

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter will explain the findings and discussion of the research. This research has two research questions that the researcher must answer and explain from the research findings; this chapter presents an overview of what are the types used in formal and informal public speaking by English Instructors and what are the techniques used in formal and informal public speaking by English Instructors in Banjarmasin. In addition, the findings in this study are gathered through observations, interviews, and Narrative inquiry.

A. Findings

The researcher conducted this research at one of the English language educational institutions in Gatot Subroto, Banjarmasin, namely English First, commonly referred to as EF. In this research, the researcher observed four classes taught by English instructors: two teenagers' and two children's classes. There are four teachers in total that the researcher observed and interviewed: Mr TM, Ms B, Ms N, and Ms L. The researcher explained the types of formal and informal public speaking and the techniques used in formal and informal public speaking by English instructors. In these questions, the researcher elucidates their findings through observation and interview; therefore, the data found in the field are shown below.

1. Types of Public Speaking: Formal and Informal

In this research, the researcher found that there were two types of Public Speaking used by English Instructors in Banjarmasin, formal and informal Public Speaking. Which is described further in the following paragraphs:

a. Formal

Based on the observation, the researcher found kinds of formal public speaking, such as:

1) Informative Public Speaking

Informative public speaking is a type of public speaking that teachers often use. The teacher will explain important and useful information to students in public speaking. An example the researcher found after making observations was Ms. B from the NYC class, who explained about shopping. With this material, students can get to know what shops are in the mall and learn about directions and how to go to the shop they want to go to for shopping.

2) Persuasive Public Speaking

Persuasive Public Speaking is a type of public speaking used by teachers to convince students to accept their views to change students' beliefs. For example, researchers found that after making observations, Ms N from the Melbourne class explained a descriptive text about animals with the teacher explaining what animals look like, such as Ms N convince her

students that Zebras have 4 legs, have black and white striped patterns on their bodies, and also live in the savanna.

3) Demonstrative Public Speaking

Demonstrative Public Speaking is a type of public speaking used by teachers to convey directions to students, usually done when the teacher explains how to do an assignment or game. Examples obtained by the researcher after making observations, such as Mr TM from the San Francisco class, explained how to play the spinning wheel game to remember the material from the previous meeting. He directs his students to answer according to the results shown on the spinning wheel; for example, if the spinning wheel shows colours, students must say what they know. If the student fails to answer, Mr TM must ask questions about grammar.

4) Motivational Public Speaking

Motivational Public Speaking is a type of public speaking used by teachers to inspire students positively and build student enthusiasm and motivation when studying. Examples obtained by the researcher after making observations include Ms. L from the Sydney class; she gives praise such as "Good Job" and "Well Done" when students do the work the teacher did well. Apart from praise sentences, she also gives grades in the form of stars.

b. Informal

Besides formal public speaking, the researcher also found that the English Instructors applied the informal type of public speaking. During the observations, the researcher found that the type of public speaking used by English Instructors is ‘Broadcasting’; apart from their goal so that students know and can understand specific subjects for use in daily activities or conversations, they also use television as their learning medium. This is because the students are still children, so they use television to attract students’ attention.

2. Techniques of Public Speaking: Formal and Informal

Besides finding out what the types of Formal and Informal Public Speaking by English Instructors, based on the data obtained by observation (see table 4.1), there are also the techniques of Public Speaking. The findings are described below.

| Participants | Opening | The content | Closing | Fashion style | Script | Vocal Technique | Body Language |
|--------------|---------|-------------|---------|---------------|--------|-----------------|---------------|
| Mr. TM | ✓ | ✓ | - | ✓ | ✓ | ✓ | ✓ |
| Ms. B | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Ms. L | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Ms. N | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |

a. Fashion Style

They wear polite but relaxed clothes. Some teachers wear special uniforms from EF; these clothes are night blue and decorated with the EF logo (See picture 4.1). Then, the female teachers wear long and not

tight clothes and Muslim women wear neat headscarves. Aside from that, teachers are required to wear identification cards containing their names and photos. See picture 4.2.



