

ENGLISH FOREIGN LANGUAGE LEARNERS KINESICS ON TEACHING PERFORMANCE

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Abstract

This research entitle English foreign language learners kinesics on teaching performance aims to mention and to describe the forms and the function of kinesics used by EFL learners on teaching performance, and to describe the importance of kinesics in teaching activity. This research is descriptive qualitative research. The data of the research are taken from EFL learners' teaching performance on sixth semester at STKIP PGRI Bandar Lampung. The researcher observes the learners' kinesics in teaching activity by using observing method and noting technique. In analyzing the data, the researcher uses description method. The result shows that there are twenty kinds of kinesics acted by the trainee, those are sitting in relaxing, arms crossed in front of the chest, standing in relaxing, walking around the class, checking the time, stroking the chin or beard, smile, happily surprised, wrinkle forehead, nodding head, shaking head, thumbs up, pointing finger, counting hand, waving hand, looking up, eye following, squinting, look in eye and breaking or making eye contact.

Keywords: Kinesics, EFL Learners, Teaching Performance

Abstrak

Penelitian kinesik pembelajar bahasa Inggris sebagai bahasa asing (EFL) pada pelaksanaan pengajaran ini bertujuan untuk menemukan dan menjelaskan bentuk dan fungsi kinesik yang digunakan oleh pelajar EFL pada pelaksanaan pengajaran, dan menjelaskan pentingnya kinesik dalam kegiatan pengajaran. Penelitian ini merupakan penelitian deskriptif kualitatif. Data penelitian diambil dari proses pelaksanaan praktik mengajar oleh pelajar EFL pada semester 6 di STKIP PGRI Bandar Lampung. Peneliti mengamati kinesik yang digunakan peserta didik dalam kegiatan mengajar dengan menggunakan teknik observasi dan teknik

catat. Dalam menganalisa data, peneliti menggunakan metode deskripsi. Hasil penelitian menunjukkan bahwa ada dua puluh jenis kinesik yang digunakan oleh praktikan yaitu; duduk santai, lengan disilangkan di depan dada, berdiri santai, berjalan mengelilingi kelas, memeriksa waktu, membelai dagu atau janggut, tersenyum, terkejut gembira, dahi berkerut, kepala mengangguk, kepala menggelengkan kepala, mengacungkan jempol, menunjuk, menghitung dengan jari, melambaikan tangan, memandang ke atas, mata yang mengikuti, menyipitkan mata, melihat di mata dan melakukan kontak mata.

Kata kunci: Kinesik, Pembelajaran EFL, Pelaksanaan pengajaran

INTRODUCTION

Language is a human activity. “Learning English language is one of science that should be learnt to all the people. English becomes very important and useful for us.”¹ It cannot stop only at the boundary of verbal activity. Verbal language is always embedded in nonverbal language. Take an example, when one is speaking just crossing his legs, he crossed legs may convey a meaning-non- challenge perhaps. Even when nothing appears to be going on at all, something may be communicated- there is language of silence.

People also use marks to communicate. People express ideas or feelings though writing- by means of alphabets. They do not only combine letters to form a single word, phrase, sentence or so on, but also use punctuation marks such as comma (,) to indicate a pause, or question marks (?) to indicate a question, full stop (.) to indicate the end of sentences. Finally, people used signs that mean or denote something to communicate (e.g. designates a prohibition for men to enter the room). People can also use a picture function alike. It is

¹ Suhono Suhono, “SURFACE STRATEGY TAXONOMY ON THE EFL STUDENTS’ COMPOSITION A STUDY OF ERROR ANALYSIS,” *Iqra’ : Jurnal Kajian Ilmu Pendidikan* 1, no. 2 (2017): 1–30.

undeniable that in human communication, human beings do not communicate by words alone, but by both verbal (linguistics) and non-verbal (non-linguistics) means to convey their message. Both verbal and non-verbal component of communication interact in producing a successful piece of communication. For instance teaching of speaking, they use gestures and verbal language to show their intended meaning. Because the goal of teaching speaking is to enable students to interact with others.²

The statements above underlines the writer's intention to investigate a language phenomenon in which the trainees in micro teaching class performs some non-verbal languages to communicate with their students to show their intention or to make sure what should be understood by the students. In the formal approach, this study analyzes the communication held in the teaching performance (a discourse), on how the trainee delivers their non-verbal language cues. In the functional approach, this study investigates the function of non-verbal language which is used by the trainee in the class room communication.

