

Teachers' Non Verbal Communication In Instructional At School

Ermita

Universitas Negeri Padang
Padang, Indoensia
ermitarustam1114@gmail.com

Mella

Universitas Negeri Padang
Padang, Indoensia

Abstract—This research aims to describe the student's perception on teachers' non verbal communication in the learning process in public vocational high schools 2 cities Pariaman. The total of population is 846 students with the sample total of 91 students is selected by using stratified random sampling technique. Data collected by questionnaire with Likert Scale model that has been tested for its validity and reliability. The data is processed using the average formula. The result show that student's perceptions of non verbal communication of teachers in the learning process in public vocational high school 2 cities Pariaman is good with an average score of 3,72.

Keywords— *communication; non verbal*

I. THE BACKGROUND

Communication in learning is formulated as a process in which the teacher builds effective and affective communication relations with students so that students have the opportunity to achieve maximum success in the learning process. The purpose of building effective and affective communication is to realize learning activities that can facilitate students to achieve learning goals. In a study conducted by Haggarty & Postelhwaite in [1] about teacher and student communication it is known that teachers in schools are encouraged to encourage students to express each other the positive side of learning. In addition, instilling confidence in students that communication that expresses the positive side is very helpful for learning, helps students improve their ability to ask and advise through communication, and clarify messages communicated during learning so that possible misinterpretations can be avoided.

The usual communication between teachers and students is verbal communication such as when in the learning process in class, conversations inside and outside of school. Sometimes, verbal communication that is often used between teachers and students feels normal because teachers often ignore non-verbal communication in support of verbal communication. Non verbal communication is also very important to be used in the learning process.

Awareness of non-verbal communication is important not only for the ability to survive, but also for understanding the needs of other people's feelings, emotions, and thoughts. Calreo's research in [1] shows that messages between individuals are conveyed through the body (55%), voice

(38%) including inflection or intonation and volume, and through words or speech (7%). From the results of this study it is clear that non verbal communication is very helpful in interpreting the meaning of verbal messages. However, if the non-verbal message itself is sent it will be difficult to interpret it correctly. This is because between non verbal communication and verbal communication work together in the communication process.

According to [2] Non-verbal communication is the creation and exchange of messages by not using words such as communication that uses body movements, body attitudes, vowels or non verbal behavior in the form of sound but not in words or can be said as signs created in the process of saying a message (sound quality, up and down, speed of speech), eye contact, facial expression, proximity and touch.

Subsequently, [3] Non verbal communication is all aspects of communication that are not words. Not only gestures and body language, but also how to pronounce words such as sound changes, stop, sound color (such as differences in sounds between men and women, small children with older people), volume and accent (accent in speaking) This aspect of non-verbal communication will affect the meaning of the words spoken. The environmental aspects that influence interaction also include non-verbal communication, personal objects such as jewelry and clothing, physical appearance and facial expressions.

As for communication function of non verbal according to [2] are 1) Repetition of what has been said verbally, 2) complement to verbal messages, 3) substitute non-verbal messages against verbal messages, 4) emphasize the words spoken, 5) empower others so that people might be wrong in interpreting the message.

Based on the observations of the authors in the field, it can be seen that the teacher still lacks the use of non-verbal communication in the learning process. This can be seen from several phenomena, namely: 1) There are still teachers who deliver learning material with standing and folded hands, 2) There are still teachers who when entering the class with faces that are less smiling and even less excited, 3) Still lacking the teacher in using eye contact with students, 4) There are still teachers conveying messages in a slow voice so that students who sit in the back cannot listen to messages or learning material, 5) There are still teachers who speak quickly so

students who initially focus on the material delivered will feel depressed in learning, 6) There are still teachers who look less neat when in the classroom so students view that the teacher is less eager to carry out learning, 7) Low attention given by the teacher to students, 8) Low emotional impulse given by the teacher to his students.

