

THE USE OF BODY LANGUAGE IN ENGLISH TEACHING

(A Case Study: SMP IT Ulumul Islam Al- Aziziyah)

THESIS

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**FAKULTAS TARBIYAH DAN KEGURUAN
UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH
2021 M / 1442 H**

THESIS

Submitted to Faculty of Education and Teacher Training of
Ar-Raniry State Islamic University Banda Aceh as a Partial Fulfillment of the
Requirements for the Bachelor Degree (S-1) on Teacher
Education

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in front of the board of the Examination for the working paper
and has been accepted in partial fulfillment of the requirements
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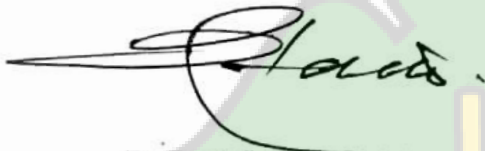
On: 26 July 2022
Friday, 26 Dzulhijjah 1443 H

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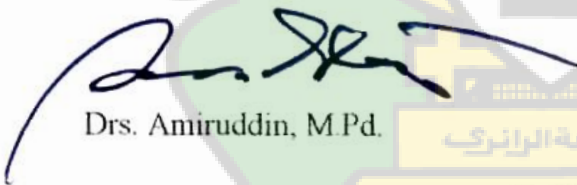
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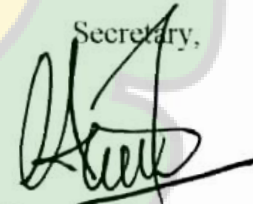
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adalah benar-benar karya saya, kecuali semua kutipan dan referensi yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggung jawab saya. Demikian surat pernyataan ini saya buat dengan sesungguhnya.

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ACKNOWLEDGMENT



First of all, I would like to say Alhamdulillah to Allah SWT, who has blessed and given me the chance, inspiration, and power to finish this thesis. I also would like to convey shalawat and salam to Prophet Muhammad SAW, who has brought us from the darkness to the brightness.

I also would like to express my respect and sincere thanks to Mr. Dr. Luthfi Aunie, MA as my main supervisor and Mr. Drs. Lukmanul Hakim, MA as my co-supervisor, who have guided and supervised me in writing this thesis. Moreover, I thank all of the lecturers at the Department of English Language Education of UIN Ar-Raniry, who have taught me during my studies in English Education.

My greatest thanks go to my beloved parents, Drh. M. Nurdin (Alm) & Asmawita, who have never stopped praying for my success and always supported me with all their affections and loves. I also would like to extend my gratitude to my brother, Oktrya Rochmad, Azkal Adzkie, and Zaidan for their support for the success of my study at the Department of English Education.

Furthermore, my thanks also to my best friends who have always encouraged me to finish this thesis: Nur Ismi, Ricky Sriyanda, Riska Nursafitri, Baina, Riska Rahmayanti, Seroja, Mutia Rahmah, and Martina Husaini, then to the family Unit 2, sorry I cannot mention your names one by one.

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ABSTRACT

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Main Supervisor : Dr. Luthfi Aunie, MA
Co-Supervisor : Drs. Lukmanul Hakim, MA
Keywords : Teaching and Body Language

This study deals with the use of teacher body language in teaching English. It aim; To find out what body language the teacher uses when teaching English. This research was conducted at the SMP IT Ulumul Islam Al-Aziziyah. This study uses descriptive qualitative and data were collected through interviews and observation. The participants were two teachers from the SMP IT Ulumul Islam Al-Aziziyah. This study found that; The teacher uses several types of body language. Among them are eye contact, facial expression, posture, and body gestures. Of several types of body language that the teacher uses for sure body language can make it easier for the students to learn and understand English.

TABLE OF CONTENTS

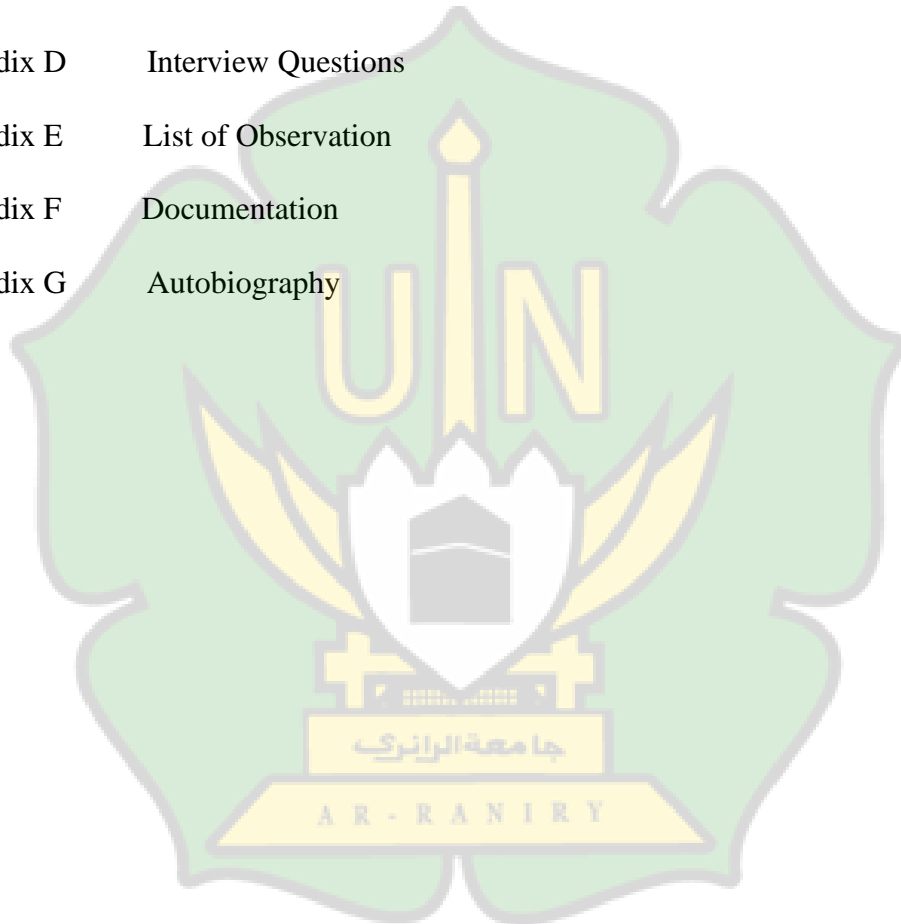
APPROVAL LETTER	i
DECLARATION OF ORIGINALITY	iii
ACKNOWLEDGMENT.....	iv
ABSTRACT	v
TABLE OF CONTENTS.....	vi
LIST OF APPENDICES.....	viii
CHAPTER I INTRODUCTION	1
A. Background of the study	1
B. Research Question.....	7
C. Aims of Study	7
D. Significance of the Study	7
E. Terminology	7
F. Previous Studies	9
CHAPTER II LITERATURE REVIEW	12
A. Teaching	12
1. Definition of Teaching	12
2. Teaching Method.....	13
3. Teaching Strategy	18
B. Body Language	19
1. Definition of Body Language	19
2. Understanding Body Language	20
3. Types of Body Language	21
4. The Function of Body Language	28
CHAPTER III RESEARCH METHODOLOGY	29
A. Research Design	29
B. Brief Description of Research Location.....	29
C. Method of Data Collection	30
a. Interview	30
b. Observation	31
D. Method of Analysis Data	31
a. Interview	31
b. Observation	32
CHAPTER IV FINDINGS AND DISCUSSION	33
A. The Finding	33
B. Discussion	42
a. Interview	42
b. Observation	43

CHAPTER V CONCLUSIONS AND SUGGESTIONS.....	46
A. Conclusion.....	46
B. Suggestion.....	47
REFERENCES.....	48



LIST OF APPENDICES

- Appendix A Approval Letter of Supervisor
- Appendix B Recommendation Letter from The Fakultas Tarbiyah dan Keguruan to conduct field research
- Appendix C Confirmation Letter
- Appendix D Interview Questions
- Appendix E List of Observation
- Appendix F Documentation
- Appendix G Autobiography



CHAPTER I

INTRODUCTION

This chapter elaborates the background of why this research should be conducted. The content of this chapter includes the background of the study, research question, research aim, significance of the study, research terminologies.

