PROCEEDING BOOK

POST-PANDEMIC LANGUAGE PEDAGOGY : PERSPECTIVE AND DIRECTIONS

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THE LANGUAGE TEACHER TRAINING AND EDUCATION INTERNATIONAL CONFERENCE

Post-Pandemic Language Pedagogy: Perspective and Directions

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Post-Pandemic Language Pedagogy: Perspective and Directions

ACKNOWLEDGMENTS

This proceeding book was built and dedicated to keynote speakers, invited speakers, and scientific work from researchers and the discussions that accompany it on Language Teacher Training and Education (LTTE) International Conference in 2020 with the theme of Post-Pandemic Language Pedagogy: Perspective and Directions can be carried out properly and this Proceedings can be published.

The theme was chosen with the reason to pay attention to the academic world about the importance of developing and strengthening the education sector during the COVID-19 pandemic. National academics have produced a lot of research on strengthening and development related to the education sector that has been previously mentioned. However, there are still many that have not been disseminated and widely publicized, so they are not accessible to the people who need them. On this basis, this International Conference has become an event for national academics to present their research, as well as exchange information and deepen their research problems, and develop sustainable cooperation.

There are 25 research papers submitted in parallel sessions. Scientific writing comes from various institutions from Higher Education, Research Institutions and other institutions. By publishing this proceeding this is expected to be useful and can be used as a reference in developing related research in education sector. The editorial board would like to thank you maximally to all parties involved in the settlement of this proceeding.

Best Regard,

LTTE Committee

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Teachers' Nonverbal Immediacy in English Language Learning

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Abstract:

Students' success in learning English is influenced by linguistic and non-linguistic factors. One of the non-linguistic factors is affective factors, such as students' attitudes and motivation, and teachers' behaviors. Teachers' behaviors can make students feel comfortable or even anxious in the classroom which affects students' learning achievement. Immediacy is a term used to point to positive behaviors which could enhance closeness between people who employed it in their communication. By employing immediacy, teacher is expected to have a positive relationship with their students which ultimately will have a positive effect on students' attitude and motivation. This study investigated (1) how the students perceive teachers' nonverbal immediacy that affects their attitude in learning English, and (2) how the students perceive teachers' nonverbal immediacy that affects their motivation in learning English. This qualitative exploratory research applied purposive sampling technique taking one class in one of Vocational High School at Makassar as the subject of this research that was class X UPW 2 (Usaha Perjalanan Wisata/Travel Agent). The researcher used observation, questionnaires, and interview to collect the data. The results of this research showed that (1) 15 out of 16 teacher's nonverbal immediacy behaviors were perceived positively and rated high in affecting the students' positive attitude in learning English, and (2) 15 out of 16 teacher's nonverbal immediacy behaviors were perceived positively and rated high in affecting the students' high motivation in learning English. The researcher concluded that the students can have positive attitude and high motivation in learning English if teacher employs nonverbal immediacy behaviors in her teaching or interaction with the students.

Introduction

The text should fit exactly into the type area of 187×272 mm ($7.36" \times 10.71"$). For correct settings of margins in the Page Setup dialog box (File menu) see Table 1. Student achievement is one of

the principal concerns to educators, including in English learning activities. In order for the students to be successful in learning activities, a teacher needs to pay attention not only on what students have known or what students need to know, but also on students' psychological condition. It is quite observable that some students are better in learning a foreign language than others, those are because they are successful based on their strong determination, hard work and persistence. However, some other learners are not that successful in learning another language, and it is clear that there are some critical factors which are mostly beyond the control of the learner that influencing this problem. These factors can generally be categorized as affective learning factors. The affective learning factors are crucial parts affecting English learning (Ni, 2012:1508).

Two affective learning factors seem to become the main factor in determining students' success in language learning activities, they are attitude and motivation. Learner's success in target language learning relies not only on intellectual capacity, but also on the learner's attitudes towards the language learning (Abidin, et al, 2012:121). Motivation has attracted considerable attention from researchers because of its huge influence on foreign language learning (Bin and Lixia, 2009:1). The students' negative attitude and lack of motivation, especially in learning English become a major problem for any teacher. There are some factors that could cause the occurrence of this problem; one of them is the teacher. The teacher can make students feel bored, anxious or even afraid in following language teaching and learning activities in the classroom.

