

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Description

1. Non-Verbal Communication

a. The Concept of Communication

Communication is derived from the Latin word “*communis*” which means common or sharing, *communicare* means make a common.¹ Communication is generally defined as an interchange of thoughts, ideas, and opinions. Human is social creatures who cannot live alone, they need to live side by side. Human being communicates with one another to fulfill their daily needs. Communication is a process of exchanging and progressing information in the form of messages, symbols, thoughts, signs, and opinions.

Communication is the act of speaking and spreading information that involves the interaction between a speaker and listener.² Communication creates through the production of various types of signs which involve visual and verbal language. It is used to motivate and develop human motivation in spreading their feelings. The process of communication can be done through use symbols and possibly for both of communicators to be understood. If both communicators have good interpersonal connection, the process of communication will be more effective. According to Fujishin, the communication process is not only producing words but also includes unspoken language.³ In humans’ social system, there are two types of communication, i.e. verbal and non-verbal communication. Human communicates one another using words to produce

¹ Lunenburg, F.C. *Communication: The Process, Barriers, and Improving Effectiveness*. (Schooling, 2010).

² Tripathi, PC, and Reddy, PN. *Principles of Management*. (New Delhi: The Tata McGraw-Hill, 2012).

³ Fujishin, Randy. *Creating Effective Groups: The Art of Small Group Communication*. (Lanham, Md: Rowman & Littlefield, 2007).

and accept the message which is known as verbal communication.⁴ Contrary, non-verbal communication or body language is the act of producing a message by using gestures, facial expressions, eye contact, intonation, and touch. It is one of communication forms which is more than unspoken language, it also includes clothes, gifts, times, and distance.

Non-verbal communication, also known as silent language, is defined as communication that expresses messages by nonlinguistic means. It does not include any kind of words. Non-verbal communication means the people's attributes or actions including visual or kinesics signs, i.e., gesture, facial expressions, body movements, vocals, eye contact, and etc. As the unspoken dialogue, non-verbal communication plays an important role in communication. Silent language or silent speech is a crucial aspect which way more effective than verbal communication. It can convey messages better than words. For instance, nodding in conversation can convey the message much easier than words.

b. The Concept of Non-verbal Communication

Non-verbal communication is how you express through face, body movement, or tone of voice that shows your feelings without using words. It is the communication form which convey messages with no words even spoken or written. To be specific, non-verbal communication is act of exchanging information between speaker and listener through facial expressions, gesture, eye contact, and so on.

Moreover, Kroehnert states that non-verbal communication is anything that can strengthen the message's meaning in any kind of non-verbal signs.⁵ Humans communicate by the way they dress, their

⁴ Raquel A. De Moura L. A. *A Qualitative Study of Returning Study Abroad Students: The Critical Role of Reentry Support Programs*. Unpublished Dissertation. (Montana: The University of Montana, 2013).

⁵ Kroehnert, G. *Basic training 3rd ed.* (New Delhi, India: McGraw-Hill, 2006), (pp. 151- 153).

expression, the way they touch and listen, and other non-verbal forms humans use in their daily life. As an unspoken communication, non-verbal defined as the face-to-face conversation which encounter every human in order to share their thoughts, ideas, or feelings.⁶ It helps us to exchange humans' mental state and to synchronize the communication flow.

Non-verbal is multimodal communication, human can use non-verbal language at the same time (e.g., smiling while hand-waving). Non-verbal language is how human expresses themselves through their actions or attributes. Non-verbal cues are more believable than words because it used to define feelings or emotions. The process of non-verbal language is producing messages through facial expression, body gesture, tone of voice, touch, eye contact, and so on. Therefore, there is no a lie in non-verbal communication system. It looks more clearly in showing likeness, hatred, rudeness, respect, reception, or rejection.

Krauss points out that non-verbal communication is one of the social psychological forms which supported by instances of facial expressions like narrowing eyes or grinding teeth are indicated as fear.⁷ It can be said that facial expression has multiple functions and it has an effective role in the emotional state of expression. Moreover, Verderber states that the most crucial type of non-verbal language is body language or kinesics, it is characterized by using facial expression or body movement.

