

DISSERTATION

**THE ANALYSIS OF NON-VERBAL COMMUNICATION
STRATEGIES APPLIED BY TEACHERS AND STUDENTS IN
AN ONLINE EFL CLASSROOM AT UNIVERSITAS SULAWESI
BARAT**



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**DOCTORAL PROGRAM IN LINGUISTICS
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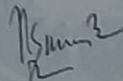
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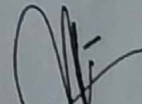
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Makassar, July 2024

Rusdiah

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Author,

Rusdiah

ABSTRAK

RUSDIAH. *Analisis Strategi Komunikasi Nonverbal yang Diterapkan oleh Dosen dan Mahasiswa secara Daring pada Kelas Bahasa Inggris sebagai Bahasa Asing di Universitas Sulawesi Barat* (dibimbing oleh Nasmilah, Abidin Pammu, dan Sukmawaty).

Penelitian ini mengeksplorasi jenis-jenis strategi komunikasi *nonverbal communication* (NVC) di kelas daring *English as a Foreign Language* (EFL) dengan fokus pada pengidentifikasian jenis-jenis strategi NVC yang diterapkan oleh dosen dan mahasiswa; strategi NVC yang paling dominan diterapkan oleh mereka; dan cara NVC memengaruhi proses kelas daring EFL di Universitas Sulawesi Barat. Studi ini mengadopsi desain metode campuran, menggunakan wawancara, dokumentasi, dan kuesioner daring sebagai instrumen pengumpulan data. Hasil penelitian menunjukkan terdapat lima strategi NVC yang diterapkan oleh dosen dalam kelas daring EFL, yaitu: ekspresi wajah (senang dan terkejut), nada suara (suara alami), penampilan (pakaian kerja), kontak mata (melihat saat berbicara dan melihat saat mendengarkan), serta gerakan (gerakan tidak terkait dengan ucapan dan gerakan terkait dengan ucapan). Sementara itu, mahasiswa menerapkan empat strategi NVC dalam kelas daring EFL, yaitu ekspresi wajah (senang), nada suara (suara alami), penampilan (pakaian kerja, pakaian kasual, dan pakaian malam), serta kontak mata (melihat saat berbicara dan melihat saat mendengarkan). Lebih lanjut, kontak mata merupakan strategi yang paling dominan diterapkan oleh dosen maupun mahasiswa dalam kelas daring. Berdasarkan diagram lingkaran, sebagian besar data atau elemen dinilai cukup baik secara keseluruhan dengan persentase kecil dinilai buruk dan sebagian besar dinilai baik. Di sisi lain, tidak ada penilaian yang sangat negatif untuk data atau elemen apa pun yang merupakan tanda positif. Kehadiran teknologi memungkinkan individu untuk berinteraksi secara tidak langsung atau yang dikenal sebagai interaksi di ruang virtual. Namun, dosen dan mahasiswa harus menguasai strategi NVC dalam kelas daring, termasuk jenis-jenis strategi NVC di kelas daring, selama *platform* mendukung untuk penerapannya.

Kata kunci: stratgi komunikasi nonverbal (NVC), kelas daring, kelas bahasa Inggris sebagai bahasa asing (EFL)



ABSTRACT

Rusdiah. The Analysis of Non-Verbal Communication (N-VC) Strategies Applied by Teachers and Students in an Online EFL Classroom at Universitas Sulawesi Barat: (Supervised by Nasmilah, Abidin Pammu, and Sukmawaty).

The study explores the types of N-VC strategies in online EFL classroom with a focus on identifying the types of N-VC strategies applied by teachers and students, the types of N-VC strategies which are most dominantly applied by both teachers and students, the way N-VC affected the process of online EFL classroom at Sulawesi Barat University. The study adopts a mix method design, employing interviews, documentation, and online questionnaires as data collection instruments. There were 5 N-VC strategies that were applied by the teachers in online EFL classroom namely: facial expression (happiness and surprise), tone of voice (natural voice), appearance (work attire), eye contact (looking while talking and looking while listening), and last is gestures (speech independent gestures and speech-related gestures). Meanwhile, the students applied 4 N-VC strategies in online EFL classroom namely: facial expression (happiness), tone of voice (natural voice), appearance (work attire, casual attire, and evening attire), and eye contact (looking while talking and looking while listening). Furthermore, eye contact is dominantly applied by both teachers and students in online EFL classroom and based on the pie chart indicates that most of the data or elements are rated as fair overall, with a small percentage being rated poorly and the bulk being rated well. On the other hand, there are no extremely negative ratings for any of the data or pieces, which is a good sign. The presence of technology allows individuals to interact with each other indirectly, or what is known as interaction in virtual space. However, teachers and students must be mastered in online EFL classroom. It is including the types of N-VC strategies in online classroom. In a reason the N-VC strategies should be applied as long as the platform supported.

Keywords: Non-Verbal Communication (N-VC) strategies, Online Classroom, English Foreign Language (EFL) classroom.



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CHAPTER I

INTRODUCTION

1.1 Background of the Study

All human beings need to communicate with each other. No matter how they do it, they need to communicate because they are social beings. They need others to help them fulfil their life. Even in Tarzan, a fairy tale about a young boy who was left in the jungle, the writer presents the character of an ape to take care of him. It proves that every human needs someone else to continue his or her life.

Human beings sometimes do not realize that they are actually always communicating with each other without saying anything. They do not always communicate by speaking but also with their gestures. For example, when a child is asked by his mother whether he has eaten or not, he can just nod his head if the answer is yes, but he can move his head from side to side if the answer is no. From that movement or gesture, the mother directly knows the answer of her question even though the child says nothing.

Non-Verbal Communication, next it is written N-VC. It plays an important role in human social interaction because it can be more honest than verbal communication. In this regard, Abercrombie (1968: 55) states what is generally taken for granted: "We speak with our vocal organs, but we

converse with our entire bodies.” Every facial expression and every gesture contribute to the overall meaning of a statement. Our body language, thus accompanies every of speech act we make, and even if we do not speak, our non-verbal behaviour constantly transmits information that can be meaningful.

