

## CHAPTER IV

### RESEARCH FINDINGS AND DISCUSSION

In this chapter, the researcher presented the data which has been collected from the field including research results and discussion.

#### A. Research Results

The collection of data was conducted for a month through interviews, observations and documentation. The subjects were five introvert students of tenth grade in MA Mazro'atul Huda Wonorengo Demak. During the observations, the teacher and students were required to interact naturally with one another by using non-verbal communication. The interview was obtained to collect information about the problem faced by introvert students, especially in speaking performance. It also aimed to gain information on what type of non-verbal communication that used by the English teacher in the classroom.

#### 1. The types of non-verbal communication used by the English teacher

Based on the classroom observation, the English teacher performed five types of non-verbal signs. Those were body movement, eye contact, facial expression, touch, and voice.<sup>1</sup> Some nonverbal signs were used to substitute the words and to combine them with verbal cues.

##### a. Body movement

The teacher mostly used this kind of non-verbal communication in the teaching-learning process. The aim of body movement or body language was to reinforce the verbal cues in teaching-learning activity. The English teacher Mr. Johan Prasetyo confirmed:

*“Bahasa tubuh membikin proses mentransfer (pembelajaran) pesan menjadi lebih bagus dan lebih menarik.”*

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<sup>1</sup> Classroom observation at MA Mazro'atul Huda Wonorengo Demak, March 11<sup>th</sup>, 2022.

“Body language makes the process of transferring message are better and more attractive.”<sup>2</sup>

Body movements were used to make students attracted to the material and understand the lesson earlier. It was confirmed by Mr. Johan Prasetyo:

*“Gerak tubuh dapat mempengaruhi tingkat efektifitas pembelajaran Bahasa Inggris. Hal tersebut dapat memperkuat ikatan guru dengan siswa. Gerak tubuh juga dapat dimanipulasi dengan tujuan meningkatkan interaksi dalam aktivitas belajar Bahasa Inggris.”*

“Body movement leads to the level of effectiveness of English learning. It reinforces the relationship between teachers and students. It can be manipulated in order to enhance the interaction in the English learning activity.”<sup>3</sup>

#### b. Facial expression

Mr. Johan Prasetyo showed various facial expressions during the teaching-learning activity. During the classroom observation, the researcher found out that he showed his anger, disappointment, and seriousness when he saw undisciplined students. Besides, he sometimes expressed his smile to make students more comfortable. According to Mr. Johan Prasetyo:

*“Senyum itu ibadah, termasuk aspek terpenting bagi siswa, karena dapat menciptakan atmosfer yang mengembirakan.”*

“Smile is prayer, one of the most important non-verbal cues for student, it creates a triumph atmosphere”.<sup>4</sup>

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<sup>2</sup> Johan Prasetyo. Interview by Researcher. Demak, April 7<sup>th</sup>, 2022.

<sup>3</sup> Johan Prasetyo. Interview by Researcher. Demak, April 7<sup>th</sup>, 2022.

<sup>4</sup> Johan Prasetyo. Interview by Researcher. Demak, April 7<sup>th</sup>, 2022.

c. Eye contact

During the teaching-learning activity, Mr. Johan used eye contact when he talked to his students to seek information. He also gave some questions to introvert students to seek out how far the students understanding towards the learning material, then he asked them to speak up. Moreover, eye contact was shown in controlling introvert students' attitudes. He used this kind of non-verbal sign to strengthen his verbal messages. He loved to stare at introvert students to encourage them to speak up. He also gave a signal so that they felt more relaxed to speak up. Eye contact was successful in calming down the students with no words. In addition, Mr. Johan Prasetyo stated:

*“Kontak mata merupakan bentuk mengirim dan menerima sebuah pesan disaat bersamaan, saya bisa katakan kontak mata sebagai bentuk komunikasi simultan. Hal ini digunakan untuk mengontrol sebuah interaksi. Kalau kontak mata dilakukan secara minimal, maka potensi respon seseorang akan berkurang. Secara umum kontak mata merupakan bentuk non-verbal yang paling kuat menurut saya, yang bisa membangun sebuah ikatan, ini mengindikasikan kalau kontak mata merupakan pendekatan yang paling jujur dan terbuka. Nah, ketika seorang guru bahasa inggris mulai familiar dengan jenis kultur ini, maka pemahaman mengenai penggunaan kontak mata dalam aktivitas belajar jadi semakin lebih baik.”*

“Eye contact allows people to send and receive a message at the same time, it is also known as simultaneous communication. Eye contact is used in controlling the interaction. If the amount of eye contact is minimal, the potential of someone's response will be decreased. Generally, eye contact is the most powerful non-verbal cue to establish a relationship, it indicates an honest approach. When the teacher becomes more familiar with this specific cultural requirement, so that the teacher

has the more understanding of how to use eye contact during the learning activity.”.<sup>5</sup>

Before starting the class, all of the students prayed and recited Al-Qur’an. Mr. Johan looked around to make sure all of the students doing this routine.<sup>6</sup> He pointed out:

*“Memperhatikan sekeliling merupakan bentuk kontak mata bertujuan supaya mendapat perhatian para siswa dan juga mengontrol kelas.”*

*“Looking around is an eye contact form that is used to get students’ attention and manage the control of classroom.”.<sup>7</sup>*

#### d. Touch

Based on the teacher's interview, Mr. Johan Prasetyo mentioned:

*“Sentuhan bisa dengan mudah diaplikasikan kepada siswa (misal TK atau PAUD). Tapi apakah semua siswa bisa merespon dengan baik terhadap sentuhan? Jawaban untuk pertanyaan ini tentunya tergantung pada perspektif, kultur, jenis kelamin, dan usia mereka. Sebab terkadang ada beberapa siswa nampak terganggu dengan sentuhan. Terkhusus bagi siswa introvert, beberapa dari mereka memiliki tendensi merespon secara negatif dan memungkinkan terpicunya perasaan gelisah atau panik.”*

“Touch can be easily applied to child students. However, do all students have positive responses to touch? The answer to this question depends on their perspective, culture, gender, and age. Because sometimes a few students seem to irritate

<sup>5</sup> Johan Prasetyo. Interview by Researcher. Demak, April 7<sup>th</sup>, 2022.

<sup>6</sup> Classroom Observation at MA Mazro’atul Huda Wonorengo Demak, March 11<sup>th</sup>, 2022.

<sup>7</sup> Johan Prasetyo. Interview by Researcher. Demak, April 7<sup>th</sup>, 2022.

to touch. Especially for introvert students, a few of them tend to respond negatively and possibly trigger anxiety or panic.”<sup>8</sup>

In addition, based on the observation Mr. Johan Prasetyo only used the touch toward the boy students. Since touch was the most sensitive type of non-verbal communication, so the use of touch was limited for the girl students. It was confirmed by Mr. Johan Prasetyo:

*“Sentuhan memiliki efek positif untuk menunjukkan dukungan, rasa kasih, dan keramahan seorang guru. Sentuhan hanya bisa digunakan untuk siswa laki-laki, lantaran sekolah ini merupakan sekolah islam. Tapi, kadang saya juga menggunakan sentuhan (kecil) ke siswa perempuan, biasanya sih kayak menepuk tujuannya buat nunjukin kalau cara saya memperlakukan siswa itu sama (adil).”*

Touch has positive effects in order to show the teacher's support, affection, and friendliness. Touch is used only for male students, since the school is an Islamic school. But sometimes he uses a small touch on female students, especially patting. It aims to show the way I treat the student equally.”<sup>9</sup>

e. Voice

Voice or paralanguage was a vocal expression that expressed the emotion from the sound. The way the English teacher controlled the voice depended on the students' behavior during the learning activity. If the students focused on the material explanation, he showed a gentle voice. On the contrary, if students ignored his explanation, he showed a louder voice in order to control the students

<sup>8</sup> Johan Prasetyo. Interview by Researcher. Demak, April 7<sup>th</sup>, 2022.

<sup>9</sup> Johan Prasetyo. Interview by Researcher. Demak, April 7<sup>th</sup>, 2022.

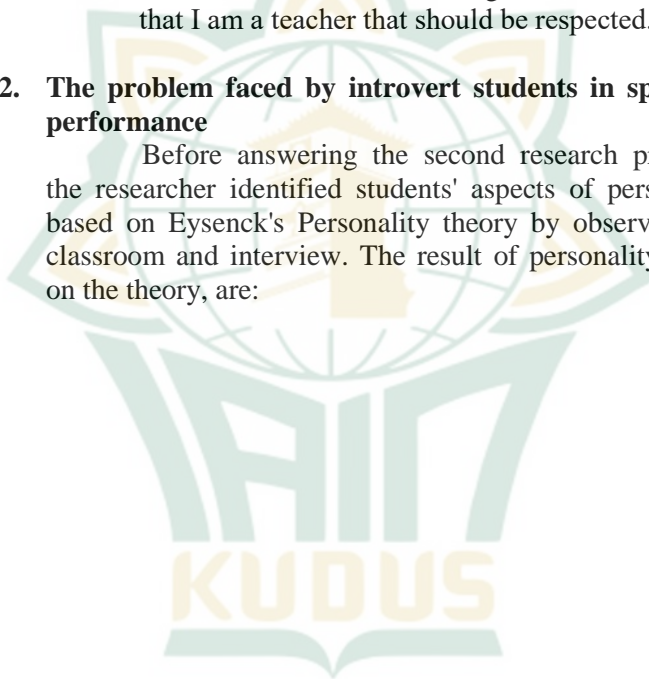
As English teacher, Mr. Johan Prasetyo mentioned:

*“Pake suara keras atau lembut ya tergantung sikap anak-anaknya. Kalau bandel dan bikin jengkel, saya harus pakai suara tegas. Supaya mereka tahu saya itu guru yang harus dihormati.”*

“The use of loud or soft voice depends on the students’ attitude. If they were naughty and rude, I use decisive voice. It aims to give them understand that I am a teacher that should be respected.”<sup>10</sup>

## **2. The problem faced by introvert students in speaking performance**

Before answering the second research problem, the researcher identified students' aspects of personality based on Eysenck's Personality theory by observing the classroom and interview. The result of personality based on the theory, are:



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<sup>10</sup> Johan Prasetyo. Interview by Researcher. Demak, April 7<sup>th</sup>, 2022.