A. Background of the study

Teaching is a process to transfer the knowledge from the teacher to the students. Teaching is the process of attending to people's needs, experiences and feelings, and intervening so that they learn particular things, and go beyond the given. Furthermore, teaching is intimate contact between a more mature personality and a less mature one which is designed to further the education of the latter. "Teaching is learning as selling is to buying. In the words of John Brubacher (1939), teaching is arrangement and manipulation of a situation in which there are gaps or obstructions which an individual will seek to overcome and from which he will learn in the course of doing so". B.O. Smith defined teaching as "Teaching is a system of actions intended to induce learning. According to Gage (1963), Teaching is a form of interpersonal influence aimed at changing the behavior potential of another person. Smith in 1963 further extended the definition of teaching. Teaching is a system of actions involving an agent, an end in view, and a situation including two sets of factors those over which the agent has no control (class size, characteristics of pupils, physical facilities, etc.) and those which he can modify (such as techniques and strategies of teaching. So, teaching is a process to understand education.

As we know, many students think that English is a boring subject. This is due to the difficulty of students in learning anything related to English, they are lacking vocabulary mastery, limited Grammar, do not know how to pronounce English words. In addition, most teachers have difficulty in explaining the material that makes students unable to understand. This makes students less interested in learning English, this also results in a decrease in interest in learning English. Besides it, another thing that can affect students unmotivated in learning English is the teacher's behavior in the classroom, such as teacher enters the class with a flat face which does not seem to enjoy learning, the teacher just sits, does not do much movement in the classroom and the teacher does not do much interact in the classroom.

All of the things mentioned above make the atmosphere of the class more passive and make students become passive too and also they feel unmotivated to participate in activities in class. Teacher's behavior is an important thing that must be considered in the classroom because students' behavior can affect the motivation of students to join class activities (Sutherland & Oswald, 2005).

Thus, the behavior of the teacher affects the motivation of students in learning. Then, the boredom factor caused by the presentation of monotonous learning activities will result in a lack of attention, motivation, and interest in student learning in participating in learning activities Hasibuan & Moedjiono (2009). In these conditions, students need various teacher skills in delivering material in the classroom to affect overcoming their boredom. As we know, the teacher has a role as a medium in learning Heinich (2002). Teachers as media in learning can act as a motivator for students, but at the same time, teachers also can destroy students' learning motivation Sitompul, N.

C. (2012). The communication skills of the teacher become very important so that the function of the teacher as a learning media can be done well. So, it becomes clear that the words (verbal) the teacher and the way the teacher says it (body Language) is needed by the teacher in the classroom activities.

Furthermore, in the process of transferring knowledge in the classroom, there must be communication between teachers and students Peng Hong Li (2011). Communication is an essential component of the success of the teaching-learning process McCarthy and Carter (2001). Communication helps transmit the teachers' knowledge apart from sharing other ideas, thoughts, and opinions. Therefore, communication is someone else's behavior-changing process. Communication will lead to a change in students' behavior. Moreover, teachers are directly involved in instructional communication in the classroom to achieve educational goals. It is because the teacher is directly associated with the students in the class, the instructor's method of imparting knowledge to the students will have an impact on the students' achievement of educational goals. Competent teachers choose and use specific communication or teaching methods with the expectation that students could respond positively and learn more (Allen, Witt & Wheelless, 2006). In communication, immediacy behavior is something the teacher must pay attention to in communicating with students in the classroom. Immediacy is a communication behavior the 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 teachers 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 not only communicate with students but also have to create a good classroom atmosphere for their students. Building closeness with students is also a good step to take in the process of creating this atmosphere. In addition, Wilson (2007) states that the way 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 be useful for motivating students to learn (Sidelinger, 2010). Then, Burroughs (2007) states that an immediate teacher is someone who seems relaxed, expressive, and enthusiastically expressive during class lectures and discussions; besides that, 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.

In this research, the researcher focuses on the media which can be one of the teaching models in teaching English. The media is the way to create a meaningful context for teaching English, which can be delivered through audio, and visual. Elizabeth Thoman & Jolls (2004) argues that media literacy has an influential role in educational programs, including second language learning. Media can be integrated

into language lessons in a variety of ways by developing activities based on radio programs, television shows, newspapers, and videos.

One example of media in teaching English is body language. Body Language is included in audiovisual. According to Richard E. Potter and Larry A. Samoval in *Intercultural Communication: A Reader Cengage Learning* (2010), body language is the process of exchanging thoughts and ideas by conveying messages in the form of gestures, facial expressions, eye views, touch, artifacts (symbols used), silence, time, sound, and posture and body movements.

Body language plays a positive role in cultivating the students' character in school English education. It is an important means through which people get to know each other and communicate with each other. It is a kind of language through gestures, manner, and countenance. It is noticeably essential that the teacher's body language has to be explored inside the classroom. Students' preferences and responses towards it are also significantly important to be mentioned alongside teachers' choice of the body language channels. This would be vitally useful for teachers and students to notice ones' ways of using body language as a means to interact, exchange, and process information. The results of the study will also be important for curriculum designers to establish a systematic program about using body language inside the classroom particularly in teaching languages.

According to Harris (1969) there are several methods in the English learning process. They are (a) giving total physical activity (example games and Total Physical Response activities), (b) providing hands-on activities (example to learn words, sentences, and practice meaningful language), (c) internalizing concepts through

visual aids (example video, picture, tapes, music, flashcard, and puppet toys), and (d) explaining things with nonverbal language (facial features, gestures).

Media such as body language, body posture, Eye Talk, facial expression, voice modulation, and Positive force field. Body language is useful to achieve the instructional goals of the teaching and learning process, and it can also be easily done in our daily lives. Having understood that young learners pay short attention and concentration in a learning process, it is better to provide something playful to them. In this study, the writer tries to use body language for teaching English vocabulary to young learners.

To encourage and help the students master English, they can be using body language such using body posture or other limbs, eye talk (contact eyes), expressing their feelings, etc. an opportunity to explore their talents such as hand, face, eye, and other gestures. That can make their more active learning of English is more enjoyable. One of the media that can be used in teaching and learning is body language. By using body language and gestures the students will be enthusiastic to study English well and students can enjoy the teaching and learning process and can memorize the words easily.

Based on the primary study, the writer found that the students are still weak in learning English. Therefore, the writer offers Body language as the technique in English teaching. It will be a solution in English teaching at Ulumul Islam Al-Aziziyah. In short, by conducting this research, the writer expected that body language can help teachers to maximize their teaching-learning process to manage the classroom to be effective in English teaching.

