



Prosiding SEMDIKJAR Volume 3 ini merupakan kumpulan artikel yang dipresentasikan Pada Seminar Pendidikan dan Pembelajaran (SEMDIKJAR) level Nasional . Artikel yang dipublikasikan ini merupakan artikel ilmiah yang merupakan hasil penelitian dan kajian konseptual oleh para author dari berbagai penjurur tanah air. Tema yang di angkat adalah **"Penguatan Pendidikan & Kebudayaan Untuk Menyongsong Society 5.0"**. Berkaitan dengan tema tersebut kami menghadirkan 2 narasumber sebagai pemakalah utama sesuai bidang masing-masing yaitu Prof. Dr. Hj. Suswandari, M.Pd (Uhamka) dan Prof. Dr. Mustaji, M.Pd (Unesa). Selain itu dihadirkan juga 3 narasumber internal yaitu Dr. Agus Muji Santoso, M.Pd (Investor Pembelajaran ASIC), Dr. Endang Waryanti, M.Pd (Inventor Bahasa dan Budaya), dan Dr. Feny Rita Fiantika, M.Pd ( Investor Budaya dalam Matematika). Peserta seminar nasional adalah terbuka secara umum guru dan juga dosen yang memiliki karya ilmiah terkait tema seminar yang relevan.

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## PROSIDING

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Fakultas Keguruan dan Ilmu Pendidikan

UNIVERSITAS NUSANTARA PGRI KEDIRI

Jl. KH. Ahmad Dahlan no. 76, Kediri

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Email: [semdikjar@gmail.com](mailto:semdikjar@gmail.com)

Semua artikel di dalam buku prosiding SEMINAR PENDIDIKAN DAN PENGAJARAN (SEMDIKJAR) 3 ini bukan merupakan hasil opini maupun pendirian dari penerbit. Isi dan konsekuensi dari artikel ilmiah yang ada di dalam buku ini adalah sepenuhnya tanggung jawab dari penulis, dan dilindungi oleh undang-undang.

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## Non-verbal Languages, Important Aspects Neglected By English Teachers in Teaching Speaking

Diani Nurhajati

Universitas Nusantara PGRI Kediri

[dianihamzah@unpkediri.ac.id](mailto:dianihamzah@unpkediri.ac.id)

### Abstract

To face the Industrial Era 4.0, the high school graduates must have some skills. They are critical thinking, collaboration, communication, and creativity. One of the important skills mentioned is communication. This is in line with English subject in high school. One of the basic competence of English is that students are able to respond certain texts orally and in written. So, the students study listening and speaking for oral skills, and reading and writing for written skills. Speaking is a part of oral communication taught in English subject to the students. The English teachers must take some considerations when they teach speaking. Ideally, they should introduce verbal and non-verbal languages and the ways to apply them in oral communication. Verbal language covers the choice of words dealing the topic and the sentence structure. The second includes how to deliver their idea. It covers facial expression, posture, gesture, and other body movement. Both of the languages will influence the meaning or idea that the students deliver. However, many English teachers focus on the first rather than the second aspect. They often neglect the second aspects. In this article, the writer would like to explain what non-verbal languages are, how those aspects influence the oral communication, and how to introduce those aspects in speaking class.

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**Key words:** teaching speaking, verbal language, non-verbal language

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### INTRODUCTION

In the process of teaching and learning, many teachers assign students to perform their learning in many ways. The writer found out during the observation in the classroom when she was involved in Lesson Study program. The first, the teacher assigned the students to give presentation on certain materials. Next, they also involved in classroom discussion on certain topics. Moreover, the students were assigned to interview source persons outside the class. In other words, communication skill is very important not only in language class, but in also other classes.

To make their communication successful, language teachers play important role introduce the ways to communicate effectively. The teachers can give models on how to communicate well and can be accepted by the listeners. Therefore, they can train their students through teaching.

Teaching is a process of transferring knowledge and training certain skills from one to another. One become a teacher that person who transfers knowledge and trains skills, the rest is as students who being transferred knowledge and trained the skills. According to Brown (2001: 7), teaching as showing or helping someone to learn how to do something, giving instruction,

guiding in the study of something, providing with knowledge, causing to know or understand. In other words, teaching will make somebody change: from unknown he/she becomes know, and from unable, he/she becomes able to perform something.

