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STUDENTS PERCEPTION ON THE TEACHER'S NONVERBAL COMMUNICATION AT THE SEVENTH GRADE STUDENTS OF MTSS NAGARI BINJAI PASAMAN

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Abstract

This research is to find out students' perception on the teacher's nonverbal communication. The research is conducted since the teacher does not usually uses nonverbal communication in English classroom and make students difficult to understand with teacher's nonverbal communication. For this reason, the research is aimed to find out students' perception on the teacher's nonverbal communication in English class of MTsS Nagari Binjai Pasaman. The research uses descriptive quantitative research by using questionnaire as an instrument. The researcher uses total sampling. Thr sample of this research are VII A and VII B of MTsS Nagari Binjai Pasaman that were 66 students as sample. The data is collected by distributed a questionnaire to each other. The research finds that the students' perception on all types of nonverbal communication such as gesture, facial expression, eye contact, pitch, rate, pause, friendship and warmth. Most of the result of the students' answer refer to good enough. It can be concluded that students tend to have good enough perception on the teacher's nonverbal communication in English classroom at the seventh grade students of MTsS Nagari Binjai Pasaman.

Keywords: *students perception, nonverbal communication*

1. INTRODUCTION

The communication is the key success of being a live with the society. According to Irwandi, communication is a symbolic process whereby meaning is shared and negotiated. Communication is one of the points in teaching English, since the teachers teaches language and should make a good relation with the students through communication. It is the creation of meaning between two people or more and in broad sense, communication can be defined as the sharing of experience. It means that communication is the process where people interact each other to give and take information.

Communication can be verbal or nonverbal. Verbal communication is spoken communication by using speech or media like conversation by telephone. According to Charly and Hayati, having good verbal communication is the one of qualifications to be good speaker.

Therefore, nonverbal communication includes all nonverbal aspects in our behavior such as facial expression, gesture, eye contact etc. In teaching learning process besides

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using verbal communication, the teacher sometimes use nonverbal communication to teach in order to communicate with the students.

Nonverbal communication play an important role in our daily life. According to Alex Sobur, nonverbal communication is process communication without words. Nonverbal
communication becomes more prominent relational messages about degree feelings or emotional in communication than what are our thinking. It means that nonverbal communication replacing verbal communication.

Nonverbal communication is one of the communication types which are used by English teacher in teaching and learning process. In communication, English teacher need to increase the nonverbal

Communication because if English only teach by talking in common, it does not make students understand with the teacher's explanation. For this case, the teacher should teach with variation style in communication especially nonverbal communication to make students comprehend about what teacher's explanation is. As an instructor, the teacher should make the harmonious relation with the students especially in communication.

The nonverbal communication is devided into three types which are body movement, voice, touch and appearance. First, body movements are in other words known as kinesics that includes gesture, facial expression, and eye contact. Second, voice is also known as paralanguage. Voice includes pitch, rate and pause that can influence the message that is spoken. The way a message spoken can give the same words many meanings. Third, touch is known as haptics. Touch can communicate many messages, signal and a variety of relationship. Last, appearance is the way that someone or something looks.

Furthermore, according to Levine and Adelman, communication is the process of sharing meaning through verbal and nonverbal behavior. It means that communication can be verbal or nonverbal. Verbal communication is spoken communication by using speech or media like conversation by telephone. According to Charly and Hayati, having good verbal communication is the one of qualifications to be good speaker. Therefore, nonverbal communication includes all nonverbal aspects in our behavior such as facial expression, gesture, eye contact etc. In teaching learning process besides using verbal communication, the teacher sometimes use nonverbal communication to teach in order to communicate with the students. The teacher should combine both of kind communication well as long as students understand about what the teacher says.

Most of the people use nonverbal communication to communicate in daily life. Here is certain nonverbal communication in Indonesian which has different meaning with Western that indicate of the culture. Irwandi stated that culture is communication and communication is culture. In other words, to learn a language well usually requires knowing something about the culture of that language. Communication that lacks of appropriate cultural content often becomes the source of serious miscommunication and misunderstanding. As example, in Western, symbol the ring has meaning "ok" and "sexual insult" but in Indonesian it just have meaning "ok". The use of nonverbal communication should be related with the culture less misunderstanding in communication.

