

The Use of Kinesics as Nonverbal Communication in the Classroom at University of Muhammadiyah Bone

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Abstract

This study aimed to find out how the Use of Kinesics as Nonverbal Communication in the Classroom at the University of Muhammadiyah Bone. This research was a descriptive qualitative with 10 students as participants. They were taken by applying a purposive sampling technique. The research instruments are questionnaires and interviews. The result of this study shows that kinesics is an important element in non-verbal communication that can provide additional information and nuance to verbal messages. A deep understanding of body language can improve a person's ability to read and respond to communication more effectively.

Keywords: kinesics, nonverbal, communication, cross culture, interaction.

1. Introduction

Communication is a process of exchanging information, ideas, thoughts, or feelings between two or more individuals. This process involves the sender (communicator) conveying a message through a medium to the recipient (communicant). The main purpose of communication is to understand and be understood by the parties involved in the process. General communication includes verbal and nonverbal communication, allowing the speaker and listener to understand the message.

Verbal and non-verbal communication are two distinct forms of communication, with verbal communication involving spoken language and non-verbal communication mediated through non-verbal behaviors (Harisnawati et al., 2022). Thus, Verbal communication involves spoken and written words, while non-verbal communication involves nonverbal cues like posture, gestures, facial expressions, and appearance. Communication is the art and process of creating and sharing ideas, encompassing people's thoughts, filtering, and expressing their desired messages.

Non-verbal communication often provides additional context and nuance to verbal messages, making it critical to understand in a variety of communication situations. People often read and respond to non-verbal signals without even realizing it, so understanding non-verbal communication can help improve overall communication skills. Xu et al., (2009) stated that nonverbal communication involves unspoken interactions between speakers and listeners through signs and symbols, highlighting the importance of nonverbal cues in face-to-face interactions.

Globalization impacts various aspects of the world, including economic, political, cultural, and environmental aspects, and facilitates easy communication and connectivity across different regions (Ananda et al., 2020). They also argued that Communication plays a crucial role in life, as without it, the world would be a silent ball filled with nothing. Language plays a crucial role in transmitting and receiving messages in communication (Lamichhane, 2016). Thus, communication involves the exchange of messages between sender and receiver using language as the primary method of human communication, rather than spoken or written. Non-verbal communication involves exchanging

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information without using words directly. This is an important aspect of human communication and can make a major contribution to the overall understanding of the message. Based on Paranduk & Karisi, (2021), Human beings are social creatures that require companionship and communication to fulfill their daily needs.

Sutiayatno, (2018) stated that communication is a crucial aspect of our lives, encompassing both verbal and non-verbal transmission of knowledge, thoughts, feelings, skills, and ideas. Besides that, Effective teaching relies on effective communication between teachers and students. Students' perception of this communication can significantly impact their cognitive learning and overall experience.

When communication takes place, non-verbal communication is almost automatically used. This non-verbal communication is more honest in disclosure because it is done spontaneously. Through this verbal communication, people can draw conclusions about a person's various feelings, including feelings of happiness, longing, hate, love and so on.

As we know, non-verbal communication consists of several types. Therefore, in this study, researchers did not examine all types of NVC, but researchers only focused on the use of kinesics in non-verbal communication. The objective of this research is to know how Muhammadiyah Bone University students use kinesics as non-verbal communication in classroom learning. The researchers' goal in this study is to perform a study on gesture as nonverbal communication utilized by students while studying English in the classroom. Nonverbal communication is the act of sending and receiving messages without the use of spoken words, and it has a stronger impact on daily life. The study question is: How do Muhammadiyah Bone University students use kinesics as non-verbal communication in classroom learning?

2. Literature Review

2.1. The definition of nonverbal communication

Nonverbal communication is a form of communication that involves the exchange of information without using words. It includes a variety of elements that can provide additional nuance, and context, or even convey a message more powerfully than verbal communication alone. According to Indah et al., (2018), nonverbal communication is the exchange of nonverbal messages. It all comes down to the speaker's body language, such as gestures, body language, posture, tone of voice, and facial emotions. Besides that, Nonverbal communication serves as a repeater, complement, substitute, and emphasizes certain words in verbal communication. Bunglowala & Bunglowala, (2015) asserts that communication is the foundation of all human interaction and is crucial for sharing information among individuals.

