THE ABILITY IN CONVERTING VERBAL INFORMATION INTO NON-VERBAL INFORMATION IN GRADE XI STUDENTS OF SMKN 4 PADANG SIDIMPUAN

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Abstract
Verbal and non-verbal communication plays a vital role in delivering messages. Therefore, this study examines the level of students’ ability to convert oral information into non-oral information. The type of this study was quantitative research using a descriptive method. The population was all students in SMKN 4 Padang Sidimpuan, while the samples were grade XI students of SMKN 4 Padang Sidimpuan, totaling 75 students. The applied data analysis techniques were tests and documentation. The results of student learning outcomes showed a mean value of 89.67, indicating that students could convert verbal information into non-verbal information, as evidenced by the percentage of students’ abilities in the “capable” category greater than that of students in the “incapable” class. The percentage of students in the capable category was 77.14%, while students in the incapable class were 30%.

Keywords — ability, information, verbal, non-verbal, message.

Introduction
A language is a communication tool used by humans. It plays an important role in conveying information and becomes a liaison between one party to another. In addition, it is a means of communication, both orally and in writing. According to (Yuli, 2016) communication is an effort to deliver messages from individuals or groups. In the communication process, several elements must be considered, namely the sender of the message (communicator), recipient of the message (communicant), the channel or medium of conveying the message, and feedback from the recipient (Rochanah, 2016).

In essence, a language is important in the communication. Language activities emphasize language to move humans to carry out communication activities. Based on the function of language as a tool to communicate, humans are the main element, while complement elements are other things that express new meanings (Aini et al., 2019).

This is the subject and object for the recipient. Furthermore, the conveyed information contains useful elements for formal and informal language skills (Aini et al., 2019). The ability to compose sentences is one of the skills in language, in which words are combined to be information. It transforms to be important data that provides useful knowledge for humans. To obtain useful information, the first things to do are to collect data, summarize or listen to the most necessary, and process it so that the information can be understood well (Wulandari, 2018).

Learning a language as a communication tool in the curriculum of Indonesian language teaching is intended to introduce the Indonesian language, develop knowledge about the Indonesian language, improve Indonesian language skills, and instill a positive attitude towards the Indonesian language. Language is a carrier of information. Through language, humans may convey messages to others. (Valentina & Sari, 2019) This is called the transmission function of
language. The privilege of language as a function of transmitting information across time (past, present, and future) allows for a balance of culture and tradition. As in everyday life, humans cannot be separated from the information. The most important things are to be able to receive and give information to others properly and correctly.

Humans as social beings certainly meet, know, and communicate with new people. Therefore, in social life, one needs to have good speaking skills. Public speaking is considered one of the human abilities in managing language well (Asiyah, 2018). It can transmit information and purpose in public. For this reason, the ability to speak is considered as a driving force for someone in building communication relationships with others. By viewing from the side of verbal ability, language is a benchmark to see a person’s performance, attitude, and abilities (Darmawansah, 2019).

One of the word classes, often used in language activities, is a verb. It is from the Latin word *verbum*, meaning “word”. As a word class, it denotes an action, existence, experience, or understanding dynamically. This group of words usually serves as a predicate in a phrase or sentence (Pratama & Priyantoro, 2017)

Furthermore, verbal communication is defined as a form of communication that may be carried out orally and in writing. Meanwhile, non-verbal communication is carried out other than verbally or done using gestures by utilizing body movements, expressions, intonation, and language style. According to (Kusumawati, 2016), written communication is used through writing carried out in correspondence activities via post, telegram, telefax, fax, e-mail, and others.

In the field of communication science, written language is quite frequently used. Non-verbal language as one of the human actions is intentionally sent and interpreted according to its purpose and has the potential for feedback from the recipient. In other words, communication may not use verbal symbols. According to (Valentina & Sari, 2019), non-verbal information is presented in visual forms, such as (1) charts, (2) graphs, (3) diagrams, (4) tables, and (5) matrices.

Language and its perception become an interesting discourse in the study Communication. Language plays a very significant role in the process of delivering communication messages. The success of communication is also influenced by non-verbal language which is considered an important factor of understanding between communication subjects. For these reasons, this study is expected to provide benefits for improving students’ ability to convert verbal information into non-verbal information, as a reinforcement and development of Indonesian language teaching in schools (Nababan, 2012).

Discussion of verbal and non-verbal communication is found in the research “Studi Komunikasi Verbal dan Non Verbal Game Mobile Legends”, aims to find out how the verbal communication of game players of Mobile Legends: Bang Bang and also to know the non-verbal communication of the game players of Mobile Legends: Bang Bang. In analyzing this study, the author uses the theory of verbal and non verbal communication. Similar research is also found in “Penggunaan Metode Bercerita dengan Media Gambar Seri untuk Meningkatkan Kemampuan Bahasa Verbal Anak di Kelompok A TK Plus At Taqwa Kecamatan Brondong Kabupaten Lamongan”, describing the application of the method of storytelling with images of the series to improve verbal language skills of children and motivate children to enjoy learning, especially in learning through storytelling. Learning to change verbal information into nonverbal information will provide the ability to communicate effectively.