**Table. 4.1**  
**The Result of Identification of Introverts Using Eysenck**  
**Personality Theory.**

Initial Name	Aspects of Introvert Personality						
	Inactivity	Unsociability	Carefulness	Controlled	Inhibition	Reflectiveness	Responsibility
LA	✓		✓	✓	✓	✓	
SM	✓	✓		✓		✓	✓
SR	✓	✓	✓		✓	✓	
DA	✓	✓	✓	✓		✓	✓
FM	✓	✓	✓	✓	✓	✓	✓

Speaking ability was an important indicator that showed the level of competence in English mastery skill. Through a greater understanding of pronunciation, students were possible to create a good and clear conversation that make an understanding to the listeners. By delivering thoughts, feelings, and ideas, they led students to be braver to share what and how they feel and think. It also made them more creative and confident.

a. Anxiety

The first and most common problem faced by introvert students in the speaking aspect was anxiety. The students who speak up in the class feel much anxiety to express their feelings. One of introvert students, FM stated:

*“Saya rasa public speaking merupakan satu hal yang bikin saya kehabisan energi.”*

*“I guess public speaking is one thing that always runs out of my energy.”<sup>11</sup>*

The other four participants mentioned multiple examples of having a question from the teacher and they chose to stay quiet and then they found out the answer independently later. They did not care if they took extra hours to look for the answer because it seemed easier for them. Another student, SR mentioned that when she was asked by the teacher to speak up, she just forced herself and hide her anxiety:

*“Saya merasa gugup ketika guru menyuruh saya untuk speaking, mau bagaimana lagi selain mematuhi apa yang beliau suruh.”*

*“I feel nervous when the teacher asked me to speak, there is nothing I can do but do what he asks.”<sup>12</sup>*

It was confirmed by the English teacher, Mr. Johan Prasetyo:

*“.....Sebenarnya kalau kita lihat lebih dalam, rasa cemas terpicu karena kurangnya motivasi. Motivasi untuk memperkaya pengetahuan berbicara. Soalnya seseorang yang memiliki tendensi introvert itu lebih enjoy di dalam inner worldnya mereka. Kalo udah senang listening ya udah listening, suka individual task ya itu yang bakal dia fokuskan.”*

*“.....Actually, if we look any further, the trigger of anxiety is the lack of motivation. Motivation to enrich the knowledge of speaking. Because the person who tends toward introversion loves their*

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<sup>11</sup> FM. Interviewed by the researcher. Demak, March 16<sup>th</sup>, 2022.

<sup>12</sup> SR. Interviewed by the researcher. Demak, March 15<sup>th</sup>, 2022.



inner world. When they loved listening or individual task, they will focus on it.”<sup>13</sup>

During the English learning activity, the feeling of anxiety made the introvert students uncomfortable. They avoided eye contact with their interlocutor because the atmosphere became awkward while their classmates looked at them too much. Mostly they took their eyes far away or frown forehead at the teacher.<sup>14</sup>

DA confirmed:

*“Saya suka canggung dan malu kalo dilihat terus-terusan, rasanya kayak dipelototin. Jadi ga nyaman.”*

“I feel embarrassed and awkward if my classmate looked at me when I was being asked to speak, it feels like they glare at me. It becomes so uncomfortable.”<sup>15</sup>

Furthermore, the English teacher tried to look at all of the students in order to check whether or not the students put attention to his material explanation. He was completely aware that sometimes his eye contact was too disturbed and uncomfortable. He purposely applied intensively eye contact while he was getting a bad mood. He stated:

*“Terkadang saya sengaja menatap tajam ke siswa ketika keadaan kelas tidak bisa dikontrol. Biasanya karena siswa yang datang terlambat, mood saya jadi jelek. Perasaan bersalah selalu melanda saya, ketika menyadari ga semua siswa berhak diperlakukan begitu. Kesalahan satu siswa berdampak pada yang lain.”*

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<sup>13</sup> Johan Prasetyo. Interview by Researcher. Demak, April 7<sup>th</sup>, 2022.

<sup>14</sup> Classroom Observation at MA Mazro'atul Huda Wonorengo Demak, March 15<sup>th</sup>, 2022.

<sup>15</sup> DA. Interviewed by the researcher. Demak, March 15<sup>th</sup>, 2022.

“Sometimes, when the class cannot be controlled, I glare at every student on purpose. If there were students who come late, my mood will be decreased. I feel bad when I realized that it is not everyone’s fault. The one’s fault becomes everyone’s fault.”<sup>16</sup>

In addition, the teacher’s louder voice made students scared and frustrated. It triggered their anxiety while speaking English. FM pointed out:

*“Kalau ada siswa cowok yang suka bikin gaduh, jadi pak guru suka ngomong pake nada yang agak keras. Pernah itu saya disuruh maju ke depan buat speaking, terus ada anak cowok yang ngobrol. Bapak guru agak marah, saya ikut takut dan malah keganggu buat ngelanjutin speakingnya.”*

“If there were boy students who make a noise during the class, the teacher will speak loudly. I ever been asked to speak in front of the class, then there is a bunch of boys who gossip. The teacher gets angry. Meanwhile, I feel scared then I get distracted while speaking.”<sup>17</sup>

When it came to the speaking test, introvert students struggled with managing their anxiety. Even though they have been through that routine, they still took a significant amount of struggle. Unlike listening skill, speaking performance ran out of introvert’s energy. It was more difficult when the teacher spoke loudly while the students speaking. As DA said:

*“Butuh banyak energi untuk speaking. Kadang, pak guru suka nyemangatin berlebihan. Suaranya agak keras, saya jadi gelisah.”*

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<sup>16</sup> Johan Prasetyo. Interview by Researcher. Demak, April 7<sup>th</sup>, 2022.

