

THE EFFECTIVENESS OF NON-VERBAL COMMUNICATION IN TEACHING AND LEARNING ENGLISH: A SYSTEMATIC REVIEW

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Abstract : In the reviewed studies non-verbal communication used by teachers in teaching English. The purpose of this research is to study the type of Non-verbal communication by English teachers in teaching and to finding out how English teachers use non-verbal communication in teaching class, much further, whether to seek out the strength and weaknesses of the non-verbal communication, and to find out the effective way to use non-verbal communication efficiently and effectively. This research used a Quantitative approach which the efforts are to collect all of the studies that shared the common field of the study. The result of this study showed that the benefits, the advantages, the disadvantages and its effects. Moreover the non-verbal communication give some contributions in education which can be applied by teacher today. Recommendation and suggestion are offered in the current study. Hence, non-verbal communication is recommended to be used by teacher in this classroom.

Keywords: *Effectiveness, Non-verbal communication, teaching English, Systematic Review*

INTRODUCTION

Human being is a social living creature that can't live alone, they need to live side by side and communicate with one another to fulfill their everyday needs. According to (Pilu, Hardianto and Riyadi, 2019) "Communication is the process of exchanging information in the form of messages, symbols, thoughts, signs, and opinions". For this reason, a good skill communication is needed to achieve a good two way communication in order for the recipient can understand the information that been conveyed. There are couples of research who define what Non-Verbal communications are." *Non-Verbal communication is the unspoken dialogue which involves the messages conveyed beyond the words*"(Pilu, Hardianto and Riyadi, 2019);which means that non-verbal communication is the sending or receiving of wordless messages by gesture, body language, posture and tone of voice or facial expressions. In other word, non-verbal communication is about the body language of the speaker, also uses of the voice (*Haptics*), distance (*Proxemics*) and physical appearance also take part in it.

Non-verbal communication plays important part in communication. According to a research done by (Bambaeroo Fatemeh, and Shokrpour Nasrin, 2017) "Silent speech is of great importance in human's daily interactions and it influences one's chances of failure or success in personal and professional social encounters". that statement support this research because non-verbal communication is way more subtle and more effective than verbal communication and can convey meaning better than words for example from a simple act of non-verbal communication such nodding or smile in a conversation can conveys an information/ or signal much easier than words. This can be proved by the result from the research done by (Wahyuni, 2018) states that "there is a significantly higher predominance of smile as a nonverbal behavior to students with severe and profound disabilities, as well as laughter as a defense, behavior that appears in inappropriate situations of stress or insecurity, as a response to change and

changing environment, it is interpreted as an element of immaturity/retardation, tension and conflict". Furthermore, from other research from (Irungu Newton Mwangi et al, 2019) also shown that "when a learner is appreciated through nodding, facial expression, thumb up, it shows approval by the teacher, it will raises the motivation level towards learning to high academic achievement. In can be said that a warm environment and the feeling of acceptance that being shown by the teacher toward her students by using non-verbal communication can make the students to more eager and enjoy the process of learning the subject and by doing so, it will make a greater achievement. The other reason why verbal communication is important according been explained by (Altay Firat Ismail et al, 2018) states that the "use non-verbal communication in the language

Teaching environments can be related to culture teaching and involvement in the foreign language teaching process because non-verbal communication comprises some cultural characteristics of the target language community" So by being aware of the appropriate use of non-verbal communication in another language becomes a necessity to develop cultural understanding in the classroom and to have good intercultural communication skills.

RESEARCH METHOD

Systematic review is a research method itself through rigorous examination of relevant studies according to explicit criteria to answer specific questions. This review is guided by different versions of systematic review and the design has been constructed loosely around the method outlined by (Petticrew and Roberts, 2006). This systematic literature review involves the following steps:

1. Defining the parameters, questions and choosing keywords, inclusion & exclusion criteria and data basses
2. Carrying out the literature search

3. Screening the references
4. Assessing the remaining studies against inclusion and exclusion criteria
5. Assessing the quality
6. Extracting the data into a summary table of information
7. Synthesizing the studies to answer the research questions
8. Writing up the report

The purpose of this review is to examine the effectiveness non-verbal communication in teaching English. This purpose helps to define the above questions and the reviewed step.

