead of nodding, employ sarcasm, avoid

eye contact, and engage in less expressive nonverbal conduct. Finally, impatience has an impact on the interaction between the teacher and the student. The organization of rapport, personal relationships that improve student investment in classes and materials is aided by proximity behavior.

### **5. Benefits Nonverbal immediacy in teaching**

Through various nonverbal acts, teachers convey their connection, like, and affection for their students. Student motivation has been related to a favorable classroom atmosphere generated by teacher responsiveness, promoting effective learning (Littlejohn, 2012). The immediacy of teachers is linked to a supportive classroom atmosphere, which supports student motivation. The impacts of student/teacher rapport, student/student rapport, and classroom connectivity on involvement and accomplishment are then investigated by Frisby and Martin (2010).

In his phenomenological study on relationships in the classroom, Giles (2011) indicates that teacher-student connections could change a student's experience in the course and alter their academic career. As a result, teacher-student relationships can influence a student's educational destiny and course experience. Freiberg and Lamb (2009) consults students to find out why they enjoy school and discovered the following :

- a. They trust and respect people who care about them (social-emotional emphasis).



- b. They feel like they're part of a family (school connectedness).
- c. They believe their teachers are there to help them succeed and listen to their opinions and ideas (positive climate).
- d. They have opportunities to be responsible, with freedom and choices, but not license to do whatever they want (responsible behavior) (self-discipline).

According to Antika (2018), nonverbal communication can increase listener trust in what the speaker is saying and allow the speaker to identify audiences who are engaged or disinterested in the topic. They must talk appropriately to their students and encourage students to communicate with one another as teachers. Communication will be disrupted in the teaching-learning process if a teacher cannot successfully employ nonverbal communication in the learning process, and the purpose of teaching-learning will not be reached. Nonverbal communication is also particularly beneficial while learning a foreign language because it significantly impacts students' comprehension.

#### **6. The influences of nonverbal immediacy on student's motivation**

Communication is present in both teaching and learning. In teaching, nonverbal immediacy is a communication topic that examines the interaction relationships that arise among students in a classroom. Teacher-student communication and engagement have an impact on teaching and learning. The



importance of interpersonal and interactive parts of school instruction to students' achievement cannot be overstated (Chalatsis & Christakis, 2014). If teachers were more immediate with students, they would "attract" their interests, improve their attention, and finally increase learning. Specific verbal teacher immediacy activities in the classroom include teachers asking students questions, encouraging students to talk, using humor, calling students by name, appreciating student work, and providing feedback to students. In addition, teachers that smile at students make eye contact, gesture, move around the classroom, and use a range of voice expressions. At the same time, teaching is an example of nonverbal teaching immediacy behaviors. Nonverbal immediacy acts are nonlinguistic activities that (a) indicate approach rather than avoidance, (b) show communication availability, (c) boost sensory stimulation, and (d) communicate like, warmth, and intimacy (Andersen, Andersen & Jensen, 1979).

According to Okon (2011), nonverbal behavior throughout the teaching process influences the communication process. Nonverbal messages such as facial expressions, eye contact, gestures, and body language, in general, are commonly used by teachers. This displays their intention to have a significant influence on the behavior of the children. Furthermore, immediate instruction and teachers' enthusiasm have been connected to positive learning results. As a result, the nonverbal stimulation of the teacher's immediacy can enhance the students' learning environment. Accepting nonverbal behavior from the teacher will stimulate students

to participate in class activities since the teacher appears to be more active in connecting with students. Thus, immediacy in instruction has a strong positive impact on student outcomes (Mottet et al., 2006). Immediate teachers are thought to be more communicative and capable of classroom management. The teacher's nonverbal immediacy makes them more expressive in communicating meaning, which increases students' interest in paying attention to their teacher in the classroom. One example is using gestures while speaking to make class activities more active and energetic, and another is smiling to make the class feel more welcoming. Furthermore, nonverbal skills can make teachers and students in the classroom happier and more productive (Richmond, McCroskey, & Johnson, 2003). Because students can sense the teacher's nonverbal connection, they may feel his feelings, comfort, and warmth. It also has an impact on student motivation to learn.

#### **D. Previous Studies**

Former researchers conducted a study on using teachers' nonverbal immediacy to motivate students to learn English. Lisa Hsu from 2010, Fauzan Hari Sudding Sally from 2018, and Dian Khoirun Nikmah from 2012. According to Lisa Hsu (2010), her research aims to look into teachers' nonverbal immediacy behaviors concerning students' motivation to learn English. Then, Fauzan Hari Sudding (2018) examined how students perceive teachers' nonverbal immediacy and how it affects their motivation to learn English. Meanwhile, Dian Khoirun Nikmah (2012) conducted a study to determine the extent to which there is a relationship between teachers'

nonverbal immediacy behaviors and students' motivation to learn English and describe the relative contribution of both variables. Lastly, Lisa Hsu (2010) collected data using questionnaires, with participants drawn from English classes, and all information was kept private and anonymous. The questionnaire was distributed to three teachers whose students were recruited.

Simultaneously, Sally (2018) used observation and questionnaires to collect the data. First, he observed the three phases of teaching and learning activities, from the beginning of the class to the completion of the lesson. On the other hand, Dian Khoirun Nikmah (2012), The teacher's nonverbal immediacy was collected with the frequency of the teacher's nonverbal immediacy for five sessions. Then, the student's motivation for learning Ecomposeds was composed using questionnaires consisting of 53 statements. Lisa (2010), the findings of her study revealed that teachers' nonverbal immediacy behaviors were relevant to students' motivation to learn English in a good and significant way. Multiple regression studies also show that five nonverbal essentially essential determinants of students' enthusiasm to learn English. According to her research findings, students' motivation to learn English is likely raised when the teacher exhibits the following behaviors when teaching: smiles, gestures, a relaxed body position, a diversity of vocal expressions, and a monotone voice. Sally (2018) The findings of his study revealed that 15 of 16 nonverbal immediacy teachers performed here were scored highly in influencing students' positive attitudes and enthusiasm to learn English. Based on the findings, he

concluded that if a teacher effectively employs verbal and nonverbal immediacy behaviors in her teaching or interaction with the students, the students will have a positive attitude and high enthusiasm to learn English. But in Nikmah (2012) study, the association between the nonverbal immediacy concept of the teacher and the motivation of the students was shown to be weak. All of the teacher's nonverbal immediacy descriptors received a score of greater than 5%.

Furthermore, the researcher adds three more previous studies discussing nonverbal immediacy and its relationship with other things in language learning. There are "The relationship between nonverbal immediacy, student motivation, and perceived cognitive learning among Japanese college students" by Charles, Masahiro, James (2004), "Effects of Teacher Clarity and Nonverbal Immediacy on Student Learning, Receiver Apprehension, and Affect" by Joseph (2003), and "Relations between personality types and self-perceived nonverbal immediacy of Finnish early childhood education teachers" by Angeline Iskandar (2020). Charles, Masahiro, James (2004) the objectives were set for their research: (1) develop standardized Japanese versions of the instruments used to assess teacher nonverbal immediacy, student motivation, and perceived cognitive learning (how much students think they have learned) among Japanese college students, and (2) assess the relationship between nonverbal immediacy, student motivation, and perceived cognitive learning among Japanese college students. Their study used a questionnaire to collect data. Throughout five days, roughly 400 students were handed the three surveys printed on

one double-sided page and distributed to three lecture groups and several smaller classes. Joseph (2003) study aims to examine the role that nonverbal immediacy plays in clear teaching and the effects clear and immediate teaching has on student learning, state receiver apprehension, and affect. A total of 192 students from a large mid-Atlantic university took part in the study. They were chosen at random from large-lecture classes and randomly assigned to one of four experimental conditions. First, a quiz with seven fill-in-the-blank memory questions created following the presentation's objectives was used to assess student learning. After all of the examinations were given out, they were thrown into a pile at random and assessed without knowing which experimental group they belonged to. Then, Angeline Iskandar (2020) this study aims to learn more about the relationships between personality types, nonverbal immediacy, and nonverbal behavior patterns among Finnish early childhood educators. The participants in this study were 30 early childhood education teachers from nine Tampere daycare institutions. The data was collected through questionnaires.

