TEACHERS' BODY LANGUAGES IN TEACHING VOCABULARY AT SMP N 01 BATAHAN MANDAILING NATAL

A THESIS

Submitted to the English Educational Department of State Institute for Islamic Studies Padangsidimpuan as a Partial Fulfilment of the requirement for the Degree of Education Scholar (S. Pd) in English

Written By:

MAYA ANJELA

Reg. No. 17 203 00066

ENGLISH EDUCATIONAL DEPARTMENT

TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY
SYEKH ALI HASAN AHMAD AD-DARIY
PADANGSIDIMPUAN
2022

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2022

LETTER AGREEMENT

Term : Munaqosyah

Item : 7 (seven) exemplars

Padangsidimpuan, 25 November 2022

a.n. **Maya Anjela**

To:**Dean**

Tarbiyah and Teacher Training Faculty

In-

Padangsidimpuan

Assalamu 'alaikumwarohmatullah wabarakatuh

After reading, studying and giving advice for necessary revision on the thesis belongs to **Maya Anjela**, entitled **"Teachers' Body Language in Teaching Vocabulary at SMP N 01 Batahan Mandailing Natal"**. We assumed that the thesis has been acceptable to complete the assignments and fulfill the requirements for graduate degree of Education (S.Pd) in English Education Department, Tarbiyah and Teacher Training Faculty in UIN Syekh Ahmad Addary Padangsidimpuan.

Therefore, we hope that the thesis will soon be examined by the Thesis examiner team of English Education Department of Tarbiyah and Teacher Training Faculty UIN Syekh Ahmad Addary Padangsidimpuan. Thank you.

Wassalamu 'alaikumwarohmatullah wabarakatuh

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DECLARATION LETTER OF WRITING OWN THESIS

The name who signed here:

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The title of the Thesis	:Teachers' Body Language in Teaching Vocabulary at MP N 01 Batahan Mandailing Natal

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Thesis : Teachers' Body Language in Teaching Vocabulary at SMP N 01 Batahan Mandailing Natal

Written By : Maya Anjela

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ABSTRACK

The research discusses about teachers of body languages in teaching vocabulary at SMP N 01 Batahan which include 5 types of body language, they were: facial expression, posture, gesture, touch, and eye contact. Body language is very important to teachers and students. By knowing it they will get easier to understand about the body languages when communicate and also to make other people understand that people conveyed.

There were two formulation of the problem in this research. The first is what are the types of body languages that the teachers use in teaching vocabulary. The second is why do the teachers use those types of body language. The objectives of the research were to describe to use body language in teaching vocabulary and to mention the function of body language that teachers use in teaching vocabulary.

The kind of research is descriptive qualitative, the research used observation with note-talking and video-recording as data gathering techniques. The research instrument are observation and interview. The steps of data analysis technique consist of: (1) Reducing the data, (2) Presentation the data, (3) Conclusion the data.

From the result of data analysis and discussion there are five types of body language found in articles. They are facial expression, posture, gesture, touch, and eye contact. The result from all types are 20 items of body languages. Facial expression 6 items. Posture 3 items. Gesture 5 items. Touch 2 items. Eye contact 4 items. The most dominant of body languages that found in the articles is facial expression with 6 items.

Keywords: Facial expression, gesture, posture, touch, and eye contact.

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Title of Thesis : Teachers' Body Language in Teaching Vocabulary at SMP N 01 Batahan Mandailing Natal

ABSTRAK

Penelitian ini membahas tentang bahasa tubuh guru dalam mengajarkan kosa kata di SMP N 01 yang terdiri dari 5 jenis bahasa tubuh yaitu; ekspresi wajah, postur, gesture, sentuhan, dan kontak mata. Bahasa tubuh sangat penting bagi guru dan siswa. Dengan mengetahuinya mereka akan lebih mudah memahami tentang bahasa tubuh ketika komunikasi dan juga untuk membuat orang lain mengerti yang orang lain sampaikan.

Ada dua rumusan masalah dalam peneitian ini. Yang pertama adalah jenis-jenis bahasa tubuh yang digunakan guru galam mengajar kolah sakata. Yang kedua adalah bagaimana guru menggunakan bahasa tubuh dalam mengajar kosakata. Tujuan dari penelitian ini adalah untuk menjelaskan bahasa tubuh yang digunakan guru dalam mengajar kosakata dan menyebutkan fungsi dari bahasa tubuh yang guru gunakan dalam mengajar kosakata

Jenis penelitian yang digunakan adalah quarilitative descriptive, metode pengumpulan data yang digunakan dalam penelitian ialah metode simak dengan teknik rekam dan teknik catat. Instrumen dalam penelitian ini ialah observasi dan interview. Langkah- langkah teknik analisis data terdiri dari: (1) Mengurangi data, (2) Presentasi data, (3) Kesimpulan data.

Dari hasil analisis dan pembahasan dalam artikel tersebut, terdapat lima jenis bahasa tubuh yang ditemukan dalam artikel tersebut. Mereka adalah ekspresi wajah, posture, gesture, sentuhan, dan kontak mata. Hasil dari semua jenis bahasa tubuh adalah 20 item bahasa tubuh. Ekspresi wajah 6 item. Posture 3 item. Gesture 5 item. Sentuhan item. Kontak mata 4 item. Bahasa tubuh yang paling dominan ditemukan pada penelitian ini adalah ekspresi wajah 6 item.

Kata kunci: Facial expression, gesture, posture, touch, and eye contact.

ACKNOWLEDGEMENT

بِسْمِ اللهِ الرَّحْمٰنِ الرَّحِيْمِ

Praised to Allah SWT, the almighty creator who has given me health, opportunity, strength, time, knowledge so that I can complated this thesis entitled **"TEACHERS' BODY LANGUAGE IN TEACHING VOCABULARY AT SMP N 01 BATAHAN MANDAILING NATAL"**. Then, pray along with greetings to the spirit of our lord the great prophet Muhammad saw, that who has brought us from the darkness era into the lightness era.

It is a pleasure to acknowledgement the help and constribution to all of lecturer, institution, family and friends who have constributed in different ways hence this thesis is processed until it becomes a complete writing. In the process of finishing this thesis, I got a lot of guidance and motivation from many people. Therefore, in this chance I would like to express my deepest gratitude to the following people:

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I realize this thesis can not be considered perfect without critiques and suggestions. Therefore, it is such a pleasure for me to get critiques and suggestions from the readers to make this thesis better.

Padangsidimpuan,   Desember 2022
Researcher

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CHAPTER I
INTRODUCTION

A. Background of The Problem

People can express their feelings and thoughts by using language. There are many languages can people use to communicate. In education, language can be identified not only from conversational language, but also in literature and body language. Sometimes people know what they are doing, sometimes it is a disguise and sometimes it is just out of habit. People only interpret what they hear and see.

Communication in general is process of sending and receiving messages that enables humans to share knowledge, information, attitudes and skills. Communication is composed of two dimensions, there are verbal and nonverbal. Verbal communication is the use of words to share information with other people. It can therefore include both spoken and written communication. However, many people use the term to describe only spoken communication. The verbal element of communication is all of about the words that you choose, and how they are heard and interpreted. Nonverbal communication involves any way a message is communicated without the use of language and without words. It includes (facial expressions, eye contact, gestures, postures, and voice). In the classroom the teacher must be aware of both the verbal and nonverbal messages students are sending and be especially aware of nonverbal messages that are being communicated to students by their body language, appearance and tone of voice.

Body language is very important in classroom management, especially in English teaching. Effective teachers use body language to communicate with students, build relationship with them, and make them feel safe and supported especially students with special needs and preschool human. Body language is change the process of thoughts and ideas in which the message conveyed can be a signal, facial expressions, eye view, touch, meaning, silence, movement and posture. By knowing body language, people can find out the feelings of the opposite communicate they do not want to share. Therefore, it is very

important that people understand at least some body languages that comes in communication, so people can better understand the other persons' speech.

Teachers should be aware of body language in the classroom for two basic reasons: first, to become better receivers of all students' massages. Second, to get the ability and to send positive signals that reinforce students' learning, as well as become more skilled at avoiding negative signals that hold their learning.

In teaching English, to persuade the listeners to believe in what the speaker says is relatively difficult. However, body language can express everything without saying a single word. According to Neal "Body language may draw the other attention and emphasize speech, it is the most important tool of attraction".[1] The researcher have seen the problems of teachers that occur when using body language at teaching, that are: Forget to smile, avoiding eye contact, staring only one place in between students, walks to fast and long, face each other from students, standing in the same position for the whole presentation.

Based on the experience of researcher when as students, it seen the teacher's teaching style. Some teachers applied very good body language and some teachers did not apply body languages, and it make students did not enthusiasm following the learning. Students more focused on the media that will use in learning. However, material or message not yet understandable. This problem caused by the lack of teachers in managing classes, especially the teaching styles that are monotone.

Body language that is often used by teachers are posture, gestures, facial expressions, voice, and eye contact. From the body languages, teachers use some benefits of each to understand, what are the teachers feelings and teachers delivered. When teachers feeling, like: happy, sad, surprise, anger, and else, it called with facial expression. If teachers' facial expression is anger, so students will be afraid. Then, if teachers used posture when learning, the

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[1] Neal, *Body Language: Using Body Language to Attrack*. (2008). p. 135

students will feel uncomfortable, cause students feeling always supervised, and students are not focus to the lesson. And also, if teachers used gesture, for example teachers practice how to good prayer, teacher also explain the lesson to make students understand about the teachers explanation, with the goals to keep the students understand the meaning of what conveyed by the teacher, so they can elevating their knowledge.

Related to the problems in teaching vocabulary, the researcher interviewed a teacher who taught at SMP N 01 Batahan. Based on Tuti explanation, she said "The types of body language she used in teaching vocabulary are eye contact, body movement, facial expression, and gesture. She used body language in teaching vocabulary to delivery of massage that does not use words as their communication tools. Function of using the body language for she can attract student's attention at the same time, providing an understanding by seeing body language that teacher used while teaching and giving emphasis about the message that you want to convey, and function for students it likely, with the body language of the teacher that will facilitate the students to understands the message conveyed. Her problems in using body language is example if she is not smiling to her students, then they might see she is a serious person, maybe even hostile, and they might not have participated in any discussion you might want to start".[2]

So, there are many types of body language that used to teaching vocabulary in classroom. There are eye contact, facial expressions, smile, voice, touch, body movement, gestures, postures and that have each function, and there are problem used the body language.

