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NON-VERBAL COMMUNICATION
USED IN TEACHING AND LEARNING
OF SPOKEN DESCRIPTIVE TEXTS

(A Case Study of the Seventh Grade Students of SMP N 41 Semarang
in the Academic Year of 2017/2018)

a final project

submitted in partial fulfillment of the requirements

for the degrees of *Sarjana Pendidikan* in English

by

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APPROVAL

This final project was approved by Board of Examination of the English Department of Faculty of Languages and Arts of State university of Semarang on 7th February 2019.

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DECLARATION OF ORIGINALITY

I, Ulul Muna Fitriana, hereby declare that this final project entitled *Nonverbal communication used in teaching learning spoken descriptive texts* is my own work and has not been submitted in any forms for another degree or diploma at any universities or other institutes of tertiary education. Information derived from the published and unpublished work of others has been acknowledged in the text and a list of references is given in the bibliography.

Semarang, 13rd February 2019

Ulul Muna Fitriana

MOTTO

- I am a slow walker, but I never walk back (Abraham Lincoln).

- My faith helps me overcome such negative emotions and find my equilibrium (Dalai Lama).

- Don't think to be the best but do the best (Anonym).

To:

1. myself,

2. my beloved parents and my brothers who always give me support,

3. my best friend Riyan Azkalia, Intan Permata Sari, Diah Kumalasari, Silvia Urunami, Fredy Budiyanto

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ABSTRACT

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Keywords**:** *non-verbal communication, teaching learning, spoken descriptive text*, *junior high school.*

This study was a case study aimed at finding out the types and meanings of the use of nonverbal communication in teaching learning spoken descriptive text. The participants of the study were the teacher and the students of the seventh graders of SMP N 41 Semarang. In obtaining the data, the writer conducted three steps. The first, the writer conducted observation. The second the writer interviewed the teacher and the students to collect the data about the types and meanings of the use of nonverbal communication in teaching learning activity. The third, the writer described and interpreted the result of the data conducted before.

There are two kinds of the result. First, the types of nonverbal communication used in teaching learning spoken descriptive texts. Second, the meanings of nonverbal communication used in teaching learning spoken descriptive texts. The result of the types of nonverbal communication used by the teacher and students in teaching learning spoken descriptive texts are 3.7% percentage of emblem, 20.7% percentage of illustrator, 6.6% percentage of affect display, 35.0% adaptor, and 34.0% percentage of regulator. The teaching learning took twice on 28th November 2017 and 5th November 2017. Meanwhile the meanings of nonverbal communication used in teaching learning spoken descriptive texts is generally to help them understand easily the meaning of certain words in teaching learning spoken descriptive texts.

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CHAPTER I

INTRODUCTION

This chapter presents introduction to the study. It contains background of the study, reasons for choosing the topic, statements of the problem, objectives of the study, significance of the study, limitation of the study, and outline of the report.

1.1 Background of the Study

In teaching English, communication is important in classroom activities. In classroom activities, a teacher and students must communicate well so that classroom activities will run smoothly.

Basically, there are two kinds of communication, namely verbal communication and nonverbal communication. Based on Hale (2003) in Burgoon, et.al (2016, p.11) nonverbal communication is the study of behaviors other than words that create shared meaning between people who are interacting with one another. On the other hand, verbal communication based on Hardjana (2003, p.23) is "Communication using words, even spoken or written." This communication is mostly used in human relationship. Through words, they can express feeling, emotion, opinion, or what they deliver about fact, data, and information also having discussion. It can be concluded that the difference of verbal and nonverbal communication is a matter of medium of communication that is with and without words.

There are many kinds of nonverbal communication. Owen (2011, p.45) divided "Non-verbal communication into two types. First is paralanguage that includes pitch, volume, and speaking rate, and second is body movement that includes gesture, facial expression, and eye contact."

In classroom activities, teachers sometimes use non-verbal communication to improve student's understanding in learning English, especially in spoken descriptive text. Descriptive text is a text used to describe something like animals, persons, and things. The teacher use nonverbal communication such as gesture, body movement and eye contact will help the students to describe and communicate well in teaching spoken descriptive text.