**Literature Review**

Communication is a social process, in which individuals use symbols as an interpretation of meaning in an environment that emphasizes the process of giving and receiving various meanings between two parties (Yuli, 2016). Humans communicate using verbal and nonverbal codes. Verbal communication, as communication that uses words both orally & in writing, expresses feelings, emotions, thoughts, ideas, facts, data, & information and explains them by exchanging feelings & thoughts (Yuli, 2016).

Two types of verbal communication are speaking and writing, for example, the
presentation activities in meetings or business correspondences activities. Apart from that, listening and reading have different meanings (Mulyana, 2000). Here, hearing means simply picking up sound vibrations, while listening is taking the meaning of what the sound conveys (Kusumawati, 2016). Understanding non-verbal communication means understanding all cues which are not in the form of words. Nonverbal communication includes activities and behavior, not all that is realized or done. List of nonverbal communication that includes gestures, eye contact, closeness to other people (closeness), many of these activities are popularly called "body language", but the act of nonverbal communication does not necessarily have a consistent meaning in every situation, in which it is used. in the use of each person (Pratama & Priyantoro, 2017).

Messages in non-verbal communication are very influential on communication (Yuli, 2016). Types of non-verbal information are (1) chart, an analytical and statistical description of the processes that occur in nature, technology, and human society, (2) graph, ups and downs of a situation or a result using lines or pictures, (3) diagram, a picture (sketch) to show or explain something, (4) matrix, a table arranged in rows and ranks so that the items of description that are filled in can be read from top to bottom and from left to right, (5) table, a list containing an overview of many informational data, usually in the form of words and numbers arranged in descending order in certain rows and series with dividing lines so that they can be easily read, (6) map, a representation through pictures of an area that states the boundaries of its surface properties, and (7) blueprint, a picture showing the location of a city, road, or others.

Non-verbal communication includes all aspects of communication other than the words, such as expression in pronouncing words, the characteristics of situations, the environment that affects interaction (temperature and lighting), and objects that affect personal image & interaction patterns (clothing, jewelry, furniture, and others) (Darmawansah, 2019).

(Apriliawati, 2003) Verbal and non-verbal communication has a fundamental difference. First, non-verbal communication is considered more honest. If there is inconsistent verbal and non-verbal behavior, most people believe in non-verbal behavior (Bugiardo, 2015). Some studies prove that non-verbal behavior is actually more trustworthy than verbal communication.

Although humans often control non-verbal communication less consciously, it is considered more trustworthy. Second, non-verbal communication has many channels. Verbal communication usually occurs in one channel, in which oral verbal information is received through hearing, while written verbal information is received through being seen, felt, heard, smelled, and tasted. Third, verbal communication is discrete, while non-verbal communication is continuous (Ganesha, 2016). Verbal symbols start and stop alternately. When someone starts talking at one point and stops talking at another, non-verbal communication tends to flow continuously. Before people speak, facial expressions and postures may reveal their feelings. When they speak, their body movements and appearance are conveying messages. Furthermore, after they speak, their posture changes, perhaps relaxing. Verbal and non-verbal communication is a unity that cannot be separated. In other words, these two work together to create meaning.

Method

In this study, researchers applied quantitative research with a descriptive method. According to (Arikunto, 2010), a descriptive method is intended to collect information about the status of an existing phenomenon. In addition, the research population in this study was all grade XI students of SMKN 4 Padang Sidimpuan. According to (Arikunto, 2010) the research population is a whole of the research subject. Sample to 70 students, sampling using the technique Cluster Random Sampling. Sampling by dividing the population into several separate groups, several samples are taken randomly or randomly. Collecting data through tests to test students' ability to change verbal information into non-verbal information and literature studies as a reference for supporting theories. The instrument used in this study was a written test to examine students' ability in converting verbal information into non-verbal information.
The data analysis technique in this study used an observation test, in the form of an essay in the form of verbal information converted into non-verbal.

