

**FEATURES OF SPATIAL CONTEXT AND NON-VERBAL  
COMMUNICATION IN STUDENTS' VLOGS IN THEIR  
ENGLISH LEARNING**

**THESIS**

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(S.Pd.) In Teaching English



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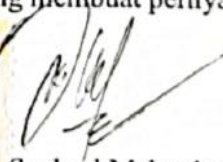
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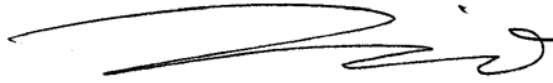
   
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## ABSTRACT

Mabagits, Syahrul (2021). *Features of Spatial Context and Non-Verbal Communication in Students' Vlogs in Their English Learning*. English Language Education Department, Faculty of Tarbiyah and Teacher Training, Universitas Islam Negeri Sunan Ampel Surabaya. Advisor I: H. Mokhammad Syaifudin, M.Ed, Ph.D Advisor II: Hilda Izzati Madjid, MA  
Key Words: *Spatial Context, Non-Verbal Communication, Students' Vlog in Their English Learning*

Vlog is a simple video which a person faces a camera and addresses a public viewership briefly, informally, and more or less intimately. In this study, there are two aspects in the vlog that will be examined, namely aspects of the spatial context and nonverbal communication in the vlog. Spatial context is how an item is in relation to its environment. While nonverbal language is expressing meaning or feeling without words such as gesture, body language, eye contact, facial expression, space, picture and painting.

The aims of this research is to identify features and functions of spatial context and nonverbal communication in students' vlogs in fourth semester students' of English Language Education Department of State Islamic University of Sunan Ampel Surabaya. This study is included as a qualitative design. Since there is no manipulation in explaining the phenomena in this study, this method is considered appropriate to be applied in this study. Selecting relevant data collection techniques and tools is considered important in a study in addition to determining the appropriate method. Meanwhile, to obtain the data, the researcher used three techniques, namely observation, questionnaire and documentation.

The finding showed that there are two types of spatial context on the vlogs such as space relation with their elements which functions for define which objects should be represented in an area, and how they should be represented. While group relations with its members which is states that many geographical objects become more meaningful by being part of a group of other objects than by being alone. Meanwhile, for nonverbal communication, there are two features of nonverbal communication in the five videos, namely hand movements and facial expressions. The researcher found four types of functions that can be found in nonverbal communication within the five vlogs, namely accent, repetition, complement, and substitution.

## ABSTRAK

Mabagits, Syahrul (2021). *Features of Spatial Context and Non-Verbal Communication in Students' Vlogs in Their English Learning*. English Language Education Department, Faculty of Tarbiyah and Teacher Training, Universitas Islam Negeri Sunan Ampel Surabaya. Advisor I: H. Mokhammad Syaifudin, M.Ed, Ph.D Advisor II: Hilda Izzati Madjid, MA  
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Vlog adalah video sederhana di mana seseorang menghadap kamera dan membahas penonton publik secara singkat, informal, dan lebih atau kurang intim. Dalam penelitian ini terdapat dua aspek dalam vlog yang akan diteliti yaitu aspek konteks spasial dan komunikasi nonverbal dalam vlog. Konteks spasial adalah bagaimana suatu benda dikaitkan dengan lingkungannya. Sedangkan komunikasi nonverbal adalah pengungkapan makna atau perasaan tanpa kata-kata seperti gerak tubuh, bahasa tubuh, kontak mata, ekspresi wajah, ruang, gambar dan lukisan.

Penelitian ini bertujuan untuk mengidentifikasi fitur dan fungsi konteks spasial dan komunikasi nonverbal dalam vlog mahasiswa semester IV Jurusan Pendidikan Bahasa Inggris Universitas Islam Negeri Sunan Ampel Surabaya. Penelitian ini termasuk dalam desain kualitatif. Karena tidak adanya manipulasi dalam menjelaskan fenomena dalam penelitian ini, maka metode ini dianggap tepat untuk diterapkan dalam penelitian ini. Pemilihan teknik dan alat pengumpulan data yang relevan dianggap penting dalam sebuah penelitian selain menentukan metode yang sesuai. Sedangkan untuk memperoleh data, peneliti menggunakan tiga teknik yaitu observasi, angket dan dokumentasi.

Hasil penelitian menunjukkan bahwa terdapat dua jenis konteks spasial pada vlog yaitu relasi ruang dengan elemen-elemennya yang berfungsi untuk menentukan objek mana yang harus direpresentasikan dalam suatu area, dan bagaimana mereka harus direpresentasikan. Sedangkan hubungan kelompok dengan anggotanya yang menyatakan bahwa banyak objek geografis menjadi lebih bermakna dengan menjadi bagian dari sekelompok objek lain daripada sendirian. Sedangkan untuk komunikasi nonverbal terdapat dua fitur komunikasi nonverbal dalam lima video, yaitu gerakan tangan dan ekspresi wajah. Peneliti menemukan empat jenis fungsi yang dapat ditemukan dalam komunikasi nonverbal dalam lima vlog, yaitu aksentuasi, pengulangan, pelengkap, dan substitusi.

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Wassalamualaikum wr. wb.

Syahrul Mabagits



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## CHAPTER I

### INTRODUCTION

General problems related to research will be discussed in this chapter. The information that will be presented in this first chapter includes research background, research questions, research objectives, research significance, research scope and research limitations, the last is definitions of key terms.

#### **A. Background of Study**

In English learning process, video blog usually used as learning media.<sup>1</sup> Furthermore, using blogs is important in developing interaction between students and students, students and teacher in the target language. Blogs provide opportunities to improve English skill many ways.<sup>2</sup> Video blogging is a new trend of blogging. Video blogging is blog in form of video. A video blog is defined as a blog that prioritizes video over text in terms of delivering message to the audience. In some video blog usually combines text and video in it.<sup>3</sup> Video blogs are used as learning media because they are considered to attract students' interest in the teaching and learning process. This is the reason for the increasing use of video blogs as a learning media today.

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<sup>1</sup> Aydin, S. The use of blogs in learning English as a foreign language. *Mevlana International Journal of Education (MIJE)*, 4(1), 2014, 244-259.

<sup>2</sup> Mutmainna, M. *Implementing blogs as a learning tool in ASIAN EFL/ESL learning context. BRAC University Journal*, 9(1), 2016, 27-35.

<sup>3</sup> Parker & Pfeiffer. *Vlogging: A survey of video blogging technology on the web*, 6(3), 2005, 48-56

People usually convey personal reflections, emotional expressions, documentaries, and stories through the combination of images, audio, sound, text and video which is commonly referred to as a vlog. In general, a blogger uses a video editing application to add music, background sound, or text to their video, then uploads it to their personal blog, so that the audience can enjoy it. After uploading the video, a vlogger will receive comments from the audience, and can have conversations with the audience regarding the uploaded video. The spread of vlogs on the internet is the impact of advances in internet connection, video hosting services, increasingly affordable prices for video recording devices, easy-to-use video editing applications, and other video technologies that are increasingly accessible.

Lately, vlog came into use with the aim of simplifying and expanding students' opportunities to get knowledge. For example, teachers make a vlog about the lesson, so students can access the vlogs wherever and whenever the students want. Likewise when students do the assignments by making vlog, so teacher can access the assignment wherever and whenever teachers want. In English learning context, teachers usually give an assignment to students to make a vlog to improve their speaking skill. Many students make a vlog in English as their assignment.

In a vlog there are several factors that are very important and can support the delivery of messages in the vlog such as communication skill, audio and video, lighting, duration, and also creativity. Most vlogs only make the audience focused on the characters in the vlog and what it conveys, without realizing there are several

important factors that support the successful delivery of messages in the vlog. In this study researcher will explain about the features of spatial context and nonverbal communication in students' vlog of their English learning.

There have been many studies that raise the effects of using vlog as an assignment for students to improve their communication skill. Communication is one of the abilities that we must master as students. In other words, communication is a process of sharing meaning through verbal and nonverbal processes.<sup>4</sup> This study tries to explain the vlog from view of spatial context and nonverbal communication.

In the discussion of the spatial context, can be defined as the closest places, and the characteristics of the environment, social, and geographical conditions in which an event or process occurs. In the spatial context cognitive things can be transformed into a perception, for example, video mapping, because spatial relationships are displayed in visual form.<sup>5</sup> Spatial context aims to support the delivery of messages well, so that the intent and purpose of the vlogger can be conveyed to the audience, this makes the spatial context play an important role in a video blog.

As a learning media, vlog plays an important role in the delivery of learning material to students. So that it can be called learning medium, a vlog must pay attention to the things that make a vlog a learning medium. things that must be

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<sup>4</sup> Dariyo, Agoes. *Dasar-Dasar Pedagogi Modern*. (Jakarta: PT Indeks, 2013), 138

<sup>5</sup> J.J. Thomas and K.A. Cook. *Illuminating the Path: The Research and Development Agenda for Visual Analytics*, IEEE Press, 8(2), 2005, 287-297

considered, the first a vlog must be in accordance with its intended use as a learning medium, the second a vlog must be coherent with the learning content, the third as a learning medium a vlog must be practical, flexible, and attract the attention of students, the fourth vlogs can be well organized by the teacher as a learning medium, and the last sentence, animation, display, and images in a vlog can help students understand the learning material.<sup>6</sup> By paying attention to the criteria mentioned above, it is hoped that a vlog can be a very useful learning medium in achieving the goals of the learning process itself.

