

The Influence of English Teacher's Nonverbal Interaction on EFL Students' Perception of Learning

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Abstract: English teachers have proximity control, which is described by walking closer to the noisy part of the class and continuing to be there until the commotion subsides. However, there are still some students who are indifferent during the learning process. Therefore, this research aims to determine the influence of English teacher's nonverbal interactions on EFL students' perception at State Islamic Senior High School 1 Bengkalis. This research is causal-comparative research. There were two instruments: observation and questionnaire. The population of this research was 208 students. Then, the researcher used simple random sampling and chose 40 students from all classes. Using simple linear regression analysis formula through SPSS 20.0 in analyzing the data, the researcher found that sig-t was 0.000, smaller than 0.05 ($\text{sig-t} < 0.05$). The result showed a significant influence of the English teacher's nonverbal interactions on EFL students' perception at State Islamic Senior High School 1 Bengkalis. It means that H_0 was accepted. The researcher also found that the value of R square was 0.546, namely squaring of the Standardized Coefficients ($(0.739 \times 0.739)^2 \times 100\% = 0.546$). R square can be called the coefficient of determination, which means that the English teacher's nonverbal interaction influences 54.6% of EFL students' perception. Then, the other 45.4% is influenced by other factors.

INTRODUCTION

Perception is a process of meaning to the stimulus. EFL students' perception is a process of meaning to the English teacher stimulus in English teaching and learning. According to Ferguson and Bargh (2004, p. 33-39), perception is the determinant of our behavior. How one decides to behave is based on a stimulus or impulse from a sensory process called perception. Perception is a tendency to observe or pay attention to some aspects of available sensory data and ignore others. Similar to motivation, perception is the attribute that moves us to do or not to do something. Perception is the process of receiving information through the senses derived from the surrounding environment, which is further

differentiated, grouped, focused, and so on, which is further interpreted. In other words, perception also means a way or tool to measure something to bias positive or negative value (Sobur, 2003, p. 445-446).

To achieve EFL students' perceptions of the English teacher, a process of interaction between teacher and student is needed. According to Beebe (1980, p. 1-30), the component of nonverbal communication in the classroom is more important than the verbal component. Nonverbal communication is communication without words but includes overt behaviors such as 'facial expressions, eye contact, posture, gesture, and costume'. Nonverbal communication is irrelevant. Any nonverbal behavior or cue is communicative if it is informative (Eaves, 2016, p. 10-11).

The State Islamic Senior High School (MAN) 1 Bengkalis is a public school located in Riau Province, Bengkalis. As a formal educational institution, MAN 1 also presents English lessons to its students. According to the 2013 curriculum (PERMENDIKBUD, 2016), the students are expected to be active in the teaching and learning process in designing the lesson plan. The teaching and learning process is student-centered; the student enthusiastic in learning, motivated, interested, creative, initiative, inspired, innovated, and independent.

According to the researcher's preliminary study at MAN 1 Bengkalis, most eleventh-grade students still have problems learning English. Based on the researcher's observation, teachers have good verbal and nonverbal interactions during the learning process. These teachers are teaching in a loud voice. When there is a noisy student, the English teacher stops talking, then makes eye contact to calm the class. The English teacher does proximity control, which is described by walking closer to the noisy part of the class and continuing to be there until the commotion subsides. However, even though the teacher has good communication and teaching methods, some students are still indifferent during the learning process. The participation of the students is not the same as the expectation of thirteen curriculums.

The researcher also interviewed one of the English teachers. She said that some students did not interact and participate well during the learning process. Some of them preferred to pay attention to their books, and some others even asked their colleagues about the material that had been delivered even though the teacher had provided guidance and motivation to learn. According to Henson et al. (2000), a teacher's examples, guidance, and motivation will influence students. Students' Perception has necessary implications in behavior; Students' perception determines how they behave and interact with the English teacher they perceive. For example, if students consider the teaching style of teachers

excellent and exciting, students will be motivated to learn; otherwise, if the teacher's teaching style does not vary, it tends to make students bored and lazy to learn.

