

Incorporating Nonverbal Communication Skills into Teaching and Learning English Presentations

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Abstract—Delivering a presentation is more than just giving information; it also aims to entertain, inspire, motivate and even to activate the listeners. To obtain the expected results, a presenter must attract his audience's attention sufficiently and communicate his thoughts and feelings adequately by also implementing nonverbal communication elements, i.e. vocal and body language. Furthermore, presentation skill is very important in the work place, but delivering presentations has undeniably been a distressful task for most people. This study aims to share the experience of teaching Business English Presentations in the Polytechnic of LPKIA Bandung and to reveal the positive impacts of integrating nonverbal communication skills in the teaching and learning English presentations. The method used is descriptive analytics, and the data collecting techniques are library research, observation and interview. The study comprises several stages from designing the syllabus of the subject to observing students' performance during the final examination. The study unveils that during the final examination, students mostly managed to perform more-natural nonverbal communication elements, showed greater confidence, and communicated better in their presentations. It can be concluded that incorporating nonverbal communication elements can take the learners out of their comfort zone and improve their English presentation skills.

Keywords—English presentations; teaching and learning; nonverbal communication

I. INTRODUCTION

Delivering a presentation is a way of conducting communication which may be done in different situations, for examples when a presenter has to explain a topic, promote a product, address a meeting, give a speech, or brief a group of team members. This is normally done in front of a group of people or audience. Therefore, it has great similarities to what is known as public speaking, which usually implies larger settings and involves less two-ways communication between the speaker and the audience.

Being able to give a presentation sufficiently well is very important for an individual and an organization or business to achieve a desired result or to convey messages correctly, hence to reduce misunderstanding and miscommunication. In other words, in order that an individual can get a desired promotion, or that a project can be accomplished, the capability of delivering a good presentation plays a very important role.

However, it cannot be denied that most people have the so called glossophobia or public speaking anxiety. Naturally, this will hinder a speaker in his efforts to effectively convey the messages important to the success of whatever targets he or his team wants to achieve.

Some advice has been offered to deal with public speaking anxiety, for example, that a presenter should avoid looking into the eyes of his listeners and look at the wall behind or the ceiling above the audience. These methods will consequently reduce the eye contact between the presenter and his audience and will automatically reduce the quality of the communication between them. Another even more absurd piece of advice is to consider the audience a group of cats or other pets. This advice is undoubtedly impractical because it is quite impossible that a presenter would produce a sufficiently decent and respectful manners when he pretends to speak to a group of animals.

To overcome public speaking anxiety, continuous attempts should just be made to improve the methods of learning and practicing how to deliver better presentations, in this case by incorporating nonverbal communication skills into the teaching and learning process of delivering presentations in the English language.

The objectives of this research is to share an experience of teaching Business English Presentations subject in the Polytechnic of LPKIA Bandung and to unveil how students have improved their nonverbal communication elements as well as their confidence at the final stage of the course.

II. LITERATURE REVIEW

A. *The Aims of Delivering a Presentation*

Giving a presentation is not just reading a text aloud to a group of listeners; nor is it just speaking in front of the audience and telling them about something. Joko Purwanto points out that the aims of delivering a presentation are among others to inform messages, to entertain, to touch the emotions, and even to motivate the audience to take certain actions [1]. Hence, when a speaker is delivering a presentation, for example about sanitation and hygiene, he can make the audience not only understand its importance but also make his speech interesting, retain his audience's attention and appeal successfully for them to avoid littering and keep the

surroundings clean. When a speaker is explaining about his company's products, he can make his audience assured of the benefits of consuming the products and finally increase sales and profits for the company he works for.

B. *The Importance of Nonverbal Communication*

It has been widely claimed that the total meaning of a message conveyed in communication is 7% verbal, 38% vocal, and 55% nonverbal, and this has been commonly known as the 7-38-55 Rule based on Albert Mehrabian's findings in his two papers reported at some time in 1967. Actually, there have also been a wide range of arguments and criticisms on the validity of this relative importance of verbal and nonverbal messages. David Lapakko, for example, mentions that Mehrabian's finding is derived from two 1967 studies with *serious methodological limitations* [2].

