

CHAPTER I INTRODUCTION

A. Research Background

This chapter contains research background, research focus and scope, research problems, research objectives, research significances, definition of key terms, and organization of thesis.

Communication is a medium in conveying messages either directly or indirectly. According to Porter and Samovar, communication is a complex matrix of interaction that contains a social environment.¹ Therefore, human needs a language to communicate with one another. Language is a tool of communication to deliver our thoughts and feelings to others. Language is used to communicate with other people. Language is a bridge which connect one culture and another, for instance, English language. English is the most-spoken language in most parts of the world which has been used by nearly all people around the world. English becomes the most important language to be learned as a communication tool which is used in many aspects, starting from education, politics, business to technology. As we know communication massively contributes in helping human beings in doing many kinds of activities. Therefore, in the education field communication is one of necessary things.

In fact, in the language learning process, the linguistic aspect is not the only element we should learn. There are four elements in language learning such as listening, writing, reading, and speaking. As we know, mostly human communicates orally. Without good speaking skills, communication will not effective and it may cause misunderstanding one another. Further, speaking performance is oral communication that requires the ability to use the language appropriately in social interaction not only verbal communication but also uses gesture, body language, and

¹ Syarif, T. *Culture Interference in nonverbal communication of Indonesian English Bilingual (A Study at Seventh Semester Students of English Department FKIP of Makassar Muhammadiyah University)*. Thesis. (FKIP of Makassar Muhammadiyah University, 2004).

expression.² Further, human do not only need verbal communication, but we also need non-verbal communication to make communication going well. Nearly 65% of human interactions use no-word communication.³ Non-verbal communication is an abstract connector of the practical application of speaking ability improvement. Even though, non-verbal communication is wordless communication, it can be used as a positive strategy in reinforcing English learning process.

On the other hand, there are several factors that influence speaking skill i.e., age, social-cultural, environment, and personality. Among the factors, personality is the most common impediment in speaking skill. Personality affects a person's cognitions, behaviors, and motivations. Recent research points out that nearly all learners may be categorized as shy, quiet, and introverted.⁴ Many of these learners indicate as introvert learner and they claim that their educational experience becomes more unpleasant. However, it does not happen to extrovert learners. Teacher should be aware of creating the more comfortable educational experience, it is very crucial in gaining a greater teaching-learning process. In addition, introverted students will be anticipated to interact with other people. Face-to-face communication can prompt psychological changes, there are a few common responses of psychology changes such as dry mouth, sweaty hands, and heart races. Therefore, introverted students prefer working independently. It affects their oral communication, especially in front of many people.

Recognizing students' personalities brings a gateway in manipulating the teaching-learning process.⁵ Moreover, there

² Andila Misti. *The Correlation between Students' Speaking Anxiety and Their Speaking Performance at The Junior High School 3 Tambang*, studies in English language and education Universitas Islam Negeri Sultan Syarif Kasim Riau, Indonesia, 2018.

³ Wright, A. *How to Communicate Successfully*; First Edition. (Great Britain: Cambridge University Press, 2005).

⁴ Cain, S., & Klein, E. *Engaging The Quiet Kids*. (Independent School, 2015).

⁵ Lestari, A. Clarry, S., Luwandi, S. *Analysis on the Relationship of Extrovert –Introvert Personality and Students' Speaking Performance*. Pontianak: Tanjungpura University, 2013.

are two main personalities, they are introvert and extrovert and both of them are contradictory.⁶ Extrovert personality is sociable, easy-going, and easily adapt to a new circle. Contrary to extrovert, introvert personality is deep thinker, less social, and shy person who involve themselves minimally in social activities. Introverts love in spending their time alone. By these two kinds of different personalities, it will also affect students' speaking skill where some students do it quite well but not with others. Students who lack in their speaking performance are not because they are unable to speak English, but they feel anxiety or they are afraid they will make a mistake. There are some students who have courageous in making a mistake.

All learners deserve a chance to get a better educational experience. It is a must to be aware that introverted students have the rights to succeed in the classroom. So, it is not only extrovert students who can take over the teaching-learning environment and get the privilege. Therefore, having a better understanding of non-verbal communication or silent language can help teachers to teach a variety of students. Teachers should create the greater way to evaluate student participation in the classroom. It is vital to understand that student who lack in participation does not mean they disinterested.⁷

Based on the researcher's teaching practice experience in MA Mazro'atul Huda Wonorenggo Demak. She found out there are so many students that face some obstacles which mostly come from their personalities, for instance self-confidence, anxiety, and introversion.⁸ Some students still have some trouble expressing themselves, including limited vocabulary, lack of communication, and poor grammar. In addition, there is a problem which frequently faced by teacher is the difficulty in explaining the material that makes student

⁶ Hakim, M.A. R. (2015). *Experienced EFL Teachers' Challenges and Strategies in Teaching Speaking for Introvert Students*. (European Journal of Social Sciences, 2013).

⁷ White, J. W. *Resistance to Classroom Participation: Minority Students, Academic Dishonesty, Academic Discourse, Cultural Conflicts, and Issues of Representation in Whole Class Discussion*. (Journal of Language, Identity, & Education, 2011).