B. Research Question

Based on the background, the researcher formulates the following question below :

How is the teacher's experience in using body language in teaching English?

C. Aims of Study

Based on the research question above, the aim of the research is as follow:

To find out how the use of body language makes it easier for students in English teaching.

D. Significance of the Study

The results of this study can provide useful contributions, especially for student-teachers, writers, and future researchers. This research is expected to help teachers to understand the impact of using body language on learning English. Then, the results can be used as feedback for students to know more about the use of body language on themselves. I hope the results of this study can provide additional information for other researchers to research in the same field in the future.

E. Terminology

To avoid misunderstanding, some key terms used in this study are explained, in the following points:

1) Teaching

Teaching is all deliberate efforts to give students the possibility for the learning process to occur by the objectives that have been formulated. Because learning is a complex process, it is not just conveying information from the teacher to students. Many activities and actions must be taken, especially if better learning outcomes are

desired for all students. Arifin (1978) defines teaching as a series of activities to deliver lessons to students to receive, respond to, master, and develop the subject matter. Then, according to Raka Joni (in Sardiman, 2003:54), teaching is to provide optimal conditions that stimulate and mobilize students' learning activities to acquire knowledge, skills, and values or attitudes that can bring changes in behavior and personal growth.

Teaching in this study makes students more understand while a teacher was clarified the material of teaching. In addition, the teacher easier to get the point attention of the students.

2) Body Language

According to Richard E. Potter and Larry A. Samoval in *Intercultural Communication: A Reader* (Cengage Learning, 2014), body language is the process of exchanging thoughts and ideas by conveying messages in the form of gestures, facial expressions, eye view, touch, artifacts (symbols used) silence, time, sound, and posture and body movements.

According to Callahan (2012), stated that "Body language is the unspoken or non-verbal mode of communication that we do in every single aspect of our interaction". Body language is widely regarded as the transfer of meaning without the use of verbal symbols. That is body language refers in a literal sense to those actions, gestures that either communicate directly or facilitate communication without using words. The conclusion of the body language in this study is a process of exchanging thoughts and ideas by conveying messages through facial expressions, eye contact,

touch, voice, as well as posture, and body movements. Make it easier for students to understand English lessons and also to help teachers in teaching English.

F. Previous Studies

Many studies have been performed by the researchers related to the use of body language in English teaching, especially in teaching English. Some of them were mentioned with their report as follows:

Xiaoling Yang (2017), the purpose of his research is to arouse students' interest in learning English. Researchers used qualitative research. Researchers say that body language is support, complement, and important position in teaching. A quality teacher requires not only in-depth knowledge and good fluency but also good and attractive body language. As education expert Makarenko (1998) puts it: If a teacher is expressionless and not good at expressing it to people, he is not a qualified teacher. So, body language is an important medium in human communication. This includes gestures and facial expressions. Researchers also say that language is important in communication, but that nonverbal communication cannot be ignored either. In classroom teaching, nonverbal communication is more important than verbal communication. When teaching, the teacher will do his best to arouse students' interest in learning English. The researcher also said that body language can create a warm classroom atmosphere, helping students to understand and arouse students' interest in learning English.

So, in teaching, the teacher must study and work hard to master the communication tools that will be applied in the classroom. Teachers must pay attention to the use of appropriate body language in teaching. The use of body language is very

helpful for teachers in teaching and makes it easier for students to understand English lessons.

Yuanyuan Tai (2014), the researcher aims to help English teachers understand the application of body language in teaching, and encourage teachers to try to use body language in class to help to teach in the classroom. This researcher uses qualitative research. This researcher surveyed several types of body language and some of their aspects, such as features, interests, and others. Body language can be a good tool to increase students' imagination and help teachers express their ideas and language points more clearly. In teaching English, body language as a nonverbal language plays a very good role in the interaction between teachers and students. The researcher also said that body language is not only to express the speaker's intent more accurately and effectively, train to teach but increase student interest, optimize English teaching and improve teaching, can also help improve students' listening, speaking, reading, and so on.

The researcher also said the quality and effect of teaching are the essences of education, and the use of body language can improve the teaching quality of English classes. Most students enjoy an active English learning environment rather than a boring and serious one. Because enthusiastic participation is the main factor in language learning, active and relaxed learning is even more important than teaching itself. In the classroom, teachers often use various types of body language combined with words to organize teaching activities. The use of body language will help the teacher express ideas and thoughts accurately. The goal is that students can understand it clearly.

Therefore, teaching activities can be carried out properly without misunderstanding or confusion. In addition, the use of body language can increase the enthusiasm of the teacher, thereby reducing student boredom in class, especially in the afternoon class. And the results obtained by researchers are that body language in teaching English classes is very helpful for teachers and students in interacting.



CHAPTER II

LITERATURE REVIEW

This chapter describes the result of the researcher's search on theories or related research studies in a similar field. It provides the theories to comprehend this present study.

A. Teaching

1. Definition of Teaching

Teaching is the transfer of culture in the form of experience, skills to our students, or an effort to pass the culture of society on to the next generation. According to Arifin (1978) in Syah defines teaching as a series of activities to deliver learning materials to students so that they can receive, respond, master, and develop learning materials. According to Syaiful Sagala (2009) learning is teaching students using educational principles and learning theories which are the main determinants of educational success. Learning is a two-way communication process. Teaching is done by the teacher as an educator, while learning is done by students.

According to Corey, learning is a process by which a person's environment is deliberately managed to enable him to participate in behavior under special conditions or produce responses to certain situations. According to Conti (1989), as cited in Endang (2018), stated that teaching is the general features and skills of an educator that can be defined as the teaching style in a classroom's compatible with different situations. So, teaching is a systematic activity from an environment consisting of educators and students to interact with each other in carrying out an activity so that the learning process occurs and teaching objectives are achieved.

2. Teaching Method

a. Definition of Teaching Method

In this section there are definition of teaching methods, according to Muhibbin Syah (2004) teaching method is a method that has procedures for carrying out educational activities, especially for presenting material to students. According to Hasibuan and Moedjiono (2012) teaching methods are tools that can be part of the set of tools and methods in the implementation of teaching and learning strategies to achieve goals learning.

Meanwhile Sudjana (2004) the teaching method is the method used by the teacher in interacting with students during teaching. Meanwhile, according to Daryanto (2009) teaching methods is the amount of knowledge and skills that enable the implementation of teaching and learning activities effectively and efficiently.

In line with the opinions above Prayitno (2009) also states:

The learning process is like a driving force or a force to upgrade and transport material cargo learning reaches the goal for the benefit of the participant's education. So that the learning material can be processed and processed as well as possible, educators need to apply various approaches, methods, and appropriate ways so that learning materials can be affordable, workable and utilized effectively and efficiently by students.

Based on the theory above, we can conclude that the teacher's teaching method is a tool in the form of a method or method used by the teacher to support the achievement of learning objectives, namely facilitating students in achieving certain competencies.

A method to be more precise is to teach something material, developing an ability, then teaching methods, namely the teacher must master all methods, but the teacher also needs to have the ability to assess, select, and determine which methods are the most appropriate to teach the material, develop certain abilities. Like the idea conveyed by Sukmadinata, et al (2012) that good learning is learning that applies a variety of methods. The use of various methods can not only overcome boredom and boredom of students, but also be adapted to the differences in the nature and abilities of each student. The variation of this method is also expected to increase students' enthusiasm in the learning process, because students will have high enthusiasm if they are presented with something new and different.

