

# CHAPTER I

## INTRODUCTION

The researcher discusses the introduction of the study. This chapter consists of seven parts. They are research context, research focus, research objectives, the significance of the study, the definition of key terms, previous study and review related literature.

### **A. Research context**

Language serves a central role in daily lives. It is hard to imagine going through an entire day without language. Even if we could visualize such a state of affairs, imagination and thought would depend upon the language we are brought with. Cowles says that language is everywhere in human society, across every culture. For most people, it is an effortless ability that we acquire before we learn how to dress ourselves. Some people feel that they even think using language, that an important part of their thoughts involves a kind of internal monologue.<sup>1</sup>

In fact, human beings communicate in many ways. As the role of language communication in life, it is certainly important for us to use the language. Language is very important for every aspect and interaction in our daily lives. It is used to inform those around us of what we feel, what we want, or anything we want to say. On the other hand, language does not just convey or inform the message to others but relates to when the language works and we can use it as a speaker and a listener to be understood. Nonverbal communication is widely used to interact in

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<sup>1</sup> H. Wind Cowles, *The Psych 101 Series*, 2011.,10

society.<sup>2</sup> Many ways such you touch your head or touch your nose, the way you put your hands together or cross your leg, show a lot of things about you or other people.

One of the studies to comprehend language's work is psycholinguistic. Psycholinguistic is the study of the psychological and neurobiological factors that enable humans to acquire, use, and understand language. The study of psycholinguistic gives us knowledge of underlying processes of language in the human mind, how we think and understand each other in communication. People need to find ways to improve the quality of human experience in a relation to language and communication.<sup>3</sup>

In communication, people communicate both verbal and nonverbal. Verbal communication relates to how we produce sounds, words, and sentences in talk. But in nonverbal communication, relate to how we communicate through any behavioral or expressions of our body. Miller stated indicated that nonverbal communication includes facial expression, eye contact, proximity and closeness, hand gesture, and body language.<sup>4</sup> And Borg also stated that much of the research about nonverbal communication indicates that as a little as 7 percent of communication in teaching performance is spoken language words and the majority is nonverbal and paralinguistic cues.<sup>5</sup>

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<sup>2</sup> Agnesia Eka Putri, "Gestures and Facial Expressions Used in ' the Ellen Show '" 04 nomor 2 (2016): 57.

<sup>3</sup> Cowles, *The Psych 101 Series*.11

<sup>4</sup> Roghayeh Barmaki, "Nonverbal Communication and Teaching Performance," no. Edm (2014): 441.

<sup>5</sup> Ibid.

In communication we communicate nonverbal in conversations that are often the verbal aspects of conversation is ignored. This is especially true for the function of interactive language in which social contact is an important key and where we say what Delivered with body language, gestures, eye contact, physical distance, and other nonverbal messages.<sup>6</sup>

Therefore, verbal communication which is used by teachers in the teaching and learning process is not truly enough for the students to be understood. Teachers are the professional educator who has an important role to teach, educate, and guide people through formal education. Professional teachers can be known by their competence include how they can manage the class, facilitate the learning, and interact with the students.<sup>7</sup> So, effective learning will occur if the way of teacher communicates can be understood by the students well. This research focuses on identifying nonverbal communication used by figure teacher in program TV Show. In "Mind Your Language" program TV Show tells the story of an English teacher name is Jeremy Brown who teaches at a vocational education center in London. Mr. Brown teaches in a class of immigrant students from various national backgrounds, languages, ages, and occupations. The series focusing on the struggle of an English teacher in teaching the language following its function to communicate.

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<sup>6</sup> H. Douglas Brown, "Teaching by Principles An Interactie Approach to Language Pedagogy," second edi., 1994, 210.

<sup>7</sup> M.Ag Dr. Umar Sidiq, *Etika Dan Profesi Keguruan, Journal of Chemical Information and Modeling*, vol. 53 (STAI Muhammadiyah Tulungagung, 2018).4

The program TV Show that was chosen is "Mind Your language" is a British sitcom created by Vince Powell and produced and directed by Stuart Allen. It originally premiered on ITV in 1977. In Mind, Your Language Program TV Show consists of four seasons. Each season consists of several episodes. The researchers are interested In the first season consist of 13 episodes. This season tells us about an English class for foreigners. This research is very relevant to my research that is nonverbal communication used by figure teacher in Mind Your Language TV Show. The communication does not work well because the ability of the student is very minimum. Mr. Brown's teaching style was revolutionary in his era. When many textbooks focus on grammar without stepping into the practical realm, Mr. Brown brings groceries to class to teach vocabulary, conduct role-playing, and tell the students to go out to public places to practice communication in the real environment. This issue was even briefly raised in one of the first episodes, where Mr. Brown protested the inspectors of the Local Education Council about textbooks focusing too much on the theory, but not the actual communication.