“The study language as a system of human communication is known as linguistics. Linguistics has a link with child language acquisition that is learned in psycholinguistics”³ Linguistics play important role in verbal communication and non-verbal language system is still less in number than the verbal language system to be the research topics. The investigation of non-verbal language is due to the linguistics aspects. The fact that the non-verbal language system also plays an important role in communication leads the writer's attention

² Umar Alfaruq A. Hasyim dan Suhono Suhono, “Restoring Moslem identity by integrating Islamic values in English speaking class,” *ATTARBIYAH: Journal of Islamic Culture and Education* 2, no. 1 (2017): 1–27.

³ Yeasy Agustina Sari dan Suhono Suhono, “Applaying Transition Action Detail Strategy on Written Text of EFL Young Learners,” *Iqra': Jurnal Kajian Ilmu Pendidikan* 2, no. 1 (2017): 1–24.

to take an investigation of a non-verbal language phenomenon as the topic of this study. Non verbal communication is a transmission of information and influence by an individual's physical and behavioral cues ⁴. Non-verbal communication includes the 'messages other than words that people exchange'⁵. In this definition, messages are seen as symbolic, which are 'Silent infiltrators . . . that provide us with a mode for conveying messages without the use of verbal language'⁶. Both verbal and non-verbal systems interact in a consistent and congruent state to gain a successful communication. In speech situations some meanings are conveyed by non-linguistics matter and this includes paralanguage, appearance, gestures and silence. Those non-linguistics matters are developed by human being to enrich their ways of interaction to others⁷. In conveying messages, people need to broaden or to involve non-linguistics matter to emphasize their intentions in a communication. These theories explain that non-verbal action can help the speakers or hearer modify their utterances in communication to convey meaning of the message clearly, and it becomes an accurate action by giving the opportunity for people to transfer their messages to other more understandable.

Burgoon et. al state that in face-to-face interaction, all the nonverbal channel come into play. Body, face, voice, appearance, touch, distancing, timing and physical surroundings

⁴ Knapp, Mark L and John A. Daly, *Handbook of Interpersonal Communication 3rd Ed*, (London: Sage Publications, 2002).

⁵ Gregersen, T.S., "Language Learning Beyond Words: Incorporating Body Language into Classroom Activities". *Journal of Reflections on English Language Teaching*. Vol. 6, (2007): 52.

⁶ Dunn, L.J., *Non-Verbal Communication: Information Conveyed through the Use of Body Language*, (Missouri: Department of Psychology. Missouri Western State University, 1999), p.1.

⁷ Kreidler, Charles W., *Introducing English Semantics*. (London and New York: Routledge, 1998).

all play a part in creating the total communication⁸. A friend's gestures, facial expressions, posture, and eye contact may signal interest. People use non-linguistic matter consciously or unconsciously based on their experience. It is learned from social emotional-communication. As children begin a verbal communication, they will try to look some non-verbal or non-linguistic matter around them more subconsciously. Before children use the language, she pronoun many kinds of sounds, like laughing, crying, and babbling. In this steep is nothing meaning of their language, she just produce sounds in early step.⁹

Key emphasized that non-verbal communication is precursor to the verbal form¹⁰. It is learned well before a child begins the process of verbal communication. In this case, before learning verbal language, children will begin to observe non-verbal language and try to imitate them. This statement is supported by Elfatihi who said nonverbal communication is a system that humans learn since childhood just as they learn verbal language¹¹. One might even go further as to say that nonverbal language is the first system of communication that children learn.

A teacher should be expert to use non-verbal language in a communication to enrich their understanding of wordless clues which is also named body language. Nonverbal messages are an essential component of communication in the teaching process.

⁸Burgoon, Judee K, Laura K. Guerrero, and Kory Floyd, *Nonverbal Communication*, (London: Routledge, 2016)

⁹ Suhono Suhono dan Yeasy Agustina Sari, "BABBLING STAGE CONSTRUCTION OF CHILDREN'S LANGUAGE ACQUISITION ON RURAL AREA LAMPUNG," *JURNAL SMART* 3, no. 2 (2017).