Based on the statement above, it can be concluded that students' perceptions of the teacher's method of teaching is the process of inferring information or meaning by students about the teacher's method of teaching so that students can provide views on the merits of the teacher's method are applied. If the teacher applies the appropriate method with the material, student circumstances, goals to be achieved, it will make it easier for teachers to carry out activities effective and efficient learning in achieving goals learning.

b. Types of Teaching Method

There are many types of teaching methods. Teachers can apply various types of appropriate teaching methods and according to the type of material presented. There are several types of teaching methods that have been commonly used in education to be more clear on this, the writer would like to describe them one by one follows:

- a) Lecture method

According to (Pupuh & Sobry, 2007; 61). The lecture method is a teaching method by conveying information and knowledge orally to a number of students who generally follow passively. The lecture method is a way of carrying out teaching carried out by the teacher in a monologue and one-way relationship. The lecture method can be said to be the single most economical method of conveying information. This method is also considered the most effective in overcoming the scarcity of literature or references in accordance with the range of purchasing power and understanding of students.

The opinion above is the same as what was said by Wina Sanjaya, (2007: 147), she said that the lecture method is also defined as a way of presenting lessons through oral or direct explanations to students.

Meanwhile Rostiyah N.K (2001;137) said that the way of teaching with lectures can be said to be a lecture method, which is one way of teaching that is used to convey information, or a description of a subject orally.

So, the lecture method is a way of presenting lessons by the teacher with oral explanations directly to students. How to teach with lectures can also be interpreted as a teaching technique used for information or descriptions of a subject or problem orally.

b) Discussion Method

The discussion method is a teaching method that is closely related to learning to solve problems (problem solving). The purpose of using the discussion method is to motivate and stimulate students to think with deep reflection (reflective thinking). (Pupuh & Sobry, 2007; 62).

According to Syaiful & Aswan Zain (2006;87) says that the discussion method is a way of presenting lessons, students are also faced with questions in the form of statements or questions that are problematic to be discussed and solved together. This discussion method is a teaching and learning process, where students and teachers interact with each other, share experiences, information and all who will be involved in solving a problem.

So, the discussion method can be interpreted as a learning method that confronts the teacher with students in a problem solving. The purpose of using the discussion method is to solve a problem, answer questions, add and understand students' knowledge, and make a decision.

c) Question and Answer Method

The question and answer method is a way of presenting lessons in the form of questions that must be answered, either the teacher asks the students or the students ask the teacher. (Syaiful & Aswan Zain, 2006; 94)

The opinion above is the same as what was said by Pupuh & Sobry (2007; 62) the question and answer method is a way of presenting lessons in the form of questions that must be answered, especially from teachers to students or from students to teachers.

Beside that it can be concluded that the question and answer method is very influential in the learning process. This method can also increase students' motivation to generate thoughts to ask and answer questions from the teacher. In communication like this it will be seen that there is a direct reciprocal relationship between teachers and students.

d) Audio Lingual Method

The audio-lingual method is a method of teaching foreign languages. It is based on behaviorist theory, which holds that certain traits of living things, in this case humans, can be trained using a reinforcement system. Positive feedback would be given for correct use of a trait, while negative feedback would be given for incorrect use of that trait. This method of language learning was similar to an earlier method known as the direct method. The audio-lingual method, like the direct method, recommended that students be taught a language directly, without using the students' native language to explain new words or grammar in the target language. The audio-lingual method, unlike the direct method, did not focus on teaching vocabulary. Rather, the instructor drilled students in the use of grammar. (Al Misbah, 2013; 13)

e) Communicative Language Teaching Method

The teacher's goal is the student learn how to use target language communicatively. In addition, they want their student to lean about were own learning, to take increase responsibility of it, and learn how to learn from another. All of these objectives can be accomplished in a non defensive manner if a teacher and learners treat each other as whole person, valuing both thought and feelings.

The goal of this method is to teach the learner how to communicate effectively and appropriately in a variety of situations. CLT course content includes functions such as inviting, suggesting, and complaining, as well as concepts such as expressing time, quantity, and location. (Al Misbah, 2013; 15)

3. Teaching Strategy

Teaching strategies can be defined as a number of steps that are engineered in such a way to achieve certain teaching goals. Because there are many different types of teaching strategies that can be used, teaching strategies can be considered the first step for an English teacher to master in teaching English. Every strategy yields a different outcome. In an English class, for example, the teacher can use a variety of strategies to pique the students' interest and maintain their attention throughout the learning process. A good strategy in the English teaching process will provide a different value to the learner. As a result, English teachers must master affective strategies if they are to be successful in the learning process.

Teaching strategies are general lesson plans that cover the structure of desired learner behavior in terms of the purpose of instruction as well as the outline of planned tactics required to implement the strategy. Sarode (2018) stated that the methods used to help students learn the contents of the desired course and can develop goals that can be achieved in the future are referred to as stated teaching strategies. Sarjan and Mardiana (2017) stated teaching strategy is general plans for lessons that include structure, student behavior desires, in terms of teaching goal, and outlines of tactics needed to implement strategies that the English teacher must master in order to teach the lesson to the students in the class. As a result, the lesson will be grasped and applied

as effectively as possible. Among the teaching strategies, there is a teaching strategy based on cognitive strategies that are still relatively actual. This strategy is called the Strategy Program for Effective Learning/Teaching (SPELT). This strategy is deliberately engineered to improve and increase the effectiveness of students' learning and thinking. The purpose of this strategy is to make students:

1. Students who are active as thinkers and problem solvers.
2. Independent learners, have their own plans and strategies that are efficient in approaching learning.
3. Students who are more aware and able to control their own thinking process (metacognitive awareness).

B. Body Language

1. Definition of Body Language

Body language is a term used to refer to the process of communication using facial expressions, gestures, and body movements instead of sound or verbal language. According to Raah (2015), communication is much more than words.

Body language is the language you speak without words. Several recent studies investigating the impact of body language in different communication setting support the position that body language variables play a major role in affecting peoples' communication.

Every part of the body can speak as words; it means that body language can give equivalent meaning to verbal language. According to Callahan (2012), stated that body language is the unspoken or non-verbal mode of communication that we do in every single aspect of our interaction. Body language is widely regarded as the transfer

of meaning without the use of verbal symbols. That is, body language refers in a literal sense to those actions, gestures that either communicate directly or facilitate communication without using words. Harmer (2007) stated that "we can convey several meaning through how we use our bodies".

Body language is a silent and true language, which can express a person's inner world, it always catches one's eye mostly in non-communicative. It includes gestures and facial expressions. As we know, language is important in communication. As a non-communicative, body language is the support and supplement of teaching and occupies an important position in teaching. A qualified teacher needs not only profound knowledge and good eloquence but also dignified and harmonized body language.

In classroom teaching, nonverbal communication is important. When teaching, teachers will try their best to arouse the student's interest in learning English.

2. Understanding Body Language

Physical expressions are an integral part of nonverbal communication. Physical expressions like waving, pointing, touching, and slouching are all forms of nonverbal communication. Humans move their bodies when communicating because, as research has shown, it helps "ease the mental effort when communication is difficult. Physical expressions reveal many things about the person using them. For example, gestures can emphasize a point or relay a message, posture can reveal boredom or great interest and touch can convey encouragement or caution. The technique of reading people is used frequently to understand people as a whole. For example, the idea of mirroring body language to put people at ease is commonly used in interviews. Mirroring the

body language of someone else indicates that they are understood. It is important to note that while some indicators of emotion are largely universal.