N-VC serves to make the audiences’ stay focused on the public speaker when delivering something. By getting the attention of the audience, ideas will be easier to convey. N-VC through body language can be used to attract the audience’s attention. One of them is the truth of something in public speaking. Audiences’ will better understand the truth behind information because public speaker shows these true signs. This body movement is included in the language of N-VC.

Birdwhistell (1955), one of the pioneers in research on N-VC, estimates that in a conversation up to 65% of what is transmitted in the social, in interpersonal level is conveyed non-verbally. This implies that a considerable part of any message that people are sending and receiving is encoded and decoded non-verbally. Consequently, although only recently, non-verbal phenomena have become the focus of interest in various disciplines such as anthropology, psychology, sociology, and linguistics (cf. Kendon 2004).

Education is a social activity based on communication during the last decade. Ways of communicating within the educational context have changed due to the emergence and growth of online education. Students and instructors participating in web-based courses experience the need to learn how to use this channel to exchange unambiguous messages and build supportive learning communities (Dunlap & Lowenthal, 2018). Since communities are formed through interpersonal relationships comprised of both verbal and nonverbal communication, it is necessary to examine how an online learning community can establish interpersonal relationships despite the lack of traditional nonverbal cues usually present in face-to-face interactions.

In the context of teaching and learning in an online EFL classroom, however, Non-Verbal phenomena have not been given sufficient attention (cf. Eßer 2007: 320; Knabe 2007: 13). Language classes have traditionally emphasized verbal communication. Although the Common European Framework of Reference for Languages does at least intermittently pick up on N-VC (cf. 4.4.5), the way this is dealt with does not suffice. The text sporadically refers to body language in terms of pointing, gestures and mimes to support the verbal reference – but it does not include a structured and explicit description of non-verbal competences. Similarly, most manuals for foreign language teaching does not include materials and exercises that focus on N-VC (cf. Reimann 2012: 36; Özkul 2012: 17).

And yet, several recent publications in the domain of foreign language teaching show that non-verbal forms of communication are very important not only for the teaching of language, but also for intercultural learning. Gulnaz and Ismaiel (2017) had conducted research entitled “Teaching and Learning Beyond Words: The Significance of Nonverbal Communication in Saudi EFL Classrooms” which focused on male and female Saudi EFL learners. The work utilized both qualitative cum quantitative methods to collect the data. Another research had done by Karim and Sotoudehnama in 2017, entitled “A Qualitative Study on Teacher’s Nonverbal Communication and Iranian EFL Learners’ Perception of Language Learning” which also focused on four main categories of N-VC including: hand gesture, eye-contact, facial expression and tone of voice. The findings are certain recommendations have been incorporated for EFL/ESL teachers for effective use of N-VC in the classrooms. Furthermore, responses of the participants clearly manifest that they do not only have the capability to understand and distinguish between encouraging and discouraging paralinguistic behaviour of the teacher but these cues also enhance their motivation and curiosity to learn a foreign language, thus suggesting teacher to be more conscious and sensitive about using these cues in the classroom.

The researcher draws the conclusion that earlier research had looked at the effects of N-VC on teachers' methods of instruction in the classroom as

well as the reasons behind using it and students' perceptions. In the meantime, this study aims to investigate the different types of N-VC used by teachers in online EFL classrooms, as well as the differences between the types of N-VC that teachers and students prefer. It indicates that the researcher choose this topic because the goals of some earlier research and her own researcher is different. Another factor is the significance and influence of the teacher's N-VC. Sulawesi Barat University was selected as the research topic by the researcher due to its recent establishment and English teaching department. Moreover, she is eager to implement this research because no prior researchers have conducted any research on N-VC there. Additionally, one of the options available today is to use online classrooms. Furthermore, in a new province, this campus is still relatively fresh. A lot of things need to be developed, and English Education is one of them. Through the study, the researcher expects the findings will improve education on this campus and in the province.

1.2 Research Questions

Based on the background, the researcher, formulates research questions as in the following:

1. What are the types of N-VC strategies applied by teachers in an online EFL classroom at Sulawesi Barat University?

2. What are the types of N-VC strategies used by students in an online EFL classroom at Sulawesi Barat University?
3. Which of these N-VC strategies are most dominantly applied by both teachers and students in an online EFL classroom at Sulawesi Barat University?
4. How do these N-VC strategies affect the process of online EFL classrooms at Sulawesi Barat University?

1.3 Objective of the Research

In relation to the previous research questions, the researcher is able to find out:

1. The types of N-VC strategies applied by teachers in an online EFL classroom at Sulawesi Barat University.
2. The types of N-VC strategies applied by students in an online EFL classroom at Sulawesi Barat University.
3. The types of N-VC strategies which are most dominantly applied by both the teachers and students in an online EFL classroom at Sulawesi Barat University?
4. The way N-VC affected the process of online EFL classroom at Sulawesi Barat University.

1.4 Rationale of the Research

This study was conducted because, although N-VC is required in online EFL classroom, teachers and students also need to understand how to use body language effectively. It can motivate them to take advantage of it in order to promote up their education experience. It is not only what teachers say in the classroom that matters but also it is how they say it that might influence students. N-VC strategies are a crucial part of communication in the classroom.

Since what was happening prevent students regularly attending school, the significance of online education in today's global society cannot be underestimated or forgotten. The alternative in this situation is to switch from face to face to online classes. Miscommunication may result from this change. In order to avoid it, it is thought to be important to foster greater comprehension of N-VC strategies between students and their teachers.

1.5 Significance of the Research

The result of this research provides theoretical and practical contribution to the field of pedagogy in EFL context.

1.5.1 Theoretically

- a. This study stimulates the teachers or lecturers to the use of N-VC strategies in the ELT instruction at a particular EFL context. At least

the research provides useful insights about the importance of pragmatics field in the ELT practices within the Indonesian context.

- b. The result of this research can be integrated to elements of teaching namely: materials, methods, and management. In example, learning materials (content) are selected to reflect the targeted N-VC. Otherwise, lecturers create their own learning materials related to it.
- c. The finding of the research give contribution about the theory of effective teaching by means of N-VC strategies.

1.5.2 Practically

This research contributes to the practice of ELT especially to the strengthening of the role of both teachers and students in the engagement of online teaching contact during the pandemic era. Both teachers and students are aware of the importance of sign language, which has been neglected over the past few years.