Based on illustration above, teachers have many problems in use body language because the teachers difficult to application the body language to make the students understand about what the teachers explain. Based on the explanation above, it is necessary to conduct the research about **"Teachers' Body Languages in Teaching Vocabulary at SMP N 01 Batahan Mandailing Natal"**.

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[2] Tuti, Unani, S. Pd, *Private interview to teachers of SMPN I Batahan*, 17th January 2022).

B. Focus of The Research

Based on the background above, the researcher analysis of teachers' body languages in teaching vocabulary at SMP N 01 Batahan. There are types of body language in teaching vocabulary and problems faced by teachers using body language in teaching vocabulary. This research focus on teachers' body language in teaching vocabulary.

C. Formulation of The Problem

From the background of the problem above, the researcher would like to write the problems of study:

1. What are the types of body languages that the teachers use in teaching vocabulary?

2. Why do the teachers use those types of body language?

D. Objective of the Problem

From the formulation of problems above, the researcher would like to write the objectives of the problems:

1. To analyze the type of body language teachers use in teaching vocabulary

2. To describe to use body language in teaching vocabulary

3. To mention the function of body language that teachers use in teaching vocabulary and to make student understood about the teachers information.

E. Significances of the Research

This research is expected to give valuable contributions presented as follow:

1. Readers

    The writer expects that this study gives information to the readers about teacher's body language and the types of body language in teaching English.

2. University Students

    It helps students to identify teacher's body language. It helps students who analyzed teacher's body language in teaching English of the classrsoom.

3. Teachers

    It helps teacher in develop in learning way to study about teachers' body language. The research tells about teacher's body language analysis that foccussed in body language, so teacher can educate students to show or to use body language in teaching.

4. For Researcher

    For the researchers, this research is one of the important references for English Language Education which conducts similar research.

F. Defenition of Key Terms

    To avoid misunderstanding between the researcher and the reader, the researcher used some terminologies to define the topic of the research. They were explained in this following definitions:

1. **Teachers**

    Teacher is a person or thing that teaches something and a person who helps others to learn. According to Leo in Arif Rahmans' jurnal "Teachers or lectures is a professional educator and scientist whose main job is to transform, develop and spread science, technology and art through education, research and community services: is well educated, shows high

performance and gets well paid".[3] Teachers may use lesson plan to facilitate student learning, providing a course of study which is called curriculum. Teacher is a person with the accurate and specific ability, experience, skills, knowledge, and qualifications to teach a specific subject.

2. Body language

Body language is the range of nonverbal signals that you use to communicate your feelings and intention. Body language can show someone's feelings which are real compared when someone speaks to express them. Body language is action, expressions, and posture with something meaningful, should be teachers use in classroom management.

3. Teaching Vocabulary

According to Ambrose, Bridges, Lovett, Dipietro, and Norman define "Teaching is a complex activity, and yet most of us have not received formal training in pedagogy".[4] Furthermore, teaching is highly contextualized activity because it is shaped by the students, advancements in our respective fields, changes in technology, and so on. Therefore, our teaching must constantly adapt to changing parameters. Vocabulary is the basic of communication as teachers will not be able to communicate easily without knowing the words teachers want to use. Vocabulary is group of

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[3] M. Arif Rahman Hakim, 'Experienced EFL Teachers' Challenges and Strategies in Teaching Speaking for Introvert Students', *European Journal of Social Sciences*, 48.4 (2015), 437–46.

[4] Heini-Marja Pakula, 'Teaching Speaking', *Apples - Journal of Applied Language Studies*, 13.1 (2019), 95–111 <https://doi.org/10.17011/apples/urn.201903011691>.

words that a person or a group of people know and regularly use in their language, which is commonly categorized in a few ways, it is the total number of words known in a particular.[5] Vocabulary commonly known as part of speech like verb, adverb, nouns, adjective, conjunction, preposition and so on.

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[5]Sojuangan Rambe, 'Teaching and Learning Vocabulary', English Education, 2015, 466.

CHAPTER II

LITERATURE REVIEW

A. Theoritical Description

1. Teachers' body language

a. Definitions of Teachers

Teacher is a person who teaches, especially in a school. Teachers are educator that teach students in classroom to develop the knowledge. According to Mbise "The teacher is the person who is capable of creating behavioral change in terms of cognitive, psychomotor".[6] Function of the teachers or lectures are important component that influence students' development. Teachers is someone with experience in his professional sector, with his science he can became an learners to be a intelligent person. Teachers are people teach at a school, collage, university. Teachers are people who teach or who are serve to give of knowledge.

b. Definitions of Body language

According to Hornby "asserts that body language is the process of communicating what you are feeling or thinking by the way you place and move your body rather than by words".[7] Body language is process of communicating what you are feeling. Body language is an

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[6] Gervas Zombwe, 'Who Is a Teacher?', *A Quality Teacher for Quality Education*, 2014, 1–15 <http://hakielimu.org/files/publications/WHO IS A TEACHER_R.pdf>.

[7] Rebin A. Azeez and Paiman Z. Azeez, 'Incorporating Body Language into EFL Teaching', *Koya University Journal of Humanities and Social Sciences*, 1.1 (2018), 36–45 <https://doi.org/10.14500/kujhss.v1n1y2018.pp36-45>.

important medium through which people can communicate with each other.

In communication, sometimes our body will send a message hidden to other people of talk. Body language is the use of physical behaviors, expressions, and mannerisms to communicate nonverbally, often done instinctively rather than sconsciously.

c. **Types of Body languages**

According to Edward Hall there are some types of body language, That are:[8]

a) Facial expressions (Proxemics)

Facial expressions is the primary source of information, next to words, in determining an individual's internal feeling. Likewise, facial may express people's emotions such as happiness, surprise, fear, anger, sadness, disgust, contempt, and interest. Although the examples just given may have some cultural variation, Ekman and Friesen created a list of six emotions that they contend are innate and universal.[9] These six emotions will be expressed and interpreted in a consistent way, they include; happiness, sadness, fear, anger, disgust, and surprise. Facial expressions is are also a

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[8] H. Douglas Brown, *Principls of Language Learning and Teaching*, ed. by H. Douglas Brown, fIfth edit, 1941.

[9] Friesen, Ekman. *Techniques and Principles in Language Teaching*. (1975). p. 8

form of kinesics used to nonverbal transmit messages. Facial expressions include:[10]

1) Facial appearance (muscle tone, skin coloration, eye color and wrinkles), which offer cues that reveal information about race, status and age.

2) Less permanent cues (length of hair, hairstyle, cleanliness and facial hair) which often relate to and individual's idea of beauty.

3) Momentary expressions (muscle movements in the forehead, eyebrows, eyelids, cheeks, nose, lips and chin) which signal emotions.

According to Knapp and Hall in Rauf's journal, there are three functions of facial expressions,[11] as follows:

a) To provide a means of opening and closing channels of communication, such as when teachers smile when they want a speaking turn or to indicate a desire to close the channels of communication.

b) To complement an qualify verbal and nonverbal responses, for instance, using eyebrow movements when a speaker is delivering a sad message.

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[10] Fyroz Binte Mohsin. *Use of Gestures and Facial Expressions in Language Acquisition*. (BRAC University, Dhaka: 2015). p. 10.

[11] Rauf Kareem Mahmood and Bekhal Abubakir Hussein, 'Types of Nonverbal Communication Cues with Reference to Refugeeism : A Sociopragmatic Study Abstract ':, 7.2, 159–82.

c) To replace speeches and to express a meaning as facial emblems does.

d) To conclude, function of facial expressions is to inform situation from someone to each other.

b) Posture (Artifacts)

Posture conveys gross or overall affect (liking), while specific emotions are communicated by more discreet, facial and body movements. They are also identify five categories of gestures that can be used to describe bodily cues: emblems, illustrators, regulators, affect displays, and adapters. Posture often indicates mood and attitudes. There are three kinds of postures; standing postures, sitting postures, and lying down postures.

c) Gestures (Kinesics)

According to Knap and Hall, gestures are parts of body movement and position, including the use of legs, shoulders, hands, head, and limbs.[12] These actions are performed primarily by using arms and hands, however the face and head are also used in gesturing (Barroso, Freedman, Grand & Van Meel, Thomas.[13] Gesture are the most important part of body language. Gestures

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[12] Ainun Nur Farlianti, Roslina Roslina, and Hariadi Syam, 'The Analysis Of Gesture Used By The Students Of English Study Program In The Classroom Interaction At The University Of Sembilanbelas November, Kolaka', *EDUCATIO : Journal of Education*, 2.2 (2017) <https://doi.org/10.29138/educatio.v2i2.181>.

[13] Kerwin A. Livingstone, 'Speech and Gesture in Classroom Interaction: A Case Study of Angola and Portugal', *Revista Internacional de Lenguas Extranjeras / International Journal of Foreign Languages*, 4, 2015, 65 <https://doi.org/10.17345/rile201565-95>.

express attitudes, emotions and nonverbal reactions. Consider the following categories and how you would express:

a) Agreement, "yes"

b) "No!"

c) "Come here"

d) Insults, obscene gestures

There are four type of gestures important for effective communication.[14]

1) Illustrators are those behaviors that complement or accentuate the verbal messages.

2) Regulators are body language cues that serve to control turn-taking and other procedural aspects of interpersonal communication.

3) Emblems are nonverbal behaviors that can be translated into words and that are used intentionally to transmit a message.

