

TEACHER'S VERBAL AND NONVERBAL COMMUNICATION IN ONLINE EFL CLASS

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Abstract

Teacher's verbal and non-verbal communication in learning process is very important. It is important because there are many problems can be emerged if teacher's verbal and non-verbal communication is not run appropriately. It can make students feel unmotivated to join the class, or even hate the learning process. This research is a qualitative research. The subject of the research is the second grade students of SMAN 1 Tanggetada. This research aims at finding out the teacher's verbal and non-verbal communication in online EFL class, forms of teacher's verbal and non-verbal communication in online EFL class, and the effect of teacher's verbal and non-verbal communication oh students learning participation. This research found that: (1) Teacher dominantly used verbal communication when teaching in online EFL class, while nonverbal communication was used frequently by teacher to complement the verbal communication in online EFL class. (2) There are two forms of teacher's verbal communication when teaching in online EFL class at SMAN 1 Tanggetada; oral and written communication. Teacher's oral communication in online EFL class can be divided into three forms: Declarative, Imperative, and Interrogative form. There are several forms of teacher's nonverbal communication when teaching in online EFL class. These forms are Kinesics, Vocalics, and Facial expression. (3) Teacher's verbal and nonverbal communication in online EFL class affects the students' learning participation in online EFL class. When teacher used both verbal and nonverbal communication altogether, the message delivered by teacher is more understandable.

Keywords: *verbal and non-verbal communication, online EFL class*

Introduction

Teacher and students convey messages not only by verbal but also non-verbal communication in teaching and learning process. Non-verbal communication is communication by using gesture, head movement, the wink of an eye or the wave of hands. Communication by means of body language is more dominant than verbal language. Therefore, it is necessary for teachers to learn to use non-verbal communication to enhance the quality of the teaching and learning process.

Either in online or face-to-face mode, teacher must create a meaningful communication in the classroom. Creating a meaningful communication between teacher and students is really important for the effectiveness of the learning. In the class, students ideally learn to interact, listen to others, and talk each other. However, in the classroom communication, teachers usually dominate the communication. They use both verbal and non-verbal communication to communicate with the students. Verbal communication refers to the communication through spoken or written language. Teachers explain the material and asking the students by using verbal communication. Verbal communication helps the students to learn English so fast. They can use all they have learned in real-life communication by practicing their English ability through verbal communication. In this way, students get the experience of using the language. This experience is helpful in promoting language development.

Exploring the teacher's verbal and non-verbal communication in learning process is very important. It is important because there are many problems can be emerged if teacher's verbal and non-verbal communication is not run appropriately. It can make students feel unmotivated to join the class, or even hate the learning process in online class.

This study provides an analysis of teacher's verbal and non-verbal communication in online EFL class in one of the senior high school in Indonesia.. This research seeks the impact of teacher's verbal and non-verbal communication on students' class participation. This study gives the solution for ineffective online learning.

Literature Review

1. The Concept of Verbal and Non-Verbal Communication

A. Definition of Verbal Communication

Verbal communication is communication that uses words, either oral or written (Tannen, 1980). He claims that spoken and written languages are not separated in categories. This communication is most widely used in human relationships. One important aspect to consider in verbal communication is a style of delivering a message.

People communicate in many different ways, one of the most important ways, of course, is through language (verbal communication). Verbal communication plays a much more vital role in transfer of knowledge (Sutiyatno, 2018). Verbal communication is simply the communication that is expressed through words. What people say is verbal communication. Verbal communication is highly structured and has a strict set of grammatical rules. Verbal communication is vital to healthy relationships, businesses and groups. What is said actually makes it way into a person's long-term memory bank, verbal communication plays an essential role in daily life. It's seen when the President makes a speech, a teacher lectures or a husband and wife work through an issue. 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. In addition, verbal communication should agree with the non-verbal communicated associated with it. There are many ways to create an effective oral communication. It is important to ensure that the words are framed properly and are delivered in the right pitch and tone.