1.6 Scope of the Research

This research deals with the foreign language teaching to English education of Sulawesi Barat University. It is the subject of applied Linguistics research which is focused on N-VC strategies and its definition. It is laid out in an online EFL classroom.

The main focus in this research is the N-VC strategies in foreign language teaching to English education undergraduate students. The

researcher also justifies the students and teachers' effect of the applied of N-VC strategies in an online EFL classroom. Media platform used is Zoom meeting because it is used for video conferences instead of direct meetings in the classroom and enables a discussion, so that N-VC strategies were able to be identified. Another reason is the capacity to conduct meetings for more than 100 people, which is supported by Zoom features such as chat-box, share screen, and raising hands.

1.7 Operational Definition

N-VC is unspoken communication or the use of entire body to communicate and share meaning. Types of N-VC strategies in offline learning are physical appearance, kinesics, oculusics, haptics, vocalics, proxemics, chronemics, and olfactics. N-VC strategies in online learning consist of face expression, tone of voice, appearance, gesture, and eye contact.

The types of N-VC strategies that are favoured by teachers and students have similarities and differences. Those differences are factors that must be noted, so that the teachers can maximize learning by using the types of N-VC strategies that are favoured by teachers and students.

Online learning is learning process that uses learning media platform that can be accessed by using internet services. Media platform used in this research is Zoom cloud meeting while teacher and students are in online EFL classroom at Universitas Sulawesi Barat.

EFL is abbreviation for English as a Foreign Language. It is the educational setting where English is taught to learners whose native language is not English and they are in a country where English is not an official language. In another words, it is a foreign language because it is not as a means of first language communication. For example, students in Indonesia who are learning English are considered EFL students because English is not an official language of their country.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Previous Studies

There have been a lot of researchers that have conducted in relation to pragmatics and its implication to language teaching and pedagogy. The researches have been conducted in both ESL and EFL contexts with varied findings that have inspired many scholars and researchers have been in both ESL and EFL in pragmatics and sociolinguistics. More dominant research findings have been identified to relate to body language and N-VC in different cultural contexts of language learning. Research in body language have attracted the attention of teaching practitioners because of its positive effects in bridging language learning when used in proper manner and proper context of language learning.

The prior research was conducted by Raudatu Rahma (2020) entitled, The Analysis of Non-Verbal Behavior in Students Speaking Performance at IAIN METRO. The research focuses on uncovering perceptions of classroom misbehaviors among secondary school students. Findings revealed that students tended to perceive misbehaviors as those actions inappropriate in the classroom settings and even disrupting teachers' teaching and other students' learning. This study has similarities and differences with the prior

research. The equation in the prior research with this research is to examine the non-verbal behavior in communication.

Another research was conducted by Busa (2014). The research focuses on reviewing literature showing the tight connection between language, speech and gestures. The sample used in prior research ESL (English as a Second Language)/EFL (English as a Foreign Language) classes teaching. The research findings revealed reviewing literature showing the tight connection between language, speech, gesture, and the problems that might arise in cross-cultural communication when speakers use and interpret body language according to different conventions. This study has similarities and differences with the prior research.

Conceptual paper in relation to culture and its relation to language has also been documented in the literature of N-VC. In 2003, Lee Su Kim published a paper entitled, Exploring the Relationship between Language, Culture and Identity that explore the interconnectedness of language and culture and how language and culture impact upon one's identity. It will first define the three constructs – language, culture and identity. The paper concludes that it is obvious then that understanding learners' struggles in learning the English language involves not just his/her difficulties in the classroom but also an awareness of how sociocultural meanings are linked in complicated ways to sociocultural identities.

Even if no immediate pedagogies arise from research with a conceptualist orientation, creating and fostering a critical awareness is an important step taken. Teachers and practitioners should be aware that the classroom is not a neat, self-contained mini-society isolated from the outside world but an integral part of the larger society where the reproduction of many forms of domination and resistance based on gender, ethnicity, class, race, religion and language is a daily event. In Malaysia, it is not uncommon to hear English language teachers complain that their students need to practice the target language more often outside the classroom. This does not mean that teachers should not encourage their students to use the target language but that they should be aware of the problems their students may face beyond the classroom, and teach their students coping strategies. This is more vital especially with students in particular settings who may experience resentment when they use English. There is a need for more exploration and reflection on how to develop and organize pedagogies to help students in such settings and a need for more appropriate classroom approaches based on a sharper awareness of learners and the complex problems they face outside the classroom. Teachers should engage in self-reflection and examine their own teaching foundations and experiences and cultural biases

Another important documentation in relation pragmatics is conducted by Wan Roselezam bt. Wan Yahya under the title, "Female Silence in K.S.

Maniam's Play *The Sandpit: A Monologue* (2003). This paper explores the concept of female silence in K.S. Maniam's play *The Sandpit: A Monologue*. It is his portrayal of the mental conflict of his female protagonist as a result of a polygamous marriage in a working-class Indian family. Maniam uses the monologue to convey his protagonist's various emotions and thoughts which could not have been presented adequately if conveyed in dialogue form. The silence and passivity of Santa is seen as active when viewed using this paradigm of female silence (a feminist criticism) because the silences are strategies used by her to resist the oppressive social roles prescribed by her traditional Indian customs. The isolation of Santha from the beginning to the end of her monologue is, of course, in keeping with the traditional role and place of women in Indian society, which the playwright seems to view as the acceptable female condition in a patriarchal society. Maniam's conclusion seems to exalt the suffering, sacrificing, submissive wife, since it is through these qualities that she will not only survive, but finally triumph.

Another important documentation in relation to N-VC is conducted by Hye Yong Cho (2015) entitled, *Two Faces of Collaboration: A Critical Perspective on Effects of Collaboration in Learners' Corpus Consultation*. Given the two sides of collaboration, this study provides a critical investigation on the functions of collaboration in learners' corpus consultation. Through two collaborative corpus analysis sessions, three students of different L2 proficiency levels assisted each other's understanding of corpus data to

complete group activities., The students' verbal and nonverbal behaviors during corpus analysis became the main source of investigation, complemented by the results of pre-/post-interviews and the researcher's direct observations. The findings of this study suggest that collaboration creates significant power and inequality among the participants by gradually marginalizing the less capable students in the group from the learning process and increasing the psychological burden for the most capable students. In addition, collaborative work during corpus consultation could impede critical learning opportunities for individual students to pursue personal queries during collaboration. Despite some limitations, the findings of this study provide a realistic picture of collaboration in learners' corpus consultation and suggest pedagogical implications to corpus-based instruction.

