

THE ANALYZING STUDENTS' BODY LANGUAGE WHILE STUDYING IN THE CLASSROOM

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ABSTRACT

This study examines "the analyzing students' body language while learning in the classroom" in using body language when students do activities while learning in the classroom while studying in discourse analysis, poetry and kebudayaan dan kesenian indonesia courses. The function of this study is to analyze the meaning of body language used by fourth semester students consciously and unconsciously while doing learning activities in the classroom in the English Literature Study Program at Dehasen University Bengkulu. The purpose of this research is to find out the meaning of body language used by fourth semester students. The research method used is descriptive-qualitative method using an instrument in the form of photographs taken secretly. The conclusion of this research is that body language is repeatedly used in the classroom during the teaching and learning process when interacting with each other. There are many body languages that students use to respond to interactions while learning in class. body language can be seen from several students, such as raising hands, touching the chin, scratching the head, rubbing the forehead, moving hands, covering the mouth with hands, and putting hands on the chin which have their respective meanings. example the gesture explains that the person is bored and not interested in the topic being discussed.

Keywords: *analyzing, body language, classroom.*

I.BACKGROUND

Body language is the use of physical behavior, expressions, and mannerisms to communicate nonverbally, often done instinctively rather than consciously. Communication is related to language. Language itself is a communication tool to interact with each other. In the first journal quoted from (Wahyuni Ni Made et. al., 2021: 226) states that Language is very important for someone to communicate with other people. Language function can be considered as the controller of the meaning or expression of the communication. There are two kinds of communication, namely verbal and non-verbal. An example of non - verbal communication is body language . In the second journal quoted from (Uzun Gizem Oneri 2020: 2835) states that the means of expression of non-verbal communication are the head, face, various parts of the body or the body itself as a whole. Non-verbal communication means this is a process of sending and receiving messages without using words, either spoken or written.

Albert Mehrabain (1972), a professor in the field of communication stated that based on his research, only 7% of messages or information are communicated through verbal channels, 38% through paralanguage which is generally through

use of sound, while as much as 55% is conveyed through nonverbal. Meanwhile, according to Alo Liliwari in his book entitled Verbal and Non-Verbal communication also argues that body language aka body movements are also included in the non-verbal part of behavior, which conveys ideas or messages through communication symbols to others, because the communication process in everyday life is something important. Body language has many benefits such as understanding effective communication using body language, understanding what others cannot say or think, knowing the signs of boredom and lies of a person to strengthen the effect of communication and can also avoid misunderstanding and miscommunication of information to someone. it is also an important thing why studying body language is important. Based on the description of the problem above, it is our basis as writers to take the title Analyzing body language signs when studying in class to analyze the meaning of the body language they use consciously and unconsciously.

Body language that is used unconsciously when communicating. For example, fourth-

semester English literature students at Dehasen University, Bengkulu. When studying, many use body language, such as when explaining something to be more detailed and convincing. for example when studying the subject of poetry and Discourse analysis Of course, the body language used by these fourth semester students has its own meaning.

That body language is not just a part of language but also a means of communication or to convey something through movements and gestures of the human body which have different meanings and meanings in different contexts is also a sign of that. For example, when students often make movements with their fingers to form or give an Ok sign, which many people do repeatedly without even knowing it, they often make these movements to give a sign. Body language is very important in communication or speaking because it will be more effective and precise, so that when we communicate we can explain and convey what is on the person's mind and the message we want to talk about is easy to understand

Body language is widely used, such as in public speaking, casual speaking, presentations and so on, but basically body language can not only be used to communicate but can also express discomfort or dislike for something with movement or body language as a sign of that meaning. Movement or also known as body gestures, such as the position of movement on the body of the feet, hands, eyebrows, eyes, head, of course has meaning, not just a movement that is often done even repeatedly.

II. RESEARCH METHOD

This research was conducted in the fourth semester of the English literature study program at Dehasen University, the object of this research, especially in the fourth semester students of the English literature study program. The data taken is based on the schedule of lessons in this fourth semester such as Discourse Analysis, Poetry, Kebudayaan Dan Kesenian Indonesia . Which of several students who do gesture. The researcher chose one class which consisted of 19 people.

The results of this study are to determine the meaning of gestures that they do consciously and unconsciously. This data is taken from the interaction between Lecturer-Student, Lecturer-Student/group of students, Lecturer-Student and

Student-Student during the teaching-learning process in the classroom.

First of all, class observation, this is done to see and know the atmosphere in the classroom. Then observe the class interaction process. After that, researchers observed the process of speaking between students and lecturers or lecturers and students or students and students. When they use body language when interacting consciously and unconsciously, researchers secretly take pictures using a cellphone camera. After obtaining data in the form of images, the researcher uses methods that are in accordance with the data that has been obtained.

This research was conducted throughout the Descriptive-Qualitative Method. Theoretically, the descriptive-qualitative method aimed to describe the found data much detail in a broader sentence explanation. Hancock (1998) stated that the qualitative research is concerned with developing explanations of social phenomena. According to Mukhtar (2013: 10), descriptive qualitative research method is a method used by researchers to find knowledge or theory on research at a certain time.