In spite of the above mentioned findings and criticisms, many believe that nonverbal communication still plays a substantial role in communicating messages from a speaker to his listeners or audience. Deepika Phutela states that nonverbal communication is often used to express a thought or thoughts and make a speaker's message more appealing and interesting to the person he is speaking [3]. While Joko Purwanto points out that when someone is speaking or delivering a presentation, nonverbal communication is very important especially to convey his feeling and emotion. One major benefit of nonverbal communication is its reliability. This can improve the audience's trust on the truth of the messages delivered, because it is easier for a speaker to deceive his listeners using spoken words rather than using body language and facial expressions, which are produced spontaneously when someone is communicating [4].

Joko Purwanto explains further that nonverbal communication is very important both for the communicator and his audience because it is efficient. Certain messages and instructions can be delivered simply and quickly by using certain body movements or signs without the communicator having to waste some time thinking or producing the words he needs to say.

C. *Public Speaking Anxiety, a Barrier to Delivering a Presentation*

Although delivering a presentation is a very important skill, many people have problems in trying to conduct this task. One of the biggest problems is that they do not feel at ease to stand in front of public and speak to the audience. This is recognized through the existence of symptoms that the speaker feels and shows, such as the feelings of anxiety, panic or nausea, and the tendency to avoid the task to appear in public and deliver the talk. This public speaking anxiety is called by a number of terminology, among others are speech anxiety, stage fright, speechphobia or glossophobia.

Nahliah & Rahman in their research on Glossophobia in Training and Speech defines **glossophobia** as a distinct complex of **self-perceptions, beliefs, feelings, and behaviors** related to using a **language for communication** beyond the **classroom** [5]. This statement really suits this paper which

discusses about teaching and learning English presentations to students in the classroom.

García-López, Díez-Bedmar, and Almansa-Moreno by citing Hofmann and Otto point out that individuals with public speaking anxiety feel worried in situations where they have to speak in public or deliver a presentation because they want to have a good impression on the audience but they are unsure if they can deliver a good speech. García-López explains further that public speaking anxiety will lead to an increase in negative thoughts, psychophysiological symptoms such as blushing and trembling, and behavioral responses such as avoidance or escape [6]. Such condition will certainly hinder or even deter the individual to feel at ease and to be able to deliver a presentation satisfactorily. Delgado, Inglés, & García-Fernández explain that public speaking anxiety usually leads individuals into exhibiting poor communication skills which hinders a speaker's achieving their objectives when engaged in oral tasks and reduces the speaker's self-confidence [7].

Farhan Uddin Raja cites Spijck statement that his research unveils the fact that almost eighty per cent of people experienced public speaking anxiety at a small or large scale. Every four out of ten people regard public speaking anxiety as the biggest fear, taking the highest position as a fear more dreadful than death [8].

From the above discussions, it is clear that public speaking anxiety is one of the biggest problems which has to be dealt with in a tactful manner so that the teaching and learning process of giving presentations can be done more effectively, moreover because the presentations being discussed here have to be conducted in *English as a foreign language* as the subject Business English Presentations is taught to students of a polytechnic in *Bandung, Indonesia*.

D. *How to Train Students to Overcome Public Speaking Anxiety*

In the case where a student has public speaking anxiety and shows reluctance to place himself in front of an audience to deliver a presentation, the teacher cannot just ask the student to be brave and have self-confidence, because being brave and having self-confidence are NOT action verbs that someone can deliberately or intentionally do as instructed. When a teacher asks a student to turn on the lights in the classroom, the student can easily stand up, walk towards the switch and turn on the lights; but when a teacher asks a student to have self-confidence, the student cannot just click a button to make himself self-confident.

Yet, some remedy should be given to students to deal with their public speaking anxiety so that they can yield better results when they practice delivering presentations. To be able to give such remedy, the teacher should first understand the causes or the reasons for the so called glossophobia.

Philip Kwaku Kankam and Samuel Osarfo Boateng explain that "negative evaluation was caused by **lack of adequate preparation, inferiority complex, fear of derision and needless comparisons among students**" [9]. Kankam and Boateng unveil further that fear of derision makes students timid and reluctant to be heard or to participate in class

activities, i.e. appearing before the class to deliver a presentation. Then, students may want to avoid delivering presentations because of their deficiency in using English and their **fear of making mistakes**.

From the previous paragraphs some key words or expressions can be highlighted, that is **inferiority complex, fear of derision, needles comparisons among students, and fear of making mistakes**. They are highlighted because all of them refer to the mental or psychological problems that students face when having to appear in public and deliver a presentation. Hence, we could conclude that those mental problems are indeed **the biggest problems** that teachers and students have to cope with when they teach or learn to deliver a presentation.