Most of them may give no response to the teacher's verbal such as the explanation of the lessons or ignoring it if the teacher's words are the imperative sentences. The teacher also used nonverbal communication in the learning process. Mostly, students give more attention through nonverbal than verbal communication used by teachers. So, it will be better if the teacher used both verbal and nonverbal effectively while interacting with the students.

Based on research, of the previous study that used in this research about nonverbal communication had done by some researchers, such as The first study is *Non- verbal Communication and Teaching Performance* by Roghayeh Barmaki, it indicated that non-verbal cues especially open hand gestures and proximity play an important role in the preparation of an individual for teaching.<sup>8</sup> The second study is *Analysis of Teacher's Non-Verbal Communication In EFL Classroom At SMP Negeri 3 BANJAR* by Indrawan.<sup>9</sup> In this research, the researcher tries to examine nonverbal communication used by the teacher at SMPN 3 Banjar. From the description above the researcher will conduct the difference study to take this research in another way Analysis of nonverbal communication for another object such as the figure teacher in Mind Your Language at Program TV Show.

So that in this research, the researcher researches title want to Analysis the nonverbal communication used by figure teacher in "Mind Your Language" TV Show. It can be better if the teacher used both verbal and nonverbal effectively while interacting with the students.

## **B. Research Focus**

According to John W Creswell, a research problem is an educational issue, concern, or controversy that research investigates. Authors may present it as a single sentence or as a couple of short

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<sup>8</sup> Barmaki, "Nonverbal Communication and Teaching Performance."441

<sup>9</sup> I.P. Indrawan, P.K. Nitiasih, and K.S. Piscayanti, "An Analysis of Teachers' Non-Verbal Communication in Efl Classroom At Smp Negeri 3 Banjar," *Prasi* 12, no. 01 (2017): 1–11.

sentences.<sup>10</sup> Based on the research context above, the researcher formulates the research focus as below:

1. What are the types of Nonverbal communication used by figure teacher in "Mind Your Language" TV Show?
2. What are the meaning of Nonverbal communication used by figure teacher in "Mind Your Language" TV Show?

### **C. Research Objective**

From Cresswell, the research objective is a statement of intent for the study that declares specific goals the investigator to achieve in a study.<sup>11</sup> Based on the research focus above, the research objectives aim to:

1. To find out the types of Nonverbal communication used by figure teacher in "Mind Your Language" TV Show.
2. To find out the meaning of Nonverbal communication used by figure teacher in "Mind Your Language" TV Show.

### **D. Research Significant**

The usefulness of this research is to explain the importance of the research content of the problems studied. Whether scientific or social use, scientific use including the development of science while social use

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<sup>10</sup> John W Creswell, *Educational Research Planning, Conducting, and Evaluating Quantitative and Qualitative Research Educational Research*, ed. Pearson Education (Boston: Pearson, 2012).66

<sup>11</sup> Ibid.

is a stage in solving social problems.<sup>12</sup> The researcher has two significances of of the result of the research, as following:

#### 1. Theoretical Significant

The findings of this study are expected to provide information about the use of good communication with nonverbal aspects. Especially, it provides more knowledge about the meaning of nonverbal used by teacher and provide additional references for research in psycholinguistics.

#### 2. Practical Significant

##### a. For Researcher

The beneficial for the research is to find out the analysis about kinds of nonverbal communication used by the teacher and increase knowledge about the study .

##### b. For Teacher

From this study is going to help lectures to get a new experiences about the This study gives a good contribution for teachers to interact with students during learning process. By knowing the kinds of non-verbal communication which is effective for students, it gives knowledges for teachers to make an effective learning in the class.

##### c. For Students

The result of this research is to give an understanding and useful information for the students as a gold generation of the

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<sup>12</sup> STAIN PMK Press, ed., *Pedoman Penulisan Karya Tulis Ilmiah*, Edisi Revi. (Pamekasan, 2015).

language candidate of English teacher and to know how to analyze Nonverbal communication used by figure teacher .

### **E. Definition of Key Terms**

The key term is like an alphabetical list of important terms or acronyms that will define, particularly ambiguous terms or those used especially by narrowing the topic.

