Analyzing Nonverbal Communication In Seminar Presentation

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Abstract: Nonverbal communication is one of language elements in transferring messages to the others. Nonverbal communication can give contribution to make seminar presentation atmosphere more effective and interesting avoid from boredom feeling. The used of nonverbal communication can support the successfullness of a seminar presentation. In other different situations, it is can be used by teacher during classroom interaction to make students easier to understand the teaching and also to make the classroom interaction more active. The objectives of this research were to find out the verbal, kinds of nonverbal communication and the audience’s perception about the use of nonverbal communication in Seminar Presentation. The objects of this research were the students at graduate program State University of Makassar. The approach employed in this research was qualitative approach. Data collection of this research was conducted through observation by recording and interview. Data from observation was used to know the verbal and kinds of nonverbal communication. Interview was used to know the audience’s perception about using of nonverbal communication in seminar presentation. The research findings showed that (1) there were five kinds function of nonverbal communication in seminar presentation. Presenter used his hand gestures when he complemented his explanation or gave additional information to complement his verbal messages. Presenter used his head nod while repeating his verbal messages. To emphasize or reinforced his verbal communication, presenter used hand gestures, such as tap a pen to reinforce his explanation. Presenter used smile as facial expressions to substitute that she was agree with the examiner. Then, to regulate his verbal messages presenter used hand gestures and play eye contact to manage and control his verbal communication. (2) The findings revealed that the kinds of nonverbal communication used by the presenters were five types in seminar presentation. Presenter used head nod as indicated his agreeing with the examiner’s response. Hand gestures eye contact, facial expressions, and body movement those are the most frequently used by presenter in seminar presentation. (3) The last, the findings showed that audience’s perception stated that the using of nonverbal communicaton in seminar presentation is important to be applied because it can be make seminar’s atmhosphere was more effevtive and interesting.

Keywords: Verbal, Nonverbal, Perception.


Introduction

According to Ekman Paul (1992) states people as a human being need a tool to communicate with others or use to transfer messages in human mind, it is called language. People always use two parts of language, which are verbal and nonverbal. In doing verbal communication we can seen by written text and heard by spoken, whereas nonverbal itself can be seen clearly in body language or gestures. In this case this study pay attention to body
languages. Body languages or non verbal communication play an essential role in communication, either in social interaction or seminar presentation eventhough in learning teaching process in the classroom. Indeed, in doing nonverbal communication, body language is usually used to represent a word or phrase, for instance head nodding is used to point out that somebody okay about something or it will be delivered clues to interlocutor. Based on the reason above, researcher was interesting in doing research about the functions, types of the nonverbal communication that was done in seminar presentation special in English department. Data was taken in English department, because enlish language as a foreign language in Indonesian country. Furthermore wether done presentation in englisg language, sometimes even usually presenter became rigid, nerves even anxiety, or unconfident in front of the audience.

By using communication tools, human being can interact with others over the world. Language is a tool to formulate what she has in thought, what is perceived, and what he wants. What he thinks can be communicated to others through language so as to create an interaction among humans. However, in seminar presentation atmosphere language took part as a crucial role because by language, a presenter could transfer his material by using it. It can be categorized verbal and nonverbal.

The effectiveness or succesful of a presentation does not only depend on the quality of presentation’s material but also depend’s on how the way a presenter to deliver the message for all the audience. However, audience will have an impact on their reaction to what is presented. Futhermore, by knowing defenition and significance of body language in depth, we can see the really feeling’s other people, eventhough we also readable what is in audience’s mind. Indeed, it also help us to avoid misunderstanding or miscommunication by pay attention to the speaker’s body language, and it can be reinforced the meaning of communication.

In addition, the importance of body language above this research will be investigated how many kinds of a presenter’s body language giving impact in the seminar presentation performance, make it interesting or boring. In fact, many of presenter in presenting their seminar, they just focused on their material or topics without pay more attention to their body language, whereas it will help them to make sure the audience whether understand or not what the presenter is talking about. This is an essential part of this research need to investigate more in depth and broader. Interestingly, whether a presenter can combine good perform body language with explanation materials well, surely that seminar presentation will be interest in attention of the audience.