To deal with such mental problems, the method used in this research is getting students out of their comfort zone. Mike Brown mentions that the comfort zone model and its variants is based on the belief that when people are placed in a challenging or stressful situation, they will respond and rise to that situation, overcome their hesitancy or fear, and start to grow as individuals. Mike Brown explains further that, according to Luckner and Nadler it is through a student's involvement in experiences beyond his **comfort zone**, he is forced to move into an area where he feels unfamiliar and uncomfortable, and this area is called the **groan zone**; and then when the student managed to overcome their anxiety and self-doubt, he then moves from his groan zone into the **growth zone** [10].

The question now is what kind of groan zone which a teacher has to move his students into? This is very important because not all kinds of groan zone may be beneficial or conducive to the students' learning process. As pointed out by Estrellas, stress is truly a consistent part of life, but it should not be manipulated further in the guise of transformative experiences. Moreover, stress causes physiological and psychological damage [11].

The answer is, a teacher should move his students into some sort of **groan zone** that is not harmful or damaging; this groan zone should include some **enjoyable** and **challenging** aspects, like games or a warm-up activities that teachers usually give before beginning their lessons. To be more specific, this groan zone can take the form of fun activities which involve non verbal communication. García-López, Díez-Bedmar, and Almansa-Moreno unveils that it is important to train the skills of public speaking or delivering a presentation by focusing on verbal and nonverbal aspects of communication [12]. Class activities should not be stressful but enjoyable, as Judy Willies states, "Brain research tells us that when the fun stops, learning often stops too," and Judy Willies also cites Kohn's statement that when students can feel engaged and motivated with minimal stress, they achieve higher levels of cognition, make better connections, and experience the so called aha moments. This kind of learning does not come from a quiet classroom but from one with an atmosphere of exuberant discovery [13].

In a nutshell, as most students have glossophobia when they learn to deliver a presentation, and because glossophobia is a kind of anxiety or psychological matter, this research is conducted describing some attempts to deal with this speech

anxiety by getting the students out of their comfortable zone in an enjoyable way and by incorporating nonverbal aspect of communication which to a certain extent is designed to be delivered like warming up activities done prior to and during the students' presentation practice.

III. RESEARCH METHODS

This research was conducted using a qualitative descriptive method, and data were collected through observation and scoring sheets, questionnaires both online and printed, as well as interviews in the form of direct questions and answers in the class.

Observations were done by watching and giving scores to students' presentations in the pretest session at the beginning of the semester and in the end-semester examination, from which scores were recorded and calculated to later find out the progress of the students' presentations skills.

A set of questionnaires were filled out online by the students in the fifth session of the semester, and another set of questionnaires were printed and filled out in the sixteenth session or at the end of the semester.

The students involved in this research were 33 (thirty-three) male and female students who studied Business English Presentations in their sixth semester of the D3 Program of Business Administration, Politeknik Komputer Niaga LPKIA Bandung, in the academic year of 2017/2018.

This research has been conducted in line with the attempt to improve students' presentations skills, especially to increase their courage to appear before the student-audience in class, and along with it to improve their nonverbal communication skills while delivering a presentation. The procedure and data collecting were conducted as explained below.

A. *Setting Targets of the Learning Outcome*

Before starting the Business English Presentations classes, objectives were clearly defined, i.e. after passing the examinations in this subject students should be able to produce English sentences to deliver a presentation in relation to work and business, for example to talk about products, news, events or plans for business by using both verbal and nonverbal communication. The nonverbal elements of communication include body language, vocal and confidence.

B. *Designing the Syllabus*

The next step was to design the syllabus, which shows among others: the objectives of the subject, the number of sessions in one semester, the topics to be given in each session, the methods of teaching and learning, and the sources of study materials.

C. *Designing the Measuring or Scoring System and Tools*

Scores were obtained by observing the students' performance when each of them appeared before the class and delivered a presentation.

The first scores were obtained through the pretest given at the beginning of the semester, i.e. in the first session. Here the

students were asked to come to the front of the class, introduce themselves and tell the class about what they did on the last Sunday, using body language and manipulating their voice. The scores were kept to be compared to those obtained at the end of the semester in order to measure the students' progress.

There were quizzes, assignments and mid-semester examination from which scores were also obtained and calculated to decide whether each student could pass this subject. However, these scores were not used in this research bearing in mind that the purpose of this research is to compare the pretest scores and the post test scores (conducted as the end-semester examination). In this way, the progress of students' delivering presentation ability can be measured.