The final important documentation in relation to pragmatic is conducted by Siew Ming Thang (2020) entitled, "Processing of a Multi-representational Science Passage by ESL Learners. This paper reports on a study undertaken to examine 28 ESL undergraduates' eye fixations when reading a science passage in English with an accompanying diagram. The data collection involves two stages. The first stage concerned the reading of the science passage and the second stage comprised short retrospective interviews conducted to explore the reasons behind the learners' processing. Result of the eye tracking analysis indicate that similar to the processing of language

learning materials, the ESL learners' processing of the science passage was also mainly focused on the text (henceforth, "heavily text-based"). Findings from the retrospective interviews indicate that although a heavily text-based processing strategy was evident, most of the learners found the graphic input helpful. Analysis of the interviews also revealed that some learners were not aware of the strategies that they employed during the reading process. Although the eye tracking data imply that the ESL learners lacked the awareness and strategy to read and process multi-representational science texts in English effectively, the interviews suggest that they were aware of this potential and benefits of processing the accompanying diagram for overall comprehension. Effective design principles for multi-representational materials are suggested to promote more strategic processing among learners.

2.2 Theoretical Background

2.2.1 Definition Non-Verbal Communication

N-VC is information that is not written or spoken; people comprehend something that is non-verbal. Humans have the capability of receiving information besides what is written or spoken. Our senses of touch, taste, sight, hearing, smell, signs, symbols, colors, facial expressions, gestures, posture, and intuition are the primary sources of the non-verbal messages they receive. It is a silent language not formally taught, and which has existed

before language was invented. N-VC is a ubiquitous element of communication and has the ability to produce meaning across all forms of social interaction and any N-VC has the potential to communicate meaning.

N-VC in language are a highly plausible explanation for those gestures that accompany speech, the most popular approaches to other forms of N-VC, such as facial behavior for a review on facial expressions from an evolutionary. N-VC has been defined as communication without words. It includes apparent behaviors such as facial expressions, eye movement, touching, and tones of voice, as well as less obvious messages such as dress, posture, and spatial distance between two or more people. "Everything communicates," including material objects, physical space, and time systems. Although verbal output can be turned off, non-verbal cannot. Even silence period speaks Non-Verbal behavior is communication the information conveyed is hidden, implicit, covert, unexplained, and sometimes, not obvious to the casual observer. According to Rasyid (2013), N-VC which refers to implicit message which are mediated by teacher' actions such as eye contact, gestures, facial expression, body positioning, physical proximity, personal touch, and body movement.

Depending on their knowledge, N-VC can be understood between the team members. At the same time, N-VC is subtle, yet critical in obtaining information non-verbal behavior communication plays an important role in

human social interaction. We speak with our vocal cords organs, but we converse with our entire bodies. Every facial expression and every gesture contribute to the overall meaning of a statement. Body language thus accompanies every speech act people make, and even if people do not speak, non-verbal behavior constantly transmits information that can be meaningful.

2.2.2 Types of N-VC

N-VC includes those overt behaviors such as facial expressions, eye contact, gestures, head movement, facial expressions, posture, and mood.

a) Eye contact

Eyes are the window to the soul; this explains why interlocutors focus their interest on the eyes during any interactional episode. Eyes are, by nature, highly expressive means of communication. Therefore, the eye behavior has more probability to be captured than any other non-verbal cues. Unfortunately, people have less control over their eyes and that is why their eye movement is more expressive than any other movement of their body behavior.

The function of eye behavior is monitoring feedback, when the speaker focuses his eye contact on the listener this means that he seeks the other person's approval or disapproval to what he says. Consequently, if the

listener looks away and gazes in the other direction, this can be counted as harmful and rude in all cultures generally. Finally, eye contact and gazing behavior can serve expressing one's most emotional thought and feelings better than any other means of communication. It is not surprisingly significant that a liar will always avoid eye contact for the sake of not feeling nervous and getting caught.

According to Khan in Rusdiah (2017), he stated that eye contact is important aspect of non-verbal behaviours. In interpersonal interaction, it serves three main purposes, namely: to give and receive feedback, to let a partner know when it is their 'turn' to speak, and to communicate something about a relationship between people.

b) Gesture

Gestures are movements that people make with their hands, face and head to show a particular meaning. This definition suggest that the visible bodily actions performed through hands, head and face hold meaning for their own and are used to convey particular messages among interlocutors. The face is rich in communicative potential. It is the primary site for communication of emotional states, it reflects interpersonal attitudes; it provides non-verbal feedback on the comments of others; and some scholars say it is the primary source of information next to human speech. For these reasons, and because of the face's visibility, people pay a great deal of

attention to the messages people receive from the faces of others. From this definition, it can infer that interlocutors are hyper attentive to the facial expression of others for the great deal of meaning and impressions they can genuinely express.

c) Head Movement

This non-verbal channel might be slightly akin to eye contact in the sense that the directionality of head movement, in most cases, naturally corresponds to that of eye contact. It is, however, different from gestures in that head movements, with a comparative scarcity in variedness, are overwhelmingly instantiated via head nod or head shake though other vertical or horizontal movements of the head, such as one-way leftward movement from a central position, can also constitute a basic occurrence of head movement under discussion.