Sometimes in learning English, students forget the certain words they need to speak in front of the class or when they have a dialog with their friends. Therefore, he/she uses nonverbal communication like gesture to remind those certain words. For example, when he wants to describe the word "around", he uses gesture with his hands to form a ball. In another situation in learning descriptive text, when a student describes something in front of the class, the use of nonverbal communication can make his/her description become more real. For example, when a teacher describes a cat, he acts like a cat. This gesture movement motivates students to easily understand what the teacher is explaining.

Based on the problems above, Bi Jiwan (1993, p.153) states that the role of nonverbal communication in classroom teaching is greater than in formal teaching. The use of nonverbal communication based on the research has proved to help the teacher improve classroom teaching for student's learning.

In my observation when I was doing teaching practice in SMP N 1 Secang, the use of nonverbal communication was important in learning English to improve student's understanding in descriptive text. Sometimes, a teacher used gestures to explain vocabulary in teaching English, but there are some different ways applied by teacher and students in producing gestural movements.

The experience led me set a study on nonverbal communication used in the teaching and learning of descriptive texts in SMP N 41 Semarang. Although nonverbal communication has many types like eye contact, facial expression, and touching, I only dealt with gestural movements to be analyzed in this study. The main object of this research is the use of non-verbal gestural movement in teaching learning spoken descriptive texts.

1.2 Reasons for Choosing the Topic of the Study

As stated in the previous sub-chapter, the topic of this study is "gestural movements in teaching learning descriptive texts."

The following are the reasons for choosing the topic:

(1) This topic is new to discuss because no one has put this topic as the final project.

(2) The use of gestures is essential in classroom activities, so this research will be useful for teachers and students in teaching learning process.

(3) This topic is relevant in teaching learning English especially in describing something or someone.

1.3 **Statements of the Problem**

Based on the background above, the problems are promoted in research question as follows:

(1) What are the types of gestural movements used in teaching learning spoken descriptive texts?

(2) What are the meanings of gestural movements in teaching learning spoken descriptive texts?

1.4 **Objectives of the Study**

Based on the research questions above, the objectives of the study are as follows:

(1) to identify types of gestural movements used by the teacher and students in teaching and learning spoken descriptive texts,

(2) to describe the meaning of gestural movements in teaching and learning spoken descriptive texts.

1.5 **Significance of the Study**

It is expected that the result of this study can give contribution in some aspects, those are:

(1) Theoretically, the results of the study will give contribution to develop the study of gestural movements in teaching and learning spoken descriptive texts.

(2) Pedagogically, it is hoped that the result of the descriptive study will be useful for further research and further development as a reference and a supporting potential researcher in teaching English.

(3) Practically, the results of this study will be useful for teacher and students to vary the ways of teaching English, especially in teaching learning spoken descriptive texts using gestural movements.

1.6   **Limitation of the Study**

The scope of this research is to analyze the use of non-verbal communication in teaching learning descriptive texts. Owen (2011, p.45) divided "Nonverbal communication into two types. First is paralanguage that includes pitch, volume, and speaking rate. Second is body movement that includes gesture, facial expression and eye contact." Even though there are many kinds of nonverbal communication, I only dealt with gestural movements to be analyzed in this study. Besides, I chose spoken language based on (Zhang, 2013, p.835) to be analyzed in this gestural movement.

1.7   **Terminology of Term**

Based on Hale (2003) in Burgoo, et.al (2016, p.11) nonverbal communication is the study of behaviors other than words that create shared meaning between people who are interacting with one another. On the other hand, verbal communication based on Hardjana (2003, p.23) is "Communication using words, even spoken or written." This communication is mostly used in human relationship. Through words, they can express feeling, emotion, opinion, or what they deliver about fact, data, and information also having discussion.

There are many kinds of nonverbal communication. Owen (2011, p.45) divided "Non-verbal communication into two types. First is paralanguage that includes pitch, volume, and speaking rate, and second is body movement that includes gesture, facial expression, and eye contact." Meanwhile based on Andersen (1999, p.36) "Gestural movement have three types such as Emblems,

Adaptors, and Illustrator. Adaptors are touching behavior and movements that indicate internal states typically related to arousal or anxiety. Emblems are gestures that have a specific agreed-on meaning." Illustrators are the most common type of gesture and are used to illustrate the verbal message they accompany.

