

CHAPTER II

REVIEW OF THE LITERATURE

This chapter begins with the definition of Nonverbal Communication, its characteristics, functions, categories, importance, and ends with the previous studies.

2.1 Nonverbal Communication

Nonverbal communication is communication without words (Miller & Patrick, 1988). (Fujishin, 2009) states that nonverbal communication is all communication that is not spoken or written. As cited by Mobaraki (2014) that in the 20th century the term of NVC was coined and concluded many features such as communication through body movement (kinesics), posture, facial expressions, interpersonal distance (proxemics), eye contact (oculesics), touch (haptics), smell (olfactics), time (chronemics), pacing, clothing, masks, and vocal features (paravocalics) such as pitch, intonation, stress, speed of speech, inflection, pause, silence, accent, and volume.

2.2 Characteristic of nonverbal communication

There are some basic characteristics of nonverbal communication that clarify why it plays a vital role in human interaction (Fujishin, 2009).

- Nonverbal communication can convey meaning continuously in many ways, unlike verbal communication that distinct and can be put off.
- Nonverbal communication occurs through multiple channels simultaneously while verbal communication only uses one channel.

- Nonverbal communication is instantaneous. Where physical and emotional immediately reflected response to particular information. Whereas verbal communication may occur differently
- Nonverbal communication is recognizable by people around the world which some of them considered universal. While verbal communication is restricted to a particular language.
- Nonverbal communication is easier and quicker to reflect the emotion or physical and more suitable than words.
- Nonverbal communication can use when it is difficult to use speech.
- The way people communicate attitudes, feelings, and emotions are influenced by culture through nonverbal communication.

2.3 Functions of Nonverbal Communication

Ting-Toomey (1999, as cited in Mobaraki, 2014. P. 20) reveals that nonverbal communication serves six common functions in personal relationships such as nonverbal communication can manage the conversation, expressing emotions, maintaining a relationship, forming an impression, influencing others and concealing information.

2.4 Types of Nonverbal Communication

Different studies have identified a wide variety of types of nonverbal communication. Burgoon, Buller, and Woodall (1994 as cited in Indrawan et. al,

2017. P. 10) states that nonverbal communication consists of seven types namely kinesics, oculesic, paralanguage, proxemics, haptics, posture, and chronemics.

As Eunson (2015) said that types of nonverbal communication are facial expression, head movement, voice, eyes, smell, gesture, posture, orientation, touching, clothing and adornments, space, environment, and time and cultural context. Miller and Patrick (1988) put 7 types of nonverbal communication such as facial expressions, eyes, touching, tone of voice, dress, posture, and space.

Based on the several studies above, types of nonverbal communication consists of body movements (kinesics), voice (paravocalic), space (proxemics), eye contact (oculesics), postures, facial expression, touch (haptics), time (chronemics), adornment (artifacts), environments, and smell (olfatics).

22.4.1 Kinesics

Kinesic is commonly known as “body language”. The term was first used by Birdwhistell (1970). Kinesic talks related to the body movement of nonverbal communication, both partly or whole of body language. Kinesic may face some risks due to influenced by culture, sex, age, and language, in which the conveyed meaning may interpret differently based on those influenced variables. Kinesics includes facial expression, eye contact, gesture, postures, body orientation, nodding head, and shaking head (Mobaraki, 2014).

Ekman & Friesen (1969) state that Kinesics as body movements or gestures is identified in five majors namely emblems, illustrators, adaptors, affect display, and regulators.

1. Emblems

Emblems are gestures that have a specific agreed-on meaning. Such as sign “OK” the thumb and index finger connected in a circle with the other three fingers sticking up, and the raised middle finger which have an agreed-on meaning or meanings with a culture (Leonard, 2012). DeVito (2002) added that emblems are body movements that translated directly into words or phrases. Those used purposely to communicate the same meaning as the word. Such as Ok sign, thumbs-up to express “good job”, V for victory, hand waves to saying “hello”, raised fist with the little finger and index finger held upright for expressing positive support, and hugs for greetings. But emblems are not universal, these are specific cultures. People may interpret it differently based on their own culture.

