

**AN ANALYSIS OF THE STUDENT'S INTERPERSONAL
COMMUNICATION AT SECOND GRADE IN MA MUHAMMADIYAH
ERENG-ERENG**



A THESIS

*Submitted at the Faculty of Teacher Training and Education Universitas
Muhammadiyah Makassar in part fulfillment of the requirements for the degree of
Education in English Education Department*

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2024



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Day / Date	Chapter	Note	Sign
10/8/24	1-4	Abstract Cover sheet Form Tesis	<i>[Signature]</i>
12/8/24		Finalis Dikah presentasi	
17/8/24	1-5	Abstract Revisi & Suspect	<i>[Signature]</i>
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Day / Date	Chapter	Note	Sign
15/8/24	1-5	- Abstract - Prologue - List of figure - List of table	<i>Sh</i>
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Day / Date	Chapter	Note	Sign
17/8/2024		- Give more explanation about the Result of Interview	f
17/8/2024		Findings & Discussion	f
17/8/2024		Abstract (Reverse) Para chapter 3	f
18/8/2024		- Put your Aelwold net - consultation	f
18/8/2024		- Instrument - Bibliography	f
20/8/2024		Acc/OK Final exam	f

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MOTTO AND DEDICATION

Motto:

“Work calmly, achieve brilliantly”

Dedication:

I dedicate this thesis to:

“This thesis is dedicated to my parents, who have been my hope and have always prayed for my success. Thank you for your endless love, support, and sacrifices. You are the main reason I have endured and completed this stage. I hope this hard work can bring you pride”



ABSTRACT

Hardianti, 2024. An Analysis of the Student's Interpersonal Communication at Second Grade in MA Muhammadiyah Ereng-ereng. Under the thesis of English Education Department, Faculty of Teacher Training and Education, Universitas Muhammadiyah Makassar. Supervised by Eka Prawabati Rum and Hj. Ilmiah.

This research aims to analyze the perspectives of second-grade students at MA Muhammadiyah Ereng-Ereng regarding non-verbal communication and its role in building interpersonal communication. Employing a qualitative descriptive method with observation checklists and interviews, the study identified five types of non-verbal communication: facial expression, posture, gesture, eye movement, and eye contact. Data analysis using Nvivo 12 revealed that facial expression is the most dominant form of non-verbal communication, scoring 8 out of 8, followed by posture (6/8), gesture (5/8), eye contact (4/8), and eye movements (1/8). The interviews indicated that although students were not initially aware of the theoretical definition of non-verbal communication, they recognized its practical use after an explanation. Facial expressions such as serious, smiling, and confused were commonly observed, reflecting the students' engagement and comprehension. Postures like sitting upright indicated interest, while leaning back with crossed arms signaled boredom. Gestures, particularly hand and head movements, boosted students' confidence in communication. Eye movements and eye contact facilitated attention and interaction, although students sometimes lost focus or used glances to communicate boredom. The study concludes that non-verbal communication significantly enhances the learning environment and interpersonal relationships among students. Understanding and effectively utilizing these non-verbal cues can lead to a more dynamic and supportive classroom experience. These findings emphasize the importance of integrating non-verbal communication awareness into teaching strategies to encourage better student engagement and interaction.

Keywords: *Interpersonal Communication, Non verbal communication, facial expression.*

ABSTRAK

Hardianti, 2024. An Analysis of the Student's Interpersonal Communication at Second Grade in MA Muhammadiyah Ereng-ereng. Di bawah tesis prodi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Makassar. Dibimbing oleh Eka Prabawati Rum dan Hj. Ilmiah.

Penelitian ini bertujuan untuk menganalisis perspektif siswa kelas XI di MA Muhammadiyah Ereng-Ereng mengenai komunikasi non-verbal dan perannya dalam membangun komunikasi interpersonal. Dengan menggunakan metode deskriptif kualitatif melalui checklist observasi dan wawancara, penelitian ini mengidentifikasi lima jenis komunikasi non-verbal: ekspresi wajah, postur tubuh, gerakan tangan, gerakan mata, dan kontak mata. Analisis data menggunakan Nvivo 12 menunjukkan bahwa ekspresi wajah adalah bentuk komunikasi non-verbal yang paling dominan, dengan nilai 8 dari skala 8, diikuti oleh postur tubuh (6/8), gerakan tangan (5/8), kontak mata (4/8), dan gerakan mata (1/8). Hasil wawancara menunjukkan bahwa meskipun siswa pada awalnya tidak mengetahui definisi teoretis dari komunikasi non-verbal, mereka menyadari penggunaannya dalam praktik setelah diberikan penjelasan. Ekspresi wajah seperti serius, tersenyum, dan bingung sering diamati, mencerminkan keterlibatan dan pemahaman siswa. Postur tubuh seperti duduk tegak menunjukkan minat, sementara bersandar dengan tangan bersilang menandakan kebosanan. Gerakan tangan dan kepala meningkatkan kepercayaan diri siswa dalam berkomunikasi. Gerakan mata dan kontak mata memfasilitasi perhatian dan interaksi, meskipun siswa kadang-kadang kehilangan fokus atau menggunakan pandangan untuk menyampaikan kebosanan. Penelitian ini menyimpulkan bahwa komunikasi non-verbal secara signifikan meningkatkan lingkungan belajar dan hubungan interpersonal di antara siswa. Memahami dan memanfaatkan isyarat non-verbal ini secara efektif dapat menciptakan pengalaman kelas yang lebih dinamis dan mendukung. Temuan ini menekankan pentingnya mengintegrasikan kesadaran komunikasi non-verbal ke dalam strategi pengajaran untuk mendorong keterlibatan dan interaksi siswa yang lebih baik.

Kata Kunci: Komunikasi Interpersonal, Komunikasi non-verbal, ekspresi wajah.

ACKNOWLEDGEMENTS

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Praise for Allah SWT who has given His grace, so that the researcher can complete the thesis entitled “An Analysis of the Student's Interpersonal Communication at Second Grade in MA Muhammadiyah Ereng-ereng”. This is certainly due to His help. Truly there is no the most beautiful words other than expressing gratitude to Allah SWT for the abundance of His gifts, both physically and intellectually, so that the researcher can complete this thesis. Shalawat and greetings do not forget to send to our lord the great prophet Muhammad SAW who has delivered the guidance of Allah SWT for all of us, which is the most correct guidance, namely the perfect Islamic religious sharia and is the only and greatest gift for the entire universe.

This thesis was prepared to fulfill one of the requirements to complete education in the English Education Department, Faculty of Teacher Training and Education, Universitas Muhammadiyah Makassar. The researcher hopes that this thesis can add references for readers in general and English Education Department students in particular.

The researcher realizes that in the process of preparing this thesis. Of course, there are many parties who contribute to it. Therefore, on this occasion the researcher would like to express his deepest gratitude to the most special people, namely the two

parents, Musa and Rostina. Who have been the greatest parents for me who have always been the bestest parent. My beloved mother Rostina who has become the greatest parent for me who always provides motivation, advice, love, attention, and affection as well as endless prayers, which of course cannot be replaced with anything. Thank you very much for providing such great support so that the researcher can complete this thesis. Without your prayers and support the researcher is nothing. In addition, thank you to my sister Dwi Artika Devi and my cousins Ade Anriani, Reni Hasdiah, Sinta Sri Ardina, Erwin Ahrianto Basri and my family who always support and always care about the researcher.

The researcher sincerely hopes that this work will not only become a dusty object in a room but can become a medium for channeling charity for many people. Also on this occasion, the researcher would like to express gratitude to:

1. Dr. Ir. H. Abd. Rakhim Nanda, S. T., M. T., IPU as the Rector of the Universitas Muhammadiyah Makassar.
2. Erwin Akib, M. Pd., P.hD as Dean of the Faculty of Teacher Training and Education Universitas Muhammadiyah Makassar.
3. Dr. Umami Khaerati Syam, S. Pd., M. Pd as the Head of English Education Department Universitas Muhammadiyah Makassar.
4. Ismail Sangkala, S. Pd., M. Pd as the Secretary of English Education Department Universitas Muhammadiyah Makassar.

5. Dr. Eka Prabawati Rum, S. Pd., M. Pd as the first supervisor who has provided guidance, direction, and motivation during the process of preparing this thesis.
6. Dr. Hj. Ilmiah, S. Pd., M. Pd, as the second supervisor who has provided guidance, direction, and motivation during the process of preparing this thesis.
7. Lecturers of English Education Department at Universitas Muhammadiyah Makassar who have provided knowledge and support during the study period.
8. M. Wahyuddin, S. PdI., M. Pd as the Headmaster of MA Muhammadiyah Ereng-ereng who have given permission to conducting this research at school.
9. Hasriani, S. Pd., M. Pd., Husni Azis, S. Pd., Nismawati, S. Pd.I., Reskiyatul Ummah, S. Pd., as the teacher who have given permission to conducting this research at their class and helping the researcher to collecting the data.
10. The second grade student's who have given permission to conducting this research and help the researcher to collecting the data in their class.
11. My friends Rosnani, Jumrawati, Isnaini Fadila, Sahra Awalia Nur, Nurul Afifah, Kiw's group and all those who have helped and provided support both directly and indirectly in the preparation of this thesis.
12. Last but not least, I would like to express my deepest gratitude to myself. Thank you for your perseverance, determination, and resilience throughout this challenging journey. Your hard work, dedication, and unwavering commitment have made this accomplishment possible. Remember, every effort and every sacrifice has been worth it. This achievement is a testament to your strength and perseverance. Keep believing in yourself and continue striving for excellence in all future endeavors.

The researcher realizes that this thesis is far from perfect. Therefore, the researcher expects constructive criticism and suggestions for the perfection of this thesis. Hopefully this thesis can be useful for readers and all parties in need.

Finally, the researcher would like to thank you and apologize for any shortcomings.

Makassar, 10 Agustus 2024



Hardianti



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CHAPTER I INTRODUCTION

A. Background

Communication has a central role in everyday life, and in the context of education, it is the backbone for the development of relationships, understanding and effective learning. Communication is not just limited to spoken words, but also involves nonverbal dimensions which include body language, facial expressions and gestures. A comprehensive understanding of nonverbal communication, especially among second grade students at MA Muhammadiyah Ereng-Ereng, can provide deep insight into the dynamics of interaction in the classroom.

★ Communication is defined as the entire transmission and receipt of a message in which language plays a vital role. Communication involves both verbal and nonverbal signals and symbols that are employed intentionally or unintentionally in the transmission and receipt of meaning. Simply said, communication is the exchange of information, ideas, emotions, knowledge, and so on (Ronsani Thamrin & Darsih, 2023). The conveyance of ideas and sentiments to another is what communication entails. Humans communicate in order to influence other people's knowledge, attitudes, and even behaviors, regardless of whether they agree or disagree on a topic. Communication is also a two-way street in which both sides must reply when information is provided (Ibrahim et al., 2022).