Moreover, by doing this research would reveal three kinds of problem statement; what is the function of nonverbal communication; what is the nonverbal communication that always or most frequent that used by the presenter in Seminar Presentation. By using this design, the writer was collected, analyzed and interpreted the data and saw the presenter in peform his presentation, types of verbal and nonverbal communication in seminar presentation and audience’s perception about the using of verbal and nonverbal communication.

Research Methodology

The method used in this research was a qualitative design research. Qualitative descriptive research was referred to a survey research, determines and describes the way things were Juanita H (2009). The researcher collected the data by using observation in order to see affect of using of non verbal communication in seminar presentation, that always or most frequent that used by the presenter in Seminar Presentation. By using this design, the writer was collected, analyzed and interpreted the data and saw the presenter in peform his presentation, types of verbal and nonverbal communication in seminar presentation and audience’s perception about the using of verbal and nonverbal communication.

Hence, the subjects of this research are students at graduate program State
University of Makassar as the representative of students in seminar and the audience who are in the classroom presentation. The writer decides to choose the presenter because she or he is student or have been passed in the third semester, English department. Determine English department by reason in order to present a presentation with using English which is English as foreign language, it is needed to interpretate of nonverbal communication or body language well. It is also supported by researcher’s experience.

Data observation, video recording, interview for the audience used as instrument for this research.

Result and Discussion
a) Functions of Nonverbal Communication

In the previous related literature had studied the significance functions of nonverbal communication can provide and play the roles how messages correlate to verbal ones. Nonverbal communication has several functions in communication, for instance repeating, emphasizing, complementing, substituting, regulations. In addition, this part explains about the function of nonverbal communication used by presenter in the seminar presentation. Therefore, the verbal and nonverbal signaling additional meaning to each other and expand the meaning of either message alone.

Furthermore the sound or volume of people’s voice, body language, body movement or body position can indicate our feelings which go explore our verbal statements. For example, people who want to apologize for forgetting an appointment with someone. Nonverbal sincerity would be reinforced if the verbal’s apology was accompanied by the appropriate nonverbal behaviors, the right tone of voice, and facial expression. Our apology was delivered with a shrug, a smirk, and a light tone of voice, we probably would doubt its sincerity, no matter how profuse the verbal explanation was. Much complementing behavior consists of illustrators nonverbal behaviors that accompany and support spoken words. Scratching the head when searching for an idea and snapping our fingers when it occurs are examples of illustrators that complement verbal messages.

From observations by recording that researcher has done presenter been complementing his explanation while opened his hand gestures by saying excerpt “the background of this research is the factor of lectures using filler makers when lecturing”.

2. Repeating

People or public speaker often uses nonverbal messages to repeat a point in their verbal language. Repetition is used in order to emphasize or clarify the verbal message. Imagine the time while we are attentending a seminar and presenter is nodding his head its has meaning to say “Yes” or “Agree”. When someone says
“yes”, meanwhile and at that moment he/she puts up one of his or her thumb to make sure the verbal message.

Data observation showed that presenter used his head nod as nonverbal communication to repeat his answer with excerpt” iye, mungkin sebagai methodology atau mungkin strategy to motivate the students in teaching English” “ [yes, may be as methodology or may be as strategy to motivate the students]”. In observation, it was found that there were some ways the presenter used in explaining the topic or material’s presentation. In other different situations for example in the classroom activities, the teacher used English, and then she switched and mixed the language with Indonesian in explaining the lesson. In this case, the teacher repeated the language that she used for the students by using her nonverbal communication, here used hand gestures.

3. Emphasizing

This is the use of nonverbal cues to strengthen in depth a message. Shaking or rubbing on friend’s shoulder and tell them that we are really care or empathy with them. In addition we use nonverbal devices to emphasize oral messages. Stressing certain words with the voice (“never give up/ keep your spirit!”) is another way to add nonverbal accents.

The recording presentation showed that presenter took a note and tap a pointer to emphasize his explanation with excerpt” there are two problems statement of this research”. The function of nonverbal communication is emphasizing, the use of nonverbal cues to strengthen or reinforced in depth a verbal message.