While Ekman and Friesen (1969, p.49) categorized kinds of gestural movements as **emblems,** actions that are directly translatable within a cultural group ("thumbs up" or "okay" gestures); **Illustrators,** movements that are tied to speech, "illustrating" the contents of the verbal message. Illustrators can be batons (beats), ideographs (which trace paths or directions), deictic movements (points), spatial movements, kinetographs (depicting bodily actions), and finally pictographs (gestural drawings of objects); and **Affect displays,** facial expressions. They argue that some of these are human universals, "primary affects," which might include happiness, surprise, fear, sadness, anger, disgust, and interest. They describe cultural differences in eliciting stimuli and display rules, and speak of blended displays and behavioral consequences arising from various displays; **regulators,** these are movements of collaboration, contributing to turn taking in conversation. These may be metalinguistic signals like directions to the speaker to "continue, repeat, elaborate, hurry up, become more interesting, be less salacious, give the other a chance to talk, etc." or to the listener to "pay special attention, wait just a minute more, talk, etc."; **adaptors,** these are self-touches of the face, lips, etc. Ekman and Friesen are convinced these have deep

psychological meaning (like touches to the hair or forehead relate to thinking). Adaptors can be self-directed, altar directed, or object directed.

1.8 **Outline of the Report**

This final project consists of five chapters. Chapter I presents introduction which consists of background of the study, reasons for choosing the topic, research questions, objectives of the study, significance of the study, limitation of the study, terminology of term, and the outline of the report.

Chapter II contains the review of related literature. It consists of three subchapters: review of the previous studies, review of the theoretical studies, and theoretical framework. The second subchapter itself consists of four parts; they are nonverbal communication, gestural movement, teaching learning, the definition of speaking, and descriptive text. Descriptive text consists of the structure of it.

Chapter III talks about methods of investigation. It consists of six subchapters; research methodology, object of the study, subject of the study, research instruments, procedures of the data collection, and procedures of the data analysis, and triangulation.

Chapter IV deals with the data analysis or findings and discussion. Furthermore; the last chapter, which is Chapter V, consists of conclusions and suggestions based on the result of the study.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter consists of three sub-divisions; the first part is review of the previous studies which consists of the studies of other researchers who conducted the same topic as my research. Second part is theory which underlies this study. The last part is theoretical framework. It deals with the limitation of the study. Those three parts will be explained below.

2.1   Review of the Previous Studies

There have been a number of studies of nonverbal communication. First, Lunenburg (2010, p.3) studied such phenomena in his article entitled *Louder than Words: the Hidden Power of Nonverbal Communication in the Workplace.* Lunenburg estimated that people communicate at least as much nonverbally as much verbally. Specifically, he concluded that every person has their own nonverbal communication to communicate with others even it has ambiguous meaning. He focused on the result of the message or its meaning when the speaker delivered to others in a workplace. However in this research, I focused on the meaning of using non-verbal communication between teacher and students in classroom activities.

It is similar with another research by Remland (2016, p.19-23) entitled *Nonverbal Communication in Everyday Life.* In chapter eight of his book, Remland stated that a few people in the workplace give oral presentations than teachers do. If there are some links, classroom acitivities are the best place to gain

some non-verbal activities because types of non-verbal communication happen there. In this current study, I as the researcher chose the appropriate object and subject of this study to be conducted that is the types of nonverbal communication used in classroom activities.

Another study is a thesis by Ferrell (2012) entitled *Assessing the Presence and Use of Nonverbal Communication in Primary Reading Instruction.* This research purpose is to determine the presence and the type of nonverbal communication existent in primary reading instruction. The results of the research above focused on reading comprehension, while this research focused on speaking skill on the use of gestural nonverbal communication in teaching learning spoken descriptive texts.