Picture 4.1 Uniform from EF wore by Mr. TM



Picture 4.2 Example of female teacher clothes by Ms. N

b. Script

In public speaking, speakers can choose to use a script or not, but teachers are required to be able to prepare a lesson plan. The function of a lesson plan is to direct teachers to design appropriate learning

methods for their students; apart from that, to make delivering material easier, determining targets and objectives, seeing students' success in understanding the material, developing learning activities, explaining types of values, and determining learning resources.

1) Opening

During the observation, the teacher opens the class by greeting or reviewing grammar and vocabulary related to the topic to be studied. This method has been done by Mr TM from the San Francisco class (See Script 4.1), before starting he was using a spinning wheel to determine what vocabulary students were answering; for example, if the spinning wheel shows colours, then students must answer vocabulary about colours before the specified time runs out. If the student fails to answer, the student is given a grammar question.

| | | Teacher: Mr. T | | Class: TB 4 | |
|--|---|------------------------|-------------|--|----------------------------|
| | | Date: 05/09/2023 | | Unit/Lesson: Unit 5, Lesson 6 | |
| Aims: sp | | listening | reading | writing | grammar |
| | | vocabulary | | pronunciation | assessment |
| | | YIN | | | |
| Main Lesson Aim: (By the end of this lesson, students will be able to...) prepare their showcase for the AC. | | | | | |
| Language: Free Time Activities: bowling, hanging out with friends, having a picnic, hiking, ice skating, playing card games, playing frisbee, playing soccer, playing video games comparing interests and asking questions. Emphasis Language: really, so, such. | | | | | |
| Personal Aims: What will you do differently or change about your teaching in this lesson? <i>To make them to connect the words into their real life</i> | | | | | |
| Materials: PPT, Audio B1 | | No. of Ss: (10 Actual) | | | |
| Time | Stage objective | Stage | Interaction | Procedure / Activity | Notes: board, seating etc. |
| 10' | warm up | Engage | T-SS-S | SS play a game of whispers to write the target vocabulary on the board. | |
| 10' | To understand the target vocabulary in more detail. | Study | T-S | T reviews the grammar and vocabulary related to speaking about holiday destinations and activities. | |
| 10' | | | T-S | T prompts SS and discuss different countries and popular holiday activities while writing them on the board. | |
| 30' | To elicit their understanding of the target vocabulary and grammar. | Activate | T-SS-S | SS choose a holiday destination and take a convincing stance using holiday activities to convince others to join them. SS practice their vocation and speaking convincingly to assuade others to join in on their trip. | |
| 15' | | | S-S | | |
| 5' | To review the target vocabulary. | Consolidation | T-SS-S | T reviews the target language and closes the lesson. | |

Script 4.1 Lesson Plan used by Mr. TM from San Francisco's class

Apart from reviewing vocabulary and grammar, there are other ways to learn before starting: singing vocabulary and

