

## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

#### **A. Findings**

This chapter describes the findings and discussion of this research. The researcher uses several series to write down the results for teachers regarding the types of verbal communication, the types of non-verbal communication used by English teachers at SMAN 1 Satui when teaching, and the teacher's perceptions. On verbal communication and non-verbal communication.

This data was taken by observing and interviewing two English teachers teaching at SMAN 1 Satui. And using research instruments, namely observation sheets and interview guidelines. This observation checklist was developed based on verbal and non-verbal types by Daulay (2019) and Neuliep & Collage (2018).

This interview guideline was created based on the advantages and disadvantages of verbal and non-verbal communication Kumar (2021) and Prasanna (2022).

1. Types of verbal communication are used by English teachers doing their teaching

The researcher conducted data by observing the teaching and learning activities in the English class for teacher A on class X IPS 4, XI IPS 2, XII IPA 1. Teacher B on class XII MIPA 3, XII IPS 2, XII MIPA 2.

- a. Observation 1

Table 4. 1

Variation	Dimensions	Statement	Notes	
			Teacher A	Teacher B
Verbal	Sound	1. Use volume to sound clear when teaching in class	✓	✓
		2. The sound volume varies	✓	✓
	Speed of speech	3. Using appropriate speed when speaking	✓	✓
	Fluency of speech	4. Fluent when speaking without stammering	✓	✓
		5. Speak fluently and easy to understand	✓	✓
	Pronunciation	6. Use clear pronunciation	✓	✓

Based on the first observations on January 16<sup>th</sup>, 2023 at X IPS 4, the researcher found that teacher A used a clear volume when teaching and varied volume so that students could understand what the teacher was conveying during the lesson. Like when explaining the material. Uses the appropriate speed when speaking, which is not too fast but relaxed and makes students understand what teacher A is talking about. For fluency of speech, the researcher found that teacher A is quite good at speaking fluently, only sometimes it gets a little stuttered when speaking in English but teacher A will repeat the explanation earlier using Indonesian so students can catch what teacher A is saying. About pronunciation teacher A proficient in conveying material with clear pronunciation.

Based on the observation on January 30<sup>th</sup>, 2023 at XII MIPA 3, the researcher found that teacher B uses a very clear voice when teaching, for example explaining material or giving students understanding to understand what the teacher is talking about. This teacher B also applies the use of varying volume of voice. For example, when providing advice to students during lessons, use a slightly lower volume but still clear. Teacher B also uses speak fluently when speaking and without stammering in teaching. so that what is discussed by teacher B can be understood by students. Then use clear pronunciation.

## b. Observation 2

Table 4. 2

Variation	Dimensions	Statement	Notes	
			Teacher A	Teacher B
Verbal	Sound	1. Use volume to sound clear when teaching in class	✓	✓
		2. The sound volume varies	✓	✓
	Speed of speech	3. Using appropriate speed when speaking	✓	✓
	Fluency of speech	4. Fluent when speaking without stammering	✓	✓
		5. Speak fluently and easy to understand	✓	✓
	Pronunciation	6. Use clear pronunciation	✓	✓

Based on the second observation, on February 1<sup>st</sup>, 2023 at XI IPS 2, teacher A uses sound volume varies and the sound very clear when teaching in class. A good speaking speed when explaining makes students really understand the learning material. Fluency of

speech is applied by teacher A in the teaching process with the aim that students can understand the teacher's explanation. The use of good pronunciation is also very influential on the learning process.

From the second observation on February 7<sup>th</sup>, 2023 at XII IPS 2, teacher B using an appropriate speaking speed and speaking very fluently makes learning easy to understand and very effective. When giving explanations, the researcher found that teacher B were very clear in pronunciation, so that students could receive learning material well.

c. Observation 3

Table 4. 3

Variation	Dimensions	Statement	Notes	
			Teacher A	Teacher B
Verbal	Sound	1. Use volume to sound clear when teaching in class	✓	✓
		2. The sound volume varies	✓	✓
	Speed of speech	3. Using appropriate speed when speaking	✓	✓
	Fluency of speech	4. Fluent when speaking without stammering	✓	✓
		5. Speak fluently and easy to understand	✓	✓
	Pronunciation	6. Use clear pronunciation	✓	✓

Based on the third observation, February 13<sup>th</sup>, 2023 at XII MIPA 1, the researcher found the use of verbal communication in teacher A was very good, for example: when presenting material in a loud voice, the right speed of speech and explanations that were easy to understand. So students do not feel bored during learning. This can be seen when researchers make observations. Students are very enthusiastic in carrying out learning and are able to understand every direction from teacher A.