<sup>17</sup> FM. Interviewed by the researcher. Demak, March 16<sup>th</sup>, 2022.

“Speaking needs lots of energy. Sometimes, teacher gives too much support. The voice kind of loud, I feel frustrated.”<sup>18</sup>

The high level of anxiety affected the introvert students. The anxiety triggered their worries about making mistakes while they were speaking. As DA said:

*“Gimana kalau saya bikin kesalahan? Saya udah nyiapin kepercayaan diri, tapi kata-kata itu cuma muter di kepala.”*

“What if I made a mistake? I already work my confidence up to speak up, but those words just spinning around in my head.”<sup>19</sup>

The statement above showed the description of introvert students' problems in their speaking ability. A few of them felt anxious about making a mistake. It was related to introvert characteristics which are careful, thoughtful, passive, and anxious. Therefore, there was a misconception that students who did not participate were a slacker.

#### b. Participation in speaking

According to the explanation above, there was a misunderstanding of the number of introvert students' participation. In fact, the introvert students were not completely just sitting in each class period, and they just felt comfortable and confident but they also struggled with how and when to participate in the learning activity. One of the introvert students, DA shared her experience:

*“Sebenarnya, saya selalu mikir apa yang akan saya katakan, jadi pas guru mau nanya-nanya saya sudah punya jawabannya. Tapi ada hal lain yang kerap mengganggu saya, ya ketika saya udah*

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<sup>18</sup> DA. Interviewed by the researcher. Demak, March 15<sup>th</sup>, 2022.

<sup>19</sup> DA. Interviewed by the researcher. Demak, March 15<sup>th</sup>, 2022.

*gugup gitu saya malah milih buat kembali ke zona nyaman saya. Saya langsung diem aja gitu. Jadinya saya ga dapet apa-apa selain partisipasi saya di kelas cuma nol, saya merasa sedih.”*

"Actually, I always think about what I am going to say, so when the teacher gives me a bunch of questions I already have the answer. But there is something else that always distracts me, when I get nervous I choose my comfort zone. I spontaneously choose to stay quiet. Then, I get nothing except I get a zero participation, it makes me feel so bad."<sup>20</sup>

It can be said that the introvert students got a conflict in their minds. They constantly felt “the anxiety of doing nothing is worse”. One of the introvert students, SM told a story when she felt too nervous to speak and the teacher gave her permission to not speak up, she felt guilty afterward:

*“Saya rasa kayak “ini tuh kesempatan saya buat ngomongin apa yang saya pikir, apapun itu bisa kok dilakuin” tapi tiba-tiba kayak ada (di batin) “udahlah gausah, semua orang ngeliatin” terus pada akhirnya saya nyesel karena diem aja dan sekelebat ada di pikiran saya “kenapa ga diomongin aja tuh ide, kan ga sulit juga buat ngomong.”*

“I feel like “it is my chance to talk about my thoughts, whatever it is I will do that” and then something came out “do not do it, everyone look on you” and eventually I regret doing silence and something just came out of my mind “why do not I just said it, it is not that difficult to say something.”<sup>21</sup>

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<sup>20</sup> DA. Interviewed by the researcher. Demak, March 15<sup>th</sup>, 2022.

<sup>21</sup> SM. Interviewed by the researcher. Demak, March 15<sup>th</sup>, 2022.

From the statements before, the researcher found that it was not the point. Students who have internal conflict when they were faced with group tasks and verbal tasks. Despite their internal conflicts, many achievements they achieved. It was not about the way introvert students participated in the classroom. Otherwise, the point was the way they expressed their true feelings toward the learning material. It was proved through the way they participated in individual tasks. DA pointed out:

*“Saya suka banget bahasa Inggris, bahasa Inggris seperti jembatan yang menghubungkan saya dengan dunia. Meskipun dalam aspek speaking task sangat minim, saya dapat nilai bagus di tugas individu seperti listening atau writing.”*

"I really love English, English is a connection between me and the world. Although I got a minimum score in the speaking task, I got a good score in the individual task like listening or writing."<sup>22</sup>

Even though, nearly all introvert students got the lowest scores on speaking tests. However, they got high scores in other aspects of English, such as writing and listening. It was confirmed by FM:

*“Dua minggu sekali pak guru mengadakan speaking test, sangat disesalkan nilai yang saya dapatkan tidak pernah lebih dari C, memalukan. Tapi meskipun begitu, untungnya ada writing atau listening test yang saya kuasai, jadi nilai bahasa Inggris saya ga jelek-jelek banget.”*

“There is a speaking test once every two weeks, I feel shame because I got C, it is so embarrassing. However, luckily I got a good score through writing and listening so my English score is pretty good.”<sup>23</sup>

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<sup>22</sup> DA. Interviewed by the researcher. Demak, March 15<sup>th</sup>, 2022.

<sup>23</sup> FM. Interviewed by the researcher. Demak, March 16<sup>th</sup>, 2022.

### 3. The implementation of non-verbal communication in improving introvert students' speaking skill

The implementation of non-verbal communication can be known by the students' perceptions. Non-verbal communication has a lot of effects on introvert students. It is an effective way to transmit information through eye contact, facial expression, body movement, and so on.