1. Nonverbal Communication is the visible activity in a talk by using any expressions such as gestures, facial expressions, proximity, eye contact, and body language.
2. Figure Teacher is someone who plays the role of a teacher in the Tv Show series Mind Your Language
3. Mind Your Language is a British sitcom that premiered on ITV in 1977. It was produced by London Weekend Television and directed by Stuart Allen
4. Figure Teacher is someone who plays the role of a teacher in the Tv Show series Mind Your Language

### **F. Previous Study**

Some previous studies were used in this research. Surely, it is connected with the research which will be researched. The previous study about nonverbal communication had done by some researchers, such as; The first study is *Non- verbal Communication and Teaching Performance*



by Roghayeh Barmaki (2014), it indicated that non-verbal cues especially open hand gestures and proximity play an important role in the preparation of an individual for teaching. The differences of this research the researcher will focus on nonverbal communication used by figure teacher in TV Show entitled Mind Your Language. The second study analysis of *Teacher's Non-Verbal Communication In EFL Classroom At SMP Negeri 3 BANJAR* by Indrawan(2017). In this research, the researcher tries to examine nonverbal communication used by the teacher at SMPN 3 Banjar. The third study is *Verbal and Non-verbal communication Cues in Daily Conversation and Dating* by Catherine Fichten (2001). As a result that subjects reported decoding more nonverbal cues than they expressed. That trend was reversed for verbal cues, suggesting that subjects paid particular attention to their verbal cues and other's non-verbal behaviors.

Based on the first and second titles above, I am interested to take this research in another way, in the first and second study focus on teaching performance. I am trying to examine the theory of nonverbal communication for another object such as the figure teacher in Mind Your Language at Program TV Show. This research prefers to examine the context of the data sources based on the phenomenon that has been found.

## **G. Review Related Literature**

This section will be divided into eight parts, the first part of this chapter is discusses about communication. The second part is verbal communication. The third part is nonverbal communication. The fourth part is a kind of nonverbal communication. The fifth part is the meaning of

nonverbal communication. The sixth part is the figure teacher. The seven parts include the "Mind your Language" Program TV Show. The last part is the previous study.

## 1. Communication

Communication is the process of transmitting information and common understanding from one person to another.<sup>13</sup> The word communication is derived from the Latin word, *communis*, which means *common*. The definition underscores the fact that unless a common understanding results from the exchange of information.<sup>14</sup>

Two common elements in every communication exchange are the sender and the receiver. The sender initiates the communication. In a school, a sender is a person who has a need or desire to convey an idea or concept to others. The receiver is the individual to whom the message is sent. The sender encodes the idea by selecting words, symbols, or gestures with which to compose a message. The message is the outcome of the encoding, which takes the form of verbal, nonverbal, or written language.

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The definitions of communication clearly show the link between teaching and communication, the teacher is also constantly imparting new knowledge or transmitting information to the students. The teacher in the class has a role as the sender and the students as the receiver. Teachers

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<sup>13</sup> J.Keyton, "Communication and Organizational Culture: A Key to Understanding Work Experience" (2011).

<sup>14</sup> Deddy Mulyana, *Ilmu Komunikasi : Suatu Pengantar* (Bandung: PT.Remaja Rosdakarya, 2014).  
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<sup>15</sup> Fred C Lunenburg, "Communication : The Process , Barriers , And Improving Effectiveness," *Schooling* 1 (2010): 2.

have to use good skills to evacuate the barrier in transmitting the information to the students and then the students will give good feedback to the teacher.

## **2. Verbal Communication**

Verbal communication refers to the use of sounds and language to relay a message. It serves as a vehicle for expressing desires, ideas, and concepts and is vital to the processes of learning and teaching. In combination with nonverbal forms of communication, verbal communication acts as the primary tool for expression between two or more people.<sup>16</sup>

Boyd stated that problems develop in verbal communication when the sender and receiver do not share the same meaning for words used, or because they put words together in different patterns when speaking. Because of this, teachers must increase their understanding of students in their classes. Effective teachers constantly clarify or explain ideas, concepts, or simply define new terms to their students. Sensitivity to this behavior becomes almost second nature as is the teacher's continuous probing for students' understanding.<sup>17</sup>

Verbal communication has an important role in the learning process. To teach effectively, a teacher must be capable of relaying information in a way that allows students to understand and retain what is being taught. Verbal conversation and interaction in the classroom as well

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<sup>16</sup> Hanes Tracii, "What Is Nonverbal Communication Oureverydailylife," accessed August 15, 2020, <http://oureverydailylife.com/what-is-verbal-communication-4934342.html>.

<sup>17</sup> Boyd Frederick Douglas, "Non-Verbal Behaviors of Effective Teachers of at-Risk African-American Male Middle School Students" (2000): 120.

as one on one tutoring sessions is also a way to encourage the exchange of ideas and opinions on varying subjects between teacher and students as well as student and student.