After that, the study of Charles, Masahiro, and James (2004) showed that Students' assessments of a teacher's nonverbal immediacy are favorably connected with motivation and achievement learning. All of the research hypotheses were found to be true. Students stated that they were more motivated when taught by a teacher who is more nonverbally direct. Students from Japan and the United States were compared across cultures. The findings of the cross-cultural comparison reveal that

among Japanese college students, the correlations between reported instructor nonverbal immediacy, student motivation, and learning loss are mostly positive are similar to those reported among college students in the United States, teacher nonverbal immediacy motivates students in an extrinsic way, and nonverbal communication is just as vital. Joseph's (2003) study finding indicated that clarity, as defined in this study, is an essential factor in student learning, receiver apprehension, and affect. Students who a clear teacher taught learned more, had less state receiver apprehension and had a more favorable attitude about the instructor and the course material than students taught by an unclear teacher. Although nonverbal immediacy did not influence learning, it did boost students' positive feelings toward the instructor and the course material. The last one, a study by Angeline Iskandar (2020) shown that personality types had a fragile relationship with nonverbal immediacy among Finnish early childhood education teachers, which could be influenced by Finland's reserved and noncontact culture.

Similarly, personality types had no statistically significant effect on the teachers' nonverbal behavior patterns. Instead, both personality types increased in all six nonverbal behavior classifications, demonstrating the fluidity of both variables and the teachers' awareness of their job expectations. Thus, this study concluded that culture, education, and understanding of job expectations significantly influence nonverbal immediacy than personality types, emphasizing the importance of



incorporating nonverbal immediacy training into teacher education. Finally, theoretical and practical implications are discussed.





## **CHAPTER III**

### **RESEARCH METHODOLOGY**

In this chapter, the researcher focused on discussing the research methodology and the brief history of the research location. It explained the tools and instruments which help the researcher doing research. There were included (A) research design, (B) participant, (C) data collection technique, and (D) technique in analyzing data. Each of them were described clearly as below:

#### **A. Research Design**

Cresswell (2008) stated that quantitative and qualitative research used study design to gather, analyze, and interpret data. In this case of the study, the researcher used qualitative research as the research design. In the qualitative research design, the researcher used observation and interviews to collected the information from the interviewees. Cresswell (2009) mentioned that qualitative research was a type of educational research that aimed to explore and understand individuals and groups related to social and human problems. For example, researchers would like to determined the appropriate impact of nonverbal immediacy from teachers on students' motivation for learning English using qualitative research.

## **B. Research Site and Participant**

The participants were people who are involved in research. Mackey and Gass (2005) stated that the character of participants depend on the kind of research itself. The researcher do this research at SMP Negeri 2 Meureudu. The participants of this study amounted to two people, because based on previous information the researcher found that this school only had two English teachers. Then, two teachers were enough to collect research data. The purpose of taking English teachers at SMP Negeri 2 was to find out their opinions based on their experiences on how nonverbal proximity teachers affect their students' motivation in learning English. Furthermore, teachers in Junior High School were chosen as subjects in this study because they are more appropriate for this study. As we know, junior high school students were students who have just adjusted to a higher level of education after finishing elementary school, and they still need extra attention and more treatment from their teachers. Simultaneously, rather than focusing on the content the teacher delivers, students pay more attention to their behavior and how they interact with them in class.

## **C. Method of Data Collection**

In getting and collecting data, the researcher used two techniques. There were observation and interview.

### **a. Observation**

Observation was a method of gathering information that involved directly monitoring things that researcher wanted to study at the research location (Creswell, 2008). In order to gather valid data, the researcher used this observation to conduct study directly at the research site. In the observation section, the researcher observed by recording the activities and immediacy of the teacher in the class. The things that the researcher would observe were the used of nonverbal closeness such as eye contact, gestures, facial expressions, posture, touch, and vocal intonation. The parts that have been mentioned would be sorted in the form of a table. The function of the table was to make it easier for researchers to analyzed teacher activities in class one by one.

The table of observation was adapted from Gorham and Christophel (1992). There were 14 characteristics of best teacher performance of teachers' immediacy behaviors. The following is the example of table of observation sheet (See Appendix D for the complete table of the observation sheet)

Then, the researcher will also conduct class observations to gather more information by observing the learning process carried out by the teacher in the classroom.

**Table of observation**

| No | Teacher's nonverbal                                      | Yes | No | Note |
|----|--|-----|----|------|
| 1  | Smile at individual students in the class                |     |    |      |
| 2  | Smile at the class a whole, not just individual students |     |    |      |
| 3  | Makes various expression when talking                    |     |    |      |
| 4  | Use monotone/dull voice when talking to the class        |     |    |      |
| 5  | Touches students in the class                            |     |    |      |
| 6  | Move around the classroom when teaching                  |     |    |      |

## **b. Interview**

The data of this research was collected by using an interview. According Creswell's (2008) a qualitative interview occurred when researchers asked one or more participants a general, open-ended question and record their response. The type of interview used in this study was semi-structured interviews. The semi-structured interview included a mix of closed and open-ended questions and follow-up why and how questions. Dialogue can meander around topics on the agenda, as in a standard survey, or it can delve into completely unexpected issues (Adams, 2015). The semi-structured interview method collected in-depth or detailed information about how teachers' nonverbal immediacy affects students' motivation to learn English. The question sequence differs for each participant based on the interview process and each individual's response.

On the other hand, interview guidelines ensure that the researcher collected the same type of data from all participants. Then, the researcher provided some questions regarding "perceive the impact of teachers' nonverbal immediacy on students' motivation in learning English." In terms of these questions, these questions may develop according to the interview process to get more accurate results. Mackey and Gass (2005) described a semi-structured interview that used a written question list as a guide, but the interviewer can explore additional information by asking additional questions. Researchers can develop questions and decide for themselves which issues to raise. Researchers could generate questions through the semi-structured interview method and determine which problems were presented during the interview process. The researcher used a voice recorder to record the answer of the participant. Furthermore, note-taking also be involved in the interview to highlight some essential points. Researchers used both methods to help researchers collect data more efficiently.

The questions asked to participants concern things such as the usefulness, impact, weaknesses and challenges of the teacher in using nonverbal immediacy to motivate students in learning English. The following was the example list of interview questions for the teachers (See Appendix E for the complete interview questions for the teachers).

**Interview Protocol**

**Project** : Teacher's Nonverbal Immediacy on Students motivation in learning English  
**Time of Interview** :  
**Date** :  
**Place** :  
**Interviewer** :  
**Interviewee** :

This research study is about Teacher's nonverbal immediacy on students motivation in learning English. The purpose of this study is to investigate how nonverbal can motivate students to learn and what kind of nonverbal immediacy who the most teacher use to motivate student in learning process. The data is collected through a semi-structured interview which is recorded or written and only used for the research purposes to protect the interviewees' confidentiality based on informed consent. The interview process will take about 15-20 minutes.

**Question:**

1. What is your difficulties in teaching English?
2. How do you handle your difficulties ?
3. What kinds of immediacy did you most used during teaching English? Nonverbal or verbal?
4. Which one is more useful in teaching English? why?
5. What do you think about the use of nonverbal immediacy in teaching?

#### **D. Methods of Analysis Data**

To begin analyzing the data, it was transcribed using a basic transcription model. Furthermore, the data was examined using Miles and Huberman's analytic method (1994). Data reduction, data presentation, and conclusion are the steps of analytic method.

