

## **CHAPTER I**

### **INTRODUCTION**

In this chapter, I present the background of the research, statements of the problem, objectives of the research, significance of the research, scope of the research and operational definitions.

#### **1.1. Background of the Research**

In the learning process, communication is important to make a class is going well. There are two types of communication; verbal and nonverbal communication. The simply interaction between teachers and students is using verbal communication. Wahyuni (2018) said that verbal communication is a skill to reveal ideas verbally using words either written or spoken in a logical way which is easily understood by students. When the teacher and students make an interaction in the classroom during the teaching and learning process, it will definitely never leave using nonverbal communication which support verbal communication. Fujishin (2009:5) said that nonverbal communication is all communication that is not spoken or written, it is your body type, voice, facial expressions, gestures, movement, clothing, and touch.

Fujishin (2009:5) said that non-verbal communication is a very important supporter in a communication in order to convey the intent and purpose of the communication. As well as in the process of language learning, non-verbal communication is an important support that must be considered when the learning process occurs. By the support of nonverbal communication make the classroom atmosphere more controlled and make a student more comfortable during the learning process.

Some previous studies reveal that teachers used some types of nonverbal communication in learning process. Baroona (2019) find out that the types of nonverbal communication vary greatly depending on the function and purpose. Indrawan, et.al (2017) find out that teachers' non-verbal communication already fitted with the seventh kinds of non-verbal communication that affect students'

motivation, namely facial expression, body movement, gestures, proxemics (proximity), haptics (touch), eye contact, and paralanguage. Gestures and paralanguage are considered as non-verbal communication that gives the contribution to learning process.

Bambaeeroo & Shokrpour (2017) find out that if this skill (nonverbal) is practiced by teachers, it will have a positive and profound effect on the students' mood in the classroom.

Based on the explanation above, this research will focus what types of nonverbal communication used in the process of teaching and learning use by the teachers in the class and also to find out the impact of using nonverbal communication by teacher to student during the teaching and learning process.

### **1.2 Statements of the Problem**

Based on the background of the research above, I formulate the statements of the problem as follows:

1. What are the types of nonverbal communication used by teacher in teaching process at SMA N 1 Kudus in academic year 2022/2023?
2. What does the impact of nonverbal communication used by teacher in teaching process at SMA N 1 Kudus in academic year 2022/2023?

### **1.3 Objectives of the Research**

Based on the statement of the problem, the objectives of the research are as follows:

1. To find out the types of nonverbal communication used by teacher in teaching process at SMA N 1 Kudus in academic year 2022/2023.
2. To find out the impact of nonverbal communication used by teacher in teaching process at SMA N 1 Kudus in academic year 2022/2023.

### **1.4 Significance of Research**

The result of the research is expected to be beneficial theoretically and practically. Theoretically, it is expected that this research can be used as one of the

references by the future researchers who will conduct the research related to the use of nonverbal communication in teaching and learning process in the class.

Practically, I hope that this research can give information to the teachers or lecturers about nonverbal communication, so the teachers can use this way and make a student more comfortable in the classroom.

### **1.5 Scope of Research**

The research focuses on two things. The first is the types of nonverbal communication used by teachers in the learning process to students. The second is the impact of nonverbal communication in the teaching and learning process. The participants of this research will be the English teachers and students of SMA N 1 Kudus in academic year 2022/2023.

### **1.6 Operational Definition**

Based on the title of the research, I clarify the operational definition of each terminology as follow:

1. Nonverbal communication

Nonverbal communication is the process of conveying meaning without the use of words either written or spoken

2. Teaching

Teaching is a face to face encounters between two or more persons, one of whom (teacher) intends to effect certain changes in the other participants (students)

3. English teachers' and students of SMA N 1 Kudus in academic year 2022/2023