The key search terms used were “Non-verbal communication the effectiveness non-verbal communication in teaching English the reviewed studies were identified through popular electronic databases, namely the web of science: ERIC, Scopus, and Advance Google Scholar. The literature search and identified 9 citations whose title and abstracts then were screened against the following inclusion criteria:

Inclusion criteria:

1. Research that focused on the effectiveness non-verbal communication in teaching and learning English
2. Research carried out in an English as a foreign language (EFL) context
3. Research reported in English peer reviewed academic journals whose full text can be accessed online readily
4. Academic publications from 2015 to 2020

Inclusion criteria

1. The inclusion criteria for this literature only focus on the effectiveness non-verbal communication in teaching and learning English.

Exclusion criteria

The excluded articles are mainly from less qualified sources, for example, non-anonymous peer review precedes or questionable journals where the authors need to pay for publishing their work (Renandya, 2014). The information of those reports was extracted into a summary table with the following headings: (1) Citation, (2) Contexts, (3) Participants, (4) Research questions, (5) Methods, (6) Findings, and (7) Notes. In the in-depth review, the collected information was synthesized to answer the research questions.

FINDINGS AND DISCUSSION

National Contexts of the Reviewed Studies

The following studies have included in the reviewed studies were coming from Indonesia. The first from Palopo, south Sulawesi, and the second from Kenya, the third from Semarang Central Java Indonesia. The fourth from Romania, the fifth from Sidoarjo, Indonesia. The sixth from Turkey the seventh from Chicago USA. The eight from Iran, the ninth from India, So far, the learning activities who study Effectiveness non-verbal communication in teaching English.

The Participants in the Reviewed Studies

In the reviewed study that been conducted by (Pilu, Hardianto, Riyadi, 2019) reported that the participants in that study were Two Teachers ask for the sample of the study. In the study of (Irungu, Nyagah, Mugambi, 2019) the participant were Teachers and learner of secondary school. And then, in (Tabacaru, 2016) the participant were 60 participants. Besides that, in (Altay and Karaazmak, 2018) the participants were 40 English Teachers. In (Baker & Ramos, 2017) the participant were teachers and students. The studies (Jumanto, Rizal, Nugroho, 2017; Wahyuni, 2017; Bunglowala and Bunglowala, 2015; Bambaeroo and Shokrpour, 2017) were conducting a literature studies so there were no participants included.

The Aims of the reviewed studies

In this research we are collected the aims from some studies that been done by other researcher that affirm, support, and discuss about the use of non-verbal communication in teaching and learning process. First from the recent researched that have accomplished by (Pilu, Hardianto and Riyadi, 2019) they aimed of their researched was to investigate and observe any non-verbal communication that been used by English teacher in learning process. The second come from (Irungu, Ngayah, and Mugambi, 2019) their aimed was to observed and to established the learner-teacher nonverbal interaction and its effect on the academic achievement of learners in chemistry. Third is from (Tabacaru, 2016), the purposed of their study was to observe and learn ways of achieving human rights in communication in order for everyone to express and speak out their mind, by giving a communication tool that will allow accessibility and access to good quality education and not limited by any kind of disability they have. The fourth by (Altay and Karaazmak, 2018), the aims of their study was to investigating the opinions and preferences of English teacher about the use of semiotic elements as a variation of non-verbal communication either it is useful or not and also they trying to confirming and conclude whether or not the language instructors need training about the effective use of non-verbal communication and which semiotic elements that need special training in.

The fifth is from (Tabacaru, 2017) the purpose of their study was to found out and investigating the effects of basic signed and gestured language on overall expressive ability as an non-verbal communication at risk child which is the children who have either physical, cognitive, communication, and emotional challenges. Sixth come from (Jumanto, Rizal and Nugroho, 2017) the aimed of their study to observe and affirm the clue of politeness in general public as a form of non-verbal communication perceptual that can be understand through visual senses. The seventh from Wahyuni's study that aimed to investigate and present the strength of

verbal and nonverbal communication in learning process and its effect on students' performance. Next from (Bunglowala and Bunglawala, 2015) aimed to show the usage of some variety of verbal and non-verbal communication skill in help enhancing student's comprehension of difficult concept. The last but not the least is from (Bambaeeroo and Shokpour, 2017) the purpose of their study was to established the impact of teachers' non-verbal communication on success in teaching using the findings of the studies collected that discuss about relationship between quality of teaching and teachers' capability in applying non-verbal communication. Actually there are lot of studies that discusses about non-verbal communication but cannot be mention one by one because of this study limitation