Various movements of the human body can be produced as a signal to nonverbal communication, but this section only includes some basic movements that many individuals employ. Gestures are sometimes used as a signal in nonverbal communication. Nonverbal communication is crucial for smooth and effective communication (Ananda et al., 2020). They also described that nonverbal communication involves object communication, such as clothing and symbols, and physical environment, including furniture, lighting, colors, temperature, noise, and music, which can influence communicators' behaviors during interaction.

A gesture is a movement of the body, head, hands, and feet intended to express a certain message. Gestures are crucial in communication as they can substitute and complement verbal language, translating body movements into words or phrases.

Gestures in the context of non-verbal communication refer to movements of the hands, arms, or other body parts that are used to convey messages or expressions. Gestures can be simple, such as raising a hand to greet, or more complex gestures used to indicate something or convey additional meaning in a conversation.

Gestures can vary in meaning depending on cultural and social context. It is important to understand that gestures can be interpreted differently in different parts of the world or between certain social groups. Therefore, the interpretation of gestures should be carried out by considering the broad context.

Hsu, (2010) stated, “ students often use gestures like thumbs up or clapping as rewards for performance, while strict teachers create a tense atmosphere, making students nervous and struggling to engage in learning.”. Thus, understanding nonverbal communication is crucial for teachers and lecturers as it can convey various messages and create a positive or negative classroom atmosphere.

Nonverbal communication refers to the exchange of information without using words. It involves facial expressions, body movements, body language, body posture, voice intonation, and other nonverbal elements. Overall, understanding and sensitivity to non-verbal communication can enrich interpersonal relationships and assist in a more comprehensive interpretation of messages. Non-verbal communication plays an important role in everyday communication and allows humans to communicate more completely and complexly.

2.2. *Kinds of Nonverbal Communication*

According to Negi, (1970) nonverbal communication is divided into nine categories, namely:

- 1) **Kinesics** (gesture, movement, facial expression)
Kinesics looks at bodily postures, and facial expressions such as smile, frown, wrinkling the bow, etc.
- 2) **Oculastics** (eye contact)
Oculastics examines how visual contact affects perceived message, focusing on eye movement and contact, which can vary depending on focus, direction, and duration of gaze.
- 3) **Haptics** (touch)
Haptics refers to physical contact behaviors, including handshakes and shoulder patting, which are considered touching behaviors.
- 4) **Proxemics** (distances)
Proxemics reveal the intricate connection between space, communication, and relationships, as individuals often display distance when experiencing a loss of connection.
- 5) **Paralanguage**
Paralanguage refers to the non-verbal aspects of speech, including tone, pitch, intonation, and pause, which are not directly related to spoken language.
- 6) **Physical appearance**
Physical appearance encompasses attributes like attractiveness, height, weight, body shape, hairstyle, and dress, which can be controlled through clothing and hairstyle or less controllable by skin color, height, and body shape.
- 7) **Olfactics**
Olfactics is a field that studies interpersonal communication through smell, focusing on scents or odors derived from perfumes and bodily hygiene.
- 8) **Chronemic**
chronemics, the study of the meanings, usages and communication of time, punctuality and so on.
- 9) **Environmental factors**
Environmental factors refer to the environmental conditions, such as pollution, temperature, and noise, which affect the overall health and well-being of the environment.

2.3. *Previous Related Studies*

There have been some earlier findings that are connected to this topic. The First previous research was conducted by Indah et al., (2018) under the title " Nonverbal Communication Used by Students of Informatics Study Program in Studying English through Lesson Study". The purpose of this study is to find out what types of nonverbal communication are employed by second-semester Informatics Study Program students studying English at Universitas Cokroaminoto Palopo. The descriptive method was used in this study. The researchers found that students use nonverbal communication techniques such as gestures, posture, facial expressions, and eye contact while studying English.

Paranduk & Karisi, (2021), in their research “The effectiveness of non-verbal communication in teaching and learning english: a systematic review”. This research aims to study English teachers' non-verbal communication styles,

methods, strengths and weaknesses, and effective strategies for efficient and effective use in teaching. The research utilized a quantitative approach, aiming to gather all studies that shared a common field of study. The study reveals the benefits, advantages, disadvantages, and effects of non-verbal communication in education, which can be applied by teachers today.

Another researcher, Rasul et al., (2021), in their research” Use of Non-verbal Communication in Pedagogic Practices at Public High Schools in Lahore “ The study examined teachers' non-verbal communication practices in classrooms, examining students' understanding, interpretation, and attitude toward it, and identifying barriers to using non-verbal communication strategies for improved learning., so The result of their study showed that female secondary school teachers should receive an orientation in non-verbal communication to enhance their teaching methods. Curriculum planners and policymakers should incorporate this into teacher education programs and raise student awareness.