The last scores were obtained through the end-semester examination as mentioned above, which was held in the seventeenth session of the semester.

The same aspects were given scores both in pretest and in post test, as follows:

- Language: sentence structure, choice of words, contents (weighing 55%)
- Vocal: volume, pitch, speed (weighing 15%)
- Body language: eye contact, gestures, standing positions (weighing 15%)
- Confidence (weighing 15%)

Greater weight as much as 55% was given to the usage of the English language, considering that the main objective of this subject was actually to teach English to the students who would presumably use English in their work places or business. 45% of the total score was given to the aspects of vocal, body language and confidence. Thus the proportion of verbal and nonverbal communication scores was around 55% and 45% and they added up to 100% total final score.

Confidence was chosen to be one of the scored aspects because it is necessary to bring up an assessment of the confidence aspect so that the improvement of students' courage in delivering a presentation can be more obviously measured.

D. Conducting the Teaching and Learning Process

The teaching and learning process lasted for one semester, comprising of 15 learning sessions and two examination sessions.

In session 1 the teacher introduced himself and gave instructions on what would be done in this first session, explaining the importance of delivering presentations skills and the importance of using nonverbal communication elements. Then each student was asked to introduce himself or herself while the teacher observed and gave pretest scores.

In session 2, 3, and 4 students were made to do warming up activities. The teacher explained in advance that these activities were meant to break the ice and make the students feel at ease when doing the tasks in which speaking and body language would be done simultaneously. In other words, the warming up activities would include both verbal and nonverbal communication. It was also explained that in later activities the

teacher would ask the students to make gestures or even intentionally exaggerated gestures during their presentations. After the students practiced delivering presentations, the teacher gave motivating and constructing comments.

In session 5, the teacher gave some explanation and made the students deliver presentations in which they had to practice and work on eye contacts.

In sessions 6 and 7, the teacher gave some explanation and made the students deliver presentations in which they had to practice and work on their strong emotions (excitement, anger, sorrow, disappointment) and voice manipulation (vocal).

In session 8, the teacher gave some explanation and made the students deliver presentations in which they had to practice giving presentations using quotations. The nonverbal communication elements still had to be used for practice.

In session 9, the teacher administered the Mid-semester test. The scores acquired in this test contributed 30% to the students' final total score that each student would get at the end of the semester.

In session 10 until 12, the teacher gave some explanation and made the students deliver presentations in which they had to practice using props, slides, and numerical or statistical data. The nonverbal communication elements still had to be used for practice.

In session 13, the teacher divided the students into small groups and made them discuss the Do's and Don't's in Giving Presentations and report the results to the class.

In sessions 14 and 15, each student delivered a presentation for the teacher to give scores. These were quiz scores which contributed 20% to the students' final score.

In session 16, the teacher gave the students another chance to explore and give presentations with the topic "Two Street Hawkers".

In session 17, the teacher administered the End-semester test. The scores acquired in this test contributed 50% to the students final scores.

E. Receiving Feedback from Students

- In session 5 of the teaching and learning process, students filled out online feedback questionnaires through the Internet. They did not need to mention their names so the feedback was expected to be more honest and true. The main objectives of this feedback is to get students' evaluate the teaching and learning process conducted by the teacher, and also evaluate the facilities and equipment available.
- In session 16, students were asked to fill out printed feedback questionnaires to find out their perception on the importance of using nonverbal communication in delivering a presentation, their perception on the warming up activities, their perception on the incorporation of nonverbal communication into the teaching and learning process in the class, and their opinion on the need for applying this method in the next

Business English Presentations classes in the following semesters.

confidence when they had to cope with gloss phobia, and how it affected the students' performance or achievement when they delivered a presentation at the end of their learning process.

F. Processing Data Obtained from Questionnaires and Scores of Students' Tests

After finishing one semester of teaching and learning process, the obtained data were processed, i.e. after the students had filled out their questionnaires and after tests or examinations had been administered. These data were studied and used as the basis for explaining how the incorporation of nonverbal communication skills into the teaching and learning of English presentations affected the students' courage and

IV. RESULTS AND DISCUSSIONS

A. Interpretation of Data Obtained from Online Questionnaires

Online questionnaires were filled out by students in the 5th session of the teaching and learning process. The results are as follows: (See table 1).