3. Types of Body Language

In this section explained types of body language, the use of physical appearance, eye contact, touch, facial expressions, gestures, and body posture are all factors contributing to nonverbal immediacy which demonstrate a level of commitment, caring, and genuineness to the interpersonal relationship (Remland, 2000; Richmond & McCroskey, 2000a). In the teaching process, the way a teacher interacts with his students is needed to create closeness which can affect the closeness between teacher and students. Thus, physical use such as eye contact, gestures, touch, facial expressions, and body postures can help the process to increase commitment and good interaction with students.

a. Eye Contact

The eyes are an important part of our faces. There is an old saying, "eyes are windows of the soul." Eye contact plays an important role in the communication between teachers and students. A good teacher always knows how to use eye contact. Teachers often have a face to face communication with students, so eye contact can be described in the following kinds: survey, focus. The survey is to look around students regularly. In teaching, the teacher can remind students to listen to the teacher carefully relying on the survey. After asking the question, the survey of teachers can find the student who wants to answer and remind the students who don't think about it. Focus is to use eyes staring at a student for a long time. Focus includes a serious one. Instruction watch can make a congenial learning atmosphere. And the close watch is

the most important focus. When students feel nervous, the teacher's smiling eyes will let students relax. Eye contact as a symbol of nonverbal communication affects behavior, trust in communication. Eye contact is an important signal of interpersonal communication. In addition, eye contact indicates an attraction to the other person (Darn 2004). In teaching, eye contact also opens the flow of communication between the teacher and students so that it can foster attention, warmth, and credibility. Making good eye contact is an essential prerequisite for delivering an effective presentation. Eye contact is one form of non-verbal communication that you must be good at as a teacher. During the teaching process, an effective teacher can make and maintain eye contact with students to build closeness and build relationships with the audience.

b. Facial Expression

Facial expressions-in the teaching process, teachers provide the students with messages through their facial expressions. In the process of class exchange, teachers express their affection; optimism, and deep confidence to the students. The students will feel warm and become active. The facial expressions of teachers in English teaching should change along with the changing of class contents and teaching circumstances. Also, teachers' delight, anger, sorrow, and joy should appear at the right moment, infect the students to make them have the feeling of delight and sorrow at the same time. Face and facial expressions play a significant part in communication since the face is a major feature of the human body 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 an advantage or a disadvantage 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). Feelings or emotions from humans can be described through facial expressions accidentally. There are some human expressions, namely: anger, happiness, neutral, sad, and others.

In communicating, we do not only rely on the topic of conversation, but facial expressions are also things that we must use in communicating. Facial expressions can help the communicator to control the atmosphere that is being displayed by the other person. For example, when someone smiles while in the communication process, it is described as someone happy in interacting with us, but when someone shows a frown on their forehead, it is told they as not enjoying the ongoing flow of the conversation. One example of a facial expression that teachers have to use is a smile. Smiling is a very strong gesture to convey kindness, warmth, happiness, affection, and relationship. As we know, if someone smiles at us, then we will find her pleasant, friendly, and warm. Students will react well and get a signal that the teacher can be approached or spoken to, so students will feel more comfortable and free. So, it can be concluded that the teacher's facial expressions in class greatly affect students' learning activities.

c. Gestures

Gestures are a form of nonverbal behavior in the movement of the hands, shoulders, fingers. We often use limb movements consciously or unconsciously to emphasize a message. When you say: the tree is tall, or the house close; then you must

move your hand to describe the verbal description. When you say: put that thing down! Look at me! Then what moves is the index finger indicating the direction. It turns out that humans have many ways and vary in moving their bodies and body parts when they are speaking. Those with disabilities even communicate only by hand.

Goldin-Meadow (2003) points out that cues function as a communication tool for the listener and a thinking tool for the speaker. Gestures are an important component in communication that can facilitate listeners' understanding because the speaker's gestures can help them in retrieving words from memory. Gestures are perhaps the most visible type of nonverbal communication; the goal is to consciously express a unique (culturally) message concisely and unambiguously. We must also consider the appropriateness of certain gestures, as well as the unique ways in which cultures perform gestures with the same core meaning in very different ways (eg, gesturing, or waving). The facial 'gestures' used to express annoyance, anger, embarrassment or confusion are different.

Borich (2007) states that learning will be effective in the efforts of teachers trying to be role models for their students by having positive attitudes and attitudes experienced in teaching proficient in conveying information, reflective, being a motivator, and passionate in every lesson. According to Borish, teachers are expected to show an open attitude so that learning is central for students. The openness of teachers in teaching students can be demonstrated online directly through movements that support verbal language in teaching.

d. Posture

Postures are the positions the body takes, it might be referred to as body movements. Postures can convey different degrees of respect and interest. Here, whenever introducing a new word, the teacher with the help of his body may act it out for the learners to understand better. For instance, when introducing the word "to jump" the teacher may start jumping to make it real for the learners. Generally speaking, learners, especially young learners, are more attentive to what the teacher does than to what the teacher says. Posture can reflect emotions, attitudes, and intentions. Postures possess a huge amount of importance in interpreting body language. Posture is people's instinctive behavior that is the primitive way of communication, the unconscious actions can help people better express what they want and how they feel instead of what they said. More specifically, when babies were born, non-verbal communication becomes the only type of communication between children and their parents before they learn languages. The standing posture of a teacher is very important in the learning process in attracting students' attention to listen to the teacher in clarifying words or material in front of the class Darn (2004). How the person walks, stands, sits, or talks can convey various messages to other people. In addition, the way of speaking face to face between the teacher and students with less rigid gestures can communicate friendliness and acceptance. On the other hand, speaking with your back to the other person or face to face, but the eye looking at the floor or ceiling indicates dislike or disinterest. The standing posture of a teacher is very important in the learning process in attracting students' attention to listen to the teacher in clarifying words or material in front of the class.

e. Touch

Touch or tactile message is a non-visual nonverbal message and non-vocals. The touch receiver is skin, which is capable accept and distinguishing the various emotions that people convey through touch Darn (2004). Physical touch helps to create and maintain trustworthy relationships allowing children to feel safe and allowing them to become independent. Students can feel safe and comfortable with the touch that the teacher makes when teaching, physical contact can also increase emotional closeness between the teacher and students.

According to Hertenstein, Keltner, Bulleit, and Jaskolka (2006), touch demonstrates diverse emotions such as anger, distress, happiness, kindness, love, and admiration. As a result, it has a powerful, compelling, and overwhelming effect on people. Furthermore, it denotes authority, status, and power, and those who come into contact with it are often thought to be in positions of authority. Touching conduct, a very powerful nonverbal behavior, could be beneficial in instructional communication since it promotes students' emotional, social, physical, and intellectual growth, according to its power in nonverbal communication. Teachers, on the other hand, should be cautious about touching students inappropriately.