Furthermore, to simplify the delivery of messages to the audience, a vlogger requires nonverbal communication skills. Nonverbal communication can be defined as a person's ability to understand information that is not written or spoken. What are meant by nonverbal communication are all forms of communication without involving writing or chat, such as using symbols, colors, facial expressions, body gestures, eye gaze, posture, and intuition that are acceptable to the human senses, such as sight, hearing, touch and taste, and smell. Nonverbal communication is usually called silent language and existed before language was discovered, and in its discussion nonverbal communication is not taught formally.<sup>7</sup>

Although there are many studies that approve the importance of spatial context, nonverbal communication, and the effect of vlog in English learning but

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<sup>6</sup> Irma Nuryta Prisa, et al., *Penggunaan Media Vlog (Video Blog) Untuk Menumbuhkan Kemampuan Pemahaman Konsep Spldv Peserta Didik*, 9(12), 2020, 35-44

<sup>7</sup> Calero, Henry H. *The Power of Nonverbal Communication: How You Act Is More Important Than What You Say*. (Los Angeles: Silver Lake Publishing, 2005), 79

fewer studies approve the features of spatial context on students' vlog, according to vlog many studies just focused on verbal communication skill, so this study will take different view point. This study will approve the features of spatial context and nonverbal communication in students' vlog in their English learning.

This study brings data from the English Education Department because fourth semester students are studying English for young learners. English for young learner in learning English for early childhood there are principles by which early childhood responds to language based on what they do or what they can do with it. Early childhood has the advantage that they like to imitate and they are often unaware of themselves and they are usually ready to enjoy the activities that the teacher has prepared for them.

This study will take respondents from fourth semester students of English Language Education Department of State Islamic University of Sunan Ampel Surabaya. This study aims to identify the features of spatial context and nonverbal communication in students' vlogs and identifying the function of the features in order to deliver the message.

## **B. Research Questions**

There are two research questions that will be the focus discussion in this study, that's are;



1. What are the features of spatial context and nonverbal communication in fourth semester students' vlog of English Language Education Department of State Islamic University of Sunan Ampel Surabaya?
2. What are the function of spatial context and nonverbal communication in order to conveying message in fourth semester students' vlog of English Language Education Department of State Islamic University of Sunan Ampel Surabaya?

### **C. Objective of the Study**

There are two is aims of this study, they are;

1. To identify Features of spatial context and nonverbal communication in students' vlogs in fourth semester students' of English Language Education Department of State Islamic University of Sunan Ampel Surabaya.
2. To identify the function of the features of spatial context and nonverbal communication in order to deliver the message in students' vlogs in fourth semester students' of English Language Education Department of State Islamic University of Sunan Ampel Surabaya.

### **D. Significance of the Study**

For teacher, with this research is expected that teacher can be more innovative when teaching in the classroom. There are so many teaching media that teacher can

use to attract students motivation and interest. This video blogging is one of media that teacher can use as an innovation in teaching activity.

For the students, the importance of this research is students can be motivated to learn English, by using technology that very interesting. When make a vlog, students will not focused only on their verbal communication skill but also nonverbal communication skill. Students used to pay attention at the spatial context of their vlog.

For the researcher, the importance of this research is to complete the undergraduate thesis and motivate the students to see from a different perspective what are the things that influence vlogging are. The results of this research, it is hoped that later it can be useful for future research. This is intended for researchers who will conduct research in the same field so that this research can become a reference research related to video blogs, spatial contexts, and nonverbal communication.

#### **E. Scope and Limitation of the Study**

So that this research remains focused on the problems to be studied and can achieve the objectives of this study, it is necessary to determine the scope and limitations of the research. As for the coverage and limitations in this study are as follows:

##### 1. Scope

This study is identifying the features and function of spatial context and nonverbal communication is from students' vlog in their English learning. The sample of this study is five vlogs that was created by fourth semester students of English Language Education Department of State Islamic University of Sunan Ampel Surabaya.

## 2. Limitation

This study is only identifying the features and fuction of spatial context proposed by Sébastien Mustière and Bernard Moulin theory, and the nonverbal communication proposed by Malandro theory. The vlog is only of fourth semester students of English Language Education Department of State Islamic University of Sunan Ampel Surabaya. This study uses a sample of teaching practice vlog collected by students as a final project in the Teaching Strategy in Young Learner course. This study uses five vlogs as a sample.

## **F. Definition of Key Terms**

In order to avoid misunderstandings among readers, the researcher sees the need for definitions of key terms in this study. As for the definitions of the key terms in this study are as follows:

### 1. Video Blogging

Vlog is a simple video which a person faces a camera and addresses a public viewership briefly, informally, and more or less intimately.<sup>8</sup> The vlog is seen a powerful potential instructional medium by many educationalists as it is suitable to be teaching tool for the generation who grew up during the emergence of the World Wide Web and other digital technologies.<sup>9</sup> Vlog assignments provide opportunities for the students to learn receptive and expressive skills of a language comfortably and increase language used during the teaching and learning process.<sup>10</sup> With the use of vlogs, students will be more interested in the learning delivered. This is because most students today have a greater interest in technology.

Usually people who have vlogs will include hobbies, speeches, tips, daily activities, and so on as topics in their vlogs. To practice mastering the target language, video blogs can be used as a convenient and very helpful tool for its users. With online videos students can have the opportunity to practice language skills anytime and anywhere, this allows them to be involved in every process even with a little preparation.<sup>11</sup> This is one reason a video blog usually is considered as online diaries. A core component of target language learning is a spoken online diary.

## 2. Spatial Context

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<sup>8</sup> Werner, E. A. Rants, Reactions, and other Rhetorics: Genres of the YouTube Vlog. (Chaper Hill: 2012), 121

<sup>9</sup> Johnson, B. Someone call Karl Marx: The means of production is in the hands of the masses & a revolution is under way. 118(51), 2005, 56-60.

<sup>10</sup> Gale, E., & Kung, S. Teaching a Foreign Language with Video Podcast assignments: Examples from an American Sign Language Course. *Educause Quarterly*, 32(4), 2009, 78-89.

<sup>11</sup> Crosling, G., Heagney, M. and Thomas, L. *Improving Student Retention in Higher Education: Improving teaching and learning*. In *Australian Universities' Review*, 51(2), 2009, 56-63.

Fixed base objects, geometries or properties are usually explicitly represented by geographic fact modes. But a good deal of the geographic world semantics appears in the family members linking objects.<sup>12</sup> This in large part contradicts a principle in expertise illustration that good illustrations have to make the crucial things explicit.<sup>13</sup> Nevertheless, maximum of these family members are not explicitly represented in information models describing geographic databases. Usually when someone asks at the geographic database exhibition, implicitly this relationship will be easy to see.

When one reads a map, the geographic area is analyzed consistent with specific tiers of analysis, from the identity of person factors to a fear of the complete area, through the analysis of businesses of objects. This multilevel element can be one of the most considerable characters of the geographic space.<sup>14</sup> This is the basis for our consideration in looking at the spatial context or it can also be called the relationship between an object and its environment. The first distinguishes family members between gadgets of the equal stage of evaluation, and family members between items of different levels of evaluation. There some several variety of spatial context such as Hierarchical Relation, Nonhierarchical Relation, and a Scale Dependent Notion.

### 3. Nonverbal Communication

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<sup>12</sup> Mark, D. M., Spatial Representation: A Cognitive View. In *Geographical Information Systems: Principles and Applications, 2nd edition*, Maguire D.J., Goodchild M.F., Rhind D.W. and Longley P. (eds), 1(4), 1999, 81-89.

<sup>13</sup> Winston P.H., The Key Role of Representation. In *Artificial Intelligence, second edition*, 1984.

<sup>14</sup> Scholl M., Voisard A., Peloux J.-P., Raynal L., Rigaux R. *SGBD Géographiques - Spécificités*. (France: International Thomson Publishing, 1996).

Common emotions such as fear, anxiety, sadness and happiness can also be referred to as nonverbal language. Nonverbal language is expressing meaning or feeling without words such as gesture, body language, eye contact, facial expression, space, picture and painting. To communicate the message someone can use body language, facial expression, gesture, and posture.<sup>15</sup> This process is the example of using nonverbal communication, or in other word sending and receiving message through wordless.

Nonverbal communication is tough to give due to its complex and multidimensional features. Many scholars advocate their own definition from exclusive perspective. All nonverbal stimuli involved in nonverbal communication are carried out by the source producer and carried out in an environment that has a message value to convey to the recipient.<sup>16</sup> Therefore, nonverbal communication has a significant role in communicating with others. This also has an impact on teaching and learning activities which cannot be separated from communication activities in the context of delivering learning material.

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<sup>15</sup> Mikoluk, K. Types of Communication: Verbal, Non-verbal and Written. Udemy blog, par. 5. Retrieved on May 16<sup>th</sup>, from <https://blog.udemy.com/types-of-communication/>, 2017.

<sup>16</sup> Samovar, L. A., Porter, R. E., & Stefani, L. A. *Communication between cultures* (3rd ed.). Belmont, (C.A.: Wadsworth Publishing Company,1998), 128.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter describes a theory that provides a brief explanation of the literature review used to support this research. Besides that, there is also an explanation from previous research related to this research.

#### **A. Theoretical Background**

##### **1. Video blog as media in English learning**

The use of blogs in language learning contributes to gaining cultural knowledge, provides opportunities to explore the target culture, and increases cultural awareness. Research shows that learners gain cultural knowledge via blogs and have opportunities to explore the target language and culture. Video blogging offers a richer Web experience than typical text blogging because it combines movies, sound, still images, and text, increasing the information and potentially emotions shared with users.