### 3. Nonverbal Communication

Nonverbal communication refers to all of the elements of communication excluding the actual word used.<sup>18</sup> While Hans and Hans stated the nonverbal communication is conveying of emotions, feelings, and messages through actions and expressions rather than words. It includes the important but unspoken signals that individuals exhibit, specifically body language."<sup>19</sup>

Nonverbal communication is a process of generating meaning using behavior other than words. In terms of content, nonverbal communication tends to do the work of communicating emotions more than verbal. In terms of composition, although there are rules of grammar that structure our verbal communication, no such official guides govern our use of nonverbal signals.<sup>20</sup>

Based on those definitions, nonverbal communication supports verbal communication. Generally, people communicate through information and emotional exchange, so both of them influence each other. it is the aspect that occurs in the interaction of people. For instance, teachers often used nonverbal communication in conveying the information to the students when he or she is explaining through verbal

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<sup>18</sup> Barmaki, "Nonverbal Communication and Teaching Performance."441

<sup>19</sup> Anjali Hans and Emmanuel Hans, "Kinesics, Haptics and Proxemics: Aspects of Non -Verbal Communication," *IOSR Journal Of Humanities And Social Science Ver. IV* 20, no. 2 (2015): 47.

<sup>20</sup> Andy Schmitz, "A Primer on Communication Studies" 1.0 (2012): 182.

communication. And the students also used it to communicate with their teacher, such as raising their hand while asking or answering the questions.

#### 4. Kinds of Nonverbal Communication

"According to Hans and Hans, there are 3 kinds of nonverbal communication (visible activity in a talk), such as; Kinesics, Haptics, and Proxemics".<sup>21</sup>

##### 1. Kinesics

The word kinesics comes from the root word kinesis, which means "movement" and refers to the study of hand, arm, body, and face movements.<sup>22</sup> This section will outline the form of kinesics such as gestures, head movements and posture, eye contact, and facial expressions as nonverbal communication.

##### a. Gesture

Gesture refers to hand and arm movements. It occurs alongside speech, and other very ritualized gestures (many people can think of several rude or contemptuous gestures quite easily).

<sup>23</sup>Assigns and signals, certain gestures have the status of public ritualized acts-saluting, waving, two fingered hand gestures, and so

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<sup>21</sup> Hans and Hans, "Kinesics, Haptics and Proxemics: Aspects of Non -Verbal Communication."47

<sup>22</sup> Ibid ,48

<sup>23</sup> Anjali Hans and Emmanuel Hans,"Kinesics, Hapticsand Proxemics: Aspects of Non -Verbal Communication". *Humanities And Social Science*,2 (Februari,2015),48

on a marked role in indicating not only the type of communication but also its content.<sup>24</sup>

b. Head movement and Posture

"Hans and Hans stated that head movement has begun at birth, even before a baby can know that it has a corresponding meaning".<sup>25</sup> Generally, people use head movement such as nod head or shake head. While Posture is referred to how people sit, stand, and generally hold themselves as an indication of their innermost feeling and the state of their relationship with others.

Body posture is the bearing or the position of the speaker's body. It is a more or less stable state and thus not to be confused with body gestures which are movements. Body posture can be characteristic and assumed for a special purpose or it can correspond to the normal expectations in the context of a particular situation.<sup>26</sup>

c. Eye contact

We also communicate through eye behaviors, primarily eye contact. While eye behaviors are often studied under the category of kinesics, they have their branch of nonverbal studies called oculosics, which comes from the Latin word *oculus*, meaning "eye." The face and eyes are the main points of focus during communication, and

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<sup>24</sup> Michelle K. Jackson, "Psychology of Language," *Psychology of Language* (2012): 82.

<sup>25</sup> Hans and Hans, "Kinesics, Haptics and Proxemics: Aspects of Non -Verbal Communication.", 48

<sup>26</sup> Adela-Suzana Colta, "The Importance of Non-Verbal Communication in Business" (2004): 3.

along with our ears, our eyes take in most of the communicative information around us.

During the talk, there are at least three important ways to think eye contact. Where the speaker looks at the listener, where the listener looks at the speaker and mutual gaze. When listening we tend to look much more compared to when we are speaking, and speakers will often alter their talk if they do not experience mutual gaze with the listener.

#### d. Facial Expression

Facial expression is the expression of attitudes and emotions through the face. Our faces are the most expressive part of our bodies. Think of how photos are often intended to capture a particular expression "in a flash" to preserve for later viewing. Even though a photo is a snapshot in time, we can still interpret much meaning from a human face caught in a moment of expression, and basic facial expressions are recognizable by humans all over the world.<sup>27</sup>

Facial expressions are dynamic features that communicate the speaker's attitude, emotions, intentions, and so on. The face is the primary source of emotions. During oral communication, facial expressions change continually and are constantly monitored and

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<sup>27</sup> Hans and Hans, "Kinesics, Haptics and Proxemics: Aspects of Non -Verbal Communication."

interpreted by the receiver. Examples are a smile, frown, raised eyebrow, yawn, or sneer.<sup>28</sup>