Research Methods Used in the Reviewed Studies

As stated in (Pilu, Hardianto and Riyadi, 2019) used descriptive method; to analyzed the data they used qualitative approach. This approach include observation and interview. (Irungu, Nyagah and Mugambi, 2019) run their study with quantitative and qualitative approach. This method's function is to measure learner achievement respectively. (Tabacaru, 2016) the method they used in methodology was a mixture of observation, communicational scales, case study and correlation analysis. (Altay and Karaazmak, 2018) used descriptive approach with the questioner as their instrument. (Baker-Ramos, 2017) was used qualitative approach with is observation and interview. (Jumanto, Rizal and Nugroho, 2017) were used qualitative approach and it it the same with (Wahyuni, 2017) and (Bunglowala and bunglawala, 2015) and (Bambaeeroo and shokrpour, 2017) by collected the some literature study and make review about it.

Main Outcomes of the Reviewed Studies

The session will be discussed in the table 1 in the following.

Study data	Result and findings	Interpretation
Pilu,Hardianto and Riyadi (2019)	Findout that the action,appearance and eye gaze were often used by the teachers during activities.	The non-verbal communication is proveneffectively can improve motivation in learning.
Irungu,Nyagah and Mugambi(2019)	It is found that the positive non- verbal communication from teacher inspire the students' academic achiement and they become optimistic.	From teacher non-verbal communication gives positive effect of the students
Tabacaru (2016)	The children of disabilities find that much easier to communicate through non-verbal communication. Non-verbal communication could be the strategies in developing communication tool to all students.The non-verbal communication was become the main communication for disabilities students.	The use of Non-verbal communication is really helpful especially for disabilities students.
Altay and Karaazmak	It is showed that the use of	The Non-verbal

(2018)	semiotic in learning activities was effectively to improve learners' willingness to learn and proficiency as well. Moreover, the non-verbal communication has affected teachers' belief in learning language to be more positive	communication that been used in learning activities it's improve the eager of students to learning English and make the teacher more confident in teaching English.
Baker-Ramos(2017)	Based on the result it is showed that learners with disabilities when using non-verbal communication would have meaningful communication between their environments if the people around them could be manage to understand them. If the environment were friendly to those children, then the meaningful communication will be realized.	The Non-verbal communication is helpful for making the disabilities to feel comfortable with their surrounding and make conversation became easier.
Jumanto, Rizal and Nugroho (2017).	It is suggested to use non-verbally wisely,	Either the speaker and the receiver must fully

Wahyuni (2017)	sotherefore, the illegible interaction between the speaker and receiver will be achieved successfully.	understood the sign of their non-verbal communication
Bunglowala and bunglawala (2015)	The use of non-verbal communication by the teacher could affect students' achievement in finishing their assignment. Therefore, it is suggested teachers must equip the communication skills in making the positive learning activity	The teachers' skill communication are really needed for improve students' achievement in learning English.
Bambaeeroo and shokrpour (2017)	Since the good communication was definitely important, it is suggested for teachers to use the non-verbal communication properly in order to achieve the satisfying learning activities.	The use of Non-verbal communication have to be teaching properly for the good teaching in order to get satisfy result.
	Find out there were many types of non-verbal communication which can be used in daily life, especially in learning	The Non-verbal communication has a lot of varieties and it's not only just gesture and contain eye contact,

activities.

movement, semiotic And
Etc.

DISCUSSIONS AND IMPLICATIONS

It was found that non-verbal communication was used for children with disabilities to be able to communicate through sign language such as eye contact, gestures body language and behavior, facial expressions, and eye gaze. People with disabilities can communicate well using sign language, and by doing that their confidence, comfort, motivation, and enthusiasm will increase. This type of communication is especially effective for children who are speechless, and also to the children who have a disturbance with their visual. Lots of children with visual impairment is also having difficulties in speaking because of the organ defect on their mouth, throat, and lungs that been known as birth defects. So the children with visual impairments are mostly communicate with others through touch and also sound. Non- verbal communication is not only being used for the disabled children, it can also be used for other cases such as stroke who has paralysis in their hand and mouth that needing lots of help in their communication by using the sign language, and also this kind of communication is really helpful for the blind people because they are more having more develop sensitive sixth sense other than eyes. Another example for the use of this nonverbal communication is for the children with mental retardation that really need help from others in carry out their daily activity because of their slow and inadequate capability in learning things.