In the world of education, communication has a major impact on learning effectiveness. Students learn not only from the formal curriculum, but also from daily interactions with fellow students, teachers, and the learning environment. The success of an educational institution is not only measured by the transfer of knowledge, but also by the ability to manage and understand the communication that occurs between students.

Interpersonal communication is a face-to-face contact in which persons convey information, meanings, and sentiments both orally and nonverbally (Prasanna et al., 2023). Interpersonal communication is the process of delivering and receiving signals from one person to another in order to provide immediate effect or feedback. The benefit of interpersonal contact stems from its open and communicative nature, which allows for changes in attitudes, opinions, and individual behavior (Yulikhah et al., 2019).

According to Bambaeroo, F., & Shokrpour, N. (2017), nonverbal communication is frequently more delicate and effective than verbal communication, and it can transmit meaning better than words. Nonverbal communication is an essential mode of communication since it may convey emotions, personality, objectives, and even social position. Nonverbal communication can also improve message delivery and act as a supplement to verbal communication (Ibrahim et al., 2022).

Nonverbal communication is one of the most commonly debated methods of communication since not everyone is familiar with it and its

function in numerous aspects of our life (Gantiano, 2020). For instance, enhancing pupils' interpersonal communication skills. Students frequently employ nonverbal communication without recognizing that what they are saying is also a kind of nonverbal communication.

The importance of understanding non-verbal communication in the educational context is increasingly felt by the emergence of various challenges in creating an inclusive and effective learning environment. In this framework, the research focus is directed at An Analysis of the Student's Interpersonal Communication at Second Grade in MA Muhammadiyah Ereng-Ereng. Second Grade is considered a critical stage in educational development, where students begin to develop social skills and interact more intensely with the surrounding environment. Students sitting in the front row are often interesting subjects of observation, as their position can influence interactions with the teacher and fellow classmates.

Despite extensive research on communication and education, there is a significant gap in the understanding of nonverbal communication especially among second grade students who tend to focus more on verbal communication or general aspects of communication in education and most of them conduct research on teachers and the way they teach. Therefore, this research seeks to fill this gap by exploring and analyzing the nonverbal communication behavior of second grade students at MA Muhammadiyah Ereng-Ereng.

The choice of the research title 'An Analysis of Students' Interpersonal Communication at Second Grade in MA Muhammadiyah Ereng Ereng' was based on several important reasons. At this school, students are known to be quite adept at communicating, especially those who are active in organizations. Even though they have good verbal skills, there are still opportunities to improve their understanding of non-verbal communication. In this context, research on non-verbal communication becomes relevant. Students may not fully realize the important role of non-verbal communication in strengthening interpersonal interactions.

Moreover, awareness of the importance of non-verbal communication can help them in learning activities, organization and improve the quality of their interactions in the school environment. By understanding non-verbal communication better, students can improve their communication skills, build better relationships with peers and teachers, and develop a deeper understanding of body expressions and attitudes. In addition, this research also pays attention to students' perceptions of their own non-verbal communication in learning situations.

Understanding how students perceive and interpret their use of non-verbal communication can provide valuable insight into the extent to which they are aware of its impact on their interactions and learning. It can also help identify potential self-development needs in this regard, as well as provide a deeper understanding of how students see themselves in the context of

interpersonal communication. That's why researchers want to research at MA Muhammadiyah Ereng-ereng.

B. Research Question

Based on the background that given above, the researcher formulated the problem statement as below:

1. How do students perceive nonverbal communication in the classroom?
2. What is the role of nonverbal communication in building interpersonal communication between students at second grade in MA Muhammadiyah Ereng-Ereng?

C. Objective of the Research

Based on the research problem above, the objective of this research is:

1. To find out students' perspectives regarding non-verbal communication in the classroom.
2. To find out the role of nonverbal communication in building interpersonal communication between students at second grade in MA Muhammadiyah Ereng-Ereng.

D. Significant of the Research

The researcher believes that the results will be helpful for the following research and the readers. The outcomes of this inquiry will likely have both theoretical and practical value.

1. Theoretically

This research has a significant theoretical impact as it can contribute to a deeper understanding of the role of non-verbal communication in educational contexts. By detailing the patterns of non-verbal communication among second graders, this study can enrich the academic literature with new insights into how non-verbal expressions contribute to classroom dynamics and social interactions in educational settings. The findings of this study can make theoretical contributions to the fields of non-verbal communication and educational studies.

2. Practically

From a practical perspective, the results of this study have direct implications in the development of learning approaches that are more responsive to students' needs. Realizing the non-verbal communication patterns on classroom interactions, teachers and education policy makers can design more effective and inclusive learning. Therefore, this research has the potential to make a real contribution to improving the quality of learning at MA Muhammadiyah Ereng-Ereng, and can be used as a reference for other educational contexts.

E. Scope of the Research

The scope of this research is centered on investigating the role and perception of students' non-verbal communication, specifically in terms of

facial expression, gesture, posture, eye movement and eye contact within the classroom environment. The primary objective is to explore how these non-verbal cues impact interpersonal communication dynamics among students. Furthermore, this study will delve into how students perceive and interpret non-verbal expressions exhibited by their peers and how such understanding influences their interactions.



CHAPTER II REVIEW OF LITERATURE

A. Previous Related Findings

Related researchers have conducted a lot of research on An Analysis of the Student's Interpersonal Communication. The first is the study of Ronsani Thamrin & Darsih (2023). The goals of this study are to analyze the use of nonverbal communication in students' speaking classes and to identify the reasons for its use at the English Department, University of Kuningan. The study conducted qualitative research using a case study methodology. Two methods were used to collect the necessary data: observation and interviews. The researcher employed observation field notes to identify the different forms of nonverbal communication in kids' speech. An interview was undertaken to ascertain the reasons behind students' usage of nonverbal communication in their speeches. The data analysis revealed that gesture was the most often employed nonverbal communication. Furthermore, students like to employ gesture and eye contact to assist them express a point and to make their speech more fascinating. It can be claimed that nonverbal communication helps students transmit messages to the audience when giving a speech, and it also makes students more confident when presenting their speech.

The second is the study of Megawati & Hartono (2020). This study aims to explore how teachers' verbal and nonverbal interactions affect students' willingness to learn English. Using teachers' utterances and behaviors as the

unit of analysis, data analysis techniques include data organization and preparation, classification, description, and interpretation. The data revealed that questioning is the most common form of verbal communication employed by teachers, whereas hand movements and facial expressions are the most common forms of nonverbal communication. Teachers who are the most motivated communicate verbally with questions and nonverbally through facial expressions.

The third, research conducted by Yani & Ramli (2022). The goal of this study was to identify the many types of nonverbal communication and their meanings. Nonverbal communication was used in the learning process, as well as in other activities related to teaching and learning. This study used a descriptive qualitative approach. Two videos were used to gather study data. The movies depict activities related to the learning process at SLBN1Bima, as well as exchanges between teachers and students in other activities. When collecting study data, the researcher accurately transcribed the films in written form and then classified the transcription data based on the categories of nonverbal communication, allowing the data to be easily identified and evaluated. Once all of the data has been collected, the researcher analyzes it and draws findings. This study found that teachers and students at SLBN 1 Bima use 36 types of nonverbal communication, including 12 facial expressions, 3 eye contact, 16 body movements, 5 hand signs, and 0 touch. They used several

methods of nonverbal communication according on what was required for interaction and distinct meanings.

The fourth, research conducted by Gantiano (2020). In this study aims that Nonverbal communication is a type of communication in which the message is transmitted without the use of words. For example, gestures, body language, facial expressions, and eye contact, the usage of things such as clothes, hairstyles, and so on, symbols, and methods of speaking such as intonation, emphasis, sound quality, emotional style, and speaking style are all used. Nonetheless, nonverbal communication specialists often employ the meaning of "not using words" with katas and do not associate nonverbal communication with nonverbal communication. Sign and written languages, for example, are not considered nonverbal communication since they employ words, although tone and speaking style are. Nonverbal communication differs from speech, which is also defined as nonverbal communication. Nonverbal communication is also distinct from subliminal communication, which can be either verbal or nonverbal. In this situation, the most prevalent is the usage of clothes, where individuals are frequently assessed based on the sort of clothing they wear, despite the fact that this is regarded incorrect for stereotypes. People, for example, frequently prefer those who dress in unusual ways. At addition, at job interviews, people who are dressed beautifully are more likely to get hired than those who are not.

Based on the previous research above, it can be concluded that nonverbal communication is very important in the world of education, especially in the classroom. Some of the studies above have several similarities in their research subjects, namely students at school. But most of them do research on teachers and the way they teach. Therefore, this research wants to explore new information on the role of non-verbal communication which can build students' interpersonal communication and students' perspectives regarding their own non-verbal communication in learning situations.

B. Theoretical Background

1. Communication

Communication is described as the complete transmission and reception of a message, with language playing an important role. Communication entails both verbal and nonverbal signals and symbols, which are used intentionally or unintentionally in the transmission and reception of meaning. Simply put, communication is the interchange of information, ideas, emotions, and knowledge (Ronsani Thamrin & Darsih, 2023).

Fahmi & Hapzi Ali (2022) states that communication is simply the transfer of information from one location, person, or group to another. Every communication involves at least one sender, a message, and a recipient. Communication may appear to be a simple subject, but it is

actually very complex. Many factors can influence how the communication is delivered from sender to destination. These include our emotions, cultural context, modes of communication, and even our location. The complexities are why good communication skills are highly valued by companies all around the world: precise, effective, and unambiguous communication is extremely challenging.

2. Verbal Communication

According to Mulyani et al., (2022), verbal communication is communication using spoken and written language. Communication that facilitates communication between the communicant and the communicator with language symbols or words as part of the use of verbal communication. Verbal communication is the delivery and reception of messages using spoken and written language. Meanwhile, verbal symbols are all symbols used to explain messages using words (language). So, verbal communication can be defined as the process of a communicator providing a message to the communicant and the communicant responding to the message using spoken or written language.

Verbal communication is any form of communication that involves the use of words, whether spoken or written. Human connections are the most common setting for this type of communication. They use words to communicate their sentiments, emotions, thoughts, ideas, or intentions;

present and explain facts, data, and information; share feelings and thoughts; and argue and quarrel with one another. Language is a key aspect of spoken communication. Verbal communication conveys denotative meaning. Language is an often-used medium. Because language has the ability to convey one person's views to others (Kusumawati, 2016).

According to Kusumawati (2016) there are various significant factors in verbal communication, including:

1. Language

Language is a symbolic system that enables individuals to communicate and share meaning. In verbal communication, linguistic symbols are spoken, written, or electronic. A nation's or tribe's language develops as a result of interactions and connections among its inhabitants.

2. Language Limitations

There are only so many words to describe items, thus they are divided into categories such as persons, things, events, traits, feelings, and so on. Not all words can refer to objects. A word just expresses reality, not reality itself. Thus, words are essentially partial; they do not accurately explain something. Adjectives in English are typically dichotomous, such as good-bad, rich-poor, smart-stupid, and so on.