4) Affect displays are another type of body language necessary for language learners to process.

d) Touch (Kinesthetics)

Touch has different impacts in the classroom depending on the age and set of students. Still, with older students, hand shaking and an occasional pat on the back could prove effective. For younger children in the lower primary grades, touch plays an

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[14] Lilian Lima Simones, 'The Roles of Gesture in Piano Teaching and Learning', 2014.

important development role. It can communicate a sense of belonging, security, and understanding to the child. Conversely, when a teacher withholds touch, a child may feel isolated and rejected, which can lead to the acquisition of negative attitudes toward school.

e) Eye Contact

Eye contact is regarded as an essential part of kinesics because most of the human information about others comes through the visual channel. Eye can signals interest, boredom, empathy, hostility, attraction, understanding, misunderstanding, and other messages. According to Gamble and Gamble eye behaviors constitute a crucial part of interpersonal communication since human beings us their eyes to establish, maintain, and terminate contact, and eye contact indicates if a communication channel is open, eye language includes eye movement, gaze amount and direction, papillary dilation or constriction.[15] An important aspect of unfettered and unambiguous conversation in a second language is the acquisition of conventions for conveying messages by means of eye signals.

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[15] Mahmood and Hussein, Types of Nonverbal Communication Cues with Reference to Refugeeism, 2020.

2. Teaching Vocabulary

a. Definitions of Teaching Vocabulary

Teaching is a system of actions involving an agent, an end in view and situation including two sets of factors those over which the agent has no control, and also teaching is a form interpersonal influence aimed at changing the behavior potential another person. English is widely used a means of communication for people all over the word. English also is a global language.

According to Hiebert and Kamil "Vocabulary is knowledge of words and words meaning in both oral and print language in productive and receptive forms".[16] Vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write.[17] Vocabulary is a species of nouns the words used in a language.

b. Kinds of Teaching Vocabulary

There are many kinds of teaching vocabulary mad by the expert. Harmer distinguishes two kinds of vocabulary, there are active vocabulary and passive vocabulary.[18] Active vocabulary is also called

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[16] Mardhiyah Mar'atun, 'Characteristics of Teaching Speaking At English Village', *Juornal of University Makasar*, 2.2 (2017), 1–10.

[17] Eka Sustri Harida, 'Teaching Vocabulary by Total Physical Response (TPR) Method with Taboo (Aka Hot Seat) Game for Young Learners', *Jurnal.Iain-Padangsidimpuan.Ac.Id*, 05.01 (2013), 37–53 <http://jurnal.iain-padangsidimpuan.ac.id/index.php/JP/article/view/155>.

[18] Jeremy Harmer. *The Practice of English Language Teaching*. (London: Longman Grou, 1993), p. 153

as the productive vocabulary. Learner more commonly use it appropriately in speaking and writing. Although when practice, it seems more difficult to be carried out, but at least learner must know how to pronounce it appropriately, able use the words with good structure in target language. Vocabulary can be called as an active vocabulary when students have already learned it and they are expected to be able to use it properly. In short active vocabulary is easier to use because probably someone has already learned it properly and practiced it a lot, while passive vocabulary will tend to be difficult to use.

Passive vocabulary is called as receptive vocabulary as well. It is words that commonly are uneasy to be recognized and understood in the context of listening and reading either by learners. The passive vocabulary refers to items that learners will probably find it difficult or even not able to produce it and they only recognize it when they meet them.

c. **Strategies in Teaching Vocabulary**

According to Ellise in Henitas' journal explained some technique to increase the vocabulary of students in learning English quickly:[19]

1) Preparing and monitoring vocabulary list. Someone the learners try to keep the vocabulary in list.

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[19] Henita Kusmastutik, 'English Teachers Strategies in Teaching Vocabulary', 2019.

2) Learning words in context. Some of students just picking out the vocabulary item from the context.

3) Practicing vocabulary.

d. **Teachers' Techniques in Teaching Vocabulary**

The teachers must be attention when they will teach or give material about vocabulary, there are many techniques in teaching vocabulary for beginner level:[20]

1) By showing real object

When the words like pen, chalk, table, chair, football, flowers, tomato etc.

2) Using demonstrations

For example, the words like jump, smile, cry, nap, sleep, and dance can be demonstrated.

3) Showing pictures

The teacher has a picture of a each of the following: a bus, a taxi, a traffic, a policeman, a mall box. Pictures which have been cut of magazines and newspaper.

4) By drawing pictures

Teacher can draw pictures to represent the words flag, dish, cup, glass, ladder, and key.

3. **The function of using body languages in teaching vocabulary**

There are more any function of learning body language:

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[20] Fitri Rayani Siregar, 'Teachers' TECHNIQUE in Teaching Vocabulary for Beginner Class', *Ekp*, 13.3 (2015), 1576–80.

1) Smile is people's feelings are happy, comfortable, agree. The function of smile first is to stimulate people match with us.

2) Facial expression is signaling the contents of a person's mind. The function is extremely large in the formation of perception. There are people facial expression always visible innocent, but also there are angry, listless, funny, distinct, and others.

3) Open posture is someone feeling open, confidence. The unction is make others feel you are confident.

4) Touch is signaling people's feeling to start to be close. The function is speeding up familiarity, for example giving touch is in the form of handshake at the first time meeting. Touch is considered "neutral" on the back of the hand. Do it as natural as possible, it can not look lust or intentional.

5) Eye contact is signaling openness, frankly and there is anything. The function is improving the other person's trust to us in a way to always meet with the opponent eyes warmly (smile).

6) Head nod is signaling approval, familiar, likes. The function when hearing other opponents head a nod silky and sync. The best time is at every pause, they submit agreement and when saying sentence to get agreement, then nod our head.

So the function of body language are;

1) Observe teachers body language, example understand what is not spoken, and what there is a thought of the teachers.

2) Recognizing lie marks, signs of boredom and others.

3) Repair our body language, example build relationships faster and stronger communication influence.

4) Avoid misunderstandings and misformance.

According to Ajii with regard to posture, teachers pay attention to the position of their head, their hands and their legs because if these positions go in the right way, they will help the students show their attitudes towards the students whether negative or positive, formal or informal, polite or impolite.[21] He also states that with reference to gesture, teachers should care bout he movements of hands, fingers, arms, legs, feet, yes, head, shoulders that may attract the students most. In terms of facial expressions, which are called the mirror of soul, teachers should especially focus on smile and eye contact (Wang 2007).[22] These are two strengths of the face, which easily shows attitudes, feelings and emotion of the teachers. Therefore, when making a speech and a presentation, teachers should choose appropriate signals to convey the meaning of what they intend to do or express.

The effective use body language cues assists in a wide range of classroom practices by adding an extra dimension to the language:[23]

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[21] Ajii, *The Unspoke Language. Homeopathy Articles, Hpathy Ezine* (2008). p. 146

[22] Wang, *Role of Non-verbal Communication in Professional Interpretation*. US-China Foreign Language, ISSN1539-8080, USA. Volume, No.8 (Serial No. 47)

[23] Salah Ali Mohammad Ali, *The Use of Nonverbal Communication in The Classroom*. Tabuk University, KSA (2020). P. 1098

Reducing unnecessary teacher talking time, increasing learner participation, confidence building, reducing fear of silence, clear instructions, efficient classroom management, classroom atmosphere, improving speaking skills and listening skills, improving performance in pair and group activities, self and peer correction, avoiding misunderstandings, improving intercultural competence.

B. The Review of Related Findings

On this part, the researchers show some researchers that have been done by several researchers, that they are related to this research.

The first, the researcher is Harrath. Her thesis about "Using body language as a teaching strategy for the acquisition of vocabulary items".[24] The results of the experiment and the questionnaire demonstrate that most middle school teachers make use of this strategy as it has a significant effect on enhancing learners' vocabulary repertoires.

The second researcher is Al-Morsy. Her thesis about "Effectiveness of using body language strategy on facilitating communication and vocabulary for EFL learners".[25] The results of the research is the study found several results, the most important of which is the effectiveness of using different forms and methods of body language in the classrooms to help learners understand

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[24] Sarra Harrath, 'Using Body Language as a Teaching Strategy for the Acquisition of Vocabulary Items', 2016.

[25] Mennat Allah Ayman Mohammed Al-Morsy, 'Effectiveness of Using Body Language Strategy on Facilitating Communication and Vocabulary for EFL Learners Shendi University Effectiveness of Using Body Language Strategy on Facilitating Communication and Vocabulary For', March, 2021.

vocabulary meanings easily without resorting to translation into the mother tongue, and also to be proficient in speaking and communicating using the language fluently.

The third researcher is Ramndani. Her thesis is about "Comparative study on using body language and flahscard in teaching facial expression and action verbs of English vocabulary".[26] The results of this study were; 1) Flashcard and body language are effective to be used in improving students' vocabulary for the fifth grade students of elementary school. 2) Body language is more effective to use in teaching English action verbs and facial expression. It is proven by the score of mean score of the body language group which was higher than the flashcard group. 3) The students' mastery of vocabularies of action verbs and facial expression have improved after the treatment was given, the students also got closer to the teacher and other students.

Basically, the research has similarity with the previous research which concern on teaching vocabulary. The different between those researches and this research can be seen from what aspect that the researcher studies. In this research, the researcher want to describe the teachers' body languages in teaching vocabulary at SMP N 01 Batahan Mandailling Natal.

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[26] Fatmiati Ramdani, Faculty Of, and Teacher Training, 'Comparative Study On Using Body Language And Flashcard In Teaching Facial Expression And Action Verbs Of English Vocabulary', 2018.

CHAPTER III

RESEARCH METHODOLOGY

A. Place and time of The Research

The research was done in SMP N 01 Batahan. This school is located at Jl. Pembangunan Pasar Baru Batahan, sub-district Batahan regency Mandailing Natal Province of North Sumatera, Indonesia. This research conducted from march 2022 until finish.

B. Kinds of the Research

In this research, researcher used qualitative descriptive research to analyze data. Qualitative descriptive research involves the step by step process used to gather information in order to write a paper, by describing or analyzing the data from teachers' body language in teaching vocabulary. Descriptive research means to describe, analyze, and evaluate information found in primary source.

C. Subject the Research

The subject of this research were the English techers at SMP N 01 Batahan Mandailing Natal. There were four English teachers, this research chose two teachers as a subject because there were some problems of teachers' body language.