Therefore, it is really recommended to have a non-verbal communication skill such as sign language. It can be learn step by step, example from trying to demonstrate a fairy tale story using a hand gestures that can attract the children interest to learn a new thing. This kind of method using a sign language will give an improvement in children interest to lots of literacy, and educate the disabled

children in a more comfort way to gain a new knowledge and that method also can be used for other type of literacy like nonfiction books that can help the teacher to train the children critical way to think scientifically. The government also have to contribute by making the law that support and encourage the deaf children to live to their fullest and not be limited by their impairment. Their teacher, and their parents also have to master using sign language as a way to show their concern and care for those children. There are 4 ways to communicate using non- verbal communication with people who have difficulty in speaking or listening and any other cases other than that. First, try to adjust in their field of view by keep observe their gestures to know what they need or want. Second, try to speak in most natural way and calm tone, try to limit use shout or whisper when communicate with them because it can affect and obstruct the lip movement that will make it difficult for them to understand the conversation. The third, when having a conversation with them try to keep make an eye contact, because it will make them feel comfortable. The last one, try to use visual gestures and cues, that will include certain physical movement, that thing will help to make an effective communication and make the two way of conversation run smoothly because it can make it the verbal communication being clear than using the verbal communication only.

The use of non-verbal communication by doing the direct demonstration and practice will improve the learning process because it will help the student to understand the subject more clearer rather just writing on the board and ask the student to read and memorize it. Because of that, the teacher have to give some more attention about this matter for the improvement of students' achievement. There is some of the recommendation for teacher, so here is the following matters: First, the teacher have to make and maintain a friendly atmosphere in the classroom by keeping he/her happy facial expression while teaching in class so the process of teaching and learning can run more effectively. When the teacher come to the classroom with a flat expression will cause the student to think that the teacher

maybe unhappy or get angry and by doing so, the student will get more tense in the classroom and it will disturb their concentration. The second the teacher have to keep an eye contact with the students, because that kind non-verbal communication will indirectly plays a role in building the personal relationship between the teacher and students, because eye can tell more thing than the word can describe, through eye someone can feel that they are being listened, being cared and that will make more trust to develop between the teacher and the students. The third is the way the teacher look at the student. The teacher have to have a warm sight not the glare sight to all the student.

Students do not like the glare sight from the teacher because the teachers underestimate but the teacher cannot look only at certain students and they will be prejudiced (Matindas, Samola & Kumajas, 2020). Beside the benefit that can be get from using non-verbal communication there is also weaknesses in using non-verbal communication. For instances, first, the wrong movement and error body movements can cause a misunderstanding in communication, and it will lead to the inhibition of communication. Second the obscurity of the given movement. In this case the error in the given movement can be one of the causes of misunderstanding in communication, such as unclear body movement will cause misinterpretation for the other party as a process of interpersonal communication. Therefore, as much as possible, the teacher have to provide clear movements so the communication will not cause misunderstanding. Third, the use of non-verbal communication is still consider uncommon especially for the sign language. Not everyone can understand the non-verbal communication because of the lack of the development of mass media in Indonesia to promote the sign language. If the new terms of movements not commonly done, its can cause errors in communication .communication is the first to be done or lived it will certainly make one party difficult to understand what was ordered.in carry out the learning in class, the teacher should use facial expressions namely, first, the students want a teacher use a smiley facial expression

when entering class. Second, students want teachers use a smiley facial expression when teaching, including when the teacher expressing disapproval, responding to mistakes made by students or responding late students entering to the classroom. Thirdly, without a smile are not preferred by students because it can mean the teacher not happy teaching, there is a problem or angry.

CONCLUSION

Finally, based on the findings it is suggested that teachers should be equipped knowledge of non-verbal communication appropriately in order to convey the material or communicating with learners or co-worker, since, it is vital matter in social interaction. It is recommended that to put smiley faces, friendly tone while interacting along with welcoming body language to create a friendly atmosphere in the classroom or wherever it will be. Much further, these findings of the study could be useful for all the elements in the society to get exposed to the knowledge of non-verbal communication.

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