Certain people have a propensity to move their heads while they speak. Some people nod quickly while they speak, while others nod more slowly. In communication, it can be interpreted negatively if a speaker shakes their head a lot.

d) Facial Expressions

Facial expressions may give away thoughts and feelings. Therefore, people make an effort to constantly maintain a “poker face” throughout

games, and assume the same posture while minimizing their gestures. The players are especially careful in the manner they handle the chips when betting or calling, using the same speed and motion so their enthusiasm isn't disclosed. The reason so many poker players wear dark glasses is more complex than merely because they don't want other players to read a tell. Tells are what a poker player looks for in a game. They are nonverbal clues that reveal if a player has a good hand or if they are bluffing. The outstanding poker players are those who can read a tell very well and take advantage of it. However, people must consider that facial expressions are indicators of our emotions, attitudes and feelings, people often consciously attempt to mask them. As a result, the experts in reading facial expressions believe that there are individuals who are extremely capable of masking single emotions very well, which is a major requirement in the art of acting. Good actors have studied the art of facial expressions as part of their craft and are masters of communicating their emotions through facial expressions. To them portraying emotions is as simple as turning a water faucet on and off.

e) Posture and Mood

A posture is defined as any position that determines the maintenance of balance with maximum stability, minimal energy consumption and minimal stress of the anatomical structures Carini, et al, (2017). In traditional psychiatry and expression psychology, the relation between the trait-posture

and attitude or mood has been focused. There is long-standing knowledge that certain body postures are associated with a specific mood, attitude, or even personality.

To summarize, the interdisciplinary review gives evidence that there is ample empirical evidence that movement behavior is associated with cognitive, emotional, and interactive processes. More specifically different classes of movement behavior are related in various manners to within-subject cognitive and emotional processes and between subjects interactive processes. While gestures have been linked predominantly to cognitive processes, self-touch has been investigated in the context of affective states and stress. Postures have been related to attitude, mood, and affective states, and rest positions have been analyzed with regard to their function in interactions.

2.2.3 Meaning of Body Language

Body language is the language people speak without words. When people say, “communication” people often think of “words”, “speaking”, and “presentations”. However, communication is much more than words. People can communicate exceptionally accurately without saying one word just with their body. Every part of body can speak as eloquently as words; perhaps, even better than words. The way people stand, the way people hold their head, the way people position their palms, hands, arms, legs – everything

says something. Sometimes, people can pick up the unsaid message in an instant – like when someone is aggressive – and sometimes it takes a little more time. There are many theories about how much communication people do through their body language. One that people will find quoted most often is the Mehrabian theory – by Dr Albert Mehrabian - which states that about 7 percent of communication is done through words, 38 percent is through the tone of our voice and a whopping 55 percent is through body language. In other words, the N-VC amount to an astounding 93 percent.

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through body language. In other words, the N-VC represents an incredible 93 percent.

2.2.4 Why Body Language is Important

Body language or visual and voice are about 93 percent is significant. This number itself – even if many say it is approximate – is hugely impressive. This indicates how important it is to learn to read body language – because the actual message comes from there. It is indeed very important to know what the other person really wants to convey. This type of information would make life quite easy. Most people are able to “pick up the signals” even if they do not actually know how to read body language. For example, you enter a room and you “know” whether they were talking something friendly or arguing about something. The body language of the people in the room will “tell” you the mood instantly, though if you were asked why, you deduced that you would not be able to explain.

Learning accurately to read body language is a skill like any other. For example, Sherlock Holmes and his amazing observational skills. Detectives like, FBI agents, people working in intelligence and espionage, professional gamblers, magicians, and the like, are trained in the art of reading body language. They use this skill to fool people into believing that they are what - they-are-not. There are many signals that body will send involuntarily. For example, people will grimace at the sight of vomit or feces on a plate; people

may smile at the picture of a kitten playing or flower blooming or car or horse racing with abandon.

Knowing the body language would help to control communication so people can “transmit” the message transmitted. Knowing to read body language will help to establish leadership and maintain it;- establish a friendly and conducive environment formally and informally wherever you go;- amplify and optimize your persuasion powers and thereby being able to get people to do what you want to them to do; - win people’s trust; - ensure that you choose friends, colleagues, employees, etc. better. These are only a handful of benefits you may gain from learning to read body language. The best is that you will be able to stay in control of most situations because you will know not only to read other people’s signals but also to know what signals you should send yourself. it sounds like a foolproof recipe for success.

2.2.5 Reading Body Language is All in Context

Body language reading is an instinctive ability that is frequently used without conscious thought. Instances of this include the capacity to discern, even in the absence of spoken communication, a superior's unpleasant attitude upon their arrival. Similar to this, it can tell when a youngster is hiding anything without providing hard proof, or when a spouse is worried even though they are trying to act indifferent. This ability also includes anticipating the type of news—positive or negative—before it is said aloud and identifying

adultery in a partner even in the absence of concrete evidence. In addition, it would have the ability to detect whether someone is ready for conflict without having to speak with them directly and to infer animosity from someone else even in the absence of explicit confirmation. These examples show how adept the subconscious is at deciphering non-verbal clues.

The intrinsic ability to decipher non-verbal information is best illustrated by the "you know" phenomenon—the automatic reading of body language. But since autistic people usually do not have this skill and just speak verbally, it is simpler to trick them with words alone. Although most people have some understanding of body language, this fundamental ability is insufficient to provide a meaningful advantage. The real advantage comes from the intentional recognition and deciphering of faint signals. At this advanced stage, one has confident and accurate knowledge because they are no longer doubting or questioning the observed signs. This enhanced awareness can yield a clear benefit, similar to reading the thoughts of others.

2.2.6 The Functions of N-VC

N-VC in fact constitutes most of what the people intend to communicate. In another words, it does not involve words. It also can be seen a lot in routines and habits. Besides that, it is an automatic response to situations, so people will do this subconsciously. This communication will

affect so many communication skills. Those can support, or even destroy, the true intentions of what people want to express.

The function carried out by N-VC as listed by (Kurniawan, 2021) that help the sender and receiver of message understand information and expressions. The following is an explanation:

a. Reinforcement

The first N-VC function is the reinforcement function. This means that the people can use N-VC to duplicate and support verbal messages. This function makes verbal messages clearer so as to avoid misunderstandings.

Here are some examples for reinforcement here. When one of your friends enters a competition, you do not just say “good luck.” You will be smiling and enthusiastic when you say the words of encouragement. Then, when the competition starts, you do not just shout their name. You also wave, clap, and jump to show that you support them. N-VC confirms the message so that the recipient can understand it properly.

Likewise, when you are mad at your younger brother, you do not just say it. You also frown and raise your voice. In extreme cases, you may end up being more aggressive. You clench your fists, stomp your feet as you walk out, and slam the door loudly. A combination of verbal and nonverbal messages will reinforce your anger.