D. Instrument of Collecting Data

Researcher used observation and interview as the instrument of collecting data:

1. Observation

Observation was data collection tool that is carried out by observing and recording the systematic symptoms observed. Observable data can be in the form of gestures, behavior, action and overall interaction between people. This research used observation data collecting technique to get data about types of body languages the teachers used in teaching vocabulary and how they used them. The indicators for the observation were taken from theory Edward Hall. There are: Facial expressions, gestures, posture, touch, and eye contact.

Table I

The indicators of body language

No.	Indicators	Details
1.	Facial expressions	Happiness, surprise, fear, sadness, anger, disgust, contempt, and interest.
2.	Posture	Walking, standing, and sitting.
3.	Gesture	Illustrators, regulators, emblems, affect display.
4.	Touch	Hand shaking, hand movement.
5.	Eye languages	Close eyes, open eyes, direction,

		and eye movement.

2. Interview

Interview was an interactive activity between interviewer and interview in getting certain aim. Interview was a purposeful interaction, usually between two people, focused on one person trying to get information from the other person. The research used interview to get the data about types of body languages teachers used in teaching vocabulary and they reason why they used the types of body language. There are several questions that asked to the participant attack in the appendix.

E. **Technique of Data Collection**

1. Interview

There are many types of interviews, which include: structured interviews, semi-structured interviews, and unstructured interviews.[27] Interview was conducted by the researcher to the participant. It was done after the researcher do observation. It was conducted in SMP N 01 Batahan. The data obtained by interviewing in the English teachers. The information the teacher found in the teaching vocabulary by using body languages is taken by interviewing the English teacher outside the classroom. The procedure were:

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[27] Ahmad Nizar, *Metode Penelitian Pndidikan Pendekatan Kuantitatif, Kualitatif, PTK, Dan Penelitian Pengembangan* (Bandung: Cipta Pustaka Media, 2016).

1) The researcher met with the participant and prepared the interview.

2) Researcher asked everything dealing with the problem faced by teacher's body language in teaching vocabulary.

3) Researcher asked the participant to answer the questions honestly without any pressure.

2. Observation

This research used observation technique to know about types of body language and why the teachers used those types of body language. This research used the teachers as observer and controlled observation to collect the data. The purpose of this observation was to find out types and function of body language that the teacher used when teaching vocabulary. The instrument that used in this observation are checklist and recording. By using instrument, the researcher hope the data that collected effectively and efficiency. The following are observation guidelines:

1) To analyze the types of body languages teachers used in teaching vocabulary

2) To describe use body languages in teaching vocabulary

3) To mention the function of body language that teachers apply.

F. **Technique of Data Analysis**

The researcher analyzed this research by using three steps of analyzing qualitative data by Miles & Huberman. They were reducing the

data, preparing the data, and conclusing and verifycating of the data.[28] Planning to analyze the data might have several components. Several generics process might be stated as follows:

a. Reducing the data

Reducing the data means summarizing. Selecting the main things, focusing on the important things, looking for themes and patterns and removing unnecessary. Thus the data that has been reduced will have a clearer picture, and make it easier for researchers to carry out further data collection, and search for it if necessary. Data reduction is a sensitive thought process that requires intelligence, breadth and high depth of insight.

b. Presentation the data

Data display is also defined as organized data, a way of compressing information that allows conclusions or actions to be taken as part of the analysis. After the data is reduced, the next step is to display the data. In descriptive qualitative research, data presentation can be done in the form of brief descriptions, charts, relationships between categories, flowcharts and the like. By displaying the data, it will e easier to understand what happened, plan the next work based on what has been understood.

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[28] Ahmad Nizar, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, PTK, dan Penelitian Pengembangan* (Bandung: Cipta Pustaka Media, 2016).

c. Conclusion and verification of the data

It is the researcher action in interpreting the data, describing the meaning of the display data. The third step in descriptive qualitative data analysis is drawing conclusions and verification. The initial conclusions found are still provisional, and will change if no strong evidence is found to support them at the next stage of data collection. But if the conclusions put forward at an early stage are supported by valid and consistent evidence when the researcher returns to the field to collect data, then the conclusions put forward are credible conclusions.

G. Technique to Maintain the Data Trustworthiness

In qualitative research, data can be categorized good if the data was valid. Trustworthiness in qualitative research is very important because checking to the trustworthiness of the data used to contradict the assumption of qualitative research is not scientific. To got validity of data, the are nine techniques to determine the data trustworthiness stated by Lexy J, Moleong.[29] So in this reasearch, the researcher used source triangulation, the researcher employs data triangulation to determine the validity data. The purpose of triangulation is to increase theoretical power, methodological, as well as interpretive of qualitative research. In validating the data, the researcher compares the data found during observations and the data found from interviews. After observing the

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[29] Laxy J Moleong, *Metodology Penelitian Kualitatif* (Bandung: PT Remaja Rosdakarya, 2000). p. 175

teacher in teaching vocabulary, the researcher did the crosschecking the data of interviews.

H. Outline of the Research

This researcher is devided into five chapter. Every chaper devided into some subtopics. Chapter one consisted of introduction, as follow: the background of the problem, focus of the research, formulation of the problem, objective of the problem, significances of the problems and definition of key term.

Chapter two consisted of the the theoritical description. It is devided into subtopics which consist of body language and the related findings. Chapter three contains of research methodology to find out teachers' body languages in teaching vocabulary at SMP N 01 Batahan. Research methodology consisted of place and time of the research, kinds of the research, subject of the research, instrument of collecting data, technique of data collection, technique of data analysis, technique to mountain the data trustworthiness, and outline of the research. Chapter four consisted of data description, the result of the research and the threats of the research that found the research. Chapter five consisted of the conclusion about the result of this research and suggestion that were given by this research.

CHAPTER IV

FINDINGS AND DISCUSSIONS

In this chapter, the researcher describes findings and discussions of research. The research was conducted to find out the research questions. In this research, the researcher focused on three research questions " What types of body language do the teachers use in teaching vocabulary? ", "Why do the teachers use those types of body language?". The explanation of data findings and discussion are follow:

A. Findings

In this part, the researcher previously conducted the research to gain the data of the teachers' types of body languages that used by the English teacher in teaching vocabulary at SMP N 01 Batahan. The researcher found these findings by conducting the observation techniques during the learning process on 23 March 2022 until 31 March 2022 in class VII, IX-1, and IX-2. The researcher did the interview on 29 March 2022 and 30 March 2022. The findings of this research were the types of the teachers that used in English lesson and why the teachers used those body languages in the teaching vocabulary. The researcher presented the findings of the research that were devided into two findings:

1. Types of teachers' body languages in teaching vocabulary

In this research, based on the result of classroom observation and interview, the researcher got some data that the teachers used about

mostly types of teahers' body languages in teaching vocabulary in the classroom, which will be detailed below:

a. Facial expression

Facial expression is a body language that seen from someone's face like angry, happy, sadness, disgust, fear, and other.

1) Teacher 1

Based on classroom observation 1 on 23 March 2022, the researcher started observation during the learning process. The researcher observed class VII and sat in the third chair in the middle. The researcher observed the learning process started at 07:30 am until 08:45 am. The researcher made the observation checklist, field note and record the vidio during the lesson. There were arround 30 students that joined on the learning process.

The researcher observed that the teacher start from the teacher checked the students' attendance one by one, and talk about their test score. Then teacher explained the material of the lesson, after the teacher explained the material, the teacher practiced sing a song with all of the students and then asked only the students to sing a song from their book, then searched some verbs or the lesson from the song.

Then the teacher asked the student one by one to came in front of class to sing a song. Teacher listened to the student when student sang a song. The teacher teach the student how the

pronunciations. After they had finished their song, the teacher gave point to students who wanted to sing a song to front of class for add their points. After student sang a song, student could come back to their chair. From the teacher teaching, there were some facial expressions that the teacher used. They are: disappointed, angry, and laugh.

The teacher was disappointed with students' exam scores, even though those in test were still lessons from the book. Everything they have learned, but students still got low score and only two people almost close to good grades".

Morevere, the teacher also looked angry when there was a student make however noise. She said "If you do not want to study at least, do not make a fuss there, do not have book and also disturb others who want to study". Then teacher also laughed when there was a student sang a song and wrong pronunciation. It was observed that the teacher close her mouth with her hand.

Based on classroom observation 2 on 25 March 2022, the researcher started observation to the interaction between the teacher and the students during the learning process. The researcher observed class VII and sat in the third chair in the middle. The researcher observed the learning process started at 07:30 am until 09:00 am. The researcher made the observation

checklist, field note and record the video during the lesson. There were arround 30 students that joined on the learning process.

The researcher observed that the teacher started from the teacher checked the students' attendance one by one, and replied the last material about verb in a song. Teacher asked student again sing a song in front of class beside she, and teacher listened the students when students song. Teacher corrected the student pronounce and gave the point to student who good to sing a song and who can up their voice will get good point.Then, the researcher found out that were some facial expressions that the teacher used, they was disgust. She said "when you can?, I waited for you until you can, next week I waited". This part, teacher's face like disgust to students.

Based on classroom observation 3 on 30 March 2022, the researcher started observation to the interaction between the teacher and the students during the learning process. The researcher observed class VII and sat in the third chair in the middle. The researcher observed the learning process started at 07:30 am until 09:00 am. The researcher made the observation checklist, field note and record the video during the lesson. There were arround 30 students that joined on the learning process.

The researcher observed that the teacher started from talk about students' homework. Still in matter last week, the teacher asked the students to searched the verb from the song.

Then, the researcher found out that the teachers used body language on her teaching. From the teacher's teaching, there was a facial expression that the teacher used, there was angry. She said "there was people who asked me again about what my question, you answered my question was.., but you wrote again my question in student answer paper (what is verb?)". Here teacher like angry, her eyes bigger than before.

2) Teacher 2

Based on classroom observation 1 on 29 March 2022. The researcher started observation during the learning process. The researcher observed class IX-1 and sat in the second chair in the middle. The researcher observed the learning process started at 09:00 am until 10:15 am. The researcher made the observation checklist, field not and record the video during the lesson. There were arround 25 students that joined on the learning process.