Observation of teacher B, on February 20<sup>th</sup>, 2023 at XII MIPA 2, the researcher found that teacher B teacher B uses a varying volume, for example: when explaining serious material, using a firmer voice will allow students to understand what the teacher is conveying quickly. With the right speed of speaking and explanations that are not too complicated, it can make students comfortable in learning. the use of clear pronunciation makes students in this class easily understand the material.

2. The types of non-verbal communications are used by the English teachers when teaching

In this section, the researcher searches for data by observing three times with three different classes and finds the results he is looking for.

Below are the results of three times carrying out observations with two teachers.

a. Observation 1

Table 4. 4

Variation	Dimensions	Statement	Notes	
			Teacher A	Teacher B
Non-verbal	Eye contact	7. When teaching, use eye contact with students	✓	✓
	Facial expression	8. Displays expressions that are appropriate to the situation	✓	✓
	Movement	9. Give appreciation with thumbs or applause	✓	✓
		10. Move your hands to describe the context of the conversation	×	✓

Based on the first observation, 16<sup>th</sup> January 2023 at XIPS 4, the researcher found that teacher A often uses eye contact when teaching. For example when explaining or answering questions asked by students, the first teacher always looks at the students and the students concerned to emphasize more what is being conveyed.

For facial expressions, teacher A uses them according to the circumstances that occur, for example, when reprimanding students

who are noisy when the teacher is explaining, the facial expressions seen are expressions of angry people with a slightly emphasized tone of voice so that students understand that the teacher is reprimanding those who being noisy.

For the first observation the researcher did not find the teacher A using thumbs or applause to give appreciation to students, but using words such as "Good" or "Nice". And for the second and third observations, the researcher just found one of these types of movement, namely applause, which is given when students can answer a quiz or question the teacher raises.

Furthermore, the use of hand gestures to describe the context of the conversation is carried out by the teacher, for example, when the teacher says, "you cannot copy friends to do this assignment", while saying that the teacher uses hand movements such as the farewell movement to symbolize the sentence "no" then to reprimand when students talk with friends next to them the teacher uses hand movements in front of the mouth which means to silence students who are talking.

The second and third observations of the researcher found that teacher A uses this non-verbal type, namely "applause," when giving appreciation to students who can answer the game well.



Observation of teacher B on 30 January 2023 at XII MIPA 3, the researcher found that teacher B always uses this type when teaching. For example: when giving material to students, teacher B explains while paying attention to the students and looks at the other person during the question and answer session.

Teacher B uses facial expressions very well, talking and facial expressions are very suitable, when explaining serious things then, teacher B also shows a serious expression, whereas when talking about things that are relaxed or contain jokes then, teacher B shows normal facial expressions with a little smile.

For teacher B many use this non-verbal type during the teaching process, namely thumbs and applause are used to provide feedback in the form of appreciation for students. Not only using the two types of non-verbal, teacher B also uses other types when teaching, for example, teacher B will nod his head as a sign of agreement with the student's words or answers.

a. Observation 2

Table 4. 5

Variation	Dimensions	Statement	Notes	
			Teacher A	Teacher B
Non-verbal	Eye contact	7. When teaching, use eye contact with students	✓	✓

	Facial expression	8. Displays expressions that are appropriate to the situation	✓	✓
	Movement	9. Give appreciation with thumbs or applause	✓	✓
		10. Move your hands to describe the context of the conversation	✓	✓

Based on observation 2 on 1 February 2023 at XI IPS 2, the researcher found that teacher A use eye contact use eye contact during learning to make students pay attention to the explanation conveyed by the teacher properly. balanced with the use of facial expressions used by teacher A, for example when a student asks when teacher A does not understand what students mean, teacher A uses facial expressions, namely with a confused face and asks "what do you mean?" " then it will make students understand, that teacher A has not been able to understand the questions given by the student.

In this second observation, the researcher found that teacher A used movement in teaching, one of which was "giving applause to students who were able to answer questions" and also using hand movements when explaining to emphasize the content of the explanation.