| Aims: Speaking | | | | | | | Listening | Reading | Writing | Grammar | Vocabulary | Pronunciation | Assessment |
|---|--|---------------|----------------|--|--|--|------------------------|---------|---------|---------|------------|-----------------------------|------------|
| Teacher: Ms. L | | | | | | | | | | | | Class: SS 2 | |
| Date: Sep 4, 2023 | | | | | | | | | | | | Unit/Lesson: 9/1 | |
| - Students will be able to be little teacher to ask and answer about the weather is | | | | | | | | | | | | Y/N | |
| Content: Vocab, Structure, etc. needed to achieve main aim | | | | | | | | | | | | | |
| Vocabulary: Related to weather | | | | | | | | | | | | | |
| - Grammar: What is it? It's... | | | | | | | | | | | | | |
| Personal Aims: What will you do differently or change about your teaching in this lesson? | | | | | | | | | | | | | |
| To make the lesson enjoyable and fun for students | | | | | | | | | | | | | |
| Materials: SB, PB, IWB, FC | | | | | | | No. of SS: (10/Actual) | | | | | | |
| Time | Stage Objective | Stage | Interaction | Procedure/Activity | | | | | | | | Notes: Board, Seating, etc. | |
| 10' 14.00 - 14.10 | To greet each other and recall the rules. To brainstorm the target vocabulary. | Engage | TS/ST SS | <ul style="list-style-type: none"> Welcome and greets the students and set up rules Students sing and dance to Hello and ABC song, in normal and fast speed. Students play Scavenger Hunt by finding the matching FC of weather based on the teacher's instructions. | | | | | | | | | |
| 25' 14.10 - 14.35 | To Acquire the Target Language about and answering about weather. To practice the TL. | Study | TS SS SS | <ul style="list-style-type: none"> Teacher drills the students to use the Target Language (TL) "what is it?" "it's..." with the weather vocabulary using TPR (Total Physical Response) Students try it themselves using the TL and TPR and everybody follow their lead Do a quiz related to the TL on Unit Presentation 4 Students do bookwork | | | | | | | | | |
| 20' 14.35 - 14.55 | To be little teacher using the TL. | Activate | SS | <ul style="list-style-type: none"> Students become little teachers to ask each other using the TL. | | | | | | | | | |
| 5' 14.55 - 15.00 | To review the lesson briefly and end. | Consolidation | TS | <ul style="list-style-type: none"> Teacher closes the class by having a quick quiz about the lesson and then having the students and dance "Goodbye Song" and goodbye to everybody. | | | | | | | | | |


playing games. Ms. L has used this method from Sydney's class (See Script 4.2) because the students are generally still around elementary school. Ms L played a song on the television screen, and students were asked to sing the ABC song together. After singing together, Ms L started playing the game 'Scavenger Hunt', where students looked for pairs of pictures with vocabulary related to the topic of weather according to the instructions given by the teacher.

Script 4.2 Lesson Plan used by Ms. L from Sydney's class

2) The content

The essence of public speaking is delivering a message or topic from a speaker to an audience. The speaker's ability to communicate with the audience determines whether or not the message gets conveyed. The example researchers will take when observing is Ms N from Melbourne's class (See Script 4.3). Ms. N will start the lesson by explaining animals (comparative form), then ask the students what animals they like and why. After that, the teacher will give assignments to students in the form of group assignments. Students are instructed to write a question using a comparative form; then, each group is asked to interview another student and write down their information. Once finished, each group will present whatever information they got during the interview.

During the interview, the researcher found that some teachers use TPR or Total Physical Response method for teaching language methods, for example, Ms L from Sydney's