The researcher observed that the teacher start from the teacher opened the lesson, they talked about procedure. First the teacher checked the student's attendance who did not come to class. The teacher asked the students where has the last lesson, and opened up textbook page 197. After that teacher wrote the

lesson on the whiteboard about the last lesson to connect the lesson that day. Then teacher explained the lesson. After the teacher had finished explain the lesson, the teacher talked about their last exam, their exam about all of their materials for one semester. From the teacher teaching, there were some facial expression that the teacher used, they were serious and smile.

Many students did not come to the class because they went to parting class to Bukittinggi), she said "from 25 students just 10 student came today?". It was observed that the teacher' face did not good. The teacher smile when she was wrong to say the page book) She said "Open your book page 179". Actually it's page 197.

Based on classroom observation 2 on 30 March 2022, the researcher started observation to the interaction between the teacher and the students during the learning process. The researcher observed class IX-1 and sat in the second chair in the middle. The researcher observed the learning process started at 09:00 am until 09:50 am. The researcher made the observation checklist, field note and record the video during the lesson. There were arround 25 students that joined on the learning process.

The researcher observed that the teacher started from the teacher wrote on whiteboard the title lesson today and explained the material of the lesson, after the teacher RP explained the

material, the teacher asked students to opened their book to see example from the lesson and the last teacher asked student to understand or not. Then, the researcher found out a facial expression that the teacher used. It was smile. It was observed that the teacher said "I was healthy" (she smile to students). Here teacher lips looks widen.

Based on classroom observation 3 on 31 March 2022, the researcher started observation to the interaction between the teacher and the students during the learning process. The researcher observed class IX-2 and sat in the second chair in the middle. The researcher observed the learning process started at 10:15 am until finished. The researcher made the observation checklist, field note and record the video during the lesson. There were arround 38 students that joined on the learning process.

The researcher observed that the teacher started from the teacher absent the student one by one, next teacher wrote the verb on the whiteboard. First, teacher gave the example of vocabulary liked: tall, small, smart, big, lazy, slow, long, short, and other. Next, teacher gave to every students a paper and teacher asked to students to plot into four parts. Next, teacher asked to student drew an apple in one piece of paper, after finished teacher asked again to draw a animals in second of piece of paper, then teacher asked again to draw a people on the third of piece of paper. Next

again, teacher asked to student to collected their paper, teacher counted one to ten and all of their paper must have done on teacher's hand.

After that, teacher asked to students to collect the paper follow to the ranks of the respective table. Then teacher asked to student to chose one number started from one to ten, when there was a student choosed number three, teacher took paper number three from above, then asked to student to chose the number for beside paper, students choosed number six, then teacher asked to chose again the last paper, and students choosed number four. Then, teacher asked to student the characteristics from an apple. The students answered like sweet, small, and big. Then teacher saw the picture from the students' picture and asked "what was this apple?".

The researcher found out that the teachers used body language on her teaching. Here teacher used some facial expression, they were angry and smile. She said "who did not came today?" (when she checked the students' attendance, she angry cause there was three students never came to her class). Here she knocked the table and the teacher up her voice then before. It was observed that the teacher when she said "kalau tinggi, what was in English?" (She smile to students when she asked a question). Her lips widened. She said there was an apple

like an orange (She smile when she saw the students' pictures). Her lips widened.

b. Posture

Posture refers to the correct of the position body. As the teacher provides the correct action, the teacher clearly used that body languages.

1) Teacher 1

Based on the classroom observation 1 on 23 march 2022. The researcher observed the learning process and also found that the teacher used posture in class VII. The researcher observed the learning process start at 07:30 am until 09:00 am. The researcher found that the teacher used posture when she checked student's attendance, when teacher talked about students' scores, and when student memorize sing. There were some posture teacher used, there were sitting posture, standing, and walking.

It was observed that the teacher sat when she said "I will checked your attendance one by one, if you here rise your hand, ok!". Then when she gave directive to students. Standing, It was observed that the teacher stood when she said "may be you will be president, DPR or another". She stood with feet on. Then teacher stood when teacher asked one row back to sing. Walking, It was observed that the teacher walked when she said "open your book page 96" and she walked to students' table to see their book.

Based on classroom observation 2 on 25 March 2022, the researcher found out that were some posture that the teacher used, they were sitting, standing, and walking. Teacher sat on her chair when she checked the student, and she sat when she listened the student to sing a song. Teacher stood when she talked to students about the lesson. Teacher walked when the students sing a song.

Based on classroom observation 3 on 30 March 2022, the researcher found out that were some posture that the teacher used, they were sitting, standing, and walking.

It was observed that the teacher stood when she talked to students. When she asked to student to move with her friends' table who had a textbook. Walking, it was observed that the teacher walked when she asked to students do a task, teacher walked to looked her students to their table. Sitting, it was observed that the teacher sat when teacher checked students' attendance, she sat on chair. When she communicated with her students she also sat on her chair.

2) Teacher 2

Based on the classroom observation 1 on 29 march 2022. The researcher observed the learning process and also found that the teacher used posture in class IX-1. The researcher observed the learning process start at 09.00 am until 09:50 am. The

researcher found the teacher used posture when she checked students' attendance, when teacher talked about the matery, and when teacher explained the lesson.

There were some postures that the teacher used. They were sitting, walking, and standing. Sitting, it was observed that the teacher sat when she checked students' attendance, she sat on her chair. When teacher waited the students collected their task, teacher sat on her chair.

Walking, it was observed that the teacher walked when she asked student to open her book she walked to student's table to see the book. Then teacher walked when teacher gave direction to students about their lesson.

Standing, it was observed that the teacher stood when she wrote the title of the material on whiteboard. When she explained the materials, she stood in front of students' table. When teacher asked to students who wanted to ask about the lesson.

Based on classroom observation 2 on 30 March 2022, the researcher found out that were some posture that the teacher used, they were sitting, standing, and walking.

Sitting, it was observed that the teacher sat when teacher checked the students' attendance. Walking, it was observed that the teacher walked when she explain the lesson she always walked to back and to front. Then when teacher asked to students

who did not understand about the materials. Standing, it was observed that the teacher stood when she wrote on whiteboard. Then when teacher explained the materials sometimes she stood in front of students' table.

Based on classroom observation 3 on 31 March 2022, the researcher found out that were some posture that the teacher used, they were standing, walking, and sitting.

Standing, it was observed that the teacher stand when she taught and when she explained the materials. Then when she wrote the materials on whiteboard. Walking, it was observed that the teacher walked when she asked to students she walked to in front of students. When she explained the materials she also walked. Sitting, it was observed that the teacher sit when she checked the students' attendance. When teacher asked to students to collected their task on teachers' table.

c. Gesture

Gesture is what someone does when they are talking and explaining something difficult with movement to make sure the other person understands the teacher's intentions clearly. It was seen in the first teacher come to the class, teacher used gesture while teach or explained. The gesture here was illustrators, regulators, emblems, affect display, and adaptors.

1) Teacher 1

Based on the classroom observation 1 on 23 march 2022. The researcher observed the learning process and also found that the teacher used gesture in class VII. The researcher observed the learning process start at 07:30 am until 09:00 am. From the teacher teaching, there were some gestures that teacher used. They were adaptors gesture, affect display, and regulators gesture.

Adaptors gesture, it was observed that the teacher said "start from there", the teacher pointed to the right row. Affect display, it was observed that the teacher opened her hand bag, she also talked with student. Here teacher accidentally using body language. It was used when teacher moved her hands, her face see to students and her mouth spoke. Regulators gesture, here teacher lift up her index finger (she like to give a signal) and she said maybe there were wrong correction, you can lead to front of.

Then the teacher also used this body language, when she asked the right row to sing, she count up to three. She said "one two three, go". Here teacher make a signal like up her finger and knocking on the table to started.

Based on classroom observation 2 on 25 March 2022, the researcher found out that some gesture that the teacher used, they were illustrator gesture, adaptors gesture, and regulator gesture. Illustrator gesture, she touch her chin when she saw the student

sing a song beside her. She said "can you study how to read this? (she pointed towards the book held by student). Adaptors gesture, when there did not a student possible read a song, she said "came back to your chair and practice there". (she pointed her index to the student to sit back). Regulator gesture, she used this body language when the teacher said "try it first". Up and down her index finger (like to gave a direct).

Based on classroom observation 3 on 30 March 2022, the researcher found out that a gesture that the teacher used, they was adaptors gesture. When she asked to students to join with his friend who has a book. She saw with index finger to move to the chair number two in the middle.

2) Teacher 2

Based on classroom observation 1 on 29 March 2022. The teacher also used this body language in class IX-1, when teacher spoke and the topic was about brochure. Here teacher explained the materials so clearly, that can see from the way she used body language. There were some gestures that the teacher used, they were illustrator gesture and adaptors gesture.

Illustrator gesture, it was observed that the teacher said "In next, there is a pink brochure about what?". Here teacher describe something, where the teacher make square to signal. Then the teacher also used body language when she said in page 197 there

is pink color on the top, that is also a brochure about books. (she gave such a signal as forming a square). Adaptors gesture, she said, in fried kapok banana, how many choices?. She holding the marker with both hands (she like to expect student can answered her question). Then the teacher also used this body language when she explained the lesson, she always pointing what is she explains to give a signal to her students. So that students can understand which she is explaining.

Based on classroom observation 2 on 30 March 2022, the researcher found out that a gesture that the teacher used, they was adaptors gesture. She used this body language when she explained the lesson, she can not silent, she always used body language. She used this body language when her right hand wrote on whiteboard and sometimes her left hand behind.

Based on classroom observation 3 on 31 March 2022, the researcher found out that a gesture that the teacher used, they was illustrator gesture. She said "small, can like this, can like that" (describe with used her hand). Then the teacher also said "everyone try to draw an apple on this paper" (she show some paper to student and give to student one by one).

d. Touch

1) Teacher 1

Based on classroom observation 1 on 23 March 2022, the researcher found out that some touch that the teacher used. In this room the other body language also the teacher used when she teach, they are two touch in this research, they were hand shaking and hand movement.