In addition, Andy Schmitz points out that non-verbal communication is ambiguous communication

⁶ Choosri, C. & Intharaksa, U. *Relationship between Motivation and Students' English Learning Achievement: A Study of the Second – Year Vocational Certificate Level Hatyai Technical College Students*. Retrieved on December 17th, 2021 from www.csssnet.com, 2011.

⁷ Krauss, R. M. & Friends. *Nonverbal Behaviour and Nonverbal Communication: What Do Conversation Hand Gestures Tell Us*. In *Advances in Social Experimental Psychology*. (CA: Academic Press, 1996).

that has multiple meanings. In fact, many non-verbal signs have unspecific meanings. For instance, when someone winks at you and you do not have any ideas what the meaning is. Did he/she wink at me to express his/her affection toward me, his/her pleasure with something I just did, or just a joke?

Knaap and Tubbs state that non-verbal communication is a part of comprehensive communication which there are five functions of non-verbal communications as follows⁸:

1. Repeating; for instance when you want to ask someone: "Open the door!". If the order is not enough, you can use non-verbal sign by pointing your finger at the door.
 2. Contradiction; it looks like the difference between non-verbal and verbal communication. For example: your mother with an upset voice (paralinguistic) says to you "I really miss you", then pinch your cheek really hard.
 3. Substitution; non-verbal communication can replace verbal communication
 4. Complementary; the combination of non-verbal and verbal communication in improving messages to be more complete and easy to understand.
- c. Types of Non-verbal Communication

Nonverbal communication has several kinds of such as:

1. Body language (Kinesics)

The study of body posture, movement, gestures, and facial expressions is called kinesics. Kinesics comes from Greek which means movement or motion. As the most frequent use of non-verbal communication cues in the teaching-learning process. Kinesics can lead to the level of effectiveness of teaching-learning directly. The teacher's smile, nod, and pat on students'

⁸ Liliweri, Alo. *Verbal and Non Verbal Communication*. (PT. Citra Aditya Bakti:Bandung, 1994).

shoulders can indicate praise. There are two parts of kinesics, as follows⁹:

a) Body movement (gesture)

The most common categories of body language are also known as emblems or quotable gestures. Body language is used to replace the words. Every human uses a handwave for “hello” or “goodbye”. Body language is also used in social media which is called an emoticon. Gestures are a crucial element of daily conversation. One of the most frequent gestures used is hand movement. Hand movement is commonly used when talking.

b) Facial expression

Facial expression and emotion, both of them are connected. Expressions tell the emotions of the speaker. The emotions we reveal state better than another type of non-verbal communication. The meaning of expressions indicates better the meaning behind the message than the words. Furthermore, facial expressions continually change during the interaction.

Facial expression consist a wealth of information. When we look on someone’s face and how his/her head motion consist reliable meanings. When someone starting to show his/her emotion, his/her facial muscle will be appear. The six primary emotions that most common human use are happy, angry, sad, fear, disgust, and suprise. Smile is the universal expression which commonly used by human all around the world. Although, smile can be real or fake, it depends on the strength of smile.

⁹ Fujishin, Randy. *Creating Communication*. (New York: Rowman & Littleflied Publishers, Inc, 2009).

2. Touch (Haptic)

Touch or tactile message, which is a nonverbal nonvisual message and non-vocal. A touch receiver is a skin, which is capable of accepting and distinguishing the emotions that people conveyed by touch. Researchers suggest that emotions that can be conveyed by touch are one of mothering and that such touch has medicinal value. Touch is one of the significant aspects of non-verbal communication that varies across cultures. According to Samovar, cultures can be defined as either touch or non-touch.¹⁰ Touch cultures are those where you can for instance shake hands to greet a stranger or touch the interlocutor during the conversation, whereas non-touch cultures may be defined as the ones where people tend to avoid the use of touch, especially with strangers. In the countries where personal space is smaller, the use of touch is much more extensive than in those countries where individuals stand further from each other.