As already known, using vlog as media in English learning regarded as the effective way to attract students' interest to get the knowledge. Using vlog as a media in learning English and aims to improve students improve students' skill, especially speaking skill. According to Hammer that video can supply simulations, because it could give feedback when watching the students and evaluate the performance, and also video can help the students feel more

realistic.<sup>1</sup> It can be understood that vlog is an effective way in learning English, because teacher can determine which part that will be learned by the students.

As a learning media, vlog plays an important role in the delivery of learning material to students. So that it can be called learning medium, a vlog must pay attention to the things that make a vlog a learning medium. things that must be considered, the first a vlog must be in accordance with the purpose of its use as a learning medium, the second a vlog must be coherent with the learning content, the third as a learning medium a vlog must be practical, flexible, and attract the attention of students, which The four vlogs can be well organized by the teacher as a learning medium, and the last sentence, animation, display, and images in a vlog can help students understand the learning material.<sup>2</sup> A vlog can be said to be an effective learning media if the criteria that have been previously presented are contained in the vlog.

## 2. The role of video blog in learning English

In learning English usually teacher and students use vlog as innovation strategy to improve speaking skill. Therefore much research conduct to approve that vlog is an effective way to improve speaking skill. According to Kahler, et al. students usually watch video in their classroom and coursework in universities.

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<sup>1</sup> Harmer, J. *The Practice of English Language Teaching*. (Edinburg: Pearson Education Ltd.,2001), 98

<sup>2</sup> Irma Nuryta Prisa, et al., 2020, *Penggunaan Media Vlog (Video Blog) Untuk Menumbuhkan Kemampuan Pemahaman Konsep Spldv Peserta Didik*, 9(12), 2020, 68-79



About 68 percent stated that they watch videos in classroom.<sup>3</sup> This research use vlog as media and assignment in learning process to improve students' knowledge and skill. From that vlog then analyzed the features of spatial context and nonverbal communication.

In the teaching and learning process vlogs are part of student portfolios which are later called e-portfolios and are also included in student presentations. The use of vlogs as innovations in instructional media can motivate and attract students to participate in teaching and learning activities. Using vlog in learning process will help students to observe their performance, so they can analyze and give feedback to their performance. This is expected students can improve their performance easily. For teacher using vlog as teaching media will make it easier to give feedback because it can be repeated.

### 3. Features and function of spatial context in students' vlog

Spatial context is the relationship of an object with its environment. The relationship between objects and their environment is analyzed in two different ways, namely the relationship between objects with the same level of analysis and the relationship between objects with different levels of analysis.

#### a. Hierarchical relation.

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<sup>3</sup> Kahler, J., Jacobs, D., Raftery, N., & Ditnes, M., *Using Media in Teaching and Learning*. (SAGE White Paper, 2017), 96

There are two main types of spatial relationships that use different levels of analysis to imply a geographical object, namely; group relations with their members and space relations with their elements<sup>4</sup>.

1) Group relations with their members

Many geographical objects become more meaningful by being part of a group of other objects than by being alone, for example, in a case the crossroads mean more than the road itself.

2) Space relations with their elements

In this section objects in an area are considered to be classified as general characteristics of the area. Objects in certain areas greatly affect the process of classification. This makes it possible to characterize how important objects are in that area. It is possible to better determine which objects should be represented in an area, and how they should be represented. For example roads can be in urban, rural, or mountainous areas; or an island in a coastal area.

3) Differences between group relations with their members and space relations with their elements.

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<sup>4</sup> Sebastien Mustiere and Bernard Moulin, "What is Spatial Context in Cartographic Generalization?", LAPRS & SIS, 34(4), 2002, 274-278.

The difference between the two types of relations is not yet seen significantly, but actually there are two main differences between these two types of relationship.

The first, the relation of the group with its members is a relation based on that a group is formed from the composition of its members, while the relation of space with its elements is a location relation where the element intentionally or unintentionally is in that space.

The second, in the relationship between the group and its members it is very important to know the most important part of the group during the generalization process, while in the relationship between space and its elements only need to know that there are certain elements within that space.

b. Nonhierarchical relation

On the other hand there are types of spatial contexts that analyze relationships between objects with different levels of analysis.

for example a house near a road, a house parallel to a road, a road crossed by a river, a road parallel to a train, etc.

The function of the spatial context in a blog is as a message reinforcement that will be conveyed by the vlogger to the audience. For example when a vlogger will discuss about the ecosystem that is in the fields, then in the video the vlogger

will take the rice field background. It aims to get the audience to get a concrete picture and clearly understand the message conveyed by the vlogger.

#### 4. Features and function of nonverbal communication in students' vlog

Nonverbal communication is very necessary in conveying messages related to feelings and emotions. As Abererobic argues, "We talk with our vocal organs, but we communicate with our whole body".<sup>5</sup> According to Malandro there are six functions of nonverbal communication.<sup>6</sup>

##### a. Complement.

Non-verbal behavior serves to complement or add to verbal messages. It can modify, or decipher verbal messages. So, one must be very careful that verbal and non-verbal behavior complement each other.<sup>7</sup>

##### b. Accent.

The main function of an accent is to put pressure on a particular point in a verbal message. It's like giving a pause when giving an explanation. This aims to give an accent to things that are considered important to the listener.

##### c. Repetition.

<sup>5</sup> BI, J. W. Non-verbal communication. In W. Z. HU (Ed.), *A dictionary of British and American culture*. (Beijing: Foreign Language Teaching and Research Press, 1995), 39.

<sup>6</sup> Malandro, L. A., Barker, L. L., & Barker, D. A. *Non-verbal communication* (2nd ed.). (New York: Random House, 1989), 178

<sup>7</sup> Knapp, M. L., & Hall, J. A. *Non-verbal communication in human interaction* (4th ed.). (Orlando: Harcourt Brace College Publishers, 1997), 89

People often use nonverbal messages to repeat their verbal language. Repetition is used to provide an explanation of verbal messages. For example when mentioning a sequence or several things are usually done simultaneously by showing a finger usually begins with the index finger it aims to clarify verbal messages.

d. Substitution.

Non-verbal behavior also acts as a substitute for verbal messages. According to Dodd substitution often occurs when there are obstacles when doing verbal communication and is used for emphasis.<sup>8</sup> For example, someone raises his voice when speaking with the aim of attracting the focus of the listener.

e. Contradicting.

On several occasions, non-verbal messages can be contrary to verbal messages. For example, when someone lies, they might say that they don't lie repeatedly, but at the same time they bite their nails or break eye contact.

f. Regulating.

Regulation often functions to coordinate verbal dialogue between people. According to Malandro regulation is useful for regulating the flow of communication interactions through forms of

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<sup>8</sup> Dodd, C. H. *Dynamics of intercultural communication* (5th ed.). (Shanghai: Shanghai Foreign Language Education, 1966), 78.

non-verbal behavior.<sup>9</sup> We can use the head nod to show that we agree with it or stay still for a moment and let the silence send the message that we are ready to start talking. In short, these nonverbal messages help to regulate the flow of interactions when communicating.

## **B. Review of Previous Studies**

In a vlog, people usually share videos about various things, from daily activities, learning media, holidays, tips and tricks, and so on. In context of teaching and learning process, many teacher use vlog as a method for learning process, it aims as an innovation in learning and attracts students' interest to learn. There have been many studies that reveal the role of spatial context in making a video, and on the other hand there are also many who examine the role of vlogs as a means to improve communication skills.

On the other hand, not much research that explains the features of spatial context and nonverbal communication in students' vlogs in their English language lessons, as well as the function of spatial contexts and nonverbal communication. Sébastien Mustière and Bernard Moulin in their research with a tittle “What Is Spatial Context in Cartographic Generalization?”<sup>10</sup> The study concludes that Objects cannot be seen individually during the cartographic generalization process. It really depends

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<sup>9</sup> Malandro, L. A., Barker, L. L., & Barker, D. A. *Non-verbal communication* (2nd ed.). (New York: Random House, 1989), 129

<sup>10</sup> Sébastien Mustière, Bernard Moulin, “What Is Spatial Context in Cartographic Generalization?”, *International Archives of Photogrammetry Remote Sensing and Spatial Information Sciences*, 34(4), 7/2007, 274-278.

on the spatial context of how an object is processed. During generalizing the maps they studied the nature of the spatial context closely. Therefore, the relationship between the object and its environment they differentiate into three kinds; being part of a significant group, being in a particular area, being in relation with 'same-level' surrounding objects. Discussion of the scale dependence of the spatial context is also in their discussion. Thus to represent the spatial context of objects they can use by drawing certain requirements.

Furthermore, Yi Wang et.al identifies the correlation between effects of video placement and spatial context presentation on path reconstruction task with contextualized video.<sup>11</sup> In this study, two contextual design factors were compared with the participants' two levels of knowledge on performance in a simulation video surveillance task by the researcher. Since the performance of non-resident participants was not much worse than that of resident participants, it was generally understood that contextual video visualization helped non-resident participants in the task of track reconstruction. In addition, the spatial context presentation design does not correlate with the video placement factor.

Related to nonverbal communication, there are some researches that explain the importance of nonverbal communication in English learning. Peng Hong-Li on his research by title effects of nonverbal communication in college English

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<sup>11</sup> Yi Wang et.al, "Effects of Video Placement and Spatial Context Presentation on Path Reconstruction Tasks with Contextualized Videos", *IEEE Transactions on Visualization and Computer Graphics*, 4(6), 10/2008, 198-210

classroom teaching conclude that, most of the teaching and learning processes carried out by the teacher involve nonverbal communication while the rest use verbal communication, thus both verbal and nonverbal communication have an equally important role in the classroom.<sup>12</sup> For example, in the context of attracting students' attention and responsiveness, teacher facial expressions such as smiles can be more effective than using speech. Therefore, in interactions in the classroom, effective nonverbal communication is a very important asset for a teacher. By realizing how important nonverbal communication is and improving nonverbal communication skills, both students and teachers can make the teaching and learning process in the classroom more manageable, more effective, and more interesting.

