

WAYS OF LEARNING SPOKEN LANGUAGE IN ENGLISH

Safarova Zulfiya Karimovna

University of Economics and Pedagogy (NTM)

Department of foreign languages, Russian language teacher

Mustafayev Baburjon Nodirali o'g'li

University of Economics and Pedagogy, faculty of foreign languages and physical culture,
Russian language, 191-23 group, 1st year student.

ABSTRACT: This research highlights teacher's verbal and non-verbal communication and students' motivation in EFL class. The objectives of this research were: (1) analyze the types of teacher's verbal and non-verbal communication in EFL class (2) examine how verbal and non-verbal communication affects the students' motivation. This research used descriptive-qualitative method. The subject of the research consisted of ninth grade at MTsN 6 Bulukumba. The data were collected by using observation checklist, and interview. The result of this research revealed that there were 13 types of verbal communication used by the teacher. It includes saying greetings when starting the lesson, praying before, and ending the lesson, taking the register, giving advice to motivate students to study, calling on students by name when talking to them, giving feedback to students, inserting humor in teaching, and using terms like "we" and "us" to refer to the class, combining Indonesian and English, asking question, giving appreciation to students, calling the students "nak" and using slideshow when teaching. Moreover, the teacher also performed 8 types of Nonverbal Communication. It includes being enthusiastic in teaching, using gestures while talking to the class, using vocal variety (non-monotone) when talking to the class, smiling at the class while talking, dressing neatly, having eye contact, walking from back to the front and side-to-side between rows when teaching (moving around the class when teaching), and looking the students while explaining. The result of the findings also showed that there were positive impacts felt from the teacher's verbal and nonverbal communication on their motivation to learn English. The positive impacts include a feeling cared for, better understanding, sense of pleasure or comfort, enthusiasm in learning, feeling appreciated and valued, and a sense of respect.

Keywords: Verbal communication, non-verbal communication, students' motivation.

INTRODUCTION

Motivation is one of the most important factors affecting foreign language learning. It is the basic thing that can encourage someone to do something. Highly motivated students actively engage more in the learning process than less motivated students. If students are not motivated, they will not perform in many cases. By having high motivation, the students will likely to learn much better than the one who has low motivation. An English teacher usually handles classroom management or teaching techniques effectively, but he/she continues to struggle with motivational problems among students (Hsu, 2010). A teacher can make the students motivated or not motivated in following the learning activities because teacher is a key element in the teaching and learning process. Teacher has various responsibilities and tasks to be carried out in accordance with the demands of the teacher profession. The duty and foremost responsibility of a teacher is to promote, stimulate, and guide the students in the learning process. Considering the importance of motivation for students in following English learning activities, a teacher is required to be more creative to find ways to motivate the students. Based on this presumption,

immediacy originally was constructed as communication which “enhance closeness to and non-verbal interaction with another” (Mehrabian, 1969). Any efforts implemented to solve educational problems will not give contributions without teacher communicative competence. Verbal communication is the exchange of spoken language with others during interaction (McCormack, 2010). Verbal messages are those sent with words which may consist of both oral and written word. Nonverbal communication is the intentional or unintentional transmission of meaning through an individual’s non spoken physical and behavioral cues (Patterson, 1995). For the teacher, non-verbal interpersonal communication refers to implicit message which is mediated by teachers’ actions such as eye contact, gesture, facial expression, body positioning, physical proximity, body movement, and personal touch. Teacher’s non-verbal communication is usually understood as the process of communication through sending and receiving wordless message. Creating a meaningful communication between teacher and students is important for gaining the students’ motivation and establishing learning effectiveness. the researcher can see that this learning situation changes many things from students' learning motivation. The decrease in students’ attendance in school, the students are not active in the class, and the decrease of students’ knowledge level become obstacles in limited offline learning. Thus, most students are not motivated to learn English, some of them do not involve themselves in learning English.

Some students just kept silent without any comment about the English material and when the teacher asked them something in relation to the lesson, they did not give any response. These experiences bring the researcher interest to investigate the teacher’s verbal and non-verbal communication in students motivation. This research was conducted at MTsN 6 Bulukumba. The researcher observed the English. Teacher at MTsN 6 Bulukumba as one of the favorite teachers by the students.

The purpose of this study was to analyze the types of teacher’s verbal and non-verbal communication in EFL class and to examine how verbal and non-verbal communications affect the students’ motivation at MTsN 6 Bulukumba. In line with the purpose of the study, the following research questions were posed.

- a. What types of verbal and non-verbal communication does the teacher use in EFL class at MTsN 6 Bulukumba?
- b. How does verbal and non-verbal communication affect the students’ motivation at MTsN 6 Bulukumba?

2. LITERATURE RIVIEW

To have the same perception of the key terms used in this writing, the following brief explanations are given.2.1 The Concept of Verbal Communication

Verbal communication or language covers our vocabulary and knowledge, including when to use specific words, what these words mean, and how people combine words to create meaningful information (Solomon and Theiss, 2012). Verbal communication is the exchange of spoken language with others during interaction (McCormack, 2010).

Verbal communication is the ability to communicate using the words and grammatical system of a particular society. It relies on language and includes speaking, writing, and sign language.

CONCLUSION

Based on the findings and discussion of the research, it can be concluded that the teacher used 13 types of Verbal Communication. It includes saying greetings when starting the lesson, praying before, and ending the lesson, taking the register, giving advice to motivate students to study, calling on students by name when talking to them, giving feedback to students, inserting humor in teaching, and using terms like “we” and “us” to refer to the class, combining Indonesian and English, asking question, giving appreciation to students, calling the students “nak” and using slideshow when teaching. Moreover, the teacher also performed 6 types of Non-verbal Communication. It includes being enthusiastic in teaching, using gestures while talking to the class, using vocal variety (non-monotone) when talking to the class, smiling at the class while talking, dressing neatly, having eye contact, walking from back to the front and side-to-side between rows when teaching (moving around the class when teaching), and looking very little at board or notes while talking to the class.

REFERENCES

- [1] Andersen, Peter A. (2007). Nonverbal Communication: Forms and Functions Second Edition. Waveland Press.
- [2] Berliner/Gage. 1984. Educational Psychology 3rd edition. Houghton Mifflin Company. All right reserved.
- [3] Bishay, A. (1996). Teacher motivation and job satisfaction: A study employing the experience sampling method. Journal of Undergraduate Sciences, 3, 148.
- [4] Brophy, Jere. (1987). Synthesis of Research on Strategies for Motivating Students to Learn. Educational Journal.
- [5] Brown, H. Douglas (2000) Teaching by Principles: An Interactive Approach to Language Pedagogy Second Edition. San Fransisco State University. Englewood Cliffs, New Jersey.
- [6] Crookes, G. & Schmidt, R. (1991). Motivation: Reopening the Research Agenda. Language Learning, Vol. 31, 469-512.