##### **a. Data reduction**

Data reduction is the process of summarizing, selecting subject matter, focus on the important things, and look for themes and patterns. The data obtained in the field was summarized and selected in accordance with the research topic. The data was



organized in systematically, so that clear research conclusions can be drawn. At this stage the researchers obtained data from observations and interviews with teacher. The results of observations and interviews show how the use of nonverbal immediacy of teachers has an effect on students' motivation in learning English. Irrelevant or unnecessary data is discarded.

#### b. Data display

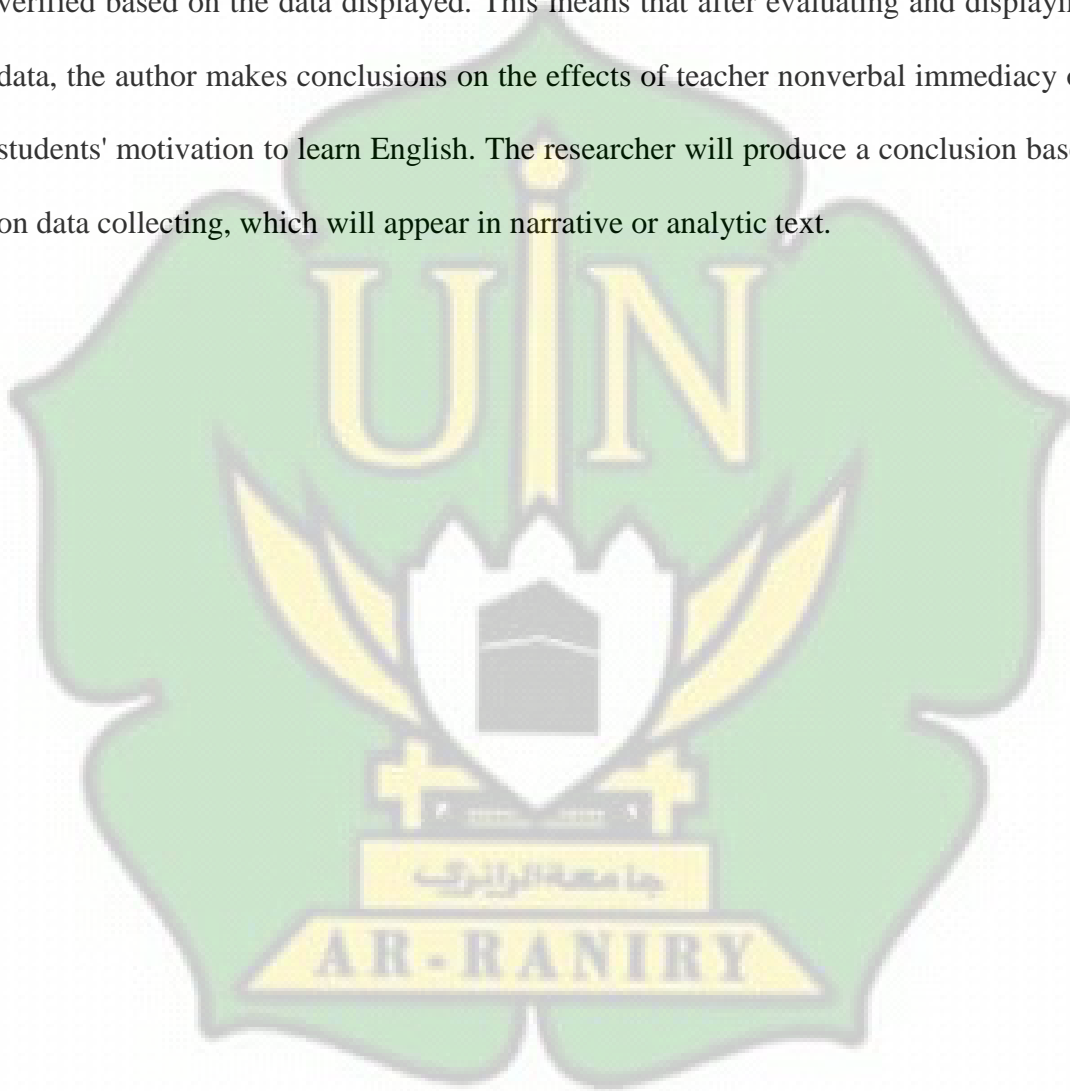
According to Miles & Huberman (1994), data display was a systematic collection of information that allows for the making of conclusions and the process of drawing conclusions. They also discovered that narrative text is the most common style of data display for qualitative study data. Viewing the display can assist in understanding what occurred and performing additional analysis. As a result, the data was presented in a straightforward manner that were simple and easy to understand.

The descriptive analytic method was utilized to report the data in this study. The researcher examined the observation tables and interview recordings before writing the narrative text. The findings of the observations and recordings are then categorized and organized in each section depending on the participants' responses. During the interview, all of the participants' reactions and replies were recorded in the notes. The researcher listened to and read the results several times when analyzing the data because it requires a deeper understanding of the respondents' responses. Then I explain all the findings related to the study topic.



### c. Conclusion

This was the third action in the qualitative analysis. Conclusions can be evaluated or verified based on the data displayed. This means that after evaluating and displaying data, the author makes conclusions on the effects of teacher nonverbal immediacy on students' motivation to learn English. The researcher will produce a conclusion based on data collecting, which will appear in narrative or analytic text.



## CHAPTER IV

### FINDING AND DISCUSSIONS

The chapter provides findings and discussion based on the data collected researchers obtained from interview and observation. It was about the teacher's nonverbal immediacy in motivating students to learn English. It also provided a discussion of the research result to answer the research questions. Based on interviews and observation, the researcher obtained the following findings:

#### **A. The Finding**

The research findings were explained based on data collection.

##### **1. The result of interview**

##### ***a. Perception in teaching English***

Before asking what and how about teachers' perceptions of their nonverbal immediacy on students' motivation in learning English, the researcher asked them about their opinion in learning English. In this stage, researcher explained about the difficulties and how to handle the difficulties in teaching English.

##### ***1) The difficulties in teaching English***

As FW said:

*“My difficulty in learning English is when children are less motivated towards English because the environment around them affects their interest*

*in English lessons. Students think that English is a difficult subject, starting from the vocabulary, how to read it, and how to understand it, so students are not enthusiastic about learning it”.*

CEW also had the same problem :

*“The first challenge I face when teaching English is arousing students' willingness to learn the language because they believe it is unimportant in their daily lives. I find it difficult to change their minds about how important it is for them to learn English, and it is also difficult to teach them when students do not understand the fundamentals of the language”.*

Based on the result of the interview, the teacher explained that their difficulty in teaching English was when the students had no interest at all in this subject, it was caused by their mind of the user from learning English for themselves, and also the lack of support from the environment around them, this was one of the reasons they were not motivated to learn English. Then, the difficulty of learning English made students feel bored in class because they thought English was difficult for them to understand from all aspects.

## **2) The way teacher handle the difficulties**

FW said:

*“I invite my students to learn while playing games like whispering words, connecting words, scrabble words, and others to help them build their*

*willpower. When I take my students to learn in this way, they will be excited. Then, even if children cannot form sentences or comprehend the material, I believe that this game will provide them with some English vocabulary. Then, playing games in class can make students happy, which helps to relieve boredom in my class."*

CEW also stated:

*"Before I begin teaching, I normally know the benefits of learning English in their lives, both now and in the future, so that they do not disregard English classes. Then, I am not too serious, since if we are too serious, they will bore us and ignore me. Then, to influence students in learning, good relationships and becoming closer to them are required. For example, I can present myself as a teacher as well as a friend to them and frequently interact with them, and it can impact their desire to learn this subject."*

Based on the results of the teachers' answers to how they deal with their difficulties in learning English, they explained that the most important thing they should do in the classroom was to stimulate their interest and change their minds about English subjects by explaining the benefits of English for their lives now and in the future. Then, the students did not like the class atmosphere that was too serious, so they invited their students to learn while playing like "playing word chain whispering," according to the games like this could help them teach the students

some vocabulary. Playing games was also a solution to avoid student boredom in learning. Therefore, playing games was also a solution to prevent student boredom in education. Then, the teacher also added that establishing a relationship or closeness between teachers and students was also influential in motivating them to learn English.