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2. LITERATURE REVIEW

2.1 PERCEPTION

There are several opinions from the experts related to the definition of perception. McShane and Glinow state that perception is the process of receiving information about and making sense of the world around us. It appears because an individual always doing the perception about what are they thinking and it is what they get. The perception exists because human have cognitive ability to process information from the behavior with critical thinking and make a view about what are they look and they thinking. Moreover, Slameto stated that perception is the process that provides some the message or information to the brain of people.

2.1.1 The Principles of Perception

Slameto mentions that the teacher must know and apply those principles concerned with perception is very important, because:

1. The better an object, person, event, or relationship is known, the better object, event or relationship can be remembered.
2. In teaching, avoiding misunderstanding is a must done by the teacher, because misunderstanding will make students learn something wrong or irrelevant.
3. In teaching something, teachers need to replace the actual object with pictures of the object, then teacher must know the image or should be made in order to avoid wrong perception.

2.1.2 The Measuring of Perception

There are two methods that apply in measuring perception. According to Rudi that measuring perception has the same way as measuring behavior. There are two kinds of methods in measuring perception that are self report and involuntary behavior. There are two methods can be used or modify to measure perception.

a. Self report
   Self report is a method where the respondents give answers that can be used to indicate students' perceptions. The researcher gives alternative answers to the respondent where the alternative answers can be very good, good, moderate, poor, and bad. The respondents choose one of alternative answers that is provided.
b. Involuntary behavior
   Involuntary behavior is a method that can only be done if there is a willing from the respondent in doing it.

It can be concluded that someone can use these methods of behavior measurement in measuring perception through answer given by the respondents through questionnaires.

2.1 Nonverbal Communication

Nonverbal communication is a process of communication by making a statement using some signs other than spoken words. There are six signs in generally that usually used by people in daily life such as posture and gesture, face and eyes, voice, touch, etc. Usually nonverbal sign more influence than verbal sign, in generally if we as the acceptor two messages that not appropriate, we more inclined believe nonverbal message.

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According to Arifa and Aaquil, nonverbal communication is deemed much reliable and effective in comparison to verbal communication as it gives additional support to the verbal communication.

In addition, Budyatna states that nonverbal communication is every information or emotion of communication without use words or linguistics. Moreover, Alex states that nonverbal communication without words means that nonverbal is a sign minus words. It is clear that in communication people use nonverbal communication for strengthen verbal communication in convey of meaning and purpose.

Nonverbal communication is a good way to communicate because when someone use nonverbal communication, she or he really convey message base on what are they thinking. That is a way of keeping themselves honest because nonverbal communication is a way to make people interacting and communicating with each other. This is not only the way to interact and communicate to each other but also as express ideas and emotional expressions as well as the ability to process an idea will have meaning and purpose.

In summary, nonverbal communication can define as a kind of communication without expeling the voice but use gesture or body language where strengthen the communication. In addition, nonverbal communication most generally refers to wordless communication, including gesture, color, facial expression etc. Nonverbal communication is not only about communicating, but also expressing emotional and feeling that have meaning and purpose.

3. METHOD

This research uses descriptive quantitative research. Descriptive research is a kind of research method to describe and interpretate an object naturaly. The purpose of this research is to describe the phenomena existing in field in order to get the information base on data collection. Quantitative research is a process to get knowledge or information by using numerial data as the tool to get what information which is intended to be known.

3.1 . Population and Sampel

The study was conducted at the MTsS Nagari Binjai, Tigo Nagari, Pasaman. with the use of total sampling, the respondents of the study were 66 sample in this research is all of the seventh grade students at MTsS Nagari Binjai Pasaman in academic year 2019/2020 in which consist of two classes with total population 66 students.

3.2 Research Instrument

In this research, the researcher gave questionnaire to the students to collect information about their perception on teacher's nonverbal communication in English classroom. The researcher used questionnaire because it was a precise way to collect data related to the focus of the research and gave some advantages for the researcher. This research used checklist to answer the questionnaire. In this research, the researcher used type of Likert Scale questionnaire.

