

TEACHER-STUDENT VERBAL AND NON VERBAL INTERACTION IN EFL LEARNING

Skripsi

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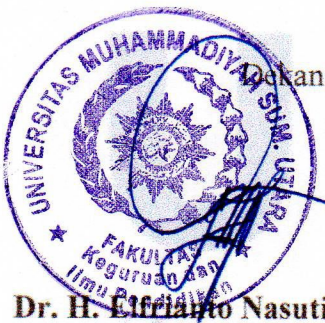
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ABSTRACT

Dita Venica, 1502050229 "Teacher-Student Verbal and Non Verbal Interaction in EFL Learning ". Skripsi: English Education Program. Faculty of Teacher Training and Education, University of Muhammadiyah, North Sumatra, Medan 2019.

This study discusses the types of verbal and non verbal interactions in EFL Learning. This study attempts to answer three problem formulations, namely (1) What types of verbal and non-verbal communication are used by teachers and students in the classroom interaction (2) How are the verbal and non-verbal realized by teacher and students in the classroom, and (3) why are the verbal and non verbal communication realized the way. This research uses descriptive qualitative method. Sources of data obtained from the type of verbal and non-verbal interactions carried out by English teacher at Sinar Husni Vocational School. Data analysis techniques using the theory of Sugiyono (2016), namely data reduction, data display, and drawing conclusions. The research findings show that there are two types of verbal interactions used by English teachers; (1) Small Group Communication and (2) Public Communication. And then, there are three types of non-verbal interactions that are used by teachers: Kinesics, Proxemics, and Facial Expression. Public Communication is often used because Public Communication is used by everyone to provide material or information with others. Including teachers: Of course, teachers must provide information with all of their students in order to have good interaction in class.

Keywords: Types of Verbal and Non Verbal Interactions, Class Interactions.

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The Researcher

Dita Venica

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CHAPTER I

INTRODUCTION

A. The Background of Study

Communication is important in the learning interaction between teachers and students as a tool to share and give information in two ways, either students to teacher or teacher to students. According to Pogue and AhYun, (2006:05) states that teacher also should be able to give understandable instruction or explanation to their students, so then students will be easier in understanding the materials or instruction given. In this case, the students have quite difficult in understanding the materials or instruction given, especially for EFL students in Indonesia.

On EFL Learning, teacher should be able to a verbal and non verbal communication during his or her teaching activities. It is demanding a significant impact on the comprehension of the students which ultimately results in better learning and understanding of the concepts. The teacher should have an ability to create a favorable atmosphere through their communication style because it takes the important roles in the classroom. The relationship between teacher and students in the classroom can create a positive classroom environment when there is a supportive relationship between them. Because it can offer chances for students to be motivated and feel engaged in improving the learning process.

Whereas, Communication has the characteristics of good communication between teachers and students such as (1) Actively Listen: the teacher communication with students using a two-way street, sending information learning is only half of the communication, the other half of the receiving-listening students explained by the teacher. According to Ralph G. Nichols (1948:05) states that the most basic of all human needs is the need to understand and be understood, the best way to understand people is to listen to them. (2) Effective Gestures: the teacher use silent language, gestures help message communication of words and ideas, effective or ineffective to convey learning to students. (3) Strong Eye Contact: the teacher can use eye contact to see students while teaching and can have a memory by students when seen by the teacher. According to Katherine Schreiber and Heather Hausenblas, Ph.D., states that eye contact can have memories of the person being seen. as a teacher must give an effective signal to ensure learning information is received by students. the teacher must also maintain strong eye contact to ensure students understand learning seriously.

In addition, the teacher must have strong important communication skills in the classroom for EFL Learning. It must improve verbal and non-verbal communication skills to show students effectively what the appropriate class behavior means. The majority of communication with students is non-verbal, strong verbal communication is also important, while a teacher must show students the rules and lessons in class that they need to know. This involves exchanging verbal communication between teacher and students,

teacher must know that students need to interact to activate their conversation because these skills need practice and experience to develop.

In addition, an English as a foreign learning non-verbal communication is very demanding because non-verbal communication has a significant impact on students' understanding which ultimately results in better learning and understanding of concepts. According to Butt & Shafiq, (2013: 27) states that non-verbal communication plays a very significant role during the teaching and learning process in the classroom. This means that non-verbal communication cannot be separated. This statement implies that non-verbal communication is a support thing that makes verbal communication more understandable every time. It is used in EFL learning where students still have inadequate mastery of English. Here, the researcher realizes that the characteristics of communication and types of verbal and non verbal communication, between teacher, and students are an important part of communication, especially in EFL learning.

However, in reality, a teacher and students do not apply the characteristics of communication and verbal and non verbal communication between teacher and students in EFL learning. According to Effendy, (1982:32) "two-way communication occurs between the interaction of teacher and student, are not only the teacher active to conveying a message but there are also active roles of students in giving reactions or feedback from what the teacher has to say."

However, verbal and non verbal communication are not utilized appropriately. The teacher only emphasizes on grammar mastery, reading

comprehension rather than communication competencies and the teacher, does not have communication skills in the classroom for EFL Learning. According to Rusmadjadi (2010: 35) “Learning English in a monotonous way does not give students the chance to interaction with other students. Learning to speak English is not limited to giving knowledge that is memorized (grammatically); it will be even better if in learning to speak English there is an interaction between one student and another student.”

In addition, based on researcher; observation and interview with students held in 29 April, 30 April and 2 Mei 2019, it was found that most of the students are not interested in EFL learning, If there is no any communication giving to each other reactions or feedback from what the teacher said in EFL learning in the classroom. This is because the teacher does not give students the chance to give a reaction, or feedback from what the teacher delivered. Whereas, according to Nana Sudjana (2005: 45) “communication does not only involve dynamic interactions between teacher and students, but also involves dynamic interactions between students with each other”. When teacher teaching in the classroom, the teacher has difficulty in conveying information such as what students need because they do not understand what the teacher has said.

Hence, the researcher is interested in analyzing various communication patterns between teacher and students and the types of verbal and non-verbal communication between teacher and students use in the classroom in EFL learning in SMK Sinar Husni Helvetia. This research will focus on communication patterns and types of verbal and non-verbal communication to

know why students are not interested in learning English which used the communication pattern and types of verbal and non-verbal communication in EFL Classroom.

B. Identification of the Problem

The problems in this research are identified as follows:

1. Teacher and students did not use good communication in EFL learning in the classroom.
2. The teacher did not apply the communication pattern when learning in the classroom.
3. Students were not interested in learning English if the teacher cannot communicate well.
4. Students were not given a chance to give feedback or reactions to the teacher's utterances.

C. The Scope and Limitation of the Problem

The scope of this research is a pattern of communication and limits on the type of verbal and non-verbal communication.

D. Formulation of the Problem

The research problem is formulated as follows:

1. What types of verbal and non-verbal communication are used by teachers and students in the classroom interaction?

2. How are the verbal and non verbal realized by teachers and students in the classroom?
3. Why are the verbal and non verbal communication realized the way they are?

E. The Objectives of the Study

1. To identify types of verbal and non-verbal communication used by teachers and students in the classroom interaction.
2. To describe how the verbal and non verbal realized by teacher and students in the classroom.
3. To investigate why the verbal and non verbal communication realized the way they are.

F. The Significance of the Study

The research findings were expected are useful not only theoretically but also practically. Theoretically, this findings hopefully useful to expand the reader horizon about the types of verbal and non-verbal used by teachers and students in the classroom interaction. Furthermore, this research will add up references for everyone who interested in this topic particularly in the types of verbal and non-verbal used by teachers and students in the classroom interaction.

In practically, this findings are expected to be useful to improve skill communication verbal and non-verbal in the classroom interaction. In line with

the teaching and learning process, teachers and students are hope to be able to develop their communication competence in verbal and non verbal interaction in the classroom interaction. The last, for the other researcher, this finding will be useful for adding information and references about types of verbal and non-verbal used by teachers and students in the classroom interaction.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

The theoretical framework is important both for the researcher and the readers. In this case, it provides some terms, which are important to make clear from the start in order to minimize or prevent misunderstanding between the researcher and readers about the topic. There are many points in this research that discussed to the reader and the researcher have the same perception as follows:

1. Communication

Experts agreed that the communication in the classroom is one of the skill complicated in education fields and it is as the center of classroom activities. The teacher had important roles in the success and the failure of the teaching and learning process. The teacher should interact as a communicative as possible in order to make the students understand what the teacher is talking about. According to Yunus (2013:01) states that professional teachers need to be equipped with the ability to present themselves as well as the cognitive ability. Present themselves in question means the teachers should have an ability to create a favorable atmosphere through their communication style because it takes the important roles in the classroom.

2. The Purpose of Communication

According to Riant Nugroho (2004:72), states that the purpose of communication is to create shared understanding or change perceptions, even behavior. While according to Katz and Robert L. Kahn said that which is the main thing about communication is the exchange of information and the delivery of the meaning of a social system or organization. However, communication does not only convey information or messages, but communication is carried out by one with another party in an effort to form a meaning and carry out its hopes (Rosadi Ruslan, 2003). This communication will have a very important role in determining how effectively someone works together and coordinates efforts to achieve goals.

3. Types of Strategies Communication

A Communication Strategy is defined as “a systematic technique employed by a speaker to express his or her meaning when faced with some difficulty” (Corder, 1981, in Dornyei, 1995:56). Communication Strategies help the learners to keep on using the language in communicating with others. According to Dornyei (1995:55), there are twelve (12) types of Communication Strategies:

- a. Message abandonment: the strategy of leaving message unfinished because of language difficulties. For example: a learner says “he took the wrong way in mm...” (He/she does not continue his/her utterance).