Besides that, Muhammad Naeem Butt on his research by title impact of nonverbal communication on students learning outcomes, in this study it can be understood that by using nonverbal communication, the teacher can make the teaching and learning process more active so that it can increase student retention and understanding, this is because students feel alert in class and actively participate in the teaching and learning process.<sup>13</sup> In this study it can also be concluded that the professional attitude and interest of teachers towards the profession can be described by the use of appropriate nonverbal communication. because to increase students' motivation and interest in the teaching and learning process in order to expect

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<sup>12</sup> Peng Hong-Li, "Effects of Nonverbal Communication in College English Classroom Teaching", *US-China Foreign Language*, 9(8), 8/2011, 505-516.

<sup>13</sup> Muhammad Naeem Butt, "Impact of Nonverbal Communication on Students Learning Outcomes", (Skripsi-- Sarhad University of Science and Information Technology, Peshawar, Pakistan, 2011), 1-179



satisfactory results, it is necessary to do deliberate nonverbal communication. Conversely, nonverbal communication that is not done properly by the teacher and students can cause not only failing to motivate students to learn in class but also students will also lose interest in the teaching and learning process, it will have an impact on learning outcomes that are not as desired.

Today, vlogs are widely used as a learning medium. Therefore, there have also been many studies examining the use of vlogs as a learning media, most studies look at the perspective of verbal communication in a vlog. But when we talk about the nonverbal communication, not many researchers that research about the nonverbal communication related to the vlog.

For example Nofina Eka Putri and Seronica Yulia Sari on their research by tittle applying vlogs assignment to develop students' speaking ability conclude that the students 'interest which is big enough in making videos can improve students' speaking ability through vlogs. Most students feel happy to make vlogs about daily activities because they are also digital natives.<sup>14</sup> Therefore, the task of making a vlog in English is the same as doing their hobby it's just that the language used is in English. Because to describe an object that is observed or the activities carried out must use spontaneous language, students will start thinking about the English they will use, this is where the vlog is very instrumental to help students. That way,

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<sup>14</sup> Nofina Eka Putri, Seronica Yulia Sari, "Applying Vlogs Assignment To Develop Students' Speaking Ability", *Advances in Social Science, Education and Humanities Research*, 411(22), (8/2019), 280-283.

students will use words that are more meaningful and understood. In addition, improving speaking fluency and enriching students' vocabulary is a benefit of vlogs.

Furthermore, Novita Lestari by research title improving speaking skill by vlog as learning media; the EFL students perspective conclude that, there are many advantages compared to the disadvantages in using vlogs to improve students' speaking skills, so it can be said that vlogs are quite effective in improving students' speaking skills.<sup>15</sup> As for the obstacles that exist in its application, the students can overcome and anticipate it. In addition, students can gain knowledge about vocabulary, grammar, pronunciation, accents and culture by watching vlogs. Therefore, by watching vlogs that fit the needs of students can practice students speaking skills.

#### Gap of the Study

Although there are many studies that approve the importance of spatial context, nonverbal communication, and the effect of vlog in English learning but fewer studies approve the features of spatial context on students' vlog, according to vlog many studies just focused on verbal communication skill, so this study will take different view point. This study will approve the features of spatial context and nonverbal communication in students' vlog in their English learning.

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<sup>15</sup> Novita Lestari, Improving the Speaking Skill by Vlog (video blog) as Learning Media: The EFL Students Perspective. *International Journal of Academic Research in Business and Social Sciences*, 9(1), 2/2019, 915–925.

## **CHAPTER III**

### **RESEARCH METHOD**

In this chapter, the researcher will explain the methods used in this study as well as several aspects related to the research method. The information presented in this chapter includes research design, data collection techniques, and data analysis techniques.

#### **A. Research Design and Approach**

This study is included as a qualitative design. Qualitative research employs word and images to answer questions.<sup>1</sup> As stated that one of the characteristics of qualitative is the natural setting since the aim is to describe social phenomenon without manipulation. Furthermore, qualitative research is the research the quality relationships, activities, situations, and materials. It focused in understanding the context attempts to explain the intentionality of behaviors.<sup>2</sup> According to the explanation before, since there is no manipulation in explaining the phenomena in this study, this method is considered appropriate to be applied in this study.

This research specifically using discourse analysis approach, the discourse analysis approach is different from the phenomenological approach which believes in the autonomy of the subject. Discourse analysis (discourse) has a different object of study, namely language units. Language has a relationship between text

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<sup>1</sup> Donald, Ary, Cheser, Lucy, Jacobs, and Christine, K. Sorensen. *Introduction to Research in Education Eight Edition*. (Wadsworth: Canada, 2010), 38-48

<sup>2</sup> *Ibid.*, 54-60

(statements) and context (practice).<sup>34</sup> Indeed there are many approaches that can be used in conducting discourse analysis. There are approximately three approaches to discourse analysis, the positivistic empirical approach, phenomenology and post-structuralism, and Foucault's discourse theory.

### **B. Data and Source of Data**

The data in this study are divided into two parts, namely primary data and secondary data. As for what is meant by primary data is the result of observations, interviews, and documentation conducted by researchers on the five vlogs that have been made by students of English language education department of UIN Sunan Ampel Surabaya. Besides that, secondary data in this study are journals, articles, and scientific papers related to vlogs, nonverbal communication, and spatial contexts, information spread on social media, and books that are also related to this research. The function of these tools is as a reference that supports the theories needed by researchers in this study.

In this study, there are also two sources of data used by researchers to obtain research data. The two sources of data are referred to as primary source of data and secondary sources of data. The primary source of data in this research is the vlogs of five students in fourth semester of English Language Education Department. The vlog that chosen by researcher is vlog from youtube that was uploaded by the first is

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<sup>34</sup> Mills, Sara. *Diskursus Sebagai Sebuah Piranti Analisis dalam Ilmu Sosial*. (Jakarta: Qalam,2007), 78-84.

vlog from Caesara Putri Nugrahgini about feeling and emotions vocabularies for 3<sup>rd</sup> grade of elementary school (<https://youtu.be/hsbQIzi9uvA>), the second is vlog from Arinatus Safitri about teaching fruits for 3<sup>rd</sup> grade of elementary school (<https://youtu.be/3JfIQrnUrN0>), the third is vlog from Zulfa Nur Karimatul Habibah about learning colors for 1<sup>st</sup> grade of elementary school (<https://youtu.be/FpUpNwVFtuc>), the fourth is vlog from Diza Arini Adha about learning about animals (<https://youtu.be/LZpjU3Ag48A>), the last is vlog from Nabilla Wulandari about animal on the farm for 1<sup>st</sup> grade of elementary school (<https://youtu.be/IhQUHwiQpyk>). On the other hand, the secondary source of data in this research is data comes from search results through youtube pages, books and scientific papers, information spread on social media related to research focus to strengthen primary data.

This study brings data from the English Education Department because fourth semester students are studying English for young learners. English for young learner in learning English for early childhood there are principles by which early childhood responds to language based on what they do or what they can do with it. Early childhood has the advantage that they like to imitate and they are often unaware of themselves and they are usually ready to enjoy the activities that the teacher has prepared for them.

### **C. Research Subject**

The source where the researcher gets information about the problem under study, or in short it is called a person or something from which the information wants to be obtained is called the research subject.<sup>35</sup> Research subjects were selected directly by the researcher looking at the research location described above. To provide information in accordance with what is needed by the researcher, the research subject is determined based on the research needs.

Researchers have also observed the various vlogs made by fourth semester students in the English class for young learners, while several vlogs are used as the main source of information, the first is vlog from Caesara Putri Nugrahgini about feeling and emotions vocabularies for 3<sup>rd</sup> grade of elementary school, the second is vlog from Arinatus Safitri about teaching fruits for 3<sup>rd</sup> grade of elementary school, the third is vlog from Zulfa Nur Karimatul Habibah about learning colors for 1<sup>st</sup> grade of elementary school, the fourth is vlog from Diza Arini Adha about learning about animals, the last is vlog from Nabilla Wulandari about animal on the farm for 1<sup>st</sup> grade of elementary school.

Referring to the explanation above, there are five vlogs that will be the object of this research. Previously, researchers had made observations of the many vlogs made by all students in that class. The researcher chooses the vlog based on the suitability of the vlog with the research variables themselves. In terms of spatial

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<sup>35</sup> Tatang, M.Amirin, Menyusun Perencanaan Penelitian (Jakarta: Raja Grafindo Persada, 1995), 92-93.

context, the five vlogs are thought to be able to support the acquisition of data needed by researchers, both in terms of placing the subject in the vlog or the background where the vlog is made, while in terms of nonverbal communication, these five vlogs are also considered capable of supporting data acquisition that needed by researchers both in terms of the content of the vlog and in terms of nonverbal communication carried out by the research subjects in the vlog.

In recruiting participants who will become respondents in this study, the researchers initially looked for information regarding the link to the final vlog collection by students in the strategy in teaching for young learner class. after getting a vlog link from about twenty students in the class, then the researcher observed the existing vlogs one by one to determine which vlog would provide the data needed in this study. After the researcher determined that there were five vlogs that would be used in this study, the researcher then contacted the students who had made the vlogs via WhatsApp messages to ask their willingness to be respondents in this study. After contacting the five respondents and they expressed their willingness to play a role in this research, the researcher continued to examine the five vlogs in depth.

