



## The Analysis of Kinesics Used by English Teacher in ELT Classroom

Ilen Malnab, Isna Humaerah

<sup>2</sup>English Education Department, IAIN Kendari, Kendari, Indonesia.

Corresponding email: [ilenmalnab99@gmail.com](mailto:ilenmalnab99@gmail.com)

### Article info

Submitted : November 24<sup>th</sup>, 2020  
Revised : August 21<sup>st</sup>, 2021  
Accepted : August 22<sup>nd</sup>, 2021

### ABSTRACT

In frame of qualitative research, this study aims to analyze the kinds of teacher's nonverbal communication used in ELT classroom which delimited on kinesics. The participant is one lecturer in South Sulawesi (Indonesia). Data is collected through observation checklist and video recording. The gathered data is analyzed by using Ekman's (1969) nonverbal communication theory. The result of the research revealed that the teacher used all of kinds of nonverbal communication on kinesics in teaching and learning process. The kinesics that used by the teacher include emblem, illustrators, effect display, regulators, and adaptors. The nonverbal signals that most frequently used on kinesics by the teacher are illustrators, regulators, emblems, and affect display especially on expression of happiness, smile, and frown. This study implies that the teacher's use of nonverbal communication is important which can give specific contribution and influences to teaching and learning process in the classroom.

**Keywords:** *teacher's nonverbal communication, kinesics.*

### INTRODUCTION

Research in many classroom settings has indicated that nonverbal communication can serve a lot of functions in the classroom interaction. Many researchers have presented studies about teachers' nonverbal communication in the classroom settings such as Bambaeroo and Shokrpour (2017), Barabar and Caganaga (2015), Butt (2011), Butt and Shafiq (2013), Chaudhry and Arif (2012), Gulnaz and Ismaiel (2017), Mobaraki (2014), and Negi (2009). Nonverbal communication is communication without words (Miller & Patrick, 1988). (Fujishin, 2009) states that nonverbal communication is all communication that is not spoken or written. As claimed by Burgoon, Buller, and Woodall (1994 as cited in Indrawan et. al, 2017. P. 10) that nonverbal communication consists of seven types namely oculusic, paralanguage (Paravocalic), proxemics, haptics, postures, and chronemics, kinesics.

Firstly, Oculistics is from the Latin word *oculus* means "eye". Eye contact serves several communicative functions ranging from regulating interaction to monitoring interaction to conveying information, to establishing interpersonal connections (Leonard, 2012). Secondly, Paralanguage (Paravocalics) refer to how we speak. It is one of a significant medium of nonverbal communication. It conveys meaning in many ways through vocal cues which includes pitch, volume, rate, and quality (Fujishin, 2009). Thirdly, Proxemics is a study of personal space

or territoriality or the way of creating and crossing space between ourselves and others (Eunson, 2012). Then, Haptic is a study related to touching behavior of nonverbal communication and the feeling result of it. As Miller and Patrick (1988) argue that generally, the meaning of touching depends on the situation, culture, sex, and age. In most human relationships, touching can give encouragement, express tenderness, and show emotional support. Next, posture is a study that talks about body orientation, body openness, arm position, and then forward or backward leaning of the body to the others (Berko, Aitken, and Wolvin 2010). Afterwards, chronemics refers to the study of how time affects communication (Leonard, 2012). The last is kinesic, it talks related to the body movement of nonverbal communication, both partly or whole of body language (Mobaraki, 2014).

Moreover, Ekman and Friesen (1969) identified Kinesics as body movements in five majors namely, emblems, illustrators, affect display, regulators, and adaptors. Firstly, Emblems are gestures that have a specific agreed-on meaning. Such as sign “OK” the thumb and index finger connected in a circle with the other three fingers sticking up, and the raised middle finger which have an agreed-on meaning or meanings with a culture (Leonard, 2012). Secondly, Illustrators enhance (literally) the verbal message they accompany. Such as we might gesture toward the left when we refer something to the left. Most illustrators done by hands, but sometimes can use head and general body movements. For instance, we may turn our head or entire of our body toward the left. Illustrator also used to communicate the size or shape of an object that we talk about (DeVito. 2002). Thirdly, adaptors divided in three types such as Self-adaptors, alter-adaptors, and object-adaptor. Self-adaptors learned to facilitate or block sensory input through hearing, seeing, smelling, tasting, or touching. Self-adaptor involves learning of the use of the hand concerning the body or face. Such as hand wiped around the corner of the eye, wiping off the lip with the tongue or hand, scratch, or rub the eye. Scratched the head or wiped the forehead. Then, Alter-adaptors, it refers to movements that performed in giving to or receiving from another person. Leg movement may often be alter-adaptor such as showing residues of kicking aggression, sexual invitation, or flight. The third is object-adaptor, it is movements that originally learned in the performance of some instrumental tasks, for instance, welding tool, smoking, driving car, etcetera (Ekman and Friesen, 1969).