- b. Topic avoidance: the strategy where learners try not to talk about concepts which they find it difficult to express. For example: a learner avoids saying certain words or sentence because he/she does not know the English terms or forget the English terms.
- c. Circumlocution: the strategy used by learners in which they describe or paraphrase the target object or action. For example: if a learner does not know the word corkscrew, he/she replaces it by saying 'the thing that you use to open the bottle'.
- d. Approximation: the strategy in which a learner uses an alternative term to express the meaning of the target lexical item as closely as possible. For example: ship for sail boat; pipe for water pipe.
- e. Use of all-purpose words: This is the strategy when learners expand an empty lexical item to context where certain words are lacking. For example: the overuse of the words thing, stuff, make, do, what-do-youcall-it, what-is-it.
- f. Word coinage: a learner creates an L2 word based on his/her knowledge of morphological rules. For example: vegetarianist for vegetarian. (vegetarianist is not stated in the dictionary).
- g. Use of nonlinguistic means: a learner uses non-linguistic resources such as mime, gesture, facial expression, and sound imitation to help him/her in expressing the meaning. For example: a learner uses his/her hands and acts like flying to refer to birds.

- h. Literal translation: the strategy in which learners translate a lexical item, an idiom, or a structure from their L1 to L2. For example: do not enter sign for no entry sign.
- i. Foreignizing: learners use L1 word by adjusting it to L2 phonologically. For example: a learner does not know the word tap, he/she uses the L1 word, that is kran but with L2 pronunciation, so he/she says kren.
- j. Code switching: the strategy in which learners use their L1 word with L2 pronunciation. For example: if a learner does not know the word baki, he/she will say 'baki' with L2 pronunciation.
- k. Appeal for help: the strategy where the students ask other students or teacher for help because they do not know or forget some words, structures, or idioms. for example: a learner may ask his/her friend by saying 'What do you call.....?'
- l. Use of fillers/hesitation devices: a learner may use filling words to fill pause and to gain time to think. For example: well, as a matter of fact, now let me see. Wajnryb (1987) added the examples of fillers such as I think, you know, you see, um, mm, ah, sort of, OK, right, really.

4. VerbalCommunication

According to Michael Burgoon in Wiryanto (2005:06) states that Communication activities take place in face to-face situations between two or more people, both organized and in crowds. Because the way a person conveys a

message to others is the basis of a form of communication. Communication has a type that there are several types in a communication.

According Santrock (2001:1449) states that there are two styles of delivery of messages in verbal communication, which is the style of the message "you" and style of the message "I". Your message style is a style that is not liked by students because the speaker seemed to judge others and putting students in a defensive position. For example, "that's really a stupid word" which means "what you say is really stupid". Or "stay away from me" which means "you interrupt my life". Whereas communication "I" message reflects the speaker's feelings and better. The "I" message can shift conversations in a constructive direction by expressing feelings without judging other people or students. For example, "I am angry because things are so bad", "I'm sad if my feelings are not noticed". In the learning process, teachers must be able to monitor their own conversations, as well as monitor student conversations in order to guide them to use more of messages "my".

Communication in literal terms means, transfer of information from one person to another. Verbal communication means, transfer of information through talking. It uses numbers, words, symbols and sounds to construct a dialog for its listener. Communication intends to express, impress, warn and emote a certain message. Various styles are adopted to achieve this purpose, depending on the audience, circumstance, event and the occasion. The manner in which a certain message is communicated decides the communication styles.

5. Types of Verbal Communication

Verbal communication includes sounds, words, language, and speech. Speaking is an effective way of communicating and helps in expressing our emotions in words. According to Dedy mulyana (2005: 73) states that communication classified into four types, which are:

a. Interpersonal Communication

This form of verbal communication takes place between two individuals and is thus a one-on-one conversation. Here, the two individuals involved will swap their roles of sender and receiver in order to communicate in a clearer manner.. According to Miller (1978:50) states that Interpersonal communication (IPC) has been defined in many ways. interpersonal communication occurs between two individuals when they are close in proximity, able to provide immediate feedback and utilize multiple senses.

b. Intrapersonal Communication

This form of verbal communication is extremely private and restricted to oneself. It includes the silent conversations will have with oneself, wherein we juggle roles between the sender and receiver who are processing thoughts and actions. This process of communication when analyzed can either be conveyed verbally to someone or stay confined as thoughts. According to Oliver, E. J., Markland, D., Hardy, J., & Petherick, C. M. (2008: 201)states that first person intrapersonal talks are more frequently used when people are talking to themselves about their feelings

c. Small Group Communication

This type of verbal communication can take place only when there are more than two people involved. Here the number of people will be small enough to allow each participant to interact and converse with the rest. A discussion group is examples of group communication. Unless a specific issue is being discussed, small group discussions can achieve an interdependent goal. According to Brillhart and Galanes (1998:44) states that Small group communication is the interaction of a small group of people to achieve an interdependentgg goal.

d. Public Communication

This type of verbal communication takes place when one individual addresses a large gathering of people. There is usually a single sender of information and several receivers who are being addressed. According to Pearson et al., (2009:20). states that In public communication, the source adjusts the message sent to the recipient of the message in order to achieve maximum understanding. Sometimes, virtually the message recipient can understand the message conveyed by the message source or even not understand at all.

6. Non Verbal Communication

According to Patricia (2000:72),states that there are two main type of nonverbal communication. Body language is the first. Body language is body movements that depend on a person's attitude or feeling. Body language includes the way people walk, how they stand, and their facial features. In other words, any

kind of meaning that is shown by a person's body attitude or movements. For example, when a boy is sad he may drop his head and walk slowly. Or, if a girl is happy, she might run and jump or stand up straight and put her hands in the air. People don't have to say anything to show how they feel about things. The color of people's skin may even show how they feel. For example, if a guest with light colored skin get embarrassed, their skin may turn red, or if they are worried, they might get pale. Body language can be voluntary (on purpose) or involuntary (a person can't help it). An interesting fact is that blind people will smile when happy even though they have never seen a smile.

7. Types of Non Verbal Communication

According to Burgoon, Buller, and Woodall, (1994:07) states that there were 7 kinds of non-verbal communication namely, kinesics, proxemics, oculosics, chronemics, paralanguage and, posture".

7.1 Kinesics

Kinesics is divided into three different focuses those are body movements, facial expressions, and gestures. The teacher in the class is more likely to be active as indicated by their body movement. There were enthusiastic and welcome to teach the students.

7.2 Proxemics

The use of space in the classroom can have a major impact on communication. The teacher advances more often, to approach students during the learning process.

7.3 Facial Expression

The smile is the most frequent one used by the teacher. Teacher use smile whenever they appreciate the students' work, in humorous situations, or whenever the class has an uncomfortable at-mosphere, the smile can alter sad feelings into happiness as well as boredom. implicitly smile can also strengthen students' motivation, and their confidence to talk with their teachers.

7.4 Haptics

Haptics is a way to motivate students in the class more willing to appear in front of the class but are rarely used. A teacher used haptics to motivate students to dare to come in front of the class with confidence.

7.5 Eye contact

One of the most important parts of non-verbal communication is eye contact between teacher and the students. It strengthens the ver-bal communication between teachers and their students, moreover, in teaching and learning process where the teacher has the role as the source person.

7.6 Chronemics

Time is one of the crucial parts when it deals with teaching and learning process. Based on the video, both of the teachers are a more likely punctual person. Meaning that they started and ended the classroom session on time just like what had been scheduled by the school. During teaching and learning activity, there are some parts that need time man-agement those are beginning, middle, and end-ing.

7.7 Paralanguage

Vocal cues include intonation, voice quality, and vocal emphasis and which can enhance verbal meaning. The teacher can provide clear or important information to students by giving vocal emphasis to the intonation, and quality of the teacher's voice.

B. Related Studies

People communicate in many different ways, one of the most important ways, of course, is through language (verbal communication). For a long time, only language occurs to us immediately when we discuss human communication, while nonverbal communication is neglected to large extent. In fact, nonverbal communication plays a very important role in teaching learning process (Bunglowala & Bunglowala, 2015:371). On the basis of the medium, communication had been divided into verbal communication and non verbal communication. Verbal communication involves the use of the language whereas the nonverbal communication is essentially based on the use of expressions, gestures, action etc. Both the forms of the communication are extremely important for complete transfer/understanding of the content yet when it comes to the teaching learning process, verbal communication plays a much more vital role in transfer of knowledge (Rawat, 2016:3059).

In the selection of words, the intended concept must be exactly in the words of the educator. It is appropriate to use clear, concise, polite, correct and rich expression in oral communication with the audience to transmit the speaker's intention to the audience properly (Najafi, 2013:193). Verbal skills are generally

divided into four parts; listening, speaking, reading and writing. Among these skills, speaking has the bigger degree of importance and usefulness and has more decisive impact on oral communication with the audience (Khabaz, 2013:431).

Chaudhry & Arif (2012:57) state that verbal communication itself does not create that impact upon students' mind and hearts as does non-verbal communication that complements the verbal message. Same verbal message may create opposite meaning and interpretation by students, the way the message is communicated through the medium of non-verbal communication.

Studies on non verbal communication have generally focused on the teaching methods in the classroom which may be used in teaching any subject. Learners have not paid serious attention to the unique situation in English class. Foreign language teachers who intentionally control their movements and position enjoy a delicate but effective power. During pattern drills, they can increase observably by tempo of the class, while decreasing teacher talk at the same time. Language teachers can use body language such as gestures to signal and instigate changes in the class atmosphere and thus further their instructional goals, throughout a class period encompassing such as various activities as conversation and choral repetition (Qi Pan, 2014:2627).

Canan P. Zeki / *Procedia Social and Behavioral Sciences* 1 (2009:1449) states that by The importance of non verbal communication in classroom management. What do the students enrolled in the classroom management course report on the meaning of eye contact, mimics and gestures? The way university students interpret eye contact, mimics and gestures is different. They mostly

perceive eye contact as a source for motivation, concentration, enthusiasm and tool for taking and maintaining attention. Most of the students indicated how motivated they become as a result of teachers eye contact, mimics and gestures feeling themselves comfortable, confident and important. Teacher's non verbal communication creates a comfortable and relaxing atmosphere for them and this enable them to have self-confidence which also leads to an increase in the participation and contribution to the lesson.

C. Conceptual Framework

Verbal interaction is communication that uses words, either spoken or written. This communication is most widely used in human relationships. One important aspect to consider in verbal communication is a style of delivering a message. There are some styles of verbal communication that can be used. The teacher must be able to understand the styles of verbal communication in teaching and learning process. In order to success the learning process.