## 2. Haptics

Haptics refers to the study of communication by touch. Body contact is referred to as haptics includes both intentional and unintentional touching of various kinds. it is also related to proximity. In the sense that we can only touch if we are near enough to another person.<sup>29</sup>

Hersteinstein stated that body contact can refer to two highly dissociable phenomena. The first refers to the action of an object on the skin and the second refers to the registration of information by the sensory systems of the skin (i.e., feeling). The pressure exerted on the skin would encompass the former sense of the word while feeling ticklish would be an aspect of the latter sense of the word.<sup>30</sup>

The relations between touch and communication are very different depending on the aspect of touch to which one refers. For instance, a person may caress two people using the same quality of touch on the same location of the body (i.e., in the former sense of touch), yet only one of the people may perceive the touch positively while the other perceive it negatively.

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<sup>28</sup> Adela-Suzana Colta, "The Importance of Non-Verbal Communication in Business.",<sup>3</sup>

<sup>29</sup> Ibid.

<sup>30</sup> Julie M Verkamp et al., "The Communicative Functions of Touch in Humans, Nonhuman Primates, and Rats: A Review and Synthesis of the Empirical Research.," *Genetic, social, and general psychology monographs* 132, no. 1 (2006): 8, <http://www.ncbi.nlm.nih.gov/pubmed/17345871>.



### 3. Proxemics

The use of space to communicate is known technically as proxemics. Speakers who stand close to their listener, with their hands on the listener's shoulders and their eyes focused directly on those of the listener, communicate something very different from speakers who stand in a corner with arms folded and eyes downcast.<sup>31</sup>

According to Hans and Hans proxemics refers to the study of how space and distance influence communication. We only need to look at how space shows up in common metaphors to see that space, communication, and relationships are closely related. For example, when we are content with and attracted to someone, we say we are "close" to him or her. When we lose connection with someone, we may say he or she is "distant."<sup>32</sup>

Kinds of nonverbal communications based on those definitions above also can be found in the teaching and learning process. Those kinds are often used by teachers and students. Teachers use arm and hand movements while explaining the lesson to the students. Students also used gestures to give the responses such as raising their hands when asking and answering the spoken question. Proxemics and gaze are certainly occurred both of them in the class to identify their position. Teachers use posture and facial expression to communicate with the students based on their character while teaching. And body contact use rarely in the learning process because generally, teachers use it based on the context.

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<sup>31</sup> DeVito Joseph A, "Unit 8 Non Verbal Messages," *Human Communication* (2002): 141.

<sup>32</sup> Hans and Hans, "Kinesics, Haptics and Proxemics: Aspects of Non -Verbal Communication.",48

## 5. Meaning of Nonverbal Communication

The use of nonverbal communication has the meaning of Nonverbal Communication. The use of nonverbal communication has the meaning how it refers, the third kinds of nonverbal communication will be illustrated;

### A. Kinesics

#### 1. Gesture

The illustrated gesture such as; First, emblems are gestures that have a specific agreed-on meaning. These are body gestures that directly translate into words or phrases; for example, the OK sign, the thumbs-up for "good job," and the V for victory. A hitchhiker's raised thumb, the "OK" sign with thumb and index finger connected in a circle with the other three fingers sticking up, and the raised middle finger are all examples of emblems that have an agreed-on meaning or meanings with a culture.<sup>33</sup>

Schmitz stated, emblems can be still or in motion; for example, circling the index finger around at the side of your head says "He or she is crazy," or rolling your hands over and over in front of you says "Move on." We use these consciously and purposely to communicate the same meaning as the words. But emblems are culture specific, so we have to be careful when using our culture's emblems in other cultures.<sup>34</sup>

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<sup>33</sup> Ibid.47

<sup>34</sup> Schmitz, "A Primer on Communication Studies."197

There are a few cultural differences in the emblems we may commonly use:<sup>35</sup>

1. In the United States, to say "hello" we wave with our whole hand moving from side to side, but in a large part of Europe, that same signal means "no." In Greece such a gesture would be considered insulting.
2. The V for victory is common throughout much of the world; but if we make this gesture in England with the palm facing our face, it's as insulting as the raised middle finger is in the United States.
3. In Texas the raised fist with the little finger and index finger held upright is a positive expression of support because it represents the Texas longhorn steer. But in Italy, it's an insult that means "our spouse is having an affair with someone else." In parts of South America, it's a gesture to ward off evil, and in parts of Africa it's a curse: "May we experience bad times."