¹⁰Key, Mary Ritchie, *The Relationship between Verbal and Nonverbal Communication*, (New York: Mouton Publisher, 1980)

¹¹ Elfatihi, Mohamed, *The role of Nonverbal Communication in Beginners' EFL Classrooms*. (Morocco: Sidi Mohamed Benabdellah University, 1995)

Ingelby et. al state that teacher should be aware of non-verbal behavior in the classroom for three major reasons, (1) awareness of non verbal behavior allows you to become more aware of how your children are communicating, (2) you will become a better communicator if you become aware of non verbal messages, (3) this mode of communication increases the degree of the perceived psychological closeness between teacher and learner.¹² In this case, teacher needs to be a good receiver of students' non-verbal clues in order to be able to know the student's message and interpret it correctly. There are five functions of non-verbal communication: reinforcement, contradiction, substitution, accentuation, and regulation¹³. All of these functions help teacher in sending and receiving a message by making the substance of the communication more understandable.

Some experts and other researchers have mentioned some kinds of non-verbal communication. There are three kinds of non-verbal communication; those are kinesics (body movement, facial expression, eye contact, gesture, posture, and touch¹⁴), paralanguage, and spatial language.¹⁵ Neill and Caswell said that nonverbal communication includes visual signals: facial expression, gaze, head and body posture, hand movements, interpersonal distance and spacing; other non-verbal signals

¹² Ingleby, Ewan et. al, *Early Childhood Studies, Enhancing Employability and Professional Practice*, (London: Bloomsbury Publishing Plc, 2015)

¹³ Gamble, Teri Kwal and Michael W. Gambel, *Interpersonal Communication*, (Los Angeles: Sage Publications, 2014)

¹⁴ Bungalowa, Afa and Aaquil Bungalowa, "Non Verbal Communication: An Integral Part of Teaching Learning Process". *International Journal of Research in Advent Technology*. (2005): 373.

¹⁵ Elfatihi, Mohamed, *The Role of Nonverbal Communication in Beginners' EFL Classrooms*, (Morocco: Sidi Mohamed Benabdellah University, 1995).

such as the intonation and pace of speech, and dress.¹⁶ Furthermore Axtell in Elfatihi classified three kinds of gesture such as Instinctive gestures, coded or technical gestures, acquired gestures.¹⁷ While Lyons categorized nonverbal communication into two terms namely kinesics which is now commonly employed to refer to the investigation of signaling-systems making use of gesture and other use of body movements and the second is proxemics which is applied to the study of the way in which the participants in social interaction adjust their posture and relative distance one another¹⁸. Negi has classified non-verbal communication into some categories; those are kinesics, oculesics, haptics, proxemics, paralanguage, physical appearance, olfactics and chronemics.¹⁹

Those categories have their own meanings and functions which can be investigated by a researcher who is interested in finding a meaning of non-verbal clues used by people in their communication. In this research, the researcher is interested to investigate kinesics as the kind of non-verbal languages which were used by English foreign language learners on teaching performance. The researcher would like to know the kinds and the function of kinesics used by EFL students in teaching performance and the importance of kinesics in teaching activity. As it is known that in micro teaching subject, one of components should be assessed is students-teacher performance

¹⁶ Neill, Sean and Chris Caswell, *Body Language for Competent Teachers*. (London: Rutledge, 1993).

¹⁷ Elfatihi, Mohamed, *The Role of Nonverbal Communication in Beginners' EFL Classrooms*, (Morocco: Sidi Mohamed Benabdellah University, 1995).

¹⁸ Lyons, John, *Semantics*. (University of Cambridge: Cambridge University Press, 1977)

¹⁹ Negi, Janak Singh, "The Role of Teacher' Non-Verbal Communication in ELT Classroom". *Journal of Nepal English Language Teachers' Association (NELTA)*. Vol. 1 4 No. 1-2, (2009):102.

which includes students' movement and body language while teaching activity is being done. The findings of the research are expected to support the existing theories about non-verbal language especially kinesics which can be used by future researchers who are interested to investigate the same field and the finding of this research may help the teachers to understand the function and the importance of using kinesics in teaching activity. Besides that, the students can improve their knowledge about kinesics which can be used in learning process to show what their intentions about what they mean during the teaching and learning activity.

RESEARCH METHODS

This research is descriptive qualitative research. The researcher uses the descriptive and qualitative method to describe and analyze kinesics used by EFL learners on teaching performance. In the description of qualitative research the data is more in the form of word than the number of numbers. In this study, the writer observes the use of kinesics by EFL learners on teaching performance. The data are non-verbal language, which will be identified and described. In collecting the data, the writer uses observation method. The researcher will observe the use non-verbal language in teaching activity. The observation method here is combined with writing technique or noting technique. It is used as the continuation technique of the observation method.