Next study is by Barry (2011, p.4-5) entitled *Students Nonverbal Communication in the Classroom.* In this article, Barry stated about the meaning of good communication between teacher and students. Through nonverbal communication, teacher and students gain classroom communication well. Therefore in this research, I analyzed the meanings of using nonverbal communication in classroom activity especially in teaching learning spoken descriptive texts.

The last study is research by Tellier (2008, p.219-235) entitled *The Effect of Gesture on Second Language Memorisation by Young Children.* In this article, there are two kinds of children's group. The first groups were taught words with pictures while another children's group were taught with gestures. The result shows that gestures, especially with their reproduction significantly influence the

memorization of their second language or lexical items. This article focused on the use and the meaning of gestures in memorizing the word in second language acquisition, while I analyzed the use and the meanings of gestural movements in teaching learning spoken descriptive text.

2.2 Review of the Theoretical Background

This chapter consists of the theories that underlie this research, they are elaborated as follows:

2.2.1 Nonverbal Communication

Most of people say that nonverbal communication is communication without word. It is similar with the definition of nonverbal communication from Hale (2003) in Burgoon, et.al. (2016, p.11). He stated that nonverbal communication is the study of behaviors other than words that create shared meaning between people who are interacting with one another. On the other hand, verbal communication based on Hardjana (2003, p.23) is "Communication using words, even spoken or written." This communication is mostly used in human relationship. It means that nonverbal communication is a communication without word or spoken.

Another definition from Peace, Pease (2004) state, ''Most researchers now agree that words are used for conveying information, while body language is used for negotiating''. Nonverbal communication shows the condition of the mind. A hand movement could reveal the real feeling or thoughts in the brain.

From the definition above, it can be concluded that nonverbal communication is type of communication without word. In this research, I analyze the type, and the meaning of gestural non-verbal communication between teacher and students in teaching learning spoken descriptive texts.

2.2.2 Gestural Movement

There are many kinds of nonverbal communication. Owen (2011, p.45) divided "Non-verbal communication into two types. First is paralanguage that includes pitch, volume, and speaking rate. Second is body movement that includes gesture, facial expression and eye contact. On this research, I only dealt with gestural movement.

Based on Andersen (1999, p.36), "Gestural movements have three types such as emblem, adaptors and illustrators. Adaptors are touching behaviors and movements that indicate internal states typically related to arousal or anxiety. Emblems are gestures that have a specific agreed-on meaning. Illustrators are the most common type of gesture and are used to illustrate the verbal message they accompany."

In addition, Ekman and Friesen (1969, p.49) categorized kinds of gestural movements as **emblems,** actions that are directly translatable within a cultural group ("thumbs up" or "okay" gestures); **Illustrators,** movements that are tied to speech, "illustrating" the contents of the verbal message. Illustrators can be batons (beats), ideographs (which trace paths or directions), deictic movements (points), spatial movements, kinetographs (depicting bodily actions), and finally

pictographs (gestural drawings of objects); and **Affect displays,** facial expressions. They argue that some of these are human universals, "primary affects," which might include happiness, surprise, fear, sadness, anger, disgust, and interest. They describe cultural differences in eliciting stimuli and display rules, and speak of blended displays and behavioral consequences arising from various displays; **regulators,** these are movements of collaboration, contributing to turn taking in conversation. These may be metalinguistic signals like directions to the speaker to "continue, repeat, elaborate, hurry up, become more interesting, be less salacious, give the other a chance to talk, etc." or to the listener to "pay special attention, wait just a minute more, talk, etc."; **adaptors,** these are self-touches of the face, lips, etc. Ekman and Friesen are convinced these have deep psychological meaning (like touches to the hair or forehead relate to thinking), but I'm quite doubtful. Adaptors can be self-directed, altar directed, or object directed.

2.2.3 Spoken and Written Language

In one sense, written language is the written form of what people speak. The difference between spoken and written language is that one is oral and that one is written. These two forms of language perform different functions in human society and the different functions determine their fundamental differences.

Here are the differences between these two forms:

1) Written language tends to use longer and more complex sentences and the sentence of spoken language is shorter and easier to understand.

2) Written language usually allows for a second thought but spoken language is often produced on the spur of the moment.

3) Written language usually lasts longer and spoken language is comparably transient, except in the case of audio recordings.