#### **D. Data Collection Technique**

This study carrying by collects vlogs from fourth semester students. The steps or technical data collection starts through watching at the vlog of fourth semester

students. After watching the vlog, the spatial context features and nonverbal communication of each vlog will be identified.

Selecting relevant data collection techniques and tools is considered important in a study in addition to determining the appropriate method, while the data collection techniques and tools used in this study are;

1. Observation (see appendix 1)

Observation and recording that are carried out directly on the behavior or condition of the object of research is a data collection method called observation.<sup>36</sup> Describing the setting, the activities that occur, the people involved in the activities, the activity time, and the meaning that given by the research subjects about the events under study are the objectives of the observation.

There are two kinds of observation, namely participant observation and non-participant observation. It is based on the observer's involvement with the research subject. In this study classified as part of non-participant observation. In this study the researcher made indirect observations of the research subject because of the data sources in the form of videos that had been uploaded by students who were the subjects of this study to the YouTube page. So here the researcher observes videos that have been made via the YouTube page in order to obtain the data needed in this study.

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<sup>36</sup> Wahidmurni. *Cara Mudah Menulis Proposal dan Laporan Penelitian Lapangan*. (Malang : UM PRESS, 2008), 32.



Furthermore, the recording technique used by researchers in making these observations is the checklist notation. This recording technique allows the researcher to select and define behavior before the observation is carried out. So that when the researcher made observations, the researcher only gave a check mark on the column that had been provided. In making observations the researcher determines what observation guidelines will be used to obtain data in this study. The observation guidelines are placed in the appendix along with the observation sheet. (See appendix 1)

## 2. Questionnaire (see appendix 2)

A set of statements or statements submitted to respondents in the form of sheets of paper or the like, to be filled in according to what is available without intervention from the author or other parties, is called a questionnaire.<sup>37</sup> The purpose of this method is to obtain information from respondents about their personal or other things that they know.

In this study, the researcher will give questionnaires to the five respondents online via Google form (see appendix). With an estimated time given about two days, the data obtained through the respondents' answers will be processed by the researcher in order to be used as supporting data for this study. Later the data obtained will be used as the result of this research.

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<sup>37</sup> Danim, Sudarwan . *Menjadi Peneliti Kualitatif*. (Bandung : Pustaka Setia,2000), 138.

Although the researcher only used five respondents in this study, the researcher used a questionnaire because all the respondents were in their hometown. While the location of their hometown was beyond the reach of the researcher, so it was difficult to conduct face-to-face interviews, while conducting interviews using video calls still had some shortcomings. By considering the use of questionnaires, researchers aim to minimize the occurrence of technical problems. The use of questionnaires is expected to cover existing problems when conducting interviews using video calls such as network disruptions so that respondents do not understand what the researcher says. This in turn will cause misunderstandings and have an impact on the research data.

### 3. Documentation

Data collection techniques aimed directly at the research subject are called documentation. There are two types of documents that can be examined, namely official documents and unofficial documents. Decisions and letters of instruction are included in official documents, while notes, notes, personal letters, and things that can provide additional information about an event are referred to as informal documents.<sup>38</sup> The collection of documents and data needed in a research problem is then analyzed in depth so that it can support and increase confidence and prove an incident is called a documentation study.<sup>39</sup>

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<sup>38</sup> Wahidmurni. *Cara Mudah Menulis Proposal dan Laporan Penelitian Lapangan....* 34

<sup>39</sup> *ibid,,* hal 35

Documents that needed by researchers in this study are vlogs that have been uploaded by respondents to the youtube as a final project in the course strategy in teaching english for young learners and the image of respondents that captured by researcher from the vlog. The vlogs is official documents and the image is unofficial documents. This image will obtain from the captured image on the vlog that has been made by the respondents. This image capture will later serve to answer the first research question which is the features of the spatial context and nonverbal communication that are in the vlog. With this image the researcher provides a clear picture of the spatial context and nonverbal communication that is in the vlog.

### **E. Research Instrument**

A researcher has quality in collecting data, therefore in qualitative research a researcher does not only act as a researcher, but also acts as a research instrument.<sup>40</sup> But simple research instruments need to be developed in order to obtain the data desired by the researcher. Data collection used is observation, questionnaire, and documentation.

#### **1. Observation checklist**

The observation sheet contains points or things for the purpose of research. The observation sheet functions as the width of the fields which the researcher will

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<sup>40</sup> Tohirin. *Metode Penelitian Kualitatif Dalam Pendidikan dan Bimbingan Konseling*. (Jakarta: PT RajaGrafindo Persada, 2012), 78.

fill in related to matters related to features of spatial context and non-verbal communication in students' vlogs in their english learning.

Besides that, the function of the observation sheet is also a note used to collect data on matters relating to the object of research. Field notes are written notes about what is heard, seen, experienced, and thought about in order to collect data and reflect on the data obtained in qualitative research.<sup>41</sup>

The observation sheet used as a data collection tool in this study was adapted from a thesis entitled Communication of Children with Down Syndrome by Lastika Sepastika Pinaremas, a postgraduate student at Soegijapranata Catholic University.

## 2. Questionnaire sheet

Data collection techniques that are done by giving a set of questions or written statements to respondents to be answered are called questionnaires.<sup>42</sup> According to the theoretical framework above the questionnaire used by researchers in this study to collect data was an open ended questionnaire. The questionnaire presented in such a way that the respondent can provide answers according to their wishes and circumstances is called an open-ended questionnaire.<sup>43</sup> The open-ended questionnaire used as a data collection tool in this study is a questionnaire adapted from the <http://questmeraki.com/wp-content/uploads/2018/01/Questionnaire-Nonverbal->

<sup>41</sup> Lexy J. Moleong, *Metodologi Penelitian Kualitatif*, (Bandung: Remaja Rosdakarya, 2012), 168

<sup>42</sup> Sugiyono. *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D*. (Bandung: Alfabeta, 2014),142.

<sup>43</sup> Arikunto, Suharsimi, 1995, *Manajemen Penelitian*, (Jakarta: Rineka Cipta, 1995), 138.

[communication.pdf](#) about the nonverbal communication. In the questionnaire there are fifteen questionnaires in order to collect data from the respondents. The researcher adapted some questions and added some more questions to the questionnaire according to the objective of research.

### 3. Picture

Images are used as research supporting data. Images produce descriptive data that have an important role and are usually used to examine in terms of subjectivity and the results are analyzed inductively.<sup>44</sup> Images are needed as a form of documentation of the research subject and matters related to it. In this study, the image was taken through a vlog that was created by students and then analyzed by the researcher. The image is taken through a screen capture method conducted by researchers in order to obtain data that can support the results of this study.

### **F. Data Analysis Technique**

There are three stages of data analysis in this research. The first is to summarize and classify the things found in the student vlog observation process, which is commonly called reducing data. It aims to select, focus, and simplify the data obtained during the observation process. The second is presenting the data; the data obtained is then described in a narrative form because the presentation of the data is in the form of narrative text. The third is from the data that has been obtained

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<sup>44</sup> Lexy J. Moleong, *Metodologi Penelitian Kualitatif*, (Bandung: Remaja Rosdakarya, 2012), 168.

during the vlog observation process, conclusions and verification are drawn from these data.

### 1. Reducing data

Data reduction is the process of selecting, simplifying, abstracting, formulating attention and transforming raw data obtained from written records in the field. In this process, the data obtained is then selected by the researcher as data that is considered main and in accordance with the focus of the study. All field data that has been written are then analyzed, summarized, parts that are considered important are selected, so that the themes and patterns can be identified, this is so that the data can be systematically compiled and can be controlled by the researcher.

In the process of reducing data, the researcher looked at the five vlogs that the students had created one by one. Then the researcher recorded from each vlog the features of nonverbal communication and the spatial context that existed in each vlog. Then after these features have been identified, the researcher describes the functions of the nonverbal and spatial context communication features that are in the vlog. It is intended that the data obtained is easy to understand and easy to organize by researchers according to research needs.

### 2. Presenting the data

The next step that must be taken after reducing data is presenting the data. A collection of data that has been structured and can provide the possibility of drawing

conclusions and taking action is the meaning of data presentation. In this study the data presented are data which has been analyzed but not in the form of a report, the analysis is in the form of notes used for research purposes.

### 3. Conclusion and verification

Based on the findings obtained and after carrying out the data verification process, the next step is to draw conclusions. Meanwhile, data verification is the process of collecting evidence that supports the data collection stage. Qualitative research finds many and various facts, and from these facts the researcher examines them and produces a meaningful conclusion.<sup>45</sup> At this stage, the data that has been presented are then systematically arranged by the researcher, and then from the data the researcher tries to draw conclusions that are in accordance with the focus of the study.

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<sup>45</sup> Djam'an Satori Dan Aan Komariah. *Metode Penelitian Kualitatif*, (Bandung ; Alfabeta, 2009) 28-29

## CHAPTER IV

### FINDING AND DISCUSSION

In this chapter, the researcher will present the results of data analysis regarding the features and functions of the spatial context and nonverbal communication contained in the five student vlogs. In this chapter there are two parts, the first describes the features that are in the five vlogs and the second explains the functions of the features in the five vlogs.

#### A. Finding

To answer the first research question about features of spatial context and nonverbal communication, there are some features of spatial context and nonverbal communication that analyzed in this study.