Even though it has many advantages, oral communication has its set of limitations also. This form of communication can be misinterpreted or misunderstood very easily. Communicating effectively through oral forms require high skills and is not something that everyone can master. It is also not a form of communication that can be used as a form of documentary evidence. Oral communication is more effective when communication needs a human touch, establishing a direct relationship, maintaining secrets, reaching mutual understanding and avoiding complexities with oral consent.

B. Definition of Non-Verbal Communication

People not only communicate by using words and writings, but also with their entire body. The use of entire body or body language to communicate can be termed as non-verbal communication. Non-verbal communication is generally defined as the aspect of communication that is not expressed in words (Hess, 2016). Another definition comes from Chaudry & Arif (2012) who stated that non-verbal communication is the unspoken communication that goes on in every face to face encounter with another human being. It tells us their true feelings towards us and how well are our words being received.

Non-verbal communication is an essential part of interpersonal psychology, perhaps more essential than is generally

recognized. Although the following estimates apply only to the expression of emotion or liking rather than all interpersonal communication, researchers have reported that non-verbal and Para verbal messages are about 4 times more influential than verbal messages (Gifford, 2009). Based on the definitions above, it is concluded that: Non-verbal communication is the unspoken communication or the use of entire body to communicate and share meaning. Non-verbal communication plays a very major role in the classroom during teaching learning process. Non-verbal communication creates an impact on the understanding of the students, which ultimately results in better learning and understanding of the concepts. Teachers, like daily life situation, also use non-verbal communication in the class rooms but if they use it purposely and as a teaching technique with the objective to create interest amongst the students, better results can be obtained in the form of students' learning outcomes. A speaker can raise the interest and curiosity of the listeners with the help of non-verbal communication because non-verbal communication gives addition observing, imitating, watching, and copying other persons of the family (Haneef et al., 2014). Children can understand non-verbal gestures more than verbal communication and are more able to understand the non-verbal signals than adults.

Non-verbal communication can be a very powerful tool in understanding ourselves and others. Non-verbal communication and body language are not same. Body language involves the physical behavior of our bodies such as eye contact, posture, gesture, orientation and so forth, while non-verbal communication embraces all body language communication, and also includes clothing and adornment,

environmental factors and even the manner in which we use time.

Haneef et al (2014) stated that “Non-verbal communication includes sounds, gestures, body movements, eye contacts, facial expressions, pitch or tone of a voice, spatial distance, apparent behavior, postures, and dress of an individual”. According to him more often non-verbal communication occurs unconsciously. People are not aware of the fact that besides their verbal communication the non-verbal gestures also transmit a message. The physical appearance, body language, eye contact, , and tone of voice provide meaningful information to the audience.

C. Forms of Verbal and Non-Verbal Communication

1. Forms of Verbal Communication

Verbal communication is the most important thing for the learners to get and to learn language in order to communicate in the target language. Brown (2001: 165) defines communication as the collaborative exchange of thoughts, feelings, or ideas between two or more people, resulting in a reciprocal effect on each other. Successful communication occurs when both the teacher and students could completely understand each other.

According to Tannen (1980), verbal communication among human beings is possible both at oral and written level. In other words, verbal communication is any exchanges of words, either spoken or written, used to transmit information. Based on the definition above, verbal communication is possibly occur through different formats, include:

A. Oral Communication

Oral communication is a transfer of information from sender to receiver by

means of verbal and visual aid, include presentations, speeches, discussions, etc. In this format, the message is conveyed through words. Oral communication is also at times mixed with visual aid to help establish the conveyed message in a clear manner. Examples include usage of presentations in a seminar or meeting to put across the message in a clear manner. Oral communication can also be mixed with written communication methods to ensure that maximum effectiveness is achieved.

Bergin (1995) found that oral communication more effective because it has several important features. It has to be candid, clear, complete, concise, concrete, correct and courteous. It is useful because it saves time, saves money and is more forceful than other modes of communication. With oral communication, it is possible to convey different shades of meaning, the listeners can get immediate clarification from the speakers and the speakers can get immediate feedback from the listeners. It can be effective in both face to face communication and public communications or public speaking.