Based on interviews and observations, the researcher found the introvert students' perception of the effects of non-verbal communication, as follows:

- a. The teacher's body movement encouraged the students in understanding the material

Based on the analysis of introvert students' perceptions, most introvert students loved when the teacher used body movements, especially hand gestures to explain the learning material. It was confirmed by LA :

*“Gesturenya guru pas saya speaking di depan temen-temen membuat mood saya jadi lebih baik. Bahkan pronunciation saya semakin bagus. Rasanya jauh lebih tenang pas beliau memperhatikan kita. Agak sulit bagi saya untuk berbagi perasaan. Menurut saya semua guru seharusnya sadar kalau kita itu butuh perhatian yang sama kayak siswa lainnya.”*

“The way the teacher moves while I speaking in front of my classmates makes my mood get better. My pronunciation also gets better. It feels so much better when he gave his attention to us. I feel kind of hard to share my feeling. I think every teacher should aware that we (introvert person) need attention like others.”<sup>24</sup>

Another student' perception come from LA, she stated:

*“Iya, suka bikin tepuk-tepuk gitu. Kayak tepuk vocabulary, jadi saya bisa hafal kosakata bahasa*

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<sup>24</sup> LA. Interviewed by the researcher. Demak, March 15<sup>th</sup>, 2022.

*inggris. Pas saya diminta untuk speaking, pak guru suka gerak-gerakin tangan (jenis tepuk tangan) supaya saya inget vocabulary yang saya lupa.”*

“Yes, He loves to make a handclapping. For example vocabulary handclap, so that I can memorize the vocabulary of English words. When I was being asked to speak, he will do a hand gesture (like a handclapping) in order to remind me of the vocabulary that I forgot.”.<sup>25</sup>

b. The teacher’s cheerful face created an enthusiasm

During the observation and interview, mostly introvert students love their teacher’s smiles. One of them, SM said:

*“Ekspresi yang ceria bikin perasaan malu dan gugup saya jadi hilang, dan pak guru kalo senyum ke saya jadi lebih pede speaking.”*

“A cheerful expression makes my anxiety and shyness gone, and the teacher's smile increases my confidence to speak in English.”.<sup>26</sup>

During the English learning activity, the English teacher showed various expressions on his face. A smile was the most frequently non-verbal language used by the English teacher. The introvert students said that they felt more enthusiastic which affected their improvement in speaking ability. As FM stated:

*“Pak guru kalau udah ketawa, kita semua jadi lebih antusias ngikutin pelajaran. Biasanya khusus di pelajaran Bahasa Inggris, kita disuruh presentasi ngomong pakai Bahasa Inggris gitu. Sebelum itu, Pak guru pasti bakal bikin kayak guyonan, supaya ga garing pas presentasi.*

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<sup>25</sup> LA. Interviewed by the researcher. Demak, March 15<sup>th</sup>, 2022.

<sup>26</sup> SM. Interviewed by the researcher. Demak, March 17<sup>th</sup>, 2022.

*Kemampuan speaking saya jadi lebih keluar ketika pak guru lagi gitu.”*

"The teacher's laugh makes everyone enthusiastic to follow the class. There is a special event in English class, we usually being asked to do a presentation using the English word. Before that, the teacher will make a joke to create an enjoyable atmosphere. So that my speaking ability increases.”<sup>27</sup>

- c. The teacher's eye contact encouraged the students' attentions and motivations

Talking about English learning activities, the English class is more special than other classes. Since English class required the students to speak more in English. Most of the introvert students loved it if the teacher made eye contact while they were speaking. It was confirmed by SR :

*“Saya merasa termotivasi ketika guru lihat saya kalo lagi disuruh speaking di depan.”*

"I feel motivated when the teacher looked at me when I spoke in front of the class.”<sup>28</sup>

When the teacher tried to make eye contact, the introvert students started to pay attention. As the English teacher Mr. Johan Prasetyo stated :

*“Kontak mata dapat memberikan siswa banyak perkembangan dalam hal berbicara, kontak mata mengandung feedback yang sangat kuat dalam mendorong siswa yang memiliki tingkat kecemasan tinggi.”*

“Eye contact can give the students lots of improvement in speaking, it contains a powerful

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<sup>27</sup> FM. Interviewed by the researcher. Demak, March 16<sup>th</sup>, 2022.

<sup>28</sup> SR. Interviewed by the researcher. Demak, March 15<sup>th</sup>, 2022.



feedback to encourage students who have the high level of anxiety.”<sup>29</sup>

Since the English classroom provided a lot of speaking aspects, there were so many students, especially introverted students who hard to improve their speaking ability. This condition made Mr. Johan Prasetyo try to get students’ attention by using more powerful eye contact, he stated:

*“Cara guru memandang itu musti yang lebih lembut, kayak sehangat musim semi. Nantinya siswa akan merasa lebih rileks dan enjoy, ini yang bakal bikin mereka lebih percaya diri.”*

“The way teacher look should be softer, just like “as warm as spring”. Then the students will be more relaxed and enjoy so that they will get more self-confidence.”<sup>30</sup>

This statement was in line with students' perception of the English teacher’s nonverbal sign LA, she said:

*“Sebenarnya bahasa Inggris itu tidak terlalu sulit, yang sulit itu ketika berbicara. Selain itu juga karena saya orangnya malu dan takut jika dilihat orang. Tapi, guru selalu memberikan saya dukungan lewat mata. Ketika saya merasa gugup sewaktu berbicara bahasa inggris, Pak Johan akan menatap saya, ekspresinya tenang. Saya jadi lebih bebas buat ngomong bahasa inggris.”*

“Actually, English is not that difficult, the most difficult thing is speaking. On the other hand, I am a shy person and afraid that everyone looks at me. However, the teacher always gives me support through his eyes. When I felt so nervous to speak,

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<sup>29</sup> Johan Prasetyo. Interview by Researcher. Demak, April 7<sup>th</sup>, 2022.