|  | | | | Teacher: NA | Class: HFF |
|---|--|----------------------|---------------|--|----------------------------|
| | | | | Date: Wed, 6/9/2023 | Unit/Les |
| | | | | U. 3 L. 2 | |
| Aims: speaking listening reading writing grammar vocabulary pronunciation assessment | | | | | |
| Main Lesson Aims: (Can-do statement) By the end of the lesson, students will be able to... | | | | | |
| Content: Vocab, structure, etc. needed to achieve main aim | | | | | |
| Vocab of physical appearances : spots, | | | | | |
| Vocab of adjectives : long, short, tall, short, heavy, light, strong, weak, | | | | | |
| Grammar : comparative (-er), superlative (-est) | | | | | |
| Sentence structures : | | | | | |
| "Which are longer, snakes or lemurs?" "Snakes are longer than lemurs." "Which are the tallest, giraffes, hippo or lion?" "Which one has bigger spots, leopards" | | | | | |
| Personal Aims: What will you do differently or change about your teaching in this lesson? | | | | | |
| <i>To make them to connect the words into their real life</i> | | | | | |
| Materials: IWB, SB pg. 24-25, PB pg. 32 A and B. | | | | No. of Ss: (7 / Actual) | |
| Time | Stage objective | Stage | Interaction | Procedure / Activity | Notes: board, seating etc. |
| 7' (15.20-15.27) | to greet each other and engage the ss before the lesson | Engage | T - S / S - S | T and ss greet each other. | |
| 10' (15.27-15.37) | | | | Ss, in group play a quiz to introduce the comparative forms. | |
| 3' (15.37-15.40) | | | | T tells that today they will compare physical appearances of animals by | |
| 10' (15.40-15.50) | to learn about comparative and superlative forms and practice the TL | Study | T - S / S - S | T asks the ss to talk about one of their fav. animals and tell the reason | |
| 10' (15.50-16.00) | | | | Ss read SB pg. 24-25, then do PB pg. 32 A and B. | |
| 5' (16.00-16.05) | | | | Ss check the answers together. | |
| 5' (16.05-16.10) | | | | In 3 minutes, ss practice the sentence structures before they ask other people. | |
| 15' (16.10-16.25) | to write the question and interview other people and use the TL | Activate | S - S | * Each student in one group write a question by using comparative form, then interview someone and write the information they get. | |
| 10' (16.25-16.35) | to present the results | | | Ss present the result in front of the class. | |
| 3' (16.35-16.38) | to review the lessons and say goodbye | Consolidation | T - S / S - S | T and ss do error corrections. | |
| 2' (16.38-16.40) | | | | T and ss say goodbye to each other. | |

class.

Script 4.3 Lesson Plan used by Ms. N from Melbourne's class

3) Closing

The teacher usually closes the lesson in the closing section by repeating what has been learned. Teachers often use this method, for example, Ms B from NYC's class (See Script 4.4). She will repeat the material about Prepositions during

| Teacher: Ms. B | | Class: Frontrunner 4 | | | | | |
|--|--|----------------------|-----------------|---|----------------------------|---------------|------------|
| Date: 7-September-2023 | | Unit/Lesson: | Unit 3 Lesson 3 | | | | |
| Aims: speaking | listening | reading | writing | grammar | vocabulary | pronunciation | assessment |
| Main Lesson Aims | | | | | | | Y/N |
| Main Lesson Aims: (Can-do statement) | | | | | | | |
| Content: Vocab, structure, etc. needed to achieve main aim | | | | | | | |
| Handle short social exchanges and try to keep the conversation going | | | | | | | |
| Ask questions to keep the conversation going | | | | | | | |
| Understand details in routine exchanges | | | | | | | |
| Learn vocabulary related to socializing | | | | | | | |
| Learn verb collocations related to activities | | | | | | | |
| Practice sentence stress with wh- questions | | | | | | | |
| Personal Aims: What will you do differently or change about your teaching in this lesson? | | | | | | | |
| <i>Getting to know students and make them to connect the words into their real life</i> | | | | | | | |
| Materials: PPT, Audio B1 | | | | No. of Ss: (8 /Actual) | | | |
| Time | Stage objective | Stage | Interaction | Procedure / Activity | Notes: board, seating etc. | | |
| 10 | BREAK THE CODE GAME | Engage | T-S/S-T | Greeting Play Break The Code | | | |
| 25 | DEPARTMENT STORE ITEMS & DIRECTIONS SS knows the vocabulary related to department store and know the structures to give directions ('up' and 'down'). | Study | T-S/S-T | 1. T tells SS the lesson aims. 2. T asks SS if they still remember what a department store is and elicits the items that they sell. SS take a look at Section C2, in group SS discuss and check the items that they sell. 3. T asks SS to take a look at Section C1 and skim the text. T asks SS what is it about & SS arrange the text messages. 4. T asks CCQ about the text messages and asks SS to find the information from Section C3. 5. T asks SS one department store in Banjarmasin (e.g. Matahari). In group, SS need to find some information (e.g. Group 1 - Opening Days & Time, Group 2 - Items they sell/departments). SS share it with the class. 6. Then, T asks S to complete Section E by categorizing the items. 7. T introduces Grammar of Prepositions 'Up' and 'Down'. SS practice giving directions to their friends (IWB slides). | | | |
| 35 | ASKING AND GIVING DIRECTIONS SS could use the required structures to ask and give directions | Activate | S-S/T-S | 1. In group, SS will get role cards. The group will take turn to ask and give directions to the correct department (e.g. Where can I find lipstick? You can go to the cosmetic department. Go up to the 2nd floor & turn right). | | | |
| 10 | students have learned an | Consolidation | T-S/S-T | Consolidates the lesson | | | |