3. Words

Words are the smallest symbolic units of language. The word is a symbol that represents a person, object, event, or situation. So the word does not refer to a specific person, item, event, or situation. People do not think about the meaning of words. There is no direct connection between words and objects. The only direct connections are people's words and thoughts.

3. Non-Verbal Communication

According to Megawati & Hartono (2020), nonverbal communication is the unsaid communication that occurs throughout every face-to-face interaction with another human being. It shows us how they feel about us and how well our comments are received. Non-verbal communication is often used by both students and teachers in classroom activities. On several occasions, this helps them clarify the meaning of what they are saying and convince the listener more, so that they pay more attention to what is being said, for example when students speak, some of them maintain eye contact when there is something important they need to know listener response and create good interaction between speaker and listener. On the other hand, based on previous observations, some students were not aware of the use of non-verbal communication when speaking or explaining (Ronsani Thamrin & Darsih, 2023).

Kusumawati (2016) stated that nonverbal communication occurs when a message is conveyed without the use of words. In actual life, nonverbal communication is far more common than verbal communication. When conversing, nonverbal communication is almost always used. Therefore, nonverbal communication is permanent and always present. Nonverbal communication is more genuine in communicating what you want to say because it is spontaneous. Nonverbal communication can also be defined as human acts that are intentionally communicated and interpreted for their intended purpose, with the opportunity for feedback from the recipient. In another sense, any kind of communication that does not involve the use of vocal symbols such as words, whether through conversation or writing. Nonverbal communication can take many forms, including gestures, colors, facial expressions, and so on.

According to Ronsani Thamrin & Darsih (2023), there are five types of non verbal communication:

1. Facial expressions offer a great deal of information. The look on a person's face and the movements of their head convey dependable clues as to agreement, disapproval, or disbelief.
2. Eye movement. Observing eye movement can help educators understand a student's thinking and thoughts.
3. Gestures reveal how individuals feel. When people are passionate, aroused, or energized, they employ gestures more frequently. People

tend to gesture less when they are disheartened, apprehensive, or concerned about the impression they make.

4. Posture is another commonly cited indicator of a person's attitude. Leaning toward another person indicates a positive attitude toward the message being communicated. Leaning backwards communicates the opposite. Standing upright is typically seen as a sign of self-confidence, whilst slouching suggests the reverse.
5. Eye contact is vital in nonverbal communication, as are activities like glancing, staring, and blinking.

While Knap as cited in Shinta & Darmawati (2021) said, there are nine types of nonverbal communication:

- 1) Bodily contact (touching)
- 2) Proxemics, the way of approaching someone;
- 3) Orientation, how to face someone;
- 4) Appearance, the form of hair, clothes, skin, height, weight, and so on.
- 5) Head nodes;
- 6) Facial expressions (brow position, eye shape, mouth shape, and nostril size);
- 7) Hand and arm movements;
- 8) Sitting, standing, and laying posture; and
- 9) Eye movement and eye contact.

Meanwhile, Kamene (2022) said that kinesics is a type of nonverbal communication that refers to any bodily motions utilized by a person to convey in nonverbal communication studies. Hand motions, gestures, postures, and head movements are all included. Gestures, in fact, are an integral aspect of the human nonverbal communication system. They are also referred to as the silent language. Aside from gestures, body movement and posture are seen to be effective modes of communication that improve contact.

According to Argyle as cited in Gantiano (2020) nonverbal behavior has functions as follows:

- 1) Emotions are conveyed in the same way that they are expressed in general through the face, body, and voice.
- 2) Transmit interpersonal attitudes, namely the formation and management of relationships.
- 3) Self-presentation is the act of displaying one's personality to others.
- 4) Complete the speech with the goal of controlling feedback, attention, and so forth. Conversational communication makes use of vocalizations and nonverbal actions.
- 5) Rituals include welcomes, hand motions, and so forth.

Meanwhile, according to Megawati & Hartono (2020) there are five types of nonverbal behaviors displayed by instructors in the classroom.

Hand gestures, head motions, affect displays, and symbols are examples of these. Facial expressions, eye contact or lack thereof, proximity and intimacy, hand gestures, and body language are all examples of nonverbal signals.

Gantiano (2020) refers that nonverbal communications serve the following purposes in interpersonal communication:

- 1) Repetition that is, repeating verbally articulated concepts. For example, after explaining our refusal, we shake our heads several times.
- 2) Substitution, or the replacement of linguistic signals. For example, you can express approval simply nodding your head without saying anything.
- 3) Contradiction, namely rejecting verbal communications or giving verbal messages meaning. For example, you may say to a buddy, "Great, you are great," with your lips pursed.
- 4) Complement, which adds to and expands on the meaning of the spoken statement. For example, your facial expressions reveal a depth of pain that words cannot describe.
- 5) Accentuation, defined as reinforcing or emphasizing a verbal meaning.

The following are some of the benefits of nonverbal communication:

- 1) Nonverbal communication is used to support verbal communication.
- 2) It is a suitable replacement when communication fails.

- 3) It is typically straightforward and hence simple to grasp. It is also less costly to use.
- 4) It may be utilized to govern interaction by expressing when and when not to talk through nonverbal clues.
- 5) It is multidimensional, as opposed to verbal communication, which only has two modalities (speaking and writing). nonverbal communication (Akinola, 2014).

However, Barabar & Caganaga (2015) classified nonverbal communication into seven categories:

1. Kinesics is the application of nonverbal cues, such as facial, hand, and head expressions, to create sign language.
2. Proxemics is a spatial concept with four meanings: intimate, social, personal, and public
3. Oculistics is body language that is more language-focused on eye contact
4. Haptics is a nonverbal language that concerns physical contact, for example, shaking hands, touching, and others
5. Chronemic refers to the use of time
6. Paralanguage is a nonverbal language that relates to voice intonation.
7. Physical appearance includes the appearance of a person's body, for example, weight, thin, beautiful, and others.

4. Interpersonal Communication

Human life cannot be separated from the communication process, whether verbal or non-verbal communication. The communication process occurs in various contexts of interaction in human life itself, starting from interpersonal communication, groups, organizations, and mass communication. Interpersonal communication is a process and effort of an individual or group to influence by conveying the information or message in question to another individual both verbally and non-verbally so that feedback is received and interaction occurs between the two parties (Barseli et al., 2019)

Interpersonal communication can basically be understood as a form of personal communication so that interpersonal communication is defined as communication that occurs between individuals face to face, and allows each actor to capture other people's reactions directly, both verbally and non-verbally. Interpersonal communication has the potential to carry out an instrumental function as a tool to influence or persuade other people. The use of sentences and sensory devices in the communication process can increase the persuasiveness of the message communicated to the communicant (Barseli et al., 2019)

According to Permata (2013): Putranto, S. A. & Lamaruva E (2014), interpersonal communication is mostly communication between communicators and konamikan. According to this concept, interpersonal

communication is a spontaneous process of contact between two or more persons comprised of communicants and communicators. Liliweri as cited in Yulikhah et al., (2019) said that the benefit of interpersonal contact stems from its open and communicative nature, which allows for changes in attitudes, opinions, and individual behavior. Because the communicator may instantly observe the feedback from the communicant, interpersonal communication is referred to as the most successful communication.

Interpersonal communication is particularly useful for improving collaboration, bringing members closer together, and establishing a welcoming environment (Kamene, 2022). Vardiansyah as cited in Yulikhah et al., (2019) said that communication impacts are the consequences of interpersonal communication. This influence may be noticed in three ways: changes in knowledge or cognition, attitudes or affective, and action or conative. The impact of interpersonal communication may be quantified by comparing the communicant's knowledge, attitudes, and behavior before and after receiving the message.

The skill of the communicator to build communication such that it can have the anticipated result influences the effectiveness of student interpersonal communication. Effective interpersonal communication may be attained if the communicator and communicant develop attitudes such as openness, empathy, support, positivity, and equality. To construct a successful

interpersonal communication, both the communicator and the communicant must have a baseline capacity. The interpersonal communication process may be effective if the environment is open, full of empathy, supporting attitude, optimistic attitude, and equality can be formed.

C. Theoretical Framework

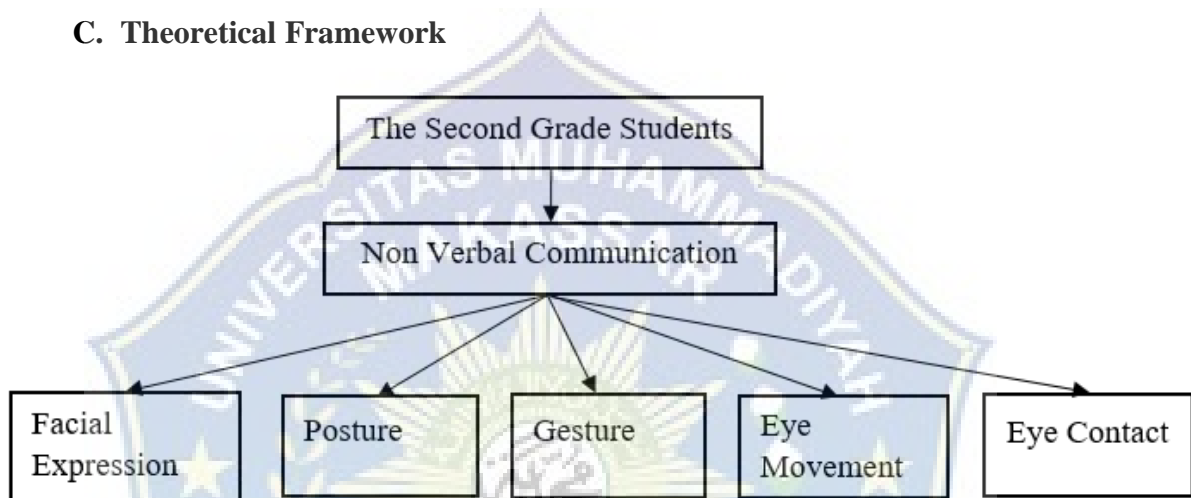


Figure 2. 1 Theoretical Framework

This research was located at MA Muhammadiyah Ereng-ereng and the research subject were five students from the second grade. The focus of this research is non-verbal communication. Ronsani Thamrin & Darsih (2023) stated that non-verbal communication is divided into five, including facial movement, eye movement, gesture, posture, and eye contact. At MA Muhammadiyah Ereng Ereng, non-verbal communication is very relevant in the interactions of second grade students. For example, how eye contact between students can build trust or how open body postures can create a more inclusive learning environment. This research aims to find out how types of

non-verbal communication help build interpersonal relationships between students and find out how students understand and perceive their own use of non-verbal communication and its impact on social interactions and their learning.



CHAPTER III RESEARCH METHODOLY

A. Research Design

This research is a descriptive research approach qualitative. According to Sugiyono (2016) the qualitative descriptive method is a research method based on the philosophy of postpositivism used to research the conditions of natural objects (as opposed to experiments) where the researcher is the key instrument. Qualitative descriptive research aims to describe, depict, explain and answer in more detail the problems to be studied by studying as closely as possible an individual, a group or an event. In qualitative research, humans are the research instrument and the written results are in the form of words or statements that correspond to the actual situation.