<sup>30</sup> Johan Prasetyo. Interview by Researcher. Demak, April 7<sup>th</sup>, 2022.

Mr. Johan stares at me calmly. So that I will be freer to speak in English." <sup>31</sup>

d. The teacher's touch showed care

Since it was an Islamic school, this kind of non-verbal communication was limited to being done toward female students. As Mr. Johan Prasetyo stated:

*"Indonesia memiliki kultur yang cukup ketat dalam hal "menyentuh" (sentuhan). Faktanya, mayoritas penduduk merupakan muslim, karena itu guru mustinya sadar betul terhadap urgensi sentuhan terhadap kaum perempuan. Seorang laki-laki sudah sepatutnya menghindari kontak dengan seorang perempuan, terutama perempuan yang tidak mereka kenal atau bisa disebut orang asing."*

Indonesian has a strict culture of touching. In fact, the majority religion in Indonesia is Islam, so the teacher should be completely aware of the urgency of touch with women. Men should avoid contact with women, especially women they were not familiar with or strangers." <sup>32</sup>

Although, touch was a sensitive way for a few cultures. In the pedagogical aspect, it could be a link between teacher and students. It was confirmed by Mr. Johan Prasetyo who pointed out:

*"Sentuhan dapat berperan penting dalam memberikan dorongan kepada siswa, terutama ketika mereka berbicara di depan khalayak umum. Namun, sangat penting untuk tahu dimana sentuhan tersebut ditujukan. Area tubuh yang paling wajar biasanya lengan atau tangan. Hal ini bisa dilakukan terhadap siswa perempuan dan laki-laki, apalagi sentuhan itu bisa bermakna kuat dalam memberikan dukungan bagi siswa terutama*

<sup>31</sup> LA. Interviewed by the researcher. Demak, March 15<sup>th</sup>, 2022.

<sup>32</sup> Johan Prasetyo. Interview by Researcher. Demak, April 7<sup>th</sup>, 2022.

*siswa introvert. Meskipun ada batasan antara guru laki-laki dengan siswa perempuan, tapi sentuhan bisa dilakukan dengan cara bersalaman, seperti yang kita tahu, kebanyakan orang Indonesia menggunakan salam untuk menyapa orang. Salam dimaknai sebagai rasa hormat, biasanya dilakukan dengan cara mencium tangan orang yang lebih tua atau mungkin menyentuh tangan ke dahi.”*

“Touch plays an important role to give encouragement to students, especially when they spoke in public. However, it is critical to know where the touch is directed. The most acceptable areas to have touched are the arm or hand. It can be used by both male and female students, since a small touch can be more powerful support for students, especially introvert students. Although, there is a distance between a male teacher and female students to touch, but touch can be done by doing a handshake. Since most Indonesian use salaam to greet someone. It is a sign of deep respect when the younger people kiss the hand of the older people or it is can be done by touching the older people's hand to the younger's forehead.”<sup>33</sup>

In addition, the handshake was the most common way for younger people to show their respect. Therefore, it was fine to do this kind of non-verbal cues between a male teacher and female students. Besides showing respect and gratitude, handshaking expressed politeness. It was confirmed by Introvert Student DA:

*“Menurut saya sentuhan itu ga begitu banyak berperan, apalagi guru saya kan laki-laki. Jadi, hal tersebut kurang etis dilakukan. Tapi, kadang pak guru suka ngasih apresiasi ketika saya takut*

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<sup>33</sup> Johan Prasetyo. Interview by Researcher. Demak, April 7<sup>th</sup>, 2022.

*ngeliat ke depan (saat berbicara). Beliau biasanya menepuk kepala saya supaya saya bisa lebih percaya diri.”*

“I think touching is not that important. Moreover, my teacher is a man, so it is not ethical to be done. However, sometimes the teacher gives me an appreciation while I feel afraid to speak up. He will pat my head so I will get my self-confidence.”<sup>34</sup>

Another introvert student, SM shared her perception of the teacher's touch:

*“Sebenarnya saya sangat suka mata pelajaran Bahasa Inggris, tapi memang dalam hal berbicara saya kurang suka kalau disuruh maju ke depan untuk ngomong. Biasanya setelah pelajaran kan ada salaman sama bapak guru. Saat itu bapak guru selalu kayak ngasih doa, saran atau dukungan sambil menepuk pundak saya. Dulu pas semester satu agak sulit buat ngomong bahasa inggris. Tapi alhamdulillah, karena pak guru selalu ngasih faham saya jadi lebih suka bahasa inggris. Mulai belajar “speaking”, latihan di depan kaca.”*

“Honestly, I love English material. However, I do not like when the teacher asked me to speak in front of the class. Usually, after the class, we do "salaam" to the teacher. The teacher often gives me a piece of advice or support while patting my shoulders. When I was in the first semester, it is difficult to talk in English. But *Alhamdulillah*, the teacher always gives me an understanding of English so that I love English even more. I start to learn how to speak, always practice in front of the mirror.”<sup>35</sup>

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<sup>34</sup> LA. Interviewed by the researcher. Demak, March 15<sup>th</sup>, 2022.