The purpose of this study is to find out and get information about perceptions of how the teacher's verbal problems in the learning process are seen through posture and the teacher's body, the expression of the teacher's face, the teacher's eye contact, the teacher's speech and the teacher's appearance in learning

II. RESEARCH METHODS

This research is descriptive. The population of this study were all students of class X and class XI in SMK Negeri 2 Kota Pariaman totaling 846 students. The sample in this study amounted to 91 people by taking 10% of the total population. Data collection tools used were questionnaires arranged in a Likert Scale model consisting of 5 alternative answers, namely SL (always), SR (often), KD (sometimes), JR (rare), TP (never). Next, do a questionnaire trial to find out the validity and reliability. Then, the research data is processed with the average formula (Mean).

III. RESEARCH RESULT

The results of data processing regarding perceptions of the numbers of teachers' verbal verbal skills in the learning process in the State Vocational School (SMK) 2 of the City of Pariaman can be seen in table 1 below.

TABLE I. AVERAGE SCORE OF STUDENTS' PERCEPTIONS ABOUT COMMUNICATION NON VERBAL TEACHER IN THE LEARNING PROCESS

NO	Aspects Researched	Average Score	Category
1.	Posture and body movement	3,6	Good
2.	Facial expressions	3,5	Enough
3.	Eye contact	4,0	Good
4.	Voice intonation and speech style	3,7	Good
5.	Appearance	3,8	Good
Rata-rata		3,72	Good

Table 1 above can be seen that the average score of students' perceptions about teacher's non-verbal communication in the learning process in Kota 2 Vocational High School (SMK) Negeri Pariaman is 3.72. This means that students' perceptions of teacher's non-verbal communication in the learning process at SMK Negeri 2 Kota Pariaman have been well implemented.

IV. DISCUSSION

In this section will be the result of research on student perceptions of teacher non-verbal communication in the learning process in Kota Pariaman Vocational High School 2 through posture and gestures, facial expressions, eye contact, tone of voice and speech style, and appearance.

The results showed that students' perceptions of communication through the posture of the teacher's body in the learning process in Kota 2 Pariaman Vocational High School (SMK) with an average score of 3.6 were in the good category. The highest average score showed that students' perceptions of communication through the teacher's body movements in the learning process is the teacher directs the student to raise his hand before answering the question given, which is 4.4. This is in line with [4] opinion in answering questions that begin with each question to the whole class with the phrase "Hold your hands up if students can say to the teacher". By detailing the behavior that the teacher wants is the hands up. The teacher can anticipate and prevent improper responses (shouting answers). This can gradually be shortened to "Hands up" or simply by slightly raising the hand of the teacher. While the lowest average score is the teacher waving as a sign of leaving the class, which is 2.6. According to [4] the hand is very expressive, using hands to students is almost as easy as the teacher does with his voice. A teacher who uses his hands as a natural part of the teaching process attracts students and creates feelings of involvement. Imposing a hand sign becomes part of the teacher's code with a class. The teacher can quickly tell students what the teacher wants without talking.

Furthermore, the results of the study indicate that students' perceptions of communication through the facial expressions of teachers in the learning process with an average score of 3.5 are in the category of good enough. This shows that students' perceptions of communication through the teacher's facial expressions in the learning process that obtain the highest average score is the teacher smiles when showing a liking for the pleasant behavior of students in the learning process, which is 4.4. This causes the learning to be carried out by the teacher and students will feel fun. Then the lowest average score is the teacher shows the red face on the students who are struggling when delivering the learning material, which is 2.9. The teacher's facial expression is the teacher's emotional channel and the student's response to the various facial expressions of the teacher. Students will pay attention to the teacher when the teacher enters the classroom with a smiling face so students interpret that learning will take place pleasantly so that students want to involve themselves in learning activities.