The main factors which enable the teacher or lecturer to successfully manage and motivate the students to learn depend much upon how the teacher or lecturer manages everyone, including the teacher himself, and everything within the classroom (Rasyid, 2013; Dollah, 2016). The way teacher manages himself especially the way he interacts with his students is one important thing that could affect students' affective learning factors while participating in the foreign language teaching and learning activities in the classroom.

Based on this presumption, immediacy originally was constructed as behaviors which "enhance closeness to and nonverbal interaction with another" (Mehrabian, 1969), then the researcher assumed that when teacher applies immediacy behaviors in his interaction with students, then the

teacher and the students could become closer within acceptable social and psychological distance, when the relationship between teacher and students are closer, then the students can learn more comfortably. Hsu (2010) stated that the teacher can do much to capture and maintain the students' motivation if he builds positive characteristics or utilizes immediacy behaviors. This was also supported by some researches that proved nonverbal immediacy behaviors of teacher have shown to have a positive influence on student affective learning factors (Christophel, 1990; Hsu, 2010; Velez & Cano, 2008; Baker, 2010; Sakkir, 2016).

Immediacy is communicated both verbally and nonverbally. Although these two categories of immediacy can enhance closeness between people who employ it in their communication, however nonverbal immediacy seems to be more important in most cases. This is because the nonverbal immediacy may exist independent of any verbal message, but verbal message are usually accompanied by a variety of nonverbal messages (Richmond, 2001:68).

Based on the background, the research questions of this research are: (1) How do the students perceive teachers' nonverbal immediacy that affects their attitude in learning English? (2) How do the students perceive teachers' nonverbal immediacy that affects their motivation in learning English?

Immediacy

Immediacy is communication behaviors that create closeness in terms of social and psychological perceived distance between people who employ them in their communication. The concept of immediacy was proposed by Mehrabian (1969) who used this term to point to communication behaviors which "enhance closeness to and nonverbal interaction with another". Mehrabian (1969) and subsequent researchers (Gorham, 1988; Christophel, 1990) divided immediacy into two categories of communication; verbal and nonverbal.

Verbal Immediacy

Verbal immediacy refers to verbal messages that show kindness, humor, and praise. Verbal immediacy focuses on speaking behaviors such as including personal examples, using humor, providing and inviting feedback (Gorham, 1988). You show verbal immediacy behaviors when

you need to convey messages that transmit a feeling of warmth and a willingness to get in touch to the receiver of the message. Research reports on verbal immediacy have shown relationships with student motivation, perceived cognition, and affective learning (Christophel, 1990).

A simple example of verbal immediacy is the use of the pronouns "we" instead of using "you or I". For example, when you want to show this verbal expression to someone you know, you may say "we can overcome this problem together" rather than "you should overcome this". The utilization of plural pronouns such as "we" could make people closer, singular pronouns such as "you or I" tend to make people feel separated.

However, it needs to be remembered that cultural differences may make some of these verbal message inappropriate. An example of cultural differences is the use of manner of address. For example, you address the receiver of your message by his/her first name or nickname rather than use of a title, such as Ms., Dr., or Professor, along with the person's last name. Informality in some cultures tends to bring the communicators closer together and makes their communication easier. However in other cultures, such as in Indonesia, this type of verbal immediacy behavior can be considered as impolite especially when talking to someone older.

Nonverbal Immediacy

Language is not the only source of communication. Messages can be communicated not only by verbal expressions but also through eye contact, by stance, by appearance and motions and touch. Nonverbal Immediacy is a term used to describe nonverbal behaviors that communicate liking, a positive evaluation of others, or positive affect to others. Nonverbal immediacy refers to nonverbal behaviors that include smiling or looking toward someone when talking to him/her. Some researchers believe that nonverbal behaviors are more powerful at conveying immediacy than verbal behaviors.

Immediacy, again, affects people relationship varied from culture to culture. The example of the effect of culture in relation to nonverbal immediacy is the use of touch. In western country, the use of touch such as patting the shoulder of someone or hugging may be perceived as the way of communication that sends a message of empathy. However in other country, like Indonesia, such

behavior is perceived as inappropriate behaviors, especially when the person touched is the opposite sex of the person that does the touch and they do not have any relationship that make the touch is acceptable by their culture.