The study focuses on the influence of English Teacher's Nonverbal Interaction on EFL Students' Perception at State Islamic Senior High School 1 Bengkalis. The research questions that have been formulated are: (a) How is the English teacher's nonverbal interaction at the eleventh grade of State Islamic Senior High School 1 Bengkalis?; (b) How is EFL Students' perception of English teacher's nonverbal interactions at the eleventh grade of State Islamic Senior High School 1 Bengkalis; (c) Is there any significant influence of English teacher's nonverbal interactions on EFL Students' perception at the eleventh grade of State Islamic Senior High School 1 Bengkalis?

LITERATURE REVIEW

The Nature of EFL Students' Perception

Definition of Perception

Perception is something we have always experienced, knowing how it works by itself. Perception is everything we see, hear, test, feel or smell created by our sense-mechanism. It means that what we perceive is not only determined by what is "out there" but also by the nature of our senses (Goldstein, 2010).

Perception is a process of meaning to the stimulus. As a process, perception always requires the object. Object perception is very diverse; one of the object perceptions is self and social. If the stimulus is an object, it is called object perception, and if the stimulus is a human, it is called social perception (Rahman, 2013).

However, perception can be motivated because perception tends to observe or pay attention to some aspects of available sensory data and ignore others. Perceptions of teachers and students in the classroom environment affect student achievement in education (Adeyemo, 2011). According to Ferguson and Bargh (2004), perception is the determinant of our behavior. How one decides to behave is based on a stimulus or impulse from a sensory process called perception.

In conclusion, perception is a process traversed by humans in interpreting something. Perception can also be interpreted as a view, picture, or assumption of an object, which this object can be either objects or humans.

Definition of English as a foreign language (EFL)

According to Broughton (2003), English as a foreign language (EFL) is English taught in schools, often widely, but is not played an important role in national or social life. English as a foreign language (EFL) is English that must be studied for different purposes: passing exams, career development, pursuing education, etc. In most countries, English as a Foreign Language is part of the education curriculum, especially in schools. In Indonesia, English is a compulsory subject in senior and junior high schools. According to Joukoulian (2010, p. 1-21), unlike English as a second language, EFL is only taught in schools; it has nothing to do with the national or social life of the learners.

In conclusion, English as a foreign language (EFL) is the traditional term for the use or study of English by non-native speakers in countries where English is generally not a medium of local communication.

EFL Students' Perception

Perception is a process of meaning to the stimulus. As a process, perception always requires the object. Object perception is very diverse; one of the object perceptions is self and social. If the stimulus is an object, it is object perception, and if the stimulus is a human, it is social perception (Rahman, 2013, p. 48-79). Perception can be said a way or tool to measure something to bias positive or negative value (Sobur, 2003, p. 445-446). Perception is the interpretation of stimuli or objects obtained through sensory devices or also sensory processes and can be interpreted as an integrated response in individuals (Walgito, 2005, p. 99-100).

However, perception is another form of motivation because perception is a tendency to observe or pay attention to some aspects of available sensory data and ignore others. Perceptions of teachers and students in the classroom environment affect student achievement in education (Adeyemo, 2011). According to Ferguson and Bargh (2004), perception is the determinant of our behavior. How one decides to behave is based on a stimulus or impulse from a sensory process called perception.

Perceptions of others are influenced by nonverbal communication. When we communicate with others, then consciously or unconsciously, we organize nonverbal communication. According to Rahman (2013), to understand people well, in addition to paying attention to words, we must also pay attention and understand nonverbal communication by (a) Paying attention to how intonation when speaking, (b) Paying attention to how speed and smooth talk, (c) Paying attention to how the pause between words or

sentences, (d) Paying attention to how the facial expressions are displayed, (e) Paying attention to the extent of eye contact that occurs, (f) Paying attention to how far the distance, (g) Paying attention to sitting, standing, and dressing, (h) Paying attention to the gesture and body movements that occur.

In conclusion, perception is a process traversed by humans in interpreting something. Perception can also be interpreted as a view, picture, or assumption of an object, which this object can be either objects or humans.

The Nature of Teacher Nonverbal Interaction

Non-verbal interaction is the collaboration that may be identified with behavioral reactions to the population. It implies people cooperate through their practices, such as head nodding, hand raising, muscle to gestures, and eye contact. By contrast, oral interaction is interaction implies that the teacher or the students interact with others by speaking in class, such as answering and asking questions, making comments, and taking part in discussions (Tuan, 2010). Nonverbal communication encompasses a wide range of behaviors (Hess, 2016). Nonverbal communication is the process of producing meaning using behavior other than words (Andersen, 2012, p. 181).