3. Methodology

This research was descriptive qualitative. The objective of this research is to know how Muhammadiyah Bone University students use gestures as non-verbal communication in classroom learning. The participants are 10 students. They were taken by applying a purposive sampling technique. The research instruments are questionnaires and interviews.

4. Findings

The type of research used in this research is qualitative research, namely research that attempts to describe the object being studied based on facts in the field and to find out how students use kinesics as nonverbal communication in English learning. Based on the result, the researchers found the kinesics as nonverbal communication that the students used in studying English. So, it was found that the students used kinesics in the learning process such as gestures and emblems.

4.1. Questioners results on Nonverbal Communication Body Movements (Kinesics)

This research was conducted with one questionnaire. Analysis of the results obtained through questionnaires revealed that most students used Kinesics as non-verbal communication for classroom learning. Based on data analysis, it can be said that in learning nonverbal communication students have a tendency to use nonverbal communication, namely the Kinesics type. Apart from that, the results of the interviews showed that most students said that they always used kinesics as nonverbal communication. The results are shown in figure 1.

Based on the results of the questionnaire above, it can be shown that most students use kinesics, especially the use of emblems (gestures) as non-verbal communication in the classroom learning process.

As the results are shown below; 100% of students use their hands (to move) when explaining something. 20% of students often express their disagreements by shaking their heads, and 80% of students often express their disagreements by shaking their heads. 90% of students nod their heads when they agree with something, and only 10% of students don't do that. 60% of students engage in relaxation by sitting and placing one leg on their knee, and 40% of students do not relax by sitting and placing one leg on the knee. 70% of students display their thinking by placing their hands under their chin, and 30% of students do not display their thinking by placing their hands under their chin. 40% of students use their hand on their forehead to indicate a forgetful moment, and 60% of students don't use their hands on their forehead to indicate a forgetful moment. 100% of students raise their hands to ask a question. 80% of students use their palms on their chest to signal their presence, and 20% of students don't use their palms on their chest to signal their presence. 50% of students use their index finger to point at something, and 50% of students don't use their index finger to point at something. 100% of students use their hands to cover their mouths when laughing to show politeness.

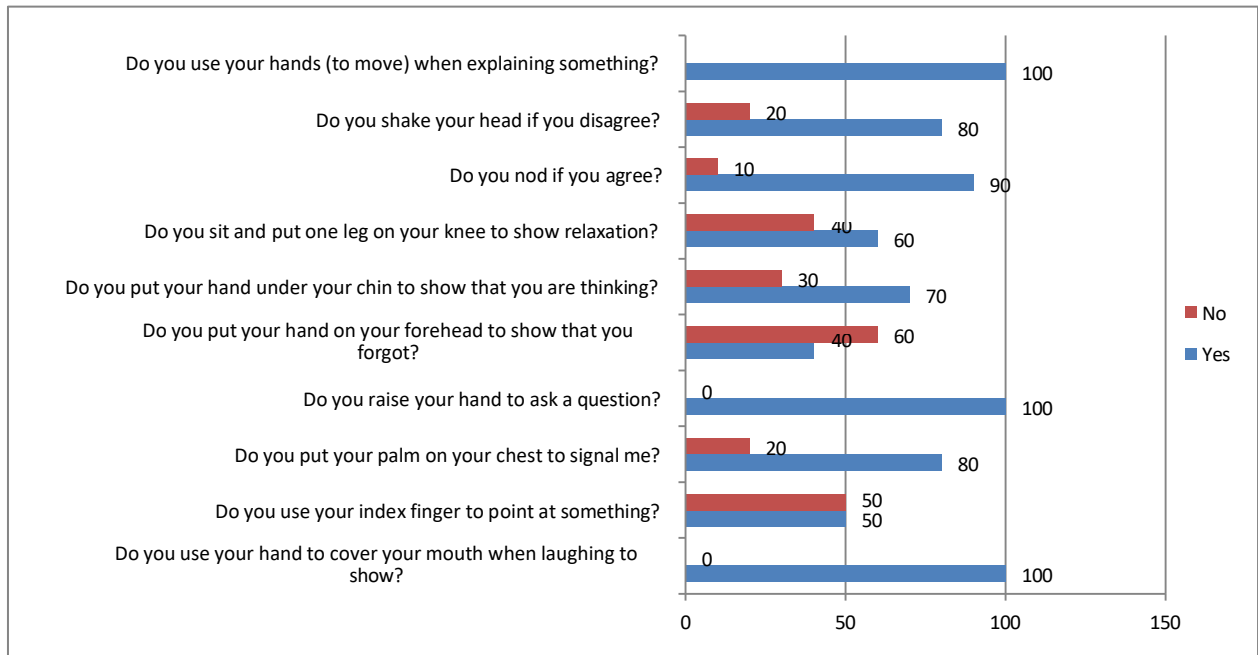


Figure 1. Student questionnaire answers regarding the use of kinesics as non-verbal communication

