NON-VERBAL COMMUNICATION AND ITS EFFECTIVENESS ON TEACHING AND LEARNING ARABIC LANGUAGE

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Abstract

Purpose: This research was conducted to observe the extent of effectiveness at non-verbal communication in the teaching of Arabic language, which is used by teachers in order to intervene students’ performance. Without doubt, teachers play a significant role at ensuring the effectiveness of teaching and learning, as well as its fulfilled objectives. One of the approaches which helps teachers to achieve teaching objectives is the communicative approach. An effective communication depends on the teacher’s ability to deliver message either verbally or non-verbally. The use of non-verbal communication along with verbal communication will enhance the effectiveness of teaching delivery and learning.

Methodology: This research is quantitative in nature which was carried out on two groups – the treatment and control group among Form 2 students by using Arabic language textbooks, published by the Ministry of Education. This experimental research took place in 12 weeks. Pre- and post-test was done to observe the impact on students’ achievement where later mean score and t-test was conducted on the results.

Main Findings: Findings from t-test reveals an obvious improvement among the students from the treatment group as compared to those in the control group. Achievement among the treatment group shows the effectiveness of using non-verbal communication as part of teaching and learning Arabic language. This findings is hoped to equip teachers at providing attention to the use of non-verbal communication in the process of teaching and learning.

Applications: Findings revealed the applied translating strategies are literal translating, transposition, synonyms, omission, reduction, functional matching and cultural matching. Based on the selected samples, the application of literal translating is the highest.

Keywords: Non-verbal Communication, Teaching of Arabic Language, Effective Non-Verbal Communication, Textbooks for Arabic Language.

INTRODUCTION

Communication is a process of communicating ideas, value, attitude, etc. which is then channeled, delivered and shared by one person to others (Mansor Ahmad Saman et al., 1984). Research on communication are those on understanding the transmission of message and its reception. Hence, words are only mere intermediary because in numerous occasions, message intermediary is equally as important as language intermediary (Asep Dadan Wikan, 2003). Such a communication is thus called as non-verbal or forms of message delivery without language intermediary (Tubbs & Moss, 2000).

Non-verbal communication is delivering meaning in the form of message which includes non-existing sound symbols or without sounds (Yanti Setianti, 2007). According to Hasuria Che Omar, Rokiah Awang, Syed Zainal Ariff Syed Jamaluddin and Noriah Mohamed (2009), non-verbal communication is similar to facial expression and body gesture; both researched in literature review and in multimedia narrative texts. Non-verbal language is specifically related to communication without words or those that include non-linguistic symbols, which are largely without formal structure such kinesic, haptic, prosemantic, cronemic, etc. It also includes non-verbal structured symbols, which are punctuation marks such as question marks, commas, full stops, etc. (Hasuria Che Omar et al., 2009).

Richmond and McCroskey (2000) studied on more than 10,000 teachers where these researchers noticed that non-verbal behaviours is the most effective means of communicating in order to improve teacher-student relationship, as compared to verbal communication. The primary function of teachers’ non-verbal behavior in classrooms is to influence students or to attract their interest on a particular subject, teacher and classroom. Non-verbal behavior is also able to stimulate desire to further explore on a subject. It is also a positive affective relationship development between teachers and students. When teachers increase their influence through non-verbal behavior effectively, students are likely to feel more excited to listen, learn extensively and garner more positive attitude at school.

Effective non-verbal communication in classrooms is the cause of positive impact on learning. A teacher should strive at creating effective communication where non-verbal communication plays an important role. There are claims that 93% of messages which comes from non-verbal communication, leaving the remaining 7% from verbal communication (Floyd, 2009). Sulaiman Masri and Ahmad Khair Mohd Nor (2005) argued that 80% of effective communication is from non-verbal communication, which includes facial gesture, eye contact, body gesture, distance, appearance, bodily scent and tonation, while another 20% is through words.

Researchers of non-verbal communication are mainly divided in opinion regarding its channel of communication. Floyd (2009) and Richmond and McCroskey (2000) discussed over ten channels of non-verbal communication which half is only accepted by other researchers. Pamela and Cheri (2007), Devito (2007) and Bebee and Masterson (1989) discussed seven types of channels, while Heun and Heun (1975) look at eight. Hargie (2006) elaborated on three types of non-verbal communication. All these does not sum up rejection of ideas regarding the types...
of non-verbal communication; in fact, it shows the diversity of focused channels.