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Rating Likert Scale

Likert Scale	**Code**
Always	A
Often	O
Sometimes	ST
Ever	E
Never	N

3.3. Technique of Data Collection

There are essential steps in doing a research in collecting the data. In this research to collect the data, the researcher used questionnaire as instrument which contributed to the students as the sample of the research of what are the students perception on the teacher's nonverbal communication in English classroom at the seventh grade students of MTsS Nagari Binjai Pasaman academic year 2019/2020.

The steps taken by researcher to collect the data, as follow:

1. The researcher distributed the questionnaire to the respondents as sample of the research.
2. The researcher asked respondents to choose the optional answer that is provide in the questionnaire
3. The researcher gave a time to the respondents to answer the question.
4. The researcher collected the questionnaire.

3.3 Technique of Data Analysis

This data were analyzed through instrument to get the research result after collect the data. In describing the data of the students' perception on teacher's nonverbal communication in teaching English, the researcher followed these following steps:

1. The researcher collected the students questionnaire.
2. The researcher tabulated the data from the students' answer
3. The researcher calculated the percentage of the data. The researcher used technique for analysing the data by using the formula that suggested by Sudijono, as follows:

   $P = \frac{f}{n}$ x 100%

   Where: P = percentage of the result
   f = frequency of total score
   n = total amount of the sample

4. Then, the researcher found mean of the data by using formula that suggested by Sudijono as follow:

   $Mx = \frac{\sum x}{n}$

   Where: Mx = mean
   $\sum x$ = total of the percentage

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n = amount of items

5. Data interpretation
   After found the mean of the data, the researcher calculated all the percentages gotten from each indicator and to gain the data interpretation for each indicator. To see the data percentage result of the data got can be seen in the data interpretation below:

Table 3.3 Data Interpretation of Rating Quality

Very good	41-50%
Good	31-40%
Moderate	21-30%
Poor	11-20%
Bad	0-10%

6. Making the conclussion
   The last step, the researcher made the conclusion from this research that is taken from the higher mean score. It is as a general perception of the students on the teacher's nonverbal communication.

4. RESULTS

1. Gesture

The first indicator of the questionner is gesture of the teacher's nonverbal communication. Gesture in nonverbal communication used movements of the hands and arms in communicate that include illustrators, emblems, adaptors and manipulators. In the first indicator, there are eight items that can be seen in the statement number one until seven and number nine.

Table 4.2 the percentage of students answer for teacher's gesture communication in English class

No	**Statement Number**	**Always (P)**	**Often (P)**	**Sometimes (P)**	**Ever (P)**	**Never (P)**
1.	1	0%	07,6 %	**37,8%**	33,3%	21,2%
2.	2	06,1%	09,0 %	31,8%	**36,4%**	16,6%
3.	3	22,7%	06,1 %	**43,9%**	10,6%	12,1%

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4.	4	28,8%	09,1%	**45,5%**	06,1%	10,6%
5.	5	19,6%	18,2%	**31,8%**	19,7%	10,6%
6.	6	**37,9%**	24,2%	21,2%	10,6%	06,1%
7.	7	**33,3%**	13,6%	28,8%	13,6%	10,6%
8.	8	09,1%	06,1%	15,2%	**43,9%**	25,8%
Total of Percentage		127,5%	256%	272,7%	174,2%	113,6%
Mean		15,93%	32%	**34,09%**	21,78%	14,2%

Table 4.2 shows the mean score of teacher's gesture. There are 15,93% respondents who answered always perceive for teacher used gesture in English class, 32% respondents who answered often perceive for teacher used gesture in English class, 34,09% respondents who answered sometimes perceive for teacher used gesture in English class. 21,78% respondents who answered ever perceive for teacher used gesture in English class. 14,2% respondents who answered never perceive for teacher used gesture in English class.

2. Facial Expression

The second indicator of the questionner is facial expression of the teacher's nonverbal communication. Facial expression is a shape of nonverbal communication that show the emotion and feeling such as happy, sad, surprise and pain that can be looked from the smile, shrink forehead, glum, etc. In facial expression, there is one item that can be seen in the satement number eight.

Table 4.3 The percentage of students answer for facial expression of the teacher's nonverbal communication in English classroom.