Ekman and Friesen (1969) state that emblems are nonverbal acts that have a direct verbal translation or dictionary definition that consist of one or two words or phrase. Emblems are shown in any area of the body such as the face, hand, and finger signs. Emblems can be as effective display and adaptors, such as rising of the brow and horizontal forehead wrinkles which are usually part of the surprise effect display can be emblematic. Furthermore, they added that there are pan-cultural emblems that refer to or show actions to the activity of a body function such as eating, lovemaking, and some simplest human activity such as, walking, sleeping, sitting, touching.

2. Illustrators

Illustrators are the most common type of gesture and are used to illustrate the verbal message they accompany. For example, we can use hand gestures to describe the size or shape of an object. Illustrators are used more subconsciously than emblems. When speak we do illustrator automatically although we never taught how to use illustrative gestures (Leonard, 2012). Illustrators enhance (literally) the verbal message they accompany. Such as we might gesture toward the left when we referring something to the left. Most illustrators done by hands, but sometimes can use head and general body movements. For instance, we may turn our head or entire of our body toward the left. Illustrator also used to communicate the size or shape of an object that we talking about (DeVito. 2002).

Also, Ekman and Friesen (1969) tell that Illustrators are movements that are tied to speech directly or serving to illustrate what is being said verbally. Furthermore, they conveyed 6 types of illustrators namely “Batons, movements which time out, accent or emphasize a particular word or phrase, ‘beat the tempo of mental locomotion’. Ideographs, movements which a sketch a path or direction of thought, ‘tracing the itinerary of a logical journey’. Deictic Movement, pointing to a present object. Spatial Movements, depicting a spatial relationship. Kinetographs, movements which depict bodily action, and Pictographs, this type didn’t explain as the

others.” Illustrators also can include the use of emblem to substitute, repeat, or contradict a word or phrase, likewise with the effect display.

3. Adaptor

Adaptors are touching behaviors and movements that indicate internal states typically related to arousal or anxiety. Adaptors can be targeted toward the self, objects, or others, Such as smartphones have become common object adaptors, as people can fiddle with their phones to help ease anxiety (Leonard, 2012). Ekman & Friesen (1969) put adaptors in three types as follow:

- Self-adaptors, which refer to the self-touching movement, such as rubbing the nose (Devito, 2002). Self-adaptors are learned to facilitate or block sensory input through hearing, seeing, smelling, tasting, or touching. Self-adaptor involves learning of the use of the hand concerning the body or face. Such as hand wiped around the corner of the eye, wiping off the lip with the tongue or hand, scratch, or rub the eye. scratched the head, or wiped the forehead, (Ekman & Friesen, 1969)
- Alter-adaptors, these refer to direct movement to the person whom we are speaking, such as removing lint from someone’s jacket (Devito, 2002). Alter-adaptors refer to movements that performed in giving to or receiving from another person. Leg movement may often be alter-adaptor such as showing residues of kicking aggression, sexual invitation, or

flight (Ekman & Friesen, 1969). Leonard (2012) construes alter-adaptor as a process of adjusting or grooming others, such as pick lint off his/her or someone's sweater, fix a crooked tie, tuck a tag in, or pat down a flyaway hair in the middle of a speech.

- Object adaptor, which refers to the movements that focused on objects. Such as doodling or shredding a Styrofoam coffee cup (DeVito, 2002). Ekman and Friesen (1969) state that object-adaptor is movements that originally learned in the performance of some instrumental tasks, for instance, welding tool, smoking, driving car etcetera.

4. Affect Displays

Affect displays refer to the movement of a face muscle that communicates emotion or feelings such as sadness, anger, fear, or happiness. A person or people of different cultures tend to show different ways of their face behavior in expressing emotion. Affect displays may occur with or without awareness of senders such as sometimes we smile or frown unconsciously, but at other times, we may smile consciously to exhibit our happiness or pleasure. Affect displays are so informative, but they don't have communicative intent as emblems and illustrators (Ekman & Friesen, 1969).

5. Regulators

Regulators are one of the categories of nonverbal communication that act as maintaining and regulating the back and forth nature of speaking and

listening between two or more people. Regulators can be such head nod, eye contact, eyebrow raises, small postural shift, slight movement forward, and a whole of other small nonverbal acts. Those signals an intended meaning to the speaker such as when the speaker should continue to speak, be hurry up, repeat, elaborate, become more interesting, etcetera (Ekman & Friesen, 1969).