Observation 2 on 7 February 2023 at 12 IPS 2 found that teacher B still uses eye contact during teaching, just like when answering a question from one of the students. Teacher B will focus on explaining simultaneously using eye contact to the student who asks. Besides that teacher B uses eye contact when checking the attendance list. The use of very good facial expressions is also applied by teacher B when teaching, for example, when playing games during the lesson, some students successfully guess the answer to the question, teacher B displays a cheerful expression stating that the student's answer was correct, in offset by giving thumbs up to appreciate students.

b. Observation 3

Table 4. 6

Variation	Dimensions	Statement	Notes	
			Teacher A	Teacher B
Non-verbal	Eye contact	7. When teaching, use eye contact with students	✓	✓
	Facial expression	8. Displays expressions that are appropriate to the situation	✓	✓
	Movement	9. Give appreciation with thumbs or applause	✓	✓

		10. Move your hands to describe the context of the conversation	×	✓
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Findings from the third observation on 13 February 2023 at XII IPA 1, teacher A used several types of non-verbal communication following research instruments. The first is the use of eye contact with students, making students pay attention to the explanation conveyed by the teacher. use facial expressions in certain circumstances to emphasize the meaning of what is conveyed. The type of movement used by teacher A in this third observation is moving hands to describe the context of conversation, and using thumbs when giving feedback to students.

For the third observation teacher B, on 20 February 2023 at XII MIPA 2, the use of eye contact during learning makes students feel cared for and makes students able to understand the material, teacher B uses a relaxed expression when explaining difficult material so students do not feel bored during learning. And giving appreciation, such as applause before closing the lesson as feedback that students are good at following the lesson.

### 3. Teacher's perception of verbal and non-verbal communication in teaching

Based on the interview on 16 March 2023, teacher A, said that using verbal communication saves time and is easier for the students to depend on, for example, when saying, "How are you today?" "what date today?" Whereas using verbal communication when teaching is more effective and communicative but it must be accompanied by non-verbal communication. Or it can be said that the use of verbal communication and non-verbal communication must be balanced.

The use of verbal communication when teaching provides instant feedback. Information is usually conveyed orally but can also be written so that students understand. For example, when teaching grammar, it is impossible if we only explain orally without writing it down because some students grasp the material quickly, and some are slow.

The use of verbal communication can sometimes change the meaning, for example, when teaching in social science class students, when teacher A explains something, some students misunderstand what the teacher was talking about, usually this happened during grammar material. If you want to use verbal communication to convey a long message, first look at the condition of the students and whether they are the type of student who easily understands what the teacher is saying or not. If not, verbal communication is not suitable for conveying long

messages. It must still be considered when using verbal communication because each student has a different level of understanding.

Teacher A says verbal communication is not always misunderstood. When teaching in a noisy class they often use verbal communication, which means they have to be reprimanded directly because if it's not like that they will still be noisy. For example, by using the words "keep silent" while the non-verbal examples used can knock on the table or blackboard to distract them.

While teaching teacher A rarely experiences when using gestures or facial expressions students do not understand the meaning, when teacher A uses gestures or facial expressions, students understand what teacher A means. When we communicate using non-verbal communication during the learning process we use, students cannot understand what the teacher is conveying, so the teacher must combine the use of verbal communication and non-verbal communication. But in learning, there is definitely more use of verbal communication

Teacher B said verbal communication saves time and is easier because when we communicate in class using verbal communication all learning objectives can be conveyed, and obviously, that is part of the advantages of verbal communication.

Then to show the effectiveness of learning in the classroom, of course using verbal communication because what we plan can be

conveyed. but it is also possible to use non-verbal communication. He can use non-verbal communication when the teacher responds to something in the classroom.

There are times when we have to use verbal communication and non-verbal communication. The use of verbal communication provides instant feedback for students, and information is not only conveyed in written form. Information can be conveyed by being spoken.

Teacher B said that when we convey something, it must be clear, with clear pronunciation and clear articulation. Then the message can be related to students properly so that there is no miss communication or miss understanding. Verbal communication is not suitable for use during learning hours, and you must be able to combine the use of verbal communication and non-verbal communication. Sometimes the use of verbal communication can cause carelessness when responding to the other person, therefore, when we want to respond, we have to think about whether what we are going to say is correct. And sometimes, students can misunderstand or misinterpret what the teacher conveys.