4. Substituting

This occurs when nonverbal codes are used instead of verbal codes. For example, rolling the eyes, sticking out the tongue, giving thumbs down. Nonverbal behavior can also substitute for verbal messages. Substitution occurs when barriers to verbal communication exist in the environment and is used for substitute. For example, in a seminar presentation which is i have ever seen, when the examiner asked something question to the presenter and the his answer to say “ ok” the presenter only nodding his head without saying nothing words, this nonverbal communication may substitute the verbal language. Accordingly, emblems can also replace a verbal message. When we ask someone what’s new, we might shrug our shoulders instead of answering in words. Not all substituting consists of emblems, however. Sometimes substituting responses are more ambiguous and less intentional. A sigh, smile, or frown may substitute for a verbal answer to the question, “How’s it going?” As this example suggests, nonverbal substituting is especially important when people are reluctant to express their feelings in words.

From data was recording, presenter showed nonverbal communication while she smiling widely, it told that her facial expressions substitute or replace to open approved with the examiner’s responds. Her smile on facial expression could replace verbal language. In other case, nonverbal communication as replacing a message can be clearly understood by seeing when someone rubbing his stomach without say nothing word it means that she feel hungry or she got stomach, it was supported her facial expressions.

5. Regulation

Regulation often serve to coordinate the verbal dialogue between people, to be exact, to manage the flow of communication interactions by form of non-verbal behavior. In the classroom, we nod our head, it indicates to the student that we agree with him/her and that he/she should continue talking or we remain silent for a moment and let the silence send the message that we are ready to begin our speech. We have direct eye contact with some student to let him/her know that the channels are open. In short, these nonverbal messages help to regulate the flow of the communication interactions.

Futhermore, regulation occurs when nonverbal codes are used to monitor and
control interactions with others, for example, when we look away when someone else is trying to talk and we are not finished with thought. We walk away from someone who has hurt our feelings or made us angry. We shake our head and encourage another person to continue talking. Hence, in seminar presentation, nonverbal communication is called as a regulator, like if presenter is seeing somebody from audience’s seating is raising his hand and then presenter is pleasing the time for him if any question or any comment that he want to ask, clearly raising hand here as nonverbal communication as a regulator. While verbal and nonverbal codes often work in concert. They also exhibit differences that we will consider next.

Regulator as a nonverbal communication function served to coordinate the verbal dialogue between people, to be exact, to manage the flow of communication interactions by form of non-verbal behavior. Regner Birkeland. (2017). In addition, when a teacher regulated a conversation by using gesture to show who would hold the floor in the classroom. Teacher’s gestures also encourage learners to speak up or participate in the task. It is also a good teaching strategy when making corrections and giving feedback to the learner.

B) Kinds of nonverbal communication that always or often occur in seminar presentation.

1) Head Nod

This research have investigated that there were five kinds of nonverbal communication which always used by presenter while seminar presentation performance. Each of presenter used different body language with others, and it was becoming the character or behavior of their self.

Head nod as a kind of nonverbal communication indicated that presenter more open to same idea with others (examiner, advisor, even audience). It can be provided by seeing presenter’s body language. From presentation was recorded, presenter used head nod when he agreed with examiner’s question with excerpt “iye, mungkin sebagai methodology atau mungkin strategy to motivate the students in teaching English” “[yes, may be as methodology or may be as strategy to motivate the students]. In addition, the human head nod is a vertical, up-and-down (or down-and-up) movement that is often used to agreement or comprehension while listening. The flexed forward, lowering motion of the skull is also used to emphasize an idea, an assertion, or a key speaking point.

2) Hand gestures

Hand gestures betray what the presenters felt in their presentation but most of them indicated that presenter wanted to stress their verbal statement with help of hand gestures. We instinctively read hand gestures even we would not be able to explain. For instance, shaking a forefinger at someone spells, “reprimand” or “blame”. Palms upwards would invite discussion, palms down would not be so encouraging. In the classroom, audiences are keen to receive body messages of enthusiasm and boredom about the subject matter being presented. It can make them confidence or frustration from the unconscious behavior of the teacher.

From observation was recording presenter standing cross hands, it was done while he tried to gave more information by saying this excerpt “aa, iye, jadi skope penelitian ini adalah beberapa dosen favorit yang pernah juga saya kenal di UIN”. It can be understood while presenter standing with crossing his hands to more confidence when gave extra information.

3) Facial Expressions

Facial expression usually communicate emotions. The expressions tell the attitude of the communicator. It states that facial expression plays more complex nonverbal communication. It is shown without needing to say anything. When people sense some kind of a smell that they like or despise their positions of
the muscles of the face will start to change because in human interaction, people focus their attention on the face to receive visual cues that support or contradict verbal message. Facial expression is the primary source of information, next to words in determining an individual’s internal feelings. Alfatihi (20016:16) says that facial may express people’s emotions such as happiness, surprise, fear, anger, sadness, disgust, contempt and interest.

