

## **CHAPTER I**

### **INTRODUCTION**

#### **1.1 The Background of Study**

Communication is used in everyday life ranging from greeting strangers to greeting lovers, communication is the process of sending and receiving messages that enable humans to share knowledge, ideas, thoughts, information, feelings, emotions, and attitudes. Wodak and Koller (2008:24) defines, “communication “is one of those human activities that everyone recognizes but few can define satisfactorily. Communication is also an important thing to note in the interaction between teachers and students or students with other students in the class. Moreover in learning foreign languages such as English, interaction is very necessary in learning English so that learning can be more communicative.

Like Tripathi and Reddy (2012:326) said that “Communication means the process of passing information and understanding from one person to another”. Communication also occurs in the classroom, where the process of passing information from the teacher to the students. Meanwhile, in the process of teaching English at Junior High school is used as instructional language in process of English teaching. Class interaction in English comes together through talk, as result many problems appear in the teaching learning process faced both by teacher and by students, especially in creating communicative and interactional teaching process.

The students still have some troubles in expressing themselves. It is indicated by their lack of vocabulary, poor communication, limited grammar, and mostly teacher has difficulties in explaining the material that makes students cannot understand. The main interest in the classroom interaction is to encourage teachers and students to make better use of their language and communication skills. The interactive choices made by teacher have a strong impact on the type of learning which takes place.

According to Fujishin (2009:05) explains that the communication process has two forms-verbal and nonverbal. Both forms usually operate together in the majority of messages you send and receive.

1. Verbal communication

It is all spoken and written communication (Fujishin, 2009). A mother whispering reassuring words to a child, a speaker addressing an audience

of five thousand, or a sunbather reading a book on the beach is utilizing verbal communication.

## 2. Nonverbal communication

It is all communication that is not spoken or written (Fujishin, 2009). It is your body type, voice, facial expressions, gestures, movement, clothing, and touch. It is your use of distance, use of time, and the environment you create. It is your laughter, your tears, your gentle touch, your relaxed breathing, the car you drive, and the color of your pen. All these things and countless others make up your nonverbal communication.

The relationship of non-verbal communication between teachers and students in the class can broaden language communication and as a result affect language learning. Because 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. Because with the support of good non-verbal communication can make the classroom atmosphere more controlled, and students become comfortable with learning so that the objectives of language learning can be achieved and students can understand the learning. Students in classroom interaction use verbal and nonverbal communication. Instructional language refers to the spoken or written form of communication, which is intentionally use by teachers for certain purposes. Therefore, students need nonverbal communication to participate in learning process.

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. It is your use of distance, use of time, and the environment you create. It is your laughter, your tears, your gentle touch, your relaxed breathing, the car you drive, and the color of your pen. It can said that verbal communication is confined to the use of language and on the contrary, nonverbal delivers a message beyond the words. It means that the teachers' instructional as verbally cannot separated with nonverbal communication that used in the classroom

Based on the above explanation and the experience of the researcher, this research takes place with the title "**The Impact of Non-verbal Communication in The Learning Process**". This research is to find out non-verbal communication in the learning process.

## **1.2 The Problem of Study**

Based on to the background of the study above. The researcher would like to know exactly the problem of the study as:

1. What types of non-verbal communication used in the learning process?
2. How does the impact of teachers' non-verbal communication in the learning process?

## **1.3 The Purpose of Study**

The objectives of the research focused on non-verbal communications in the learning process. Thus, the objectives of study are formulated as follows:

1. To find out the types of non-verbal communication used in the learning process.
2. To find out the impact of teachers' non-verbal communication in the learning process.

#### **1.4 The Scope of Study**

In this study, the researcher focused on the types of non-verbal communication used by the teachers and students interaction and how the impact of non-verbal communication in the learning process. This research will be conducted at SMP NEGERI 5 Langsa.

#### **1.5 The Significant of Study**

The significant of the study expected to provide some significance.

1. For the reader. To make the reader know and contribute language teaching material or information about non-verbal communications in the learning process.
2. For the researcher. The study is very significant and useful. It will give some valuable experiences and it can be used the preparation of the researcher as a candidate of a teacher.
3. For the other researcher. As a reference to other researchers who want to study about language teaching, especially focus on non-verbal communications in the learning process.