Afterward, Affect displays, it refers to the movement of a face muscle that communicates emotion or feelings such as sadness, anger, fear, or happiness. A person or people of different cultures tend to show different ways of their face behavior in expressing emotion. Affect displays may occur with or without awareness of senders such as sometimes we smile or frown unconsciously, but at other times, we may smile consciously to exhibit our happiness or pleasure. Affect displays are so informative, but they don't have communicative. The last is regulators. Regulators are one of the categories of nonverbal communication that act as maintaining and regulating the back-and-forth nature of speaking and listening between two or more people. Regulators can be such head nod, eye contact, eyebrow raises, small postural shift, slight movement forward, and a whole of other small nonverbal acts. Those signals an intended meaning to the speaker such as when the speaker should continue to speak, be hurry up, repeat, elaborate, become more interesting, etcetera (Ekman & Friesen, 1969).

In Indonesian context research on teachers' nonverbal communication has been done by Antika and Ikhsan (2018) that focus on describing the kinds of teachers' nonverbal communication in the English learning teaching process at SMPN 10 Padang. They found that there are four types of nonverbal communication that teachers used in English teaching and learning processes such as kinesics, haptic, vocalic, and proxemics that make teachers easily manage the class, make students more motivated and active in learning also help the teaching and

learning become effective. The other study was also conducted in Banjar by Indrawan, Nitiasih, and Piscayanti (2017) which focused on analyzing the kinds of teachers' nonverbal communication, how it impacted on students' motivation, and its contribution in English education. Sutiayatno (2018) also conduct his research in Magelang with a focus on the effect of teachers' verbal and nonverbal communication on students' English achievement, and he expounds that both verbal and nonverbal communication has a significant positive effect on students' English achievement. Research related to nonverbal communication in classroom settings has been done by those researchers above; however, the study that focuses on analyzing teacher's kinesics is still limited. Moreover, Teacher's nonverbal communication has influences and contributions to the teaching and learning process in the classroom, this is based on Ranta and Harmawati (2017) who state that teachers' use of nonverbal communication skills can make students more understand, active to speak, more enthusiasm and motivated to study. Besides, teachers' use of nonverbal communication enhances students' understanding, teaching-learning process more effective, interesting, informative, conducive, and augment students' attention (Butt, 2011). Therefore, from the reason above, it is important to analyze the teacher's nonverbal communication that is used when teaching students in the classroom which in this study only delimited on kinesics.

## **RESEARCH METHODS**

This research used a descriptive qualitative method, which describes the phenomenon of teacher's kinesics used in ELT classroom. The research design of this study was applied case study. This study was conducted at Islamic State Institute of Kendari and one of the lecturers is the participant of this study. The lecturer taught students from second to the sixth-class semester of English education department in the academic year of 2019/2020.

In this study, the data gathered through observation checklist items and video recording. Observation checklist items used to find out the data about some kinds of the teacher's nonverbal communication on kinesics that used in the classroom by the teacher, while video recording used to strengthen the data finding of observation. The observation checklist items are adapted from Ekman and Friesen (1969), Mobaraki (2014), Fujishin (2019), Antika and Ikhsan (2018), Leonard (2012), and DeVito (2002). on other hand, the researcher analyzed the data based on Ekman & Friesen (1969) nonverbal communication theory on kinesics. There are some steps in analyzing the data. Firstly, in the process of observation in the classroom, the researcher filled observation sheet related to the teacher's nonverbal communication on kinesics while did video recording. Then, the researcher watched the video recording and matched it to the gathered data from the observation sheet. After that, the researcher captured images from the video recording that represent the indicator in the observation sheet as evidence of the data.