But on the contrary, if the teacher enters the classroom without a smile, students perceive that the teacher is angry, or the teacher has a problem. This can cause students to be anxious and afraid of following learning. According to [4] students will spend a long time to see the teacher's face. If students see the teacher's face always moving, smiling and relaxed but always alert, students will believe that the teacher is in control. The teacher's face also shows every tension or defensive attitude, so try to maintain the expression to remain calm and relaxed.

Students' perceptions of communication through teacher's eye contact in the learning process. The results of the study showed that students' perceptions of communication through teacher's eye contact in the learning process with an average score of 4.0 were in the good category. Based on the results of this study showed that students' perceptions of communication

through contact the teacher's eye in the learning process that obtains the highest average score is that the teacher views the student who is speaking as a sign of feedback that the teacher is paying attention to the student who is speaking, which is 4.3. The lowest average score is that the teacher looks at one of the students as a sign of a turn to answer the questions given by the teacher, which is 3.7. This is in line with the opinion of [5] eye contact is a natural signal to communicate, by making eye contact during interaction or question and answer means that the person is involved and appreciates his interaction with a willingness to pay attention not just to listen. Whereas according to Mark Knapp in [6] the main function in eye movement is (a) to obtain feedback from an interlocutor, (b) to state the proof of communication channel with the time to talk, (c) as a signal to channel relationship, (d) as a substitute for physical distance. Then, there are several steps to use eye contact given [4] namely: (a) When the teacher speaks to a class, give the teacher's views to the whole class to ensure that all students pay attention to, (b) if students do not pay attention to the teacher, stop for a moment. Do not continue talking until the teacher gets the attention of everyone, (c) observe the whole class during the learning activity, then stop any bad behavior that appears, (d) use the teacher's gaze to turn off the student with a more glance that says "don't force".

Students' perceptions of the teacher's intonation and speech style in the learning process. The results showed that students' perceptions about teacher's voice intonation and speech style in the learning process at SMK Negeri 2 Kota Pariaman with an average score of 3.7 were in the good category. Based on the results of the study showed that the students' perceptions of the voice intonation and the style of speech of the teacher in the learning process that obtained the highest average score was the teacher explained the learning material with a loud volume, which was 4.4. This is because, when the teacher conveys the learning material students sitting on the back hear clearly, the absence of sleepy students when the teacher conveys the learning material, and the teacher also becomes the center of attention of students when speaking. Then the lowest average score is the teacher explains the learning material with a slow time, which is 3.4. According to [4] slow tempo can cause students to get bored easily with learning, make students lazy, and teachers look selfish even though speaking at a slow tempo can calm students, make the situation tense into relax, calm the noisy group or too excited, and helps understanding. [4] also mentions that using a series of different speeds during the lesson. This step will help the teacher make the learning process interesting. Think of words like gum, the teacher can extend it in the mouth or shorten it with one fast chew. This is a problem of balance for students to remain interested, but make sure that everyone can understand what the teacher is saying. In the learning process, the teacher must use a variety of sounds. The variation of sound is the change of sound from loud to soft, from high to low, from fast to slow. Then, the teacher's voice when explaining the material should vary, both in intonation, volume, tone and speed. The teacher's voice intonation also has an influence on the student's capture of the teacher's talk. The teacher's voice intonation also has an influence on the student's capture of the teacher's talk. Intonation speaks which