##### 1. Features of Spatial Context

In spatial context there are some features such as hierarchical relation and nonhierarchical relation. Hierarchical relation divided into two types such as group relation with their members and space relation with their elements. Furthermore, on five students' vlog of English Language Education Department, all of the video classified into hierarchical relation and four from the five video classified into space relation with their elements and one video classified into group relation with their members. Four video classified into space relation with their elements and one video classified into group relation with its members.

##### a. Space relation with their elements

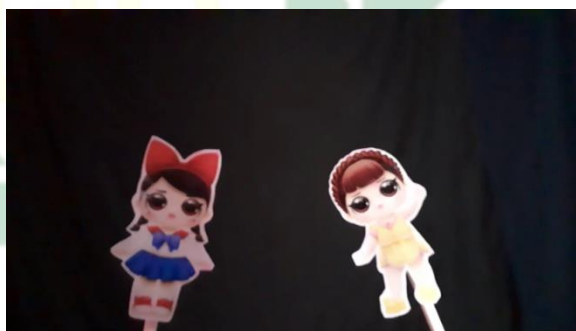
On the first video from Caesara Putri Nugrahgini about feeling and emotions vocabularies for 3<sup>rd</sup> grade of elementary school, there are two aspects that make the video classified into space relation with their elements such as:





Picture 1.a.1

The background chosen by the speaker is black and the same as the speaker's shirt color, while the veil color is light brown and the same as the speaker's skin tone. In this section the speaker is positioned to the right of the screen. It is between 00.07 and 00.41 seconds.



Picture 1.a.2

In this section the speaker uses a doll made of paper and is held using a stick. The researcher did the dubbing so that the doll was having a conversation. The doll is positioned in the center of the screen. This lasted between the minutes of 7.20 to 7.49.

On the second video from Arinatus Safitri about teaching fruits for 3<sup>rd</sup> grade of elementary school, there are two aspects that make the video classified into space relation with their elements such as:



Picture 1.a.3

The background used by the speaker is light brown, while the color of the clothes used by the speaker is the same as the color of her veil, which is green. The speaker positions himself in the center of the screen, this lasts from 00.04 to 01.04 minutes.

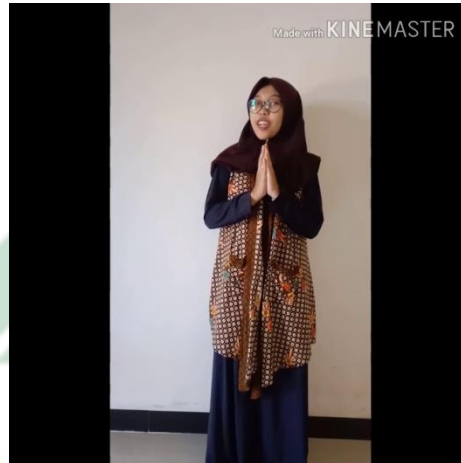


Picture 1.a.4

In this section the speaker presents a guest who helps the speaker in delivering the contents of the vlog to the audience. They are both in the middle of the screen. This happened between 10.22 and 11.19 minutes.

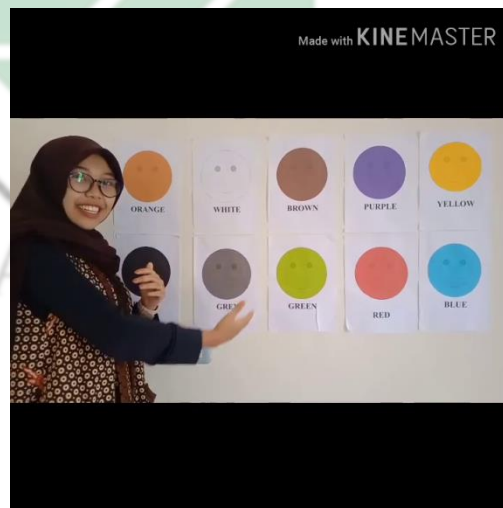
On the third video from Zulfa Nur Karimatul Habibah Learning colors for 1<sup>st</sup> grade of elementary school, there are three

aspects that make the video classified into space relation with their elements such as:



Picture 1.a.5

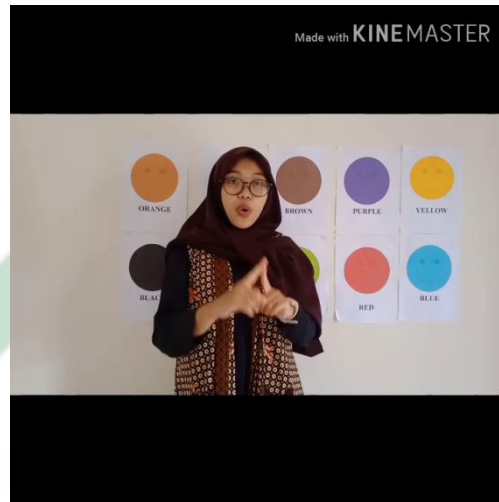
In this section the camera is positioned vertically following the speaker's body position in the middle of the screen. The background chosen by the speaker is a plain light brown wall with a black outline at the bottom. It is between minutes 00.03 until 00.52.



Picture 1.a.6

In this section the camera position is horizontal and the speaker is beside the screen. That is because there is a media in the form of

paper that already has a picture of several kinds of colors. The paper is pasted on the wall which becomes the background of the speaker.



Picture 1.a.7

The researcher is in the middle of the screen with her back to the media in the form of paper with a picture of several colors affixed to the wall.

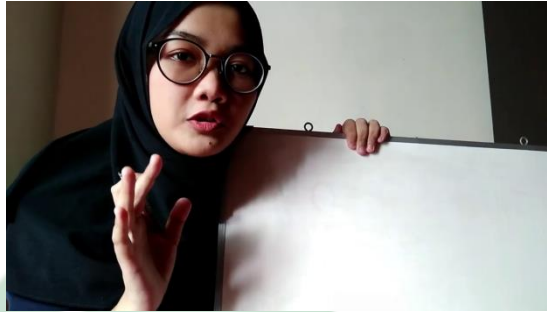
On the fourth video from Diza Arini Adha about learning about animals, there are two aspects that make the video classified into space relation with their elements such as:



Picture 1.a.8

In this section the speaker is on the left side of the screen with a white wall background and a small whiteboard. The speaker wears a

black outfit that contrasts sharply with the background color. This lasted for the minutes 00.09 to 06.37.



Picture 1.a.9

In this section the speaker is still with the same background and the same clothes and the same position. But the position of the forward whiteboard is right beside the speaker. The speaker holds the blackboard as a medium to explain to the audience.

b. Group relation with its members

On the fifth video from Nabilla Wulandari about animal on the farm for 1<sup>st</sup> grade of elementary school, there is one aspect that makes the video classified into space relation with their elements such as:



Picture 1.b.1

The background chosen by the speaker is a white wall with brown and light brown curtains on the right and left. The speaker is in the middle of the screen holding a book as a learning medium. In front of the speaker there is a colorful table on which is placed learning

medium in the form of animal pictures made of paper and held using a stick.

## 2. Features of Nonverbal Communication

According to Mikoluk there are some types of features of nonverbal communication that being a reference to collect the data in this research, the features such as gestures or body language, facial expressions and postures.<sup>1</sup> Below is an explanation about the features of nonverbal communication in the five vlog.

### a. Gestures

On the first video from Caesara Putri Nugrahgini about feeling and emotions vocabularies for 3rd grade of elementary school, there are several gestures that the researchers found in the vlog. As for the explanation of the gestures obtained are below.



Picture 2.a.1

In this section the speaker raises his hands and spreads them widely, by saying "welcome to my show". The speaker wore a cheerful face with his eyes widely open and a big smile. This happened at 00.07 seconds in the vlog.

<sup>1</sup> Mikoluk, K. (2015). Types of Communication: Verbal, Non-verbal and Written. Udeby blog, par. 5. Retrieved on May 16th, 2017 from <https://blog.udemy.com/types-of-communication/>



Picture 2.a.2

In this section the speaker raises his hands and grips his palms, by saying “yeay”. The expression on his face is joy with his eyes slightly closed and a big smile. This happened at 00.08 seconds in the vlog.



Picture 2.a.3

In this section the speaker greets the audience with a wave of his hand while saying "hello everyone". This happened at 00.11 in the vlog.



Picture 2.a.4

In this section, the speaker asks the news from the audience by saying "how are you today?" then leaned his ear towards the camera while raising his hand and brought it closer to his ear. The speaker seemed to want to hear answers from the audience about how they are today. This happened at second 00:15 in the vlog.



Picture 2.a.5

In this section the speaker tells the audience what they will learn, and the speaker mentions "feeling", which is the first material to be delivered. When mentioning, the speaker directed her hands towards the right of his body. This happens at 00.40 on the vlog.



Picture 2.a.6

In this section the speaker still tells the audience what they will learn, and the speaker mentions "emotion", which is the second material to be delivered. When mentioning, the speaker directed her hands towards the left of his body. This happens at 00.41 on the vlog.





Picture 2.a.7

In this section the speaker tells the audience that this is all the material for today while saying "thats all for today". While saying this, the speaker raises her left hand upwards with the palm facing up. This happened at 12.02 seconds of the vlog.



Picture 2.a.8

In this section the speaker expressed his gratitude to the audience while saying "thank you very much for watching". While saying this, the speaker raised her left hand and showed his forefinger to the audience. This happened at 12.04 seconds on the vlog.



Picture 2.a.9

In this section the speaker bid farewell to the audience while saying "have a nice day, bye". While saying that, the speaker waved his hand to the audience. This happened at 12.10 seconds on the vlog.