Teacher Immediacy

Immediacy is a concept introduced by Mehrabian (1969), to explain communication behavior, verbal and non-verbal behaviors, that occur during interpersonal or group communication. This concept was then introduced into instructional communication by Andersen (1979). Therefore, the 'immediacy' concept can be used to describe positive teacher's characteristics. Teacher's immediacy means both verbal and nonverbal behaviors of teacher, which happen during student-teacher interaction that would create physical and psychological closeness between teachers and students (Mahmud and Yacoob, 2007:92).

Similar to the concept of immediacy that has been explained before, teacher immediacy is also divided into two categories; they are teacher's verbal and nonverbal immediacy. Verbal immediacy includes the use of humor and frequent use of student's name; while, nonverbal immediacy includes smiling, eye contact, and vocal expressiveness of teachers.

Outcomes of Teacher Immediacy

There are some advantages to be gained by employing immediacy in the interaction with students in the classroom. Richmond (2001:78-79) stated some positive outcomes of teacher's immediacy in the classroom, they are:

Increased teacher immediacy results in increased liking, affiliation, and positive effect on the part of the student. Immediacy teachers are liked far more than non-immediate teachers.

Increased teacher immediacy results in an increased student affect for the subject matter. Students who become motivated to learn the subject matter because of the immediate will do well in the content and continue to learn long after the teacher who motivated them is out of the picture.

Increased teacher immediacy results in increased students' cognitive learning. Students with immediate teachers, attend more to the subject matter, concentrate more on the subject, retain more

of the content, and when challenged can correctly recall more of the subject matter than students with non-immediate teachers.

Increased teacher immediacy results in increased student motivation. It seems that the primary way that immediacy produces learning effects may be as a function of it increasing student motivation. Increased teacher immediacy results in reduced student resistance to teachers' influence attempts or teachers' behavior modification attempts. Immediate teachers seem to have more referent, respect, or liking power, hence students tend to comply with or conform to the wishes of the more immediate teachers. Non-immediate teachers have more difficulty getting students to comply with or conform to their wishes.

Increased teacher immediacy results in the teacher being perceived as a more competent communicator, one who listens and cares. Non-immediate teachers are usually perceived as ineffective, if not incompetent communicators.

Increased teacher immediacy results in the teacher being able to reduce or alleviate student anxiety about the classroom situation. A more immediate teacher is perceived as a more caring, sensitive teacher, hence the student feels less apprehensive about the overall instructional environment.

Increased teacher immediacy results in an increased student to teacher communication and interaction. Some teachers might see this aspect as a negative. It is not. If students communicate more with their teachers, then the student might get information he or she needs.

Increased teacher immediacy results in a reduced status differential between student and teacher. This does not mean the teacher is on the same level as the student. It simply means the students won't be so intimidated by the teacher's higher status. Therefore, the students might be more willing to ask clarifying questions about the content with no fear of the teacher.

Increased teacher immediacy results in higher evaluations from one's immediate supervisor. While this may seem unusual at first, it is really very simple to understand. Administrators like teachers who have good classes with few problems. Immediate teachers have good classes with fewer problems than non-immediate teachers. Hence, administrators will find immediate teachers to be the more effective teachers.

Outcomes of Teacher Immediacy

The various types of teacher's nonverbal immediacy behaviors can affect the student-teacher relationship. There are some explanations about how the teacher's nonverbal immediacy can affect the teacher's communication with the students.

Instructors appearance

Appearance transmits important messages in the classroom setting. An instructor's attire affects the way students perceives that instructors (Richmond, 2001: 70). Richmond (2001:70) also added that teacher who dress very formally are seen by students as competent, organized, prepared, and knowledgeable.

Physical proximity

Teachers who move closer to the students when talking to them can make the students feel more appreciated and get more attention from their teacher, so they feel more confident to talk to the teacher. This is really important because students perceived the teacher that never moves closer to the students as an uncaring and unfriendly teacher. The teacher who stands behind the desk or podium and rarely approaches students or allows them to approach her or him is perceived by students as unfriendly, unreceptive, unapproachable, and non-immediate. (Richmond, 2001:74).

Eye contact

Eye behavior of teacher and student can affect the interaction between them. Teacher who often uses eye contact to the students, whether when explaining the lesson, or talking to the students can make the students feel that the teacher gives them more attention. Some instructors are rarely to have eye contact with their students. This usually suggests to the students that the teacher is not interested in them and that teacher is not approachable (Richmond, 2001:73). Teacher who uses more eye contact can more easily monitor and regulate their classes, and they also communicate more warmth and involvement to their students (Andersen & Andersen in Barker, 1982:102).