Touch is one of the most crucial elements for developing a good teacher-student interaction in the classroom, according to Richmond (2002). The instructor or teacher might touch students to reward them for well-done actions. Unless the teacher wants to use words or sentences to chastise or regulate, touching can be used instead. To be more specific, if a student misbehaves in class, the instructor may notice and warn him by strolling up to him and touching his shoulder. The child may realize that he or she should stop or adjust their conduct as a result of this contact behavior. Touch

behavior in the classroom between the teacher and the student during communication is important as well as functional.

f. Vocal Intonation

Intonation is the use of changing (rising and falling) vocal pitch to convey grammatical information or personal attitude. Intonation is particularly important in expressing questions in spoken English Richard Nordquist (2019). The saying "It's not what we say, but how we say it" encapsulates the significance of vocal intonation Ali Bicki (2008). A generally favorable prejudice in favor of men with low, deep voices and resonant tones, such as those held by most male newscasters, is an unconscious bias of the listening audience. Vocal signals have also been found to be accurate markers of overall look, body type, height, race, education, and dialect region in studies. Emotional states are frequently revealed through nonverbal signs. The expression of distinct emotions is influenced by differences in volume, pitch, timbre, pace, inflection, rhythm, and enunciation.

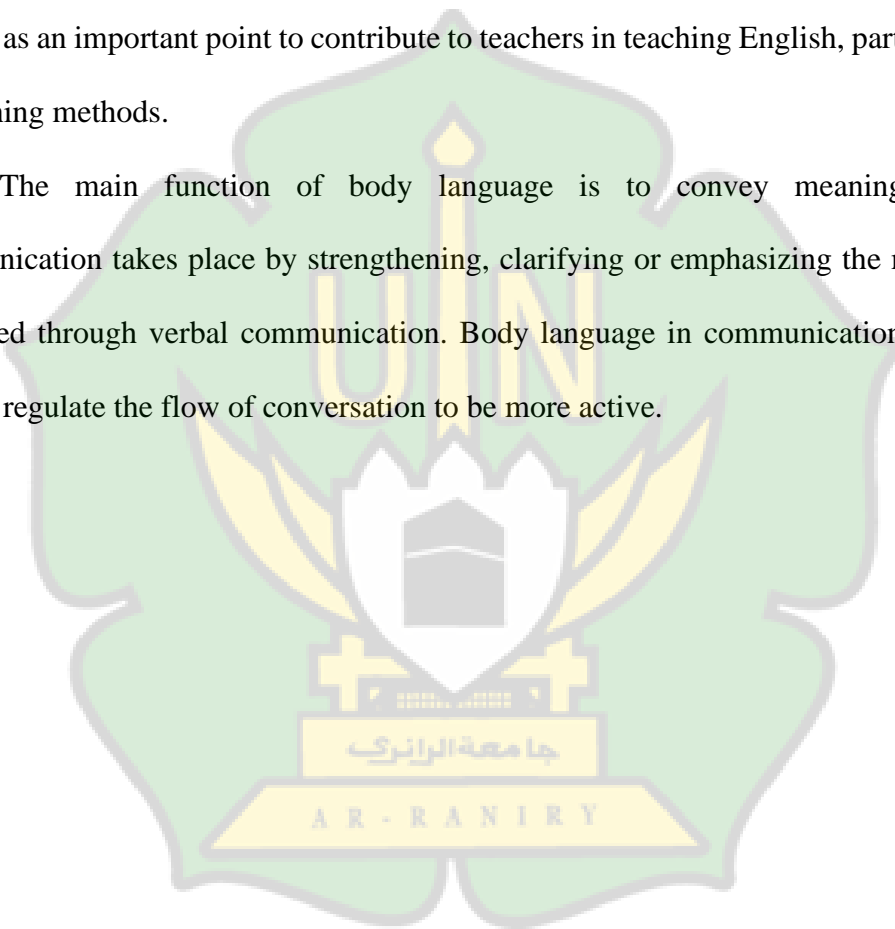
Stereotypes about either a teacher or a student can be aroused by vocal behavior Capper (2000). A teacher with a nasal speaking voice, for example, is frequently seen as possessing some negative personal and physical qualities. Female teachers with tense voices are sometimes misconstrued as being younger, more feminine, more emotional, more quickly angered, and less intelligent. Male teachers with similar vocal qualities are frequently thought to be older, more obstinate, and cantankerous.

4. The Function of Body Language

The function of body language is to communicate to other people, their interest or disinterest for certain topics or persons which cannot be communicated through

verbal means either for societal or other reasons. Bunglowala (2015) explains that the purpose of using nonverbal communication is to help students understand what the teacher is saying. Some students with a lack of vocabulary can also be assisted in understanding a word; a teacher can use several gestures to give a clue to their students to guess a word that is intended to tell them. Finally, nonverbal communication can be viewed as an important point to contribute to teachers in teaching English, particularly in teaching methods.

The main function of body language is to convey meaning when communication takes place by strengthening, clarifying or emphasizing the message conveyed through verbal communication. Body language in communication is also used to regulate the flow of conversation to be more active.



CHAPTER III

RESEARCH METHODOLOGY

This chapter explains and provides information about the research methodology for the study. It consists of a detailed description of research design, brief description and research location, population and sample, the subject of the study, method of data collection, and method of data analysis.

A. Research Design

This study employed a qualitative method of analysis to know lecturers' teaching styles in speaking class and to find out the most preferable teaching styles for students. According to Akhtar (2016), the research design is the arrangement of conditions for the collection and analysis of data in a manner that aims to combine relevance to the research purpose. Qualitative research is research without any calculating and numbering. This means the data collected are in the form of words and sentences Kabir (2016). Thus, this research applies the qualitative method to examine the data.

B. Brief Description of Research Location

In this study, the researcher will use the population and sample of the Ulumul Islam Al-Aziziyah teachers for data collection.

Sugiyono (2015) participation is an individual's involvement in research. Mackey and Gass (2005) stated that the characteristics of the participants depend on the type of research itself. There were two participants in this study because based on previous information, the researcher found that this school only had two English teachers. The purpose of taking English teachers at SMP IT Ulumul Islam Al-Aziziyah

was to find out their opinions based on their experiences about how the influence of English teachers in the use of body language on their students in learning English.

In addition, the reason for choosing junior high school teachers as subjects in this study was because they were more suitable for this study. As we all know, their students have just adjusted to a higher level of education after finishing elementary school, which still requires extra attention from the teacher. At the same time, students pay more attention to the teacher's behavior and how the teacher interacts with them rather than focusing on the teacher's teaching techniques.

C. Method of Data Collection

In obtaining and collecting data, researchers will use several techniques, namely interviews and observation. Below is a description of the use of the technique:

a. Interview

Kabir (2016) states that data collection is a systematic process for gathering and measuring information about variables of interest that support a person to answer research questions, test hypotheses, and find experiments. Tanzeh Ahmad (2011) also defines data collection as a systematic and standard procedure for obtaining data necessary data. In collecting data, this study used in-depth interviews to determine the influence of teachers using body language in teaching English.

As for other questions and interviews to find out the use of body language in teaching English. The interview contains questions and answers from selected participants.

There are different types of questions; individual and face-to-face interviews Kabir (2016). In this study, in-depth interviews were. It is necessary to know the use

of body language in teaching English which is applied by the teacher in teaching. Open-ended questions were used for 2 teachers. Interviews will be recorded and data will be transcribed.

b. Observation

Observation is a method of gathering information that involves directly monitoring something you want to research at the research location. (Creswell, 2008). In this case, the researcher used participant-observer in collecting data. Creswell (2008) said that the participant is the observer who involved himself in the participant's activities. Therefore, the researcher observes the inside without engaging in activities. In the observation section, the researcher observed by recording the activities and immediacy of the teacher in the class. The observation table is used to help researchers get more information about body language from participants, things that will be observed by researchers are the use of body language such as eye contact, body gesture, facial expression, posture, touch, and vocal intonation.