B. Research Subject

The total subject in this research is five students. They are second grade students at MA Muhammadiyah Ereng-Ereng in Bantaeng, who have been observed for their non verbal communication in interpersonal communication between students.

Tabel 3. 1 Subject of the Research

No	Pseudonym	Age	Gender	Tribe
1	Aliza	16	Female	Makassar
2	Hilwa	16	Female	Makassar
3	Salsabila	16	Female	Makassar
4	Salwa	16	Female	Makassar
5	Mar'ah	16	Female	Makassar

C. Research Instrument

This study used observation and interview instruments. Observation were made to second grade students with indicators of facial expressions, body posture, gestures, eye movements, and eye contact. A subjective rating scale was used to record variations in the intensity and frequency of non-verbal expressions. A list of interview questions is developed to explore the meaning behind students' non-verbal expressions. The questions were formulated to allow students to detail their thoughts and feelings regarding the non-verbal expressions to be observed.

D. Data Collections Techniques

1. Observation

Observations were conducted directly in the classroom for five meetings a week in regular classes. The study started on July 25, 2024 to July 31,

2024 in different subjects. The researcher used an observation checklist that included details about students' facial expressions, body movements, and eye contact. The observations were designed to gain an understanding of students' nonverbal communication patterns during classroom interactions.

2. Interview

After the observation session, each student underwent an individual interview. The interviews were conducted on July 31, 2024 in the classroom. An interview guide was used to obtain students' experiences and perspectives on nonverbal communication. The interviews are intended to provide deep insight into the elements that influence students' nonverbal communication.

E. Technique of Data Analysis

This research uses qualitative data analysis techniques. Miles and Huberman as cited in Sugiyono (2016) stated that qualitative data analysis techniques are divided into four parts, namely data collection, data reduction, data presentation, and drawing conclusions.

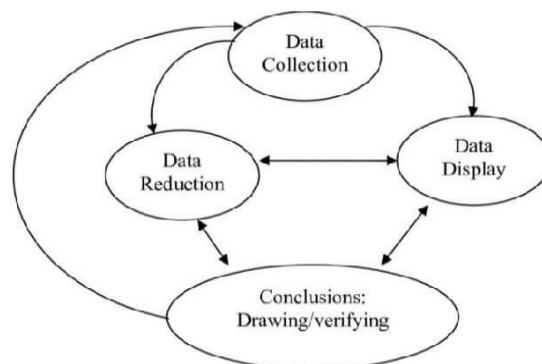


Figure 3. 1 Technique of Data Analysis

1. Data Collection

As an initial stage in collecting important data, researchers used observation, interviews and documentation. These three ways of collecting data will help researchers in collecting structured data.

2. Data Reduction

Data reduction seeks to extract vital and significant information. Then look for ideas that are appropriate to the study topic, then simplify and arrange the data in an organized manner. In the second stage, the researcher collected data through interviews. The data collected is described according to the focus of students' nonverbal communication. At this point, unnecessary information is deleted and only important data is entered.

3. Data Display

Data display is the process of presenting data which can be in the form of descriptions, tables, graphs and images. The purpose of presenting data is to explain the information results more clearly and easily understood. In this third stage, researchers use data presentation in the form of descriptions. The data obtained guides the researcher to the next stage of data analysis and allows readers to absorb the interview results that have been described as information. The data displayed relates to students' nonverbal communication focus.

4. Draw Conclusions

Drawing conclusions is the final stage to conclude the results from the data that has been obtained. At this stage the researcher checks all entries with the same code then combines the categories and finds relationships between the same categories. Next, it is described and connected in the form of a story. In the end, researchers can obtain results from the conclusions of their research.

The researcher used Nvivo 12 to help visualize the qualitative research results. It will be described as follows:

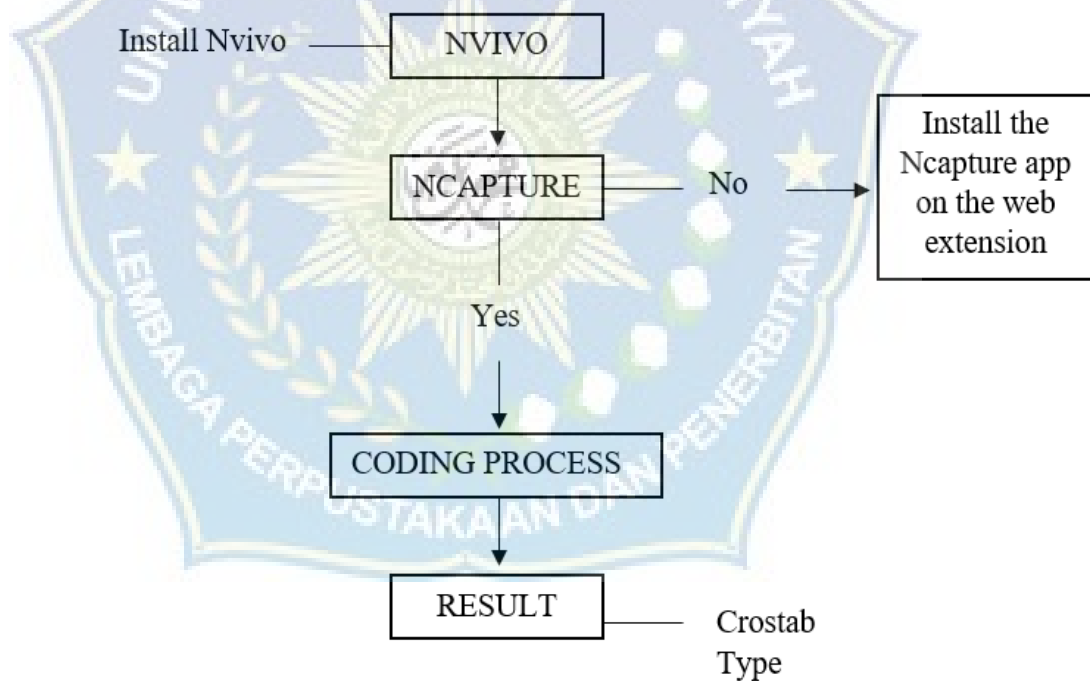


Figure 3. 2 Nvivo Analysis

How to use Nvivo12 Plus, namely (1) Nvivo, open the nvivo 12 plus software that has been installed on the Personal Network desktop page. (2) Ncapture, perform data capture. (3) Coding process, enter the Ncapture file by clicking the “Ncapture” icon in the Nvivo software. After that, create nodes and cases. Cases in research include non-verbal communication, nodes include Facial Expression, Posture, Gesture, Eye Movement, and Eye Contact. Block sentences that are considered relevant to the nodes that have been made before. (4) Result, after all sentences/paragraphs are blocked, then click the explore menu located at the top.

Select the type “Crosstab” this type shows the relationship between nodes and cases, in a structured and easy to read manner. Change “atributes” to Cases then add the coding results, in the Cases and nodes section (click the plus sign) after that select “Run Query” on the top right, Finally click “Chart” on the bottom right to see the visualization results.

CHAPTER IV

FINDINGS AND DISCUSSIONS

A. Findings

1. Student's Perspectives Regarding Nonverbal Communication in the Classroom

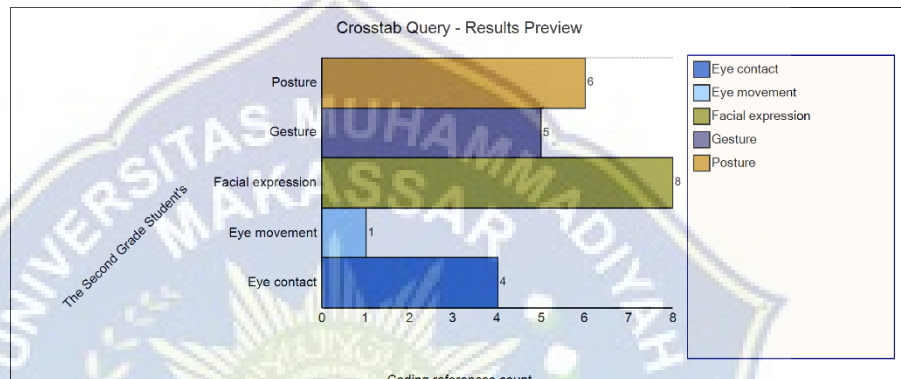


Figure 4.1 Result of Nvivo 12 Analysis

From the results of data analysis through Nvivo 12, it shows that the identification of the five types of non-verbal communication can be seen from the most dominating, namely facial expressions with a value of 8 on a scale of 8, which means that facial expressions are the type of non-verbal communication that is most often or easily recognized in daily interactions. This indicates that respondents tend to express their emotions and feelings through their facial expressions. Then followed by body posture with a score of 6, which means that body posture plays an important role in non-verbal communication, with a score of 6 indicating that the way a person stands or sits can convey certain messages in communication. Gestures

score 5, which shows that this is also an important aspect, although not as strong as facial expressions or body posture. Eye contact scored 4, which means it is another significant form of non-verbal communication, although less prominent than the top three elements. Eye movements scored 1, which means it is the least common or least noticed form of non-verbal communication by the respondents. Based on the interview results, theoretically the students did not know the definition of non-verbal communication. However, after being given an explanation of it, they realized that they have used this communication in practice.

a. Facial Expression

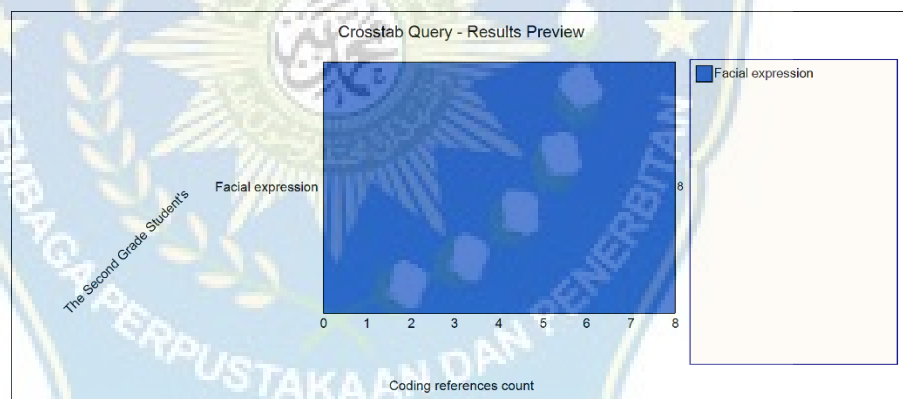


Figure 4. 2 Facial Expression

Facial expression is the most dominant form of non-verbal communication used by students. According to research, common facial expressions during learning include serious, smiling, and confused expressions. Interview results revealed that students often did not notice their facial expressions while learning. However, when asked why their face

was so serious while listening to the teacher's explanation, they became aware that their expressions reflected their level of seriousness, happiness, or confusion with the teacher's explanation in class. The fifth student said, “I don't really remember how my expression was during the lesson, but when it looked serious, I was really paying attention to the lesson or when I was interested in the topic. If I smiled, maybe there was something fun that made me smile or the teacher presented the material pleasantly. Finally, if I looked confused, it was probably while doing an assignment or discussing with my friends”.