Thus, subsequent to such more obvious nonverbal behaviors as facial, vocal, and postural expressions, touch, proxemics, and gaze, we can also list physical attractiveness, facial morphology, as well as such behavioral choices as hairstyle, clothing, and adornment or more generally appearance.

English Teacher Nonverbal Interaction

Nonverbal interaction means nonverbal communication. Nonverbal communication is communication without words but includes overt behaviors such as ‘facial expressions, eye contact, posture, gesture, and costume’. Nonverbal communication is irrelevant. Any nonverbal behavior or cue is communicative if it is informative (Eaves, 2016). Nonverbal communication is defined as communication that does not involve words of speech: voluntary or unintentional non-verbal signals, such as smiling or blushing (Ben-Nun, 2014).

Nonverbal communication is the procedure of communication through sending and getting silent, visual signals between individuals. Messages can be imparted through motions and touch, non-verbal communication or stance, physical separation, outward appearance, and eye-to-eye connection, a wide range of nonverbal communication. Discourse contains

nonverbal components known as paralanguage, including voice quality, rate, pitch, volume, talking style, and prosodic highlights, such as cadence, inflection, and stress. In like manner, composed writings have nonverbal components, for example, penmanship style, spatial plan of words, or the physical design of a page. Nevertheless, a significant part of the investigation of nonverbal communication has concentrated on face-to-face connection, where it can be ordered into three chief territories: ecological conditions where correspondence happens, physical qualities of the communicators, and practices of communicators amid collaboration (Behjat et al., 2014).

The teacher's nonverbal interaction represents an extensive piece of significant human correspondence. Activities like a facial show, eye to eye connection, nonverbal communication or the way we wear our garments, hairstyle, and so on talk louder than words and frequently help the students make precise judgments about our contemplations, emotions, and aims since they set the scene for adding up to correspondence. According to Thorne (2012), the following three sections correspond to this category:

1. Visual Semiology

Visual semiology is the study of visual symbols and signs and how they are used and interpreted in communication. Visual communication is all communication that relies on vision and visual aids or technology and includes subcategories below:

Table 1. Examples of visual non-verbal communication

Facial expressions	Frowning; smiling; sulking; raising eyebrows
Gestures, hand signals	Sign language; a happy wave; "Come here!"; "Stop!"
Body language and posture	Hanging head down; slouching; hunching shoulders
Body movements	Dance; tapping fingers; dragging feet; clenching fists
Physical action	Slamming a door; running away; fanning your face
Proteomics	The physical space kept between you and others
Color	Red represents energy, danger, fire, passion, etc.
Typography (fonts; layout)	Capital letters may look like "shouting".
Packaging and presentation	The same sweets look more expensive in a shiny, silver box than in a brown paper bag.
Manufactured signals and signs	Traffic lights; road signs; public signs; flags; logos; rubber Stamps
Pictures	Photos; drawings; graphic design; film; web icons; emoticons; maps; graphs

(Adopted from Thorne, 2012)

2. Acoustic Semiology

Semi-acoustic is the study of these paralinguistic and non-word aspects (such as tone, tempo, rhythm, and accent) that can be heard, as well as sounds other than speech, and how these are used and interpreted in communication.

Table 2. Examples of acoustic nonverbal communication

Human sounds	Humming; whistling; sighing; gasping; an embarrassed cough
Aspects of human speech	Intonation; tone; timbre; tempo; rhythm; accent; hesitation noises
Sounds from the Environment	Squealing brakes; a jet passing over; birdsong; running water; rattling windows
Purposefully manufactured Sounds	Siren; hooter; whistle; drum; alarm; machine beeps or clicks
Music	A dreamy waltz; a triumphant march
Silence	Pauses in speech; a long silence before a person answers you

(Adopted from Thorne, 2012)

3. Communicating through Touch

A tocsin is about communicating through touching. It is part of our human nature to touch and to be touched. The following personal movements are allowed in a (Western) working situation among people who know each other well:

- a. A hand is placed briefly over a worker's shoulder or squeezes their shoulders briefly and lightly to sympathize for their significant loss or disappointment.
- b. Warm applause on the upper back to congratulate an accomplished colleague means being very proud.