Some Pictures of emblem gesture related to some authors above:

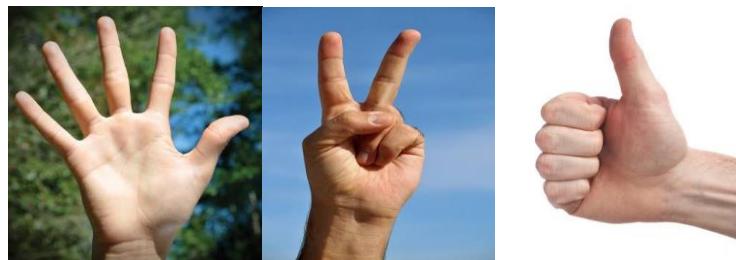


Figure 1.1. a.

b.

c .

Source : <https://www.humintell.com>

a).means "hello" or "goodbye"b). means Victory, c) means "ok" or "agree"

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<sup>35</sup> DeVito Josphe A, "Unit 8 Non Verbal Messages."136

Second, Illustrators are the most common type of gesture and are used to illustrate the verbal message they accompany. For example, we might use hand gestures to indicate the size or shape of an object.<sup>36</sup>

Third, adaptors are touching behaviors and movements that indicate internal states typically related to arousal or anxiety. These are gestures that satisfy some personal need, such as scratching to relieve an itch or moving our hair out of our eyes. Adaptors can be targeted toward the self, objects, or others. Self-adaptors are selftouching movements (for example, rubbing our nose or eyes). Some pictures of Self Adaptors as proposed by Hans and Hans.<sup>37</sup>



Figure 1.2. a. Moving hair      b. Rubbing eyes

Source : <https://images.app.goo.gl/>

The picture above is about selfadaptor which is often done by people such as Moving hair and Rubbing eyes. These gestures generally occur spontaneously while conversing to satisfy a personal need.

While in the learning process, teachers also used some gestures to communicate with their students, for example; they stick the index finger to their lips which means that they asked the students to be silent and

<sup>36</sup> Hans and Hans, “Kinesics, Haptics and Proxemics: Aspects of Non -Verbal Communication.”<sup>47</sup>

<sup>37</sup> Ibid.48

maybe raise their hands to simulate the students to ask or answer, such as picture illustrate below;



Figure 1.3. a. Raise hand      b. Stick index finger

Source : <https://jabarekspres.com>

The meaning of the picture above are; raise hand means stimulate the students to ask or answer, Stick index fingers means, asked the students to be silent.

## 2. Head movement and Posture

In terms of head movements, a head nod is a universal sign of acknowledgment in cultures where the formal bow is no longer used as a greeting. In these cases, the head nod essentially serves as an abbreviated bow. An innate and universal head movement is the head shake back and forth to signal "no" while the nodding head in general means "yes" or "agree". Babies shake their head from side to side to reject their mother's breast and later shake their head to reject attempts to spoon-feed.<sup>38</sup> The picture of Head movement can be illustrated such as;

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<sup>38</sup> Ibid.

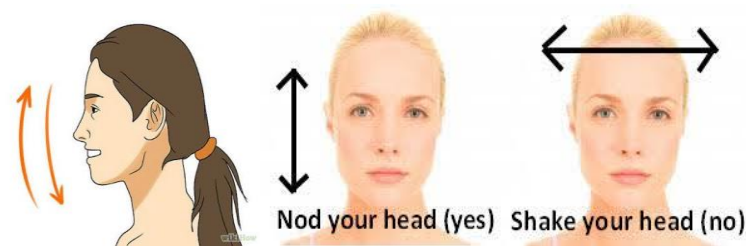


Figure 1.4. Nod your head and Shake your head

Source : <https://www.espressoenglish.net/common-collocations-english-verbs-with-body-parts/>

We also move our heads to indicate interest. For example, a head-up typically indicates an engaged or neutral attitude, a head tilt indicates interest and is an innate submission gesture that exposes the neck and subconsciously makes people feel more trusting of us, and a head-down signals a negative or aggressive attitude.<sup>39</sup>

According to Hans and Hans, there are four general human postures: standing, sitting, squatting, and lying down. Within each of these postures, there are many variations, and when combined with particular gestures or other nonverbal cues they can express many different meanings.<sup>40</sup> While Barmaki divided an effective posture on the learning process into two types, open and closed posture. Some standing posture such as:



<sup>39</sup> Schmitz, "A Primer on Communication Studies."198

<sup>40</sup> Hans and Hans, "Kinesics, Haptics and Proxemics: Aspects of Non -Verbal Communication."

Figure 1.5<sup>41</sup> a. closed posture

b. Open posture

Source : Roghayeh, Barmaki. *Nonverbal communication and Teaching Performance*

Open postures are often used as a measure of closeness, receptivity, and interest. Open postures illustrate positive feelings to others and show that the person is open and positive to the listener. While closed posture is often cited to indicate defensiveness, aggression, and avoidance. In general closed body poses demonstrate negative feelings to the other person.<sup>42</sup> When somebody folds and crosses her arms, she seems to protect herself from the other person and her listener feels that she is not open and comfortable in communication. In other ways, in the classroom teachers often used open posture, but in a positive style such as illustrated below;



Figure 1.6.