In collecting the data, the researcher firstly the researcher observes the use of kinesics by EFL learners on teaching performance then write or take note on the use of kinesics by EFL learners on teaching performance. The descriptive method will be applied to analyze the data. The descriptive analysis is done by the following ways:

1. Observing the use of kinesics by EFL learners on teaching performance.

2. Identifying the data based on the forms of kinesics.
3. Categorizing the data based on the forms of kinesics.
4. Describing the data based on the forms of kinesics.
5. Describing the function of kinesics used by EFL learners on teaching performance.
6. Describing the important of kinesics in teaching activity.
7. Reporting the analysis
8. Making conclusion of the research.

FINDINGS AND DISCUSSION

The researcher presents the result of analysis into three categories namely; the forms of kinesics, the function of kinesics, and the important of kinesics in teaching activity.

Forms of Kinesics

In categorizing the forms of kinesics, the researcher was going to use the classification of kinesics by Axtell and Bungalowa and Bungalowa. They are body language or body orientation or posture, facial expression, gesture, and eye contact.

Body Language (Posture)

Based on the observation, the researcher found six body languages which are often used by the learners on teaching performance. Those are sitting in relaxing, arms crossed in front of the chest, standing in relaxing, walking around the class, checking the time, and stroking the chin or beard. Here are the descriptions:

Sitting in relaxing

Sitting in relaxing is kind of body language used by the trainee. In teaching activity, the trainee sometimes takes some relaxing by sitting on her chair after delivering the lecture and giving the students tasks or assignments. This body language sometimes was used by the trainee to make her relax or to reduce nervousness while practicing teaching activity. Besides that, the trainee could monitor their students' activities while

sitting on the chair. The trainee only took a single minute to sit for relaxing and continued by walking around the class and checked students' progress about the lecture.

Arms crossed in front of the chest

In teaching and learning process, it is usual that the trainee or student- teacher does not agree with the students' opinion relates to the lecture. The researcher found that the trainee made her or his arms crossed in front of the chest to show disagreement with the opinions of his or students. In this communication, the students have observed disagreement of their teacher towards their opinion through the teacher's body language. This kinds of body language has communicated others students to make other opinions about the lecture.

Standing in relaxing

Some trainees tried to take their time for relaxing by standing in the classroom. The trainees did not do anything; they only focus their attention on their students who are doing a learning activity. The trainees also did not take much time to stand for relax, they only take for a single minute and continuing the teaching activity.

Walking around the class

As a teacher, it is an obligation for him or her to guide the students in doing learning activity. Walking around the class is a body language used by the trainees to check their students' activity during the learning process. The trainees tried to make their students feel comfort or free to ask their difficulties about the activity or material or to ask some solutions for the problem arises in learning process. Based on the observation noted, most of the trainees did this action in a class discussion to control their students' activity.

Checking the time

In teaching performance, the trainees are given fifteen until twenty minutes to perform the teaching activity. This time allocation has made the trainees to check their watches always

in order to finish the class on time. This activity to check the time is often done in the last five minutes and it is used to manage the process of teaching and learning.

Stroking the chin or beard

Some of the trainees stroked their chin or beard to show that they are in a deep thought towards the students' opinion. The trainees used this body language to try coming up with some arguments of their students. This action is often done unintentionally to decide agreement or disagreement towards the students' opinion or argument.

Facial Expression

Facial expression refers to someone's appearance through his or her face and it becomes the first information we can get from others or give to others. The researcher found three kinds of facial expression on teaching performance; those are smile, happily surprised, and wrinkle forehead. Here is the explanation:

Smile

Smile is one example of facial expression found in the teaching and learning process. The trainee gave a smile in the beginning of the lesson when they were opening the class. Greeting the students in starting the lesson with smiling can arouse the students' spirit or passion to learn the material. Based on the observation, the trainees often used this expression in pre, while, and post teaching activity. The trainees tried to make the students are enjoy in learning and teaching process by using this simple expression.

Happily surprised

Someone who is 'happily surprised' moves all the muscles associated with showing surprise, and adds in a smile for good measure. The trainees in teaching performance used this facial expression to show their astonishment towards students' good or incredible answers, arguments, or opinions. The trainees tried to make the students feel pleased or comfortable by assessing their

answers, arguments, or opinions through “happily surprised expression”.

Wrinkle forehead

In teaching and learning process, it is usual that students make some incorrect answers or less precise answer. Based on the result noted, the trainees often wrinkled their foreheads when their students could not give the right or correct answers or when their students give different answer from the teacher. Wrinkle forehead is often followed by shaking her head to show the students that they should give another opinion, answer, or argument.