***b. The useful of teachers' nonverbal immediacy in teaching***

Based on the data, the researcher found that nonverbal immediacy was needed in the teaching process. For example, teachers used both immediacies; they stated that they are related to each other. These two things are essential to be present when teaching. Verbal immediacy was an approach that used words or sentences. In contrast, nonverbal immediacy is used by the teacher to emphasize the sentence being spoken so that the delivery of teacher's message was delivered correctly.

FW said:

*“Both are beneficial since the teacher will look passive if we only use a verbal approach without using nonverbal. We use nonverbal tools such as eye contact, facial emotions, teaching gestures, voice intonation, and others to clarify our words. Students may pay more attention to us in class if we use nonverbal communication. Then, because messages are delivered more quickly through verbal, nonverbal must be accompanied by verbal”.*

CEW also had same opinion:

*“I think that both verbal and non - verbal are useful for teaching and interacting in the classroom because everything we give verbally or express in words is used to convey messages or materials that are more stimulated by students. When communicating or explaining something to students, nonverbal is used as an accompaniment”.*

The answers above showed that nonverbal immediacy played an essential part in the process of learning English. Still, the teacher also included that verbal immediacy also plays a crucial role at the same time. The two immediacies were interrelated in the process of learning English.

***c. English teachers’ nonverbal immediacy effect students’ motivation in learning***

In this stage, there were several nonverbal immediacy used by the participants. It was considered the most able to motivated students to follow the lesson. They were: eye contact, facial expressions, body movements, tone of voice, and touch.

***a. Eye contact***

Based on the data, the researcher discovered that the teacher's first nonverbal immediacy during teaching was eye contact. Both participants agreed that eye contact can help teachers and students build emotionally connected interpersonal relationships. Then, in communicating, eye contact was required to communicate nonverbal messages.



FW said:

*“The message you want to convey will be simpler to catch if you make eye contact when speaking. Furthermore, when I make eye contact, I draw attention to myself, and when I talk, they will focus on me”.*

CEW also said:

*“Making eye contact is a nonverbal communication technique that allows me to express my wishes without saying anything. We can feel each other's emotions through eye contact, whether we focus on each other or not, whether they are listening or not, whether they feel noticed or ignored, and so on”.*

From the participants' answers above, it showed that eye contact conveyed unspoken messages, from eye contact students felt feelings such as being watched, cared for, listened to by the teacher. Then, the used of teacher eye contact aim to inform students that they have pay attention and focus on the teacher in front of them.

#### ***b. Facial expression***

Based on the data, the researcher found that the facial expressions of the teacher affected students' learning in the classroom. The teacher assumed that the use of

nonverbal immediacy of facial expressions was the thing that most attracted students' attention in class.

FW stated:

*“Any facial expressions made by the teacher influence their judgment to follow the lesson at that moment; for example, smiling makes us become more friendly and loves the learning process, and it can help to break up a tense situation.”*

CEW also has the same statement:

*“I suspect that the teacher's facial expressions can affect the teacher's appearance in the classroom; for example, the teacher smiles to show that the teacher is enjoying the teaching and learning process, shows an angry expression to make students silent, shows a happy expression to show the teacher is enjoying the moment of learning, frowns when confused, raises eyebrows to code that the teacher allows students to ask questions, and shows a serious expression to foe the teacher's appearance in the classroom. All of these things have an impact on student learning.”*

From the findings above, it showed that facial expressions affected students' willingness to learn. The teacher also explained that students could lack interest in following the lesson by looking at the facial expressions of the teacher when teaching, if the teacher looks lethargic, the students also became lethargic, as well as

if the teacher made an enthusiastic expression, the students were more happy to follow the teacher's directions when learning. For example was smiling, this kind of expression when teaching gave good impression that the teacher enjoyed the learning activities with students, a smile also gave the impression of warmth for students. It made students brave to communicate with their teachers because they felt comfortable. Thus, it be concluded that any expression that is installed by the teacher in the classroom can affect the motivation of students to learn.

### ***c. Body gesture***

In the teaching and learning process, the teacher was not only a source of knowledge, but also acts as a facilitator. Teachers must provided tools that help them transfer knowledge, so that students can easily understand the lesson. There are conditions, the teachers cannot use learning support facilities, such as projectors, speakers and computers, because they are not available in their schools. In this case, teachers must rely on themselves to be the learning facilities in the classroom. Teachers usually use body language or gesture to explain the material to students.

FW said:

*“When explaining a few words, I use body movements such as hand gestures to help my student understand what I mean”.*

CEW said:

*“When students don't understand what I'm saying, I explain it with hand gestures. I also approach students or walk around the class to control student activities when given assignments, or supervise students not to fight, talk to my classmates, or do anything else that might interrupt the learning process.”*

From the participants' answers above, it showed that body gestures made teacher easier to explain learning materials. Students more quickly understand English vocabulary if the explanation was accompanied by the teacher's hand gestures. Then, in addition to being a learning aid facility, body gestures such as the movement of the teacher moving around the classroom and approaching the students' desks became an unspoken intention that the teacher cares and supervises the learning process in the classroom. Thus, students also improve their interest in learning, because they feel cared for by the teacher in class.

#### ***d. Vocal intonation***

Based on the data, researchers have found that vocal intonation is a part of nonverbal immediacy which has the effect of motivating students in learning. Teachers have the opinion that the used of appropriate vocal intonation when communicating with students in the classroom can affect the relationship between

teachers and students which is also useful in building their enthusiasm for learning.

In this case as the teacher (FW) and (CEW) said:

FW said:

*“For students, the most important thing is not what we say, but how we say it so that they grasp it. Speaking intonation, such as loud, gentle, huge, or little, can alter their mood when learning emotionally.”*

CEW also said:

*“Every word or sentence in English requires vocal intonation, such as how the vowel intonation pronounces the words "sorry and thank you," and every word in English has a different vowel intonation, therefore I must alter my intonation. Then, in English, my intonation frequently catches the attention of students, who believe it's interest to hear.”*

From the participant's answer above, it showed that the way how the teacher conveyed message, it was more noticed by students than what was being conveyed. Then, in learning English, the teacher must also used the correct vocal intonation when speaking English to students. The high and low voice of the teacher in speaking made every word spoken in English sound beautiful. Moreover, to motivate students to learn, the teacher must made students interested in their teacher first. So, the used of teacher intonation when teaching attracted students' attention, because they liked to hear how the teacher spoke in English, it is an interesting thing to them.

Then, the teacher also explained that their vocal intonation also affected students emotionally. Because the teacher's vocal intonation showed the mood of the teacher in teaching them in class clearly. For example, the teacher raised the intonation of her voice when speaking, students felt that the teacher was angry at that time. When they heard their teacher was angry, they became silent because they were afraid, but they were not interested in following the lesson.

**e. Touch**

Based on the data, the researcher also found that the touch given by the teacher in the learning process influenced the students to let themselves entered and followed the lesson. A small touch help them get rid of their worried about following the lesson.

FW said:

*“Because English is a difficult subject for students, they are often hesitant to try it. When I noticed this, I approached them and stood next to them, patting them on the shoulder while inspiring them to try it, in order to motivate them to study. As teacher, we must overcome their concerns about us and the lesson. Touch can also be used to convey feelings of warmth and care”.*

From the answers of the participants above, it showed that students though English was a worrying subject, because it was a foreign language, and difficult to learn, so they were hesitant to try it. Then, giving them a sense of warmth and care



through small touches made them discard those doubts, and allowed themselves to try to learn them.