Hand shaking, this study found that the teacher she knead her finger, when she shares students' exam scores. Hand movement, it was observed that the teacher said "Mrs. prefer him to try, even though it's wrong. It is ok!". (she flipping through the book when she advised student). Then also teacher touch her cheek when she said "ok, where is better to join or not?". When she share students' exam and called the student's name, here teacher see confused and she touch her nose.

Based on classroom observation 2 on 25 March 2022, the researcher found out that some touch that the teacher used, they were hand movement and hand shaking. Hand movement, she always moved her hand, sometimes touch her arm. She touch student's hand when she said "wait the first here, how long could I wait you to sing this song?. Wait, take care of your manners. Before I asked you to sit down do not sit down yet, if I asked you to sit just sit, okay!" she moved her hand to front student. Hand

shaking, it was observed that the teacher when she called a student and she shaking her hand and touch her chin.

Based on classroom observation 3 on 30 March 2022, the researcher found out that some that the teacher used, they was hand movement. In this body language also teacher used when her finger touched her chin when she angry to students.

2) Teacher 2

Based on classroom observation 1 on 29 March 2022, the researcher found out that some touch that the teacher used, they was hand movement. This body language also teacher used in this class. When the teacher wanted to elicit about "compound noun", there was a student made mistake on their pronounciation. Hand movement, Sometimes she moved her left hand was put behind. When she explained the lesson her hand always moved can not quite.

Based on classroom observation 2 on 30 March 2022, the researcher found out that some touch that the teacher used, they was hand movement. When she explained the lesson, her hand will move to right and to left. When she gave a example to students she wrote on whiteboard, she wrote "I eat fruits". Then sometimes she touch the whiteboard when she wanted to refer where she explained.

Based on classroom observation 3 on 31 March 2022, the researcher found out that some touch that the teacher used, they was hand shaking. She said "draw anybody, it is up to you that important start from head to foot, there is her hair". (Here she up her hand when she said there was hair, she show with touched her head).

e. Eye contact

1) Teacher 1

Based on classroom observation 1 on 23 March 2022, the researcher found out that some touch that the teacher used, they were moved eyes, open eyes and close eyes.

This body language was often used by teacher. When teacher checked students' attendance, there was a student did not come and teacher moved her eyes to see the student's chair who did not come. When she explained the materials, she blinking her eyes. When she spoke and explained the materials, she opened her eyes, moved her eyes, and closed her eyes, and when teacher communicated with students.

Based on classroom observation 2 on 25 March 2022, the researcher found out that some eye contact that the teacher used, they were close eyes and opened eyes. She closed and opened her eyes when she saw the students beside her. When she opened the absent she opened and closed eyes, that like she thinking about

something. She blinking her eyes to students when she talked and explained the material.

Based on classroom observation 3 on 30 March 2022, the researcher found out that some eye contact that the teacher used. In this room the other body language also the teacher used when she teach, there are two eye contact in this research, there were directions, eye movement, opened eyes and closed eyes.

When she talked to students, she closed her eyes and opened her eyes. She directly used eye contact to communicate with students. Directions, when she asked to students to join with his friend who had a textbook. (Teacher saw the students and blinking her eyes).

2) Teacher 2

Based on classroom observation 1 on 29 March 2022, the researcher found out that some touch that the teacher used, they were open eyes and close eyes.

This body language was always used by the teacher to communicate with her students. When she explained the materials, she saw the student and she opened her eyes and closed her eyes. When she checked students' attendance she also opened her eyes and closed her eyes. When she explained the materials her eyes always moved to control the student who did not focus to whiteboard.

Based on classroom observation 2 on 30 March 2022, the researcher found out that some touch that the teacher used, they were opened eyes, closed eyes, and moved eyes.

When she explained the materials on whiteboard, she did not only focus to the whiteboard but she also looked at the student. Here teacher moved her eyes to contact the students to be focus on whiteboard. When she tried to communicate with her students, she often opened her eyes and closed her eyes.

Based on classroom observation 3 on 31 March 2022, the researcher found out that some eye contact that the teacher used, they were close eyes and opened eyes.

In this room the teacher also used this body language when she spoke, when she communicated with students like she opened her eyes and closed her eyes. Always coordinating the students like to moved her eyes. She said "small, can like this, can like that" (describe and used her hand and her eyes moving up to saw her hand when describe the adjective.

2. The reasons of using body languages in teaching vocabulary

In this part the researcher did the interview with the English teacher at SMP N 01 Batahan about body language in teaching vocabulary. Based interview with the teacher, researcher found the teachers said body language is action or nonverbal communication that always she used when

she spoke and communicate to make our interlocutor understand what we talk more clearly.

a. Teacher 1

Based on the result from the interview with teacher 1 who teach in class VII on 30 March 2022. She said that based on her experience in teaching, she used gesture and facial expression to teach.

Teacher 1 said that body language means action, expression and posture with something meaningful. In classroom teaching, she used gesture or facial expression. Body language can help to increase the effect of sound language and make the students more understand if she gave instruction to do in the class. It is an important method for teachers to learn in the class and teacher must know about students body languages too.

The difficult used body language when used facial expression and gesture, when students did not understand the expression or gesture she used in the class, and sometimes some students just do not focus on looking her.[30]

b. Teacher 2

Based on interview with teacher 2, she said as the teacher of course used many types of body languages as a visual expression. She used posture, gesture, eye contact, and also touch for hand movement. When researcher asked her about her reason why she used that types

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[30] Teacher 1, *Private Interview to Teachers of SMP N 01 Batahan*, 30th March 2022.

of body languages and what are the functions of body languages that she used in teaching vocabulary, she said that body language had teachers' pictures to delivered the materials for the students and it help students to understand the material easier, because students was not real language.

They were of course difficulties to understand the language, there was why she used body language to help them to understand their language itself. The function was of course for the example: When she especially expression that saw her mind and also her expression by the body language. When she taught a feeling such she express the expression offside that made them easier to understand the meaning of that the expression work itself. When she delivered vocabulary of the feelings and then along the teaching she used hand movement that had students to understood the language, because sometimes they was to focus on the whiteboard, sometimes they was to book and the teacher also. So, there was hands movements help them to direct them what should be they focus, and also she used eye contact to direct the students and then she used gestures illustrators was the most important in teaching, the meaning of the language because by showing illustration students understand the meaning of the language itself.

Then, researcher asked to her about what are the difficult used body language to make the students understand. She said "Actually, it is not really difficult because this body language goes together which

more materials, for the example "she used posture such she standing, such she sitting, it is based on the time you delivered the materials, because she of course have time. Such when she give them a such exercises, she can walk around to check do they do it or do they have a question, do they have difficult to answer that the question and along she taught, she was hand movement will a follow your language.[31]

Based on the data related to the reason of using body languages in teaching vocabulary, this research concluded that there are 10 resaons:

1. To deliver the materials for the students.

2. To helps teachers easier to make students understand about the lesson.

3. To make students easier to understand the meaning of that the expression work itself.

4. To helps students understand the languages.

5. To make students be focus to material.

6. To helps teachers and students exercise the basic students' ability to communicate.

7. To reduce students in lesson

8. To make teachers better understand about their difficulty in making students understand about the lesson.

9. To clarify what teachers said.

10. To remind students about lesson they studied.

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[31] Teacher 2, *Private Interview to Teachers of SMP N 01 Batahan*, 30th March 2022

B. Discussions

This section discusses the researcher findings based on the data analyzed from classroom observation and interviewed. The discussion was intended to answer the formulation research mentioned in chapter one and compared with research findings. The researcher analyzed the types of teachers' body language in teaching vocabulary The indicators adopted from Edward Hall theory. The indicators consisted of facial expression, posture, gesture, touch, and eye contact. The researcher found out all types of teachers' body languages, there were five types.

Based on the research findings, the researcher found that some of teachers used facial expression, posture, gesture, and eye contact in teaching and learning vocabulary. Because, it made the teachers easier to made students understood about the materials and to made the teachers easier to communicate with students. When teachers used body language, teacher must explain the materials clearly and do monitor to control them to active in class. Teacher must be asked the students some questions to know the students have understood or not about the materials the teachers conveyed.

The first, this results of this research was same with the result by Harrath. She discussed about using body language as a teaching strategy for the acquisition of vocabulary items. The results was the experimental treatment involves teaching learners vocabulary throughout the

implementation of body languages (gesture, eye contact, facial expression, and body movement).[32]

The second, this results of the research was slightly different from the results of the research by Suhrobovna. He discussed about body language and teachers' attitude in teaching progress. The results was analyze the role of nonverbal communication in the classroom and include suggestions for young professionals regarding use of their body language, such as facial expressions, proximity, eye contact, posture and paralanguage in particular.[33]

So, teachers must active to used body language like the teachers walked around the class, used her hands to explained the lesson, used all of her body and ask the students they understand well what they will do. Sometimes, students did understand about teachers talked, so it is a big problem to teachers to remain them to use English in the classroom. Sometimes students do not interesting to study because the students could not English language and feel sleepy during the learning.

In conclusion, based on the discussion above, it can be concluded that the teachers used body languages on students vocabulary perfomances as directly at the time and the types of the teachers' body languages on students vocabulary perfomances that the English teacher used facial

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[32] Sarra Harrath, 'Using Body Language as a Teaching Strategy for the Acquisition of Vocabulary Items', 2016.

[33] Nasrullayeva, Mohigul Suhrobovna, 'Body Language and Teachers' Attitude in Teaching Process'. 2020

expression, gesture, posture, touch, and eye contact to teach English vocabulary in SMP N 01 Batahan. The teacher were not keep silent about the students' English, but the teacher changed by perfect it by using the teachers' body languages, the teacher has known how to uses the right body languages when the students did not understand the materials. In short, the teacher has known about the types of teachers' body languages and when to use it in appropriately.

Based on the data finding, the researcher found out types of teachers' body language. The English teacher mostly used directly body language in teaching vocabulary. Based on the interview, the reason why the teacher used body languages is the students always not understand about the lesson, the teacher used the gesture it made students more understanding their mistakes in teaching vocabulary and they can improve their vocabulary ability to be better in teaching vocabulary next time.