4) Eye contact

Eye contact is one of the most evident methods of nonverbal communication. It has been said that the eyes are the window to the soul. In classroom eye contact performs a very significant function as nonverbal communication. Teachers can use eye contact for the enhancement of learning of the students in various ways. There are six different function of eye contact: seeking information, showing attention and interest, inviting and controlling interaction, dominating, threatening and influencing others, provide feedback during speech. Most people, when they are talking to you, watch your eyes to see if you are looking away as you are supposedly listening. When someone speaks to another person and that person is looking away as they are listening. Equally important is that when we speak to others, we look directly into their eyes, rather than looking around the room as we speak, writer said that eye is one of the most important nonverbal channels for communication and connecting with other people. Eyes can show interest, attention, and involvement. Eye contact was used by teacher to seek information, to invite students and control the classroom, to show attention and interest and to respond the students during the learning process. It can be seen from the findings that the teacher in the classroom activities. Eye contact applied eye contact for some purposes especially mostly used to seek information and to invite the students. states that an effective way the teacher can seeking information from the student is eye contact, especially if it is combined with eyebrow movements. It showed on the three videos observation. Eye contact is a very important nonverbal teaching technique which not only enhanced students’ attention in the classroom but also helped the teacher in the attainment of desired students results. It indicated that nonverbal play an important role in the teaching process.

The teacher applied eye contact for purpose only for a few of the students, so another student unmotivated and not active during the teaching learning process. It can be concluded that the teacher used eye contact consciously based on the function of each eye contact.

5) Body movement and posture

Sebastian et al (2015) clarified that body movement and postures are categorized based on the basis of its functions, origins, and meaning, for example:

1. Emblems, are nonverbal movements that substitute for words and phrases. Examples of emblems are a beckoning first finger to mean “come here”, an open hand held up to mean “stop”, and a double thumbs-up to say “ok/yes”. Be wary of emblems, they may mean something else in another culture.

2. Illustrators are nonverbal movements that accompany or reinforce verbal message. Examples of illustrators are nodding a head when we say yes, shaking our head when we say no, stroking our stomach when we say we are hungry, shaking our hand in the air when we say “get out of here”. These nonverbal cues tend to be more universal than many in the other four categories of movement.

3. Affect display are nonverbal movement of the face and body used to show emotion. Watch people’s behavior when their favorite team wins game, listen to the door slam when an angry person leaves the room and watch men make threatening moves when they are very upset with each other but do not really want to fight
4. Regulators are nonverbal movements that control the flow or pace of communication. Examples of regulators are starting to move away when you want the conversation to stop, gazing at the floor or looking away when you are not interested, yawning and glancing at your watch when you are bored.

5. Adaptors are nonverbal movements that you might perform fully in private but only partially in public. People often do with their hands. Such as behaviors are referred to as adaptors. We might rub your nose in public, but we would probably never pick it. We may not be perceived as meaningfully related to the speech in which we accompany, but we may serve as the basis for dispositional inferences of the speaker’s emotion nervous, uncomfortable, and bored.

It is the primary source of information, next to words in determining an individual’s internal feelings. Previous study said that facial may express people’s emotions such as happiness, surprise, fear, anger, sadness, disgust, contempt and interest.

From the findings, the researcher found that the presenter performed facial expression to express her feeling through facial expression. The presenter used facial expression for some reasons, such as when she was smile, when she wanted a speaking. For example in the first video, the presenter was happy. It was because she answered the examiner’s question correctly. Before acting like that, the teacher asked the student by saying “is it right”? Then the presenter said “yes”. Facial expression illustrated was showed by giving cheerful smile to the students. It was done to show to the students that the teacher was happy because they answer the question correctly. It indicated a desire to close the channels of communication. In the seminar area

In this research, by doing investigation almost all the presenters always used their facial expression in several expressions. For example it can be seen clearly when presenter felt anxious or confuse to answer examiner’s question, suddenly her facial expression changed. It proved by seeing:

Extract 1:

She did it by saying: “Yha., Its autentic sir its aaaaaaaaaaa I mean its produce aaaaaa., Which i mean it’s a produce by with aaaaaa not for... a language leaner language learning purpose ,, Purpose ,, Yhaa,, Purpose, purpose,.”[ yha. It is autentic material, I mean it is produced which I mean it is a produced not for language learner,, Purpose,, Purpose., Purpose].