## **RESULT**

This section presents the result from the research about teacher's nonverbal communication on kinesics in ELT classroom, as follows:

**Table 4.1 The result of observation and video recording**

Types of Kinesics	Indicator	First Meeting	Second Meeting	Third Meeting	Fourth Meeting	Fifth Meeting	Sixth meeting	Seventh Meeting
Emblems	English teacher makes finger signs such as thumbs-up, ect.	√	√	√	√	√	√	√
	English teacher Making or shaking of a fist	√		√	√	√	√	√
	English teacher waves to students	√		√	√	√	√	√
Illustrators	English teacher uses hand gestures to show object Material	√	√	√	√	√	√	√
	English teacher points a present object	√	√	√	√	√	√	√
	English teacher does movements which depict bodily action	√	√	√	√	√	√	√
	English teacher uses hand gestures to indicate the size or shape of an object	√	√	√	√	√	√	√
Affect display	English teacher has expression of sadness					√		
	English teacher has expression of happiness	√	√	√	√	√	√	√
	English teacher has expression of anger	√						
	English teacher has expression of surprise					√		
	English teacher has expression of fear							
	English teacher has expression of disgust	√			√	√	√	√
	English teacher smiling at students	√	√	√	√	√	√	√
	English teacher frowning at students	√	√	√	√	√	√	√
Regulators	English teacher shaking head	√	√	√	√	√	√	√
	English teacher nods head	√	√	√	√	√	√	√
	English teacher has direct eye contact	√	√	√	√	√	√	√
	English teacher turning back or standing to leave a conversation	√	√	√	√	√	√	√
	English teacher does a body position shifts	√	√	√	√	√	√	√
	English teacher raising hand	√		√	√	√	√	√
	English teacher raises his eyebrow	√	√	√	√	√	√	√
	English teacher leaning toward students	√	√	√	√	√	√	√
	English teacher uses head movement in teaching and to control the students	√	√	√	√	√	√	√
	English teacher clasps hands	√	√		√	√	√	√
	English teacher scratch or rub the eyes or nose	√		√	√	√	√	√
	English teacher manages the classroom before begin the lesson.	√		√	√	√	√	

Adaptors	English teacher wielding a tool	√	√	√	√		√	√
	English teacher tapping a pencil on the table		√	√	√			
	English teacher playing a Smartphone	√				√		
	English teacher pat down a flyaway hair	√	√	√		√	√	
	English teacher folding arms		√	√	√	√	√	√

The table above showed that there are five kinds of kinesics that used by the teacher such as emblems, illustrators, affect display, regulators, and adaptors. During the observation, the researcher found that the teacher always used those types in giving nonverbal signals to students when teaching in the classroom. From the five kinds of kinesics there are three types that were mostly used. They are emblems, illustrators, and regulators. Meanwhile the affect display especially the expression of sad, anger, surprise and fear are rarest nonverbal signals used by the teacher.

## DISCUSSION

This part discussed the finding of this present study which revealed the teacher's use of nonverbal communication on kinesics in teaching in ELT classroom. The data gathered through observation checklist items and video recording. Based on the result of data observation, in using emblems the teacher more often used finger signs in expressing nonverbal signals to students. He always used it when teaching in the classroom. Some finger signs that were made such as thumb-up, forefinger-up, "V" sign by raised his index and middle finger and raised some fingers in indicating the number of things. In other time, he also often waves to students when end his class and sometimes in talking with students and makes fist sign for expression of strength or hitting form. Each nonverbal signal he made has a different meaning as its usage.

Some finger signs made when the teacher give accolade to students as good feedback for them after done their great effort from an activity, it given to appreciate student's effort as well as a form of the teacher encouragement to motivate students to be active in the class. As a result, the students seemed feeling glad and more encouraged to be confident to try to do an activity in the class. As Megawati and Hartono (2020) revealed that the teachers' use of nonverbal communication of emblems can motivate students in learning process. Teachers' use of emblems can help them deliver instruction to students effectively and succeed on assessment tasks (Febrigas & Maniago, 2018).

Furthermore, from the five types of nonverbal communication on kinesics, illustrators are one of the types that most frequently used by the teacher when teaching in the classroom. Where, the teacher always uses hand gestures in showing material, pointing objects around the class, or indicating or illustrating a shape or size of something. He also always does movements that depicting some bodily actions. Those movements he made may help the students more understand on what he explaining about. In Nuhwan's study (2019) stated that the teacher use gestures of illustrators such as moving her hands to demonstrate something, point out to students, shake his hands to say no and others, which those movements may carry out most reflexively to help students describe the material that is currently being delivered. The statement above was supported by Sutrisna (2020), he claims that those movements that done by the teacher can be as the easy way to help students to understand the meaning of the teacher's utterances. Teacher's gesture helps students in learning new vocabulary (Indrawan et al, 2017).



Moreover, at the use of affect display, the teacher used several expressions during a teaching in the classroom. Some expression that used by the teacher such as expression of happiness, anger, sadness, surprise and fear, the teacher also smiles and frown to students. As a result of the data observation the researcher found that the teacher was mostly used expression of happiness, smile, and frown when teaching in the classroom. While the others, such as expression of sadness, anger, fear, and surprise can be said to be very rarely used by the teacher.