<sup>35</sup> SM. Interviewed by the researcher. Demak, March 17<sup>th</sup>, 2022.

## B. Discussion

In this section, the discussion dealt with the interpretation of findings found through classroom observations and interviews.

### 1. The types of non-verbal communication the English uses

Based on the observation and interview, there were five types of non-verbal communication used by English teachers. First, the type of non-verbal communication used by Mr. Johan Prasetyo was body movement or body language. It was used in order to encourage introvert students during their speaking performances. Body movements were frequently used in controlling the students. This statement is in line with Kusanagi who says that body language provide more necessary input to the speech, if an explanation is done by using body language, students understand the new language well, and the final result their understanding and their motivation are increased.<sup>36</sup> Further, body movement was used not only to explain the material, but also to facilitate turn-taking and management of the classroom.

Second, the type of non-verbal language used by Mr. Johan Prasetyo as the English teacher was facial expression. Mr. Johan Prasetyo applied a good facial expression in order to show friendliness. In the classroom, he always tried to get closer to his students, so that they felt more relaxed and enjoyable. This statement is supported by Wainwright who states that a cheerful smile evoke a positive response and it also provide the information that words can not supply.<sup>37</sup>

Third, the type of non-verbal language used by Mr. Johan Prasetyo as the English teacher was eye contact. Eye contact was used in order to get the introvert students' attention who were always look down. Introversion personality has a tendency in avoiding eye contact. So that

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<sup>36</sup> Kusanagi, Y. *Analysis of Research on Nonverbal Communication in Language Education*. In C. I. K. Bradford-Watts, & M. Swanson (Ed.), *JALT2004 Conference Proceedings*. (Tokyo: JALT, 2005).

<sup>37</sup> Wainwright, G. R. *Understand Body Language*. (London: Hodder & Stoughton, 2010).

the English teacher initiated to make eye contact to know whether or not the introvert student paid attention. Further, eye contact gave the English teacher information about the level of students' understanding of English material.<sup>38</sup>

Fourth, touch was one of the non-verbal cues frequently used by the English teacher. Moreover, Bunglowala states that touch was an efficient non-verbal cue in breaking down the communication barrier.<sup>39</sup> Touching with care suggested warmth. That was why touching was used to increase introvert students' self-confidence. Nevertheless, Richmond and McCroskey point out that touch is one of non-verbal communication that should be concerned with the wide variability such as gender, age, and culture.<sup>40</sup>

Last, the type of non-verbal communication used by the English teacher in the classroom was the voice. According to Harmer, the teacher need to change the way they use voice according to the type of condition.<sup>41</sup> It was very essential for students when the teacher can manage his voice, how to decrease or increase volume and how to speak loudly or softly. Further, there were various kinds of voices were used by Mr. Johan during the teaching-learning activity. First, the teacher arose his voice to control the students. Second, the teacher used softly tone to increase the introvert students' engagement in the learning activity.<sup>42</sup> From these instances, the result can be explained that the soft tone showed the way the English

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<sup>38</sup> Classroom Observation at MA Mazro'atul Huda Wonorenggo Demak, March 20<sup>th</sup>, 2022.

<sup>39</sup> Bunglowala, A., and Bunglowala, A. *Nonverbal Communication: An Integral Part of Teaching-Learning Process*. (International Journal of Research in Advent Technology(Special Issue 1st International Conference on Advent Trends in Engineering, Science and Technology "ICATES, 2015).

<sup>40</sup> Richmond, V. P. *Teacher Nonverbal Immediacy: Use and Outcomes*. In J. L. Cheseboro & J. C. McCroskey (Eds.), *Communication for Teachers*. (Boston: Allyn and Bacon,2002)..

<sup>41</sup> Calero, H. H. *The Power of Nonverbal Communication: How You Act Is More Important Than What You Say*. (Los Angeles: Silver Lake Publisher, 2005).

<sup>42</sup> Classroom Observation at MA Mazro'atul Huda Wonorenggo Demak, March 20<sup>th</sup>, 2022.

teacher managed his voice so that the introvert students could easily capture the material.

According to the explanation above, the researcher can conclude that the type of non-verbal communication that was used by the English teacher was based on the frequency of using non-verbal language namely five types; body movement, facial expression, eye contact, touch, and voice. These types of non-verbal cues are used in order to increase the introvert students' speaking ability.

## **2. The problems faced by introvert students in speaking performance**

Based on the findings of the interview with the introvert students of MA Mazro'atul Huda Wonorengo Demak, the introverted students indicated that the level of anxiety of introvert students was high. Shyness was one of the internal factors which affected students' anxiety during the speaking performance. According to Baldwin, speaking in front of the public triggers anxiety, it makes someone go blank and forget the word he/she will say.<sup>43</sup> Further, as the saying goes, the introvert student has an inability aspect, if an introverted student forcefully showed their speaking ability, the feeling of anxiety would increase.

Further, the feeling fear of making a mistake was one of the main problems of introvert students in their speaking English performances. The existence of feeling worried was linked to the level of anxious which influenced their speaking ability. It was in line with Aftat, he states that feeling fear or worry about making a mistake is related to the issue of speaking performance.<sup>44</sup>

The classroom observation and interview showed that introvert students also used non-verbal communication while they were feeling fear during

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<sup>43</sup> Cain, S., and Klein, E. *Engaging The Quiet Kids*. (Independent School, 2015).

