

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### 5.1. Conclusion.

The conclusions of this research from analyzing the qualitative data, depth interview, and observation the class are :

1. The types of nonverbal communication used in the learning process vary greatly depending on the function and purpose. Many types of nonverbal communication are used in the learning process and have an important role. Like the smile needed to make students feel calm, hand gesture is used to indicate the object in question. Head of student gesture when responding to the teacher, posture of teachers and students who become serious guidelines or focus on the material being taught. Clothes are also important in

the learning process, because neat clothes are mandatory in school.

The distance between the teacher and students is also a type of nonverbal communication that is in the learning process.

2. The impact of nonverbal communication in the learning process is very diverse. Among them, the impact of non-verbal communication can be seen directly or not. The impact that can be seen directly are a smile, voice intonation, posture, how to dress, hand gesture and head gesture. These visible impacts can be seen directly when the learning process takes place. While the indirect impact is the impact of nonverbal communication is the impact that can affect the classroom atmosphere, students' interest in learning, students' understanding and ultimately affect the students' academic score.

## **5.2. Suggestion.**

Based on the result of research, the researcher finally can make some suggestion for the others such following belows :

1. The researcher hopes that other researchers can analyze more deeply about the types of nonverbal communication in the learning process and in other activities. So that readers can know more about other types of nonverbal communication.
2. The researcher hopes that the results of the research produced can attract the interest of the other researchers and readers to be able to know the impact of nonverbal communication in the learning process.

3. The researcher hopes that the teachers in the village can use the communications nonverbal well in teaching, especially in teaching English. Because nonverbal communication can be another way to describe an object of material replaces the limited media in the village. So that, the students can also understand the purpose of the material that taught, even without the media.