Teacher used body languages directly in order to make the students more realize and revise with their vocabulary mistakes. They also said that in using gesture, sometimes when students tried to revise their mistakes the students need to took several times to repeat the incorrect word because they said completely is not necessarily true. For the types of body languages that used by the English teacher were the teacher mostly used all types of body languages in Edward Hall theory in corrected the students' utterance in teaching vocabulary.

CHAPTER V
CONCLUSION AND SUGGESTION

A. CONCLUSION

This chapter convey the conclusion of he research based on the findings and discussions explained the previous. From the findings and discussion mentioned previously, it could be conducted into few points as follows:

1. The researcher found five types of body languages, the body language was repeatedly employed in teaching class. In fact the teachers use some body languages to teach their students which varied from facial expression, gestures, postures, and eye contact. To specify, gestures could be tracked since some teachers stretched his nose, body movement, and soon. Likewise, posture were such illustrators, shaking hands, and emblems.

2. The reason of doing body language was also various. It was to emphasize their verbal language to ease, to clear, and to enhance the speakers' self-confidence. In addition, some other also stated that the primary reason of using body language was to make their teach more interesting, exciting, and understandable.

B. SUGGESTION

Based on the research results mentioned previously, this expectably brings several recommendation including:

The first, for teacher should be more practice to used the body languages in classroom setting, it should be understood by English teachers that body language is a common thing used in verbal language and it must be valued since the body language strongly gives aids to make the verbal language much interesting and clearer.

The second, the researcher hope this research contributes as an additional reference, to improve in research topic more detail for the next researchers, which discuss the similar area to this research and will give advantages for the reader and to the new research.

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Guidance Observation about Teacher's Body Language

in Teaching Vocabulary

Observation Date : 23 March 2022

Teacher's Name : Teacher 1

No.	Types of body Language	Indicators	Yes	No	Descriptions
1.	Facial expressions	Serious			
		Disgust			
		Angry	✓		Morevere, the teacher also looked angry when there was a student make however noise. She said "If you do not want to study at least, do not make a fuss there, do not have book and also disturb others who want to study". That can see when teacher said and up her voice than before.
		Disappointed	✓		The teacher was disappointed with students'

					exam scores, even though those in test were still lessons from the book. Everything they have learned, but students still got low score and only two people almost close to good grades. That can see from teacher' voice. Her sounds slowly than before.
		Laugh	✓		Then teacher also laughed when there was a student sang a song and wrong pronunciation. It was observed that the teacher close her mouth with her hand.
		Smile			
2.	Posture	Sitting	✓		the teacher sat when she said "I will checked your attendance one

					by one, if you here rise your hand, ok!". Then when she gave directive to students.
		Standing	✓		It was observed that the teacher stood when she said "may be you will be president, DPR or another". She stood with feet on. Then teacher stood when teacher asked one row back to sing.
		Walking	✓		It was observed that the teacher walked when she said "open your book page 96" and she walked to students' table to see their book.
3.	Gesture	Illustrators			
		Regulators	✓		Here teacher lift up her index finger (she like to give a signal) and she said maybe there

					were wrong correction, you can lead to front of.
		Emblems			
		Affect display	✓		it was observed that the teacher opened her hand bag, she also talked with student. Here teacher accidentally using body language. It was used when teacher moved her hands, her face see to students and her mouth spoke.
		Adaptors	✓		it was observed that the teacher said "start from there", the teacher pointed to the right row
4.	Touch	Hand shaking	✓		She knead her finger, when she shares students' exam scores.
		hand movement	✓		She touch her nose. It was observed that the teacher said "Mrs.

					prefer him to try, even though it's wrong. It is ok!". (she flipping through the book when she advised student). Then also teacher touch her cheek when she said "ok, where is better to join or not?". When she share students' exam and called the student's name, here teacher see confused.
5.	Eye contact	Open eyes	✓		When she spoke and explained the materials, she opened her eyes, close her eyes, and moved her eyes.
		Close eyes	✓		When teacher communicated with students, teacher close her eyes, open her eyes and moved her eye .
		Direction			
		Eye movement	✓		When teacher checked students' attendance, there was a

					student did not come and teacher moved her eyes to see the student's chair who did not come. When she explained the materials, she blinking her eyes.

Appendix I
Guidance Observation about Teacher's Body Language
in Teaching Vocabulary

Observation Date   : 25 March 2022
Teacher's Name   : Teacher 1

No.	Types of body Language	Indicators	Yes	No	Descriptions
1.	Facial expressions	Serious			
		Disgust			She said "when you can?, I waited for you until you can, next week I waited". This part, teacher's face like disgust to students because student could not sing the song.
		Angry			
		Disappointed			
		Laugh			
		Smile			
2.	Posture	Sitting	✓		Teacher sat on her chair when she checked the student, and she sat when she

					listened the student to sing a song.
		Standing	✓		Teacher stand when she talked to students about the lesson.
		Walking	✓		Teacher walked when the students sing a song.
3.	Gesture	Illustrators	✓		She touch her chin when she saw the student sing a song beside her. She said "can you study how to read this? (she pointed towards the book held by student).
		Regulators	✓		She used this body language when the teacher said "try it first". Up and down her index finger (like to gave a direct).
		Emblems			
		Affect display			
		Adaptors	✓		When there did not a student possible read a

					song, she said "came back to your chair and practice there". (she pointed her index to the student to sit back).
4.	Touch	Hand shaking	✓		It was observed that the teacher when she called a student and she shaking her hand and touch her chin.
		hand movement	✓		She always moved her hand, sometimes touch her arm. She touch student's hand when she said "wait the first here, how long could I wait you to sing this song?. Wait, take care of your manners. Before I asked you to sit down do not sit down yet, if I asked you to sit just sit, okay!" she

					moved her hand to front student.
5.	Eye contact	Open eyes	✓		When she opened the absent she opened and closed eyes, that like she thinking about something. She blinking her eyes to students when she talked and explained the material.
		Close eyes	✓		She closed and opened her eyes when she saw the students beside her.
		Direction			
		Eye movement			

Appendix I

Guidance Observation about Teacher's Body Language in Teaching Vocabulary

Observation Date   : 30 March 2022
Teacher's Name   : Teacher 1

No.	Types of body Language	Indicators	Yes	No	Descriptions
1.	Facial expressions	Serious			
		Disgust			
		Angry	✓		She said "there was people who asked me again about what my question, you answered my question was.., but you wrote again my question in student answer paper (what is verb?)". Here teacher like angry, her eyes bigger than before.
		Disappointed			
		Laugh			
		Smile			
2.	Posture	Walking	✓		it was observed that

					the teacher walked when she asked to students do a task, teacher walked to looked her students to their table.
		Standing	✓		the teacher stand when she talked to students. When she asked to student to move with her friends' table who had a textbook.
		Sitting	✓		it was observed that the teacher sat when teacher checked students' attendance, she sat on chair. When she communicated with her students she also sat on her chair.
3.	Gesture	Illustrators			
		Regulators			
		Emblems			
		Affect display			

No.	Category	Subcategory	✓		Description
		Adaptors	✓		When she asked to students to join with his friend who has a book. She saw with index finger to move to the chair number two in the middle
4.	Touch	Hand shaking			
		hand movement	✓		In this body language also teacher used when her finger touched her chin when she angry to students.
5.	Eye contact	Open eyes	✓		When she talked to students, she opened her eyes and closed her eyes.
		Close eyes	✓		When she talked to students, she closed her eyes and opened her eyes.
		Direction	✓		When she asked to students to join with his friend who had a textbook.

					(Teacher saw the students and blinking her eyes).
		Eye movement			

Appendix I
Guidance Observation about Teacher's Body Language
in Teaching Vocabulary

Observation Date   : 29 March 2022
Teacher's Name   : Teacher 2

No.	Types of body Language	Indicators	Yes	No	Descriptions
1.	Facial expressions	Serious	✓		Many students did not come to the class because they went to parting class to Bukittinggi), she said "from 25 students just 10 student came today?". It was observed that the teacher' face did not good.
		Disgust			
		Angry			
		Disappointed			
		Laugh			
		Smile	✓		The teacher smile when she was wrong to say the page book) She said "Open your book page

					179". Actually it's page 197.
2.	Posture	Walking	✓		it was observed that the teacher walked when she asked student to open her book she walked to student's table to see the book. Then teacher walked when teacher gave direction to students about their lesson.
		Standing	✓		it was observed that the teacher stood when she wrote the title of the material on whiteboard. When she explained the materials, she stood in front of students' table. When teacher asked to students who wanted to ask about the

					lesson.
		Sitting	✓		it was observed that the teacher sat when she checked students' attendance, she sat on her chair. When teacher waited the students collected their task, teacher sat on her chair.
3.	Gesture	Illustrators	✓		It was observed that the teacher said "In next, there is a pink brochure about what?". Here teacher describe something, where the teacher make square to signal. Then the teacher also used body language when she said in page 197 there is pink color on the top, that is also a brochure about

					books. (she gave such a signal as forming a square).
		Regulators			
		Emblems			
		Affect display			
		Adaptors	✓		She said, in fried kapok banana, how many choices?. She holding the marker with both hands (she like to expect student can answered her question). Then the teacher also used this body language when she explained the lesson, she always pointing what is she explains to give a signal to her students. So that students can understand which she is explaining.
4.	Touch	Hand shaking			

		Hand movement	✓		This body language also teacher used in this class. When the teacher wanted to elicit about "compound noun", there was a student made mistake on their pronunciation. Sometimes she moved her left hand was put behind. When she explained the lesson her hand always moved can not quite.
5.	Eye contact	Open eyes	✓		In this room the teacher also used this body language when she spoke, when she communicated with students like she opened her eyes and closed her eyes,
		Close eyes	✓		When she checked students'

					attendance she also opened her eyes and closed her eyes.
		Direction			
		Eye movement	✓		When she explained the materials her eyes always moved to control the student who did not focus to whiteboard.