TABLE I. RESULTS OF ONLINE QUESTIONNAIRES

No.	Items	Criteria	Mean	Strongly Agree	Agree	Quite Agree	Quite Disagree	Disagree	Strongly Disagree
1	The learning materials meet the students' needs	A	5.02	6	23	5	0	0	0
2	The objectives of learning are always explained at the beginning of each meeting	B	4.94	3	26	5	0	0	0
3	The proportion of lectures and practices meet students' needs	A	5.00	6	22	6	0	0	0
4	The teacher's explanations are systematic and easily understood	B	4.97	3	27	4	0	0	0
5	The teacher's speaking is at a speed easy to understand	B	4.91	4	23	7	0	0	0
6	The teacher's voice can be heard clearly	A	5.02	4	27	3	0	0	0
7	Optimal and enjoyable learning atmosphere is created	B	4.85	4	22	7	1	0	0
8	The teacher keeps the learning atmosphere interesting and lively	B	4.97	5	24	4	1	0	0
9	Audiovisual equipment is used satisfactorily	A	5.08	4	29	1	0	0	0
10	The teacher responds and answers questions satisfactorily	A	5.02	3	29	2	0	0	0
11	The teacher often assigns homework to improve understanding and mastery of the lessons	B	4.94	4	24	6	0	0	0
12	The teacher always discusses the assignments given	A	5.02	3	29	2	0	0	0
13	Conclusions are always given at the end of classes	A	5.00	4	26	4	0	0	0
14	The overall teaching and learning activities are satisfactory	B	4.97	4	25	5	0	0	0
Comparison 1-13 and 14		B	4.98	B	4.97				
15	The advantages of the subject	New knowledge							25
		Changes of attitude							16
		Changes of skills							17
16	Students' comments	<ul style="list-style-type: none"> • You are very kind. • Give less <i>homework</i>. • You are very kind. • You are not firm enough. • Please give less <i>homework</i>, because we have to do internship and write our minor thesis. • Please be more tolerant and don't give difficult <i>assignments</i> because we have to attend classes, write minor thesis and do the internship. • Keep improving. 							

The data obtained through online questionnaires show some important feedback as follows:

1) *Item number 1*: The learning materials meet the students' need. The criteria is A and the mean score is 5.02. This indicates that students thought it suitable for them to

learn English presentations with nonverbal elements included in the teaching and learning process.

2) *Item number 3:* The proportion of lectures and practices meet students' needs. The criteria is A and the mean score is 5.00. This indicates that students thought that they had enough practices of delivering presentations in addition to the explanations given by the teacher.

Here are some findings from items number 1 and 3 above. The two items and scores above are very important as the indicators that the topics, materials and the practice aspects of learning sufficiently or satisfactorily meet the students' needs.

3) *Item number 7:* Optimum and enjoyable learning atmosphere is created. The criteria is B and the mean score is 4.85. This indicates that the atmosphere, in which students had to give presentations involving the nonverbal communication elements, still met the students' expectation, they did not have any significant problems or objections, and the learning atmosphere was at the optimum level.

4) *Item number 8:* The teacher keeps the learning atmosphere interesting and lively. The criteria is B and the mean score is 4.97. This indicates that the teacher was quite successful in his efforts to maintain conducive learning atmosphere.

Here are some findings from items number 7 and 8 above. However, the "Quite Disagree" column in item number 7 is checked, and so is the "Quite Disagree" column of item number 8. This indicates that one or two students (0.03-0.06%) found that the learning atmosphere was not very enjoyable, interesting or lively. Although the percentage is very small, but the teacher should take this feedback and pay more attention to maintain and increase the learning atmosphere to be more conducive.

5) *Item number 14:* The overall teaching and learning activities are satisfactory. The criteria is B and the mean score is 4.97. This indicates that although the teaching and learning process had already been quite satisfactory, the teacher still had a number of things to improve.

6) *Comparison between 1-13 and 14:* The criteria and mean scores are B 4.98 and B 4.97. This indicates that students perceived the teacher's performance in conducting the teaching and learning process was a bit higher in score compared to the personal impression and image which the teacher gave as a socially likeable teacher. And this indicates

that the teaching and learning process was acceptable by the students.

7) *There are 25 out of 34 students (74%):* who claimed to have obtained new knowledge. Actually this is not a good indication, because it means that 9 students (26%) did not claim to have learned anything from the classes.

8) *There are 16 out of 34 students (47%):* who claimed to have experienced changes in attitude. This is not a good indication either, because it means that 18 students (53%) did not claim that their attitude had changed after attending the classes.