The disadvantages of oral communication often reduce its effectiveness. It is not possible to connect to distant people without the aid of technical devices. It is not possible to transmit long messages through oral communication. If it is not being recorded on any technical device like tape recorder or video recorder, it is not easy to reproduce the oral communication between two persons as evidence. That’s why it does not have legal validity as people can keep on changing their oral versions from time to time. In case of any misunderstanding due to wrong communication, it is not possible to fix responsibility.

B. Written Communication

A 'written communication' means the sending of messages, orders or instructions in writing through letters, circulars, manuals, reports, telegrams, office memos, bulletins, etc. It is a formal method of communication and is less flexible. A written document preserved properly becomes a permanent record for future reference.

The written communication refers to the process of conveying a message through the written symbols. In other words, any message exchanged between two or more persons that make use of written words is called as written communication. It is helpful because it can be used as alternative method and gives permanent records during the learning process (Whiteman: 2013)

From the explanation above, we know that verbal communication is a communication tool that can describe the way human life, thinking, knowledge, composing the concept of the world, and it expressed orally and in writing.

C. Forms of Non-Verbal Communication

There are many different forms of nonverbal communication according to Andersen (2007). Those forms include:

1. Kinesic.

This type of this nonverbal communication include:

a. Facial Expressions

The human face is extremely expressive, able to convey countless emotions without saying a word. And unlike some forms of nonverbal communication, facial expressions are universal. The facial expressions for happiness, sadness, anger, surprise, fear, and disgust are the same across cultures.

b. Body Language and Posture

Consider how your perceptions of people are affected by the way they sit, walk, stand, or hold their head. The way you move and carry yourself communicates a wealth of information to the world. This type of nonverbal communication includes your posture, bearing, stance, and the subtle movements you make.

c. Gestures

Gestures are woven into the fabric of our daily lives. You may wave, point, beckon, or use your hands when arguing or speaking animatedly, often expressing yourself with gestures without thinking. However, the meaning of some gestures can be very different across cultures. While the "OK" sign made with the hand, for example, usually conveys a positive message in English-speaking countries, it's considered offensive in countries such as Germany, Russia, and Brazil. So, it's important to be careful of how you use gestures to avoid misinterpretation.

d. Eye Contact (Gaze)

Since the visual sense is dominant for most people, eye contact is an especially important type of nonverbal communication. The way you look at someone can communicate many things, including interest, affection, hostility, or attraction. Eye contact is also important in maintaining the flow of conversation and for gauging the other person's interest and response.

e. Appearance

Our choice of color, clothing, hairstyles, and other factors affecting appearance are also considered a means of nonverbal communication. Research on color psychology has demonstrated that different colors can evoke different motives. All the

subtle judgments is quickly made about someone based on his or her appearance. These first impressions are important. Researchers have found that appearance can play a role in how people are perceived and even how much they earn..

f. Touch (Haptic)

Human communicate a great deal through touch. Think about the very different messages given by a weak handshake, a warm bear hug, a patronizing pat on the head, or a controlling grip on the arm, for example.

g. Personal Space (Proxemics)

We all have a need for physical space, although that need differs depending on the culture, the situation, and the closeness of the relationship. Someone can use physical space to communicate many different nonverbal messages, including signals of intimacy and affection, aggression or dominance.

h. Voice (Para-linguistics)

Para-linguistics refers to vocal communication that is separate from actual language. This includes factors such as tone of voice, loudness, inflection, and pitch. Consider the powerful effect that tone of voice can have on the meaning of a sentence. When said in a strong tone of voice, listeners might interpret approval and enthusiasm.

Methodology

This research is qualitative research. This research employs a descriptive design. This research was conducted at SMA NEGERI 1 Tanggetada. The participants of the research were the eleventh (XI) grade students of SMA NEGERI 1 Tanggetada in academic year of 2020/2021, consisting of 30 students. The sample was taken through

Purposive sampling technique. These students were taken as the research subject because they were learning through online method by using Zoom meeting application. Research instrument is the means that used by the researcher to obtain the data from data sources. The instruments that used in this research are observation and interview.