D. Method of Analysis Data

To collect the data, the writer used the following methods:

a. Interview

In this research, the data of the interview are analyzed by using the coding technique. According to Saldana (2015), in qualitative research, a code is typically a word or brief phrase that provides a summative, prominent, essence-capturing, or evocative feature to a portion of language based on visual data. When conducting a case study or grounded theory, it allows the researcher to manage and control the data.

The first stage that must be carried out by the researcher in managing the data in this study is that the researcher plays back the answers that have been recorded, then analyzes the data. After that, the researcher changed the participant's answer that has been analyzed from the recording in the form of a document transcript. Next, the whole transcripts were read and reflected to get an understanding of what participants said. Finally, analyzing and coding processes based on some themes were implemented before it was interpreted narratively in the end.

b. Observation

The researcher analyzed the data by observing the classroom activities while the teachers were teaching their students to make sure the data from classroom observation was complete. The researcher classified the types of immediacy that were often used by the teachers in the classroom based on interview questions and information that has been obtained.

The collected data of classroom observation were reported by showing the table of observation checklist. Researchers provided a checklist whose points are related to the teacher's body language, this checklist is used to make it easier for researchers to get the data needed through observing what activities are carried out by teachers and students in the classroom.

CHAPTER IV

FINDINGS AND DISCUSSION

The chapter provides findings and discussion based on the data collected by researchers obtained from interviews and observation. It is about the teacher's body language in English teaching. 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 the interview
 - a. Perception in teaching English

Before asking what and how about teachers' perception of their body language in English teaching, the researcher asked them about their opinion in English teaching.

In this stage, the researcher explained the difficulties and how to handle the difficulties in teaching English.

1) *The difficulties in teaching English*

As LR said:

“My difficulty when teaching English is when students feel uncomfortable learning English because students think English is very difficult and I don't know how to explain that English is very interesting to learn”.

FY also stated:

“Every teacher must have any difficulties in teaching English. My difficulty was hard to get the attention of my students especially since they were very young and still love to play around and did not care about learning. Experience in teaching, I can handle them well so I do not think the difficulty is the big problem for me since I can handle my students and ask them to learn and love English while playing a game together”.

Based on the result of the interview, they explained that their difficulty in teaching English when students feel English is a difficult subject especially with their souls who are still children who have just entered a higher school level. They should get more teacher attention so that they are happy and love English. Here the teacher must be able to attract the attention of students to learn the language and invite them to be enthusiastic in learning English.

2) The way teachers handle the difficulties

LR said:

“I find it difficult to handle students because they have different characters. Sometimes I tell them to complete their assignments in class so that they have activities and I give the best value to the first to collect it. So, that they are accustomed to doing English assignments and enthusiastic in doing them.”

FY said:

“When I teach I have to handle the students and the class I teach. I have to keep them interested in the lessons I teach. Here I handle the class by making games

so they don't get bored. I usually associate learning with the game. As well as giving vocabulary objects and I give games so that they are enthusiastic in learning.”

Based on the results of the answers from the teachers regarding how they handle their difficulties in learning English, they explained that building interest and changing their thinking towards English subjects was the most important thing they should do in the classroom, by explaining the benefits of English for their lives now or 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. Playing games was also a solution to avoid student boredom in learning. Then, the teacher also added that establishing a relationship or closeness between teachers and students was also important in motivating them to learn English.

3) *The teachers used body language in teaching English*

LR said:

“Previously I used body language to make it easier for students to interact with their teachers. I often use body language when teaching, because it can help me get closer to students and make it easier for me to attract students' attention.”

FY stated:

“I always use body language when I'm teaching. Body language can express me when teaching in front of my students. From my experience, body language is very effective in teaching English because children are easier to understand and more

focused on us. Students prefer to be noticed therefore this body language can make it easier for them to learn English well.”

Based on the results of the answers from the teachers. It can be concluded that the use of body language is very important, because, from the results of the interview above, the teacher does use body language more often in class. They feel that students are more focused on learning by using body language.

4) *The useful body language in teaching English*

LR said:

“I feel this body language is very useful to make it easier for students to receive messages conveyed by the teacher. After that, this body language can also help students communicate or interact with their teachers, because this body language can make teachers and children more familiar.”

FY Stated:

“For me, body language is very useful, because I've applied it very often every time I teach I use that body language. So I know the feedback for me when using that body language.”

Based on the results of the answers from the teachers. It can be concluded that they consider body language very useful in the learning process because the presence of body language can facilitate the teacher in the learning process. The researcher also found that the use of body language was indispensable in the teaching process. In the process of teaching English, teachers use verbal language and body language, they state that they are related to each other. These two things are very important to be present when teaching. Verbal proximity is an approach that uses words or sentences

while the use of body language is used by the teacher to emphasize the spoken sentence so that the delivery of the teacher's message is conveyed properly.

5) Kind of body language used of teachers in teaching English

LR said:

“I use one type of body language, namely body gestures. I often use my hands when I teach, because hands are one of the points for children to focus on where our hands are going. When I say something I also use my hands to point at things or explain something.”

FY stated:

“Making eye contact is my body language communication technique to express my desires 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 cared for or ignored because with eye contact the student will understand what the teacher means. Whether the teacher told to be silent through the eye. That's why I use eye contact. I use facial expression is 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 and one more thing I use body gestures when students don't understand what I'm saying, I will explain it with hand gestures. I also approach

students or walk around the classroom to control student activity when given assignments, or supervise students not to fight, talk to classmates, or do anything else that could interfere with the learning process. With the body gesture, it helps me in controlling the class.”

Based on the participant above, the first teacher only uses body gestures and the second teacher uses several types of body language, namely eye contact, facial expression, and body gesture. So they still use body language in class.

2. The result of the observation

To obtain more data, the researcher observed the learning process in the classroom and looked for various types of body language used by the teacher. According to the researcher's observations, teachers use various types of body language to help them in learning. In the previous chapter explained, there are 6 types of body language as presented in (table 1.1). The researcher gives 15 points in the observation table where these points observe the teacher's use of body language in teaching. The researcher marks Y=YES if the teacher uses that type of body language and N=NO if the teacher does not use that type of body language. Then, the researcher added notes to write additional notes about the teacher in the class, the students on the body language used by the teacher in the class.