Appendix I
Guidance Observation about Teacher's Body Language
in Teaching Vocabulary

Observation Date   : 30 March 2022
Teacher's Name   : Teacher 2

No.	Types of body Language	Indicators	Yes	No	Descriptions
1.	Facial expressions	Serious			
		Disgust			
		Angry			
		Disappointed			
		Laugh			
		Smile	✓		It was observed that the teacher said "I was healthy" (she smile to students). Here teacher lips looks widen.
2.	Posture	Walking	✓		it was observed that the teacher walked when she explain the lesson she always walked to back and to front. Then when teacher asked to students who

					did not understand about the materials.
		Standing	✓		it was observed that the teacher stood when she wrote on whiteboard. Then when teacher explained the materials sometimes she stood in front of students' table
		Sitting	✓		it was observed that the teacher sat when teacher checked the students' attendance.
3.	Gesture	Illustrators			
		Regulators			
		Emblems			
		Affect display			
		Adaptors	✓		She used this body language when she explained the lesson, she can not silent, she always used body language.

					She used this body language when her right hand wrote on whiteboard and sometimes her left hand behind.
4.	Touch	Hand shaking			
		hand movement	✓		When she explained the lesson, her hand will move to right and to left. When she gave a example to students she wrote on whiteboard, she wrote "I eat fruits". Then sometimes she touch the whiteboard when she wanted to refer where she explained.
5.	Eye contact	Open eyes	✓		When she tried to communicate with her students, she often opened her eyes and closed her

					eyes.
		Close eyes	✓		When she tried to communicate with her students, she often opened her eyes and closed her eyes.
		Direction			
		Eye movement	✓		When she explained the materials on whiteboard, she did not only focus to the whiteboard but she also looked at the student. Here teacher moved her eyes to contact the students to be focus on whiteboard

Appendix I
Guidance Observation about Teacher's Body Language in Teaching Vocabulary

Observation Date   : 31 March 2022
Teacher's Name   : Teacher 2

No.	Types of body Language	Indicators	Yes	No	Descriptions
1.	Facial expressions	Serious			
		Disgust			
		Angry	✓		She said "who did not came today?" (when she checked the students' attendance, she angry cause there was three students never came to her class). Here she knocked the table and the teacher up her voice then before.
		Disappointed			
		Surprise Laugh			
		Smile	✓		It was observed that the teacher when she said "kalau tinggi, what was in

					English?" (She smile to students when she asked a question). Her lips widened. She said there was an apple like an orange (She smile when she saw the students' pictures). Her lips widened.
2.	Posture	Walking	✓		it was observed that the teacher walked when she asked to students she walked to in front of students. When she explained the materials she also walked.
		Standing	✓		it was observed that the teacher stand when she taught and when she explained the materials. Then when she wrote the materials on whiteboard.

			✓		
		Sitting	✓		it was observed that the teacher sit when she checked the students' attendance. When teacher asked to students to collected their task on teachers' table.
3.	Gesture	Illustrators	✓		She said "small, can like this, can like that" (describe with used her hand). Then the teacher also said "everyone try to draw an apple on this paper" (she show some paper to student and give to student one by one).
		Regulators			
		Emblems			
		Affect display			
		Adaptors			
4.	Touch	Hand shaking	✓		She said "draw anybody, it is up to you that

				important start from head to foot, there is her hair". (Here she up her hand when she said there was hair, she show with touched her head).
		hand movement		
5.	Eye contact	Open eyes	✓	In this room the teacher also used this body language when she spoke, when she communicated with students like she opened her eyes and closed her eyes.
		Close eyes	✓	When she communicated with students like she opened her eyes and closed her eyes.
		Direction		
		Eye movement		Always coordinating the students

					like to moved her eyes. She said "small, can like this, can like that" (describe and used her hand and her eyes moving up to saw her hand when describe the adjective.

APPENDIX II

Guidance Question for Interview about Teachers' Body Languages

in Teaching Vocabulary

Name of Teacher   : Teacher 1

Interview Date   : 30 March 2022

Questions and answer:

R: What body languages do you apply in teaching vocabulary?

T: I used gesture and facial expression to teach. Body language means action, expression and posture with something meaningful. In classroom teaching, I used gesture or facial expression.

R: Could you explain why do you use that types of body languages and what are the functions of body language that you use?

T: Body language can help to increase the effect of sound language and make the students more understand if I gave instruction to do in the class. It is an important method for teachers to learn in the class and teacher must know about students' body languages too.

R: What are the difficult to do in using body language to make the students understand?

T: The difficult used facial expression and gesture when students do not understand the expression or gesture she used in the class, and sometimes some students just do not focus on looking me.

Guidance Questions for Interview about Teachers Body Language in Teaching Vocabulary

Name of Teacher   : Teacher 2

Interview Date   : 30 March 2022

Questions and answer:

R: What body languages do you apply in teaching vocabulary?

T: Well, as the teacher of course used many types of body languages as a visual expression, I used posture, gesture, eye contact, and also touch for hand movement.

R: Could you explain why do you use that types of body languages and what are the functions of body language that you use?

T: Body language have pictures/ teachers to deliver the materials for the students and it helps a students to understand the material easier. Because it is not real language, of course there are difficult to understand the language. Why do we use body language to helps them to understand they language itself. The function is of course for the example "when I especially expression, they will see my mind and also my expression by the body language. When we teach a feeling such she express the expression offside that make them easier to understand the meaning of that the expression work itself. When she delivered vocabulary of the feelings and then along the teaching she used hand movement that will have students to understand the language, because

sometimes they has to focus on the whiteboard, sometimes they has to book and the teacher also. So, there is hands movements help them to direct them what should be they focus, and also we use eye contact to direct the students and then she use gestures illustrators is the most important in teaching the meaning of the language because by showing illustration students will understand the meaning of the language itself.

R: What are the difficult to do in using body language to make the students understand?

T: Actually is not really difficult because this body language a goes together which more materials, for the example she used posture such she standing, such she sitting, it is based on the time you delivered the materials because she of course have time tables such when you give them a such exercises, she can walk around to check do they do it or do they have a question, do they have difficult to answer that the question and along she is teaching, she is hand movement will a follow your language.

Dokumentasi 3

Nomor : B-   /In. 14/E/TL.00/03/2022   Maret 2022

Hal   : **Izin Penelitian**

          Penyelesaian Skripsi

Yth. Kepala SMP 01 Batahan

Kabupaten Mandailing Natal

Dengan hormat, bersama ini kami sampaikan bahwa:
Nama : Maya Anjela
NIM   : 1720300066
Program Studi : Tadris/Pendidikan Bahasa Inggris
Fakultas   : Tarbiiyah dan Ilmu Keguruan

adalah mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidimpuan
yang sedang menyelesaikan Skripsi dengan judul **"Teachers' Body Language in
Teaching Vocabulary at SMP N 01 Batahan Mandailing Natal".**

Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan izin
penelitian sesuai dengan maksud judul di atas.

Demikian disampaikan, atas kerja sama yang baik diucapkan terimakasih.

                                                            Dekan

                                                            Dr. Lelya Hilda, M.Si.
                                                            NIP. 19720920 200003 2 002

Batahan, 03 April 2022

Nomor   :
Lampiran   :-
Perihal   : Surat Keterangan Selesai Riset
                  Kepada Yth;
                  Bapak/Ibu Dekan Fakultas Tarbiyah Dan Ilmu Keguruan
                  IAIN Padangsidimpuan
                  Di
                        Tempat

Dengan hormat,

Berdasarkan surat Dekan Fakultas Tarbiyah Dan Ilmu Keguruan IAIN Padangsidimpuan Nomor:B-681/ ln.14/E/TL.00/04/2022 Tanggal 03 April 2022, tentang mohon izin penelitian penyelesaian skripsi mahasiswa IAIN Padangsidimpuan di SMP Negeri 1 Batahan atas nama:

Nama   : Maya Anjela
NIM   : 17 203 00066
Fakultas/jurusan   : Fakultas Tarbiyah Dan Ilmu Pendidikan/Tadris Pendidikan
                                  Bahasa Inggris
Judul Penelitian   : **"Teachers' Body Language in Teaching Vocabular at SMP N 01 Batahan Mandailng Natal"**

Dengan ini kami sampaikan bahwa nama yang tersebut di atas benar telah melakukan penelitian di SMP Negeri 1 Batahan. Demikian surat keterangan ini kami sampaikan untuk dapat digunakan seperlunya.

Batahan, 03 April 2022

Kepala Sekolah
SMP Negeri 1 Batahan

Dra. IDA LAILA NASUTION
NIP. 19680415 199512 2 001

Nomor   B- 535   /In 14/E/TL 00/03/2022   14 Maret 2022
Hal   Izin Penelitian
        Penyelesaian Skripsi

Yth. Kepala SMP N 01 Batahan
Kabupaten Mandailing Natal

Dengan hormat, bersama ini kami sampaikan bahwa :

Nama   : Maya Anjela

NIM   : 1720300066

Program Studi   : Tadris/Pendidikan Bahasa Inggris

Fakultas   : Tarbiyah dan Ilmu Keguruan

adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidimpuan yang sedang menyelesaikan Skripsi dengan Judul "Teachers' **Body Language in Teaching Vocabulary at SMP N 01 Batahan**".

Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan izin penelitian sesuai dengan maksud judul diatas.

Demikian disampaikan, atas kerja sama yang baik diucapkan terimakasih.

Dekan

Dr. Lelya Hilda, M.Si.,
NIP. 19720920 200003 2 002

CURRICULUM VITAE

A. Identity

Name   : Maya Anjela

Reg. Number   : 17 203 00066

Place/ Birth   : Batahan, Januari 21th 1998

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Email   : mayaanjela21@gmail.com

B. Parents

Father's Name   : Ahmad

Mother's Name   : Juli Arfah

C. Educational Background

1. Elementary School   : SD Negeri 142710 Batahan, 2010
2. Junior High School   : SMP Negeri 1 Bathan, 2013.
3. Senior High School   : SMK Negeri 1 Batahan, 2016.
4. University   : UIN Syeh Ali Hasan Ahmad AddaryPadangsidimpuan, 2017- 2022