*d. The effect of teachers' nonverbal immediacy on motivating students in learning English*

Based on the data, the researcher found that nonverbal immediacy from the teacher had an effect on students' motivation to learn English. Interview participants said that teachers' nonverbal immediacy can change the classroom atmosphere to be more lively and made teachers look more active in the classroom. It attracted students' attention to be involved in the learning process.

As FW said:

*“The nonverbal immediacy can remove awkwardness between teachers and students, allowing them to become closer and more free to communicate each other, which can benefit the learning process. If the teacher already has a good relationship with the students, it will be easy to handle them.”*

CEW also argued:

*“The use of nonverbal intimacy in the classroom can have a significant impact on the classroom atmosphere; for example, if the instructor just explains verbally without being supported by nonverbal, the teacher would appear monotonous, which will reduce students' enthusiasm in learning in*

*class. Then, nonverbal can make the teacher more active, and when the teacher is active, the pupils will follow the situation that the teacher has made”.*

Students want a classroom atmosphere that made them comfortable to follow the lesson. The teacher who is the main centre of attention for students and teachers also acts as a controller in the classroom, they must create such an atmosphere for the purpose that students can learn comfortably. Then, the activeness of the teacher also influenced students in following the lesson. If the teacher became passive, it made students feel bored, so the teacher must be active so that the class atmosphere became more lively.

Moreover, nonverbal immediacy created student relationships became closer, where the closeness between teachers and students can be useful in influencing students' enthusiasm and interest to involve in class. Teachers told that when teachers can approach themselves to students, it made them easier to ask their students to participate in the learning process. Indirectly, students was motivated to learn.

## **2. The result of observation**

To obtain more data, researchers observe the learning process in class and look for different types of nonverbal used by teachers. According to the observations of the researchers, the teacher used a variety of nonverbal immediacy to assist them in

learning. In the previous chapter explained, there are 6 types of nonverbal immediacy as presented in (table 4.1). The researcher provides 14 points in the observation table where these points observe the use of nonverbal immediacy of teachers in teaching. The researcher marks Y=YES if the teacher uses that type of nonverbal and N=NO if the teacher does not use that kind of nonverbal immediacy. Then, the researcher added a note to write additional notes about the teacher in the classroom, students on the nonverbal proximity used by the teacher in the classroom.

Table 4. 1

*The type of nonverbal immediacy that first teacher uses in the class*

| No | Teacher's nonverbal  | Yes (Y) /No (N) |
|----|--|-----------------|
| 1  | Smile at individual students in the class                  | Y               |
| 2  | Smile at the class a whole, not just individual students   | Y               |
| 3  | Makes various expression when talking                      | Y               |
| 4  | Use monotone/dull voice when talking to the class          | Y               |
| 5  | Touches students in the class                              | Y               |
| 6  | Move around the classroom when teaching                    | N               |
| 7  | Has a very relaxed body position when talking to the class | Y               |
| 8  | Has a very tense body position when talking                | N               |

|    |   |   |
|----|---|---|
| 9  | Stands in front of desk when teaching           | Y |
| 10 | Sit on the chair when teaching                  | N |
| 11 | Make eye contact to their students when talking | Y |
| 12 | Uses gesture when talking to the class          | Y |
| 13 | Look at the class when talking                  | Y |
| 14 | Look at the board or notes when teaching        | Y |

Table 4. 2

*The type of nonverbal immediacy that second teacher uses in the class*

| No | Teacher's nonverbal  | Yes (Y) /No (N) |
|----|--|-----------------|
| 1  | Smile at individual students in the class                  | Y               |
| 2  | Smile at the class a whole, not just individual students   | Y               |
| 3  | Makes various expression when talking                      | Y               |
| 4  | Use monotone/dull voice when talking to the class          | Y               |
| 5  | Touches students in the class                              | N               |
| 6  | Move around the classroom when teaching                    | Y               |
| 7  | Has a very relaxed body position when talking to the class | Y               |
| 8  | Has a very tense body position                             | N               |

|    |   |   |
|----|---|---|
|    | when talking                                    |   |
| 9  | Stands in front of desk when teaching           | Y |
| 10 | Sit on the chair when teaching                  | N |
| 11 | Make eye contact to their students when talking | Y |
| 12 | Uses gesture when talking to the class          | Y |
| 13 | Look at the class when talking                  | Y |
| 14 | Look at the board or notes when teaching        | N |

Based on table 4.1, it shows that the two teachers almost applied nonverbal immediacy in their learning process, but they had some nonverbal immediacy from the table that was not used by the teacher in the classroom. In the case of the first teacher, the researcher discovered that the teacher did not do three items in class, namely things 6, 8, and 10. When lecturing, the teacher would only stand in one place. To explain the material, the teacher would just stand in front of the class. From the start of the teaching activity to the end, the teacher was in charge of this. The absence of a teacher to move around the class caused some students to become distracted and out of control, the teacher was unaware that there were students who ignore the teacher while the learning process was going. Second, when teaching in class, the teacher does not have a tense body posture, he has a relaxed body posture, it looked the teacher ready to start the learning. This affected students immediately,

students began to pay attention to the teacher. Lastly, the teacher does not sit in his chair during the learning process, he explained the material by standing in front of the class and actively using the blackboard as a medium. The teacher just sat in his chair when taking student attendance.

Afterwards, the researcher discovered that the second teacher did not complete the three points in the observation table, namely numbers 5, 8, 10, and 14. In contrast to the first teacher, who normally used small touches such as patting students on the shoulders to advise, support, and show appreciation to their students, the teacher did not make any physical contact with his students in class. The second teacher performed a lot of encouraging, guiding, and appreciating vocally. Additionally, the second instructor did not have a rigid body posture when teaching, the teacher taught with a relaxed body and appeared to enjoy every teaching activity in class, which caused students to be more comfortable in their learning. The second thing similar like the first teacher, teacher did not sit at all during the learning process, instead standing in front of the class to interact with students and present the material. Teachers took an active role in establishing the classroom environment and interacting with students during the learning process. Students appeared to have a great time learning activities with him. Last but not least, the teacher did not actively used the blackboard to explain material. The teacher only wrote the material's title on the board, then teacher did not look at it again until the activity was completed.



In conclusion, both teachers used nonverbal immediacy in the learning process to made the classroom feel comfortable, encouraging students to participate in learning activities. Both teachers have the same three points on numbers 8 and 10 which are marked “No”. There were two things that distinguish their observation table, which can be found at numbers 5 and 6. When teaching, the first instructor did not move around the room, and the second teacher did not made physical contact like touch with the students. This difference affected the situation in the two classes, the second teacher has more control and control over the students in the class than the first teacher. The first teacher, on the other hand, appeared to be warmer because the touch given seemed to motivate students to follow their learning directions.

## **B. Discussion**

Based on the data analysis, the researcher wanted to examine the research questions in this study. The research question is “How do teachers perceive that about their nonverbal immediacy in teaching English”. To answer this research question, researchers conducted interview and observation. The purpose of this study was to find out how the teacher's nonverbal immediacy affects students' motivation in learning English. There are interesting results regarding the effect of teacher nonverbal immediacy on motivating students in learning English. To get a clear picture of the results of this study, the following explanation can be drawn.

Based on the result, the two of participants said it is difficult for students to learn English because of student's mind about English lesson, they consider English to be an unimportant lesson in their life. It made students less motivated to involve themselves in this lesson. Then, the teacher's behaviour in the classroom is a factor that students are not enthusiastic about English. In fact, they often feel bored and ignore their teacher in the class. So, the teacher must provided an emotional approach both through verbal communication and through their attention in the classroom, it is to create a close relationship between teacher and student, which can affect the interaction in learning process between the two parties. Ali (2011) mentioned the most effective communication occurs when verbal and nonverbal messages are in sync, creating communication synergy. Therefore, most of the participants gave a positive effect on teaching English in classroom which means the teacher is aware of and understands what must be done to motivate students in the classroom through their nonverbal immediacy.