Touching is a powerful sign in conveying emotions such as warmth, approval, comfort, and physical attraction. The frequency of touch defines familiarity, closeness, and degree of liking. Touching indicates a powerful feeling for another person. Further, there is a difference the way woman and man interpret their touch. It should be noted that there is a huge difference between sexual harrasment and touching.

In non-touch culture, touching will be avoided, but there are some types of touch which used commonly by some countries. For instance, greeting students by patting their heads and shaking hands. Although touch is culturally determined, each culture has a clear concept of what parts of the body one may not touch. Touch

¹⁰ Samovar, Larry A. and Richard E. Porter. *Communication Between Cultures*. (Boston, MA : Wadsworth, 2004).

should be controlled such as a hug, kiss, hit, or kick.

3. Eye contact (Oculesics)

Eye contact is a form of non-verbal communication that has a huge influence on social behavior. The study of eye contact is also known as oculesics. As non-verbal behaviors, eye contact such as looking, staring, and blinking indicates a range of emotions, including hostility, attraction, and triumph.¹¹ “The eyes are the window of the soul”, as the saying goes, eye contact has a beautiful impact either in sending or receiving messages. Eye contact has a powerful means of influencing relationships and indicating an open and honest approach. As a very useful aspect, eye contact is often used in the classroom.

Eye contact interprets interest and attraction which provides feedback. Eye contact reflects how someone willing to listen other person. It will trigger introvert students to feel comfortable during the class.

4. Paralanguage

Paralanguage is one of non-verbal cues which using tone of voice.¹² Paralanguage consists of quality of voice, volume, pitch, tempo, and nonfluencies (e.g., ah, um, oh). Paralanguage is also known as vocal cue. Laughing, yawning, or crying are also types of paralanguage. Paralanguage has five types, as follow¹³:

a. Pitch

Pitch is the degree of voice, the low and high your voice. Pitch can define the state of emotions. When someone feels sad, he/she will lower his/her voice. On the other hand,

¹¹ Remland, M.S. *Nonverbal communication in everyday life*. (Boston: Houghton Mifflin, 2003).

¹² Gamble, T. K. & Gamble, M. *Interpersonal Communication*. (California: Sage Publication, 2002).

¹³ Deddy Mulyana. *Human Communication; Prinsip-Prinsip Dasar*. (Bandung: PT. Remaja Rosdakarya, 2008), p. 147.

he/she will raise his/her voice when he/she feels happy. Eakins states that the voice tone cannot affect the amount of information you will get. Pitch describes your attitude towards other people.

b. Volume

Volume is how someone produces voice softly or loudly. Volume can affect perception of intended message. For example, someone who speaks loudly is defined as a cheerful person, but when he/she uses loud volume in family event, he/she will be defined as a disrespectful person. There is a relationship between volume with personality, for instance, someone who speaks loudly is identified as an extrovert or outgoing personality. On the other hand, someone who speaks softly is identified as an introvert or shy person.

c. Rate

Rate is how someone talks fast or slowly. The faster someone talks, the more difficult listeners to understand what he/she said. Rate also known as the speed of speech, it can define someone's personality. Someone who speaks faster will be identified with anger or fear, and someone who speaks slower will be identified with sadness or depression.

2. Introvert

a. The Concept of Introvert

Zhang states that an introvert is a person who is more interested in their own thoughts.¹⁴ Their personalities are quiet and they do not like being the center of attention. In fact, a quarter of humans in the

¹⁴ Dornyei, Z. *The Psychology of the Language Learner: Individual Differences in Second Language Acquisition*. (Mahwar, NJ: Lawrence Erlbaum, 2005).

world are introverts.¹⁵ Despite introverts' love for spending their time in their inner world, it does not mean they are a social loss. An introverted person possibly makes a contribution to society. On the other hand, an extroverted person usually avoids introspection. Meanwhile, an introverted person will be pleased toward any kind of criticism. They prefer to enjoy every process they take. There is one aspect that should be concerned that introvert personality is not a negative personality, otherwise it is just a personality that triggers a reaction.