Besides, some nonverbal signals of affect display that always showed by the teacher when teaching in the class such as expression of happiness and smile seemed can help the teacher to create an enjoyable atmosphere in the class, therefore, the students become more interesting in learning. This was supported by Megawati et al (2020) reveal that facial expression or affect display is the most influenced of nonverbal communication on kinesics to the students, especially the teacher's expression of happiness. It makes the students so excited, enjoyed in learning as well it helps them to be more understand in the learning process. "Facial expression is an important tool of teaching learning process and could make the teaching-learning process more effective and interesting" (Butt, 2011). Facial expression or affect display is one of type of nonverbal signals that effected to students' understanding and response to the teachers in teaching in the classroom (Pilu, Hardianto & Riyadi, 2019).

Regulators also are more often used by the teacher in teaching in the classroom. He used regulators to show nonverbal cues to students to maintain or manage the flow of communication carried out in the class. Such as the teacher used to nod the head to signals an agreement or to cues the students to keep speaking, raised a hand to let or encourage the students to speak, shook head if don't agree or don't like something, used head movements in explain materials or to control students in the class, and had direct eye contact whenever explain material or speak to students, this used to give nonverbal cues to students that the teacher was watched to them. Besides, the teacher leaned toward students when listening or let students speak or when trying to encourage students to speak, did body positions shift in controlling students in the class, and turn back to leave students to end a conversation with students. The teacher can use some regulators properly, so the communication between teacher and students in the class run quite effective. As Butt (2011) tells that eye contact as one of nonverbal signals of regulators type can motivate students, augment attention, and increase students' understanding in learning. Devito (2002) said that regulators are behaviors that act to monitor, control, coordinate, or maintain the speaking of another individual.

Then, in the teaching and learning process in the class, the teacher also used the type of adaptor. The teacher sometimes used it to show nonverbal signals to students such as tapping marker on the table or board, this did when teachers try to emphasize an important thing related to his explanation or if the teacher asks the students to be silent or pay attention to the teacher's explanations, and the teacher also playing Smartphone awhile, it did when he had done his explanation or students have instructed to do an activity. Even the teacher often uses adaptors for some behaviors such as rub or scratch eye or nose, clapping hand; he clapped his hand to give students applause, and as a sign when the students should start or end an activity as well as the teacher's signal when students asked to pay attention to the teacher. Wielding tools, the teacher holds things such as marker, book, bottle, projector cable that then used as media of his teaching. He Fold his arms when he is waiting for students i.e. when students speak or in doing a class activity. He often tidies his hairs or pats down a flyaway hair, and he also managed the class before starting a lesson. In Febrigas' study (2018) said that even though adaptors have less immediate meaning to the verbal communication, but adaptors can indicate attitudes and feelings

that contribute to a mental state of both the learners and the teacher that help bridge the gap between different cultures and help improving teaching and learning process.

## CONCLUSION

The result shows that the teacher used all kinds of nonverbal communication on kinesics such as emblems, illustrators, affect display, regulators, and adaptors. The teacher used emblems seemed when he makes or shows any finger sign, waves, and a sign of a fist. He used illustrators by often used hand gestures to show materials or illustrate something. Besides, affect display was also used by the teacher such as he often smiles frowns, and shows expression of happiness. The teacher also used regulators by showing some head movements such as a head shake or nod and looking students around the class. Moreover, the teacher used adaptors by doing several touching behaviors on objects or self, such as wielding tools, and folding arms. Those nonverbal behaviors may help the teaching and learning process in the classroom run effectively. As stated by Mobaraki (2014) that nonverbal communication is enabling teachers and students to communicate more enjoyable, effectively, and convincingly.

In using kinesics, the teacher most often used illustrators, regulators, emblems, and affect display especially expression of smile, frown, and happiness. Meanwhile some nonverbal signals of affect display are rarely used by the teacher such as expression of sadness, fear, anger, and surprise which can be categorized as the rarest nonverbal signal that used by the teacher. However, in this study the researcher did not reveal more information related to why some kinds of the nonverbal communication on kinesics most frequently or last used by the teacher. Therefore, for future research hopefully the researcher may be able to present the information.