In addition, DeVito (2002) states that regulators are behaviors that monitor, control, coordinate, or maintain the speaking of another individual. For instance, when we nod our head it tells the speaker to keep on speaking. Leaned forward and open mouth it cues the speaker that we would like to say something.

2.4.2 Paravocalics

Paravocalics refer to how we speak. It is one of a significant medium of nonverbal communication. it conveys meaning in many different ways through vocal cues. Paravocalics includes pitch, volume, rate, and quality (Fujishin, 2009).

1. Pitch

Pitch refers to the highness or lowness of our voices. It determined by the lengthiness of the thickness of our vocal cords. It may rise if we feel anxious, excited, and frightened, and can lower if we try to sound authoritative (Fujishin, 2009).

2. Volume

Volume refers to the softness or the loudness of our voice. People often speak in a different characteristic of volume such as speak loudly or softly. It can be adjusted depending on the situation where we are (Fujishin, 2009).

3. Rate

Rate talks about the fastness or the slowness when we speak. People have their rate of speech, some of them speak fastly and others slow. It indicates the situation or feelings of the speaker such as people tend to increase the rate when they feel excited, nervous, and frightened, while they tend to reduce the rate of speech when they are sad and thoughtful (Fujishin, 2009)

4. Quality

Quality is related to the overall sound of our voice. Each people has a particular quality of tone's voice. It may be characterized as harsh, strident, shouting or calm (Fujishin, 2009)

2.4.3 Proxemics

Proxemics is a study of personal space or territoriality or the way of creating and crossing space between ourselves and others. Human beings exist within an invisible 'bubble' of personal space or territory, where we feel secure. We tend to feel anxious if others invade this space; for example, by standing too close or by touching us. Proxemic identified in four zones (Eunson, 2012) as follow:

- **Intimate-space:** a zone where we feel comfortable only with closer people or who we like, for example, family members and lovers.
- **Personal-space:** in this zone, we also feel comfortable with people we know quite well such as friends and close colleagues.
- **Social-space:** within this zone, we also feel comfortable with people who know moderately well, for example, work colleagues in a meeting.
- **Public-space:** is a zone where we feel comfortable with people we know only slightly or not at all such as people in public space.