9) *There are 17 out of 34 students (50%):* who claimed to have experienced changes in skills. This is not a good indication, because it means that only 50% of the students had improved their English presentations skills.

It can be inferred from points 7), 8), and 9) that students did not respond to those three statements correctly. The argument is that, first, in number 7), it is quite impossible that those 26% students did not obtain any new knowledge at all from the teaching and learning process in the class, as at least they should have learned some new vocabulary.

Then, in number 8), no matter how little, those 53% students at least had experienced an increasing or decreasing likes or dislikes towards the subject or the class, and also their increasing or decreasing eagerness to get involved in the teaching and learning process.

Finally, in number 9), 50% of the students did not claim to have improved their skills. However, based on the data obtained through the Printed Questionnaires, 79% students claimed to have observed that their classmates had showed improvement by delivering better presentations at the end of the semester.

10) *The comments given by the students can be interpreted as follows:*

- The teacher was very kind and not firm enough.
- The students wanted less homework because in that semester they were busy doing internship and writing their minor thesis while they still had to attend classes.

B. Interpretation of Data Obtained from Printed Questionnaires

Printed questionnaires were distributed and filled out by the students in the 16th session of the teaching and learning process. The results are as follows: (See Table 2 and 3).

TABLE II. RESULT OF PRINTED QUESTIONNAIRES

No.	Items	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree	Total
1	The teacher made clear the importance of using nonverbal communication in delivering a presentation.	30	3				33
2	It really is important to use nonverbal communication in delivering a presentation.	27	6				33
3	You enjoy the warming up activities conducted in the class.	26	6	1			33
4	You DON'T think the warming up activities are silly and burdensome.	6	25	2			33
5	Incorporating nonverbal communication into presentation practices in the class has helped you increase your courage in delivering presentations.	11	19	3			33

Table 2. Cont.

6	You can deliver a presentation better now after going through one-semester practices of delivering presentations using verbal and nonverbal communication aspects.	23	10				33
7	During the end-semester examination, your friends could deliver a presentation better after going through one-semester of practices delivering presentations using verbal and nonverbal communication aspects.	8	18	7			33
8	Nonverbal communication should be included and be practiced by students learning Business English Presentations in the coming semester.	15	15	3			33
Total =		146	102	16			

TABLE III. RESULT OF PRINTED QUESTIONNAIRES (%)

No.	Items	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree	Total
1	The teacher made clear the importance of using nonverbal communication in delivering a presentation.	91%	9%				100%
2	It really is important to use nonverbal communication in delivering a presentation.	82%	18%				100%
3	You enjoy the warming up activities conducted in the class.	79%	18%	3%			100%
4	You DON'T think the warming up activities are silly and burdensome.	18%	76%	6%			100%
5	Incorporating nonverbal communication into presentation practices in the class has helped you increase your courage in delivering presentations.	33%	58%	9%			100%
6	You can deliver a presentation better now after going through one-semester practices of delivering presentations using verbal and nonverbal communication aspects.	70%	30%				100%
7	During the end-semester examination, your friends could deliver a presentation better after going through one-semester practices of delivering presentations using verbal and nonverbal communication aspects.	24%	55%	21%			100%
8	Nonverbal communication should be included and be practiced by students learning Business English Presentations in the coming semester.	45%	45%	9%			100%
Total =		55%	39%	6%			100%

The data obtained through printed questionnaires show the followings:

- 100% students perceived that the teacher had explained that it was important to use nonverbal communication in delivering a presentation
- 100% students believed that it was important to use nonverbal communication in delivering a presentation.
- 97% students enjoyed the warming up activities conducted in the class, and 3% of them were unsure.
- 94% students did not think the warming up activities were silly and burdensome, and 6% of them were unsure.
- 91% students felt that incorporating nonverbal communication into presentation practices in the class had helped them increase their courage in delivering presentations, and 9% of them were unsure.
- 100% students felt that they could deliver a presentation better after going through one-semester practices of delivering presentations using verbal and nonverbal communication aspects.
- 79% students perceived that during the end-semester examination, their friends could deliver their

presentation better after going through one-semester practices of delivering presentations using verbal and nonverbal communication aspects, and 21% of them were unsure.

- 90% students thought that nonverbal communication should be included and be practiced by students learning Business English Presentations in the coming semester, and 9% of them were unsure.