Gesture (Emblems)

A gesture is an expressive motion or action, usually made with the hands and arms, but also with the head or even the while body. In this research, the researcher found six kinds of gesture or emblems acted by the trainee in the teaching performance, they are nodding head, shaking head, thumb up, pointing finger, counting hand, and weaving hand. Here are the data:

Nodding head

Nodding head is one example of gesture found in teaching practice in the classroom. The researcher has observed that some of the trainees nod their head to show her agreement towards the students’ answers of the question or the opinions about the lecture. Nodding head in this teaching practice is almost followed by the utterance “okay good”, “okay”, and that’s true”. The researcher noted that nodding head acted by the trainee is done two or three times in a single action or in the same time.

Shaking head

Shaking head is a gesture which is used by the trainee when they are disagrees with the student’s opinion, argument, or answer of a question. Shaking head indicates the students to find other opinions, answers or arguments about the lecture. The trainee often uttered the utterance ‘no’, ‘other opinion’, how

about the other?' after they shook their head to emphasize the meaning of the gesture.

Thumb up

Thumb up is another example of gesture found on teaching performance. The use of thumb up here is to show to the students that they have done good job. Most of the trainees used thumb up when their students could answer the question correctly or gave a precise opinion and argument about the lecture.

Pointing finger

Pointing fingers found used by the trainees on teaching performance has some objectives. The first, they used this gesture to have the students look at something such as the lecture on the white board or the example shown on the slide show. The second, it is used to give instruction to the students to go somewhere, over there or over here around the classroom. The third, it is used to point out the students to have the opportunity to give answers, arguments, opinions, and comments about other students' activity or tasks.

Counting hand

This kind of gesture is used to count something. In teaching performance, the trainees often asked the students about the lecture and respond the students' answer by using counting hand to count something mentioned by the students. Most of the trainees used this gesture when they need to count something in teaching and learning activity.

Waving hand

Waving hand is the gesture which was often used by the trainee when they were going to leave the class. After greeting the students in the end of the meeting, most of the trainees leave their students by waving their hands to show the closeness between them and their students.

Eye Contact

Eye contact can show with whom someone is speaking to by focusing her or his eye on intended someone. In teaching activity, a teacher's eye contact can show what he or she is interested in or which students she or he will be asked about the lecture and so forth. The researcher found five kinds of eye contact acted by the trainee in the teaching performance. Here for the detail description:

Looking up

Looking up is one example of eye contact found on teaching performance. The trainee often looked upwards when they were in thinking about something and they tried to make it in their heads before they were saying something to their students. Besides that, the researcher also found that the trainee sometimes looked upwards and to the left when they tried to remember something. This recalling memory was done only in some seconds and continued the lecture.

Eye following

The eyes will naturally follow movement of any kind. Based on the observation, the trainees often moved their eye contact to follow something such as following the students' sound, following some media which are moved from one hand to another hand. Eye following movement is also done to explain the lecture on the slide show and to check students' understanding of the explanation.

Squinting

Squinting is the next kind of eye contact acted by the trainees on teaching performance. It indicates that the trainees did an evaluation of their students' opinion, answers, arguments and so forth. It is done perhaps the trainee did not agree for sure about the students' response. Squinting was often followed by wrinkle forehead. Besides, the trainees' uncertainty here sometimes is followed by the utterance as "I cannot quite see what is meant here", "I'm not really sure about your answer", "can you give another reason?", and so forth.

Look in eye

The researcher has observed that some trainees looked in students' eyes during and after they have done an act of kindness. This action showed the trainees' attention to their students.

Breaking or making eye contact

This kind of kinesics acted by the trainees to give signal that they finished speaking, and rising eyebrow to start speaking. When the trainees were making or breaking eye contact means that they give the students opportunity to speak.

Function of Kinesics in Teaching Activity

Based on the analysis of kinesics acted by the trainees on teaching performance, the researcher found some function of kinesics used in teaching activity here. These functions of kinesics are described based on the context of teaching activity in which the researcher got the data. The functions include substituting, complimenting, emphasizing or accenting, regulating, repeating, and monitoring. Here are the explanations of those functions of kinesics.

Substituting

Substitution of non-verbal message occurs when a non-verbal cue is used instead of verbal one.²⁰ Based on the analysis, the researcher concludes that the trainees used kinesics to substitute the verbal language they used in teaching activity. For example "nodding head" is acted to substitute that trainees agree with the students' response or to substitute the word like "yes". Other example "thumbs up"; it is acted to substitute the verbal words such as "good", "well done", "good job". Those emblems are acted to substitute the words in their communication.