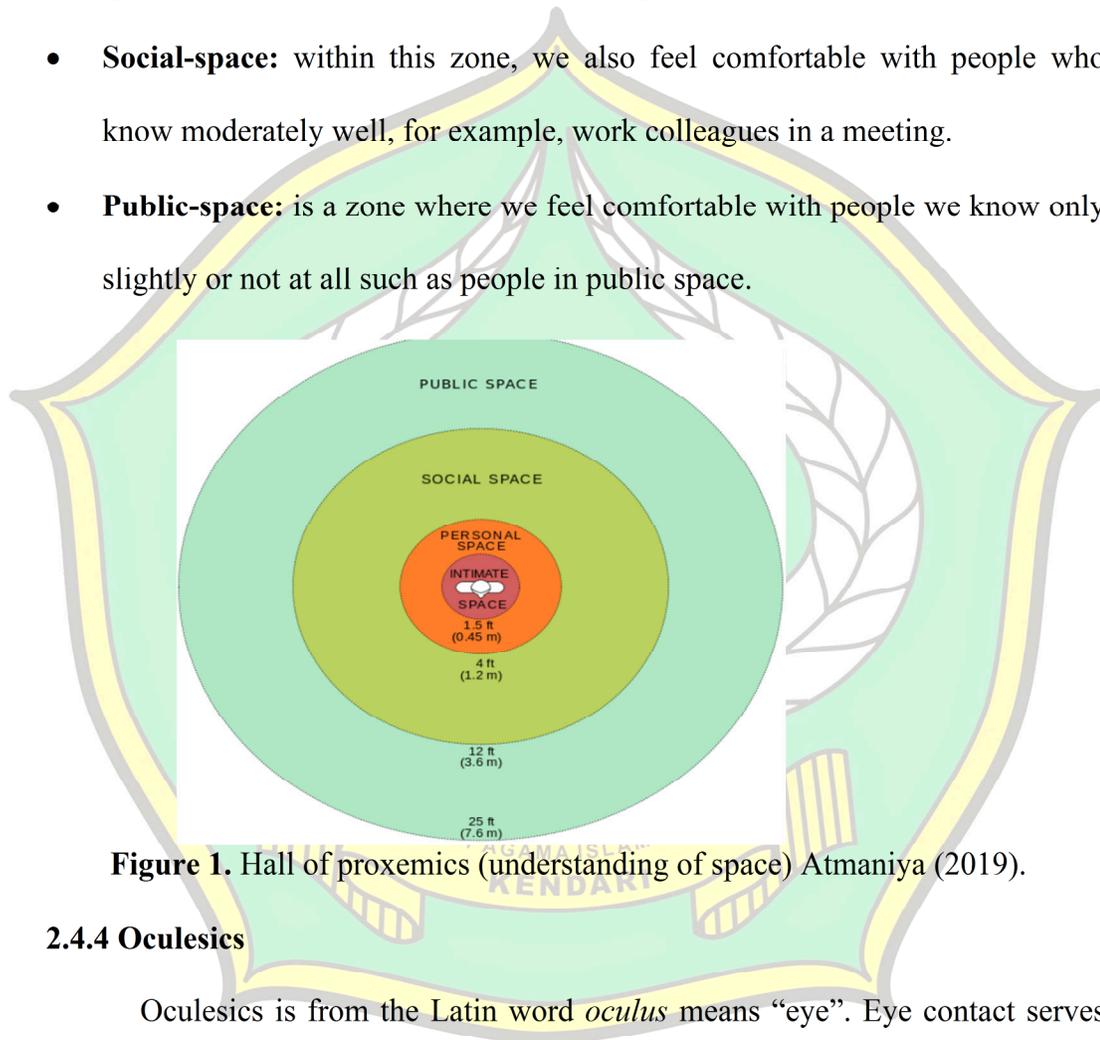


Figure 1. Hall of proxemics (understanding of space) Atmaniya (2019).

2.4.4 Oculesics

Oculesics is from the Latin word *oculus* means “eye”. Eye contact serves several communicative functions ranging from regulating interaction to monitoring interaction to conveying information, to establishing interpersonal connections. We use eye contact to signal to others that we are ready to speak or we use it to

cue others to speak. For example when the teacher asks a question and none else answers or responds it, and directly looks at us. It signals us by saying “what do you think?” it cues us to respond to her question (Leonard, 2012).

Eyes can both send and receive messages. It can indicate a positive or negative relationship accurately. Such as people tend to look longer and more often at those whom they trust, respect, and care about than at those whom they doubt or dislike (Miller & Patrick. 1988)

2.4.5 Postures

Berko, Aitken, and Wolvin (2010) state that posture is a study that talks about body orientation, body openness, arm position, and then forward or backward leaning of the body to the others. It indicates ethnicity, status, mood, cultural affiliation, self-perception, attention and involvement, intimacy, and sexual differences.

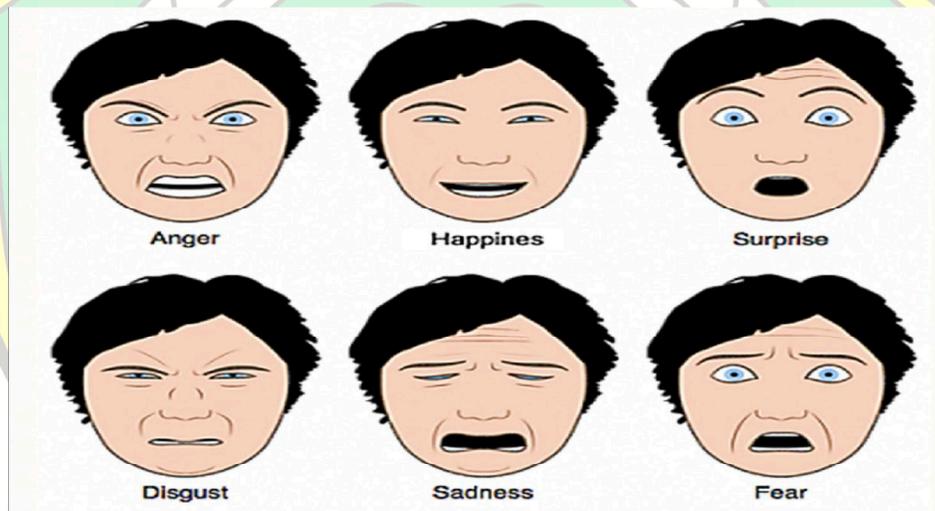
People communicate by the way they talk, stand, and sit. Bodies messaged feeling right and denote status or strength in a relationship. People tend to walk vigorously when happy and conversely down in the dump. People tend to be more relax with friends or addressing those to a lower status than with strangers or to superior status. Having more direct body orientation refers to positive attitudes that indicate the status or liking of the other individual (Miller & Patrick, 1988).