b. Posture

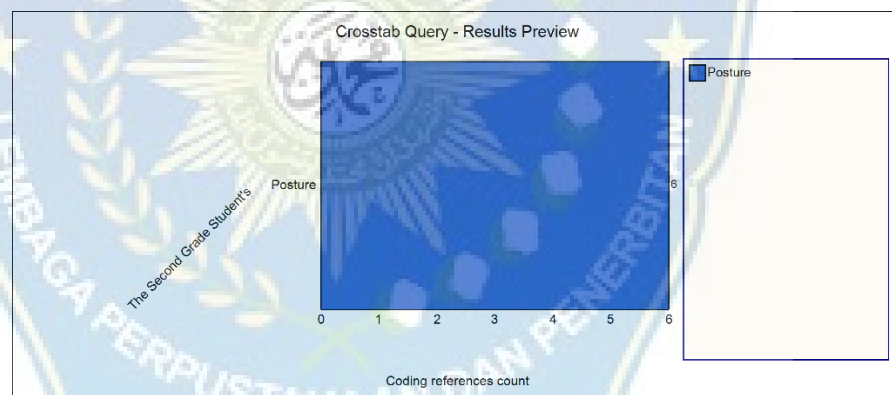


Figure 4. 3 Posture

Posture is the second type of non-verbal communication that plays a significant role in the learning context. In a study, five students who participated tended to use an upright sitting posture when they were interested in or pleased with the teacher's explanation or the material being taught. When interviewed, the students mentioned, “I reflexively sit upright

when I am interested in the learning.” Conversely, when they felt bored, they leaned back and crossed their arms. They recognized that their sitting posture reflected their level of interest or boredom in the material being taught. All five students had almost the same answer when asked. “I unconsciously lean on the chair and cross my arms. If I look like that, it means I'm bored and starting to lose interest in learning.”

c. Gesture

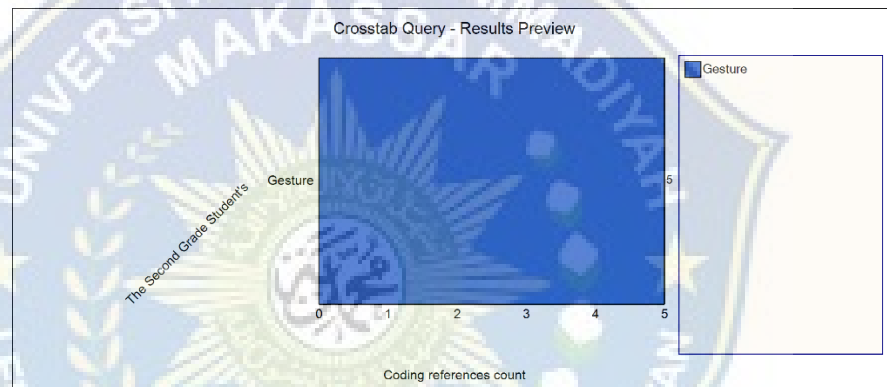


Figure 4. 4 Gesture

Gesture is the third type of non-verbal communication. When people are emotional, excited, or energized, they use gestures more often. Based on the results of the research and interviews, four of the students often used hand gestures when talking to friends or giving speeches in front of the class. They said, “I speak more freely if I use my hands; it helps me convey something with confidence.” One other student said, “When speaking in front of the class, I am confident by not using hand gestures,

but head gestures help me find the words I want to say. I am more confident by looking at the heads sitting in front of me.”

d. Eye Movement

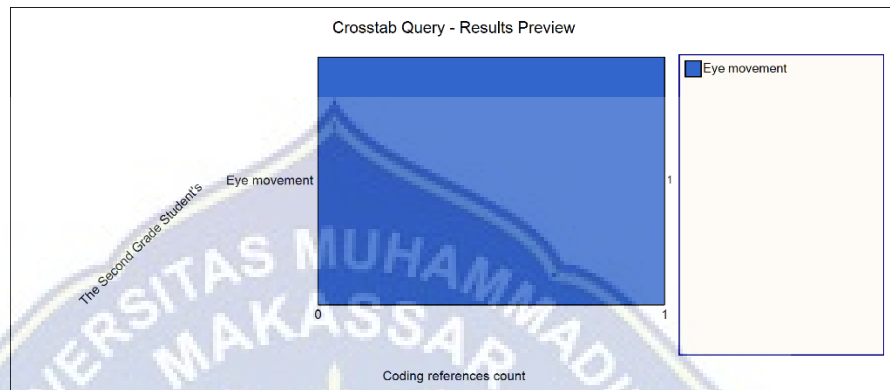


Figure 4. 5 Eye Movement

Next is the type of non-verbal communication, eye movement. During learning, students are expected to pay attention to the teacher who is explaining the material. This was observed in the five students from class XI MA Muhammadiyah Ereng-Ereng, who were very attentive while the teacher was explaining. However, students admitted that their attention varied depending on their interest in the lesson. They noted that they paid close attention when the learning was engaging at the start, but as the lesson progressed, they often became bored and lost focus, sometimes thinking about other things. “When watching the teacher or a friend talk or explain, I really pay attention, but when I start to lose interest my eyes will wander”. “I think about something other than the lesson and look at the window”. Additionally, students mentioned that when they were bored, they would

glance at each other, signaling their boredom or responding to other distractions in class.

e. Eye Contact

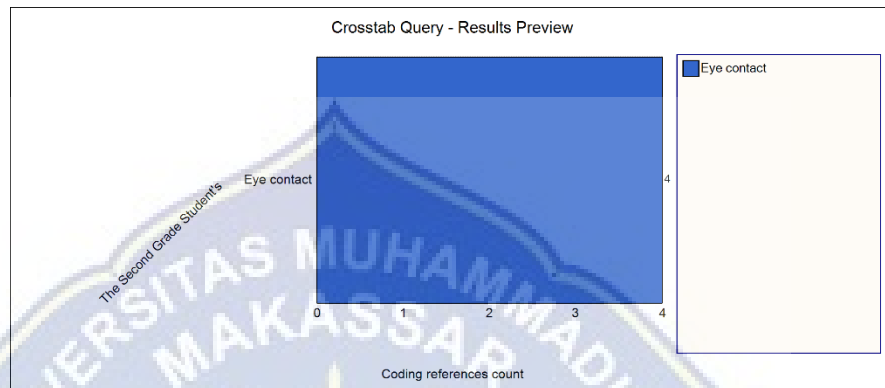


Figure 4. 6 Eye Contact

The last type of non-verbal communication is eye contact. Eye contact is a common aspect of everyday interactions. During learning, eye contact is frequently used when students are talking to classmates or teachers. Maintaining eye contact is essential for conveying important messages, understanding the listener's response, and building positive interactions between the speaker and listener. All five students who participated in the study indicated that they often make eye contact with friends while talking, which helps them understand what their friends are communicating. Similarly, students tend to make eye contact with teachers, although they sometimes avoid it when they are unsure of the answer to a question or confused. As one student noted, "I was confused, so I turned my eyes to look for answers or avoided the question."

Several factors influence the use of the types of communication above. Based on the interview results, students expressed and used these gestures or postures depending on the lesson or how their teacher presented the subject matter. All five students said, “I will be more active in class when I like the subject. I always ask questions when I want to know more or I will answer questions from the teacher related to the subject matter.” The subjects in question include English, Arabic, Mathematics, Indonesian History, and Biology. Therefore, the five students' use of non-verbal communication was clear and meaningful. These findings highlight the role of non-verbal communication in building interpersonal relationships among students, which is crucial for creating a supportive and interactive learning environment.

2. The Role of Non Verbal Communication in Building Interpersonal Communication between Student's at Second Grade

Non-verbal communication plays a crucial role in building interpersonal interactions among students, as seen in interviews with grade XI students at MA Muhammadiyah Ereng-ereng. Although the students did not know the theory of non-verbal communication, they had naturally used it in various forms during learning. The use of facial expressions, posture, hand gestures, eye movements, and eye contact not only enriches the

teaching and learning process but also helps students in expressing their feelings and understanding.

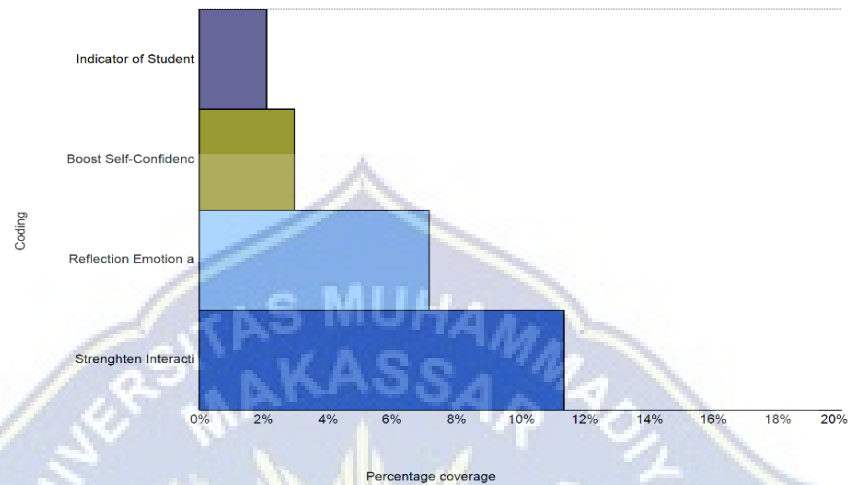


Figure 4. 7 the Role of Non Verbal Communication

a. Facial Expression as a Reflection of Emotion and Understanding

Emotion and understanding has a coverage of about 6% which indicates that non-verbal communication is generally used or recognized as a way to reflect emotions. This suggests that respondents see non-verbal cues as an important part of emotional expression. Facial expressions such as serious, smiling, and confused are very dominant forms of non-verbal communication in the classroom. When students show serious expressions, it indicates that they are focused and understand the material being taught. Conversely, a confused expression indicates that they need further explanation. By recognizing and understanding student's facial

expressions, teachers can adjust their teaching methods to be more effective, as well as build better relationships with students.

b. Posture as an Indicator of Student Engagement

Students Engagement as a coverage of about 2% which indicate that non-verbal communication is recognized in a more specific context, perhaps in an educational setting, but is not as widely mentioned as other themes. Student's posture also gives a clear indication of their level of interest in the lesson. Students who sit upright usually show high interest and engagement, while students who lean back with their arms crossed show boredom or lack of interest. Student's awareness of their own posture also allows them to better understand their feelings towards the material being taught, which in turn can help them figure out how to stay focused and engaged in learning.

c. Gestures to Boost Self-Confidence

Gesture suggests that non-verbal communication contributes to boosting self-confidence. The 3% percentage shows that non-verbal communication is recognized, but mentioned less frequently compared to strengthening interactions and reflecting emotions. Hand gestures and head gestures are important tools in non-verbal communication that help students feel more confident when speaking in front of the class or discussing with their friends. Four out of five students felt more free and confident when

using hand gestures to express themselves. One other student felt that head movements helped to find the right words when speaking in front of the class. This shows that non-verbal gestures can help students overcome nervousness and improve their speaking skills.

d. Eye Movements and Eye Contact to Strengthen Interaction

Eye movement and eye contact had the highest coverage at around 12%, suggesting that non-verbal communication plays an important role in strengthening interactions. It shows that respondents often mentioned or pointed this out in their responses. Eye movements and eye contact also play an important role in classroom interaction. Students who pay close attention to the teacher during the lesson show their commitment to understanding the material being taught. However, when bored, they may daydream or glance at each other with their friends to give a certain code. Eye contact between students and teachers or between students themselves helps strengthen communication and ensures that the message is well received.