III. RESULT AND DISCUSSION



Fig. 1

In the first photo taken in March 2023 during a Discourse Analysis lesson, the two objects are interacting and one of the objects unconsciously touches her chin while listening to the explanation of her interlocutor.

Gesture by touching cheek, this gesture shows the person habitual. According to Grandhi, Joue, and Mittelberg (2011), they stated that the user habitually use gesture to perform their actions so that they to be easier and more natural than

gesturing while communicating it as an instruction. Whereas in the local culture, this gesture signified a person's habit in speaking.



Fig. 2

In the second photo taken in March 2023 during a Discourse Analysis lesson, the object of research scratches the back of her head due to confusion with the explanation of her interlocutor. Gesture by touched head, this gesture to express kept the confidence. This is supported by Hidayat (2013) he stated that touching hand is used to keep the students speaking confidence in case to make their slightly relax while speaking. Gesture at this context aimed to strengthen the students speaking and encourage feeling. Whereas according to the local culture, the gesture was used by students when they thought what they wanted to say.



Fig. 3

In the third photo taken in March 2023 during a Discourse Analysis lesson, the object of research touches the head behind the ear because she is confused by the response of her confused interlocutor.

Gesture by touched head, this gesture to express kept the confidence. This is supported by Hidayat (2013) he stated that touching hand is used to keep the students speaking confidence in case to make their slightly relax while speaking. Gesture at this context aimed to strengthen the students speaking and encourage feeling. Whereas according to the local culture, the gesture was used by students when they thought what they wanted to say.



Fig. 4

In the fourth photo taken in March 2023 during the Kebudayaan Dan Kesenian Indonesia lesson. The object of research rubs his forehead because he is dizzy with the questions given to him.

Gesture with a hand on the forehead, this movement is to show forgetfulness. According to Pease (1988), he states that people who slap their heads communicate forgetfulness. The person is signaling how they feel about the situation by the position used when they slap their hand on their head. According to the local culture, this gesture indicates that the student using it feels tired or dizzy.



Fig. 5

In the fifth photo taken in March 2023 during the Kebudayaan Dan Kesenian Indonesia lesson, the object of research consciously raised her hand because she wanted to ask the interaction partner.



Fig. 6

In the sixth photo taken in March 2023 during the Kebudayaan Dan Kesenian Indonesia lesson, the object of research speaks while moving his hands to explain something and the other object of research closes her mouth while chuckling.

According to Allison (2011), she states that hand gestures at the heart may signify a person who wants to be trusted or a person who has just done it as a habit. Similar to local culture, this gesture shows students' habits when speaking. Gesture with a chuckle while covering the mouth with the hand, this gesture is to show nature. According to Pease (1988) if the person speaking

uses this gesture, it indicates that he is lying. However, if he/she closes his/her mouth while speaking, it is that the female students in the class, when they speak in front of their friends, they always chuckle, then they close their mouths. And it shows that the schoolgirl has a shy nature. On the other hand, in the local culture, this gesture indicates that the student realizes her mistake when speaking.



Fig. 7

Gesture by raised hand, this gesture to clarify and to show courtesy

In the seventh photo taken in March 2023 during the Indonesian Culture and Arts lesson. the object of research unconsciously, the object puts her hand on her chin because she is dizzy with questions from her interactions.

Zaka explanation in the book *Gesture* (2021) about the meaning of this gesture. The gesture explains that the person is bored and not interested in the topic being discussed.

IV. CONCLUSIONS

This study describes the gestures used by students in interactions while studying in class. The purpose of this study is to find out the various kinds of gestures used by students in class and to find out the meaning of the gestures used by students. From the results and discussion previously described, it is concluded that each gesture has a specific purpose and meaning.

Gestures are repeatedly used in class during the teaching and learning process when interacting with one another. There are many gestures that students use to respond to interactions while studying in class. Gestures can be seen from some students, such as raising their hands, touching their chin, scratching their heads, rubbing their foreheads, moving their hands, covering their mouths with their hands and placing their hands on their chins.

Based on the results of research that has been done before, the researcher provides several suggestions to students and also to future researchers. For students, in class interactions, students must be appreciated and understood by each other that gestures are things that are commonly used in verbal language and must be appreciated because gestures really help to make verbal language more interesting and more explained can improve the quality of speaking between each other other.

Based on the results of the research mentioned earlier, the researcher provides some suggestions to lecturers and also to future researchers. For lecturers, in classroom interaction, it should be understood lecturer that gestures are commonly used in non-verbal language and should be appreciated because gestures are very helpful to make non-verbal language more interesting and clearer. Then, in daily communication, lecturers should understand that gestures should also be considered as very important because gestures represent students' feelings, habits, and intentions. To future researchers, the researcher also hopes that this study can contribute as an additional reference for future researchers who discuss the same field as this study. In summary, from all the suggestions mentioned above, the researcher sincerely hopes that gestures can improve the quality of speaking to better understand each other's intentions.

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