Subject performance is closely related with students’ attitude towards teacher’s teaching. Students’ positive attitude towards the teacher and subject influences his ability, mastery and performance of the subject. According to Nor Aizazah Abdul Aziz, Siti Hajar Idrus and Zamri Mahamod (2008), the main factor for the shaping of positive attitude towards language is teacher’s behavior. Hence, teachers’ roles is crucial at shaping students’ positive attitude towards the subject.

Janak Singh Negi (2009) found out that teachers’ attitude or non-verbal behavior plays a significant role in industrializing the teaching of English. According to Gardner (1980), findings on the correlation between attitude towards subject and students’ achievement was conducted by Jordan since 1941 where the latter finds out that both are highly related. The latest research also shows high relations between attitude towards learning and language proficiency (Gardner, 1985).

Christophel (1990) conducted a research on 562 students from nine colleges in order to determine the relationship between students’ motivation and teacher’s immediation. It shows that teacher’s immediate behavior has positive relationship with students’ motivation. According to Nordin Hallas (2016), teacher’s non-verbal communication is closely related to students’ motivation where he observes teacher’s efficiency at using non-verbal communication in the process of teaching and learning stimulates students’ level of motivation. As such, teachers’ frequency of using non-verbal communication highly influences students’ motivation. Regularity and efficiency at using non-verbal communication motivate students.

Motivation is the key to students’ achievement because it has long been proven through literature, indicating that students are highly influenced by motivation to achieve higher (Atkinson, 1999; Spence, 1983). Keith and Cool (1992), Klinger (1966), Roger (2009), Shawashreh (2007), Trautwein, Ludtke, Koller and Kastens (2006), Li and Pan (2009), as well as Alkasawneh et al., (2012) also find that there is positive relationship between motivation and achievement. Students who are high in motivation are likely to strive harder and solve their tasks, and this leads to their better achievement as compared to those who lesser motivated.

Effects of immediate non-verbal communication are proven to be positively related to students’ higher level of motivation and their interest for the subject (Ferrell, 2012). Motivation can determine whether learning becomes shallow and short-term or deepening and engaging (Griffin, 1985).

According to Najiba Abdullah Meyad, Samsilah Roslan, Maria Chong, and Babiyah Haji (2014), students who are drawn to learn Arabic language, are likely to perform better, as compared to those who are not motivated.

Based on several mentioned studies, it can be summarized that non-verbal communication is most important to be applied by teachers in the process of classroom teaching and learning. This is because the use of non-verbal communication motivates students and draws their interest to continue striving. In fact, it is capable of influencing the extent of their performance.

OBJECTIVES AND METHODOLOGY

This research was conducted to observe to an extent, the effectiveness of non-verbal communication in learning Arabic language in order to influence students’ achievement. This quantitative research is also an experimental research conducted on two groups – the treatment group, comprising of 28 students, and the control group of 22 Form 2 students using Arabic language textbook, published by the Ministry of Education in two Malaysian schools. The experiment was done within 12 weeks, as suggested by Slavin, Lake and Groff (2009). The researchers have briefed the teacher for treatment group about the 10 channels of non-verbal communication as suggested by Richmond and McCroskey (2009). These channels are physical appearance, body gesture, facial expression, olalekse, vocalic, proxemic, haptic, surrounding, olfactory and chronemics. While the teacher for control group was not given any training and left to teach the conventional way.

Research questions were built based on the principles of constructing Table of Test Specifications (TTS). The constructed tests are made up of objectives questions and essay form, while the weightage (%) of skill level content is based on the duration of teaching and the relevance of the taught skill (Mohd Najib, 1997). The researchers gathered the opinions of 17 experts on testing items in order to get validation on the constructed items. A pilot test was also conducted on 30 students in one of the national schools in Terengganu to identify any error and mistake within the built testing items.

The researchers conducted the pre and post-tests to explore effects on students’ achievement. Mean score and t-test were run onto the pre and post-test.

RESEARCH ANALYSIS

This part discusses over a comparative analysis done after conducting pre and post-test on both treatment and control group within the experimental period of 12 weeks.