Source: <https://www.teachingenglish.org.uk/article/teacher-positioning-classroom>

The picture served a positive posture for the students. The teacher show polite posture in giving care and control to the students.

<sup>41</sup> Barmaki, "Nonverbal Communication and Teaching Performance."

<sup>42</sup> Ibid.

### 3. Eye contact

Eye contact serves several communicative functions ranging from regulating interaction to monitoring interaction to conveying information, to establishing interpersonal connections.<sup>43</sup> In terms of regulating communication, we use eye contact to signal to others that we are ready to speak or we use it to cue others to speak. Where a teacher asks a question, no one else offers a response, and he or she looks directly at us as if to say, "What do you think?" In that case, the teacher's eye contact is used to cue us to respond.

Making eye contact with others also communicates that we are paying attention and are interested in what another person is saying. Eye contact can also be used to intimidate others. Staring at another person in some contexts could communicate intimidation, while in other contexts it could communicate flirtation. "Schmitz stated eye contact as a key immediacy behavior, and it signals to others that we are available for communication".<sup>44</sup>

Once communication begins, if it does, eye contact helps establish rapport or connection. We can also use our eye contact to signal that we do not want to make a connection with others.

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<sup>43</sup> Hans and Hans, "Kinesics, Haptics and Proxemics: Aspects of Non -Verbal Communication.",<sup>48</sup>

<sup>44</sup> Schmitz, "A Primer on Communication Studies."



#### 4. Facial Expression

Based on much research about facial expression, Hans and Hans have supported the universality of a core group of facial expressions: happiness, sadness, fear, anger, and disgust.<sup>45</sup>

Smiles are powerful communicative signals. Although facial expressions are typically viewed as innate and several are universally recognizable, they are not always connected to an emotional or internal biological stimulus; they can serve a more social purpose. For example, most of the smiles we produce are primarily made for others and are not just an involuntary reflection of an internal emotional state. These social smiles, however, are slightly but perceptibly different from more genuine smiles.

Facial expressions help set the emotional tone for a speech. To set a positive tone before we start speaking, we briefly look at the audience and smile to communicate friendliness, openness, and confidence. When delivering something light-hearted or humorous, a smile, bright eyes, and slightly raised eyebrows will nonverbally enhance our verbal message. When delivering something serious or somber, a furrowed brow, a tighter mouth, and even a slight head nod can enhance that message. If our facial expressions and speech content are not consistent, our audience could become confused by the mixed messages, which could lead them to question our honesty and credibility. The students are also easier to

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<sup>45</sup> Hans and Hans, "Kinesics, Haptics and Proxemics: Aspects of Non -Verbal Communication."

interpret the teacher's feeling at that time. Some pictures of the teacher's facial expression can be illustrated below;



Figure 1.7. 1. happiness      2. Interest      3. Anger

Source: [www.futureeducators.org/about/staff.htm](http://www.futureeducators.org/about/staff.htm), [www.utakatikotak.com](http://www.utakatikotak.com), [www.123rf.com/photo\\_22348964\\_angry-male-teacher-pointing-at-students-in-classroom.html](http://www.123rf.com/photo_22348964_angry-male-teacher-pointing-at-students-in-classroom.html)

From the picture above, picture number 1 shows the happiness facial expression is a combination of the happiness facial expression and associated happy body language. Number 2 shows the interest facial expression. Raising of the head from a lowered posture may indicate an increase in interest in what someone is saying. and number 3 shows anger facial expression is Anger face works so well because each facial movement makes a person look physically stronger. Moreover, a facial expression is often used by a teacher in the learning process, it can help the teacher to show their feeling directly to the students without words.

## B. Haptics

Haptic communication is a form of nonverbal communication and the way by which people and animals communicate via touching. Touch is the most effective means to communicate feelings and emotions.

Touch is necessary for human social development, and it can be welcoming, threatening, or persuasive. Research projects have found that students evaluated a library and its staff more favorably if the librarian briefly touched the patron while returning his or her library card, that female restaurant servers received larger tips when they touched patrons, and that people were more likely to sign a petition when the petitioner touched them during their interaction.<sup>46</sup>

Hans and Hans stated, There are several types of touch, including functional-professional, social-polite, friendship-warmth, love-intimacy, and sexual-arousal touch. At the functional professional level, touch is related to a goal or part of a routine professional interaction, which makes it less threatening and more expected.<sup>47</sup>

Body contact also occurs between teachers and students in the class. as mentioned above body contact which is used by the teacher interprets some aspect. Ritualistic touching such as shaking hands is the culture used by teachers and students while coming to school or go home from school, it means a polite expression of greeting in school.