On the second video from Arinatus Safitri about teaching fruits for 3rd grade of elementary school, there are several gestures that the researchers found in the vlog. As for the explanation of the gestures obtained are below.



Picture 2.a.10

The speaker opens the video to the audience while saying "hello, assalamualaikum warahmatullahi wabarakatuhu". When saying this, the speaker opens her hands and directs them to the audience. This happened at 00.04 on the vlog.



Picture 2.a.11

The speaker introduces herself by saying her name. When introducing her name the speaker shows her forefinger to the audience, she says "you can call me Arin". This happened at 00.19 seconds of the vlog.



Picture 2.a.12

In this section the speaker conveys the topic to be discussed in the video to the audience by saying "the topic of this video is fruit". When saying it, the speaker opens her two forefingers down. This happened at 00.34 seconds of the vlog.



Picture 2.a.13

The speaker explains in Indonesian what the audience will learn today. The speaker says "buah-buahan" and then on the screen appears the words fruits in Indonesian. At the time of saying it the speaker raised her hand and pointed her forefinger upwards. This happens at 00.45 seconds in the video.



Picture 2.a.14

In this section the speaker explains how many kinds of fruits the audience will learn. The speaker states the amount by saying "ten names of fruit" while pointing his ten fingers at the camera which indicates the number of fruits that will be studied today. This happened at 12:51 a.m. in the video.



Picture 2.a.15

In this section the speaker applauds after mentioning how many kinds of fruits the audience will learn. This happened at 00:55 seconds in the video.



Picture 2.a.16

In this section the speaker asks the audience to pay attention while saying "stay tune and keep watching". While saying so the speaker points with her forefinger at the audience. This happened at 12:58 seconds in the video.



Picture 2.a.17

In this section the speaker mentions the order of fruit that will be discussed. The speaker mentions the first fruit to be mentioned while pointing one finger towards the audience. This happened at 01.04 seconds in the video.



Picture 2.a.18

In this section the speaker mentions the order of fruit that will be discussed. The speaker mentions the second fruit to be mentioned while pointing two fingers towards the audience. This happened at 01.22 seconds in the video.



Picture 2.a.19

In this section the speaker mentions the order of fruit that will be discussed. The speaker mentions the third fruit to be mentioned while pointing three fingers towards the audience. This happened at 01.46 seconds in the video.



Picture 2.a.20

In this section the speaker mentions the order of fruit that will be discussed. The speaker mentions the fourth fruit to be mentioned while pointing four fingers towards the audience. This happened at 02.07 seconds in the video.



Picture 2.a.21

In this section the speaker mentions the order of fruit that will be discussed. The speaker mentions the fifth fruit to be mentioned while pointing five fingers towards the audience. This happened at 02.30 seconds in the video.



Picture 2.a.22

In this section the speaker mentions the order of fruit that will be discussed. The speaker mentions the sixth fruit to be mentioned while pointing six fingers towards the audience. This happened at 02.51 seconds in the video.



Picture 2.a.23

In this section the speaker mentions the order of fruit that will be discussed. The speaker mentions the seventh fruit to be mentioned while pointing seven fingers towards the audience. This happened at 03.15 seconds in the video.



Picture 2.a.24

In this section the speaker mentions the order of fruit that will be discussed. The speaker mentions the eighth fruit to be mentioned while pointing eight fingers towards the audience. This happened at 03.39 seconds in the video.





Picture 2.a.25

In this section the speaker mentions the order of fruit that will be discussed. The speaker mentions the ninth fruit to be mentioned while pointing nine fingers towards the audience. This happened at 03.59 seconds in the video.



Picture 2.a.26

In this section the speaker mentions the order of fruit that will be discussed. The speaker mentions the tenth fruit to be mentioned while pointing ten fingers towards the audience. This happened at 04.29 seconds in the video.



Picture 2.a.27

In this section the speaker mentions the name of the fruit after mentioning the order of the fruit. When the speaker mentions the name of the fruit, the screen will display a picture of the fruit along with the name of the fruit. At that time the speaker will raise her right hand with the palm facing upwards just below the fruit image that appears on the screen. This happens to all the names of the fruit mentioned and at the second 01.06, 01.25, 01.50, 02.10, 02.34, 02.56, 03.20, 03.43, 04.03, and 04.32 in the video.



Picture 2.a.28

In this section the speaker asks the audience to guess the name of the fruit. At the time of saying it the speaker points to the audience using the forefinger. This happened at 04:49 seconds in the video.



Picture 2.a.29

In this section the screen will display images of various kinds of fruit. At that time the speaker will raise her right hand with the palm facing upwards just below the fruits image that appears on the screen. This happened at 04:56 seconds in the video.



Picture 2.a.30

In this section the speaker begins to invite the audience to guess the name of the fruit. The speaker says "for the first" while pointing

her forefinger towards the camera. This happened at 04:58 seconds in the vlog



Picture 2.a.31

In this section the screen will display an image of fruit and a question mark. The speaker then raises her right hand just below the fruit with the palm facing upwards, saying "what is it?" This happened at 05.02, 05.13 and 06.16 seconds in the video.



Picture 2.a.32

After asking the name of the fruit, the speaker paused so that the audience could guess what the name of the fruit appeared on the screen. After that the speaker said "yeah, all right" while pointing with

her forefinger towards the audience. This happened at 05.06, 05.17 and 06.21 seconds in the vlog.



Picture 2.a.33

In this section the screen will display an image of fruit and a question mark. The speaker then raises her left hand just below the fruit with the palm facing upwards, saying "what is it?" This happened at 05.28, 05.40, 05.53, and 06.31 seconds in the video.



Picture 2.a.34

After asking what the name of the fruit appeared on the screen, the speaker then brought her ear closer to the screen as if she wanted to hear what the audience had to say. This happens at the second of 05.31, 05.53, 06.20 and 06.34 in the vlog.



Picture 2.a.35

After the audience can guess the name of the fruit, the speaker gives his thumbs up at the audience and says "good job". This happened at 05.36, 06.00 and 06.27 seconds in the vlog.



Picture 2.a.36

In this section the screen will display an image of fruit and a question mark. The speaker then raises her hands just below the fruit with the palm facing upwards, saying "what is it?" This happened at 06.04 seconds in the video.



Picture 2.a.37

After that the speaker opened his hands openly to the audience saying "you already know the ten names of fruits". This happened at 06.46 in the vlog.



Picture 2.a.38

After applauded the audience, the speaker gives her thumbs up at the audience and says "good job". This happened at 06.51 seconds in the vlog.



Picture 2.a.39

The speaker wants to give a question to the audience by saying "I want to ask you". When saying this, the speaker directs her hand to the audience. This happened at 06.55 in the vlog.



Picture 2.a.40

In this section the speaker asks the audience to answer questions that will be given by the speaker. The speaker points her forefinger towards the audience while saying "you have to answer". This happened at the second 07.01 in the vlog.



Picture 2.a.41

In this section the screen will display the answer options given by the speaker to the audience. On the left will appear the word "yes"



and the word "no" to the right of the speaker. The speaker then raises her hands just below the two words with her palms facing upwards. This happened on the second 07.03 in the vlog



Picture 2.a.42

In this section the speaker asks the audience to practice a conversation about fruits. The speaker asked the audience to practice one by one. When the speaker says "one by one" he raises both hands and raises his right and left index fingers. This happened at 07.41 second in the vlog.



Picture 2.a.43

In this section the speaker asks the audience to practice the conversation with the answer "no". When saying that the speaker crossed her arms. This happened at 08.03 seconds in the vlog



Picture 2.a.44

In this section the speaker hopes that the audience understands what the speaker explained. When she said the speaker opened her hands. This happened at 08.25 second in the vlog



Picture 2.a.45

In this section the speaker points to the audience with a happy expression in the hope that the audience understands what the speaker has said. This happened at 08.26 second in the vlog



Picture 2.a.46

In this section the speaker introduces someone who is a guest in this video. Along with that on the screen a message appeared that was none other than the guest. The speaker mentions the speaker's name by saying "afika" as he spreads her hands wide. That's happen at 09.46 second in vlog.



Picture 2.a.47

After introducing the guest, the speaker invites the guest to enter the screen. The speaker gives a hand gesture by waving at the guest appearing on the screen. This happened at 09.50 seconds in the vlog.



Picture 2.a.48

After the speaker has had a conversation with the guest, the speaker appreciates the help of the guest by holding her thumbs up towards the screen. This happened at 10.22 seconds in the vlog.



Picture 2.a.49

The speaker does high five with the guest, as a sign that they have had a successful conversation. This happened at 10.23 seconds in the vlog.



Picture 2.a.50

In this section the speaker will start singing a song about fruits. Before starting the speaker counts the start of one two and three. At the first count, the speaker shows one finger. This happened at 10.32 seconds in the vlog.



Picture 2.a.51

In this section the speaker will start singing a song about fruits. Before starting the speaker counts the start of one two and three. At the second count, the speaker shows two fingers. This happened at 10.33 seconds in the vlog.



Picture 2.a.52

In this section the speaker will start singing a song about fruits. Before starting the speaker counts the start of one two and three. At the third count, the speaker shows three fingers. This happened at 10.34 seconds in the vlog.