Non Verbal interaction is thenon linguistic transmission of information through visual, auditory, tactile, and kinesthetic (physical) channels. Non Verbal interaction includes facial expressions, te tone andpitch of the voice, gestures displayed through body language (kinesics) and the physical distance between the communicators (proxemics).

This research was intended to find out what are the impact of verbal and non verbalinteraction used by the English teacher in EFL Learning. The

researcher took a video of the teacher when teaching and the data collected were analyzed.

The conceptual Framework of this research was design as the following diagram:

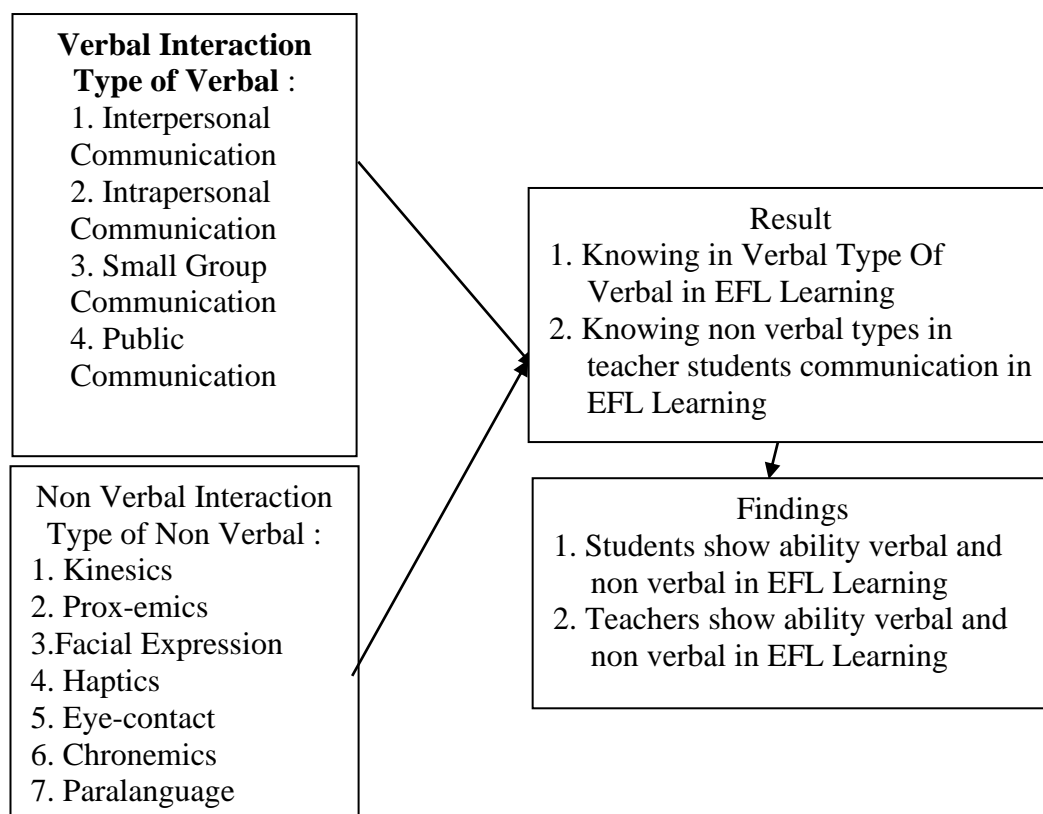


Figure 2.1 The Conceptual Framework

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This study applied a descriptive qualitative method which was use according to Miles and Huberman (1994), states that qualitative research is a design and method of data analysis guided by the philosophical assumptions of qualitative inquiry, but this research also used a simple calculation in describing the data. The data collected by video recording, observation, and field note. This method used to discover, identify, describe and investigate the types of verbal and non-verbal communication in classroom interaction. This design was use because of this study obtained the information concerning the current status of the phenomena to describe the relevance with respect to variables or conditions in a situation.

B. Source Data

The source of data used taken from the communication of teacher to students in the classroom interaction. In the classroom the use verbal and non-verbal communication, consist analysis based giving information, asking a question, in demanding the students to do respond communication by teacher, and give a question to the students. There are two classes which are the source of data, namely class XI-TKR-1 by teacher- students and XI-TKR-3 by teacher and students.

C. Technique of Data Collection

The data will be gathered through especially observation, records and field notes.

1. Observation

The researcher observed the learning process in order to investigate the verbal and non-verbal interaction in the classroom among the teachers and students in one meeting by using data. Before analyzing the data, the researcher will be identified and classified whether the data use verbal and non-verbal communication in the classroom interaction.

2. Recording

The recording was used as a tool to analyze types of verbal and non-verbal interaction in the classroom. During the teaching-learning process, the audio will be recording the whole verbal and non verbal interaction between teachers and students in the classroom.

3. Field Note

Field notes were used to write in detail, carefully, broadly, and deeply from the results of observations in the field.

D. The Technique of Data Analysis

The data analysis analyzed based on Miles, Huberman (1992), there are three step in analyzing the data, namely data collection, data reduction, data display, drawing conclusion/verifying.

1. Data collection

Data collection refers to the process of collecting all the data. In this research, the researcher collecting the data, firstly the data analyzed by making a field note and the researcher focuses on the main problem of the research. Then, Data identified and then classified into a simpler way. So, by collecting data can make the description of the data clearer and make it easier for researchers to collect data continuously and find it if they need it.

2. Data Reduction

Data reduction refers to the process selecting, focusing, simplifying abstracting and transforming the raw data that appear in written-up fields notes.

a. Selecting

The researcher selected language use ideology and power utterances which contained the discourse analysis on mood structure of teachers' talk in the classroom.

b. Focusing

Researchers pay attention to the appropriate data. In this study, researchers only focusing on types of verbal and non verbal interaction in the classroom.

c. Simplifying

Simplifying helped the researcher to simplify the data. The data that had been collected was simplified so the researcher was easy to analyze it.

d. Abstracting

Abstracting means summarize the data. In this research, the researcher analysis types of verbal and non verbal interaction in the classroom used teachers and students related to communication pattern.

3. Data display

The data is display in a series of the following charts that map all critical paths, decision points, and supporting evidence that arises from making data for each site. the display helps us to understand what is happening and to do something about that understanding, in this step, the data has been compiled to answer research problems, to the types of verbal and non-verbal interaction in the classroom.

4. Conclusions: drawing/verification

The final step is conclusions drawn continuously through the course of the study. This process is part of answering the questions. And in this section also observes what researchers can, so that researchers can find time by compiling the data obtained into knowledge. Verifying, integrally linked to conclusion drawing, reviewing data to check or verify conclusions. This is the last step to draw conclusions from the data that has been studied and in this section, the researcher explains and shows the findings that have been obtained.

The technique of data analysis was presented in the diagram below :

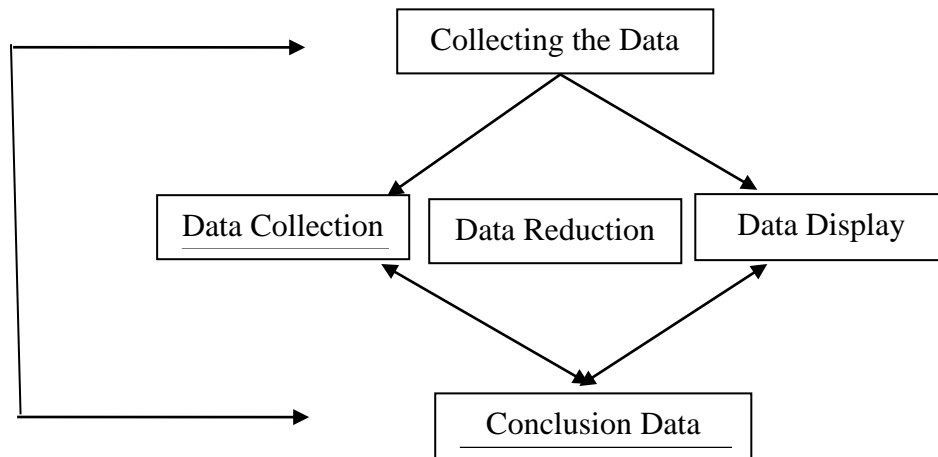


Figure 3.4 Processes of Data Analysis

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. FINDINGS

The data of this study were the type of verbal and non-verbal interaction of English teachers at SMK Sinar Husni Medan. Researchers obtained data after making observations in class XI-TKR 1 and XI-TKR-3 by recording all the teacher's words during the teaching and learning process in classroom. During observations the teacher used two types of verbal interactions: Small group communication and public communication. In the learning process, the teacher used public communication more often because the teacher always involved all students in the learning process so that male teacher know the students development in EFL Learning.

In addition, there were three types of non verbal interaction that are used by English teacher during the teaching and learning process. These interactions include Kinesics, Proxemics, and Facial Expression. Kinesics are body movements that can be done by the teacher to supervise students in the classroom. Proxemics is the use in the classroom for teacher more often come in front class to approach students in the learning. and FacialExpression is a facial expression used a teacher to appreciate whether students are doing occurrence to answer from question, a teacher can give a smile for students to appreciation for them because the students are doing courage in front class.

B. DISCUSSION

1. Type of Verbal Interaction

Verbal communication is a way to communication and help providing information or news with words. This is a learning process in the classroom. The type of verbal interaction used a teacher in the classroom are Public communication and Small group communication. There were type of verbal interaction used a teacher-students in EFL classroom interaction:

1.1. Public Communication

This communication is used by the teacher and students, when a teacher provides something of learning with all students using communication in classroom. and communication used students to give a responses from teacher when give question learning in classroom. As described in the following example:

Teacher : Do you still remember the last lesson? (D1/M/Pc/Tc)

Students : Yes, we remember sir. (D2/M/Pc/St)

The data (D1/M/Pc/Tc) showed that the teacher asked students whether students still remember lessons last week when the beginning of the lesson in the classroom. This expression is used by the teacher as a material opening question, where purpose the teacher is to see how they remembered the lesson last week. and the data (D2/M/Pc/St) showed that The students responded to the teacher when the teacher asked the students if they still remember the lesson and they also answer with expression yes, we remember sir. This expression is used by students because students have been understanding the questions asked by the teacher and students answer a question together.