Pre and post-tests achievement on Treatment group

Researchers compared the results of pre and post-tests on the treatment group as indicated in Table 1.0, which shows distribution of percentage for pre and post-test achievements on treatment group.

Table 1: Comparison of achievement of pre and post-test for intervention group

| No. | Score | % Increase |
|-----|-------|------------|
|     | Pre-test | Post-test |
| 1   | 47     | 100        |
| 2   | 67     | 100        |
| 3   | 69     | 100        |
| 4   | 56     | 97         |
| 5   | 47     | 97         |
| 6   | 36     | 97         |
| 7   | 31     | 97         |
| 8   | 41     | 95         |
| 9   | 38     | 95         |
| 10  | 26     | 94         |
| 11  | 33     | 93         |
| 12  | 28     | 92         |
| 13  | 32     | 91         |
| 14  | 24     | 85         |
| 15  | 28     | 83         |
| 16  | 28     | 83         |
| 17  | 37     | 81         |
| 18  | 44     | 81         |
| 19  | 21     | 81         |
| 20  | 34     | 80         |
| 21  | 38     | 78         |
| 22  | 38     | 74         |
| 23  | 19     | 73         |
| 24  | 32     | 71         |
| 25  | 23     | 69         |
| 26  | 33     | 58         |
| 27  | 35     | 55         |
| 28  | 26     | 53         |
|     | 35.96  | 84.21      |

This table shows that the treatment group has higher percentage of score on post-test, which shows the effectiveness of using non-verbal communication.
Findings show that the treatment group generally obtain an obvious increase of marks, as compared to their pre-test. Researchers found out that three particular respondents obtained an increase of 20-27 marks, five gotten an increase of 31-39 marks, another five between 40 and 49 marks, 8 achieved an increase of 50-59 marks while another 7 achieved an increase of 60-68 marks.

This research also observed 14 respondents obtained the most excellent level in the post-test, as compared to zero obtaining such level in the pre-test. Respondents receiving distinction are ten in the post-test, as compared to zero in the pre-test.

One respondent obtained good marks in the post-test, as compared to two respondents in the pre-test while 3 respondents obtained satisfactory in the post-test, as compared to zero for satisfactory in the pre-test. None of the respondents obtained minimal achievement in the post-test, as compared to four remaining at the minimal level in the pre-test.

None of the respondents achieved lower than minimum in the post-test, as compared to 26 respondents achieved lower than minimum in the pre-test. This shows the overall achievement among the students from the treatment group is obvious and higher, indicating an effective use of non-verbal communication on students’ achievement.

Achievements of pre and post-test by the control group

The researchers compared both results of the pre and post-tests as shown in Table 2.0. The table shows a comparison of percentage for performance marks in both pre and post-tests by the control group.

Table 2: Comparison of achievement for pre and post-test for control group

| No. | Score % | % increase |
|-----|---------|------------|
|     | Pre-test| Post-test  |
| 1.  | 48      | 64         | 20         |
| 2.  | 41      | 56         | 15         |
| 3.  | 39      | 55         | 16         |
| 4.  | 38      | 53         | 15         |
| 5.  | 38      | 50         | 12         |
| 6.  | 37      | 50         | 13         |
| 7.  | 33      | 47         | 14         |
| 8.  | 29      | 47         | 18         |
| 9.  | 26      | 46         | 20         |
| 10. | 26      | 43         | 17         |
| 11. | 26      | 43         | 17         |
| 12. | 23      | 40         | 17         |
| 13. | 22      | 39         | 17         |
| 14. | 22      | 39         | 17         |
| 15. | 21      | 39         | 18         |
| 16. | 19      | 38         | 19         |
| 17. | 18      | 34         | 16         |
| 18. | 17      | 33         | 16         |
| 19. | 16      | 31         | 15         |
| 20. | 13      | 24         | 11         |
| 21. | 12      | 22         | 10         |
| 22. | 9       | 17         | 8          |
| Average mean | 27.05 | 40.18 | 13.13 |

Findings reveals respondents from the control obtained a slight increase for their post-test, as compared to pre-test. There are two respondents with an increase of 20%, one 19% and another two 18%. Five respondents obtained an increase of 17%, two sets of three with 16% and 15%, sets of single respondents for 14%, 13%, 12%, 11%, 10% and 8% consecutively .