**Results and Discussion**

The results showed that the total score of students’ learning outcomes in converting verbal information into non-verbal information was 5,380 with the highest score of 100 and the lowest score of 40. The scores can be seen in the following table.

| Scores | Total Students | Total Score |
|--------|----------------|-------------|
| 100    | 6              | 600         |
| 90-95  | 12             | 1130        |
| 80-86  | 15             | 1278        |
| 85-75  | 21             | 1767        |
| 74-66  | 21             | 1449        |
|        | 70             | 6277        |

For obtaining the mean value of students’ ability scores in converting verbal information into non-verbal information, researchers used the formula proposed by Arikunto (2009), as follows.

\[ M = \frac{\sum x_i}{N} \]

\[ M = \frac{6277}{70} \]

\[ = 89.67 \]

It can be seen that the mean value of the results of essay contains 10 questions of verbal information which will be converted into non-verbal. Test examining students’ ability in converting verbal information into non-verbal information was 89.67. Furthermore, the frequency and percentage of students concerning their ability in converting verbal information into non-verbal information also varied, as shown in the following table.

| No. | Range   | Qualification | Frequency | Rank | Percentage (%) | Category        |
|-----|---------|---------------|-----------|------|----------------|-----------------|
| 1   | 100-86  | Very Good     | 18        | A    | 25.71 %        | Capable         |
| 2   | 85-75   | Good          | 36        | B    | 51.42 %        | Capable / Sufficiently capable |
| 3   | 74-66   | Sufficient    | 21        | C    | 30 %           | Incapable       |
| JUMLAH | 70       | 100 %         |           |      |                |                 |

From the table above, it can be seen that the number of students in the “capable” category in converting verbal information into non-verbal information is more than that of students in the “incapable” category. For more details, researchers presented it in the form of a graph, as follows.
Based on the obtained data presented above and concerning the research hypothesis regarding students’ learning outcomes on the ability in converting verbal information into non-verbal information, students’ learning outcomes are classified in the “capable” category. To get a clear picture of the obtained students’ learning outcomes, researchers presented the following table.

| Kategori  | Frekuensi | Persentase |
|-----------|-----------|------------|
| Mampu     | 54        | 77,14%     |
| Tidak Mampu| 21        | 30%        |

Based on the table above, students were classified as being “capable” to convert verbal information into non-verbal information. It was proven by the results of students’ learning outcomes reaching 77.14%. Furthermore, the number of students in the “capable” category in converting verbal information into non-verbal information is more than that of students in the “incapable” category (capable > incapable).

In this study, students’ ability in converting verbal information into non-verbal information was measured using a written test. The written test was in the form of verbal information containing a description of the location of the school (SMKN 4 Padang Sidimpuan) which was then converted into a blueprint (non-verbal information). The results of the analysis on students’ learning outcomes showed that the obtained percentage values varied. The scores of students’ learning outcomes were divided into three: (1) the scores between 74 and 66 were in the “incapable” category, (2) the scores between 85 and 75 were in the “sufficiently capable” category, and (3) the scores between 100 and 86 were in the “capable” category.

The percentage of students’ learning outcomes in the lowest category, namely the scores between 74 and 66, was 30%. They were classified as “incapable” to convert verbal information into non-verbal information. It was found that several names of streets were left empty, directions given were not correct, and some students did not even draw the blueprint completely. However, from students’ learning outcomes, teachers can motivate students to continue learning about verbal and non-verbal information. In addition, teachers can also repeat the given learning topic with the addition of permission to open google maps, questions-and-answers section, demonstrations, and provision of assignments to achieve maximum learning objectives.

Apart from that, the percentage of students’ learning outcomes in the medium category, namely the scores between 85 and 75, was 51.4%. They were classified as “capable” to convert verbal information into non-verbal information. It was found that students were able to make blueprints based on appropriate layouts and systematic directions. However, their ability in placing markers and symbols was still relatively weak.

On top of that, the percentage of students’ learning outcomes in the highest category,
namely the scores between 100 and 86, was 25.71%. They were classified as “capable” to convert verbal information into non-verbal information. Their learning outcomes showed effective results. Overall, they were able to convert verbal information into non-verbal information. It was found that they possessed high accuracy in making appropriate blueprints based on aspects of layout, symbols/markers, directions, and location points. Furthermore, they were able to write down the names of streets according to verbal information given so that their learning outcomes were considered maximal.

Conclusion
The ability in using the Indonesian language, especially regarding verbal and non-verbal information, is considered appropriate to be applied by students. The results of the data analysis of students’ learning outcomes showed that the percentage values varied. The scores of students’ learning outcomes were divided into three: (1) the scores between 74 and 66 were in the “incapable” category, (2) the scores between 85 and 75 were in the “sufficiently capable” category, and (3) the scores between 100 and 86 were in the “capable” category. After finding out students’ learning outcomes, researchers allowed them to open google maps, provided questions-and-answers sections, presented demonstrations, and gave assignments so that students’ learning outcomes could be in the “good” category. In this study, researchers found that the percentage of grade XI students of SMKN 4 Padang Sidimpuan who were “capable” in converting verbal information into non-verbal information was 77.14%, while that of those who were “incapable” was only 30%.

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