Overall, the results of these interviews show that non-verbal communication is not only important in the learning process, but also in building better interpersonal relationships between students and teachers as well as between students themselves. Understanding and effective use of non-verbal communication can create a more dynamic and supportive learning environment.

B. Discussion

1. Student's Perspective Regarding Non Verbal Communication in the Classroom

From the results of data analysis through Nvivo 12, it can be observed that facial expressions are the most dominant type of non-verbal communication among the students, achieving a perfect score of 8 out of 8. This high score indicates that facial expressions are frequently and significantly used by students to convey their emotions, comprehension, and reactions during the learning process. Teachers often rely on these expressions to gauge students' understanding and engagement with the material.

Facial expression is the most dominant non-verbal communication used by students. Based on the research, facial expressions often used during learning include serious, smiling, and confused expressions. Ronsani Thamrin & Darsih (2023) state "facial expressions offer a great deal of information". The interview results indicated that students tended not to realize the expressions they used during learning, but when told and asked, "Why is your face so serious when listening to your teacher's explanation?" they realized that their expressions showed how serious, happy, or confused they were with the teacher's explanation in class.

Following facial expressions, posture also plays a crucial role, with a score of 6 out of 8. Student's postures, such as sitting upright or leaning back, provide clear indicators of their interest and involvement in the lesson. An upright posture generally reflects attention and enthusiasm, while a more relaxed or slouched

posture may signal boredom or disinterest. Ronsani Thamrin & Darsih, (2023) said that posture is another commonly cited indicator of a person's attitude. When interviewed, the students said, "I reflexively sit upright when I am interested in the learning." Conversely, when they felt bored, the students leaned back and crossed their arms. They realized that their sitting posture reflected their level of interest or boredom in the material being taught. This insight helps teachers adjust their teaching strategies to maintain or regain students' attention.

Gestures, scoring 5 out of 8, are another significant form of non-verbal communication. According to Ronsani Thamrin & Darsih (2023), gestures reveal how people feel. When people are emotional, excited, or energized, they use gestures more often. Based on the results of the research and interviews, four of the students often used hand gestures when talking to friends or giving speeches in front of the class. They said, "I speak more freely if I use my hands; it helps me convey something with confidence." One other student said, "When speaking in front of the class, I am confident by not using hand gestures, but head gestures help me find the words I want to say. I am more confident by looking at the heads sitting in front of me." Hand and head gestures aid students in expressing themselves more confidently and effectively. These gestures are especially prevalent during presentations or discussions, where they enhance verbal communication and help overcome nervousness.

Eye contact, with a score of 4 out of 8, plays a moderate role in classroom interactions. According to Megawati & Hartono (2020), maintaining eye contact when there is an important message in order to learn the listener's response and build a positive interaction between speaker and listener. Consistent eye contact between students and teachers or among students themselves reinforces communication and indicates attentiveness. However, its lower score compared to facial expressions and posture suggests that while important, eye contact is less frequently used or noticed as a primary means of communication.

Lastly, eye movements, which scored 1 out of 8, are the least dominant form of non-verbal communication observed in this study. Although eye movements can convey certain cues, such as interest or distraction, they are less prominent compared to other types of non-verbal communication. This may be due to the subtle nature of eye movements, which can be harder to detect and interpret in a classroom setting.

2. The Role of Non Verbal Communication in Building Interpersonal Communication between Students at Second Grade

a. Facial Expression as a Reflection of Emotions and Understanding

According to Okon (2011), Nonverbal communication in the classroom serves a variety of goals, including expressing emotions, conveying interpersonal attitudes, presenting personality. Facial expressions such as serious, smiling, and confused are very dominant forms of non-verbal communication in the classroom.

When students show serious expressions, it indicates that they are focused and understand the material being taught. Conversely, a confused expression indicates that they need further explanation. By recognizing and understanding student's facial expressions, teachers can adjust their teaching methods to be more effective, as well as build better relationships with students.

b. Posture as an Indicator of Student Engagement

Students' posture also gives a clear indication of their level of interest in the lesson. Students who sit upright usually show high interest and engagement, while students who lean back with their arms crossed show boredom or lack of interest. Students' awareness of their own posture also allows them to better understand their feelings towards the material being taught, which in turn can help them figure out how to stay focused and engaged in learning. This aligns with the findings in the study "Facilitating student behavioral engagement in ESP classroom through teachers' scaffolding talk," which highlights the importance of non-verbal cues in assessing student engagement and understanding (Gomes et al., 2023).

c. Gestures to Boost Self-Confidence

Hand gestures and head gestures are important tools in non-verbal communication that help students feel more confident when speaking in front of the class or discussing with their friends. Four out of five students felt more free and confident when using hand gestures to express themselves. One other student felt that head movements helped to find the right words when speaking in front of

the class. This shows that non-verbal gestures can help students overcome nervousness and improve their speaking skills. Gesture help in building trust with the audience and can significantly improve the speaker's confidence (Zadeh, S. 2024).

d. Eye Movements and Eye Contact to Strengthen Interaction

Eye movements and eye contact also play an important role in classroom interaction. Students who pay close attention to the teacher during the lesson show their commitment to understanding the material being taught. However, when bored, they may daydream or glance at each other with their friends to give a certain code. Eye contact between students and teachers or between students themselves helps strengthen communication and ensures that the message is well received. Fisher and Frey (2014) note that “students who maintain eye contact with the teacher are often more engaged in learning, while students who avoid eye contact may be disinterested or distracted”.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

1. Facial expression is the most dominant form of non-verbal communication used by students in a learning context, followed by posture, gestures, eye contact, and eye movements. Although students theoretically do not know the definition of non-verbal communication, after being given an explanation, they realized that they often use it unconsciously. Facial expressions, such as serious, smiling, and confused looks, frequently reflect students' understanding and emotions during the learning process. Posture also plays a significant role, with students tending to sit upright when interested in the material and leaning back or crossing their arms when bored. Additionally, hand gestures are commonly used by students when speaking in front of the class or with their peers, helping them to convey messages with greater confidence. Eye contact, though essential in everyday interactions, is often avoided by students when they feel unsure or confused by a question. Lastly, eye movements indicate students' attention, which can fluctuate depending on their level of interest in the lesson. Factors such as interest in the subject and the way the teacher presents the material also influence the use of these non-verbal communication forms. Overall, these findings highlight the importance of non-verbal communication in building

interpersonal relationships among students, which is crucial for creating a supportive and interactive learning environment.

2. The analysis reveals that non-verbal communication, particularly facial expressions, plays a crucial role in the learning environment. While students may not be consciously aware of their use of non-verbal cues, these behaviors—ranging from posture and gestures to eye contact and movements—serve as significant indicators of their engagement, interest, and emotional responses during lessons. The variations in non-verbal communication are influenced by factors such as the students' interest in the subject matter and the teaching style. These findings underscore the importance of recognizing and understanding non-verbal communication as a vital component in fostering effective interpersonal relationships and enhancing the overall educational experience.

B. Suggestions

The implications of this study suggest that understanding and using effective non-verbal communication can help create a more dynamic and supportive learning environment. Teachers need to pay more attention to students' non-verbal communication during the learning process to recognize signs of boredom, confusion or disinterest and adjust their teaching methods to be more responsive to students' needs. In addition, teachers can encourage students to use hand and head movements when speaking to improve their confidence and speaking skills. Students should also develop an awareness of the importance of non-verbal communication in daily interactions, both with

classmates and teachers, and utilize non-verbal communication effectively to express their understanding and feelings towards the material being taught. Further research needs to be conducted to examine the specific effects of different types of non-verbal communication on student learning outcomes and involve more participants and a variety of subjects to gain a more comprehensive understanding of the role of non-verbal communication in education.



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Appendices 1 Observation Checklist

Date : Wednesday, July 24, 2024
 Time : 08.00-09.00
 Class/Subject : Second Grade/Bahasa Indonesia
 Location : MA Muhammadiyah Ereng-ereng
 Observer : Hardianti

1. Facial Expression

No	Name	Serious	Smiling	Confused	Frowning	Additional Notes
1	P1	✓	✓	✓		Discuss
2	P2	✓	✓	✓		Discuss
3	P3	✓	✓	✓		Discuss
4	P4	✓	✓	✓		Discuss
5	P5	✓	✓	✓		Discuss

2. Posture

No	Name	Sitting Upright	Learning Forward	Leaning Back	Arms Crossed	Additional Notes
1	P1	✓				
2	P2	✓				
3	P3	✓		✓	✓	
4	P4	✓				
5	P5	✓				

3. Gesture

No	Name	Large Gestures	Small Gesture	No Gesture	Additional Notes
1	P1		✓		Hand gesture
2	P2		✓		Hand gesture
3	P3		✓		Hand gesture
4	P4		✓		Hand gesture
5	P5		✓		Hand gesture

4. Eye Movements

No	Name	Looking at Teacher	Looking Away	Exchanging Glances with Peers	Additional Notes
1	P1	✓	✓	✓	Staring at teacher
2	P2	✓	✓	✓	Staring at teacher
3	P3	✓	✓	✓	Staring at teacher
4	P4	✓	✓	✓	Staring at teacher
5	P5	✓	✓	✓	Staring at teacher

5. Eye Contact

No	Name	Eye Contact with Teacher	Eye Contact with Peers	Avoiding Eye Contact	Additional Notes
1	P1	✓	✓	✓	Discuss
2	P2	✓	✓	✓	Discuss
3	P3	✓	✓	✓	Discuss
4	P4	✓	✓	✓	Discuss
5	P5	✓	✓	✓	Discuss

Date : Wednesday, July 24, 2024
 Time : 09.00-10.30
 Class/Subject : Second Grade/Sejarah Indonesia
 Location : MA Muhammadiyah Ereng-ereng
 Observer : Hardianti