4) Written language usually tends to transmit information. However, spoken language tends to express more emotions and personal feelings, perform more functions in smoothing interpersonal relations (Zhang, 2013, p.835).

2.2.4 Teaching and Learning

Scrivener (2012, p.370) stated "A learning teaching is not just the students who do the learning but the teacher does as well. They teach and learn, and the two things are intertwined". It means that teacher and students give and take in teaching learning and they have to communicate well on it.

He (2012, p.30) also adds, "In teaching and learning, there are some results such as information, guidance, feedback and support". It means that teacher is not just teaching and students are not just learning.

2.2.5 Descriptive Text

There are several genres that the junior high school students should be mastered. In this case, one of them is descriptive text. According to Anderson and Anderson (1997, p.86), descriptive text is included in information reports, an information report usually contains facts about the subject, a description and information on its parts, behavior, and qualities. "This kind of paragraph is used to describe a

particular person, place, or thing." (Gerot and Wignell, 1994, p.208). Furthermore, Pardiyono (2007, p.34) states that description paragraph is a type of written text paragraph, in which has the specific function to describe about an object (living or non-living things) and it has the aim that is giving description of the object to the reader clearly.

2.2.5.1 *Structure of Descriptive Text*

According to Gerot and Wignell (1994, p.208), the generic structure of descriptive text can be defined as identification and description. Wardiman, et.al. (2008) specify the generic structure of descriptive text into two parts: that is 1 introduction is the part of paragraph that introduces the character; and 2) description is the part of paragraph that describes the character. This indicates that a descriptive text has two elements – an element to identify phenomenon (*identification*) and another one (*description*) to portray parts, qualities, or characteristics. In terms of significant lexical grammatical features, the text focuses on specific participants, contains attribute and identifying process, comprises epithets and classifiers in nominal groups as well as uses simple present tense (Sutardi & Sukhrian, 2004).

(a) Identification: Identifies phenomenon to be described.

(b) Description: Describes parts, qualities, characteristics and each other.

2.3   **Theoretical Framework**

This study   aimed to analyze types and meanings of nonverbal communication such as gestural movement in teaching learning spoken descriptive texts. The analysis of the types of gestural movement use theory from (Ekman and Friesen 1969, p.49) that classify five types of gestural movement, such as emblems, illustrator, adaptor, affect display, and regulator. The teacher and students will be analyzed by the researcher based on the use of gestural nonverbal communication in teaching learning spoken (Zhang, 2013, p.835) descriptive texts (Gerot and Wignell, 1994) in classroom activity by recording and interviews.