To summarize some of the substantially important points revealed above, it can be highlighted that almost all students felt that they and their friends could deliver English presentations in a better way after going through a one-semester teaching and learning process, in which nonverbal communication elements were included into the learning program. Students also found the warming up activities enjoyable and did not consider them silly and burdening. Furthermore, students believed that the incorporation of nonverbal communication elements into the teaching and learning process would be beneficial and should be maintained in the future semester.

C. Interpretation of Data Obtained from Pretest and Post Test

From the pretest given to 33 students at the beginning of the semesters, the following data are obtained: (See Table 4)

TABLE IV. PRETEST SCORES

No.	Students	Language	Vocal (Volume, Pitch, Speed)	Body Language (Eye, Gestures, Standing Positions)	Confidence	Final Scores
1	S01	75	65	60	60	69
2	S02	80	70	65	65	74
3	S03	75	70	65	65	71
4	S04	75	65	60	60	69
5	S05	70	60	60	60	66
6	S06	75	70	60	65	71
7	S07	85	80	65	70	79
8	S08	75	60	60	60	68
9	S09	90	70	65	65	80
10	S10	75	85	70	70	75
11	S11	85	80	70	70	80
12	S12	95	90	75	75	88
13	S13	75	65	60	60	69
14	S14	95	85	75	80	88
15	S15	95	85	75	80	88
16	S16	65	60	60	60	63
17	S17	80	75	65	65	75
18	S18	75	70	65	70	72
19	S19	75	65	65	65	71
20	S20	70	60	60	60	66
21	S21	75	70	65	70	72
22	S22	75	60	60	60	68
23	S23	70	60	60	60	66
24	S24	80	65	70	70	75
25	S25	85	65	70	75	78
26	S26	90	80	75	75	84
27	S27	95	85	75	80	88
28	S28	70	60	60	60	66
29	S29	70	60	60	60	66
30	S30	75	70	60	65	71
31	S31	60	60	60	60	60
32	S32	60	60	60	60	60
33	S33	65	60	60	60	63
Average =		77	69	65	66	73

From the End-semester Examination (posttest) given to the same 33 students at the end of the semesters, the following data are obtained: (See table 5).

TABLE V. END-SEMESTER EXAMINATION (POST TEST) SCORES

No.	Students	Language	Vocal (Volume, Pitch, Speed)	Body Language (Eye, Gestures, Standing Positions)	Confidence	Final Scores
1	S01	73	70	70	70	72
2	S02	78	77	75	80	78
3	S03	80	75	75	75	78
4	S04	68	70	65	65	67
5	S05	73	68	65	68	70
6	S06	77	75	70	75	75
7	S07	87	88	85	85	87
8	S08	78	64	63	65	72
9	S09	82	78	75	80	80
10	S10	70	93	90	95	80
11	S11	86	85	85	85	86
12	S12	96	96	96	96	96
13	S13	73	68	65	68	70
14	S14	96	98	97	98	97
15	S15	90	95	90	95	92
16	S16	63	57	55	57	60
17	S17	86	85	80	85	85

Table 5. Cont.

18	S18	80	75	78	85	80
19	S19	80	75	75	75	78
20	S20	65	60	58	60	62
21	S21	80	80	78	82	80
22	S22	78	70	70	70	74
23	S23	75	70	68	70	72
24	S24	86	85	80	85	85
25	S25	86	85	80	85	85
26	S26	90	90	90	90	90
27	S27	96	97	96	98	96
28	S28	68	70	65	65	67
29	S29	73	65	65	68	70
30	S30	80	78	75	85	80
31	S31	65	65	65	65	65
32	S32	68	70	68	68	68
33	S33	65	60	60	60	63
Average =		79	77	75	77	78

When the students' post test scores in table 5 are compared to the students' pretest scores in table 4, it can be seen that some students' scores have improved (in some items) and some other scores have decreased (in other items). For example, Student S01's Language score has decreased by 2 points; his Vocal score has improved by 5 points; his Body Language

score has improved by 10 points; his Confidence score has improved by 10 points; and his final score has improved by 3 points.