Table 1.1

No	Teacher's Body Language	First Teacher		Second Teacher		Note
		Y	N	Y	N	
1	Sit on the chair when teaching		N		N	
2	Move around the classroom when teaching	Y		Y		
3	Look at the class when talking	Y		Y		
4	Make eye contact with their students when talking	Y		Y		
5	Smile at the class a whole, not just individual students	Y		Y		
6	Touches students in the class		N	Y		

7	Stands in front of the desk when teaching	Y		Y		
8	Uses gestures when talking to the class	Y		Y		
9	Smile at individual the students in the class	Y		Y		
10	Look at the board notes when teaching	Y		Y		
11	Makes various expressions when talking	Y		Y		
12	Has very relaxed body position when talking to the class	Y		Y		
13	Use monotone/dull voice when talking to the class	Y			N	

14	Has a very tense body position when talking		N		N	
15	Uses finger to point out the things around the class	Y		Y		

Based on table 1.1, it can be seen that both teachers are close to body language in their learning process, but they have somebody language from the table that the teacher does not use in the classroom. The first teacher, the researcher found that the teacher did not work on the three items in class, namely pages 1, 6, and 14. When teaching, the teacher did not just sit on the chair but he taught while standing and walking so that the students were not sleepy or bored. The teacher explains the material by standing in front of the class and actively using the blackboard as a medium because if the teacher only teaches while sitting, it will make students sleepy or feel bored so they sleep in class and create problems in class. Second, do not use small touches such as giving advice, support, and showing appreciation to students in class. so they will feel unnoticed, only encouraged by words, maybe they will not feel close to the teacher so it will be difficult for them to interact with the teacher during learning and finally when teaching in class, the teacher does not have a tense posture, he has a posture

relaxed body, it looks like the teacher is ready to start learning. This directly affects students, and students begin to pay attention to the teacher.

After that, the researcher found that the second teacher did not complete the three points in the observation table, namely numbers 1, 13, and 14. Similar to the first teacher, the teacher did not sit at all during the lesson but stood in front of the class to interact with the teacher's material. Play an active role in building the classroom environment and interact with students during the learning process. The students seemed to enjoy studying with him. The second is that the teacher does not use a monotonous or dull voice. If it is repeated too many students will feel bored. Usually, the teacher only repeats the material where the students do not understand. The last one is the same as the first teacher, the teacher does not use a tense body posture but with a relaxed and sturdy body. The teacher is ready to start learning and students will focus on paying attention to the teacher.

In conclusion, the second teacher used body language in the learning process to make the class feel comfortable, encouraging students to participate in learning activities. Both teachers have the same three points on numbers 1 and 6 which are marked "No". Two things distinguish their observation table, namely at numbers 6 and 13. When teaching the first teacher does not physically touch his students in class and the second teacher does not use repeated sounds so as not to feel bored. This difference affects the situation in both classes. The second teacher controls the classroom situation to keep it comfortable and not boring in the learning process. On the other hand, the first teacher seemed calmer in the learning process.

B. Discussion

Based on the data analysis, the researcher wanted to examine the research questions in this study. The research question is "How is the experience of teachers in using body language when teaching English". To answer this research question, the researcher conducted interviews and observations. The purpose of this study was to find out how the teacher's body language is used in teaching English. There are results from the use of the teacher's body language in teaching English. To get a clear picture of the results of this study, the following explanation can be drawn.

a. Interview

In the interview, the researcher started by asking the participants' opinions and their problems in teaching English. Based on these results, both participants said that students find it difficult to learn English because students think about English lessons, they perceive English as a difficult subject. Then, the behavior of the teacher in the classroom is a factor in which students are not enthusiastic about English. They often feel bored and fascinated by their teacher in class. So, teachers should instill basic knowledge of English in students' minds, so that they can dispel bad thoughts about this lesson. The teacher must provide an approach, both through verbal communication and through body language communication, to create a close relationship between the teacher and students, which can affect the interaction in the learning process between the two parties.

The teachers stated that the use of teacher body language helped them psychologically change the relationship between teacher and students. Through the use of body language, students can experience the teacher's experience in teaching them

in the classroom, where they always try to give their best so that students have the desire to learn and learn together. Then from the results of the interview, it can be seen that there are several types of body language variations used by the teacher, namely facial expressions, gestures, vocal intonation, and touch. All types of body language used by the teacher have a positive effect that helps the teacher in teaching English. The teacher must first attract the students' attention so that they like the teacher. This can be achieved by the interaction of teachers with students in the classroom. The teacher-student relationship can be made more intimate through the use of body language.

Furthermore, one participant also mentioned how body language experiences can help teachers create a friendly and energetic environment, which can encourage students to take part in the class. Students will quickly get bored with a class if the teacher only explains verbally without close body language. The application of body language and verbal are interrelated so that they are used simultaneously. When a teacher uses verbal approaches and body language well in teaching or interacting with students, students will have a good attitude and a strong desire to learn English.

In conclusion, there is a various nonverbal closeness that can affect students' motivation to learn English. Eye contact, facial expressions, body movements, tone of voice, and teacher's touch can all be used to communicate close body language. However, body language is used in many ways depending on the student's situation.

b. Observation

The observation results show that the teacher uses the same body language in class. Overall, the two teachers applied the six types of nonverbal that have been

mentioned in the discussion chapter. However, in the observation table, the two teachers did not present 3 things in their teaching activities. The two things are the same, namely having a tense body and sitting in a chair when teaching. Both of these things are better not to be applied by teachers in teaching activities because they can hurt the sustainability of the learning process. A tense body position will make the teacher look like he is not mentally prepared to deal with his students in class. Then, the teacher sitting in a chair while teaching influences in creating an active learning space, the teacher also does not master the class well if he only sits while teaching. So, it would be nice if these two things were not used in learning activities.

Another thing that the teacher does not apply in the classroom is two different things, first, the teacher does not touch the students to interact in class. Both teachers do not use a monotone voice. The first teacher was not very warm with his students because he did not use physical touch. However, the second teacher does not use a monotonous voice because the second teacher avoids student boredom in the classroom.

In conclusion, the use of body language is very important in developing the relationship between teacher and students, which can ensure a smooth learning experience in the classroom. Then, the interaction provided by the teacher helps your students to participate in the class lessons. Students become bored when the teacher is too focused on explanation, and they are easily the teacher in front of them when explaining the material. Students are more interested in learning when explaining accompanied by the use of body language. Eye contact, gestures, facial expressions, voice intonation, and touch are examples of the use of body language that affects

teachers and students in the learning process - teaching English. The type of body language most attractive to students is the teacher's facial expressions while teaching, especially when the teacher smiles at them. The stressful atmosphere turned more pleasant with the teacher's smile. Because there is a sense of closeness, intimacy, attention, and affection from the teacher, he seems relaxed and likes smiles and eye contact.



CHAPTER V

CONCLUSIONS AND SUGGESTIONS

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

A. Conclusion

Based on the analysis of data from interviews and observations in the previous chapters that have been described, this study shows that teachers use body language as their support to make students interesting in learning. Some use of body language changes students' interest in learning. The use of body language can help teachers build closer relationships with their students. The closeness of the relationship facilitates the learning process to be smoother, students are happy to follow the directives of the teacher. The types of body language used by the teacher in the classroom are eye contact, facial expressions, gestures, voice intonation, and touch.

The teacher's facial expressions have a huge impact on students' use of body language. The teacher's facial expressions can affect whether students want to learn or not. As a result, teachers should be more aware of the use of facial expressions when teaching. Students appreciate the teacher's expression when he smiles at them because it conveys to them that the teacher is in a calm mood and ready to continue the learning process.

B. Suggestion

Realize that this research still has many shortcomings, and the researcher expects suggestions from all parties to improve this thesis. Furthermore, this thesis collects a lot of data about the teacher's body language in teaching students to learn English. Therefore, this research can still be continued and developed in the future. Suggestions that researchers can give for additional research that has the same title or problem as this thesis:

1. Researcher suggest teachers know how to teach English through the use of body language.
2. The researcher suggests the next researcher include more participants to get more accurate results.
3. It would be even better if the next researcher took two groups of participants at once, namely teachers and students. In addition to the results of teachers' perceptions, researchers can collect theses by combining students' perceptions of body language to teach them to learn English.

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