

**THE CORRELATION BETWEEN THE FREQUENCY OF TEACHER'S
NONVERBAL IMMEDIACY BEHAVIORS AND STUDENT'S MOTIVATION
IN SPEAKING: A CASE STUDY AT THE SECOND GRADE OF JUNIOR
HIGH SCHOOL IN SMPN 1 SINTUK TOBOH GADANG**

THESIS

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**By
YENI ARLIUS
83652/2007**

Advisors:

**Dra. Yenni Rozimela, M.Ed, Ph.D.
Fitrawati, S. S, M. Pd**

**ENGLISH DEPARTMENT
FACULTY OF LANGUAGE AND ART
STATE UNIVERSITY OF PADANG
2012**

HALAMAN PENGESAHAN LULUS UJIAN SKRIPSI

Nama : Yeni Arlius

NIM : 2007/ 83652

Dinyatakan lulus setelah dipertahankan di depan Tim Penguji Skripsi

Program Studi Pendidikan Bahasa dan Sastra Inggris

Jurusan Bahasa dan Sastra Inggris

Fakultas Bahasa dan Seni

Universitas Negeri Padang

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Padang, 31 Juli 2012

Tim Penguji

Tanda Tangan

1. Ketua : Dra. Yenni Rozimella, M.Ed., Ph.D

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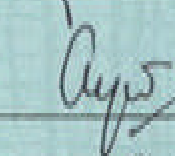
2. Sekretaris : Fitrawati, S.S., M.Pd

()

3. Anggota : Drs. Jufri, M.Pd

()

4. Anggota : Dra. Aryulva Adnan, M.Pd

()

5. Anggota : Havid Ardi, S.Pd., M.Hum

()

ABSTRAK

Arlus, Yeni. 2012. “The Correlation between the Frequency of Teacher’s Nonverbal Immediacy Behaviors and Student’s Motivation in Speaking: A Case Study at the Second Grade of Junior High School in SMPN 1 Sintuk Toboh Gadang”. *Skripsi*. Padang: Jurusan Bahasa Inggris. Fakultas Bahasa dan Seni. Universitas Negeri Padang.

Penelitian ini bertujuan untuk melihat korelasi dari frekuensi sikap nonverbal guru ketika mengajar dan motivasi siswa untuk berbicara bahasa Inggris. Ada tujuh aspek dari nonverbal guru yang dilihat yaitu *kinesics*, *proxemics*, *haptics*, *oculesics*, *vocalic*, *environmental factor*, dan *facial expression*. Sedangkan dari aspek motivasi yaitu motivasi intrinsik dan ekstrinsik.

Populasi dan sampel dari penelitian ini adalah siswa kelas VIII di SMPN 1 Sintuk Toboh Gadang dan dipilih kelas VIII² dengan jumlah siswa sebanyak 31 orang sebagai sampel dari penelitian dengan menggunakan teknik cluster sampling. Instrumen yang dipakai dalam penelitian ini adalah angket dan *observational checklist*. Angket diisi oleh siswa dan *observational checklist* diisi oleh peneliti sebagai *non participant observer*. Data dari penelitian ini berupa skor rata-rata yang diambil dari angket yang diubah kedalam bentuk persentase dan juga kedalam bentuk skala *Likert*.

Berdasarkan hasil penelitian, ditemukan bahwa tidak ada korelasi antara frekuensi sikap nonverbal guru di kelas dan motivasi siswa dalam berbicara setelah menggunakan rumus korelasi Pearson Product Moment ($r = 0.348$). Setelah dilakukan uji hipotesis ditemukan bahwa $t_{\text{calculated}}$ lebih kecil dari t_{table} ($1.999 < 2.045$). Dengan ini bisa diperoleh bahwa sikap nonverbal guru tidak berpengaruh signifikan terhadap motivasi siswa untuk berbicara bahasa Inggris di kelas.

Kata kunci: Berbicara, Kedekatan, Sikap Nonverbal Guru, Motivasi, Frekuensi

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Speaking is one of English skills that is important to be mastered by EFL students. It is as essential as listening, reading and writing. It can measure how good someone in understanding English. The understanding can be seen when someone is able to speak clearly, to develop, and to sustain idea in a talk . However, this is not easy to be achieved well by people. In fact, it is common to see people often repeat themselves, speak in incomplete sentences, hesitate and pause between words, and use short sounds or words that give them more time to think and put a message together.

There are many factors that make speaking become a great challenge for foreign language learners. One of them is that students must master several difficult microskills, including the pronunciation of unfamiliar phonemes, the correct placement of stress and intonation, and the appropriate use of formal and informal expressions. Because of their limited ability, some of the students commonly do mistakes while speaking. The mistakes that students do while speaking should be responded positively by the teachers and their peers. Without getting positive feedback from people around them, they will feel afraid and anxious to speak English in another chance.

EFL learners' reluctance to speak English in the classroom is a problem commonly found in EFL contexts especially in junior high school. Most of English teachers have a similar question on how to improve their students' speaking motivation. It is common to see students do behavioral problems in the classroom when their teacher do speaking activities like making a noise, disturbing their friends, and so on. They do not pay attention to the teacher's explanation. Other students feel comfortable to keep silent and just look at their teacher and their friends speaking. They are afraid of making a mistake when they share their ideas directly and tend to be passive. All of these problems happen because the students lack of motivation in speaking.

Related to the explanations above, an informal interview with English teachers in SMPN 1 Sintuk Toboh Gadang has been done. They explained that some of their students lacked of motivation in speaking. They were afraid of making mistakes in front of their teacher and classmates. They were struggling to overcome their nervousness whenever their teacher asked them to speak in English. This happened because of their limited vocabularies, lack of grammatical mastery and ideas, and poor self confidence.