The detailed improving and decreasing scores can be seen in Table 6 below: (See table 6)

**TABLE VI. LIST OF SCORES IMPROVEMENT AND DECREASES
(EACH STUDENT'S POST TEST SCORE MINUS EACH STUDENT'S PRETEST SCORE)**

No.	Students	Language	Vocal (Volume, Pitch, Speed)	Body Language (Eye, Gestures, Standing Positions)	Confidence	Final Scores
1	S01	-2	5	10	10	3
2	S02	-2	7	10	15	4
3	S03	5	5	10	10	7
4	S04	-7	5	5	5	-2
5	S05	3	8	5	8	5
6	S06	2	5	10	10	5
7	S07	2	8	20	15	8
8	S08	3	4	3	5	3
9	S09	-8	8	10	15	1
10	S10	-5	8	20	25	5
11	S11	1	5	15	15	6
12	S12	1	6	21	21	8
13	S13	-2	3	5	8	1
14	S14	1	13	22	18	9
15	S15	-5	10	15	15	3
16	S16	-2	-3	-5	-3	-3
17	S17	6	10	15	20	10
18	S18	5	5	13	15	8
19	S19	5	10	10	10	7
20	S20	-5	0	-2	0	-3
21	S21	5	10	13	12	8
22	S22	3	10	10	10	6
23	S23	5	10	8	10	7
24	S24	6	20	10	15	10
25	S25	1	20	10	10	7
26	S26	0	10	15	15	6

Table 6. Cont.

27	S27	1	12	21	18	8
28	S28	-2	10	5	5	2
29	S29	3	5	5	8	4
30	S30	5	8	15	20	9
31	S31	5	5	5	5	5
32	S32	8	10	8	8	8
33	S33	0	0	0	0	0
Average =		1	8	10	11	15

The Average scores at the bottom row of table 6 can be interpreted as follows.

After going through one semester of teaching and learning Business English Presentations, in which nonverbal communication elements are incorporated, then:

- Students on average show some improvement in their language skills, as their average score increased by one point. This means, in general they can produce better sentence structures, choose better words, and deliver clearer and more suitable contents in their presentations.
- Students show improvement in their scores in the vocal element, as their average score improved by 8 points. This means they could manipulate their vocal volume, pitch, and speaking speed better when delivering a presentation.
- Students show improvement in their scores in body language element, as their average score improved by 10 points. This means they could better use eye contacts, gestures, and choose where to move and where to stand in term of spatial position when delivering a presentation.
- Students show improvement in their scores in confidence, as their average score improved by 11 points. This means they can cope with their anxiety and fear better when delivering a presentation
- Students show improvement in their final total scores, as their average final scores improved by 15 points.

The **biggest improvement** turns out to be at their **final score** average, and this can be interpreted that students have learned to give their presentation in a better way.

The **second biggest improvement** is at their **confidence**, and this is certainly a good result as it has been explained earlier in this research that the biggest hindrance to delivering a presentation is the fear of public speaking. It means the students here made substantial improvement in dealing with the so called glossophobia.

The **third biggest improvement** is at their **body language** aspect. On one side, this shows that the warming up activities have yielded relatively good results, and on the other side, this shows that it is more difficult for students to manipulate their vocal (average score +8) rather than to apply body language (average score +10) in their presentations.

The **forth biggest improvement**, at the same time the second smallest improvement here, is at their implementing the

vocal aspect. Students find it a bit harder to manipulate their voice when all verbal and nonverbal communication elements have to be implemented together.

The **smallest improvement** is at their **language** or verbal skills. This is so due to the increasing level of difficulty of the English language that students have to use at the end of the semester as compared to those at the beginning of the semester. The level of difficulty increased as the topics to be presented were getting harder or more challenging at the later stage of the semester, and the students had more burden when they were delivering a presentation as they had to focus on the nonverbal aspects of communication and at the same time they had to think about the English language they had to produce.

V. CONCLUSION

The skill of delivering a presentation is very important for many people, both professionals and students, but the majority of them have the so called glossophobia, which deter them from being able to deliver a good presentation, even at the learning stage.

To cope with glossophobia, incorporating nonverbal communication elements into the teaching and learning process of delivering presentations has proven to bear good fruit. The initial step of this effort is to make students aware of the importance of nonverbal communication and practicing it.

Then, warming up activities should be given in the learning sessions to break the ice on the students' side, and to let them experience the state outside their comfort zone. Attempts should be made to make students feel that these warming up activities which include verbal and nonverbal communication can be fun and enjoyable.

When students already get relatively accustomed to these warming up activities, they start to acquire the necessary courage to deal with the public speaking anxiety in a better way. Then students should certainly be given enough opportunities to try, explore, and practice delivering presentations which involve the manipulation or even the exaggeration of nonverbal communication elements.

The experience of incorporating nonverbal communication into the teaching and learning English presentation skills explained in this research has proven to yield relatively good results, i.e. the students can deliver presentations better, using more nonverbal communication, and showing greater confidence at the end of the term of the study sessions.

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