A light touch on the shoulder makes someone turn and face us, but we must refrain from touching our boss because the boss may be offended. None of these cues fit in a work setting if others suspect (Thorne, 2012, p. 12-20).

The Influence of English Teacher Nonverbal Interaction

According to Wijaya (2017), English teachers' verbal and nonverbal interactions positively influence the learner's social presence. The learners see themselves as part of the community and learn better when they attend academic tutoring services.

The English teacher's nonverbal interactions, such as appropriate eye contact, the use of gestures, movement about the classroom, smiling, vocal varieties, and the use of humor, are considered highly effective teaching behaviors (Hsu et al., 2006). Verbal and nonverbal interactions on the part of the teacher enhance positive and effective instructional interaction,

which directly affects the students' attitudes towards the teacher and the course and the students' willingness to learn (Ballester, 2015).

Based on the description above, it can be concluded English teacher's nonverbal interactions as a secondary means of teaching English is vivid. It can warm up the class atmosphere, help students understand the point, shorten the distance between teacher and students, stir the interest in learning English, and improve the quality of education. Therefore, in teaching, teachers should learn and work hard to master the means of communication in the classroom application, servicing teaching.

METHODOLOGY

Research Design

The research design in this study is a causal-comparative design. Causal comparative is to investigate possibilities causal relationship by observing conditions or circumstances looking back in time for a plausible cause factor (Cohen et al., 2005, p. 205-206). This research was conducted to analyze the Influence of English Teacher's Nonverbal Interactions on EFL Students' Perception at State Islamic Senior High School 1 Bengkalis. The subject of this research was the eleventh-graders of State Islamic Senior High School 1 Bengkalis.

Participant

The population of this research is the eleventh-grade students of State Islamic Senior High School 1 Bengkalis in academic 2019/2020. There are 208 eleventh-grade students, and they are spread over 9 (nine) classes. For a population of less than 100, all is taken as a sample. If the subject is large or more than 100, the sample can be 15% (Riduwan, 2010, p. 65). To take the sample, the researcher used a simple random sampling technique. Simple random sampling is where all populations have the same opportunity to sample (Creswell, 2012, p. 143-144). The researcher took 15% of the population, so the sample of this study amounted to 40 students and included 1 English teacher as objects of the influence of English teacher's nonverbal interaction on EFL students' perception research.

Instrument

A technique used to obtain data required in this research is observation, which is direct observation of the object of research to see more closely the activities undertaken. The observation is used to collect data on the preliminary study of nonverbal teacher interaction

on students' perception (Riduwan, 2012). A questionnaire, this technique is done by asking a number of questions in writing to the respondent. This questionnaire technique was used by distributing questionnaires to students to collect data about students' perception of English teacher nonverbal interaction. The result of the questionnaire was scored based on the Likert Scale. The scores range from 1-5. It provides the students with the following optional answers.

Data Analysis

The researcher used some techniques to answer the research questions as follows. To analyze the data of English teacher's nonverbal interaction, the researcher used a formula stated by Riduwan (2012, p. 40): $P = \frac{f}{N} \times 100\%$

Where:

P = Number of percentage

F = Frequency

N= Number of sample

Riduwan (2012, p. 41) indicates the scale to classify the gained percentage of questionnaire as follows:

Table 3. Gained percentage of questionnaire

Percentage	Category Level
81% - 100%	Very High
61% - 80%	High
41% - 60%	High Enough
21% - 41%	Low
0% - 20%	Very Low

For the data of EFL students' perception on teacher's nonverbal interaction, the data collected from the questionnaire were analyzed using a quantitative descriptive method by applying this formula: $P = \frac{f}{N} \times 100\%$

Where:

P = Number of percentage

F = Frequency

N= Number of sample

The level of EFL students' perception on English teacher nonverbal interaction would be categorized as follows:

Table 4. Percentage of students' perception level

Percentage	Category Level
81% - 100%	Very High
61% - 80%	High
41% - 60%	High Enough
21% - 41%	Low
0% - 20%	Very Low

Then, simple linear regression analysis was used to analyze the influence of English teacher's nonverbal interaction on EFL students' perception. Based on Hartono (2012, p. 160), the formula is $\hat{Y} = a + bX$. Meanwhile, to ease the data analysis, the researcher used the SPSS 20.0 program for windows.

