

CHAPTER I

INTRODUCTION

This chapter will address the main aspect of this present study such as the background of the study, the scope of the study, the research question, purpose of the study, the significance of the study, and the definition of key terms.

1.1 Background of the Study

Research in many classroom settings has indicated that nonverbal communication can serve a lot of functions in the classroom interaction. Many researchers have presented studies about teachers' nonverbal communication in the classroom settings such as (Bambaeeroo & Shokrpour, 2017; Barabar & Caganaga, 2015; Butt, 2011; Butt & Shafiq, 2013; Chaudhry & Arif, 2012; Gulnaz & Ismaiel, 2017; Mobaraki, 2014; Negi, 2009; Okon, 2011). Mobaraki (2014) revealed that teachers' use of nonverbal communication can create a comfortable and enjoyable environment, better understanding, motivating, and encouraging which finally can influence the students' outcomes. It was supported by Butt & Shafiq (2013) that nonverbal communication is an important tool in teaching and learning processes which can make the teaching and learning process more efficient, attractive, and conducive.

In Indonesian context research on teachers' nonverbal communication has been done by Antika and Ikhsan (2018) that focus on describing the kinds of teachers' nonverbal communication in the English learning teaching process at

SMPN 10 Padang. They found that there are four types of nonverbal communication that teachers used in English teaching and learning processes such as kinesics, haptic, vocalic, and proxemics that make teachers easily manage the class, make students more motivated and active in learning also help the teaching and learning become effective. The other study also was conducted in Banjar by Indrawan, Nitiasih, and Piscayanti (2017) which focus on analyzing the kinds of teachers' nonverbal communication, how its impact on students' motivation, and its contribution in English education. Sutyatno (2018) also conduct his research in Magelang with a focus on the effect of teachers' verbal and nonverbal communication on students' English achievement, and he expounds that both verbal and nonverbal communication has a significant positive effect on students' English achievement. Research related to nonverbal communication in classroom settings has been done by those researchers above; however, the study that focuses on analyzing teachers' nonverbal communication especially on aspect of kinesics is still limited.

Teacher's nonverbal communication has influences and contributions to the teaching and learning process in the classroom, this is based on Ranta and Harmawati (2017) who state that teachers' use of nonverbal communication skills can make students more understand, active to speak, more enthusiasm and motivated to study. Besides, teachers' use of nonverbal communication enhances students' understanding, teaching-learning process more effective, interesting, informative, conducive, and augment students' attention (Butt, 2011). Therefore, from the explanation above, the researcher is interested to analyze the teacher's nonverbal

communication which only delimited on kinesics that is used in teaching students in the classroom.

1.2 Scope of the Study

This present study is focused on analyzing the kinds of teacher's nonverbal communication which is delimited only on kinesics in ELT classroom at English education department of IAIN Kendari.

1.3 Research of Question

Related to the background of this study, there is one focus question can be identified as follows: "What are the kinds of teacher's nonverbal communication on kinesics used in the ELT classroom?"

1.4 Purpose of the Study

Based on the research question, this study is aiming to analyze the kinds of teacher's nonverbal communications on kinesics used in the ELT classroom.

1.5 Significance of the Study

Nonverbal communication visible to be an inseparable part of the communication process and plays a main role in understanding the meaning and context of communication in our daily life. The infield of ELT it will useful to have analysis the kinds of teacher's nonverbal communication that is used in the classroom when teaching and learning process happened as the fundamental part of communication between teacher and students.

This study may give a significant contribution to the field of teaching. Firstly, as a reflection for teachers, having good knowledge of nonverbal communication is a

way to create better communication and interaction in the classroom. Secondly, as the way to promote the teachers' awareness of their performance of using nonverbal communication as well gives a useful recommendation for educators and curriculum planner to design syllabi on the appropriateness of using nonverbal communication include appropriate task which needs nonverbal communication interaction.

Moreover, this study may help to students. By watching the teacher's skill of using nonverbal communication appropriately and reasonably, then students may learn those skills effectively in their class or daily interaction. Lastly, it can be used as a reference for those who want to research analyzing teacher's nonverbal communication in the ELT classroom.

1.6 Definition of Key Terms

Nonverbal communication is a process of producing meaning by behavior other than words (Leonard, 2012) it embraces all body language communication, includes clothing and adornment, environmental factors and even how we use time (Eunson, 2012). In this study defines nonverbal communication refers to the process of producing meanings without words; it conveyed meaning from behaviors used by the teacher through body movement, environments, times, clothing etcetera.

Kinesics is one of the kinds of nonverbal communication that focus on the use of body movements such as shaking or nodding head, facial expression, eye contact, and other kinds of movements behaviors.

ELT Classroom (English language teaching classroom) refers to the activity of teaching English to the non-native speaker. In this study, the ELT classroom

means an activity where the teacher teaches students where their first language is not English.