⁸ Classroom Observation at MA Mazro'atul Huda Wonorenggo Demak, March 9th, 2022.

hardly to engaged in the learning activity. Therefore, teachers need a new strategy to treat introvert students better, because there are still many teachers who points out that grade is an important influence to get students to participate in the classroom, especially in speaking performance. But, introvert students still get low grades or lose points despite they still avoid verbal or oral participation.⁹ By knowing their students' personalities teacher can freely choose their own teaching strategies in order to improve students' speaking ability. Hence, when learning activity is concerned, verbal and non-verbal communication used by teacher are necessary to reach an effective communication in the classroom.

Non-verbal communication is unspoken or unwritten communication, this kind of communication involves body, facial expression, body movement, voice and touch.¹⁰ It can be said that non-verbal communication is the opposite of verbal communication. Non-verbal communication transfer a message without the words. Non-verbal communication is a crucial medium to create a great atmosphere during the class. It can be an essential communication which influences language learning. It means that the teacher's instruction orally cannot be separated from non-verbal communication in the teaching-learning process.

Using non-verbal communication such as facial expression is an appropriate way. When a teacher gives a question in English, the expression he/she shows should be delighted in order to encourage students to answer, so that they will not feel worried for make a mistake. In fact, English class is more special than other classes, because it requires students to speak more with teacher and classmate, obviously in English. For introvert students, they will feel nervous. So, the teacher should give the best expression, so that the students, especially introvert students can get more self-confidence in practicing their speaking skill more willingly. Besides that, no-

⁹ Meyer, K. *Student Classroom Participation: Exploring Student Definitions of Motivations for, and Recommendations Regarding Participation*. Conference Papers – National Communication Association, (2009), 1-40.

¹⁰ Fujishin, Randy. *Creating Communication*. (New York: Rowman & Littlefield Publishers, Inc, 2009).

word communication is expected can make teacher and student get closer.

Further, the teaching-learning process without non-verbal communication is imperfect. The existence of non-verbal language enables teacher to teach maximally. It can encourage introverted students in speaking improvement. Non-verbal language is an effective communication form to transmit information through eye contact, gesture, and touch. Understanding the use of non-verbal communication can be known by students' perceptions. Perception can help teachers in analyzing the phenomenon. Non-verbal communication is a medium in creating an effective way of improving introvert students' speaking skill.¹¹ Based on the explanation before, the researcher passionately wants to analyze non-verbal communication since in the introvert students' learning proces they love to interact non-verbally.

B. The Research Focus and Scope

Considering the research problems that identify before, this research is limited to the introvert students' speaking ability. It focused on the implementation of non-verbal communication introvert students in MA Mazro'atul Huda Wonorenggo Demak. Introvert students mean the person who interest their own thoughts, and unwilling to speak. The researcher resticts the scope to the introvert students' problems in speaking performances.

C. Research Problems

Based on this research background, the following research problems are organize, as follows:

1. What types of non-verbal communications are dominantly used by the English teacher of MA Mazro'atul Huda Wonorenggo?
2. What are the introvert students' problems in speaking performance?

¹¹ Romanowski, P., & Bandura, E. *Intercultural Foreign Language Teaching and Learning in Higher Education Context*. (Harshey: IGI Global, 2019).

3. How is the implementation of non-verbal communication to improve introvert students' speaking skill in MA Mazro'atul Huda Wonorenggo Demak?

D. Research Objectives

Based on the research problems, the research objectives can be formulated as follows :

1. To figure out the types of non-verbal communication are dominantly used by the English teacher
2. To explore the introvert students' problems in speaking performance
3. To reveal the use of non-verbal communication in improving introvert students' speaking ability

E. Research Significances

The researcher expected this research will be useful as follows:

1. Theoretically

This research expected will give useful information in English education. In case non-verbal communication proves in improving speaking ability, the teacher can use a similar strategy to replace the old one.

2. Practically

The researcher hopes this study may help English teachers to know about students' personalities in order to make the teaching-learning process run well, so that the students gain success in the speaking aspect.

F. Definition of Key Terms

For further understanding of the title, to make it clear researcher gives some definitions as follows:

1. Non-verbal Communication

Non-verbal communication is a product of communication which means sending and receiving wordless messages by eye contact, smile, body gesture, and so on. Non-verbal communication here means the effectiveness of non-verbal communication as a teaching strategy to improve speaking ability for introvert student in MA Mazro'atul Huda Wonorenggo Demak.

2. Introvert

Introvert is an individual personality who has a close personality. They love their internal world, so that they do not like among too many people. In this research, the meaning of introvert here is the tenth students of MA Mazro'atul Huda Wonorengo Demak.

3. Speaking Ability

Speaking ability is the one of English mastery which focus on oral communication. This research is mainly aimed to measure the effectiveness of introvert students' speaking ability in MA Mazro'atul Huda Wonorengo Demak.

G. Organization of Thesis

This research contains of five chapters which arrange systematically as follows:

1. **Chapter I** : Introduction which includes Research Background, Research Focus and Scope, Research Problems, Research Objectives, Research Significances, Definition of Key Terms, and Organizations of Thesis.
2. **Chapter II** : Review Related of Literature which consists Theoretical Description, Theoretical Framework, and Review of Previous Study.
3. **Chapter III** : Research Methodology which includes Reseach Method, Research Setting, Research Participants, Instrument and Data Collection Technique, Research Data Validity, Data Analysis Technique, and Research Ethical Considerations.
4. **Chapter IV** : Reseach Findings and Discussion which contains Research Results and Discussion
5. **Chapter V** : Conclutions and Recomendations