FINDINGS AND DISCUSSION

This research investigates the Influence of English Teacher's Nonverbal Interaction on EFL Students' Perception using observation and questionnaires. The observation was constructed based on the indicator of the English teacher's nonverbal interaction. The total number of items was 40. The result of the analysis of each item of the observation is as follows:

Table 5. The frequency and percentage of teacher's nonverbal interaction

No.	Indication	Frequency	Percentage (%)
1	Very positive	19	47.5%
2	Positive	15	37.5%
3	Neutral	4	10%
4	Negative	1	2.5%
5	Very Negative	1	2.5%
Total		40	100%

The table above shows from 40 items indications of English teacher's nonverbal interaction, 19 items are identified as very positive, so the percentage is 47.5%; 15 items are identified positive, so the percentage is 37.5%; 4 items are neutral, so the percentage is 10%;

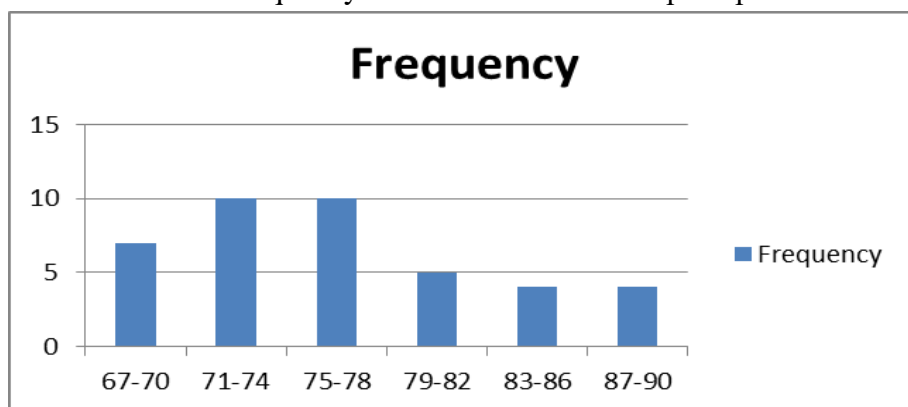
1 item is identified negative, so the percentage is 2.5%; 1 item is identified very negative, so the percentage 2.5%.

For analyzing data of English teacher’s nonverbal interaction, the researcher obtained further analysis description based on Riduwan (2012), who points out the formula to analyze the percentage of the data as follows:

$$P = \frac{F}{N} \times 100\% \Rightarrow P = \frac{3400}{4000} \times 100\% \Rightarrow P = 85\%$$

The questionnaire was constructed based on the indicator of students’ perception. The total number of items was 24. The result of the analysis of each item of the questionnaire is as follows:

Chart 1. The frequency score of EFL students’ perception score



The chart shows at an interval score of 67-70, there are 7 students. At an interval score of 71-74, there are 10 students. At an interval score of 75-78, there are 10 students. At an interval score of 79-82, there are 5 students. At an interval score of 83-86, there are 4 students. And at the score of 87-90, there are 4 students.

In order to find out how is EFL Students’ Perception, Riduwan (2012) points out the formula to analyze the percentage of the data as follows:

$$P = \frac{F}{N} \times 100\% \Rightarrow P = \frac{3322}{4800} \times 100\% \Rightarrow P = 69.20\%$$

Then, to determine whether there is a significant influence between the English teacher’s nonverbal interactions on EFL students’ perception at eleventh-grade students of

State Islamic Senior High School 1 Bengkalis, the researcher obtained further simple linear regression using SPSS 20.0. It can be seen from the following table:

Table 6. The influence of English teacher's nonverbal interaction on EFL students' perception

Model		Coefficients ^a			T	Sig.
		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta		
1	(Constant)	56.669	3.026		18.729	.000
	ETNI	.235	.035	.739	6.755	.000

a. Dependent Variable: SP

In the table above, sig-t is 0.000. It is smaller than 0.05 (sig-t < 0.05). The result shows a significant influence between the English teacher's nonverbal interaction on EFL students' perception at State Islamic Senior High School 1 Bengkalis.