Smiling

The other teacher nonverbal immediacy that has an impact on students learning is smile. Smiling has been associated with liking, affiliation, and immediacy (Hsu, 2010). Furthermore, Hsu (2010) stated that the teacher who smiles is perceived as more immediate and likeable than the one who does not.

Body movement and gestures

The other nonverbal immediacy that the teacher can use is the head nods. The teacher who uses positive head nods in response to a student's comments is perceived as friendly, concerned about the communication between teacher and student, and immediate. An instructor who rarely nods, or uses more negative head nods than positive quickly stifles teacher-student communication (Richmond, 2001:72).

Teacher also should make use of his hands effectively in his teaching. This is not only able to facilitate the students in understanding what the teacher is talking about, but also can make the teacher's teaching style more animated. The teachers' delivery style should be animated and dynamic, and gesturing is one method of achieving this (Richmond, 2001:72). Furthermore, Richmond (2001:71) also stated that the animated and dynamic teacher can keep the class interested in the subject for longer periods of time. Nonanimated, boring teachers put their classes to sleep.

Vocal expressiveness

Teacher who uses vocal expressiveness when talking to the students can make the students feel more comfortable and do not get bored in following the learning activities. Generally, communicators who vary their pitch, loudness, and tempo of their speech are viewed as more immediate (Andersen & Andersen in Barker, 1982:102). Meanwhile, the teacher who has a monotone/dull voice when talking to the students is considered as a boring and uncaring teacher. The monotone voice projected the image of boredom or noncaring (Richmond, 2001:73).

Research Method

The researcher used qualitative exploratory design. In taking the subject, the researcher used Purposive Sampling Technique taking one class in SMKN 8 Makassar as the subject of the research that was X UPW 2. The researcher took class X UPW 2 because the researcher has already conducted a preliminary observation in that class and found that the English teacher who teaches in that class used a lot of immediacy behaviors in her teaching and the students responded the teacher's immediacy behaviors by actively involved themselves in classroom activities and really paid attention on the teacher's explanation.

There were three kinds of instruments used in this research, namely observation, questionnaires, and interview. The researcher started the procedures of collecting data by observing three sessions of teaching and learning processes to record the teacher's nonverbal immediacy behaviors and the students' behaviors. The researcher observed the three phases of teaching and learning activities, from beginning the class, running the class, until closing/ending the lesson.

The researcher distributed attitudinal and motivational scale to the respondents of the research to obtain data about the teacher's immediacy that affects the students' attitude and motivation in learning English. The scales were made based on the data obtained from observation that was about the kinds of teacher's nonverbal immediacy that teacher used in teaching and learning activities in the classroom. Each of the scales will use a 5 point Likert scale (1=very low, 2=low, 3=moderate, 4=high, 5=very high).

The researcher interviewed 10 students (4 students with the highest score, 3 students with moderate score, and 3 students with the lowest score) to support and to verify the data got from both observation and questionnaires.

To analyze the collected data, the researcher used the following techniques:

Identifying and classifying the teacher's nonverbal immediacy used in the classroom.

Microsoft Excel program was used to analyze the data obtained from attitudinal and motivational scale. The teacher's nonverbal immediacy had 16 items of nonverbal immediacy behaviors. The questionnaire that was used in this research used a 5 point Likert scale, namely 1=very low, 2=low, 3=moderate, 4=high, 5=very high. The data were in nominal scale.

Table 1. The score range

No.	Interval Mean Score	Category
1	4.2 – 5.0	Very High
2	$3.4 < x \leq 4.2$	High
3	$2.6 < x \leq 3.4$	Moderate
4	$1.8 < x \leq 2.6$	Low
5	≤ 1.8	Very Low

The data obtained from interviews were transcribed, identified, classified, extracted, and then interpreted.

Findings

How do the students perceive teachers' nonverbal immediacy that affects their attitude in learning English?

Table 2 Teacher's Nonverbal Immediacy that Students of X UPW 2 Perceived to Foster Their Positive Attitude in Learning English.