Teaching speaking is a process of teaching how to communicate using the target language well. It is not only about how make students understands about aspects of speaking that need in speaking process, but also teacher should teach how to communicate based on the context. It means that speaking should see the situation and condition that happened. It should understand about the place where wants to speak. Then, speaking should also look at who speaks to, and the time whether should speak or not.

Ideally, English teachers train their students to communicate properly. Communication is the process by which the students exchange information, feelings, and meanings through verbal and non-verbal message. In communication, they can use both verbal and nonverbal language. They impart knowledge and information clearly usually by using verbal language. It covers any form of communication involving words, spoken, written or signed. While nonverbal language is a silent form of communication. It allows people to send messages to others by conveying what we are feeling or thinking without verbal language.

The fact shows that many teachers neglect nonverbal language. In fact, it has many different functions in the communication process. It regulates relationships and can support or even replace verbal language in some situations. The students usually have clear knowledge about verbal language, but it is not with nonverbal. Most of them are usually not aware that they use nonverbal language in their everyday conversations.

Most of the teachers only focus on teaching verbal language in teaching speaking. They teach vocabulary, pronunciation, and grammar; rather than focus on nonverbal language, such as the body movement, facial expressions, and the posture of speaker when they communicate. Therefore, this article explains what non-verbal languages are, how those aspects influence the oral communication, and how to introduce those aspects in speaking class.

## **NONVERBAL LANGUAGE**

It is important to define nonverbal communication. According to Chaika (1982), nonverbal language refers to matters of body movement, posture, gesture, facial expression, eye gaze and physical placement between parties and interaction. There are some parts of nonverbal language; they are facial expression, gesture and posture.



## Facial Expression

The first component in kinesics is facial expression. Facial expressions become important part in communication. Schmidt and Cohn (2001) in Martinez 2012 stated that facial expressions of emotion could also play a pivotal role in human communication. The facial expressions can tell a lot about a person and what they might be thinking or how they feel. Facial expressions of a person may reveal their true feelings about a particular situation.

Like the language itself, facial expression in kinesics can be both nature and nurture. Nature means inborn or gene, while nurture means culturally determined or must be learned. The example of nature facial expressions is the emotions of happiness, sadness, surprise, fear, disgust, anger and so on. Those facial expressions are generally means the same thing in all culture, or it can be said that the expressions used to convey them are similar throughout the world. People do not need to learn to express those expressions. The prove of nature kinesics is given by Devito (1989), who stated that although a children who were born blind can smile when he feels happy or there is something fun without having opportunity to learn with their adult community. Furthermore, the example of nurture facial expression are eyebrow rising. When people raise their eyebrows, it can indicate different meaning based on its culture. The first is it may express flirting in many cultures, the second is it can indicate surprise, the third is it means agreement or "yes", and the last is it also has meaning that someone disapproves of a particular behavior. From that example (the eyebrow raising), it shows that although a person use the same facial expression but the intent and purpose behind it are different. When students read a person's facial expression, they will realize that it may not always communicate what she/he thinks he/she does. It means that they need to learn nurture facial expression in order to be able to understand them.

## Gesture

Second is Gesture. It body movement, which carry meaning when someone communicate orally. Ekman and Friesen (1969) classified gesture into five categories: emblems, illustrations, affective displays, regulators and adaptors. **Emblems** are gestures that have a specific agreed-on meaning. Emblems are easily identified because they are frequently used in specific contexts. The person who receives the gesture immediately understands what the speaker means. For example, circling the index finger around at the side of your head. **Illustrators** create a visual image and support the spoken message. They tend to be subconscious movements occurring more regularly than emblematic kinesics movements. For example, holding your hands apart to indicate size. **Affective displays** tend to be movements,

usually facial gestures, displaying specific emotions. They are less conscious than illustrators are and occur less frequently. *For example*, expressions of love, frustration, or anger. **Regulators** are body movements that control, adjust, and sustain the flow of a conversation – are frequently relied on to feedback how much of the message the listener has understood. *For example*, Head nodding and eye movements. Manik (2015) states that regulators are nonverbal which control, regulate, or influence the flow and pace of communication. For example, raising a finger or hand to indicate the desire to speak or sitting upright as well as leaning forward to show interest in the discussion and desire to be involved. **Adaptors** include changes in posture and other movements made with little awareness. These body adjustments are to perform a specific function, or to make the speaker more comfortable. Because they occur with such a low level of awareness, they are considered as the keys to understand what someone really thinks. Such as rubbing, touching, scratching the hair when speaking.