The scenario can not be imagined above without N-VC. All the human movement will just look like a robot. Other people who are listening will also think that what you are saying may not be the truth.

N-VC will give meaning and emotion to verbal messages. The meaning of words can depend on the tone of voice and body language of the sender. People also use the reinforcement function during the recruiting process. In interviews, management pays close attention to body language and paralinguistics, as they will give away clues to your thoughts and emotions. Therefore, it would be better if you could master the N-VC strategies. Applying the appropriate hand gestures at the appropriate time when speaking, watching your posture, speaking clearly, and using a moderate voice. Each of these can claim or support that a person is a strong candidate.

b. Substitution

The second function of N-VC is substitution. There are times when N-VC is enough to send a message. It can be more expressive and meaningful than words. In many cases, N-VC is easier to do and understand. It also can be done in many ways, so it is a versatile communication tool.

N-VC strategies like waving are frequently used to replace spoken greetings like "hello" or "goodbye." In addition, instead of asking for silence out loud, people may raise their hands to indicate that someone should stop

speaking. A tender touch is frequently chosen over spoken words as a communication and consoling strategy when loved ones are upset.

One of the best uses of substitution functions is as a solution to overcome language barriers. People speak different languages, while others cannot speak at all. For example, babies cannot use words yet, but we can observe their reactions and body language to know what they want. When you visit other countries and cultures, you will also rely on N-VC. This will help you understand what the natives are saying. In another example, people are not allowed to make a noise if someone is giving a lecture or recitation. The people usually use N-VC to convey its meaning.

Another useful use of the substitution function is in sensitive situations. Sometimes, words should not be said out loud because of the effect can have on others. In this case, it is better to give N-VC strategies than to say something.

Despite all the benefits of the functions, people have to be careful when using it. Without words, N-VC strategies can also be confusing. They can mean different things to other people.

c. Contradiction

The third function of N-VC is contradiction. Verbal and N-VC are two sides of the coin. The two forms are complementary. They occasionally

convey contradictory messages. The function of contradictory comes into play here. This might send contradictory signals.

Mixed messages can be perplexing and frequently lead to misunderstandings that hurt people. Others insult with contradictory verbal and N-VC cues. Sarcasm is a prime example. Sarcastic people are skilled at using contradictory words and paraphrases to say the exact opposite of what they mean.

Unintentional contradictions can also happen. People occasionally behave differently when they do as they speak. When they do as they speak, it might be perplexed. The typical response is to pay attention to their behavior and body language to determine what they mean. For instance, someone might reassure that everything is fine. He appears to be either sad or worn out, though, you can see something is bothering him.

Humans start to develop non-verbal communication cues long before they learn to speak. Think about the substitutional strategies that newborns employ, for example. Spoken language is surpassed in the growth of communication by gestures and body language. Because it happens more naturally and without prompting, N-VC is harder to simulate mechanically. As a result, N-VC strategies are frequently thought to be more trustworthy than spoken words as markers of genuine intent.

It can be noticed that a lot of people are interested in the subject of reading body language or N-VC strategies. They offer hints about whether

someone is lying, along with facial expressions. When reading and working with people, being aware of when the contradictory function occurs is a powerful tool. A specialist in this area is referred to as a forensic linguist. This area of linguistics looks into, evaluates, and assesses language relation to the law. Forensic linguistics can be utilized as an evidence technique in court proceedings or criminal cases, and it can be shown to the judge, lawyers or police.

d. Accentuation

The fourth function of N-VC is accentuation. It is like an increase in the reinforcement function. Accentuation means to put emphasis on something. While the reinforcement function supports the meaning of words, the accentuation function adds intensity or strength to the words.

Think about the first time we run into a friend again. "I am glad to see you again!" is one thing we might say to them. It will usually be accompanied by a big hug and a smile to reinforce the message. And to emphasize or draw attention to it, we speak out loud, more enthusiastically, and smile wider.

Accentuation is frequently noted when people speak something interesting. This is especially noticeable when a speaker participates in a campaign. The speaker may make strong hand motions to accentuate points, move quickly across the stage, and project their voice. Accentuation serves

the same purpose as an exclamation mark in textual communication. It draws attention to the importance and force of words.

e. Regulation

The last function of N-VC is regulation. It will help to take turn in speaking, without using words, so that people do not disturb others. This helps to send signals when people want a response or when people are done talking and want someone else to talk. People can use paralinguage, gestures, and eye contact in this function.

Pitch is a paraphrase that is useful in expressing intentions to ask a question. Raising the tone or intonation at the end of a sentence, signaling to others that people are asking them. On the other hand, when people lower their pitch, it means their sentence has ended.

Both the vocal volume and the pauses can convey meaning. Raising one's voice during specific speech segments indicates that the listener must focus on the arguments being made. This is akin to alerting the audience that the most significant or climactic portion of your speech is about to begin. Pausing also conveys the idea that you want your listeners to reflect on what you just stated. Give them a moment to comprehend your argument by pausing. Politicians and speakers alike utilize it as a very effective speech tool.

When people speak, people also use body to direct the audience's attention to something or someone. For example, when we want to thank someone, we turn our bodies towards them. Sometimes, we use our hands to ask them to stand up so everyone can see them in the crowd.

People also use body language to signal when people want to speak or ask someone else to speak. For example, if you are part of an audience, you could raise your hand to signal that you have something to ask or say. You do not say your intentions out loud because that will only interrupt the speaker. And as a speaker, you also use your body language to signal the next speaker to be ready to take over.

It can be noticed that some of the examples are substitution functions. That is indeed a substitution function and this N-VC can be used to arrange your speech. Therefore, they are written in this function section. The regulation function is very helpful in formal speech. It also helps when you are facilitating a conversation as long as the meaning of the N-VC you are making is the same for everyone involved.