Furthermore, the R Square should be found in order to find out how significant the influence between English teacher's nonverbal interactions on EFL students' perception at eleventh grade of State Islamic Senior High School 1 Bengkalis. According to Riduwan (2012), the Standardized coefficient is the value used to know the contribution given by variable X to variable Y. The following is the process of getting the R Square:

$$R = (r)^2 \times 100\%$$

$$R = (0.739)^2 \times 100\%$$

$$R = 54.61\%$$

Eventually, the R Square obtained is 54.61%. It means that 54.61% of EFL students' perception is influenced by English teacher's nonverbal interaction. Then, the other 45.39% is influenced by other factors.

CONCLUSION

This research was conducted to determine whether there is a significant influence of English teacher's nonverbal Interactions on EFL Students' Perception at the Eleventh Grade of State Islamic Senior High School 1 Bengkalis. Based on what has been discussed, presented, and analyzed, the researcher concludes that: (1) The mean score of English teacher's nonverbal interaction at the eleventh grade of State Islamic Senior High School 1 Bengkalis is 85%. It is categorized as a "Very High" level. (2) The percentage score of EFL students' perception at the eleventh grade of State Islamic Senior High School 1 Bengkalis is

69.20%, categorized as a “High” level. (3) There is an influence of English teacher’s nonverbal interactions on EFL students’ perception at the eleventh grade of State Islamic Senior High School 1 Bengkalis. The value of R square is 0.546, namely squaring of the Standardized Coefficients $((0.739)^2 \times 100\%)$. R square can be called the coefficient of determination, which in this case means 54.6% of EFL students’ perception is influenced by the English teacher’s nonverbal interaction. Then, the other 45.4% is influenced by other factors.

LIMITATIONS AND STUDY FORWARD

The study has limitations, including the limited time it has for data collection. Thus the data presented in this study is less optimal. With the findings of significant results, the English teacher is expected to enrich nonverbal interactions to trigger positive perceptions of students towards teachers in order to increase student motivation so that they can achieve learning goals.

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APPENDIX

**THE INFLUENCE OF ENGLISH TEACHERS' NONVERBAL INTERACTION
ON EFL STUDENTS' PERCEPTION BLUEPRINT**

Variable	Sub Variable	Indicators	Number
English Teachers' Nonverbal Interaction (X)	Visual nonverbal communication	<ul style="list-style-type: none"> • Facial Expressions • Gesture, hand signals • Body language and posture • Body movements • Physical action • Proteomics • Color • Typography (font; layout) • Packing and presentation • Manufactured signals and signs • Pictures 	1-22
	Acoustic nonverbal communication	<ul style="list-style-type: none"> • Human sounds • Aspects of human speech • Sounds from the environment • Purposefully manufactured sounds • Music • Silence 	23-34
	Communicating by means of touch	<ul style="list-style-type: none"> • A hand is placed briefly over a worker's shoulder or squeezes their shoulders • Warm applause on the upper back • A light touch on the shoulder 	35-40
EFL Student's Perception (Y)	-	<ul style="list-style-type: none"> • The students pay attention to how teacher intonation when speaking in front of the class 	1-3
		<ul style="list-style-type: none"> • The students pay attention to how the teacher's speed and smoothness when explaining the material 	4-6
		<ul style="list-style-type: none"> • The students pay attention to how the teacher pauses between words or sentences when explaining the material 	7-9
		<ul style="list-style-type: none"> • The students pay attention to how the teacher's facial expressions are displayed when explaining the material 	10-12
		<ul style="list-style-type: none"> • The students pay attention to the extent of teacher's eye 	13-15

		contact that occurs when explaining the material	
		• The students pay attention to how far the teacher's distance	16-18
		• The students pay attention to how the teacher sits, stands, and dresses in the class	19-21
		• The students pay attention to the teacher's gesture and body movements that occur in the class	22-24

(Adopted from Rahman, 2013, p. 92 & Thorne 2012, p. 12-20)

OBSERVATION

**Observation sheet when observing English Teacher's Nonverbal Interactions
at State Islamic Senior High School 1 Bengkalis.**