1. Facial Expression

No	Name	Serious	Smiling	Confused	Frowning	Additional Notes
1	P1	✓	✓	✓		Attention the teacher explanation
2	P2	✓	✓	✓		Attention the teacher explanation
3	P3	✓	✓	✓		Attention the teacher explanation
4	P4	✓	✓	✓		Attention the teacher explanation
5	P5	✓	✓	✓		Attention the teacher explanation

2. Posture

No	Name	Sitting Upright	Learning Forward	Leaning Back	Arms Crossed	Additional Notes
1	P1	✓		✓	✓	Writing learning material
2	P2	✓				Writing learning material
3	P3	✓		✓	✓	Writing learning material

4	P4	✓				Writing learning material
5	P5	✓		✓		Writing learning material

3. Gesture

No	Name	Large Gestures	Small Gesture	No Gesture	Additional Notes
1	P1		✓		Hand gesture
2	P2		✓		Hand gesture
3	P3		✓		Hand gesture
4	P4		✓		Hand gesture
5	P5		✓		Hand gesture

4. Eye Movement

No	Name	Looking at Teacher	Looking Away	Exchanging Glances with Peers	Additional Notes
1	P1	✓	✓	✓	Staring at teacher
2	P2	✓	✓	✓	Staring at teacher
3	P3	✓	✓	✓	Staring at teacher
4	P4	✓	✓	✓	Staring at teacher
5	P5	✓	✓	✓	Staring at teacher

5. Eye Contact

No	Name	Eye Contact with Teacher	Eye Contact with Peers	Avoiding Eye Contact	Additional Notes
1	P1	✓	✓	✓	Discuss
2	P2	✓	✓	✓	Discuss
3	P3	✓	✓	✓	Discuss
4	P4	✓	✓	✓	Discuss
5	P5	✓	✓	✓	Discuss



Date : Friday, July 25, 2024
 Time : 08.45-10.00
 Class/Subject : Second Grade/Seni Budaya
 Location : MA Muhammadiyah Ereng-ereng
 Observer : Hardianti

1. Facial Expression

No	Name	Serious	Smiling	Confused	Frowning	Additional Notes
1	P1	✓	✓	✓	✓	Attention the teacher explanation
2	P2	✓	✓	✓	✓	Attention the teacher explanation
3	P3	✓	✓	✓	✓	Attention the teacher explanation
4	P4	✓	✓	✓	✓	Attention the teacher explanation
5	P5	✓	✓	✓	✓	Attention the teacher explanation

2. Posture

No	Name	Sitting Upright	Learning Forward	Leaning Back	Arms Crossed	Additional Notes
1	P1	✓				Writing learning material
2	P2	✓				Writing learning material
3	P3	✓		✓		Writing learning material

4	P4	✓				Writing learning material
5	P5	✓		✓		Writing learning material

3. Gesture

No	Name	Large Gestures	Small Gesture	No Gesture	Additional Notes
1	P1		✓		Hand gesture
2	P2		✓		Hand gesture
3	P3		✓		Hand gesture
4	P4		✓		Hand gesture
5	P5		✓		Hand gesture

4. Eye Movement

No	Name	Looking at Teacher	Looking Away	Exchanging Glances with Peers	Additional Notes
1	P1	✓	✓	✓	Staring at teacher
2	P2	✓	✓	✓	Staring at teacher
3	P3	✓	✓	✓	Staring at teacher
4	P4	✓	✓	✓	Staring at teacher
5	P5	✓	✓	✓	Staring at teacher

5. Eye Contact

No	Name	Eye Contact with Teacher	Eye Contact with Peers	Avoiding Eye Contact	Additional Notes
1	P1	✓	✓	✓	Discuss
2	P2	✓	✓	✓	Discuss
3	P3	✓	✓	✓	Discuss
4	P4	✓	✓	✓	Discuss
5	P5	✓	✓	✓	Discuss



Date : Monday, July 26, 2024
 Time : 09.00-10.30
 Class/Subject : Second Grade/Matematika
 Location : MA Muhammadiyah Ereng-ereng
 Observer : Hardianti

1. Facial Expression

No	Name	Serious	Smiling	Confused	Frowning	Additional Notes
1	P1	✓		✓		Attention the teacher explanation
2	P2	✓		✓		Attention the teacher explanation
3	P3	✓		✓		Attention the teacher explanation
4	P4	✓		✓		Attention the teacher explanation
5	P5	✓		✓		Attention the teacher explanation

2. Posture

No	Name	Sitting Upright	Learning Forward	Leaning Back	Arms Crossed	Additional Notes
1	P1	✓		✓		Doing assignment
2	P2	✓		✓		Doing assignment
3	P3	✓		✓		Doing assignment
4	P4	✓		✓		Doing assignment
5	P5	✓		✓		Doing assignment

3. Gesture

No	Name	Large Gestures	Small Gesture	No Gesture	Additional Notes
1	P1		✓		Hand, discuss.
2	P2	✓	✓		Hand, stand up, discuss.
3	P3		✓		Hand, discuss.
4	P4	✓	✓		Hand, stand up, discuss.
5	P5	✓	✓		Hand, stand up, discuss.

4. Eye Movement

No	Name	Looking at Teacher	Looking Away	Exchanging Glances with Peers	Additional Notes
1	P1	✓	✓	✓	Staring at teacher, peers, discuss.
2	P2	✓	✓	✓	Staring at teacher, peers, discuss.
3	P3	✓	✓	✓	Staring at teacher, peers, discuss.
4	P4	✓	✓	✓	Staring at teacher, peers, discuss.
5	P5	✓	✓	✓	Staring at teacher, peers, discuss.

5. Eye Contact

No	Name	Eye Contact with Teacher	Eye Contact with Peers	Avoiding Eye Contact	Additional Notes
1	P1	✓	✓	✓	Discuss
2	P2	✓	✓	✓	Discuss
3	P3	✓	✓	✓	Discuss
4	P4	✓	✓	✓	Discuss
5	P5	✓	✓	✓	Discuss



Appendices 2 Interview Question

Interview

1. Can you describe what non verbal communication means to you?

(Menurutmu apa yang dimaksud dengan komunikasi non verbal?)

2. In your opinion, how important is non verbal communication in the classroom? Can you give an example of a time when non verbal cues helped you understand something better?

(Menurutmu, seberapa penting komunikasi non verbal di kelas? Bisa kamu berikan contoh ketika isyarat non verbal membantu kamu memahami sesuatu dengan lebih baik?)

3. How do you interpret your facial expression during class? Will it affect the way your friends or teachers understand the message you convey?

(Bagaimana kamu menafsirkan ekspresi wajah Anda selama kelas? Apakah akan mempengaruhi cara teman-teman atau gurumu memahami pesan yang kamu sampaikan?)

4. How do you interpret your body posture during class? What do you think about the impact of body posture on communication?

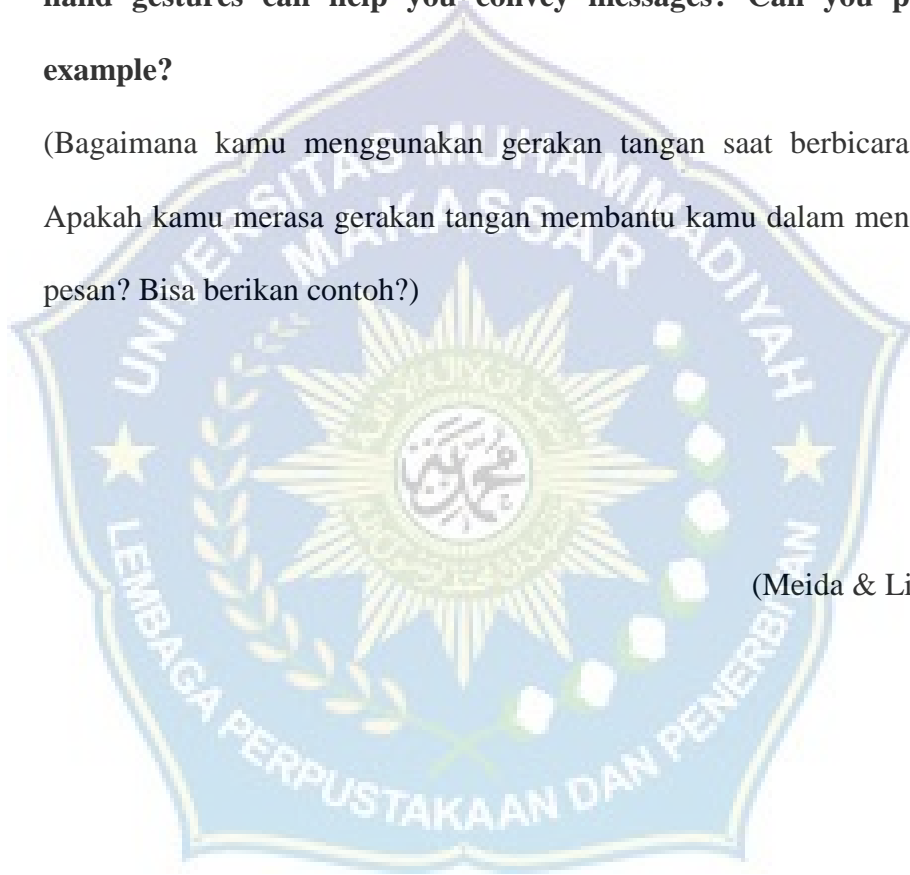
(Bagaimana kamu menafsirkan postur tubuh mu selama kelas? Apa yang kamu pikirkan tentang dampak postur tubuh terhadap komunikasi?)

5. When you make eye contact or look away, what message do you intend to convey to your classmates or teacher? How do you feel about using eye movements in communication during class?

(Ketika kamu melakukan kontak mata atau mengalihkan pandangan, apa yang kamu ingin sampaikan kepada teman atau gurumu? Bagaimana perasaanmu tentang menggunakan gerakan mata dalam komunikasi di kelas?)

6. How do you use hand gestures when speaking in class? Do you feel that hand gestures can help you convey messages? Can you provide an example?

(Bagaimana kamu menggunakan gerakan tangan saat berbicara di kelas? Apakah kamu merasa gerakan tangan membantu kamu dalam menyampaikan pesan? Bisa berikan contoh?)



(Meida & Linda, 2023)

Appendices 3 Research Document



**MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
UPT PERPUSTAKAAN DAN PENERBITAN**

Alamat kantor: Jl.Sultan Alauddin NO.259 Makassar 90221 Tlp.(0411) 866972,881593, Fax.(0411) 865588

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

SURAT KETERANGAN BEBAS PLAGIAT

UPT Perpustakaan dan Penerbitan Universitas Muhammadiyah Makassar,
Menerangkan bahwa mahasiswa yang tersebut namanya di bawah ini:

Nama : Hardianti
Nim : 105351102920
Program Studi : Pendidikan Bahasa Inggris

Dengan nilai:

No	Bab	Nilai	Ambang Batas
1	Bab 1	8 %	10 %
2	Bab 2	17 %	25 %
3	Bab 3	6 %	10 %
4	Bab 4	0 %	10 %
5	Bab 5	2 %	5 %

Dinyatakan telah lulus cek plagiat yang diadakan oleh UPT- Perpustakaan dan Penerbitan Universitas Muhammadiyah Makassar Menggunakan Aplikasi Turnitin.