The teachers stated that nonverbal immediacy helped them psychologically change the relationship between teachers and students. Through nonverbal immediacy, students could felt the teacher's sincerity in teaching them in class, where they always tried to give their best so that students have a desire to learn and study with them. The statement was supported by Zhang & Oetzel (2006), nonverbal immediacy is a method of attracting students' attention because it allows them to experience psychological warmth and intimacy. Then, from the interviews, it can be

seen that the variation of nonverbal immediacy used by teachers in learning English. There were several types of nonverbal used by the teacher, namely facial expressions, body gestures, vocal intonation and touch. All types of nonverbal immediacy gave positive effects that help teachers motivated students in learning English. According Hsu (2006) stated that teachers' body language, gestures, vocal intonations, facial emotions, and student distance, they are all powerful predictors of student motivation. The teacher must first grab the students' attention in order for them to like the teacher. This can be accomplished by the teacher's interactions with the students in the classroom. When teachers form positive relationships with their students, a positive classroom environment is formed, which can be beneficial in inspiring children to learn (Sidelinger, 2010). The teacher-student relationship can be made more intimate through nonverbal immediacy. The reduction of the barrier between teachers and students might result in a great mood of awkwardness between the two parties. The teacher's nonverbal immediacy can also help to prevent students from becoming bored in the classroom. The teacher appears to be more engaged in the classroom, this efforts can help students become more interested in the lesson.

Subsequently, nonverbal immediacy can assist teachers in creating a welcoming and energetic environment, which can encourage students to take part in class. The students will quickly became bored with the class if the teacher only explained verbally with no nonverbal immediacy. The application of nonverbal and verbal immediacy related to each other so that they were used simultaneously. When a

teacher uses verbal and nonverbal immediacy behaviours well in her teaching or interactions with students, the students will have a good attitude and a strong desire to learn English (Sally, 2018). As a result, including teachers' nonverbal immediacy within their verbal immediacy was critical for creating classes where students feel comfortable connecting with their teachers interpersonally.

Besides, it can also be demonstrated from the observations that using nonverbal teachers in the learning process has an effect on students' interest in learning since students feel comfortable communicating with their teachers in the classroom because of the nonverbal immediacy of the teachers. In learning, there is no discomfort, fear, or anxiety among students. This has an impact on how smoothly knowledge is passed on to them. It also was supported by Kucuk (2016), nonverbal immediacy was critical in developing relationships between teachers and students, which can help to ensure a smooth learning experience in the classroom.

## **CHAPTER V**

### **CONCLUSIONS AND SUGGESTIONS**

This chapter is divided into two sections: the conclusion section, which contains a summary of key points based on the findings of previous chapters' research, and the recommendation section, which contains recommendations for future researchers.

#### **A. Conclusions**

After completing this research, the author draws several conclusions and suggestions in terms of English teachers in using nonverbal immediacy in teaching in the classroom. This study was conducted within a week, about nonverbal immediacy of teachers in teaching English at SMP N 2 Meureudu. This study found that the teacher's nonverbal immediacy has a very important role in creating good communication between teachers and students in the teaching process in the classroom. Based on the results of observations, interviews and questionnaires, the authors came to the conclusion that some teachers do not have good communication relationships in class, and students have assumption that English is difficult to learn because they feel less interested in English, because of the way the teacher communicates in the classroom.

According to the findings of the instructors who were interviewed and watched, teachers try to communicate effectively with their students in class by using nonverbal immediacy as a means of reinforcing the message to be delivered. The

teacher's nonverbal immediacy, on the other hand, has an influence on student motivation. Motivation is also important in English classes since it gives students a better chance to learn English and engage actively in class. According to the findings of the study, the use of nonverbal immediacy can increase students' willingness to learn English. Nonverbal immediacy might also be used to create tighter interactions between teachers and students, with the consequence that the class becomes more engaged as a result of the connected communication between the two. According to the author, a successful relationship between students and teachers will develop if the teacher provides and plays a positive role in classroom communication. Teachers can play a role in helping students learn English more effectively.

### **B. Suggestions**

The researcher recognizes that this research still has many flaws, and the researcher greatly appreciates suggestions from all parties in order to improve this thesis. Furthermore, this thesis collects a wealth of data on teachers' nonverbal immediacy in motivating students to learn. As a result, this research can still be continued and expanded at in the future. The researcher has made some suggestions for additional research that have the same title or problem as this thesis:

1. The researchers suggest teachers to be aware of ways to motivate students in learning English through nonverbal immediacy.



2. The researcher advises future researchers to include more participants in order to obtain more accurate results.
3. In addition, to obtaining more accurate result, the future researchers can interview the students to get their perception of the use of teacher's nonverbal immediacy to motivate them in learning.



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## Appendix A

### Appointment Letter of Supervisor

**SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY**  
Nomor : B-2107/UN.08/FTK/KP.07.6/02/2020

**TENTANG**  
**PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN**  
**UIN AR-RANIRY**

**DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY**

Menimbang : a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan;

b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.

Mengingat : 1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;

2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;

3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;

4. Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;

5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;

6. Peraturan Presiden RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;

7. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;

8. Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;

9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;

10. Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;

11. Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;

Memperhatikan : Keputusan Sidang/Seminar Proposal Skripsi Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 28 Desember 2020

**MEMUTUSKAN**

Menetapkan : Menunjuk Saudara:

1. Khairiah Syahabuddin, M.Hsc. EsL., M.TESOL, Sebagai Pembimbing Pertama  
Ph.D

2. Siti Khasinah, M. Pd Sebagai Pembimbing Kedua

Untuk membimbing Skripsi :

Nama : **Martinah Husaini**

NIM : **160203193**

Program Studi : **Pendidikan Bahasa Inggris**

Judul Skripsi : **Teacher's Nonverbal Immediacy on Student's motivation in learning English**

KEDUA : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Tahun 2020; No.025.04.2.423925/2020, tanggal 12 November 2019.

KETIGA : Surat keputusan ini berlaku sampai akhir semester Ganjil Tahun Akademik 2021/2022

KEEMPAT : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh  
Pada Tanggal: 15 Februari 2021  
An. Rektor



Tembusan

1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
3. Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;
4. Mahasiswa yang bersangkutan;
5. Arsip.



## Appendix B

Recommendation Letter from The Fakultas Tarbiyah dan Keguruan to conduct field research



**KEMENTERIAN AGAMA**  
**UNIVERSITAS ISLAM NEGERI AR-RANIRY**  
**FAKULTAS TARBIYAH DAN KEGURUAN**  
Jl. Syekh Abdur Rauf Kopelma Darussalam Banda Aceh  
Telepon : 0651- 7557321, Email : uin@ar-raniry.ac.id

Nomor : B-11342/Un.08/FTK.1/TL.00/08/2021  
Lamp : -  
Hal : *Penelitian Ilmiah Mahasiswa*

Kepada Yth,  
Kepala Sekolah SMP Negeri 2 Meureudu

Assalamu'alaikum Wr.Wb.  
Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM : MARTINAH HUSAINI / 160203193  
Semester/Jurusan : X / Pendidikan Bahasa Inggris  
Alamat sekarang : Jl. Tgk. Glee Iniem Gampoeng Tungkob Kec. Darussalam Kab. Aceh Besar

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak pimpin dalam rangka penulisan Skripsi dengan judul *Teacher's Non - Verbal Immediacy on Student's Motivation in learning English*

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terimakasih.

Banda Aceh, 05 Agustus 2021  
an. Dekan  
Wakil Dekan Bidang Akademik dan  
Kelembagaan,



Berlaku sampai : 05 Februari  
2021

Dr. M. Chalis, M.Ag.