<sup>44</sup> Deci, E. L., and Ryan, R. M. *The Empirical Exploration of Intrinsic Motivational Processes*. In L. Berkowitz (Ed.), *Advances in experimental social psychology*, (Vol. 13, 39-80). (New York: Academic, 1980).

speaking performances. Most introvert students admitted that using non-verbal cues were more efficient in order to transmit their meaning.<sup>45</sup> Further, the findings indicated that the introvert student applied eye contact intentionally with the teacher in order to gain their self-confidence while they are speaking. Most introvert students applied non-verbal language because they feel worried to make a mistake in pronouncing the English words. It can be said that the aim of using non-verbal language is to emphasize the message which cannot they share clearly.

In addition, lacking participation was one of the main problems which frequently influenced introvert students' speaking performance. Their inactivity is an internal factor triggered by their inner conflict. Rocca points out that introvert students often experience anxiety about participation.<sup>46</sup> The quantity of participation in this research was confirmed by White, he states that students who are withdrawn to speak up in class should not be treated as disrespectful or lazy people.<sup>47</sup> Instead, they might feel an internal conflict like frustration, or guilty about how to respond normally.

Moreover, it was a must for the teacher to be aware of the students' contribution. As Meyer says that the definition of participation including non-verbal language, for instance, sitting silently and listening to the material explanation or using non-verbal cue like nodding.<sup>48</sup> This kind of participation was noted as engagement and participation.

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<sup>45</sup> Classroom Observation at MA Mazro'atul Huda Wonorengo Demak, April 5<sup>th</sup>, 2022.

<sup>46</sup> Caughlin, J. P. *A Multiple Goals theory of Personal Relationships: Conceptual Integration and Program Overview*. (Journal of Social & Personal Relationships, 2010).

<sup>47</sup> 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).

<sup>48</sup> Deci, E. L., and Ryan, R. M. *Intrinsic Motivation and Self-determination in Human Behavior*. (New York: Plenum, 1985).



### 3. The implementation of non-verbal communication in improving introvert students' speaking skill

Based on the analysis of introvert students' perceptions, most introvert students loved when the teacher used body movements, especially hand gestures to explain the learning material. The hand motions were mostly used in accentuating and complementing the teacher's verbal messages. It was very helpful for the introvert student to focus and easier to get understand. Moreover, Zeki states that body movement or body language is one of the non-verbal cues which very crucial to use in encouraging students' motivation.<sup>49</sup> The results of the research were based on the introvert students' statements that the teacher's body movements made them thrilled and encouraged them to speak better. This statement showed that the teacher's gestures made the introvert students more enthusiastic and the teacher's attention made them got improvement in the aspect of speaking ability.

Nearly all of the introvert students portrayed that the teacher's smile expressed warmth. The teacher's cheerful face created a friendly atmosphere so that the introvert students did not nervous. Further, based on the introvert students' statements that cheerful expression made their anxiety and shyness were gone, and the teacher's smile increased their confidence to speak in English. This showed that a positive facial expression made the speaking ability of introvert students improved. This perception is in line with Yuanyuan who says that a good English teacher should take a friendly smile into the classroom.<sup>50</sup> A happy smile possibly in creating a warm learning environment. The teacher's warmth could encourage positive and enthusiastic interaction.

The eye contact showed an appreciation and support for what the students are speaking. It was

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<sup>49</sup> Zeki, P. Canan. *The Importance of Non Verbal Communication in Classroom Management*. (Eastern Medditerranean University, Faculty of Education, North Cyprus, 2009).

<sup>50</sup> Yuanyuan, T. *The Application of Body Language in English Teaching*. (Journal of Language Teaching and Research, 2014).

answered by SR, she said that she feel motivated when the teacher looked at her when she spoke in front of the class. Further, Richmond points out that the teacher's eye contact expresses energy or support to students.<sup>51</sup> It showed that eye contact gives energy for introvert students to share their thoughts.

In addition, another type of non-verbal frequently made introvert students' speaking ability improve was touch, touch was portrayed as affection. On the other hand, touch might be described negatively. In Islam, touch was limited. However, there was one touch-types which acceptable to be done. The handshake was the most common way for younger people to show their respect. Therefore, it was fine to do this kind of non-verbal cues between a male teacher and female students. Besides showing respect and gratitude, handshaking expressed politeness. As Wainwright says that handshaking indicates the existence of a special bond between two people.<sup>52</sup> Based on one of the introvert students' answer, SM who said that the teacher's attention was presented through *saalam* and patting her shoulder made her felt fearless during English learning activity. Based on this answer, the way the teacher care for his students was represented as the affection of the teacher for the students. Giving support help students to improve their motivation in speaking aspect.

Based on the result of this research, the researcher can conclude that non-verbal language has multiple advantages in encouraging introvert students' speaking ability. The result also indicated that there were various improvements that influence introvert students' motivation in English learning. In other words, non-verbal communication can improve students' speaking ability and foster their speaking aspects better.

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<sup>51</sup> Richmond, V. P., and McCroskey, J. C. *Nonverbal Behaviors in Interpersonal Relations (5th Ed)*. (Needham Heights, MA: Allyn & Bacon, 2004).

<sup>52</sup> Wright, A. *How to Communicate Successfully*; First Edition. (Great Britain: Cambridge University Press, 1987).