Result/Findings

The result of the observation shows that, verbal communication was used mostly by teacher in online EFL class at SMAN 1 Tanggetada. About 80 % of teacher's talks are in verbal communication, while 20% of teacher's talks in are in nonverbal communication. In addition, teacher used both verbal and nonverbal communication when she teaches the students in the EFL online class. Verbal communication in a form of oral and written communication was dominantly used to communicate with the students. Oral communication is used to explain the material, asking question, and give instruction or command to students.

1. Teacher's Non-verbal Communication in Online EFL Class at SMAN 1 Tanggetada

Based on the interview analysis, teacher's nonverbal communication is also used by teacher in online EFL class to complement teacher's verbal communication. It means that, teacher, not only used verbal communication, but also used nonverbal communication. Based on the writer's observation, teacher used both verbal and nonverbal communication to create a better understanding of communication between her and the students in order that the content taught can be understood easily by the students. Based the observation, the teacher has done the best she could do, so that the students able to understand about the topic or content taught being discussed in the class.

The Forms of Teacher's Verbal and Non-Verbal Communication in Online EFL Class at SMA 1 Tanggetada

2. The Forms of Teacher's Verbal Communication in Online EFL Class at SMAN 1 Tanggetada

Based on the writer's observation, teacher's verbal communication can be divided into two main forms. These forms are oral communication and written communication. The majority of teacher's talk held by using oral communication. Teacher's oral communication was used in the online EFL class for several purposes. These purposes are for giving statements or explanation, give warning, instruction or commands, and for asking question to students. Not only that, based on the writer's observation, teacher was also used it for criticizing the students behavior. For example, when teacher give a question to students but nobody responding, teacher then asked them to respond immediately because they have mouth to be used to answer the question.

Based on the writer's observation, there are three forms of teacher's nonverbal communication can be found in SMAN 1 Tanggetada. These forms are Kinesic, Vocalics/Paralanguage, and Facial expression. Kinesics refers to teacher's body movement and gesture. It can be seen when teacher move her hands, head, and body when teach the students in online EFL class. Vocalics refers to the way the teacher arrange her pitch, volume and intonation. It can be seen when teacher use nice volume and good intonation when explaining the material using English. Facial expression is form of nonverbal communication that occur primary means of conveying message through face muscle. This can be seen when teacher smile or laughing when teach in online EFL class.

3. Teacher's verbal and Nonverbal Communication and its Effect on Students' Learning Participation in Online EFL Class at SMAN 1 Tanggetada

Based on the observation, the writer can conclude that teacher's verbal and nonverbal communication is very important because it can affect the students' learning participation in the online EFL class. Students seems more pleasant and active in engage in the online EFL learning if the teacher can build the class more attractive. With good communication style and explanation from teacher made the material taught can be understood easily, especially when teacher use both verbal and nonverbal communication in the online EFL class. Students also seem to be happy to join the class if the teacher is nice and friendly.

Based on the observation, it is also found that social and cognitive presence is existed during online EFL Class at SMAN 1 Tanggetada. Social presence is the level of connectedness among teacher and students that determine how motivated students are to take an active role in the online EFL class. In online EFL Class at SMAN 1 Tanggetada, teacher was always tried to make a connection with the students, so that it was created two-way communication; between teacher and students in the class. Therefore, not only teacher who dominated the talk in the class but also students could give response or opinion in the online EFL class.

Cognitive presence is the extent to which students are able to construct meaning reflection and discourse. In online EFL Class at SMAN 1 Tanggetada, teacher always tried to lead the students construct knowledge, learn, and think critically. Teacher formed small group and reflection activities so that students could do

something together and describe the critical things they have learned from the class.