Shopping, then ask what they learned that day.

Script 4.4 Lesson Plan used by Ms. B from NYC's class

c. Vocal Techniques

While conducting research at EF, the researcher realized that the vocal techniques of the teachers when teaching were very good, especially Ms L, who teaches in a Sydney class where the average student is still in elementary school. Ms. L uses a high tone; apart from that, she also uses pronunciation that is easy and pronounced so that students can easily remember English vocabulary, and the speed when speaking is also slow to capture the vocabulary they hear.

Apart from Ms. L, another good example is Mr. TM from the SFC class, whose students are generally still in junior high school. He uses a slightly lower tone and speed when teaching to make it faster but still easy to understand. His pronunciation is also very good because he is a foreigner

d. Body Language

Body language is very useful for increasing the enthusiasm of students and teachers themselves; apart from that, body language is also useful for covering teacher nervousness. While conducting research, researchers found two benefits of body language in teaching. The first is that body movement will strengthen the words that will be spoken so that the message or material conveyed can be well received. For example, Ms B is standing straight with her feet planted on the floor and slightly apart, shoulders straight and not hunched, showing a confident and relaxed attitude (See picture 4.3). Apart from body

movements, it is also important to make eye contact with students; Ms B, even though she looks relaxed, still makes eye contact with her students to ensure that students pay attention to the material she is presenting.



Picture 4.3 example of Body language by Ms. B

Then the second is to reflect the teacher's feelings. When teaching, the body language shown will reflect the teacher's feelings; if the teacher looks nervous or excited, it will be seen through body movements. For Example, Ms L from Sydney's class, Even though a mask covers her face, her enthusiasm for teaching can still be seen from her body language; she joined her students in singing and dancing together (See picture 4.4); she always uses positive body language. When saying the words "Good Job", "Great", or "Amazing", she always points her hand or gives a thumbs up to the students; apart from saying positive words, she can also applaud if the

students do their work well. That is why teachers must often use positive gestures such as raising thumbs or nodding heads to increase students' confidence in class.



Picture 4.4 example of Body language by Ms. L

B. Discussion

After presenting the data described before, the researcher writes and evaluates the findings. The researcher's two research questions are answered in this study. After performing research and evaluating data, the researcher aims to communicate the findings and link them to existing theories. Here is a discussion of the findings.

1. Types of Public Speaking: Formal and Informal

According to Ahmad et al. (2023), public speaking is crucial for teachers to successfully convey information, enhance credibility, engage students, and create positive change. Teachers will be responsible for assisting students in developing listening and speaking skills and speech and theatre abilities. Teachers will also be responsible for performing pre-speech research, creating and outlining speech scripts, and aiding students

in delivering presentations and speeches. Effective contact between teachers and students is crucial for student progress. Teachers sometimes struggle to engage pupils in classroom conversations despite their best attempts (Moguel, 2004). Kurk and Kesner (2005) believe that building relationships and positive teacher engagement benefit students. According to Wilson (1999), the pedagogical methodology requires the instructor to be involved in teaching-learning. However, teachers can also take 'mental notes' to record which students interact more, interact less, or do not participate. Such mental notes will assist teachers in encouraging appropriate student interaction and improving learning outcomes.

a. Formal

In this discussion, the researcher explained the types of public speaking used by English Instructors in Banjarmasin that the researcher found during the observation. First, the type of formal public speaking is Informative Public Speaking. According to Gareis (2006), informative public speaking is educating and sharing important information with others; this is what teachers do, conveying knowledge and concepts covering several topics.