Teacher : I will give example for you. “Read” in bahasa indonesia “baca”, and pronounced [ri:d]. Understand for example? (D3/M/Pc/Tc)

Students : Yes, understand sir. (D4/M/Pc/St)

In addition, the data (D3/M/Pc/Tc) showed that the teacher gives an example of the material, then the teacher asked the students back, whether the students understand from the example given by the teacher. A teacher give example from the lesson students to interpret the meaning of vocabulary and pronunciation, it is used to attract their mind to understand the lesson by giving that example. And data (D4/M/Pc/St) showed that the students responded to the teacher when the teacher asked the students if they understand the examples of the material and they also answer with expression yes, understand sir. This response was used when the students answered a question teacher. It was showed that the students answered by saying “yes” and a teacher continue that lesson.

Teacher : look at whiteboard, any 2 sentences, first sentence at word “Extended” and second sentence at word “Family” what the meaning and pronunciation that? (D5/M/Pc/Tc)

Students : Sir, I know sir First “Extended” is the meaning “besar” and pronounced [Ik'stendId], Second “Family” is the meaning “keluarga” and pronounced [faemali], and all the meaning “Keluarga Besar” (D6/M/Pc/St)

In the other, the data (D5/M/Pc/Tc) showed thatThe teacher gives direction to students looking at the whiteboard, then the teacher reads the writing on the whiteboard and given questions to students about the writing on the whiteboard.

The teacher tried to give question to the students about the topic. In this utterance, the teacher attempted to get the students' attention and interest. And data (D6/M/Pc/St) showed that one of the students in the class responded to the teacher question written on the whiteboard by giving answered clearly and completely. This response was used when the students answered a question teacher. It was showed that the students understand whether asked by the teacher to students so that students can responded to teacher questions to students.

Teacher : Great, next “Terrific” what the meaning and pronunciation that?

(D7/M/Pc/Tc)

Students : I know sir, “Terrific” is the meaning “hebat” and pronounced

[tar’Ifik] (D8/M/Pc/St)

Another thing, the data (D7/M/Pc/Tc) showed that the teacher say praise to students that answer the questions correctly, then the teacher gives the questions back to students. The teacher asked students to answered meaning and pronunciation of the exercise lesson. In this case teacher makes the students understand with the exercise to meaning pronunciation of vocabulary. And data (D8/M/Pc/St) showed that one of the students in the class responded to the teacher question written on the whiteboard by giving answered clearly and completely. This response was used when the students answered a question teacher. It was showed that the students understand whether asked by the teacher to students.so that students can responded to teacher questions to students.

Teacher : Nice, and the last example, “Decorate” what the meaning and pronunciation that? (D9/M/Pc/Tc)

Students : Sir, Sir “Decorate is the meaning “menghias” and pronounced [‘dekareIt] (D10/M/Pc/St)

Furthermore, the data (D9/M/Pc/Tc) showed that the teacher gives praise to students who answer the question correctly, then the teacher gives the last question to the students of the lesson. The teacher asked students to answered meaning and pronunciation of the exercise lesson. In this case teacher makes the students understand with the exercise to meaning pronunciation of vocabulary. And data (D10/M/Pc/St) showed that one of the students in the class responded to the teacher question written on the whiteboard by giving answered clearly and completely. This response was used when the students answered a question teacher. It was showed that the students know whether asked by the teacher to students. so that students can responded to teacher questions to students.

Teacher : How do you feel today?(D19/M/Pc/Tc)

Students : Good, sir and how about you sir?(D20/M/Pc/St)

In addition, the data (D19/M/Pc/Tc) showed that the teacher asked students how are they today for the meeting at the beginning. The utterance can be seen clearly through teacher that she gives a question to teacher. He asked a question about their condition today. And data (D20/M/Pc/St) showed that the students give an answer to the teacher that they are doing well today. This expression is used because students always hear the questions by each teacher so that students understand what the teacher says.

Teacher : I'm very well, before we study, I will check your class,(D21/M/Pc/Tc), Is anyone absent, today? (D22/M/Pc/Tc)

Students : All present, sir (D23/M/Pc/St)

In the other, the data (D21/M/Pc/Tc) showed that the teacher gives an answer to students that the teacher is doing well today, then the teacher gives direction to the students the teacher will check the class before starting today's lesson. This utterances in only realized by teacher. In this statement used to answer questions from students about teacher condition, and a teacher give notice to students before study, then the data (D22/M/Pc/Tc) showed that the teacher again asked the students whether there were any students in the class who were not present today. This utterance the realized by a teacher used to know condition all student. And data (D23/M/Pc/St) showed that the students responded to the teacher that students in the class are all present without one of their friends not attending class. This response was used when a teacher asked absent for students. It was showed that the students answered by saying "Is anyone absent, today?" and a teacher answer question from a students.

1.2. Small Group Communication

This communication is used by the teacher and students, when a teacher provides something of learning with all students using communication in classroom, and communication used students to give a responses from teacher when give question learning in classroom. As described in the following example:

Teacher : I will call you're name from present list, are you ready?(D11/M/Sgc/Tc)

Students : Of course, sir(D12/M/Sgc/St)

Another thing, the data (D11/M/Sgc/Tc) showed that the teacher gives notice to students that the teacher will call their names randomly when the students have completed the assignment given by the teacher individually, in addition, the teacher asked students if they are ready for it. This utterance is used by the teacher because make students more respectful of the time to complete an assignment then the teacher gives time to students so that the students can complete it, and the teacher wants students to be more active in class. And data (D12/M/Sgc/St) showed that the students responded compactly when the teacher gives notice, then all students do assignments in their books. This expression is responded of the students that say together because the teacher provides information clearly so students can understand whether said by teacher.

Teacher : Yudha, write in whiteboard you're exercise and read what that you write (D13/M/Sgc/Tc)

Students : Yes, sir I write in my book "Due date" is the meaning "bataswaktu" and pronounced [du:] [deIt](D14/M/Sgc/St)

Furthermore, the data (D13/M/Sgc/Tc) showed that the teacher called the name of the student randomly, then the teacher gives direction that the student writes the writing on the whiteboard and reads it in front of the class. The teacher tried to mention name the students to write exercise about the topic. In this utterance, the teacher attempted to get the students' result of ability with mention name and

interest students to answered by using word "write in whiteboard you're exercise and read what that you write". And data (D14/M/Sgc/St) showed that the student responded when a student's name is called by the teacher, then the student writes their assignment on the whiteboard and reads in front of the class. This response was used when the students instruction to write an exercise lesson exactly. It was showed that the students answered by saying "I write in my book" and a teacher continue to exercise that lesson.

Teacher : Ikhwan, write in whiteboard you're exercise and read what that you write (D15/M/Sgc/Tc)

Students : Ok, sir I write in my book "Get well' is the meaning "lekas sembuh" and pronounced [get] [we:l](D16/M/Sgc/St)

In addition, the data (D15/M/Sgc/Tc) showed that the teacher called the name of the student randomly, then the teacher gives direction that the student writes the writing on the whiteboard and reads it in front of the class. The teacher tried to mention name the students to write exercise about the topic again. In this utterance, the teacher attempted to get the students' result of ability with mention name and interest students to answered by using word "write in whiteboard you're exercise and read what that you write". And data (D16/M/Sgc/St) showed that the student responded when a student's name is called by the teacher, then the student writes their assignment on the whiteboard and reads in front of the class. This response was used when the students instruction to write an exercise lesson exactly. It was showed that the students answered by saying "i write in my book" and a teacher continue to exercise that lesson.

Teacher : Ok all well done, I believe that everyone have understood about the vocabulary, Bel sudah berbunyi menandakan time is offer, thank you and see you next week (D17/M/Sgc/Tc)

Students : See you sir(D18/M/Sgc/St)

In the other, the data (D17/M/Sgc/Tc) showed that the teacher tells students that all have understood the material, the meeting will end with a marked by the school bell, the teacher says thank you and goodbye. At the closing segment of learning activity, the teacher was considered the students has good work in the learning activity. Therefore, the teacher gave thanks to the students to satisfied students positive face. And data (D18/M/Sgc/St) showed that the students respond to whether said by the teacher and answer greetings from the teacher. This response was used when a teacher saying instruction to closing lesson. It was showed that the students answered by saying “see you” and a teacher out of the classroom.

Student : Sir at line 3. “You look terrible, what can I do for you?” that is offering help right, sir? And what the meaning “terrible” sir?(D25/M/Sgc/St)

Teacher : Yes, that is expression offering help like example before, and “terrible” is the meaning “tidak baik”, so all sentence at line 3 “Kamu kelihatan tidak baik, Apa yang bisa saya lakukan untukmu?”(D26/M/Sgc/Tc)

Student : Thank you, sir (D27/M/Sgc/St)

Furthermore, the data (D25/M/Sgc/St) showed that a few minutes later, one of the students asked the teacher about the dialogue offering help/service in the third

line, the student read the dialogue text first and the student asked what the dialogue meant. This utterance showed dialogue gives the teacher information that students want the teacher to give answers to their questions. The data (D26/M/Sgc/Tc) showed that the teacher answers a question from one of the students that whether the student asked is the offering help/service dialogue, the teacher explains the meaning of the word "terrible" and the whole meaning of the 3rd line in the dialogue. This expression is made by the teacher to students so that students can understand what they want to understand from all parts of the dialogue and understand the contents of the dialogue. And data (D27/M/Sgc/St) showed that the student listens to the explanation from the teacher and understands whether the teacher says according to questions from the student. This expression by student as a form of gratitude to the teacher who has provided knowledge through student questions.

Teacher : You welcome, any want to ask me my student from dialog offering help or meaning from dialog? (D28/M/Sgc/Tc)

Students : Sir I want to ask sir?what the meaning from part dialog fafa "My stomach hurts terribly"? (D29/M/Sgc/St)

In addition, the data (D28/M/Sgc/Tc) showed that the teacher responds to the students' words that say thank you to the teacher, then the teacher gives a notification to the students if there is anything else that is not understood from the dialogue. The utterance was used when the teacher gives instruction students about the material them don't understand that lesson. It was showed that the teacher agreed one of students' don't understand that lesson by saying "any ask"

and continue session question-answer the lesson. And data (D29/M/Sgc/St) showed that one of the students asked the teacher about the dialogue offering help/service, the student read the dialogue text first and the student asked what the dialogue meant. This utterance showed that students don't understand of lesson, and students want to know answer a teacher.