Discussion

This research found that teacher's verbal and nonverbal communication affect students' participation in learning English in online EFL class at SMAN 1 Tanggetada. The existence of teacher's verbal and nonverbal communication in online EFL class attracts the students through loud and clear voice (oral) and body language (gesture) and smile (facial Expression), and it made the teacher's communication in online EFL class meaningful and can be understood easily. In addition, with friendly and polite body language and clear and good oral communication, can attract and encourage students to follow the online EFL class. Moreover, teacher's communication using verbal and nonverbal affects students' learning participation because verbal communication is the most effective way of communication to send message for the others, while nonverbal communication can help the understanding of verbal communication. Nonverbal communication can help the teachers in explaining the material, especially the material which is hard to be understood by the students. In this case, nonverbal communication can support what the teachers say by using gesture or expression in order to students do not miss interpret. The result of this study regarding how verbal and nonverbal communication affect students' learning participation was in line with Krauss (2012) theory who claims that the way teachers use verbal and nonverbal communication in teaching will make the lesson more effective and communicative. This finding is also in line with the result of the research conducted by Pratiwi (2015) who found that the use of verbal and nonverbal communication affect the students' participation in learning. The research found that the students were pleased when the teachers used verbal and

nonverbal communication in online class. Beside that, Pettit (2013) states that verbal and nonverbal communication could improve the students' learning participation.

From the analysis, it can be also concluded that teacher's verbal and nonverbal communication in online class was run effectively because the teacher's verbal and nonverbal communication during online class could make the students more understand about the material. From the students' response analysis, they believe that teacher explained the content taught very well so that they could understand about it. Teacher was also always asked them whether they they have understood or not regarding the material that just explained. It is off course can give opportunity to students to eliminate the confusion regarding the material that just explained by the teacher. Moreover, Based on the observation, it is also found that *social and cognitive presence* is existing during online EFL Class at SMAN 1 Tanggetada. Social peresence is the level of connectedness among teacher and students that determine how motivated students are to take an active role in the online EFL class. In online EFL Class at SMAN 1 Tanggetada, teacher was always tried to make a connection with the students, so that it was created two-way communication; between teacher and students in the class. Therefore, not only teacher who dominated the talk in the class but also students could give give response or opinion in the online EFL class. Meanwhile, Cognitive presence is the extent to which students are able to construct meaning reflection and discourse. In online EFL Class at SMAN 1 Tanggetada, teacher always tried to lead the students construct knowledge, learn, and think critically. Teacher formed small group and reflection activities so that students could do something together and describe the critical things they have learned from the class.

Conclusion

Based on the result of the result, it is concluded that: Teacher at SMAN 1 Tanggetada dominantly used verbal communication when teaching in online EFL class, while nonverbal communication was used frequently by teacher to complement the verbal communication in online EFL class. The EFL teacher used both verbal and nonverbal communication in online EFL class. There are two forms of teacher's verbal communication when teaching in online EFL class at SMAN 1 Tanggetada. This form namely oral and written communication. Teacher's oral communication in online EFL class can be divided into three forms. These forms include: Assertive, Directive, and Interrogative form. There are several forms of teacher's nonverbal communication when teaching in online EFL class. These forms are Kinesics, Vocalics, and Facial expression. Teacher's verbal and nonverbal communication in online EFL class affects the students' learning participation in online EFL class. When teacher used both verbal and nonverbal communication altogether, the message delivered by teacher is more understandable. Teacher's communication competence through verbal and nonverbal communication, such as giving clear explanation, comments, and clarifies the learning goals, affects the students' learning participation in online EFL class.

Based on the result of the writer's analysis, it is suggested that: For teachers, not only use oral communication during online EFL class, but also written communication in order to make teacher's communication more effective and understandable so that it can improve the students' learning participation especially in the online EFL class during pandemic season. For students, to be more active in online EFL class in order to make the learning process is more

alive. In addition, students should be brave to ask questions or give opinion/comments during the online learning process. For other researchers, because this research explores only the teacher's verbal and nonverbal communication in online EFL class, of course it has many limitations. This research could not reveal all features of verbal and nonverbal communication used by teacher in EFL class. Therefore, it is suggested for other researchers to conduct another research that can explore all of the features of verbal and nonverbal communication used by teacher in EFL class.

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