Secondly is Persuasive Public Speaking, Adler (1982) defines persuasion as communicating to alter someone's beliefs, attitudes, or behaviors. This definition implies various characteristics of persuasion:

1) Persuasion is Not Coercive

If a teacher asks his students to do an assignment and says, “Do this assignment or I will punish you.” This strategy would not only be illegal but also ineffective. When the authorities arrived and took you away, the person stopped obeying your requests. Persuasion, on the other hand, causes the listener to change his or her mind or behavior.

2) Persuasion is usually Incremental

When it is successful, it usually occurs over time in modest increments. Because a teacher cannot change a student’s behavior and attitude quickly, the teacher must observe and regulate the student’s actions in daily classroom interactions.

3) Persuasion is Interactive

You do persuasion with students, not something teachers do to them. This mutual action is best exemplified by a debate between two people, in which being open to opposing viewpoints is critical to settlement. Encourage students to be active participants in classroom discussions.

Thirdly is Demonstrative public speaking is a type of public speaking that aims to convey how things work or can be solved; this understanding has been conveyed, according to Gareis (2006). This type of public speaking is used to help others demonstrate something through visual aids to convince the person and provide a clear picture.

And Lastly, Motivational Public Speaking, according to Toney (2011), Motivational public speaking is a type where the speaker asks his audience to improve personally, emotionally and spiritually. This type is also the same as persuasive public speaking; it involves emotions by connecting the respective emotions of the audience and speaker. This public speaking aims to inspire the audience's self-will and increase their spirit of determination, which ultimately moves them to take action.

b. Informal

Apart from formal public speaking, the researchers also found that teachers also use broadcasting. According to Wentzel et al. (1994), media refers to the various communication channels used in everyday life, whether electronic or print. The many channels include broadcast media (TV and radio), print media (newspapers, magazines, billboards), electronic media (the Internet and web resources), and social networking tools such as the iPod and smart handheld phones. The media is thus used as one of the marketing methods.

2. Techniques of Public Speaking: Formal and Informal

a. Fashion Style

According to the findings, the researcher found that some English instructors wear special uniforms from EF, and some wear-free and appropriate clothes. The famous American image design master Robert Pound (n.d.) believes that clothing is a visual tool that can be used to

achieve personal goals. A person's overall appearance, including clothing, body, face, and attitude, can lead to success and transfer prestige, credibility, and popularity to others.

Teacher attire has no bearing on student growth in educational settings. The teacher's attire significantly impacts students' attitudes and relationships with them. The study examined student views about instructors' clothing, hairstyles, and other external features in various schools. Results revealed that more mature pupils were more worried about teachers' appearance. Students' preferences for teachers are influenced by teachers' teaching skills and learnt knowledge and the external image reflected in their clothes (Zhao et al., 2015).

Carr et al. (2009) stated that formal dress is important for adhering to conventions, gaining respect, maintaining professionalism, and maintaining social distance. In an earlier study, students' judgments of clothes differed by meanings of "professional" and "unprofessional."

b. Script

During the research, the script used by English instructors is the Lesson Plan, which is used to see students' success in understanding the material, developing learning activities, explaining the types of values, and determining learning resources. According to the Ministry of Education, Culture, Research, and Technology (2008), a lesson plan is a planning document that outlines a fundamental level of competency from the syllabus's subject standards.