2.4.6 Facial Expression

Facial expression is related to the movement of facial mimetic musculature. It is the first part of the body that enables us to express different expression of

degrees of emotion and feelings (Mobaraki, 2014). Facial expressions communicate a range of emotions and it can depict the personality characteristic and judge the speaker's competence and credibility. Facial communication addresses that someone is tired, excited, angry, confused, frustrated, sad, confident, smug, shy, or bored (Leonard, 2012

Matsumoto (2000) states that six basic prototypic facial expressions are universal for all human beings such as anger, disgust, sadness, surprise, and fear. Miller and Patrick (1988) state that some physiologists contend that the face is capable of producing some 20,000 different expressions.



Prototypic Facial Expressions of Six Basic Emotions
(<https://managementmania.com/en/six-basic-emotions>).

2.4.7 Haptic

Haptic is a study related to touching behavior of nonverbal communication and the feeling result of it. As Miller and Patrick(1988) claim that tactual sensitivity has been begun from childhood with a baby's first cuddling by its

mother and greatly contributes to the mental and emotional adjustment of the individual. Generally, the meaning of touching depends on the situation, culture, sex, and age. In most human relationships, touching can give encouragement, express tenderness, and show emotional support.

Wainwright (2010) reveals that people do touching behaviors to:

- giving information or advice than when receiving it
- giving an order rather than responding to one
- asking a favor rather than granting one
- trying to persuade rather than being persuaded
- at a party rather than at work
- expressing excitement rather than listening to someone else's excitement
- listening to someone else's worries rather than expressing their own

As stated by Miller and Patrick (1988) touching in a classroom situation is become a delicate matter. A teacher grabs the arm or shoulder of an unruly student enters the student's space uninvited, it implied an embarrassment to the student and may develop other negative feelings toward the teacher. However, positively, touching can also be used as a reinforcer. A teacher can develop a closer relationship with students by invading their space. Touching for the small child may have significance to make them tend to learn more but as children grow older these touching behaviors become less appropriate.

2.4.8 Chronemics

Chronemics refers to the study of how time affects communication. Time can be classified into several different categories, including biological, personal, physical, and cultural time. Biological time refers to the rhythms of living things. Personal time refers to how individuals experience time. Physical time refers to the fixed cycles of days, years, and seasons. Cultural time refers to how a large group of people views time. Time can be used in some ways depend on our status. As an example, a doctor can make their patient waiting for an extended period. Chronemics also covers the amount of time that spends talking. As an example of how annoying a conversation if a person dominates and others can't have their contribution (Leonard, 2012).

As Mobaraki (2014) states that, technically, time categorized as formal and informal. Formal time refers to centuries, years, months, days, hours, minutes, and seconds. Informal time is unspecific and more general. It's rather flexible such as "sometimes", "later", or "soon". People meaning it differently and sometimes it often makes communication difficult.

2.4.9 Artifacts

Mobaraki (2012) states that artifacts refer to objects that adorn the body. It reflects who we are and what we like. It includes clothing, makeup or cosmetics, eyeglasses, jewelry, hairstyle, beauty aids, accessories etcetera, which also messages the economic level, educational level, social position, moral character, level of success, and the masculinity or femininity.

As cited by Eunson (2012), artifact sends nonverbal communication message by performing functions such as:

- An indication of sexual modesty or purity; concealing clothing; veil, chadors, hijabs, and burkas.
- A display of sexual immodesty; revealing clothing; transparent materials.
- An indication of leisurely life; delicate, light-colored fabrics; long fingernails; suntan; tracksuits; sunglasses
- A display of group identification: uniforms; judges' gowns and wigs; sporting team insignia.
- A display of wealth/status: brand-name clothes, jewelry; accessories; rank insignia.
- Displays of dominance/threat/physical toughness: shoulder pads, body piercing, tattoos, leather clothing, tight clothing, sunglasses, heavy boots, chewing gum, smoking
- Displays of compensation: elevator/platform shoes, hair transplants, cosmetic surgery.
- displays of religious affiliation: yarmulkes, crosses, clerical collars, turbans, beards.