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan seperlunya.

Makassar, 21 Agustus 2024
Mengetahui,

Kepala UPT- Perpustakaan dan Penerbitan,





MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Nomor : 16661/FKIP/A.4-II/VII/1446/2024
 Lampiran : 1 (Satu) Lembar
 Perihal : Pengantar Penelitian

Kepada Yang Terhormat
Ketua LP3M Unismuh Makassar
 Di -
 Makassar

Assalamu Alaikum Warahmatullahi Wabarakatuh

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar menerangkan bahwa mahasiswa tersebut di bawah ini:

Nama	Hardianti
Stambuk	105351102920
Program Studi	Pendidikan Bahasa Inggris
Tempat/ Tanggal Lahir	Bantaeng / 29-11-2002
Alamat	Jl. Sultan Alauddin 2, Lorong 2D, Pondok Diana

Adalah yang bersangkutan akan mengadakan penelitian dan menyelesaikan skripsi dengan judul: *An Analysis of the Student's Interpersonal Communication at Second Grade in MA Muhammadiyah Ereng-ereng*

Demikian pengantar ini kami buat, atas kerjasamanya dihaturkan *Jazaakumullahu Khaeran Katsiraan.*

Wassalamu Alaikum Warahmatullahi Wabarakatuh.

Makassar, 6 Jumadal Ula 1441 H
 17 Juli 2024 M

Dekan



Erwin Akib, M.Pd., Ph.D.
 NBM. 860 934



**MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR**

LEMBAGA PENELITIAN PENGEMBANGAN DAN PENGABDIAN KEPADA MASYARAKAT

Jl. Sultan Alauddin No. 259 Telp. 866972 Fax (0411) 865588 Makassar 90221 e-mail lp3m@unismuh.ac.id

Nomor : 4865/05/C.4-VIII/VIII/1445/2024

Lamp : 1 (satu) Rangkap Proposal

Hal : Permohonan Izin Penelitian

23 August 2024 M

19 Safar 1446

Kepada Yth,

Bapak /Ibu Kepala Sekolah

MA Muhammadiyah Ereng-Ereng

di -

Makassar

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Berdasarkan surat Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar, nomor: 16661/FKIP/A.4-II/VII/1446/2024 tanggal 17 Agustus 2024, menerangkan bahwa mahasiswa tersebut di bawah ini :

Nama : HARDIANTI

No. Stambuk : 10535 1102920

Fakultas : Fakultas Keguruan dan Ilmu Pendidikan

Jurusan : Pendidikan Bahasa Inggris

Pekerjaan : Mahasiswa

Bermaksud melaksanakan penelitian/pengumpulan data dalam rangka penulisan Skripsi dengan judul :

"AN ANALYSIS OF THE STUDENT'S INTERPERSONAL COMMUNICATION AT SECOND GRADE IN MA MUHAMMADIYAH ERENG-ERENG"

Yang akan dilaksanakan dari tanggal 17 Juli 2024 s/d 17 September 2024.

Sehubungan dengan maksud di atas, kiranya Mahasiswa tersebut diberikan izin untuk melakukan penelitian sesuai ketentuan yang berlaku.

Demikian, atas perhatian dan kerjasamanya diucapkan Jazakumullahu khaeran

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Ketua LP3M,


UNIVERSITAS MUHAMMADIYAH
MAKASSAR
Dr. Arief Muhsin, M.Pd.
NPM.127761



MAJELIS DIKALITBANG PP MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PRODI PENDIDIKAN BAHASA INGGRIS

Jalan Sultan Alauddin No. 229 5 Makassar
Telp: 0411 4782021 (Secretary)
Email: prodi@umuhmah.ac.id
Web: hg.fkip.umuhmah.ac.id

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

KONTROL PELAKSANAAN PENELITIAN

Nama Mahasiswa : **Hardianti**
NIM : **105351102920**
Judul Penelitian : **An Analysis of the Student's Interpersonal Communication at Second Grade In MA Muhammadiyah Ereng-ereng**
Tanggal Ujian Proposal : **14 Juni 2024**
Tempat/Lokasi Penelitian : **MA Muhammadiyah Ereng-ereng**

No	Hari/tanggal	Kegiatan Penelitian	Nama Guru/terkait	Paraf Guru/terkait
1	29 Juli 2024	Pengantarannya surat penelitian di sekolah	M. Wahyudin, S. Pd.	f
2	25 Juli 2024	Observation checklist (Bahasa Indonesia)	Hocroni, s. pd	f
3	25 Juli 2024	Observation checklist (Sajarah Indonesia)	Hani Aziz, S. Pd	h
4	26 Juli 2024	Observation checklist (Seni Budaya)	Rostyanti, Ummah, S. Pd	Ri
5	29 Juli 2024	Observation checklist (Materi IPS)	H. Samsi, R. S. Pd	h
6	30 Juli 2024	Documentasi sekolah, Profil sekolah		
7	31 Juli 2024	Interview with the 5 second grade students		
8				
9				
10				

Ereng-ereng, 31 Juli 2024

Mengetahui,

Ketua Program Studi,
FKIP Unismuh Makassar

Dr. Umni Khaerati Svam, S.Pd., M.Pd
NBM. 977 807



Dipinjam dari kepala sekolah/instansi

M. Wahyudin, S. Pd., M. Pd
NIR/1010106052007101002



PONTREN KH. AHMAD DAHLAN
MADRASAH ALIYAH MUHAMMADIYAH ERENG-ERENG
 KEC. TOMPOBULU KAB. BANTAENG SULAWESI SELATAN
 Jln. Pendidikan Ereng-ereng Kec. Tompobulu Bantaeng Sulawesi Selatan 92461



SURAT KETERANGAN PENELITIAN

Nomor : 09.58 /IV.4/F/AU/VII/2024

Yang bertanda tangan di bawah ini :

Nama : M. Wahyuddin, S.Pd.I.,M.Pd
 NIP : 19780605 200710 1 002
 Jabatan : Kepala MAS Muhammadiyah Ereng-ereng
 Alamat : Jl.Pendidkan Kel. Ereng-ereng Kec. Tompobulu
 Kab. Bantaeng

Menerangkan bahwa :

Nama : Hardianti
 NIM : 10535 1102920
 Jurusan : Pendidikan Bahasa Inggris
 Fakultas : Fakultas Keguruan dan Ilmu Pendidikan
 Universitas : Muhammadiyah Makassar
 Alamat : Jalan Kopi Dusun Ganting Desa Labbo Kecamatan
 Tompobulu Kabupaten Bantaeng

Yang tersebut di atas adalah BENAR telah mengadakan penelitian/pengumpulan data di MA Muhammadiyah Ereng-ereng dari tanggal 24 – 30 Juli 2024 untuk penyusunan Skripsi berjudul:

“AN ANALYSIS OF THE STUDENT'S INTERPERSONAL COMMUNICATION AT SECOND GRADE IN MA MUHAMMADIYAH ERENG-ERENG ”

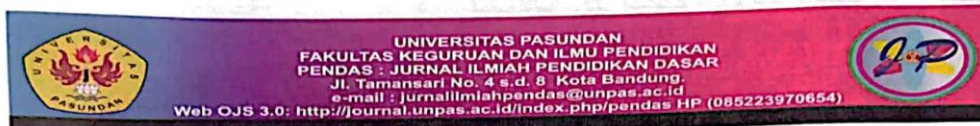
Demikian Surat Keterangan ini kami berikan kepadanya untuk dipergunakan seperlunya.

Bantaeng, 30 Juli 2024

Kepala Madrasah



M. Wahyuddin, S.Pd.I.,M.Pd
 NIP. 19780605 200710 1 002



SURAT KETERANGAN PENERBITAN ARTIKEL (LOA)

Nomor Surat : 5952 / DR / Pendas / VIII / 2024

Saya yang bertandatangan di bawah ini sebagai Pemimpin Redaksi Pendas: Jurnal Ilmiah Pendidikan Dasar, menyatakan dengan sesungguhnya bahwa artikel dengan judul : **Analisis Komunikasi Interpersonal Siswa Kelas XI di MA Muhammadiyah Ereng-ereng** dan identitas penulis sebagai berikut.

Nama Penulis : Hardianti
 Asal Institusi : Universitas Muhammadiyah Makassar
 Penerbitan : Volume 09 No. 3, September 2024

Artikel yang bersangkutan akan diterbitkan pada jurnal Pendas: Jurnal Ilmiah Pendidikan Dasar paling lambat Awal September.
 Demikian agar yang berkepentingan maklum. Terima kasih.

Bandung, 27 Agustus 2024

Ketua Dewan Redaksi Pendas: Jurnal Ilmiah Pendidikan Dasar



Acep Roni Hamdani, M.Pd.
 0418048903

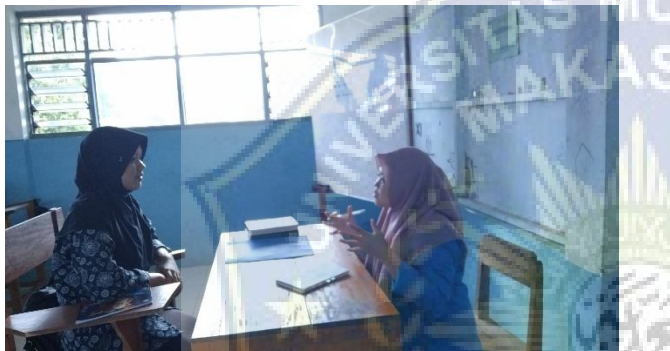
INDEXING



ISSN Cetak : 2477-2143 (SK ISSN CETAK PDII LIPI : 0005.24772143/JI.3.1/SK.ISSN/2015)
<http://u.lipi.go.id/1446425139>
 ISSN Online : 2548-6950 (SK ISSN ONLINE PDII LIPI : 0005.25486950/JI.3.1/SK.ISSN/2016.12)
<http://u.lipi.go.id/1457947422>

Appendices 4 Documentation





CURRICULUM VITAE



Hardianti was born on November 29, 2002, in Bantaeng, South Sulawesi. She is the eldest of two children born to Musa and Rostina, with one sister. She began her formal education at SDN 59 Labbo, Bantaeng Regency, and continued to SMP Negeri 1 Tompobulu for her junior high education. She completed her secondary education at SMA Negeri 3 Bantaeng, graduating in 2020. In the same year, she was accepted as a student in the English Education Department of the Faculty of Teacher Training and Education at Universitas Muhammadiyah Makassar. Through the grace of Allah SWT, and with the unwavering support and prayers of her family and friends, she successfully completed her studies. Her

undergraduate thesis is titled *An Analysis of the Student's Interpersonal Communication at the Second Grade in MA Muhammadiyah Ereng-ereng*.