No.	Items Statement Variables' of English Teacher Nonverbal Interaction (X)	Answer Alternative:				
		5	4	3	2	1
1.	The teacher smiles at the student when s/he explains the materials					
2.	The teacher does raising eyebrows when I do chit chat with my friend					
3.	The teacher tells me to go to the front of the class while waving his/her hand					
4.	The teacher says "stop!!" and raises his/her hands when the students are noisy					
5.	The teacher does hang head down when s/he explains the material					
6.	The teacher does not hang head down when s/he explains the material					
7.	The teacher drags feet and comes to me to ask what I do not understand about the materials					
8.	The teacher writes the materials on the whiteboard					
9.	The teacher closes the door before beginning the lesson					
10.	The teacher cleans the whiteboard after doing the lesson					
11.	Sometimes, the teacher comes to the students and strokes the student's shoulder					
12.	The teacher shakes hands with students after the lesson					
13.	The teacher wears neutral dress color when s/he conducts teaching					
14.	The teacher uses a black marker to write the material on the whiteboard					
15.	The teacher writes the material on the whiteboard using capital letters					
16.	The teacher always writes sentences properly and correctly					
17.	The teacher always wears a clean uniform when entering the class					
18.	The teacher wears neat and clean clothes when teaching					
19.	The teacher writes the material in front of the class using proper English writing					
20.	The teacher writes the material in front of the class without using proper English writing					
21.	The teacher uses photos as his/her media when explaining the materials					

22.	The teacher does not use photos as his/her media when explaining the materials					
23.	The teacher explains the material then looks at the class situation					
24.	The teacher explains the material and does not look at the class situation					
25.	The teacher explains the material with clear intonation					
26.	The teacher explains the material without clear intonation					
27.	When the teacher explains, immediately there is still some noise from the students					
28.	When the teacher explains, immediately there is no noise from the students					
29.	The teacher stops explaining the material when the bell rings					
30.	The teacher still explains the material when the bell rings					
31.	The teacher uses music as a medium when teaching in class					
32.	The teacher does not use music as a medium when teaching in class					
33.	The teacher has a silence before a student answers his/her question					
34.	The teacher does not have a silence before a student answers his/her question					
35.	When the teacher explains, immediately a hand is placed briefly over a student					
36.	When the teacher explains, immediately a hand is not placed briefly over a student					
37.	When students are able to answer questions, the teacher invites other students to give applause					
38.	When students are able to answer questions, the teacher does not invite other students to give applause					
39.	The teacher gives a light touch on student's shoulder who comes in front of the class					
40.	The teacher does not give a light touch on student's shoulder who comes in front of the class					

QUESTIONNAIRE

Below is the EFL Students' Perception questionnaire on Teacher Nonverbal Interaction at Eleventh Grade of State Islamic Senior High School 1 Bengkalis.

Name : _____
Date : _____
Age : _____
Gender : _____

Please indicate your lever agreement and disagreement and give (X) on your answer!

No.	Items Statement Variables' of EFL Students' Perception (Y)	Answer Alternative:				
		5	4	3	2	1
1.	I feel that the English teacher explains the material too quickly and smoothly					
	Saya merasa guru bahasa Inggris menjelaskan materi terlalu cepat dan lancar					
2.	I feel that the English teacher explains too slowly and less well					
	Saya merasa guru bahasa Inggris menjelaskan terlalu lambat dan kurang baik					
3.	I feel that the English teacher explains the material with average speed and smoothly					
	Saya merasa guru bahasa Inggris menjelaskan materi dengan kecepatan normal dan lancar					
4.	I feel that the English teacher explains the material in a loud voice and can be heard clearly by the students					
	Saya merasa guru bahasa Inggris menjelaskan materi dengan suara keras dan dapat didengar dengan jelas oleh siswa					
5.	I feel that the English teacher explains the material in a small voice and difficult to be heard by the students					
	Saya merasa guru bahasa Inggris menjelaskan materi dengan suara kecil dan sulit didengar oleh siswa					
6.	I feel that the English teacher explains the material in a normal voice and is still heard by the students					
	Saya merasa guru bahasa Inggris menjelaskan materi dengan suara normal dan masih didengar oleh siswa					
7.	I feel happy and pay more attention to what the English teacher says when s/he smiles at me					
	Saya merasa senang dan lebih memperhatikan apa yang dikatakan guru bahasa Inggris ketika dia tersenyum kepada saya					
8.	I immediately notice the material that the English teacher explains in front of the class when s/he sees me					