Teacher : "My stomach hurts terribly"? is the meaning "Perutku sakit sekali", fafa tell to doctor stomach so hurts (D20/M/Sgc/Tc)

Students : Thank you, sir (D31/M/Sgc/St)

In the other, the data (D30/M/Sgc/Tc) showed that the teacher answers a question from one of the students that whether the student asked is the offering help/service dialogue, the teacher explains the meaning of the word "My stomach hurts terribly" and the whole meaning of the dialogue. This expression is made by the teacher to students so that students can understand what they want to understand from all parts of the dialogue and understand the contents of the dialogue. And data (D31/M/Sgc/St) showed that the student listens to the explanation from the teacher and understands whether the teacher says according to questions from the student. This expression by student as a form of gratitude to the teacher who has provided knowledge through student questions.

Teacher : I think that's all for today, Thank you for you're attention, please, study at home , and see you next week, Wassalamualaikum wr. wb. (D32/M/Sgc/Tc)

Students : You welcome sir, ok sir, see you too, Waalaikumsalam wr. wb. (D33/M/Sgc/St)

Another thing, the data (D32/M/Sgc/Tc) showed that the teacher tells students that all have understood the material, the meeting will end with a marked by the school bell, the teacher says thank you and goodbye. At the closing segment of learning activity, the teacher was considered the students had good work in the learning activity. Therefore, the teacher gave thanks to the students to satisfied students positive face. And data (D33/M/Sgc/St) showed that the students respond to whether said by the teacher and answer greetings from the teacher. This response was used when a teacher saying instruction to closing lesson. It was showed that the students answered by saying “thank you” and a teacher out of the classroom.

2. Type of Non Verbal Interaction

Non Verbal Communication as a supporting thing that makes the verbal ones become more understandable whenever it is used in EFL interaction where the students still have inadequate English mastery. There were type of non verbal interaction used a teacher-students in EFL classroom interaction:

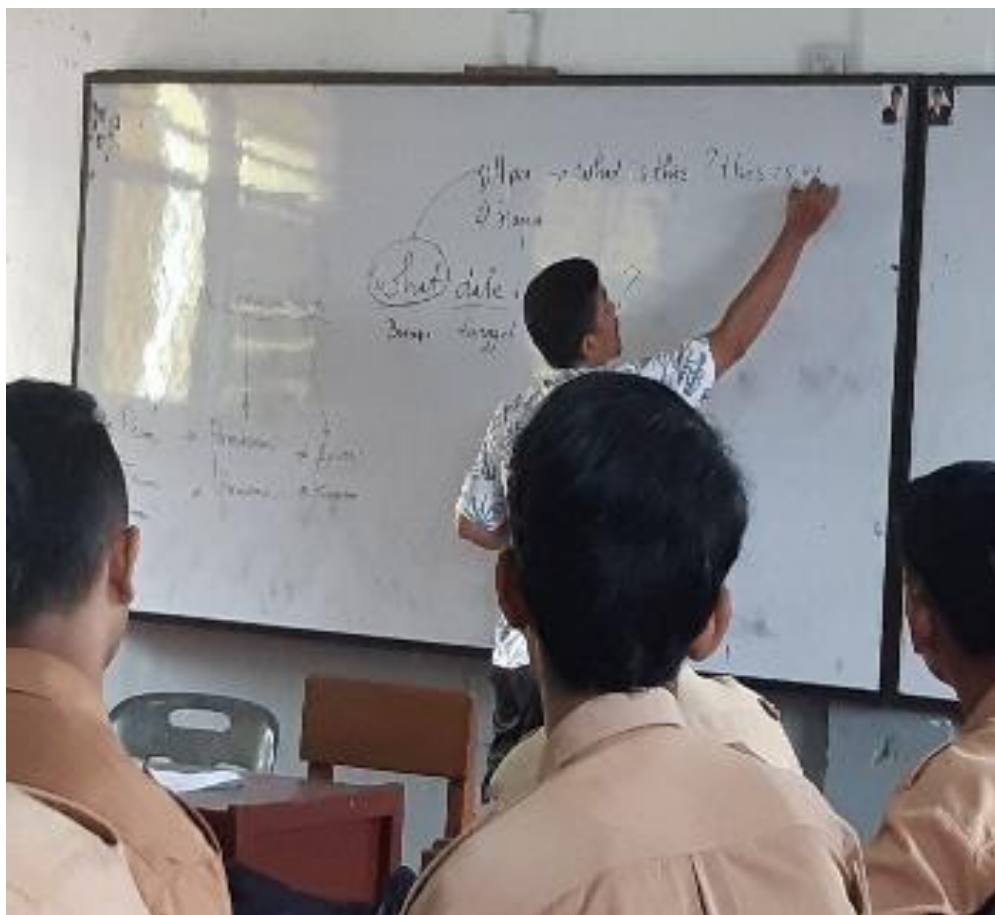
2.1. Kinesics

Kinesics is divided into three different focuses those are body movements, facial ex-pressions, and gestures. The teacher in the class is more likely to be active as indicated by their body movement. As described in the following example:



Picture 2.1.1

In addition, a teacher and students used kinesics. As described in the example: “Picture 2.1.1” (Dt.Tnv.Kns.Dsc.M1). The data showed that The teacher makes movements that are indicated by the movements of their body. While students write from whiteboard with seriously and focus to delivered of lesson. This activity used a teacher to help in effective communications it helps to improve body language and interaction from a teacher and for students this activity uses to give function as one a way to improve knowledge the lesson have been by a teacher.



Picture 2.1.2

Another thing, a teacher and students used kinesics. As described in the example: “Picture 2.1.2” (Dt.Tnv.Kns.Dsc.M2). The data showed that A teacher was writing in whiteboard and students focuses on whiteboard. While, the students pay attention to a teacher in front of class. This activity used by a teacher to creates a creative way from a lesson, so that the students can get new knowledge easily.



Picture 2.1.3

In another than, a teacher and students used kinesics. As described in for example: “Picture 2.1.3” (Dt.Tnv.Kns.Dsc.M3). The data showed that A student was writing on whiteboard and the teacher sees students writing on the whiteboard. This activity used to make the teacher to know the ability of students for writing.

2.2. Proxemics

Proxemics are used of space in the classroom can have a major impact on communication. the teacher advances more often, to approach students during the learning process.. As described in the following example:



Picture 2.2.1

In another than, a teacher and students used proxemics. As described in for example: "Picture 2.2.1" (Dt.Tnv.Prx.Dsc.M1). The data showed that A teacher approaches the students during teaching, and the students listen material that explained by a teacher. This activity is carried out for students who sit in the front row so that they can get more intense interaction with the teacher, and the students respect to teacher.

2.3. Facial Expression

Facial Expression is smile the most frequent by the teacher-students. Teacher use smile whenever they appreciate the students' work, in humorous situations, or whenever the class has an uncomfortable atmosphere, the smile can alter sad feelings into happiness as well as boredom. implicitly smile can also strengthen students' motivation, and their confidence to talk with their teachers.. As described in the following example:



Picture 2.3.1

In addition, a teacher and students used Facial Expression. As described in for example: "Picture 2.3.1" (Dt.Tnv.Fex.Dsc.M3). The data showed that A teacher uses was smiling when they value student work. Beside that, the students was smiling too. This smile is used to change feelings of the student, so the student do not get bored in class.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Having analyzed the data, conclusion of this study are drawn as the following:

1. Types of Verbal communication and non-Verbal communication that have been found in teacher communication in the classroom are Small Group Communication and Public Communication is the Type of Verbal Communication. Where Public Communication is more often used interactions in the classroom, Small Group Communication is sometimes used interactions in the classroom. Kinesics, Proxemics, and Facial Expression are Type of non Verbal Communication. Which is Kinesics Proxemics, and Facial Expression is often used interactions in the classroom.
2. For the realization of verbal and non-verbal communication from the teacher and students, there is a way to describe communication, namely communication that is manifested in the delivery of material clearly, then, commands from the teacher for students with intonation that can be understood by students, after which the question is realized in students' understanding that has been explained by the teacher.
3. For reasons in the realization of verbal and non-verbal communication from teachers and students, In this study, researchers found that the most frequently used are Public Communication in the type of verbal communication and Kinesics Proxemics, and Facial Expression in the type

of non verbal communication. That happens because the priority of the teacher's role is providing information to students and involving students in the learning.

B. Suggestion

Based on the conclusions stated earlier, there are some suggestions for further researchers. Because this research is focused on analyzing the type of verbal communication and the type of non verbal communication in EFL learning, the following researchers suggest to:

1. To make further exploration of verbal and non verbal interaction in EFL learning.
2. To make further exploration of teacher and student interactions with types of verbal and non-verbal interactions.
3. To make further exploration of the use of types of verbal and non verbal interactions in male and female teachers.