data will boring students so that students get tired quickly in listening. Similarly, the intonation of speech that fluctuates or falters. Things like this will be a laughing stock for students and tend to be imitated with the purpose of mocking, as a result the concentration of students also becomes disturbed. So, before the sentence is issued or spoken, the first correct arrangement is considered in terms of grammar. Because the teacher's teaching voice has an important role in giving birth to the quality of teaching. Therefore, the teacher's tone of voice and style of speech need to be well managed. Students' perceptions of communication through the teacher's appearance in the learning process. The results showed that students' perceptions of communication through teacher performance in the learning process at SMK Negeri 2 Kota Pariaman with an average score of 3.8 were in the good category. Based on the results of the study showed that students' perceptions of communication through the teacher's appearance in the learning process that obtained the highest average score was the teacher's attention to the method of dress that was in accordance with the school rules so that it became a role model for students, namely 4.4. This is because it is important for teachers to dress according to the rules in force in school so that it shows neatness and as an example of compliance with school rules. Clothing will also affect students' perceptions of their teacher, because what is attached to the body will inform who and how someone is against others. Clothing is an important communication medium. According to Stone in [7] stated that the clothes convey the message. Clothes can be seen before words are heard. The message carried by clothing depends on a number of variables, such as cultural background, experience, and so on. As communicative media, clothing has several functions. Kefgen and Specht in [7] mentions there are three dimensions of information about individuals caused by clothing, namely: (a) Clothing symbolizes and communicates information about the communicator's emotions, (b) clothing also affects the wearer's behavior as well as the behavior of the person respond to it. (c) clothing serves to distinguish someone from another person or group of one with another group. Then the lowest average score is the teacher uses excessive jewelry to school so that it disrupts their learning focus, which is 2.8. This means that there are not many teachers who use excess jewelry in the class, but the careful care of the learning process is not disrupted. The teacher uses the jewelry and teaches it to be superfluous to see students. As stated byuben (2013: 183) that appearance is a source of information that is quite important in forming a preliminary impression. Noteworthy clothing and jewelry are often used as a basis for appraisal of appropriateness as gender, age, approachability, financial well-being, social class, tastes, values and cultural background.

In general, students' perceptions of teacher's non-verbal communication in the learning process at Kota Pariaman Vocational High School 2 have been well implemented with an average score of 3.72. But it's good for the future the teacher continues to pay attention to non-verbal communication when talking with students in the classroom so that verbal messages by the teacher are also well implemented. Not only is the implementation of communication effectively the purpose of learning activities can also be achieved

maximally this is supported by the opinion of Sime in [1] there are three areas where non verbal communication has a major impact in the learning process in the classroom, namely: 1) Non verbal communication can strengthen aspects of cognitive learning, 2) Strengthen emotional bonds between teachers and students, 3) Determine the classroom atmosphere during learning.

V. CONCLUSION

Based on the results of research on student perceptions of teacher non-verbal communication in the learning process in Kota Pariaman Vocational High School 2, the following conclusions can be drawn: 1) Students' perceptions of communication through the teacher's posture and gestures in the learning process are in the good category, 2) Students' perceptions of communication through the teacher's facial expressions in the learning process are in a fairly good category, 3) Students' perceptions of communication through teacher's eye contact in the learning process are in good category, 4) Students' perceptions of the teacher's intonation and speech style in the learning process is in a good category, 5) Students' perceptions of communication through the teacher's appearance in the learning process are in the good category.

VI. SUGGESTION

Based on the conclusions stated above, there are a number of experts who are expected to be expected to the teachers in SMK Negeri 2 Kota Pariaman to: 1) pay attention to posture and body movements in the learning process, because posture and gestures play an important role as substitutes and complementary verbal language and posture and motion the body communicates many messages from the way the teacher walks, stands, speaks, and sits, 2) improves and pays attention to the facial expressions shown to students. because the facial

expression shown when speaking will inform who and how someone is at the other person. When the teacher responds to students, the teacher's facial expressions can act as a reinforcement of communication between the teacher and students, therefore try to pay attention to facial expressions to remain calm and relaxed, 3) improve and pay attention to eye contact given to students, because the teacher is making eye contact with students having opened the direction of communication and showing interest, attention, warmth and credibility, 4) improving and paying attention to the tone of voice and style of speech in the learning process. Because one of the complaints most widely expressed by students is the quality of the teacher's voice when communicating, 5) improving and paying attention to the teacher's appearance when in school, especially in the learning process because students will make the teacher a role model or example in school, the teacher should not be able to display more of them because it disrupts the focus of student learning.

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