In addition, Jung cites that introvert personality is the type of characteristic of attitudes who lives in the subjective psychic system.¹⁶ It means introvert personality concerns in their inner life. Moreover, Jung also cites that introvert personality is a character who does not like a large society. In a large society, they will feel lonely and lost. They do in their own way and they always try to barricade themselves against external influences. Further, introverts' action is not a rejection toward the world, but a process of looking for peace where alone make them be able to contribute to their communities. Every time they are alone, it means a large space for them to improve their ability. Introvert person's great work is done by their own resources and their initiative and it is always successful.¹⁷

Nearly people around the world assume that introvert person is an anti-social people. But, in fact, anti-social is not about introvert personality. In case, extrovert person can be an anti-social. In addition,

¹⁵ Hakim, M.A. R.. *Experienced EFL Teachers' Challenges and Strategies in Teaching Speaking for Introvert Students. European Journal of Social Sciences*. Retrieved on December 17th 2021 from <http://www.europeanjournalofsocialsciences.com/>, 2015.

¹⁶ Sharp, D. *Personality Types: Jung's model of Typology*. (Toronto: Inner City Books, 1987).

¹⁷ Sharp, D. *Personality Types: Jung's model of Typology*. (Toronto: Inner City Books, 1987).

both introvert and extrovert can be a shy person.¹⁸ Introvert person often analyzes before they act. Their non-aggressively personality and ability to listen make them easy to get along with.¹⁹ Introvert students are close learners. The close learner does not mean closed-minded. Although, joining in the teamwork or showing up in the middle of society are not their preferences, the introverted students have positive attributes, they are great listeners, good planners, wisely thinkers, and independent actors. Moreover, Dorney states that in both first language (L1) and second language (L2), the extrovert students are more fluent particularly in any kind of situation. While introverted students prefer other activities, such as reading, writing, and listening.

Eysenck points out there are seven aspects of introvert personality are:²⁰

1. Inactivity

Inactivity is related to physical activity. Introvert person does their task slowly, they also get tired and sleep easily.

2. Unsociability

Introvert person is not anti-social, they have the ability to make a friend, although it is just a few close friends. They prefer doing their job individually, such as reading. They will feel exhausted while interacting with other people too much.

3. Carefulness

Although, introvert person love to work independently. They will do their job carefully

¹⁸ Suliman, Fatma Husain Ali. *The Role of Extrovert and Introvert Personality in Second Language Acquisition*. Misurata University Faculty of Arts English Department Libya. IOSR Journal Of Humanities And Social Science (IOSR-JHSS).

¹⁹ Hughes, K. & Coplan, R. J. *Exploring processes linking shyness and academic achievement in childhood*. School Psychology Quarterly, 2010.

²⁰ Noman, Rehana. *Influence of Extroversion and Introversion on Decision Making Ability*. (International Journal of Research in Medical Sciences. Vol. 4, 2016).

and detail. They do something which is more familiar and safe.

4. Controlled

Introvert person has neat character, arrange their plans structurally. They are deep-thinker, they will think before act.

5. Inhibition

Introvert could not express their thoughts or feelings freely. Otherwise, they do not get angry easily.

6. Reflectiveness

Introvert person likes to interpret their thoughts or feelings in philosophical words.

7. Responsibility

An introverted person would like to act fully responsible toward something they do in the first place.

b. Introvert and English Learning

Introvert in learning and acquiring English both as second language and foreign language, they have tendency to absorb knowledge from inside. It means introvert students would rather take in the material which given by the teacher instead of participating in group learning activities. They prefer to sit silently and listen carefully while the teacher transferring the knowledge.²¹ Isaac says that introvert students are pleased in working individually, but they possibly performing well in small group. In group learning activity, they will listen detailedly first, then they will prepare what they will deliver in the group. Introvert students have to take more time to formulate their thoughts. Therefore, the most common problem that frequently faced by introvert students is answering directly teacher's question. However, if teacher

²¹ Lestari Arie, Clarry Sada and Luwandi Suhartono. *Analysis of The Relationship between Extrovert Introvert Personality and Students' Speaking Performance*. (Jurnal Pendidikan dan Pembelajaran Khatulistiwa Vol. 4 No. 3, 2015).

noticed and give them to take more time in order to process their ideas, they will feel more relax.²²

The introvert students' tendency to think every thing carefully is also known as insightful problem-solving. They tend to be more willingly when undertaking the challenging tasks. Introverts' problem-solving ability and logical thinking is their crucial strengths.²³ they typically excelled in various conditions, for instance, good in analyzing and thinking deeply. As a sump up, introvert students also named as the good listener since they prefer in listening to teacher's materials. Based on the explanation above, we can conclude that introvert students enable to perform a deep focus, therefore they possibly create high-quality ideas or solutions.