2.2.7 Meaning of N-VC in relation to value

N-VC is defined in opposition to verbal communication: all phenomena with a communicative value that are not part of verbal communication are summarized under the umbrella term 'N-VC'. As the psychologist Scherer (1980: 225) notes, ambiguities in the use of the term can often be traced back

to the fact that the term 'non-verbal' refers both to visible phenomena such as gestures and facial expression as well as to audible aspects such as speaking styles and quality of speech. It is for this reason that Scherer (ibid.) proposes making a distinction between vocal and non-vocal phenomena. On the one hand people can, therefore, find paralinguistic (i.e. vocal) phenomena such as individual characteristics of the voice, speech melody, temporal aspects, forms of articulation and side noise. On the other hand, there are non-vocal phenomena in conversation such as the external characteristics of a speaker, physical reactions and a number of kinesics phenomena, which can be divided into macro-kinesics and micro-kinesics phenomena.

Observing such non-verbal phenomena in conversation plays an important role in the interpretation of meaning, for instance when it comes to assessing others, to the creation of closeness and distance or to understanding the relationship between conversation partners: First, our physical appearance provides nonverbal cues that others use to make judgments about us. Second, the way we use space [...] helps us regulate intimacy and control our sensory exposure to others. Third, the way we move our bodies [...] provides information about us to others. Fourth, the way we use our voice [...] tells others how we define the relationship between ourselves and them. Fifth, the degree to which we touch others and the degree to which we allow others to touch us provides cues to how we see our relationships (Gudykunst/Kim 1997: 225).

One has to consider two things (cf. Scherer 1980: 227f.). First, non-verbal signs are not always coded in an unambiguous way. This is due to the fact that not all signs are emblematic, which means that they can be used in different ways by individuals according to the context or specific group. Moreover, there can be cultural differences in the use of one and the same sign. Second, non-verbal signs are not always transmitted in an intentional way, that is, there is not necessarily a specific intention underlying the use of a sign. A large part of N-VC happens unconsciously. The way closeness and distance are established through physical contact between individuals, for instance, is something that usually happens unconsciously, although physical touch can be used intentionally in particular situations, for example the act of shaking somebody's hand when greeting them. (cf. Strasser 2008: 65f).

2.2.8 Integration of N-VC strategies in Teaching

One of the best ways to help students make better N-VC is integrating those skills in teaching. It is including teaching speaking. Those are as follows:

a) Rendering meaningful input texts related to cultures

Social skills can be integrated in meaningful spoken and written text, moral values, social skills, local wisdom are inherent in the materials themselves. The lecturers should find out, identify, and convey them to their students while they are discussing contents and linguistics features and they

are useful in their own lives, working environment, or in grasping opportunities.

b) Discussing contents and linguistic features

1) Contents

One should be sensitive to conditions and situations existing in the place where they live. Everything they do must be meaningful experiences (Zamroni in Sukarno, 2012). The lecturers should be sensitive to the moral values, social skills, and local wisdom inherent in the text.

Developing students' characters, lecturers should cater the students with meaningfully real examples as characters cannot be forced but can be implanted, created, developed, and educated. The example of social skills in the text should be clearly stated and conveyed to the students. The lecturers then suggest that the students practice and apply what they learn and get from the discussion in the class into their real-life activities. It means that when positive values and the search for meaning and purpose are places at the heart of learning and teaching, education itself is valued. If each student's culture can be identified, explored, and elaborated, there will be cultural understanding among the students attending the class. They will know more their classmates' cultures and understand that each (local) culture has moral values/social skills, living values, and wisdom.

In every topic discussed in the class, the lecturers should be able to make inference about values and reflect what they do in the classroom to be applied outside of the classroom. It supports the process of learning as a meaning-making process, contributing to the development of critical thinking, imagination, understanding, self-awareness, intrapersonal and interpersonal skills and consideration of others. Effective values educators (include lecturers) are aware of their own thoughts, feeling, attitudes and behaviours and sensitive to the impact these have on others. Furthermore, the lecturers should be able to impart the students' real actions reflecting good characters and social skills. It is the hardest thing to do because they give more impacts than advice does. Action talks louder than words.

2) Linguistic Features in Speaking

Discussing English language features (morphology, phonology, pronunciation, grammatical rules, and punctuation) implies social skills. In discussing some topics for example, when the students determine topics in speaking, it means that they have to be initiative and creative in developing the topic. When they revise their draft, they learn to be open minded, honest, and responsible. When they present their topic, they are to be informative. Each linguistic feature has values to develop as long as the lecturers are sensitive enough. At the end of the discussion, the lecturers should tell the students that in fact they also learn to have social skills.

3) Activities

Activities during the teaching and learning can be categorized into individual work, group work, and classical work. Each type of activities has social skills to develop, practice, and apply. Individual work makes every student become autonomous, honest, and responsible. Group work makes the students possess responsibility, care, understanding, and tolerance. Classical work has the same impacts as group work does, but it occurs in a larger community. It trains the students to live in real community, social lives. At the end of the activities the lecturers should also tell the students social skills to develop.

4) Using appropriate English expressions

N-VC can be implemented, developed, and applied in using appropriate English expressions are politeness, empathy, respect, care, etc. For examples: requesting can develop 'being polite' and 'respectful'. Expression of sympathy can develop being 'caring' and 'empathetic, and so forth. After using such expressions, the lecturers tell that they should apply what they have learned in the class in their daily lives. The lecturers can also tell what social skills the students should develop while they are learning and using such expressions.

2.2.9 Cultural Perspective

Every single culture has different forms of communication. In American culture, they have direct forms of communication, dislike small talk, have a lot of information in verbal messages, and are rarely deeply embedded context. Meanwhile, Japanese culture has a form of communication that is not direct, the information given is often not through words, giving a lot implicit meaning, and being able to interpret feelings without having to express them verbally.

Hall (1976 in Junita, *Pengertian High and Low Context Cultures*, 2022) categorized in two cultures namely: high context culture and low context culture. In high-context culture, communication style is influenced by the closeness of the relationship, hierarchy social, and strong behavioural norms (Kim et al, 1998). High-context cultures have traits typical that is using a lot of N-VC to express implicit meaning. In contrast, in low-context cultures, meaning is explicitly stated through verbal communication. Low context cultures are characterized by direct and linear communication by constant and sometimes never-ending use of words. Communication is direct, precise, dramatic, open, and based on true feelings or intentions (Gudykunst & Ting Tommey, 1988).

Indonesia is included in the high context culture. Major communication style its people are influenced by social hierarchies and have strong norms of behaviour. Nevertheless, Indonesia can be categorized as a medium context

culture (strong verbal communication but still strongly influenced by hierarchies and norms of behavior) because there are several cultures there that have strong verbal communication.