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TABLE ANALYSIS TYPE OF VERBAL AND NON VERBAL INTERACTION

Type of Verbal Interaction

1. Vocabulary (Vocab)

a. Public Communication

NO	UTTERANCES	DESCRIPTION	MEANING	CODE
1.	Do you still remember the last lesson?	The teacher asked students whether students still remember lessons last week when the beginning of the lesson in the classroom.	This expression is used by the teacher as a material opening question, where purpose the teacher is to see how they remembered the lesson last week.	D1/M/P c/Tc
2.	Yes, we remember sir.	The students responded to the teacher when the teacher asked the students if they still remember the lesson and they also answer with expression yes, we remember sir	This expression is used by students because students have been understanding the questions asked by the teacher and students answer a question together.	D2/M/P c/St
3.	I will give example for you. "Read" is the meaning "baca", and pronounced [ri:d]. Understand for example?	The teacher gives an example of the material, then the teacher asked the students back, whether the students understand from the example given by the teacher.	A teacher give example from the lesson students to interpret the meaning of vocabulary and pronunciation, it is used to attract their mind to understand the lesson by giving that example.	D3/M/P c/Tc
4.	Yes, understand sir	The students responded to the teacher when the teacher asked the students if they understand the examples of the material and they also answer with expression yes, understand sir	This response was used when the students answered a question teacher. It was showed that the students answered by saying "yes" and a teacher continue that lesson.	D4/M/P c/St

5.	look at whiteboard, any 2 sentences, first sentence at word “Extended” and second sentence at word “Family” what the meaning and pronunciation that?	The teacher gives direction to students looking at the whiteboard, then the teacher reads the writing on the whiteboard and given questions to students about the writing on the whiteboard.	The teacher tried to give question to the students about the topic. In this utterance, the teacher attempted to get the students' attention and interest.	D5/M/P c/Tc
6.	Sir, I know sirFirst “Extended” is the meaning “besar” and pronounced [Ik’stendId], Second “Family” is the meaning “keluarga” and pronounced [faemali], and all the meaning “Keluarga Besar”	One of the students in the class responded to the teacher question written on the whiteboard by giving answered clearly and completely.	This response was used when the students answered a question teacher. It was showed that the students understand whether asked by the teacher to students.so that students can responded to teacher questions to students.	D6/M/P c/St
7.	Great, next “Terrific” what the meaning and pronunciation that?	The teacher say praise to students that answer the questions correctly, then the teacher gives the questions back to students.	The teacher asked students to answered meaning and pronunciation of the exercise lesson. In this case teacher makes the students understand with the exercise to meaning pronunciation of vocabulary.	D7/M/P c/Tc
8.	I know sir, “Terrific” is the meaning “hebat” and pronounced [tar’IfIk]	One of the students in the class responded to the teacher question written on the whiteboard by giving answered clearly and completely.	This response was used when the students answered a question teacher. It was showed that the students understand whether asked by the teacher to students.so that students can responded to teacher questions to	D8/M/P c/St

			students.	
9.	Nice, and the last example, “Decorate” what the meaning and pronunciation that?	The teacher gives praise to students who answer the question correctly, then the teacher gives the last question to the students of the lesson.	The teacher asked students to answer meaning and pronunciation of the exercise lesson. In this case teacher makes the students understand with the exercise to meaning pronunciation of vocabulary.	D9/M/Pc/Tc
10.	Sir, Sir “Decorate is the meaning “menghias” and pronounced [‘dekareIt]	One of the students in the class responded to the teacher question written on the whiteboard by giving answered clearly and completely.	This response was used when the students answered a question teacher. It was showed that the students know whether asked by the teacher to students.so that students can responded to teacher questions to students.	D10/M/Pc/St

b. Small Group Communication

NO	UTTERANCES	DESCRIPTION	MEANING	CODE
11.	I will call you’re name from present list, are you ready?	The teacher gives notice to students that the teacher will call their names randomly when the students have completed the assignment given by the teacher individually, in addition, the teacher asked students if they are ready for it.	This utterance is used by the teacher because make students more respectful of the time to complete an assignment then the teacher gives time to students so that the students can complete it, and the teacher wants students to be more active in class.	D11/M/Sgc/Tc
12.	Of course, sir	The students responded compactly when the teacher gives notice, then all students do assignments in	This expression is responded of the students that say together because the teacher provides information clearly so students can understand	D12/M/Sgc/St

		their books.	whether said by teacher.	
13.	Yudha, write in whiteboard youre exercise and read what that you write	The teacher called the name of the student randomly, then the teacher gives direction that the student writes the writing on the whiteboard and reads it in front of the class.	The teacher tried to mention name the students to write exercise about the topic. In this utterance, the teacher attempted to get the students' result of ability with mention name and interest students to answered by using word "write in whiteboard youre exercise and read what that you write"	D13/M/ Sgc/Tc
14.	Yes, sirI write in my book "Due date" is the meaning "bataswaktu" and pronounced [du:] [deIt]	The student responded when a student's name is called by the teacher, then the student writes their assignment on the whiteboard and reads in front of the class.	This response was used when the students instruction to write an exercise lesson exactly. It was showed that the students answered by saying "i write in my book" and a teacher continue to exercise that lesson.	D14/M/ Sgc/St
15.	Ikhwan, write in whiteboard you're exercise and read what that you write	The teacher called the name of the student randomly, then the teacher gives direction that the student writes the writing on the whiteboard and reads it in front of the class.	The teacher tried to mention name the students to write exercise about the topic again. In this utterance, the teacher attempted to get the students' result of ability with mention name and interest students to answered by using word "write in whiteboard youre exercise and read what that you write"	D15/M/ Sgc/Tc
16.	Ok, sirI write in my book "Get well' is the meaning "lekas sembuh" and pronounced [get] [we:l]	The student responded when a student's name is called by the teacher, then the student writes their assignment on the whiteboard	This response was used when the students instruction to write an exercise lesson exactly. It was showed that the students answered by saying "i write in my book" and a teacher	D16/M/ Sgc/St

		and reads in front of the class.	continue to exercise that lesson.	
17.	Ok all well done, I believe that everyone have understood about the vocabulary, Bel sudah berbunyi menandakan time is offer, thank you and see you next week	The teacher tells students that all have understood the material, the meeting will end with a marked by the school bell, the teacher says thank you and goodbye.	At the closing segment of learning activity, the teacher was considered the students had good work in the learning activity. Therefore, the teacher gave thanks to the students to satisfied students positive face.	D17/M/Sgc/Tc
18.	See you sir	The students respond to whether said by the teacher and answer greetings from the teacher.	This response was used when a teacher saying instruction to closing lesson. It was showed that the students answered by saying “see you” and a teacher out of the classroom.	D18/M/Sgc/St

2. Offering Help/Services (Ofhes)

a. Public Communication

NO	UTTERANCES	DESCRIPTION	MEANING	CODE
19.	How do you feel today?	The teacher asked students how are they today for the meeting at the beginning.	The utterance can be seen clearly through teacher that she gives a question to teacher. He asked a question about their condition today.	D19/M/Pc/Tc
20.	Good, sir and how about you sir?	The students give an answer to the teacher that they are doing well today.	This expression is used because students always hear the questions by each teacher so that students understand what the teacher says.	D20/M/Pc/St
21.	I’m very well, before we study, I will check your class,	The teacher gives an answer to students that the teacher is doing well today, then the teacher gives direction to the students the	This utterances in only realized by teacher. In this statement used to answer questions from students about teacher condition, and a teacher give notice to students before study.	D21/M/Pc/Tc

		teacher will check the class before starting today's lesson.		
22.	Is anyone absent, today?	The teacher again asked the students whether there were any students in the class who were not present today.	This utterance the realized by a teacher used to know condition all student.	D22/M/ Pc/Tc
23.	All present, sir	The students responded to the teacher that students in the class are all present without one of their friends not attending class.	This response was used when a teacher asked absent for students. It was showed that the students answered by saying "Is anyone absent, today?" and a teacher answer question from a students..	D23/M/ Pc/St
24.	Now look at you're book, page 4 about dialog offering help/services, you read dialog and if you don't know what the meaning from dialog, you can ask me student!	the teacher gives direction to students to open the book on page 4 with the offer help/service dialogue material, then the teacher tells students to read the dialogue and if students do not understand the dialogue the teacher gives a question session to students.	In this case, the teacher commanded students to open a book and give offering help them about the material activity in class. The teacher used this thing because the teacher wanted to close with the students and felt comfortable when the instruction given to the students.	D24/M/ Pc/Tc

b. Small Group Communication

NO	UTTERANCES	DESCRIPTION	MEANING	CODE
25.	Sir at line 3. "You look terrible, what can I do for you?" that is offering help right, sir? And	A few minutes later, one of the students asked the teacher about the dialogue offering help/service in the third line, the	This utterance showed dialogue gives the teacher information that students want the teacher to give answers to their questions.	D25/M/ Sgc/St




	what the meaning “terrible” sir?	student read the dialogue text first and the student asked what the dialogue meant.		
26.	Yes, that is expression offering help like example before, and “terrible” is the meaning “tidakbaik”, so all sentence at line 3 “Kamukelihatan tidakbaik, Apa yang bisasayalakukan untukmu?”	The teacher answers a question from one of the students that whether the student asked is the offering help/service dialogue, the teacher explains the meaning of the word "terrible" and the whole meaning of the 3rd line in the dialogue.	This expression is made by the teacher to students so that students can understand what they want to understand from all parts of the dialogue and understand the contents of the dialogue.	D26/M/ Sgc/Tc
27.	Thank you, sir	The student listens to the explanation from the teacher and understands whether the teacher says according to questions from the student.	This expression by student as a form of gratitude to the teacher who has provided knowledge through student questions.	D27/M/ Sgc/St
28.	You welcome, any want to ask me my student from dialog offering help or meaning from dialog?	The teacher responds to the students' words that say thank you to the teacher, then the teacher gives a notification to the students if there is anything else that is not understood from the dialogue.	The utterance was used when the teacher gave instruction students about the material they don't understand that lesson. It was showed that the teacher agreed one of students' don't understand that lesson by saying “any ask” and continue session question-answer the lesson.	D28/M/ Sgc/Tc
29.	Sir I want to ask sir?what the meaning from part dialog fafa	One of the students asked the teacher about the dialogue offering	This utterance showed that students don't understand of lesson, and students want to	D29/M/ Sgc/St