No.	**Statement Number**	**Always (P)**	**Often (P)**	**Sometimes (P)**	**Ever (P)**	**Never (P)**
1.	1	06,1%	07,6%	36,4%	22,7%	27,3%
Mean		06,1%	07,6%	**36,4%**	22,7%	27,3%

Table 4.3 shows the mean score of teacher's facial expression. There are 06,1%% respondents who answered always perceive for teacher used facial expression while communicated in English class, 07,6% respondents who answered often perceive for teacher used facial expression while communicated in English class, 36,4% respondents who answered sometimes perceive for teacher used facial expression while communicated in English class, 22,7% respondents who answered ever perceive for

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teacher used facial expression while communicated in English class, 27,3% respondents who answered never perceive for teacher used facial expression while communicated in English class.

3. Eye contact

The third indicator of the questionner is eye contact of the teacher's nonverbal communication. Eye contact is a shape of nonverbal communication that shows someone is feeling that can be looked from raise of eyebrow, eyes' open wide, cry, etc. In this indicator, there are three items that can be seen in the statements number ten until twelve.

Table 4.4 The percentage of students answer for eye contact of the teacher's nonverbal communication in English class.

No.	Statement Number	Always (P)	Often (P)	Sometimes (P)	Ever (P)	Never (P)
1.	Statement 1	01,2%	10,6 %	21,2%	**39,4 %**	27,3%
2.	Statement 2	**36,4 %**	09,1 %	21,2%	13,6 %	15,1%
3.	Statement 3	**45,6 %**	28,8 %	21,2%	03,2 %	01,5%
Total of Percentage		83,2%	48,5 %	63,6%	56,2 %	43,9%
Mean		**27,7 %**	16,2 %	21,2%	18,7 %	14,7%

Table 4.4 shows the mean score of teacher's eye contact. There are 27,7% respondents who answered always perceive for teacher used eye contact while communicated in English class, 16,2% respondents who answered often perceive for teacher used eye contact while communicated in English class, 21,2% respondents who answered sometimes perceive for teacher used eye contact while communicated in English class, 18,7% respondents who answered ever perceive for teacher used eye contact while communicated in English class, 14,7% respondents who answered never perceive for teacher used eye contact while communicated in English class.

4. Pitch

The fourth indicator of the 8uestioner is pitch of the teacher's voice. Pitch is high/low of the teacher's voice when communicate to the students in the class. In this indicator, there are two items that can be seen in the statements number thirteen and fourteen.

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Table 4.5 The percentage of students answer the pitch of the teachers' voice in communication.

No.	Statement Number	Always (P)	Often (P)	Sometimes (P)	Ever (P)	Never (P)
1.	Statement 1	21,2 %	10,6 %	**36,4%**	16,7 %	15,2%
2.	Statement 2	10,6 %	09,1 %	0,5%	**18,2 %**	12,1%
Total of Percentage		31,8 %	19,7 %	36,9%	34,9 %	27,3%
Mean		15,9 %	9,85 %	**18,45%**	17,45 %	13,65 %

Table 4.5 shows the mean score of teacher's pitch. There are 15,9% respondents who answered always perceive for teacher used pitch while communicated in English class, 9,85% respondents who answered often perceive for teacher used pitch while communicated in English class, 18,45% respondents who answered sometimes perceive for teacher used pitch while communicated in English class, 17,45% respondents who answered ever perceive for teacher used pitch while communicated in English class, 13,65% respondents who answered never perceive for teacher used pitch while communicated in English class.

5. Rate

The fifth indicator of the questionner is rate of the teacher's voice. Rate is fast or slow of the teacher's voice when communicate to the students in the classroom. In this indicator, there are three items that can be seen in the statements number fifteen, sixteen and seventeen.

Table 4.6 The percentage of students answer the rate of the teachers' voice in communication.