## Appendix C

### Confirmation Letter of Conducting Research Junior High School 2 Meureudu



**PEMERINTAH KABUPATEN PIDIE JAYA**  
**DINAS PENDIDIKAN**  
**SMP NEGERI 2 MEUREUDU**

Alamat : Jalan Banda Aceh – Medan Km.156 Kode Pos 24186 Meureudu  
Email : smpnegeri2meureudu@yahoo.co.id

Nomor : 421.3 /220 / SMP2/2021  
Lamp. : -  
Hal : **Telah Melaksanakan Tugas Penelitian  
pada SMP Negeri 2 Meureudu**

Meureudu, 19 Agustus 2021

Kepada Yth.  
Dekan Fakultas Tarbiyah dan Keguruan  
Universitas Islam Negeri Ar-Raniry  
Di –  
Banda Aceh

*Dengan hormat,*

Sehubungan dengan Surat Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry,  
Nomor : B-11342/Un.08/FTK.1/TL.00/08/2021, tanggal 05 Agustus 2021, hal : Penelitian  
Ilmiah Mahasiswa, maka dengan ini Kepala SMP Negeri 2 Meureudu menyampaikan  
bahwa

N a m a : **MARTINAH HUSAINI**  
NIM : **160203193**  
Jurusan : **Pendidikan Bahasa Inggris**

yang bersangkutan telah melaksanakan Penelitian di SMP Negeri 2 Meureudu Kabupaten  
Pidie Jaya, mulai tanggal : 12 s.d 14 Agustus 2021, dengan judul **“Teachere’s No –  
Verbal Immediacy on Student’s Motivation in learning English”**

Demikianlah surat ini kami sampaikan untuk dapat dimaklumi dan dipergunakan  
seperlunya.

Kepala Sekolah,



**Jamilah, S.Pd**

NIP.19690801 199303 2 006

## Appendix D

### The table of observation sheet

| No | Teacher's nonverbal  | Yes | No | Note |
|----|--|-----|----|------|
| 1  | Smile at individual students in the class                  |     |    |      |
| 2  | Smile at the class a whole, not just individual students   |     |    |      |
| 3  | Makes various expression when talking                      |     |    |      |
| 4  | Use monotone/dull voice when talking to the class          |     |    |      |
| 5  | Touches students in the class                              |     |    |      |
| 6  | Move around the classroom when teaching                    |     |    |      |
| 7  | Has a very relaxed body position when talking to the class |     |    |      |
| 8  | Has a very tense body position when talking                |     |    |      |
| 9  | Stands behind podium or desk when teaching                 |     |    |      |
| 10 | Sit behind desk when teaching                              |     |    |      |
| 11 | Make eye contact to their students when talking            |     |    |      |
| 12 | Uses gesture when talking to the class                     |     |    |      |
| 13 | Look at the class when talking                             |     |    |      |
| 14 | Look at the board or notes when teaching                   |     |    |      |

## Appendix E

### *List of interview questions for the teacher*

1. What is your difficulties in teaching English?
2. How do you handle your difficulties?
3. What kinds of immediacy did you most used during teaching English?  
Nonverbal or verbal?
4. Which one is more useful in teaching English? why?
5. What do you think about the use of nonverbal immediacy in teaching?
6. Do you agree that nonverbal immediacy gives impact on the atmosphere of the class?
7. What kind of nonverbal immediacy do you often use in the class?
8. Do you find any weakness or negative impact of nonverbal immediacy in teaching?
9. If there are weaknesses of nonverbal immediacy, how do you fix it?
10. What is your challenge in motivating students in learning English?
11. Does nonverbal immediacy help you to face the challenge?

## Appendix F

### *Transkrip of Teachers Interview*

Participant 1: FW

1. Interviewer: What is your difficulties in teaching English?

Interviewee:

Kesulitan saya dalam belajar bahasa Inggris adalah ketika anak-anak kurang termotivasi terhadap bahasa Inggris karena lingkungan di sekitar mereka mempengaruhi minat mereka terhadap pelajaran bahasa Inggris. Siswa beranggapan bahwa bahasa Inggris adalah pelajaran yang sulit, mulai dari kosa kata, cara membacanya, dan cara memahaminya, sehingga siswa tidak antusias mempelajarinya.

2. Interviewer: How do you handle your difficulties ?

Interviewee:

Saya mengajak siswa saya untuk belajar sambil bermain game seperti membisikkan kata, kata sambung, kata scrabble, dan lain-lain untuk membantu mereka membangun kemauan. Ketika saya membawa siswa saya untuk belajar dengan cara ini, mereka akan bersemangat. Kemudian, bahkan jika anak-anak tidak dapat membentuk kalimat atau memahami materi, saya percaya bahwa permainan ini akan memberikan mereka beberapa kosakata bahasa Inggris. Kemudian, bermain game di kelas dapat membuat siswa senang, yang membantu menghilangkan kebosanan di

kelas saya.

3. Interviewer: What kinds of immediacy did you most used during teaching English? Nonverbal or verbal?

Interviewee:

Saya rasa, saya menggunakan kedua jenis immediacy ketika mengajar di kelas atau berinteraksi dengan murid saya. Keduanya saling terkait satu sama lain, Ketika kita berbicara kita tanpa sadar secara reflek menggunakan nonverbal.

4. Interviewer: Which one is more useful in teaching English? why?

Interviewee:

Seperti di jelaskan sebelumnya, keduanya bermanfaat karena guru akan terlihat pasif jika kita hanya menggunakan pendekatan verbal tanpa menggunakan nonverbal. Kami menggunakan alat nonverbal seperti kontak mata, emosi wajah, gerakan mengajar, intonasi suara, dan lain-lain untuk memperjelas kata-kata kami. Siswa dapat lebih memperhatikan kita di kelas jika kita menggunakan komunikasi nonverbal. Kemudian, karena pesan disampaikan lebih cepat melalui verbal, maka nonverbal harus disertai dengan verbal.

5. Interviewer: What do you think about the use of nonverbal immediacy in teaching?

Interviewee:

Kegunaan nonverbal immediacy untuk memperjelas makna yang ingin kita sampaikan ketika kita berinteraksi dengan siswa, bahasa inggris merupakan bahasa asing bagi murid, mereka tida mengetahui semua kata apalagi kalimat dalam bahasa

inggris, tetapi walaupun dengan demikian, dengan menggunakan gerak tubuh atau tangan dalam menjelaskan sesuatu siswa dapat memahaminya dengan melihat bagaimana gerak tangan kita menjelaskannya, sehingga mereka pun paham.

6. Interviewer: Do you agree that nonverbal immediacy gives impact on the atmosphere of the class?

Interviewee:

Saya setuju, kedekatan nonverbal dapat menghilangkan kecanggungan antara guru dan siswa, memungkinkan mereka untuk menjadi lebih dekat dan lebih bebas untuk berkomunikasi satu sama lain, yang dapat menguntungkan proses pembelajaran. Jika guru sudah memiliki hubungan yang baik dengan siswa, akan mudah untuk menanganinya.

7. Interviewer: What kind of nonverbal immediacy do you often use in the class?

Interviewee:

Nonverbal yang biasa saya gunakan dalam kelas adalah body language seperti senyum gunanya untuk mencairkan suasana agar tidak terlihat menegangkan bagi siswa, penggunaan touch untuk memberikan rasa bahwa guru menghargai usaha siswa.

8. Interviewer: Do you find any weakness or negative impact of nonverbal immediacy in teaching?

Interviewee:

Menurut saya , itu tergantung pada siswa yang menanggapi, contohnya seperti penggunaan sentuhan, terkadang ada siswa gak suka kita menggunakan “sentuhan”,



mereka akan merasa risih terhadap sentuhan guru. Ada juga menanggapi, itu hal yang baik bagi mereka untuk membuat mereka membuang rasa khawatir dalam diri mereka.