3. Speaking Ability

a. The Concept of Speaking Ability

According to Cameron, speaking is an activity to express meanings in order to share understanding with other people, so that they can make sense of the messages.²⁴ Cameron also points out that an in-depth understanding of language is needed to speak foreign language in order to share an understanding with other people. The speaker should find the correct words and grammar in conveying the message accurately so that the listener will get the meaning. Speaking is the way to express ideas or respond to the other's talk. When the listener can understand what the speaker has been talked, it means the speaker gets the meaning across. Speaking is the process of creating and transferring messages through the use of verbal and non-verbal

²² Lestari Arie, Clarry Sada and Luwandi Suhartono. *Analysis of The Relationship between Extrovert Introvert Personality and Students' Speaking Performance*. (Jurnal Pendidikan dan Pembelajaran Khatulistiwa Vol. 4 No. 3, 2015).

²³ Schmitz, A. *A Primer on Communication Studies*. <http://lardbucket.org>, 2012.

²⁴ Cameron Lynne. *Teaching Languages to Young Learners*. (Cambridge: Cambridge University Press, 2001).

signs. It means speaking skill includes vocabulary usage and voice aids to produce words in a particular language. A person who has a wealth of vocabulary and special speaking ability will be better at explaining messages more clearly and conveying information appropriately. Therefore, speaking skill convey the speaker to speak the target language in spoken form. Most people think that to improve speaking skill, they have to speak fluently, pronounce correctly, and use stress appropriately. However, the nature of speaking is more than that. Moreover, the speaker needs to speak in different situation and genre.²⁵ Richard cites that there are two primary genres of speaking, first is the transactional function which the aim of speaking is to convey information and facilitate exchanging goods and services. Second, the interpersonal function also namely as the interactional function which is used to create a good connection among people.

In addition, the process of speaking is all about how the speaker produces a language intending to communicate. Since English is a foreign language in Indonesia, most students might feel difficult and unfamiliar to speak English. Speaking skill is one of the crucial aspects of mastering English learning. Therefore, every student should have the ability to speak about their feelings, ideas, and thoughts. They are expected to be capable to give feedback or respond when the teacher gives them a question.

Pollard points out that the one of most difficult aspects of mastering English learning is speaking.²⁶ Students' speaking ability is expected to be good since they have learned English for some years. It is not easy for them to fulfill some aspects of oral or speaking performance. Accuracy, grammar, fluency, speech act knowledge, discourse knowledge, and vocabulary are

²⁵ Harmer, J. *The Practice of English Language Teaching*. (Pearson education limited, 2001).

²⁶ Nazila, H. *The Students' Speaking Performance Between Extrovert and Introvert Personality at IAIN Langsa*. Published Thesis. (Langsa: Zawiyah Cot Kala Langsa, 2015).

aspects of speaking ability. Furthermore, it is not easy to student in considering their thoughts, talks, languages, grammar, vocabulary, and pronunciation at one time and how to produce a reaction toward a person who communicates with them. To measure the level of speaking performance, there are some aspects which should be concerned. For instance, in indicating fluency, we should measure the number of words per minute, and for the accuracy measurement, we should know the number of errors per word.