### Posture

The last is Posture. A posture is a particular position formed by the body. Posture is conventionally understood as referring to bodily positions as distinct from bodily movements, which are customarily referred to as gestures (Bull, 1987:3). Furthermore, there are four general postures that person use: standing, sitting, squatting, and lying down. When each these postures are combined with particular gestures or other nonverbal cues they can express many different meanings. Most of our communication occurs while we are standing or sitting. One interesting standing posture involves putting our hands on our hips and is a nonverbal cue that persons use subconsciously to make them look bigger and show assertiveness or discipline. When the elbows are pointed out, this prevents others from getting past us as easily and is a sign of attempted dominance or a gesture that says we're ready for action. In terms of sitting, leaning back shows informality and indifference, straddling a chair is a sign of dominance and leaning forward shows interest and attentiveness. Squatting posture can be meaning of scaring for example in rainy there is lighting and voice of thunder, directly person squatting and close his/her ears. In lying down can be meaning of tired.

Students must understand the importance of nonverbal language. The use of nonverbal language will influence the message they deliver. If they want to ensure the partner of communication they can have serious expression but friendly, little movement of their hands, and they stand stiffly. After understanding what nonverbal language is, English teachers should introduce the parts of oral communication to their students.

## THE WAYS TO TEACH NONVERBAL LANGUAGE IN SPEAKING CLASS

Teaching is not only a process of transferring knowledge from one to another, but it also shows or helps someone to learn how to do something, giving instruction, guiding in the study of something, providing with knowledge, causing to know or understand. So teaching will make somebody become understand something.

Teaching speaking is a process of teaching how to communicate well. It is not only about how make students understands about aspects of speaking that need in speaking process, but teachers should also teach how to communicate based on the context. It means that speaking should see the situation and condition that happened, and it is built by nonverbal language that a speaker uses.

To teach speaking properly, especially introduce and train them on how to use nonverbal language, English teachers should remember that they have some roles. It will facilitates learning. According to Harmer (2001: 57), teacher needs to play a number of role to facilitate the students' progress in some ways. Some of the roles are model, observer, assessor, and resource.

Firstly, as models English teachers should be a model for their students. Persons who become models on how nonverbal language is used in real communication during the teaching and learning process. They can show the expressions of agreeing, refusing, praising, etc. At the time they are speaking, they can use appropriate gesture that supports meaning or help the students understand the message.

Next, the role of English teachers is observer. They can observe whether the students have already applied the use of nonverbal language. Before they assign them, they must inform that they have to use the type of language along with the verbal language. They observe when they practice and perform how nonverbal language is used. They can also ask the student to observe their peers when they communicate orally. They can make a checklist on the aspects of nonverbal language that they have applied.

Furthermore, English teachers play a role as an assessor. They should assess every activity given to student. They should measure how far progress of the students. Here, the function of the teachers is as the assessor. Teachers become persons who give objective scoring of how students result after doing the activity in the classroom. Therefore, they should include nonverbal language as parts of the rubric.

Finally, in the teaching learning activity, students sometimes might ask something to the teachers. They might want to know information in the middle of activity. This is the task of the teachers to give some new knowledge that students is curious about. Even teachers as the resources, but sometime teacher may not be give the information immediately to the



students. Teachers should let the students to think before they share the answer. It leads students become more creative to look for the information by them self. Besides, students become more independently to face their curiosity.

## CONCLUSION

It is important for school graduates to understand nonverbal language when they study English Nonverbal skill has three major components that must be concerned; they are facial expression, gesture and posture. First, facial expression itself can be nature or nurture. Nature means inborn or does not need to be learned while nurture means the opposite. Second, gesture which can be divided into five categories; those are emblems, illustrators, affective displays, regulators and adaptors. All of those gesture categories can make people feel comfortable in their communication because it can show what someone really thinks. The last is postures, there are four general postures that person use such as standing, sitting, squatting, and lying down. Each of those postures may express different meaning. Verbal and nonverbal languages relate to each other. Therefore, to support students' communication skill, English teachers should introduce nonverbal skill to them.

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