Mandar is one of the tribes in Indonesia that the researcher classifies as having a medium context culture which is located in West Sulawesi. The communication style of the Mandarese is categorized by directness, frankness, and high intonation. However, the Mandar maintain a social hierarchy and respect strict religious and customary rules in daily life. As a result, nonverbal communication is crucial to Mandar culture.

According to Idham (2010), an mandar cultural practitioner, oral tradition is then defined as the verbal and non-verbal transmission of knowledge about cultural behaviour from one generation to the next. In other words, oral traditions usually contain ideas, thoughts, teachings and hopes of the community which are usually listened to and shared together. Ancient humans who did not know written communication transmitted their customs, behaviours, and wisdom orally.

The Mandarese is rich in oral traditions. Kalindaqdaq (Pantun Mandar), as one of them, which is commonly used in a variety of situations, including marriage proposals, giving thanks when finished reading the Qur'an, informal talks, and historically, as a means of expressing wishes. One of the tradition

is the perform of *Sayyang Pattu'du*, or horse dancing and it is another important rituals. This custom is meant to be an act of giving thanks once a child when finished reading the Qur'an. It then becomes a street show or street performance in which people ride around the hamlet on a dancing horse while the accompaniment group shouts in time with the traditional music. This perform can be found in months of the Islamic calender namely: Safar, Rabiul Ula, and Rabiul Tsani.

2.3 Conceptual Framework

This part presents the conceptual framework. This research is about the types of N-VC strategies applied by teacher and students in an online EFL classroom using media platform Zoom cloud meeting. N-VC strategies is a form of communication which is expressed without words orally. According to Andersen (2005) there are 6 kinds of N-VC namely: proxemics, haptics, kinesics, vocalics, and to lesser extent, chronemics. While Rasyid (2013) stated that N-VC which refers to implicit message which are mediated by teacher' actions such as eye contact, gestures, facial expression, body language, physical proximity, personal touch, and body movement. Therefore, this research only focuses on 5 N-VC strategies that can be heard (vocal/paralinguistics phenomenon) or seen on screen (non-vocal/paralinguistics phenomena).

In this research, the researcher aims to find out the types of N-VC strategies in an online EFL classroom, most dominantly applied by teachers and students, and the way N-VC strategies affected the process of online EFL classroom.

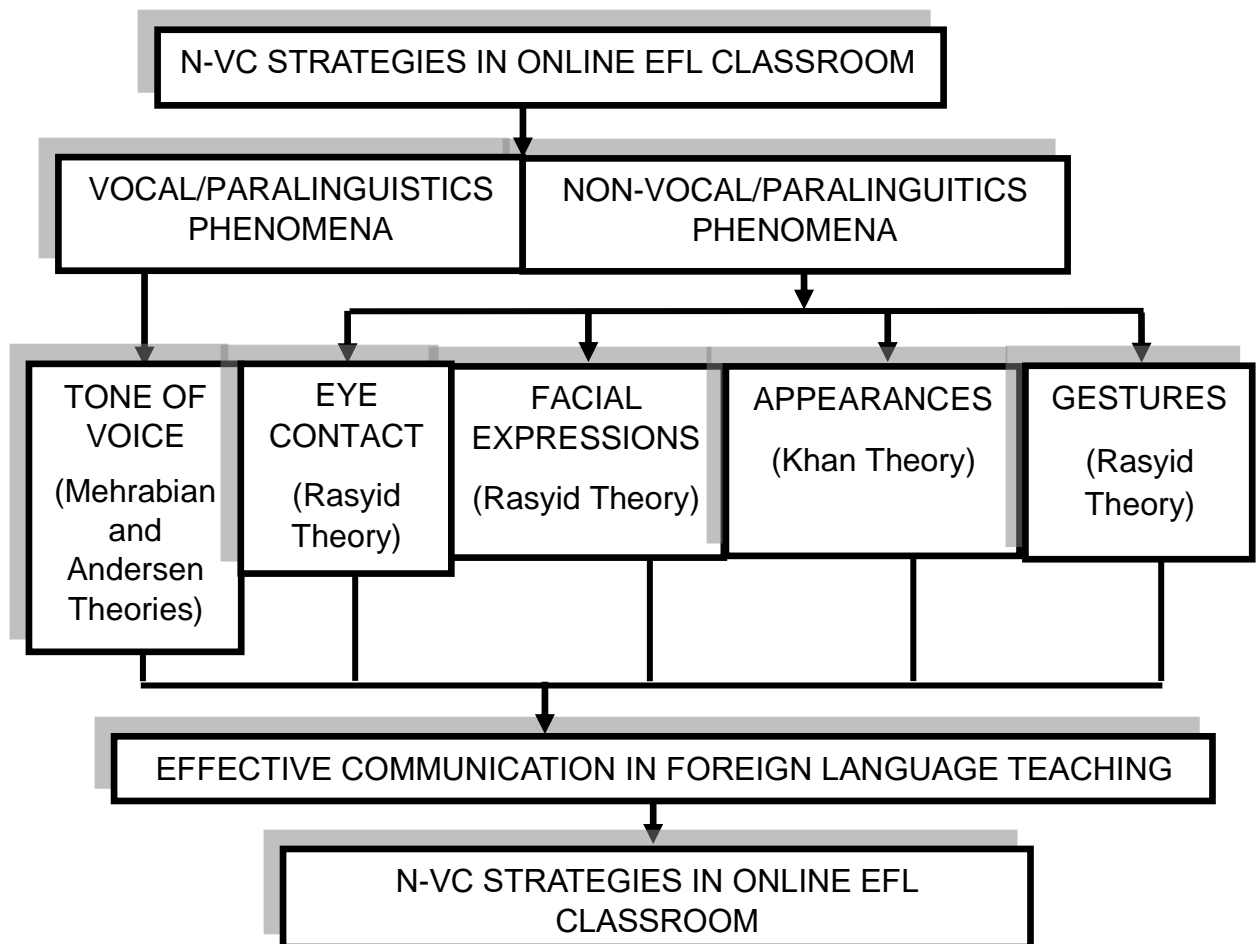


Figure 2.1. Conceptual Framework