Teacher B thinks that non-verbal is very important, for example, if you want to respond to the atmosphere that occurs in a class that is not directed, the teacher can use Non-verbal communication to make it more effective. Simply using gestures such as signaling to be silent is more effective than using verbal communication such as “please be silent”.

Teacher B uses non-verbal communication types, namely gestures and facial expressions.

## **B. Discussion**

After the data has been processed in the form of a description, this section presents a discussion of the findings from the observation and the interview process with the collected theories. After obtaining the data and processing it descriptively, the researcher discusses the findings in this study based on the results of observations and interviews based on the theory in chapter two.

Mentioned in the previous chapter, this study aims to describe the types of verbal and non-verbal communication during teaching, as well as how teachers perceive verbal and non-verbal communication. The researcher found data about what verbal and non-verbal communication the English teacher used during the teaching process and the teacher's perception of these two types of communication. by observing the teaching process and interviewing two teachers. The purpose of researchers used interviews to collect data related to teacher perceptions.

### **1. Types of Verbal Communication**

Based on observation the use of the teacher's verbal communication when teaching uses a very clear voice so that students



can well receive the message conveyed. Then the teacher's speed, fluency, and pronunciation when teaching is arranged to the learning material delivered, to improve the quality of learning.

It relates to the theory of (Daulay, 2019) which states that verbal communication have five dimensions are sound, the teacher uses a clear volume when teaching, varies the volume, uses the appropriate speed when speaking, is easy to understand and pronounces correctly.

## 2. Types of Non-Verbal Communication

Based on observation and interview, the researcher found that the teacher uses eye contact when teaching, this aims so that students can focus more and easily understand the material conveyed by the teacher.

Then to use the type of facial expression the teacher uses facial expressions that are appropriate to the situation in the class. Using facial expressions that are relaxed but still serious will make the learning atmosphere not monotonous so that students are not bored and tense when learning takes place.

In addition, the teacher also uses movements such as thumbs and applause to give appreciation to the student learning process, for example if students are able to answer questions asked by the teacher

while teaching. Then the teacher will give thumbs or applause as a sign of appreciation.

Regarding the use of non-verbal such as eye contact, facial expressions are related to theory from (Neuliep & Collage , 2018) stating that in the teaching process use eye contact with students, and use facial expressions that are appropriate to the topic being discussed. However, in the movement section, the researcher did not find the first teacher using thumbs or applause to give appreciation to students during the first observation.

1. Teacher's perception of verbal and nonverbal communication in Teaching

Based on interview, to the teacher the advantages of verbal communication during learning are that it saves time, is more direct and easier, and has to be accompanied by non-verbal communication. Even though just verbal communication during teaching has conveyed the message properly. Therefore the use of verbal and non-verbal communication must be balanced.

Disadvantages of verbal communication, the use of verbal communication can sometimes change the meaning, for example, when teaching social studies children, when teacher A explained something, some students misunderstand what the teacher was talking about, usually, this happens during grammar material.

If you want to use verbal communication to convey a long message, first look at the condition of the students and whether they are the type of student who easily understands what the teacher is saying or not. And when we convey something, it must be clear, with clear pronunciation and clear articulation.

Then the message can be conveyed to students properly so that there is no miss communication or miss understanding. Verbal communication is not suitable for use during learning hours, you must be able to combine the use of verbal communication and non-verbal communication.

Sometimes the use of verbal communication can cause carelessness when responding to the other person, therefore, when we want to respond, we have to think about whether what we are going to say is correct.

Advantages of non-verbal communication: managing classes that are very noisy by using verbal and non-Verbal communication to control very noisy classes. An example of verbal communication is saying "keep silent" while the teacher's Non-verbal communication uses the gesture "take a index finger in front of the mouth" which means, please be silent.

Teachers rarely experience when using gestures or facial expressions, students do not understand the meaning when the teacher

uses gestures or facial expressions, students understand what the teacher means.

When the teacher communicates using non-verbal communication during the learning process, students cannot understand what the teacher is conveying, so the teacher must combine the use of verbal communication and non-verbal communication. But in learning, there is definitely more use of verbal communication.

There are teachers' opinions that differ theory from (Kumar, 2021) and (Prasanna, 2022) about the advantages and disadvantages of verbal and non-verbal communication, namely the advantages of non-verbal communication. The first teacher stated that when handling a noisy class it is better to use verbal communication than non-verbal.