This research also found out that none of the respondents obtained excellence and merit in both pre and post-tests. There was only one respondent with good in the post-test, as compared to none in the pre-test. Five gotten satisfactory in the post-test, as compared to pre-test, six with minimal achievement in the post-test, as compared to only two in the pre-test and ten with not achieving minimal achievement, as compared to 20 in the pre-test. Findings also show a slight and non-satisfactory increase of achievement as an overall in the control.

Comparison of control and intervention groups

From the obtained data, a comparison was made that involves mean score of the pre and post-tests for the control and treatment groups. As follows, Table 3.0 below shows the comparison of the mean score of pre and post-tests for the groups.

Table 3: Comparison of mean scores for the pre and post-tests for control group and treatment group

| Group          | Mean Pre-test | Mean Post-test | Difference | Interpretation     |
|----------------|---------------|----------------|------------|--------------------|
| Control        | 27.05         | 40.18          | 13.13      | Increasing         |
| Treatment      | 35.96         | 84.21          | 48.25      | Increasing         |

Findings show that respondents from the treatment group obtained mean score of 26.045 in their pre-test and 41.363 in the post-test. Their achievement increased by 15.318 in the post-test, as compared to pre-test. This increase might have due to the process of teaching and learning which the control group underwent during the 12 weeks.

Findings also reveal that respondents from the treatment group obtained a mean score of 36.107 in the pre-test and 84.036 in the post-test. The treatment group gotten an obvious increase of 47.929 for the post-test, as compared to the pre-test. This obvious increase is due to their received treatment for 12 weeks, which proves that the non-verbal communication conducted to the treatment group was effective. Both tests for the control and treatment groups show that teaching and learning using non-verbal communication has a significant impact on the treatment group.

RESEARCH FINDINGS

T-test was used to compare between two mean values, to see whether there is any significant difference between the two value or not (Chua, 2009; Mohd Yusri Ibrahim, 2010). T-test was founded by Gosset in 1908 under the disguise as a "student". He produced the comparative test, which is to identify differences between samples based on variant and mean counts. The t-test was named as "student’s test", hence short for “t-test” (Mohd Yusri Ibrahim, 2010). Some of the conditions for a t-test are as follow:

1. The data is within intervals.
2. Research data was selected randomly from the intended population.
3. The data needs to be normally distributed in the population.

The t-test was conducted to test the element of achievement based on the teaching of Arabic language. It is done to observe differences between control and treatment groups. Table 4.0 shows the findings from the t-test analysis between control and treatment groups.
An analysis of the test showed mean score of the pre-test for the treatment group is higher (mean = 39.56, sd = 12.46) than the mean score of the control group (mean = 27.05, sd = 10.91). At the same time, the post-test shows a similar result, which is mean score of the post-test for the treatment group is higher (mean = 84.21, sd = 13.92) than mean score for the control group (mean = 40.18, sd = 13.92). This shows that the treatment group underwent an increase in their achievement as compared to the control group’s achievement.

**Table 4: Differences between Mean Value, Standard Deviation for Elements of Achievement for Pre and Post-tests**

| Group                                | N   | Mean | SD   |
|--------------------------------------|-----|------|------|
| Pre-test for Control Group – Element of Achievement | 22  | 27.05| 10.92|
| Pre-test for Treatment Group – Element of Achievement | 28  | 39.56| 12.46|
| Post-test for Control Group – Element of Achievement | 22  | 40.18| 12.67|
| Post-test for Treatment Group – Element of Achievement | 28  | 84.21| 13.92|

FINDINGS FROM THE TREATMENT GROUP SHOW THAT THE TREATMENT GROUP OBTAINED A SIGNIFICANT INCREASE IN THEIR LEARNING PERFORMANCE COMPARED TO THE CONTROL GROUP. THE STUDENTS FROM THE TREATMENT GROUP ANSWERED DESIGNED TEST WITH HIGHER MEAN SCORE THAN THE CONTROL GROUP.

**CONCLUSION**

Obtained research findings proves the use of non-verbal in the process of teaching and learning Arabic language has significant relationship with students’ achievement. Teachers have long practised non-verbal communication in the process of teaching and learning that influences students’ attitude and motivation in the effort to increase their level of achievements in learning Arabic language. As such, the process of teaching and learning Arabic language should not take lightly of the use of non-verbal communication since it helps students to further master the learning of Arabic language.

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