Moreover, some students interviewed admitted that they were barely unmotivated to speak in English because of their limited vocabularies, low grammatical mastery and ideas. However, they also added information that a

pleasant and supportive atmosphere in the classroom influences their motivation in speaking. They enjoyed learning English if their teacher can create an atmosphere of warmth, safety, and acceptance with his or her students. They did not like when their teacher comes to the class with negative behaviors such as inappropriate facial expressions and gestures.

Based on the problems above, it can be seen that teacher plays an important role to motivate their students in speaking. The pleasant environment must be built first before the willingness to communicate happen. To create such a basic motivational condition for students, teachers need to implement the appropriate behaviors while teaching English and they also need to create supportive atmosphere in the classroom (Dornyei, 2003). Praising learner's work and effort in using English for instance can be perceived positively by students. Besides, the pleasant facial expression like smiling at the students while entering the classroom is better than tension facial expression.

Both of the examples above rely on the teacher's verbal and nonverbal immediacy behavior in the classroom. The teacher's immediacy has been found to bring positive impact on student's learning (Hsu, 2010). The term immediacy according to Mehrabian in Bozkaya (2008) is useful to reduce physical and/or psychological distance in interpersonal communication. Talking about experiences that have occurred outside the classroom, communicating with learners before and after classes, using humor to attract

attention, encouraging learners to actively participate and ask questions, addressing learners by name, praising learners' work or comments, and providing feedback on learners' work are determined as teachers' verbal immediacy behaviors. Meanwhile, nonverbal immediacy is recognized as a psychological trait because it involves behaviors like eye contact, body posture, gestures, physical proximity, touching, and smiling. The examples of nonverbal immediacy behaviors in the classroom are facing toward someone, standing close to someone, smiling to individual or group and touching. They form the immediacy among individuals.

Due to this description, it can be seen that the appropriate teacher's nonverbal immediacy behaviors is a very important thing in maintaining a good classroom atmosphere in speaking activities. It will improve student's motivation in speaking. Therefore, it is necessary to conduct a research to investigate the correlation between the frequency of teacher's nonverbal immediacy behaviors and students' speaking motivation. It is hoped that by knowing teacher's nonverbal immediacy behaviors, teacher can maintain the appropriate behaviors while teaching speaking in the classroom.

B. Identification of the Problem

There are some problems found in teaching-learning speaking at junior high schools related to students' anxiety to speak English. First is dealing with their ability in speaking. Students feel anxiety to speak if they have limited vocabularies, lack of grammatical mastery and have incorrect

pronunciations. Besides, the lack of knowledge or idea also influences their confidence to speak English.

Second, the environment and the teachers also contribute to students' fear in speaking English. The willingness to communicate in English among students appears if teacher and the environment support them. Students want to speak in a friendly, safe, cooperative classroom environment. Overcrowded classroom creates less chance to practice, so the students feel bored in the class. If they practice their English, it is not rare to see their peers laugh at them whenever they make mistakes while speaking.

Those problems become complex when the teachers also do not supply the positive environment for them. The mistakes that have been done by students while speaking should be responded by the teachers with the appropriate behavior. In other words, teachers do not give a bad feedback to their students verbally and nonverbally. Teachers' verbal and nonverbal immediacy behaviors play an important role in creating the comfortable environment for the students.

C. Limitation of the Problem

Based on the identification above, the problem is limited to investigate the correlation between the frequency of teacher's nonverbal immediacy behaviors and student's motivation to speak English for second grade of junior high school in SMPN 1 Sintuk Toboh Gadang

D. Formulation of the Problem

The problem of the research is whether there is a positive correlation between the frequency of teacher's nonverbal immediacy behaviors and students' motivation in speaking of second grade students of junior high school in SMPN 1 Sintuk Toboh Gadang.

E. Research Question

The research questions are formulated as follows:

1. Is there any correlation between the frequency of teacher's nonverbal immediacy behaviors and students' motivation in speaking?
2. Which teachers' nonverbal immediacy behaviors are very often, often, rarely and very rarely done by the teacher while teaching?

F. Purpose of the Research

The purpose of this research can be describes as follows:

1. To investigate the correlation between the frequency of teachers' nonverbal immediacy behaviors and students' motivation in speaking.
2. To investigate teachers' nonverbal immediacy behaviors that are very often, often, rarely and very rarely done by the teacher while teaching English related to student's motivation to speak English.

G. Significance of the Research

It is expected that this research contributes to the development of teaching speaking in junior high school at SMPN 1 Sintuk Toboh Gadang. By knowing these correlation, teachers should be aware that their nonverbal immediacy behaviors effectively and powerfully enhance students' motivation in speaking. Therefore, it is hoped that teachers are able to find out and apply the appropriate teacher's nonverbal immediacy behaviors in the classroom while teaching speaking. Also, the findings of this research are expected to give some contributions to the development of teaching and learning speaking and student's motivation related to teacher's nonverbal immediacy behaviors in the classroom.

H. Definition of the key terms

1. Speaking: ability to communicate using English in spoken form
2. Immediacy: communicative behaviors that reduce perceived distance by individuals
3. Nonverbal teacher immediacy behavior: teacher's behaviour in the classroom that is expressed nonverbally like eye contact, body posture, gestures, physical proximity, touching, and smiling
4. Motivation: the eagerness to do something that can push someone to do things in order to achieve the goal

5. Frequency: how often teacher does nonverbal immediacy behaviors while teaching English