Hanse says that students' speaking ability depends on the difference of socio-economic, psychological, and environmental influences.²⁷ Speaking ability also can be assessed from class participation, individual task, and group activities. A good speaking performance will happen, if student can manage how the way to deliver their speaking aspect where the way they speak can be accepted by the listeners. On the other hand, a bad speaking performance possibly happens, if student failed in conveying the meaning of his/her word, so the listener will misinterpret the meaning of their speaking.

b. The aspect of Speaking Ability

Jeremy Harmer states there are some aspects that influence speaking²⁸:

1) Pronunciation

Pronunciation is how a language is spoken, a process where the words are pronounced or speak the words of the language. Pronunciation is how a sound is produced. The way every person pronounces words in English may differ in some regions. Thornbury points out that pronunciation is defined as a person's ability to produce

²⁷ Nazila, H. *The Students' Speaking Performance Between Extrovert and Introvert Personality at IAIN Langsa*. Published Thesis. (Langsa: Zawiyah Cot Kala Langsa, 2015).

²⁸ Harmer, J. *The Practice of English Language Teaching*. (London: Longman, 2001).

comprehensible utterances.²⁹ Furthermore, there are some issues related to pronunciation. For instance, pitch, intonation, sound, and spelling. If a person pronounces the words incorrectly, it may cause misunderstanding or people who are involved in the conversation are offended.

2) Grammar

Grammar is a system of rules in a language and arrangement of words in a sentence. The aim function of grammar is to arrange the correct phrase in a conversation. It means grammar is how to create a good sentence. It can be said, grammar is defined as the structure of a language and how linguistics units (word and phrase) are connected to get a systematic sentence. Grammar is also known as a frame of English learning.

3) Vocabulary

Vocabulary is all words that an individual uses. Vocabulary is the most common component in English the teaching-learning. It affects the whole of language skills; listening, speaking, writing, and reading. Therefore, vocabulary becomes the central language which is important in first, second, or foreign language learning. Generally, vocabulary is a construction of a person's language skill in improving their language better, it means the more words a person communicate, the more meaning they can share in a wide variety of circumstance. Since vocabulary is a crucial component in improving speaking skill, teacher have to teach a lot of vocabulary in order understand what the words mean and how to use them. It aims in creating an effective communication. If students gain a lot of vocabulary, they possible to express their ideas or thoughts.

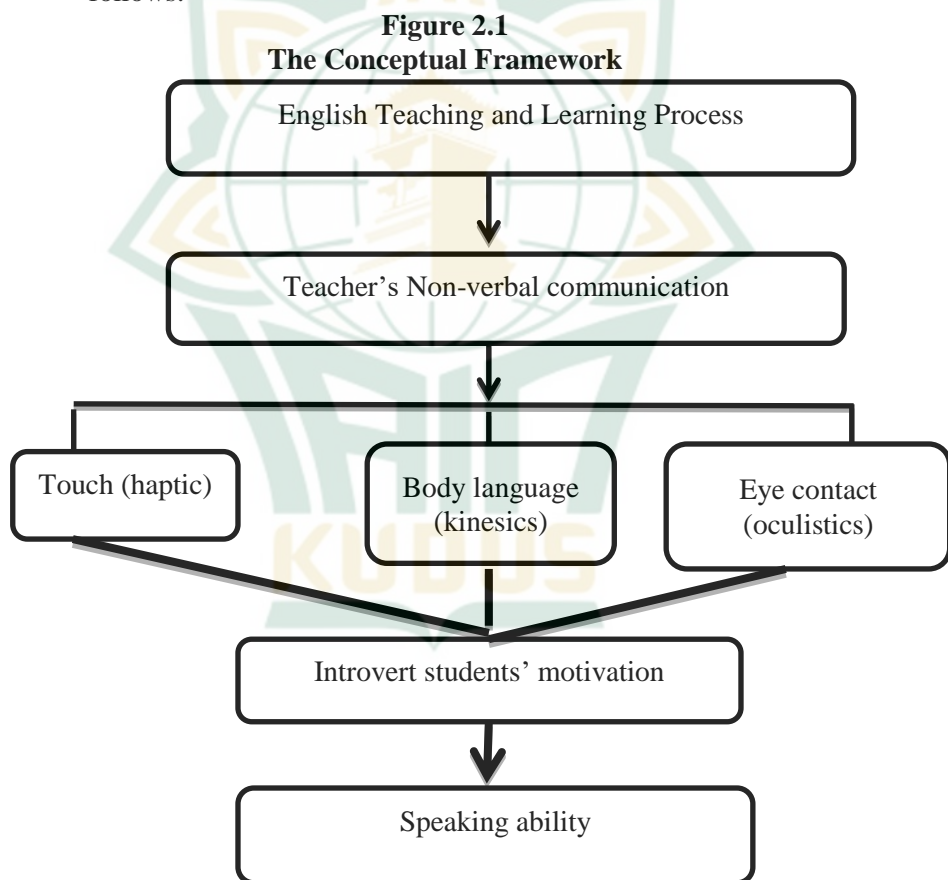
²⁹ Thornbury, Scott. *How to Teach Speaking*. (New York: Pearson Education Limited, 2005).