	“My stomach hurts terribly”?	help/service, the student read the dialogue text first and the student asked what the dialogue meant.	know answer a teacher.	
30.	“My stomach hurts terribly”? is the meaning “Perutku sakit sekali”, fafa tell to doctor stomach so hurts	The teacher answers a question from one of the students that whether the student asked is the offering help/service dialogue, the teacher explains the meaning of the word "My stomach hurts terribly" and the whole meaning of the dialogue.	This expression is made by the teacher to students so that students can understand what they want to understand from all parts of the dialogue and understand the contents of the dialogue.	D30/M/Sgc/Tc
31	Thank you, sir	The student listens to the explanation from the teacher and understands whether the teacher says according to questions from the student	This expression by student as a form of gratitude to the teacher who has provided knowledge through student questions.	D31/M/Sgc/St
32.	I think that’s all for today, Thank you for you’re attention, please, study at home , and see you next week, Wassalamualaik umwr. wb.	The teacher tells students that all have understood the material, the meeting will end with a marked by the school bell, the teacher says thank you and goodbye.	At the closing segment of learning activity, the teacher was considered the students had good work in the learning activity. Therefore, the teacher gave thanks to the students to satisfied students positive face.	D32/M/Sgc/Tc
33.	You welcome sir, ok sir, see you too, Waalaikumsalam wr. wb.	The students respond to whether said by the teacher and answer greetings	This response was used when a teacher saying instruction to closing lesson. It was showed that the students	D33/M/Sgc/St


		from the teacher.	answered by saying “thank you” and a teacher out of the classroom.	
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2. Type of Non Verbal Interaction


a. kinesics

NO	DATA	DESCRIPTION	MEANING	CODE
1.		The teacher makes movements that are indicated by the movements of their body. While students write from whiteboard with seriously and focus to delivered of lesson.	This activity used a teacher to help in effective communications it helps to improve body language and interaction from a teacher and for students this activity uses to give function as one a way to improve knowledge the lesson have been by a teacher.	Dt.Tnv. Kns.Ds c.M1
2.		A teacher was writing in whiteboard and students focuses on whiteboard. While, students pay attention to a teacher in front of class.	This activity used by a teacher to creates a creative way from a lesson, so that the students can get new knowledge easily.	Dt.Tnv. Kns.Ds c.M2
3.		A student was writing on whiteboard and the teacher sees students writing on the whiteboard	This activity used to make the teacher to know the ability of students for writing.	Dt.Tnv. Kns.Ds c.M3

b. Proxemics

NO	DATA	DESCRIPTION	MEANING	CODE
1.		A teacher approaches the students during teaching, and the students listen material that explained by a teacher.	This activity is carried out for students who sit in the front row so that they can get more intense interaction with the teacher, and the students respect to teacher.	Dt.Tnv. Prx.Dsc .M1

c. Facial Expression

NO	DATA	DESCRIPTION	MEANING	CODE
1.		A teacher uses was smiling when they value student work. Beside that, the students was smiling too.	This smile is used to change feelings of the student, so the student do not get bored in class.	Dt.Tnv. Fex.Ds c.M3

APPENDIX

A. Transcription of the voice record research

Data of Teacher

Teacher : Drs. Ansari
NUPTK : 2361747652200003
Teaching Experiences : 21 years
School : SMK Sinar Husni 2 TR
Class : VIII
Graduate : IKIP Padang
Education : S1

Frist Meeting

Lesson : Vocabulary
Date : 25th July 2019
Time : 10.00-10.45 wib

TRANSCRIPTION

Teacher : Asslamualaikum Wr.Wb
Students : Wa'alaikumsalam Wr.Wb
Teacher : Good Afternoon everyone. Selamat siang semuanya
Students : Good Afternoon Sir
Teacher : Before we continue to the next lesson for today, Sebelum kita lanjut materi selanjutnya, Do you still remember about the last lesson?. Apakah kalian masih mengingat tentang pelajaran kemarin?
Students : Yes, we remember sir. Ya, kami ingat sir
Teacher : Ok, Let's start, Ok Kita mulai, i want all of you to focus with this

lesson, we will discuss about vocabulary and how to pronounce it. Saya mau kalian semua focus pada pembelajaran ini, kita akan diskusi tentang vocabulary dalam bahasa Indonesia kosa kata dan bagaimana pengucapan tersebut. I will give example for you. Saya akan kasih contoh ke kamu, "Read" is the meaning "baca", and pronounced [ri:d]. Understand for example?

Students : Yes, understand sir

Teacher : Good, I have another example and please who knows come to the front class. (teacher write another word and teacher ask to student), look at whiteboard, any 2 sentences, first sentence at word "Extended" and second sentence at word "Family" what the meaning and pronunciation that?

Students : Sir, I know sir. First "Extended" is the meaning "besar" and pronounced [Ik'stendId], Second "Family" is the meaning "keluarga" and pronounced [faemali], and all the meaning "Keluarga Besar"

Teacher : Great, next "Terrific" what the meaning and pronunciation that?

Students : I know sir, "Terrific" is the meaning "hebat" and pronounced [tar'IfIk]

Teacher : Nice, and the last terakhir, "Decorate" what the meaning and pronunciation that?

Students : Sir, Sir "Decorate" is the meaning "menghias" and pronounced ['dekareIt]

Teacher : Ok very nice, kalian semua sudah paham this material and know make vocabulary yang enggak kamu pahami meaning dan pronounce nya, saya akan mengecek one by one in you're book and open you're dictionary masing - masing (teacher walk to chair student's

Students : ok, sir

Teacher : (10 minute later) attention students, time is offer for you make vocabulary and pronounce, and take you're pen, I will call you're name from absen, are you ready?

Students : Of course, sir

Teacher : Yudha, write on whiteboard you're exercise and read what that you write.

Students ; Yes, sir, I write in my book "Due date" is the meaning "batas waktu" and pronounced [du:] [deIt]

Teacher : Ikhwan, write in whiteboard you're exercise and read what that you write.

Students : Ok, sir, I write in my book "Get well" is the meaning "lekas sembuh" and pronounced [get] [we:l]

Teacher : Ok all well done, I believe that everyone have understood about the vocabulary, Bel sudah berbunyi menandakan time is offer, thank you and see you next week, wassalamualaikun wr. wb

Students : Waalaikumsalam wr. wb. and see you sir

APPENDIX

A. Transcription of the voice record research

Data of Teacher

Teacher : Drs. Ansari
NUPTK : 2361747652200003
Teaching Experiences : 21 years
School : SMK Sinar Husni 2 TR
Class : VIII
Graduate : IKIP Padang
Education : S1

Frist Meeting

Lesson : Offering Help / Service
Date : 08th August 2019
Time : 10.00-10.45 wib

TRANSCRIPTION

Teacher : Asslamualaikum Wr.Wb
Students : Wa'alaikumsalam Wr.Wb
Teacher : How do you feel, today?
Students : Good, sir and how about you sir?
Teacher : I'm very well, before we study, I will check your class, masih ada sampah di sekitar meja kalian atau sudah bersih
Students : Sudah bersih, sir
Teacher : Ok, thank you students, is anyone absent, today?
Students : All present, sir
Teacher : Okey, Semua read basmallah for start study, Hmmm I hope

prepare yourself. Baik, today we will discuss about offering help / service. Who know the meaning of our lesson? Come on say! Lets us read!

Students : Menawarkan bantuan atau layanan, sir

Teacher : Ok good, offering help / service adalah menawarkan bantuan or sesuatu to orang lain, example ungkapan offering help / service :“ May I help you?”,“Can I help you?”,“what can I help you?”. Do you ever use offering help menawarkan bantuan ke orang lain?

Students : Yes, sir

Teacher : Good, if you offering help, any respon from that, example : “Yes please”, “Sure”, “Why not”, ”Of course”, Do you ever say this example?

Students : Yes, sir

Teacher : Nice, offering help any refuse, not all people want to receive offering help, look at example : “No thanks”, ”I’d love to but ...”, ”That’s great but ...”, now i ask you, do you understand about offering help yang saya jelaskan?

Students : Yes, sir, we are understand

Teacher : Now look at you’re book, page 4 about dialog offering help / service, you read dialog and if you don’t know what the meaning from dialog, you can ask me student.

Students : Sir at line 3, “You look terrible, what can I do for you?” that is offering help right, sir? And what the meaning “terrible” sir?

Teacher : Yes, that is expression offering help like example before, and “terrible” is the meaning “tidak baik”, so all sentence at line 3 “Kamu kelihatan tidak baik, Apa yang bias saya lakukan untukmu?”

Students : hoo, thank you sir

Teacher : You welcome, any want to ask offering help or meaning from dialog?

Students : Sir I want to ask sir, what the meaning from part dialog fafa “My stomach hurts terribly”?

Teacher : “My stomach hurts terribly”? is the meaning “Perutku sakit sekali”, fafa tell to doctor stomach so hurts

Students : ok sir, thank you

Teacher : Now I want to all of you, why fafa check up to dr. Nahda?

Students : Because fafa stomach hurts terribly and fever as well

Teacher : Very good, what is given dr to fafa after check stomach?

Students : Dr give a prescription to fafa

Teacher : Nice, all of you understand about offering help / service students?

Students : We are understand sir,

Teacher : I think that’s all for today, Thank you for you’re attention, please, study at home , and see you next week, Wassalamualaikum wr. wb.

Students : You welcome sir, ok sir, see you too, Waalaikumsalam wr. wb.

FIELD NOTES

FIRST OBSERVATION

To : Teacher
Lesson : Vocabulary
Date : 25th August 2019
Time : 10.00-10.45

Researchers come to school at 7:00 a.m. at the school entrance bell at 7:15. when the bell rings, the researchers observe the children. Researchers come first because want to prepare themselves for the recording process in class. But before entering the classroom, first meeting with the principal in the office to get permission to report, the research process begins today. After that meet the English teacher and researchers do questions and answers before the time to learn English begins.

After the time comes with the teacher entering class together. Today the teacher will teach at XI-TKR 1. Then, the researcher sits behind the class. Before the teacher starts the learning activities, the researcher prepares a device, such as a recorder, notebook, and pen. During the learning activities, the researcher records the activities and writes several notes. In the opening activity, the teacher greeted "Assalamualaikum warahmatullahi wabarakatuh" and "Good afternoon. Then the students responded by saying" "Wa 'alaikumsalam warahmatullahi wabarakatuh. Good afternoon sir.

First, the teacher asked the students about last week's lessons. I see in the classroom the learning process is conducive, students can understand the teacher's words, before closing the learning process, the teacher makes sure whether students understand the explanation of the material, after answering a new understanding, the learning process closes with greetings.

SECOND OBSERVATION

Lesson : Offering Help / Services

Date : 08st August 2019

Time : 10.00-10.45

The second observation made by the researcher is still the same for the teacher. In the second observation, researchers came to school when English lessons began, because the time for learning English began at 10:00 to 10:45 while the school bell entered at 07.15. The teacher greets, "Assalamualaikum warahmatullahi wa barakatuh, How do you feel today?". Then the students responded to the greeting by saying "Wa 'alaikumsalam warahmatullahi wa barakatuh. Good sir, and how about you? ".