Complimenting

²⁰ Negi, Janak Singh: 102.

Complimenting is a formalized respectful of someone else action. It expresses praise, encouragement, or congratulation. In this research, the researcher construes that some kinesics acted by the trainees as the function of compliment. Some of the data that show this kinesics function are smile, thumbs up, and happily surprised. In this case, the trainees tried to give compliment to the students who have done something well by using gesture and facial expression. Smile, thumbs up and happily surprised can encourage or arouse students' motivation in learning activity. They are also given as rewards for students' works.

Accenting or Emphasizing

Accenting or emphasizing means showing that something is very important or giving attention to something. The function of kinesics is to emphasize means that someone uses non-verbal language to give attention to something important from what she or he says. The verbal language is followed by non-verbal language functions to emphasize on the key words or ideas of someone saying. These include (1) pointing an object around the classroom for example students, window, table, material, and so forth. (2) Eye movement to emphasize which object which must be considered by the trainee. Besides, eye movement also emphasized associative relevancy of students and teachers in a classroom. (3) People may nod their heads vigorously when saying "Yes" to emphasize that they agree with the other person.

Regulating

Regulating means interaction with eyes. The researcher has found some data of kinesics functions as regulating. Kinesics may function to give signal to other speakers to finish or to start speaking. For example breaking or making eye contact. It is used by the trainee to regulate the speech of the students, whether it is used to give signal to the students to start speaking or end the speaking.

Repeating

Repeating with non-verbal signals is like complementing or accenting, but with a delay between the verbal and non-verbal communication. For example, the trainees have respond the students' answers by saying the words "no" and followed by shaking their heads, or responding students' arguments by saying "yes" and followed by nodding their heads. Another example, the trainees gave the students rewards for their works by saying "well done" or "good job" and then followed by giving them thumb up.

Monitoring

Monitoring means checking the progress of something or activity which is being done. In this research, the function of kinesics is to monitor something can be shown in the data such as, walking around, standing relax, checking the time, and sitting relax. Standing relax and walking around was used to check students' activity during the teaching and learning process. It is done to know whether the students face some problems or they want to ask some questions about the lecture. Checking the time was used to monitor the time duration in each teaching activity.

The Importance of Using Kinesics in Teaching Activity

Based on the analysis, the researcher deduces the important of using kinesics in teaching activity. First, it helps the students to understand and memorize the material or lecture easily. By using some kinesics in explaining the material, the students tend to focus on the teachers' explanation than the explanation only uses verbal language. The second, kinesics helps the students understand what the teacher means by what he or she says by looking at his or her non-verbal language. As the previous explanation, that kinesics is used to emphasize or to accent what the speaker says. The third is to encourage or to arouse students' motivation in learning activity. By giving the students a reward through words and gesture or emblem, the

students will feel that their works are appreciated, and it will affect the students to try over and over presenting or showing their works. The forth is to be close to the students. By using body language or body posture and eye contact, the teacher can increase his or her closeness to the students. The relationship between the teacher and the students is very important. It can increase the students' achievement. As stated by Rimm-Kaufman, Sara and Sandilos those students who have close, positive and supportive relationships with their teachers will attain higher levels of achievement than those students with more conflict in their relationships.²¹

CONCLUSION

Words are accented and punctuated by body movements and gestures, while the face shows a myriad of expressions. It is important to be aware of the dominance of the nonverbal message. If there is disagreement between the verbal and nonverbal message, the nonverbal will win. Also, the validity and reliability of verbal messages are checked by nonverbal actions. Again, if discrepancy exists, the nonverbal will dictate. Therefore students see the teacher's nonverbal messages as more honest reflections of what he or she is really thinking or feeling. Teaching and learning activity which aims to have the students understand towards the lecture, the teacher needs to have knowledge about the importance of kinesics in delivering material. The teacher does not only use verbal communication but also non-verbal communication to arouse the students' motivation and emphasizing what the teacher means during the teaching and learning process. Kinesics as one of non-verbal

²¹ Rimm-Kaufman, Sara and Lia Sandilos, *Improving Students' Relationships with Teachers to Provide Essential Supports for Learning*. USA: American Psychology Association, 2016)

communication also can encourage the students' interest in learning activity. Students as the object in teaching and learning activity, should improve their knowledge about non-verbal communication especially kinesics. The students will understand what the teacher means if they really know the function of kinesics acted by the teacher. In this case, to have mutual intelligibility, both of the students and the teacher need to understand kinesics acted in teaching and learning process.

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