No.	Statement Number	Always (P)	Often (P)	Sometimes (P)	Ever (P)	Never (P)
1.	1	22,7%	10,6%	**30,3%**	24,2%	12,1 %
2.	2	**36,4%**	12,1%	34,8%	07,6%	09,1 %
3.	3	22,7%	13,6%	**45,5%**	06,1%	12,1 %

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Total of Percentage	81,8%	36,3%	110,6%	37,9%	33,3 %
Mean	27,4%	12,1%	**36,9%**	12,6%	11,1 %

Table 4.6 shows the mean score of teacher's rate. There are 27,4% respondents who answered always perceive for teacher used rate while communicated in English class, 12,1% respondents who answered often perceive for teacher used rate while communicated in English class, 36,9% respondent who answered sometimes perceive for teacher used rate while communicated in English class, 12,6% respondents who answered ever perceive for teacher used rate while communicated in English class, 11,1% respondents who answered never perceive for teacher used rate while communicated in English class.

6. Pause

The sixth indicator of the questionner is pause of the teachers' voice. Pause is how the teacher speak by space, for example filler words by the teacher when communicate to the students. In this indicator, there is one item that can be seen in the statements number eighteen.

Table 4.7 The percentage of students answer the pause of the teacher's voice in communication.

No.	Statement Number	Always (P)	Often (P)	Sometimes (P)	Ever (P)	Never (P)
1.	1	34,8%	12,1%	36,4%	13,6%	03,3 %
Mean		34,8%	12,1%	**36,4%**	13,6%	03,3 %

Table 4.7 shows the mean score of teacher's pause in communication. There are 34,8%% respondents who answered always perceive for teacher used pause while communicated in English class, 12,1% respondents who answered often perceive for teacher used pause while communicated in English class, 36,4% respondents who answered sometimes
perceive for teacher used pause while communicated in English class, 13,6% respondents who answered ever perceive for teacher used pause while communicated in English class, 03,3% respondents who answered never perceive for teacher used pause while communicated in English class.

7. Frienship and warmth

The seventh indicator of the questionner are friendship and warmth. It means that nonverbal communication includes the relation than can show the feeling each other. In

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this indicator, there are two items that can be seen in the statements number nineten and twelve.

Table 4.8 The percentage of students answer the teacher's friendship and warmth in English class.

No.	Statement Number	Always (P)	Often (P)	Sometimes (P)	Ever (P)	Never (P)
1.	Statement 19	15,2%	13,6%	27,3%	**27,8%**	16,7%
2.	Statement 20	28,8%	07,6%	**36,4%**	12,1%	15,2%
Total of Percentage		44%	21,2%	63,7%	39,9%	31,9%
Mean		22%	10,6%	**31,85%**	19,95%	15,95%

Table 4.8 shows the mean score of teacher's friendship and warmth. There are 22% respondents who answered always perceive for teacher did friendship and warmth in English class, 10,6% respondents who answered often perceive for teacher did friendship and warmth in English class, 31,85% respondents who answered sometimes perceive for teacher did friendship and warmth in English class, 19,95% respondents who answered ever perceive for teacher did friendship and warmth in English class, 15,95% respondents who answered never perceive for teacher did friendship and warmth in English class.

This section discusses findings of the study with respect to the research questions. Important findings should be highlighted. For a quantitative study, a statistical analysis should be reported in this section. For a qualitative study, results of interview should be presented here.

5. CONCLUSION

Based on the findings and discussion, that have been presented in the previous chapter that related to teacher's nonvrbal communication in English classroom at the seventh grade students of MTsS Nagari Binjai Pasaman in academic year 2019/2020. The researcher concludes that there are seventh indicators of the teacher's nonverbal communication that was

Concluded by mean score of each aspect. First, the percentage of students perception on teacher's gesture is 34,09%. Second, the percentage of students' perception on teacher's facial expression is 36,4%. Third, the percentage of students' perception on teacher's eye contact is 27,7%. Fourth, the percentage of students' perception on teacher's pitch is 18,45%. Fifth, the percentage of students' perception on teacher's rate is 36,9%. Sixth, the percentage of students perception on teacher's pause is 36,4%. The last the percentage of students perception on the teacher's friendship and warmth is 31,85%.

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Most of the students perception is "sometimes" toward nine indicators about the teacher's nonverbal communication in English class.it can be concluded that students tend to have good perception on the teacher's nonverbal communication in English classrom in MTsS Nagari Binjai.

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