4.2. Interview result

The interview results below are based on the questionnaire to know the students' responses regarding the use of kinesics as non-verbal communication. The data below are interview results with four students from the English education department of the University of Muhammadiyah Bone. The researcher found that:

The researcher asked, **"Why do you use your hand to cover your mouth when you laugh?"** *Student(1)* said, *"Using your hand to cover your mouth when laughing is a way to show politeness towards the person you are talking to and avoid becoming the center of attention of other people (other than the person you are talking to). Covering your mouth when laughing also makes us look more elegant and classy. It's not uncommon for other people to know our personality just by looking at the way we laugh."*

Based on the first question, it shows that students cover their mouths when laughing because it is good behavior, because it shows politeness. Apart from that, it doesn't attract other people's attention when you laugh. So basically, laughter should not show anything excessive but must maintain politeness in front of many people. As other **students (2)** also stated that covering your mouth when laughing is a reflex and shows politeness.

The second question was, **"why do you move your hands when explaining something, what is your reason?"** (**students 2**) said, *"Yes, I move my hands when explaining something because it is a form of my self-confidence, and what I want to convey feels easier to convey when accompanied by hand movements."*

Based on the statement above, it shows that the hands have a very important function in showing something. Especially in explaining something, for example in teaching and learning in class. Using your hands shows a person's confidence to be more relaxed and master the material being explained. Therefore, hand gestures can help convey emotions and expressions that are difficult to convey through words alone. While hand gestures can be an effective tool in communication, it is important to remember that the level of acceptability of these gestures can vary depending on culture and specific situations. Some people may be more open to physical expressions, while others may focus more on words. Therefore, sensitivity to context and audience remains important.

The 3rd question was, “**Why do you use your forefinger to point something?** (students 3) said , “Because I want to express a question or opinion and suggestion to the presenter regarding the material presented, and yes, the reason is to clarify the object/something pointed out”.

In question number 3, explain that using the index finger to point at something can be a habit or personal choice that varies from person to person. Actually, there are no specific rules or norms that require a person to use the index finger exclusively. But in essence, in some cultures or social contexts, there are certain norms regarding how to communicate, including how to point. Some people may grow up with the habit of pointing with their index finger due to cultural norms or social influences around them.

The fourth question was, “**why are you shaking your head if you don't agree?** (students 4) said , “I shake my head to give an indirect answer that I don't agree with the opinions or suggestions given by other people. This happens spontaneously or reflexively if I don't agree with something.”

With regard to the aspect above from the interview, it can be seen that most students shake their head if they disagree about something. Although in general, nodding is often seen as a sign of agreement or understanding, and shaking the head is often interpreted as a sign of disagreement or incomprehension. There are situations where someone may not fully hear or understand what is being said, and they may nod as a general response without understanding the content or disagreeing.

5. Discussions

Nonverbal signals employed by students during their learning process influenced their learning outcomes. Students were aware of the significance of nonverbal communication cues in influencing the learning process.

Based on the result, it was found that the students used kinesics in the learning process, such as gestures and emblems. Ten participants, most used kinesics as non-verbal communication. Then, they also used an emblem to make a nonverbal signal to the students.

They used to raise their hands to ask. Next, it is also found that the students also shake their heads when they disagree with something. In head and hand movement and posture, the students also engage in relaxation by sitting and placing one leg on their knee; students use their palms on their chest to signal their presence; and students nod their heads when they agree with something. However, five participants indicated that they did not put their hands on their foreheads when they forgot something. There were also five students who answered that they did not use their index finger to point at something.

6. Conclusion

The study discovered that nonverbal communication, such as gestures, movement, and facial expressions, is used by students in their learning. Combining these strategies can help to improve learning. To engage students and ensure successful learning, the researcher advises employing the kinesics type for teaching and motivation, as well as question and response using nonverbal communication.

This conclusion shows that kinesics is an important element in non-verbal communication that can provide additional information and nuance to verbal messages. A deep understanding of body language can improve a person's ability to read and respond to communication more effectively.

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