## REFERENCES

- Antika, R., & Ikhsan, M. K. (2018). Teachers' nonverbal communication in english teaching and learning process. *TELL-US Journal*, 4(1), 65–79.
- Bambaeeroo, F., & Shokrpour, N. (2017). The impact of the teachers' non verbal communication on success in teaching. *Journal of Advances in Medical Education & Professionalism*, 5(2), 51–59.
- Barabar, A. & Caganaga, C, K. (2015). using nonvebal communication in EFL classes. *Cypriot Journal of Education Science*, 10(2), 136–147.
- Berko, R., Aitken, J. E., & Wolvin, A. (2010). *ICOMM: Interpersonal concepts and competencies: foundations of interpersonal communication*. Rowman & Littlefield Publishers, Inc.
- Butt, M, N. (2011). *Impact of non-verbal communication on students' learning outcomes* (Doctoral dissertation). Retrieved from <https://pdfs.semanticscholar.org/3643/dc5901e61fea36bccddf2c0e91c660bc91be.pdf>
- Butt, M. N., & Shafiq, M. (2013). Significance of non-verbal communication in the teaching-learning process. *FWU Journal of Social Scences, Summer*, 7(1), 27–32.
- Chaudhry, N. A., & Arif, M. (2012). Teachers ' nonverbal behavior and its impact on student achievement. *International Education Studies*, 5(4), 56–64. <https://doi.org/10.5539/ies.v5n4p56>
- DeVito, J, A. (2002). Nonverbal Messages. in *Human Communication* (pp. 134-157). Boston: Blogman.
- Ekman, P. & Friesen, W, V. (1969). The repertoire of nonverbal behavior: categories, origins,

- usage, and coding. *Nonverbal communication, interaction, and gesture*. San Francisco, California: Semiotica.
- Eunson, B. I. (2012). Non-verbal communication. In *Communicating in the 21st century* (pp. 256–280). Australia: John Wiley & Sons.
- Fabrigas, Y. C., & Maniago, J. D. (2018). Kinesics as a science teaching strategy for indigenous learners. *International Journal of Contemporary Research and Review*, 9(1), 20389-20399.
- communication skill* (2<sup>nd</sup> ed.) Rowman & Littlefield Publishers, Inc.
- Fujishin, R. (2009). *Creating communication exploring and expanding your fundamental communication skill* (2<sup>nd</sup> ed.) Rowman & Littlefield Publishers, Inc.
- Gulnaz, F., & Ismaiel, N. M. (2017). Teaching and Learning beyond Words : The Significance of Nonverbal Communication in Saudi EFL Classrooms. *European Journal of Scientific Research*, 147(1), 46–64.
- Indrawan, I. P., Nitiasih, P. K., & Piscayanti, K. S. (2017). An analysis of teachers' non-verbal communication in EFL classroom at SMP Negeri 3 Banjar. *Prasi*, 12(1), 1–11.
- Leonard, V. (Ed). (2012). *An introduction to interpersonal communication : a primer on communication studies*. Creative Commons License.
- Megawati, W., & Hartono, R. (2020). The impact of teachers' verbal and non-verbal communication on students' motivation in learning english. *English Education Journal*, 10(4), 437-450.
- Miller, . & Patrick, W. (1988). *Nonverbal communication* (3<sup>rd</sup> ed.). Washington, DC. National Education Association.
- Mobaraki, M. (2014). *English language teachers' method of using nonverbal communication* (Master dissertation). retrieved from [https://www.academia.edu/22381114/ENGLISH\\_LANGUAGE\\_TEACHERS\\_METHODS\\_OF\\_USING\\_NONVERBAL\\_COMMUNICATION](https://www.academia.edu/22381114/ENGLISH_LANGUAGE_TEACHERS_METHODS_OF_USING_NONVERBAL_COMMUNICATION)
- Negi, J. S. (2009). The role of teachers' non-verbal communication in ELT classroom. *Journal of NELTA*, 14(1–2), 101–110.
- Nuhwan, R. (2019). The use of non-verbal aspects of kinesics in EFL classroom language. *Bogor English Student and Teacher (BEST) Conference*, 1, 19-25..
- Pilu, R., Hardianto., & Riyadi, A. (2019). The analysis of non-verbal communication used by English teachers in teaching. *International Conference on Natural and Social Sciences (ICONSS) Proceeding series* (pp. 556-562)
- Ranta,. & Harmawati, D. (2017). analyzing teachers' instructional and nonverbal communication in EFL classroom. *Lingual*, 9(2), 1–13.
- Sutiyatno, S. (2018). The effect of teacher's verbal communication and non-verbal communication on students' english achievement. *Journal of Language Teaching and Research*, 9(2), 430–437.
- Sutrisna, P, E. (2020). Kinesics in EFL language teaching. *Journal of English Language Education*, 3(2), 27-35