2.4.10 Environment factors

The environment is related to the physical place in which communication occurs. The physical environment communicates a message about who we are, what we value, and how we want others to treat us. The communication process in the classroom setting is affected by the physical object and environment factors, such as the arrangement of the classroom and the seating arrangement of school and classroom settings on students (Mobaraki, 2014). As Eunson (2012) states that “the British Labour politician Aneurin Bevan observed that party conferences held in cheerful, bright-colored rooms were significantly more successful than those held in dingy, depressing rooms”. The building architecture, room size and shape, furniture, interior decoration, and climate can all communicate strong messages to those who use or visit them.

2.4.11 Olfactics

Olfactics is a study that talks about the smell. It affected our communication behaviors by influencing our memory and moods. Andrews (2007) argues that a positive mood may affect by smell. Such as scent may cause stress reduction, sleep enhancement, self-confidence, and physical and cognitive performance. Olfactics refers to the scent perception, it influences and as a part of sniffing memory. A smell can influence the attraction to others by how we smell and perceive them. It indicates social preferences (wen, Moallem, Paller & Gottfried, 2007). Use of deodorant and perfume can mask the natural scent of

body, because of it some societies preferred to use them, which sending messages about the mood and states of mind (Eunson, 2012)

2.5 The importance of nonverbal communication

Nonverbal communication plays a vital role in human interaction. Several communication experts believe that a high percentage of all meaning is delivered nonverbally. Some scholars such as Mehrabian (1971) estimates that 93% of all meaning is nonverbal and only 7% of meaning comes from verbal content. The others estimates by Birdwhistell (1970) indicates around 55% to 70% the meaning in human interaction derived from nonverbal cues, which also still put nonverbal communication as the weight substantial of the meaning equation.

Nonverbal communication helps us to convey much meaning when verbal communication is not effective due to language barriers (when a person hasn't yet learned to speak or loses the ability to speak) (Leonard, 2012). Nonverbal communication is so influential. One of the reason because it is omnipresent, where, in the face-to-face interaction, all nonverbal channels may be played through body, face, appearances, voice, touch, distancing, timing, and physical surrounding that play in creating the total communication (Burgoon, J. K., Guerrero, L. K. & Floyd, 2016) In the classroom settings has been argued that 82% of teachers message through nonverbal communication and only 12 % verbally. "Teachers express enthusiasm, warmth, assertiveness, confidence, or displeasure through their facial expressions, vocal intonation, gestures, and use of space" (Miller & Patrick, 1988).

2.6 Previous Study

Nonverbal communication is an important aspect of our life. A large number of studies have focussed on nonverbal communication and many study findings in this field suggested nonverbal communication as a strong tool to convey meaning, thought, impression, and fact. The overview of studies was presented in this section.

Mobaraki (2014) conducted a study in which the objectives are to investigate the English teacher' NVC that displayed, the extent of use NVC, the least and the more frequently of NVC, and the function of NVC that used in EFL classroom. The result of this study reveals that 167 NVBs used by the English teachers' in the classroom, while the least used NVC Is haptic and posture is frequently. NVC serves a lot of functions that concluded as an effective teaching strategy in the classroom.

Butt (2010) attempted to bring into limelight the use of non-verbal communication by the teachers in the classroom setting during the teaching-learning process. The study also assessed how teachers utilized this mechanism for better learning outcomes. This was done through an experimental approach in the subject of English (Compulsory) at the secondary school level(classes IX-X). The main object of the study is to find out the impact of non-verbal communication on the learning outcomes of male and female students. The result of the study tells that teachers' use of nonverbal communication enhances students' understanding, teaching-learning process more effective, interesting, informative, conducive, and augment students' attention.

Antika & Ikhsan (2018) identified the types of teacher's nonverbal communication in the teaching and learning process at SMPN 10 Padang. The

findings of the research tell there are four types of nonverbal communication that the teacher more often to use namely, kinesics, haptics, vocalis, and proxemics. The study also suggested that all teachers can use their type of nonverbal communication in the process of teaching and learning. Besides, by knowing the types of nonverbal communication teachers can easy to material ad manage the class; it also can motivate students to make the teaching and learning effective.