No.	Nonverbal Immediacy Behaviors	Phases (meetings) 1			2			3			Mean Score	Category
		B	R	C	B	R	C	B	R	C		
1	Smiling at individual student while talking to him/her	√	√		√	√			√		4.64	Very High
2	Smiling at the class while talking	√	√		√	√		√	√		4.61	Very High

No	Item										Mean	Interpretation
3	Using gestures while talking to the class	√	√	√	√	√	√	√	√	√	4.61	Very High
4	Being enthusiastic in teaching	√	√	√	√	√		√	√	√	4.44	Very High
5	Giving reward to student as an appreciation on student effort				√						4.38	Very High
6	Having a relaxed body posture while talking to the class	√	√	√	√	√	√	√	√	√	4.26	Very High
7	Nodding along students' responses	√	√	√	√	√			√		4.26	Very High
8	Coming closer to students	√	√	√	√	√		√	√	√	4.26	Very High

	when teaching											
9	Looking at the class while teaching	√	√	√	√	√	√	√	√	√	4.23	Very High
10	Using vocal variety (non-monotone) when talking to the class	√	√	√	√	√	√	√	√	√	4.23	Very High
11	Looking very little at board or notes while talking to the class	√	√	√	√	√	√	√	√	√	4.05	High
12	Dressing neatly	√	√	√	√	√	√	√	√	√	3.97	High
13	Having eye contact when calling on a student's name	√	√	√	√	√		√	√		3.85	High
14	Looking at individual student	√	√	√	√	√		√	√	√	3.79	High

No.	Behavior										Mean	Interpretation
	while talking to him/her											
15	Shaking hands with students			√			√			√	3.7	High
16	Walking from back to the front and side-to-side between rows when teaching (moving around the class when teaching)	√	√		√	√		√	√	√	3.32	Moderate

Note: B: beginning the class, R: running the class, C: closing the lesson

Table 2 showed that there are 15 teacher's nonverbal immediacy behaviors that were perceived positively and rated high in affecting the students' positive attitude in learning.

How do the students perceive teachers' nonverbal immediacy that affects their motivation in learning English?

Table 3 Teacher's Nonverbal Immediacy that Students of X UPW 2 Perceived to Nurture Their Motivation in Learning English.

No.	Nonverbal Immediacy Behaviors	Phases (meetings)									Mean Score	Category
		1			2			3				
		B	R	C	B	R	C	B	R	C		
1	Smiling at individual student while talking to him/her	√	√		√	√			√		4.61	Very High
2	Smiling at the class while talking	√	√		√	√		√	√		4.58	Very High
3	Being enthusiastic in teaching	√	√	√	√	√	√	√	√	√	4.5	Very High
4	Using gestures while talking to the class	√	√	√	√	√	√	√	√	√	4.44	Very High
5	Giving reward to student as an				√						4.38	Very High

	appreciation on student effort											
6	Having a relaxed body posture while talking to the class	√	√	√	√	√	√	√	√	√	4.29	Very High
7	Nodding along students' responses	√	√	√	√	√			√		4.26	Very High
8	Coming closer to students when teaching	√	√	√	√	√		√	√	√	4.26	Very High
9	Using vocal variety (non-monotone) when talking to the class	√	√	√	√	√	√	√	√	√	4.23	Very High
10	Looking at the class while teaching	√	√	√	√	√	√	√	√	√	4.17	Very High

11	Dressing neatly	√	√	√	√	√	√	√	√	√	4.11	High
12	Looking very little at board or notes while talking to the class	√	√	√	√	√	√	√	√	√	4.05	High
13	Having eye contact when calling on a student's name	√	√	√	√	√		√	√		4	High
14	Looking at individual student while talking to him/her	√	√	√	√	√		√	√	√	3.94	High
15	Shaking hands with students			√		√			√	3.82	High
16	Walking from back to the front and side-to-side between rows when	√	√		√	√		√	√	√	3.26	Moderate

teaching (moving around the class when teaching)										

Note: B: beginning the class, R: running the class, C: closing the lesson

The table 3 showed that there are 15 teacher nonverbal immediacy behaviors that were perceived positively and rated high in affecting the students' motivation in learning English.

Discussions

Interpretation and Arguments

Teachers' nonverbal immediacy that affect students' attitude and motivation in learning English.

Very High Category

Smiling at individual student while talking to him/her

Smiling is defined as a nonverbal expression that communicates happiness, friendliness, warmth, and liking. This makes the students feel more comfortable and relax and also far from feeling of anxiety in following the English teaching and learning activities in the classroom.

Smiling at the class while talking

Teacher that always smiles at the class while talking is perceived by the students as a friendly teacher. By smiling, the students will think that the teacher enjoys her teaching activities and ultimately will also make the students enjoy their learning activities as well.