9. Interviewer: If there are weaknesses of nonverbal immediacy, how do you fix it ?

Interviewee:

Cara meng fix kan nya , kita kondisikan penggunaan sentuhan nya, kepada siswa mana yang dapat kita berikan sentuhan dan mana yang tidak . contohnya, untuk siswa kelas satu contohnya, untuk siswa kelas satu, mere, mereka kan baru saja naik ke tingkat pendidikan yang lebih tinggi, dari Sd ke SMP, yang mana mereka masih membutuhkan perrhatian ekstra dari guru , apapun masih bergantung pada guru, belum bias memandirikan diri mereka, beda dengan kelas 2 dan 3, pikiran mereka sudah lebih mantap dari mereka, sudah lebih mandiri dan dewasa, jadi untuk melaukan sentuhan pun, akan terlihat berlebihan bagi mereka. Sebaiknya tidak menggunakannya kepada mereka lagi.

10. Interviewer: What is your challenge in motivating students in learning English ?

Interviewee:

Challengenya saat harus menghadapi berbagai karakter siswa di kelas yang mana mereka juga memiliki cara masing masing untuk termotivasi dalam belajar, sehingga kita sebagai guru harus benar benar mencari teknik pembelajaran yang dapat di senangi kesuluruhan murid.

11. Interviewer: Does nonverbal immediacy help you to face the challenge ?

Interviewee:

Sedikit mendukung, seperti yang di lihat kami mengajar di daerah yang termasuk daerah perdesaan kecil , fasilitas kurang mendukung pembelajaran, jadi kita sebagai guru harus menggunakan diri kita sendiri sebagai media untuk menarik perhatian mereka, seperti gerak tangan menjelaskan kata dalam bahasa inggris, itu membantu membuat siswa paham akan apa yang kita jelaskan, kemudian penggunaan nonverbal juga membantu memecahkan suasana kelas yang pasif menjadi lebih bersemangat, karena untuk menyemangati siswa, orang pertama yang harus bersemangat adalah guru.

Participant 2: CEW

1. Interviewer: What is your difficulties in teaching English?

Interviewee:

Tantangan pertama yang saya hadapi ketika mengajar bahasa Inggris adalah membangkitkan keinginan siswa untuk mempelajari bahasa inggris karena mereka percaya bahwa bahasa itu tidak penting dalam kehidupan sehari-hari mereka. Saya merasa sulit untuk mengubah pikiran mereka tentang betapa pentingnya bagi mereka untuk belajar bahasa Inggris, dan juga sulit untuk mengajar mereka ketika siswa tidak memahami dasar-dasar bahasa tersebut.

2. Interviewer: How do you handle your difficulties ?

Interviewee:

Sebelum saya mulai mengajar, saya biasanya mengetahui manfaat belajar bahasa

Inggris dalam kehidupan mereka, baik sekarang maupun di masa depan, sehingga mereka tidak mengabaikan pelajaran bahasa Inggris. Lalu, saya tidak terlalu serius, karena jika kita terlalu serius, mereka akan membuat kita bosan dan mengabaikan saya. Kemudian, untuk mempengaruhi siswa dalam belajar, diperlukan hubungan yang baik dan menjadi lebih dekat dengan mereka. Misalnya, saya dapat menampilkan diri sebagai guru sekaligus teman bagi mereka dan sering berinteraksi dengan mereka, dan hal itu dapat mempengaruhi keinginan mereka untuk mempelajari mata pelajaran ini.

3. Interviewer: What kinds of immediacy did you most used during teaching English? Nonverbal or verbal?

Interviewee:

Verbal lebih sering saya gunakan di kelas, tetapi nonverbal immediacy secara tidak sengaja pun dibawa saat kita berkomunikasi atau menjelaskan materi di kelas.

4. Interviewer: Which one is more useful in teaching English? why?

Interviewee:

Menurut saya baik verbal maupun non verbal berguna untuk mengajar dan berinteraksi di dalam kelas karena segala sesuatu yang kita berikan secara verbal atau diungkapkan dengan kata-kata digunakan untuk menyampaikan pesan atau materi yang lebih dirangsang oleh siswa. Saat berkomunikasi atau menjelaskan sesuatu kepada siswa, nonverbal digunakan sebagai pengiring.

5. What do you think about the use of nonverbal immediacy in teaching?

Interviewee:

Penggunaan nonverbal hanya sebagai iringan ketika berkomunikasi atau menjelaskan sesuatu kepada siswa, penggunaan nonverbal biasanya juga kita gunakan secara reflex, tanpa kita sadari pun, penggunaan nonverbal itu sudah ada pada diri kita , misalnya letika menjelaskan suatu benda, kita cenderung menggunakan gerak gerik tangan kita mendeskripsikan benda tersebut, kemudian kontak mata, itukan merupakan keharusan bagi guru dalam belajar, bagaimana kita bias mengajar tanpa melihat siswa kita di dalam kelas.

6. Interviewer: Do you agree that nonverbal immediacy gives impact on the atmosphere of the class?

Interviewee:

Iya saya setuju, penggunaan pendekatan nonverbal memang bisa mempengaruhi suasana dari kelas, karena kalau guru hanya menjelaskan sesuatu secara verbal, guru akan terlihat membosankan, dan hal itu juga mempengaruhi siswa dalam kelas.

7. Interviewer: What kind of nonverbal immediacy do you often use in the class?

Interviewee:

Nonverbal yang sering di gunakan secara sadar atau tidak sadar, pastinya kontak mata, body gesture seperti gerak gerik tangan atau mengelilingi kelas untuk memonitor siswa, posture tubuh ketika di depan kelas untuk menyatakan kita sudah siap mengajarkan mereka.

8. Interviewer: Do you find any weakness or negative impact of nonverbal immediacy in teaching?

Interviewee:

Saya rasa, tidak ada, karena seperti saya jelaskan sebelumnya, nonverbal itu sadar atau tidak sadar kita , memang secara langsung kita aplikasi kan ketika kita berinteraksi dengan murid ketika mengajar di kelas.

9. Interviewer: If there are weaknesses of nonverbal immediacy, how do you fix it ?

Interviewee:

Kalaupun ada weakness dari nonverbal immediacy itu, kita hanya perlu tidak mengaplikasikannya dan mencari solusi lain yang dapat membantu kita untuk memotivasi siswa belajar di kelas.

10. Interviewer: What is your challenge in motivating students in learning English ?

Interviewee:

Challenge yang saya hadapi adalah mengubah mindset mereka terhadap pentingnya pelajaran bahasa inggris ini terhadap kehidupan mereka. Karena di area perkampungan kayak gini, dari keadaan lingkungan sendiri, bahasa inggris masih di anggap bukan hal yang harus di pelajari dengan sungguh, karena di anggap bahasa orang lain, itu membuat minat siswa terhadap mapel ini kurang.

11. Interviewer: Does nonverbal immediacy help you to face the challenge ?

Interviewee:

Nonverbal itu lebih membantu saya menjadi guru lebih aktif, tidak pasif dalam

kelas, tidak hanya menjelaskan saja, tidak duduk diam dan memberikan tugas saja, tetapi ikut mengontrol kegiatan siswa dalam kelas dengan cara berkeliling untuk memeriksa siswa. Kemudian, penggunaan nonverbal di kelas dapat berdampak signifikan pada suasana kelas; misalnya jika instruktur hanya menjelaskan secara verbal tanpa didukung oleh nonverbal, guru akan terlihat monoton, yang akan mengurangi semangat siswa dalam belajar di kelas. Kemudian, nonverbal dapat membuat guru lebih aktif, dan ketika guru aktif, siswa akan mengikuti situasi yang telah dibuat guru.





## Appendix G

### *Pictures on Sites*

*Picture 1: The teacher (FW) explained material using her gesture of body*



*Picture 2: The teacher control her student on her own table*



*Picture 3: The teacher explained the material using the whiteboard*



*Picture 4: The teacher explains the material without using the whiteboard*



*Picture 5: The teacher controls the class by going around each side of the student group*