From the data observation can be seen that presenter pushed her body movement to the front to get the attention of the examiner and tried to reduce her anxious by doing some movements. She opened her mouth but she was not smile cause she could not keep stay high anxious also made her repeated some words that mentioned by the examiner until she realized that she had repeated those words and it made her nerves and she spell the words with the heavy breath.

In addition, facial expressions tell a lot about how people feel about what they are hearing or saying. Smiling as people listen say, "I agree." A lowered eye brows say, "I don't quite understand." Closing eyes and smirking say, "I don't believe you". Reading person’s face as they speak, it can help us to better understand how they feel about what they are saying.

Data was taken on Monday, April 3, 2017 at 08:30 A.M at Graduate Program State University of Makassar deliverd by Jusriaty with the title “Communicative Styles of Teacher in SMAN I PALOPO”

C) Audience’s Perception about using of nonverbal communication is important to be used because of it can be made seminar presentation is more effective and interesting. It can be seen by seeing following extract:

Extract 2:
Researcher: How do you think about the presentation just now, is it interesting or boring?

Audience: may be I think it is interesting

Researcher: what is your reason say that it is interesting

Audience1: yeach,,,,according to me that topic is interesting and the presenter also very active in her presentation.

Researcher: After you have seen presenter’s performance, how about her body language?

Audience1: her body language is good, ok I think is interesting

Researcher: Did she always use her body language?

Audience1: yeahhh,,,I think so because she always use her hands to explain her materials

Researcher: According to your perception, what is the function of body language in seminar presentation?

Audience1: According to me the function of body language is to help us if want to give explanation anymore, avoid us from the anxiety, nerves like that

Researcher: is it important to study body language?

Audience1: yes of course it is important because by our body language we can express what is in our mind, when we blank sometimes, so it is very,,,,very important to study

This research showed that not only the phenomena of the function of nonverbal communication in seminar presentation, kinds of nonverbal communication, but also the audience’s perceptions about the use of nonverbal communication in seminar presentation.

The data from interview proved that the use of nonverbal communication or body language properly giving positive effects to the audience, even they were not interested in the topic or material but by used of good nonverbal communication or by body language of the presenter, audience did not feel boring, they felt anthusias. It can be seen when the presenter was performing his seminar in English language, a presenter used his body language in active, and vice versa a presenter used body language inactive. Surely that audience had different responses about that. However, mostly the audiences were interesting in seminar. Some of them said that they understand when the presenter was speaking using body language. Others said that it could avoid from boredom feeling while presentation even it was supported by clear message of presenter. Moreover, presenter can help the audience be more involved in seminar activities. It can be seen when the audience asked questions, gave additional input even suggestion to the presenter.

At the end of this discussion part, I provide a kind of summary informing that all of the presenters always or most often used nonverbal communication namely hand gestures. Almost of them used hand gestures to complement, reinforce or emphasize, repeat, regulate their verbal message. They used it when was giving explanation, expressing their ideas, even answering questions.

Besides in seminar presentation, the use of nonverbal communication gives contribution in doing learning teaching process. Based on data observation that the researcher found, and audience perception claimed that the teacher talk such as giving explanation, asking question, giving feedback, and giving correction could more understand when followed by nonverbal communication properly. Sometimes repetition found in explanation, asking question, giving feedback and giving correction. In addition, kinds of nonverbal communication used by the teacher in the classroom such as gesture, body movement and posture, eye contact and facial expression. These nonverbal
were applied to explain some unclear verbal communication. The use of nonverbal communication in the classroom effectively could increase student’s interesting in learning teaching process because students can be controlled by the teacher.

Conclusion

Based on the research findings and discussions in the previous chapter, the research comes to the following conclusions:
1. There were five functions of nonverbal communication in seminar presentation, such as complementing, repeating, emphasizing, regulation, and substituting.
2. Types or kinds of nonverbal communication that always or often used in seminar presentation, such as head nod, hand gestures, facial expressions, eye contact, body movement, however the most dominant one is hand gestures.
3. Audiences’ perception reinforced that the use of nonverbal communication is important because it can be used to make seminar presentation atmosphere more interesting and effective

Reference