Gibert (2011) claimed that planning is critical to effective teaching. As a student teacher, you must prepare a lesson plan for each lesson you offer. Lesson planning takes time, but the end product is well worth the effort. Good planning yields well-organized and meaningful lessons and increased instructor confidence. According to Houston and Beech (2002), a lesson plan is the teacher's guide for what students need to learn and how it will be done efficiently during class.

In the opening, Mr TM from San Francisco's class uses games to learn vocabulary before starting the lesson. Andrew Wright (1979), in his book titled "Games for Learning Language", stated that there are a few advantages of using games in learning as many students find that games assist and motivate them to keep their interest and work going, there are games available to practice various skills (reading, writing, speaking, and listening), and through allowing the language to express thoughts and ideas, games provide the key element of practice with the ability to perceive how it works of language as a living communication. Apart from playing games, teachers can also do singing activities before starting learning; Ms L from Sydney's class has used this activity. According to Putri and Ruspita (2023), employing song media can also help students learn a new language presented by the teacher and recall what it means, allowing them to easily memorize it in a method they enjoy, specifically singing.

In the content, the researcher found that teachers use TPR or Total Physical Resasse as a teaching method. According to Kimfasirah (2011), Total Physical Response is a strategy that occurs based on directions issued by the teacher and requires students to respond physically. Children frequently associate bodily responses with spoken words when learning a new language. Acting out the words taught will help children memorize them more easily. That kind of learning will provide pupils with an unforgettable experience. As a result, the words will be easier to remember.

In the closing during the observation, the researcher realized that repeating the material was very important because, according to Wirawan (2019), repetition is a repeated teaching method. This method is appropriate for students with special needs, including slow learners, because the teacher has to repeat what he says until the students understand.

c. Vocal Techniques

During observations at EF, researchers found that many teachers had good vocal techniques. According to Fritzell (1996), the voice has become a valuable instrument in the workplace. A clear and conveying voice quality at a natural pitch is required for effective communication". The voice, also known as the paralinguistic voice, is used in nonverbal communication and includes tones, pitch, vocal cues, and so on. It also includes sounds from the throat, heavily

influenced by cultural variances across borders (Nurchintyawati, 2023).

Apart from that, many teachers at EF use different voice tones. Ms L from Sydney's class uses a high tone to attract her students' attention, and there is also Mr TM from the SFC's class, who uses a low tone when teaching the topic materials to his students, mostly junior high school students. This is proven by Saputra et al. (2023); the tone of voice the teacher must employ during offline meetings is mixed. Teachers must know when to use high tones to capture students' attention and when to use low tones to persuade students to comply with the material being taught.

d. Body Language

Based on the observation, a teacher must stand straight with his feet planted on the floor and slightly apart, shoulders straight and not slouched, showing a confident and relaxed attitude like Ms. B from NYC class; this is proven in an article from the Arkansas University Wellness Program (2017) stated a good and correct way to stand is to stand up straight with your shoulders pulled back, your feet shoulder-width apart. Your arms hanging naturally at your sides. Ahmad (2023) also stated that teachers must pay attention to their body language when speaking in public. Maintain a straight posture, consistent eye contact, regulated hand movements, and a confident demeanour. Good body language can help the teacher to connect with students.

Apart from a correct standing posture, giving positive body language gestures is also important; Ms L uses this example from Sydney's class, who always praises his students when they do their assignments. This has been proven by Hsu (2010, p.198), who states that using hand gestures such as thumbs up or hand clapping as a reward following a student's performance will make them feel more valued for their efforts. On the contrary, a teacher who is very rigid and rarely smiles at the children would foster a stressful learning environment. It causes students to become apprehensive and makes it difficult for them to engage in the learning process. When a teacher smiles, students love learning more. According to Richmond (2002), when teachers improve their effect through effective nonverbal behaviour, students are prone to listen, learn, and have a more positive attitude toward school. Effective communication between teacher and student in the classroom is essential to benefit students' affective and cognitive learning.