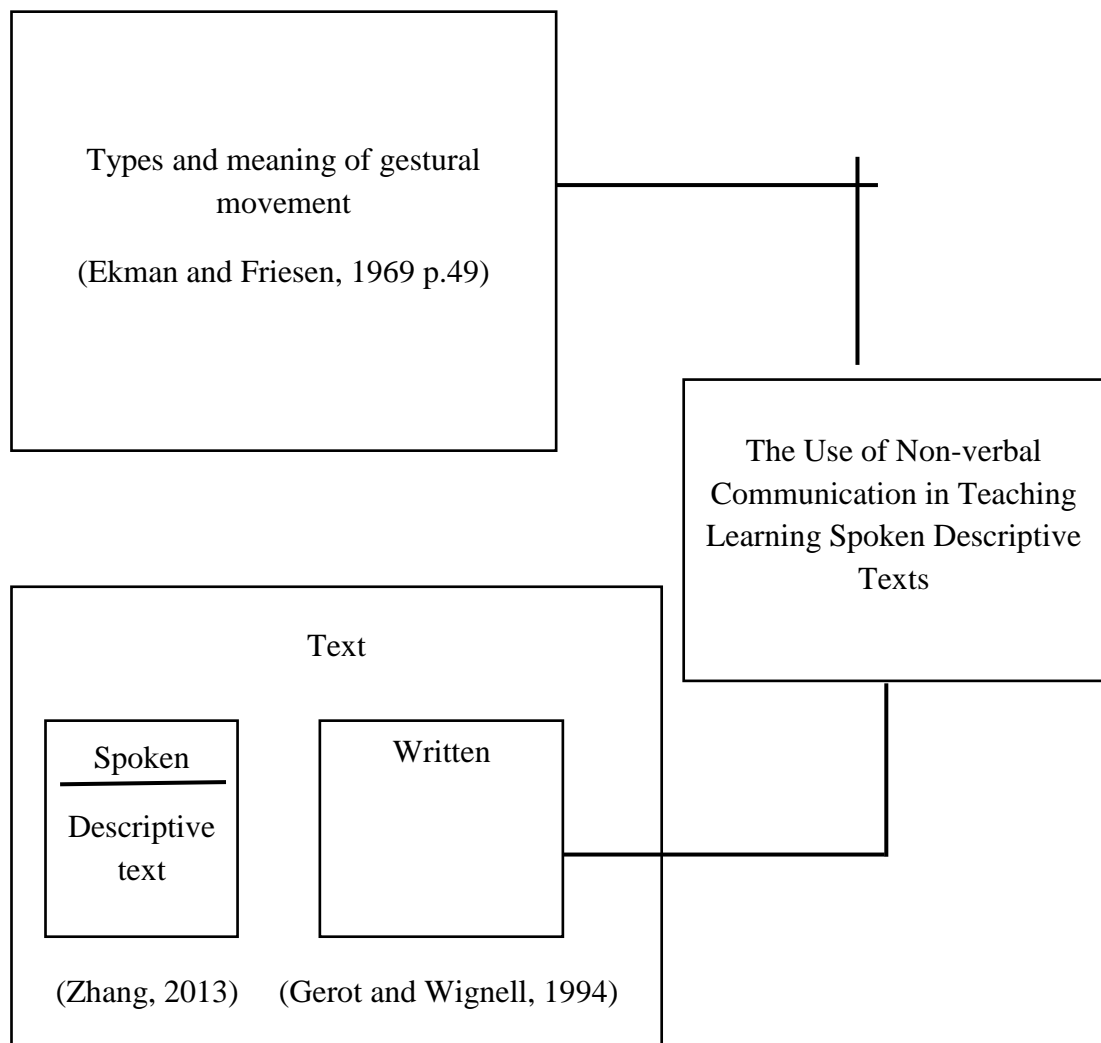The elaborate of the research process will be presented below:

Figure 2.1 theoretical framework

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter covers the conclusions of the study. It also covers the suggestions in the second part. The following are the elaboration of the each part.

5.1 Conclusions

This part presents the conclusions of the study. It answers the research questions in the first chapter. The questions were about the types and meaning of the use of gestural non-verbal communication in teaching learning spoken descriptive texts in SMP N 41 Semarang. There are five types of gestural movements. They are Emblem, Illustrator, Affect Display, Adaptor, and regulator (Ekman and Friesen, 1969, p.49)

The teacher uses all of those types of gestural non-verbal communication in teaching spoken descriptive texts but she uses adaptor most. It consists of expression and body movement in order to deliver the meaning inside the texts. The students react to what the teacher acts and gives in teaching learning. They give a giveback and answer what their teacher ask to them about the text. Some students also use types of gestural non-verbal communication in retelling the descriptive text in front of their friends.

The use of non-verbal communication especially gestural movement, although it was realized or not, happened in teaching learning done by the teacher or students. It helped the teacher to deliver what she means to the students and it made the classroom activities more fun, live and excited. For the students, it was

easy for them to understand what the teacher or their friends delivered about the descriptive texts especially to know the meaning of certain or difficult words inside the text.

5.2   Suggestions

I have seen the use of gestural non-verbal communication in teaching learning spoken descriptive texts. The teacher and students almost use all types of gestural movements in teaching learning spoken descriptive texts, but I suggest teacher and students need verbal communication also in order to increase the vocabulary in English. Sometimes, the student has to be independent in learning English. They did not just ask to the teacher. They need discussion and independent learning too. The suggestion applies for the teacher also. She should give the students independent learning, and it is suggested not too often give non-verbal communication to increase the student's vocabulary so the teaching learning will run smoothly and balance.

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