Moreover, teachers often use another touching for the students to serve positive feelings, such as care, support, appreciation, control the attitudes, or for asking something. The haptics can be illustrated below;

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<sup>46</sup> Schmitz, "A Primer on Communication Studies."

<sup>47</sup> Hans and Hans, "Kinesics, Haptics and Proxemics: Aspects of Non -VerbalCommunication.",49



Figure 1.8.

(Source : <http://www.kesekolah.com>)

The meaning of the picture above are; touching for greeting means a polite culture's habit, and touching means giving care, appreciation, and support.

#### A. Proxemics

Hans and Hans distinguish four proxemic distances: types of spatial distances that define the types of relationships between people and the types of communication in which they're likely to engage. Those are intimate distance, personal distance, social distance, and public distance.<sup>48</sup>

Teacher in the class usually uses the two distances, such as personal, and social distance. The personal distance used by the teacher to comprehend the difficulties which might be experienced by the students and make their relationship like a friendship, it will make students enjoy the learning process. Besides that, it is also used by a teacher to be closer with the students. It helps the teachers to know the psychological problem of the students.

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<sup>48</sup> Ibid.49

While social distance is often used by the teacher in explaining in front of the class. it used by them to they can dominate or control the class easily.

## **6. Figure Teacher**

Figure teacher is a person who illustrated the teacher's role in "Mind your language" program TV Show. He or she practices the way of teaching how to teach, how to explain the material, and how to interact with the students.

Banga stated teachers are the people who educate the youth of society who in turn become the leaders of the next generation of people. They are the people who are teaching children and imparting knowledge upon them in their most impressionable years, what these kids learn from their teachers at a young age will most likely stay with them in some facet for the rest of their lives.<sup>49</sup> So, teachers certainly have a significant mark on the development of young children and even older children alike, as they are teaching them and helping them develop their knowledge so that they can go on in life and be responsible and productive members of society.

Teachers, by simply transmitting information, turn themselves into a part of the program as coursebooks, unit periodicals, and information sheets.

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<sup>49</sup> Chaman L A L Banga, "MICROTEACHING, AN EFFICIENT TECHNIQUE FOR LEARNING EFFECTIVE TEACHING Chaman Lal Banga, Assistant Professor (Education), Department of Education, ICDEOL, Himachal Pradesh University Shimla," *Scholarly Research Journal for Interdisciplinary Studies* (2014).

However, schools are expected to be places where there is intensive interaction and where students develop a perspective on life itself.<sup>50</sup>

In learner performance, the role of positive and constructive teacher activities in classrooms is rather important. Teachers need to be trained to be able to apply their knowledge and lead the activities in the classrooms effectively. It is known as figure teacher in "Mind Your Language" TV Show.

### **7. “Mind Your Language “ Program TV Show**

Mind Your Language program TV Show is a British sitcom created by Vince Powell and produced and directed by Stuart Allen. It originally premiered on ITV in 1977. The series shows people from different countries with different social backgrounds, religions, and languages existing in Mr. Brown's class, learning English as a foreign language. The series reflects the accents of many countries, the confusion of English and brings a lot of laughter to the audience.<sup>51</sup>

There were four seasons, three on London Television between 1977 and 1979 and one on Granada in 1986. The show was about a hapless class of students learning English as a foreign language. like the first season, this one consists of 13 episodes while the second and third have 8 each. In the first episode, Jeremey Brown is hired as a teacher of English as a foreign language at a college of adult education run by a strict principle.<sup>52</sup>

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<sup>50</sup> Beydogan O, *Changes in Teaching Strategies and the Changing Role of Teacher* (Cagdas Egitim, 2002).

<sup>51</sup> [https://mindyourlanguage.fandom.com/wiki/Mind\\_Your\\_Language](https://mindyourlanguage.fandom.com/wiki/Mind_Your_Language), Accessed on 17 August 2020 at 6.36 pm.

<sup>52</sup> <https://tvtropes.org/pmwiki/pmwiki.php/series/MindYourLanguage>. Accessed on 26 January 2021 at 6.15 am.

The plot of *Mind Your Language* focuses on Jeremy Brown, an EFL teacher who works at a school run by Dolores Courtney, and his experiences helping his students learn about the English language and culture. Originally the opening sequence cuts to Miss Courtney at the end and freezes but then changes to zooming up to her. In the second season, Ingrid walks in after Danielle, and then Giovanni and Zoltan have flowers that droop after Miss Courtney shows up. In the third season, Danielle does her makeup before entering the room, and Giovanni's flower droops as it does in the second season.<sup>53</sup>

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<sup>53</sup> <https://gubuksinema.blogspot.com/2016/08/mind-your-language.html>//Accessed on 19 Agustus 2020at 8.35 pm.