Using gestures while talking to the class

This means teacher uses their hands effectively and meaningfully to facilitate their students to understand what the teacher says. This behavior is really helpful for the students to understand the teacher verbal expressions. Gesturers communicate and help clarify the verbal expressions. Using appropriate gestures facilitate students' understanding (Rasyid, 2015:42). This nonverbal

immediacy could also give variation to the teacher's teaching activities so the students will not feel bored or sleepy.

Being enthusiastic in teaching

Enthusiastic is a hypothetical construct that shows someone is interested in doing something. By being enthusiastic, teacher shows to the students that she is not only interested her teaching activities but also to the students in the classroom. That's why teacher who is enthusiastic will also make the students become enthusiastic in learning activities in classroom.

Giving reward to students as an appreciation on student effort

This means teacher gives something to students because the teacher appreciates what the students' have done. By doing this, teacher could make students feel that every effort that they have done will not end up in vain, it is because the teacher appreciates their efforts both in the form of rewards or just applause. This behavior can also create competition atmosphere within the classroom since all students will compete with their peers in order to get the reward the teacher promised.

Having a relaxed body posture while talking to the class

This means teacher can control every action that she will do and every word that she will say to her students. A teacher who has a relaxed body posture is more capable of providing learning materials to students in the classroom. The words the teacher will say can be controlled, so it gives a good impression to the students.

Nodding along students' responses

A teacher who seems indifferent when a student is stating his opinion may make that student consider that his teacher doesn't value him so the student will become lazy not only to respond to the teacher's question but perhaps to participate in learning activities. By nodding, teacher shows not only she pays attention on the students' words but it also can be a form of agreement for student statement. Nodding along students' responses creates the perception of engagement and agreements in the sense that the teachers are paying attention to and agree with the students and to their ideas (Rasyid, 2015:40).

Coming closer to students when teaching

By coming closer to students when teaching, teacher not only can create a good rapport with the students but also will help the students to hear what the teacher says in the classroom.

Looking at the class while teaching

This means teacher pays attention to every verbal and nonverbal behavior of students by looking at them. Teacher who utilizes more eye contact can more easily monitor and direct their students, and they also transmit more warmth and involvement to their students.

Using vocal variety (non-monotone) when talking to the class

This means teacher uses a variety of vocal expressions, such as changes in pitch and tempo on the teacher's voice. By varying the voice, the teacher can liven up the classroom atmosphere so students will not feel bored or sleepy while participating in the learning activities in the classroom.

High Category

Looking very little at board or notes while talking to the class

This means teacher has mastered the learning materials that she will bring into the classroom so she can focus on monitoring students while teaching. It shows the readiness and professionalism of teacher in teaching.

Dressing neatly

The outer appearance is the first indicator of someone inner characteristics. The way teacher dresses can determine the way students judge their teacher. The teacher who dresses neatly shows the professionalism of that teacher.

Having eye contact when calling on a student's name

By doing this nonverbal immediacy, teacher sends the message that the teacher wants to know about the presence and condition of the student. The students like teacher who cares about them. They feel more comfortable to interact with the teacher who cares about them.

Looking at individual student while talking to him/her

Eye contact is one form of nonverbal communication that sends a message of interest. Teacher who rarely makes eye contact with the students, especially when talking in classroom to the students is considered by students as a teacher who is not interested in communicating with them.

Shaking hands with students

Students feel closer to teachers if they are allowed to shake hands with the teacher, which ultimately will make the students feel more comfortable while participating in the English teaching and learning activities in classroom.

Moderate Category

Walking from back to the front and side-to-side between rows when teaching (moving around the class when teaching)

This means the teacher walk around the classroom to check the students' work and the extent to which the students have understood the lesson that the teacher has explained.

Conclussion

The results of this research showed that 15 out of 16 items of teacher's nonverbal immediacy behaviors were perceived positively and rated high in affecting the students' positive attitude and motivation in learning English. Based on the findings above the researcher concluded that the students can have positive attitude and high motivation in learning English if teacher employs nonverbal immediacy behaviors in her teaching or interaction with the students.

Suggestion

Teacher should be aware of using immediacy behaviors when talking or teaching in the classroom to foster the students' positive attitude and nurture their motivation in learning English. However, teacher should know which immediacy behaviors to be used in order to help students perform better during teaching and learning process.

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