4) Fluency

Fluency is how a person speaks a language fluidly. Fluency has the Latin origin word “flow”. It refers to how well students communicate naturally. Fluency is described as the ability of a person to speak fluently and make the listeners able to understand the meaning of messages.³⁰

B. Theoretical Framework

The conceptual framework underlying this research is as follows:



³⁰ Douglas Brown. *Language Assessment Principle and Classroom Practices*. (New York: Pearson Education, 2004).

In this study, the researcher formulated the conceptual framework in the teaching and learning process to increase students' speaking skills through non-verbal communication strategies. It shows a study that focused on teachers' non-verbal communication. Non-verbal communication is unspoken or wordless communication where these non-verbal communication there are three types including touch (haptic), body language (kinesics) such as gesture, facial expression, and so on, and then eye contact (oculistics).

This research explains how non-verbal communication is a strategy in the teaching-learning process affects introvert student in improving speaking performance. The aim of this research was to reveal the use of non-verbal communication to influence introvert students' speaking ability.

C. Review of Previous Study

This chapter describes a review of related literature. They consist of the previous related studies, some pertinent ideas, and a conceptual framework. In determining the title of this thesis, the writer also did a library study of previous research to compare with this study. The researcher has not found the results of previous studies that refer to the title of this study. But the author found a similar discussion with a different title.

First, Suarni's (2020) under the title "*The Impact of Teacher's Positive Non-verbal Communication on Students' Motivation in Learning English*". This research employs a Descriptive Qualitative Research Design. Descriptive Qualitative research is primarily exploratory. It is used to gain an understanding of underlying reasons, opinions, and motivations. This research indicates that teachers' positive nonverbal communication can strengthen the students' motivation to learn English in a view of Makassar Culture. The teacher who shows good behavior will influence students' passion in the classroom.

Second, Choirtu Zubaidah (2017) researches "*The Correlation Between Introverted Personality and Non-Verbal Communication of Eleventh Grade Students of SMAN 1 Kademangan Blitar in The Academic Year 2016/2017*". This research focuses on the relationship between introverted students and non-verbal communication. Non-verbal

communication is used to attract introverted students to interact and communicate with their teachers and friends. The intimacy and the ability to produce responses can provide coherence to both parties involved in an interaction. She states teachers should be aware of the messages that they deliver to the students. An effective non-verbal impact on students' motivation.

Third, Raudhatu Rahma (2020) under the title "*An Analysis of Non-verbal Behaviour in Students Speaking Performance at IAIN Metro*". She states that non-verbal behavior has positive influences on English learning. This research tells about how speaking ability is impacted by non-verbal behavior to make students stay focus and encourage what teachers delivered to their students. Students who have less confidence can speak up more clearly when they used non-verbal communication. She also points out that non-verbal communication is not always a strategy for the teacher to share their material, but it can be used by students to increase their speaking performance.

Fourth, another related study was conducted by Yolla Gustriani (2020) which investigates "*A Comparative Study Between Extrovert and Introvert Students on Speaking Performance at State Senior High School 4 Pekanbaru*". This research aims at investigating whether there is any significant difference between the extrovert and the introvert students' on their speaking performance.

Based on the previous research findings above, the researcher can conclude this study differs from the previous ones in terms of focus. This research is specifically focused on the influence of non-verbal communication on introverted students' speaking ability. Different places and participants were also being the researcher's consideration to take this issue which may produce different results. Finally, the researcher concludes to make this study: "The Use of Non-verbal Communication to Improve Introvert Students' Speaking Ability".