	Saya segera memperhatikan materi yang dijelaskan guru bahasa Inggris di depan kelas ketika dia melihat saya					
9.	I think the English teachers who are moody and angry make me lazy to learn and pay attention to the material delivered					
	Saya pikir guru bahasa Inggris yang murung dan marah membuat saya malas belajar dan memperhatikan materi yang disampaikan					
10.	I feel that when the English teacher explains the material, the teacher immediately stops and sees me					
	Saya merasa ketika guru bahasa Inggris menjelaskan materi dengan seksama, guru itu berhenti dan melihat saya					
11.	When the English teacher explains the material, s/he pauses and asks whether we get the point					
	Ketika guru bahasa Inggris menjelaskan materi guru itu berhenti dan bertanya, bisa dimengerti?					
12.	When the English teacher explains the material, s/he immediately stops and sees how the class is					
	Ketika guru bahasa Inggris menjelaskan materi, sejenak guru berhenti dan melihat situasi kelasnya					
13	My English teacher always comes to me and cares very much for me, so I really want to learn					
	Guru bahasa Inggris saya selalu menghampiri saya dan sangat memperhatikan saya ketika jam pelajaran, membuat saya benar-benar ingin belajar					
14	My English teacher immediately approaches me and cares about my situation, so I really want to learn					
	Guru bahasa Inggris saya segera mendekati saya dan memperhatikan situasi saya sehingga saya benar-benar ingin belajar					
15	My English teacher always sits in his/her chair and never comes to me, so I am tired of learning					
	Guru bahasa Inggris saya selalu duduk di kursinya dan tidak pernah datang kepada saya sehingga saya lelah belajar					
16.	When the English teacher explains the material, suddenly s/he approaches me and notices what I am doing					
	Ketika guru Bahasa Inggris menjelaskan materi seketika dia mendekati saya dan memperhatikan apa yang saya lakukan					
17.	When the English teacher explains the material, s/he always sees me and notices my situation					
	Ketika guru Bahasa Inggris menjelaskan materi dia selalu melihat saya dan memperhatikan situasi saya					
18.	When the English teacher explains the material, s/he does not see me and does not care about what I do					

	Ketika guru bahasa inggris menjelaskan materi dia tidak melihat saya di dan tidak peduli tentang apa yang saya lakukan					
19.	When I can answer the question, my English teacher invites my friends to applause, so I am very happy and want to keep learning					
	Ketika saya bisa menjawab pertanyaan, guru bahasa Inggris saya mengundang teman-teman tepuk tangan, jadi saya sangat senang dan ingin terus belajar					
20	When I cannot answer the question, my English teacher frowns, so I want to keep learning in order to answer the next question					
	Ketika saya tidak bisa menjawab pertanyaan, guru bahasa Inggris saya mengerutkan kening, jadi saya ingin terus belajar untuk menjawab pertanyaan berikutnya					
21	When I can answer the question, my English teacher stay silent, so I learn just because of my obligations					
	Ketika saya dapat menjawab pertanyaan itu, guru bahasa Inggris saya hanya membisu, jadi saya belajar hanya karena kewajiban saya					
22.	My English teacher always looks neat and very active in class while explaining the material, so I am always eager to learn					
	Guru bahasa Inggris saya selalu terlihat rapi dan sangat aktif di kelas sambil menjelaskan materi, saya selalu ingin belajar					
23.	My English teacher always looks neat and not just dwells in his/her chair while explaining the material in class, so I am always eager to learn					
	Guru bahasa Inggris saya selalu terlihat rapi dan tidak hanya duduk di kursinya sambil menjelaskan materi di kelas, saya selalu bersemangat untuk belajar					
24.	My English teacher dresses unkempt and stays silent in his/her chair while explaining the material in class, so I always eager to learn					
	Guru bahasa Inggris saya berpakaian tidak rapi dan hanya terdiam di kursinya sambil menjelaskan materi di kelas, saya selalu ingin belajar					