Before the lesson begins, the teacher reminds about class cleanliness. And instead of inserting new material, the teacher asked for lessons last week. Do students understand yesterday's material? In the learning process, a teacher provides opportunities to ask questions and answer about the material. Meanwhile, the material is closed the teacher always ensures that students really understand the material.



Form : K - 1

Kepada Yth: Bapak Ketua & Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Perihal : **PERMOHONAN PERSETUJUAN JUDUL SKRIPSI**

Dengan hormat yang bertanda tangan di bawah ini:

Nama Mahasiswa : Dita Venica
NPM : 1502050229
Prog. Studi : Pendidikan Bahasa Inggris
Kredit Kumulatif : 154 SKS

IPK= 3,41

Persetujuan Ket./Sekret. Prog. Studi	Judul yang Diajukan	Disahkan oleh Dekan Fakultas
02-03-2019 	Teacher-Student Verbal and Non Verbal Interaction in EFL Learning	19/3/19 a.n. Dekan WDS
	Verbal Interaction Between Teacher and Students in the Classroom	
	Comparison Verbal and Non Verbal Interaction Between Teacher and Students in Developing The Students Learning	

Demikianlah permohonan ini saya sampaikan untuk dapat pemeriksaan dan persetujuan serta pengesahan, atas kesediaan Bapak saya ucapkan terima kasih.

Medan, 02 Maret 2019
Hormat Pemohon,

Dita Venica

Keterangan:


- Dibuat rangkap 3 : - Untuk Dekan/Fakultas
- Untuk Ketua/Sekretaris Program Studi
- Untuk Mahasiswa yang bersangkutan



PERMOHONAN PERSETUJUAN JUDUL SKRIPSI

Dengan ini saya:

Nama Mahasiswa : Dita Venica
NPM : 1502050229
Prog. Studi : Pendidikan Bahasa Inggris

Judul	Diterima
Teacher-Student Verbal and Non-Verbal Interaction in EFL Learning	

Bermohon kepada Dosen Pembimbing untuk mengesahkan Judul yang telah diajukan kepada Prodi Pendidikan Bahasa Inggris.

Disetujui oleh
Dosen Pembimbing



Pirman Ginting, S.Pd, M.Hum

Medan, 02 Maret 2019
Hormat Pemohon,



Dita Venica



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

Form K-2

Kepada : Yth. Bapak Ketua/Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Assalamu'alaikum Wr, Wb

Dengan hormat, yang bertanda tangan dibawah ini:

Nama Mahasiswa : Dita Venica
NPM : 1502050229
Prog. Studi : Pendidikan Bahasa Inggris

Mengajukan permohonan persetujuan proyek proposal/risalah/makalah/skripsi sebagai tercantum di bawah ini dengan judul sebagai berikut:

Teacher-Student Verbal and Non Verbal Interaction in EFL Learning

Sekaligus saya mengusulkan/ menunjuk Bapak/ Ibu:

1. Pirman Ginting, S.Pd., M.Hum. *Acc 02/04-2019 PV*

Sebagai Dosen Pembimbing Proposal/Risalah/Makalah/Skripsi saya.

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya. Akhirnya atas perhatian dan kesediaan Bapak/ Ibu saya ucapkan terima kasih.

Medan, 21 Maret 2019
Hormat Pemohon,

Dita Venica

Keterangan

Dibuat rangkap 3 :
- Untuk Dekan / Fakultas
- Untuk Ketua / Sekretaris Prog. Studi
- Untuk Mahasiswa yang Bersangkutan



FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA

Jln. Mukhtar Basri BA No. 3 Telp. 6622400 Medan 20217 Form : K3

Nomor : 895 /II.3/UMSU-02/F/2019
Lamp : ---
Hal : Pengesahan Proyek Proposal
Dan Dosen Pembimbing

Assalamu'alaikum Warahmatullahi Wabarakaatuh

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara menetapkan proyek proposal/risalah/makalah/skripsi dan dosen pembimbing bagi mahasiswa yang tersebut di bawah ini :

Nama : Dita Venica
N P M : 1502050229
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : Teacher-Student Verbal and Non Verbal Interaction in EFL Learning.
Pembimbing : Pirman Ginting, S.Pd, M.Hum

Dengan demikian mahasiswa tersebut di atas diizinkan menulis proposal/risalah/makalah/skripsi dengan ketentuan sebagai berikut :

1. Penulis berpedoman kepada ketentuan yang telah ditetapkan oleh Dekan
2. Proyek proposal/risalah/makalah/skripsi dinyatakan BATAL apabila tidak selesai pada waktu yang telah ditentukan
3. Masa kadaluarsa tanggal : 20 April 2020

Wa'alaikumssalam Warahmatullahi Wabarakatuh.



Medan, 15 Sya'ban 1440 H
20 April 2019 M

Dekan

Dr. H. E. H. Prianto Nst, S.Pd, M.Pd.

NIDN : 0115057302

Dibuat rangkap 4 (empat) :

1. Fakultas (Dekan)
2. Ketua Program Studi
3. Pembimbing
4. Mahasiswa yang bersangkutan :

WAJIB MENGIKUTI SEMINAR



UMSU
Unggul | Cerdas | Terpercaya

**MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp.061-6619056 Ext, 22, 23, 30

Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

SURAT KETERANGAN

Ketua Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Sumatera Utara, menerangkan di bawah ini:

Nama Lengkap : Dita Venica
N.P.M : 1502050229
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : Teacher-Student Verbal and Non Verbal Interaction in EFL Learning

benar telah melakukan seminar proposal skripsi pada hari Sabtu, tanggal 25, Bulan Mei, Tahun 2019.

Demikianlah surat keterangan ini dibuat untuk memperoleh surat izin riset dari Dekan Fakultas. Atas kesediaan dan kerjasama yang baik, kami ucapkan terima kasih.

Medan, 25 Mei 2019

Ketua,

Mandra Saragih, S.Pd, M.Hum



LEMBAR PENGESAHAN HASIL SEMINAR PROPOSAL

Proposal yang sudah diseminari oleh mahasiswa di bawah ini:

Nama Lengkap : Dita Venica
N.P.M : 1502050229
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : Teacher-Student Verbal and Non Verbal Interaction in EFL Learning

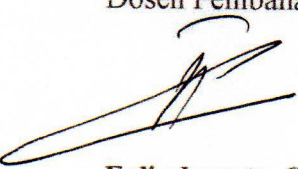
Pada hari Sabtu tanggal 25 bulan Mei tahun 2019 sudah layak menjadi proposal skripsi.

Medan, 22 Juli 2019

Disetujui oleh:

Dosen Pembahas

Dosen Pembimbing

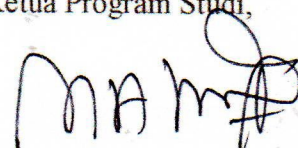


Erlindawaty, S.Pd, M.Pd



Pirman Ginting, S.Pd., M.Hum.

Diketahui oleh
Ketua Program Studi,



Mandra Saragih, S.Pd., M.Hum.

SURAT PERNYATAAN

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Saya yang bertandatangan dibawah ini :

Nama Lengkap : Dita Venica
N.P.M : 1502050229
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : Teacher-Student Verbal and Non Verbal Interaction in EFL Learning

Dengan ini saya menyatakan bahwa:

1. Penelitian yang saya lakukan dengan judul di atas belum pernah diteliti di Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara
2. Penelitian ini akan saya lakukan sendiri tanpa ada bantuan dari pihak manapun dengan kata lain penelitian ini tidak saya tempahkan (dibuat) oleh orang lain dan juga tidak tergolong **Plagiat**.
3. Apabila point 1 dan 2 di atas saya langgar maka saya bersedia untuk dilakukan pembatalan terhadap penelitian tersebut dan saya bersedia mengulang kembali mengajukan judul penelitian yang baru dengan catatan mengulang seminar kembali.

Demikian surat pernyataan ini saya perbuat tanpa ada paksaan dari pihak manapun juga, dan dapat dipergunakan sebagaimana mestinya.

Medan, 22 Juli 2019

Hormat saya

Yang membuat pernyataan,



Dita Venica

Diketahui oleh Ketua Program Studi
Pendidikan Bahasa Inggris

Mandra Saragih, S.Pd, M.Hum



YAYASAN PENDIDIKAN SINAR HUSNI
SEKOLAH MENENGAH KEJURUAN (SMK) SWASTA SINAR HUSNI 2 TR
LABUHAN DELI
PAKET KEAHLIAN

- TEKNIK KENDARAAN RINGAN (AKREDITASI A)
- TEKNIK INSTALASI TENAGA LISTRIK (AKREDITASI A)
- TEKNIK SEPEDA MOTOR (AKREDITASI A)

NSS: 324070102031

NIS : 400060

NPSN : 10214096

Alamat : Jl. Veteran Gg. Utama Psr V Helvetia 20373 Telp. (061) 42084784 Website : smksinarhusni2tr.sch.id Email : ssinarhusni@yahoo.co.id

Nomor : 422/ 132/ SMK TR/ SH/08.19

Lamp. : --

Hal : Surat Keterangan Selesai Melaksanakan Riset

Kepada Yth,

Ketua Jurusan Prodi Bahasa Inggris
Universitas Muhammadiyah Sumatera Utara
Di
Tempat.

Dengan hormat,

Menunjuk surat Bapak No. 4799/ II.3/UMSU – 02/F/2019 Tanggal 22 Juli 2019 tentang Pengantar Permohonan Melaksanakan Riset dalam mencapai gelar Sarjana, dengan Judul Skripsi :

“ Teacher – Student Verbal and Non Verbal Interaction ini EFL Learning “.

Atas Nama :

NO	NIM	NAMA	PROGRAM STUDI
1	1502050229	DITA VENICA	Pend.Bahasa Inggris

Telah selesai melaksanakan Riset di SMK Sinar Husni 2 TR Labuhan Deli pada Tanggal 24 Agustus 2019.

Demikianlah surat ini kami sampaikan, atas kerjasama yang baik kami ucapkan terima kasih.

Helvetia, 28 Agustus 2019
Kepala Sekolah

DRS. MARWAN SINURAT