Picture 2.a.53

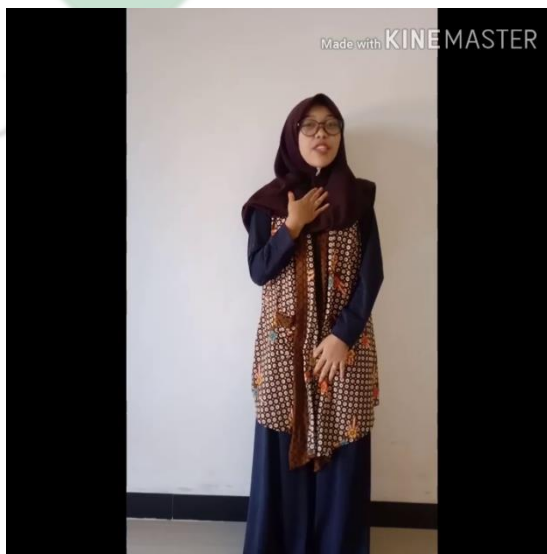
The speaker closes the vlog by saying "see you next video, bye". When she said this the speaker and her guests waved at the audience. This happened at 11.19 seconds in the vlog.

On the third video from Zulfa Nur Karimatul Habibah about learning colors for 1st grade of elementary school, there are several gestures that the researchers found in the vlog. As for the explanation of the gestures obtained are below.



Picture 2.a.54

The speaker opens the video with the greeting "assalamualaikum warahmatullahi wabarakatuh". When saying hello the speaker raises her hands and puts her palms together. This happened at 00.03 seconds of the video.



Picture 2.a.55

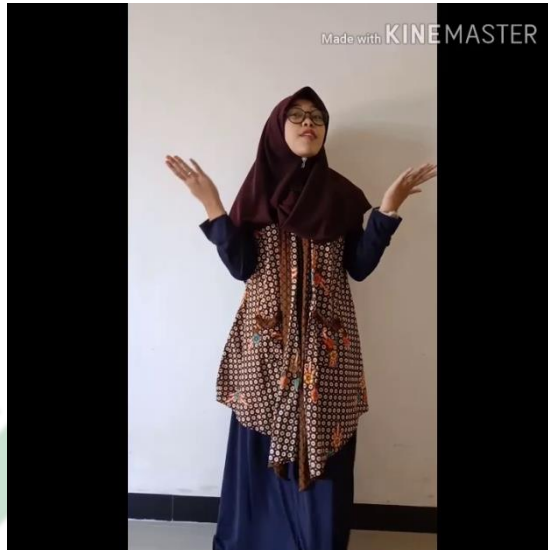
In this section the speaker introduces himself by saying "i want to introduce myself". When introducing herself the speaker points at herself. This happens at 00.06 seconds in the video.



Picture 2.a.56

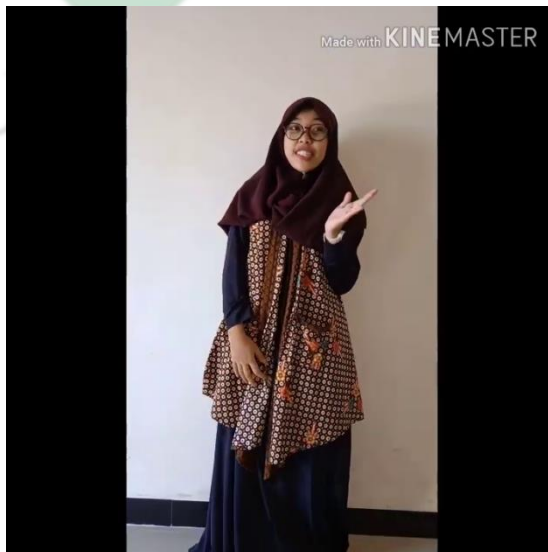
Before starting today's material, the speaker invites the audience to pray first. While doing so the speaker raises her hands with palms facing upwards and bows her head. This happens at 00.21 seconds in the video.





Picture 2.a.57

The speaker asks the audience what they will learn today by saying "what will we learn today?". When doing so the speaker raises her hands with palms facing upwards. This happens at 00.32 seconds in the video.



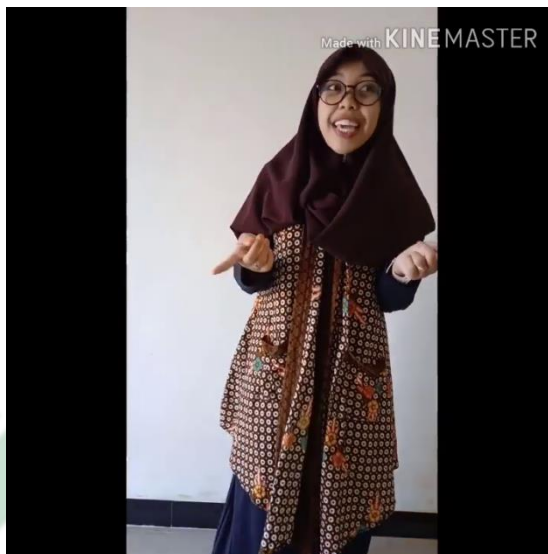
Picture2.a.58

The speaker asks the audience if any of them know what they will learn today by saying "anyone knows?". While doing so the speaker raises her left hand and directs it towards the audience. This happens at 00.36 seconds in the video.



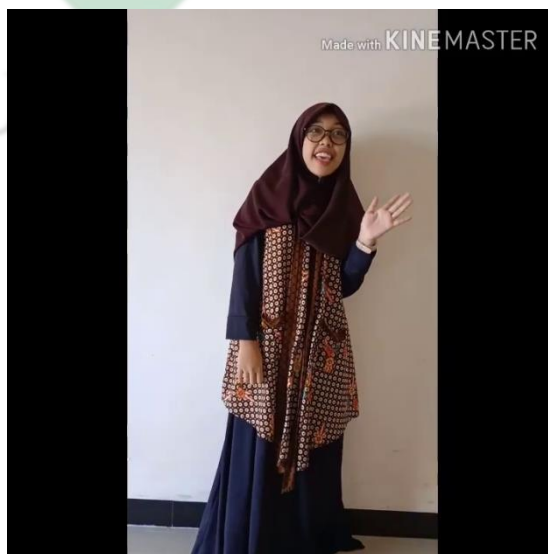
Picture 2.a.59

The speaker explains to the audience what they will learn today by saying "today we will learn about the color". While doing so the speaker points with her forefinger downwards. This happens at 00.38 seconds in the video.



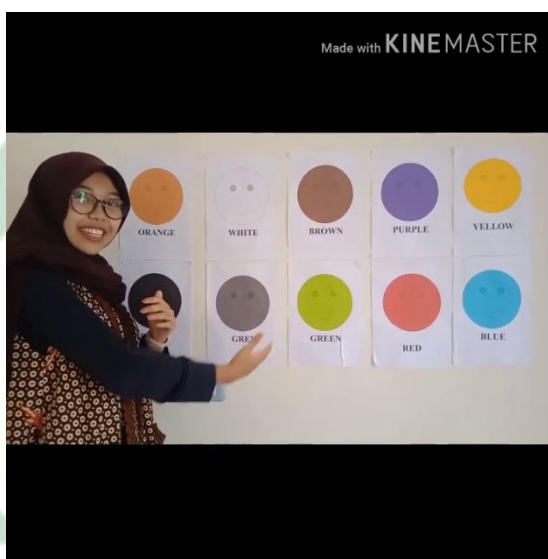
Picture 2.a.60

The speaker asks the audience how many colors they know by saying "how many colors do you know, dear". When doing so the speaker points with her forefingers towards the audience. This happens at 00.47 seconds in the video.



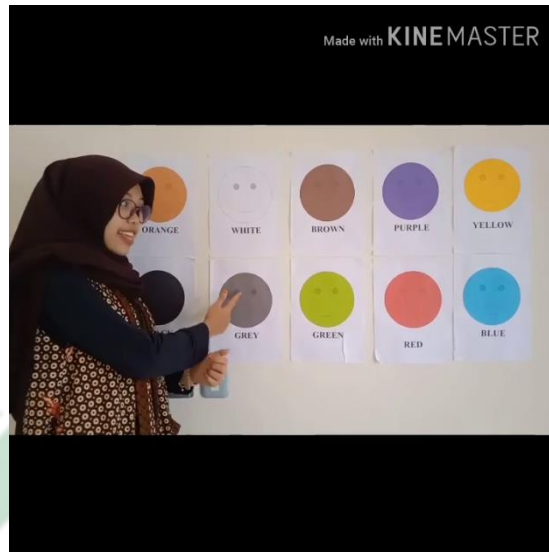
Picture 2.a.61

The speaker asks the audience what colors they know by saying "what are they?". While doing so the speaker raises her left hand and directs it towards the audience. This happens at 00.51 seconds in the video.



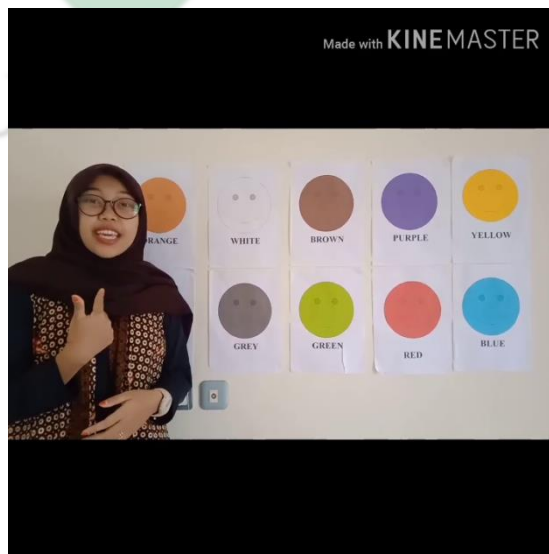
Picture 2.a.62

The speaker presents a multi-colored picture to the audience by saying "I will show to you the picture of the color". When saying so, the speaker's right hand pointed to the picture beside her. This happened at 01.00 seconds in the video.



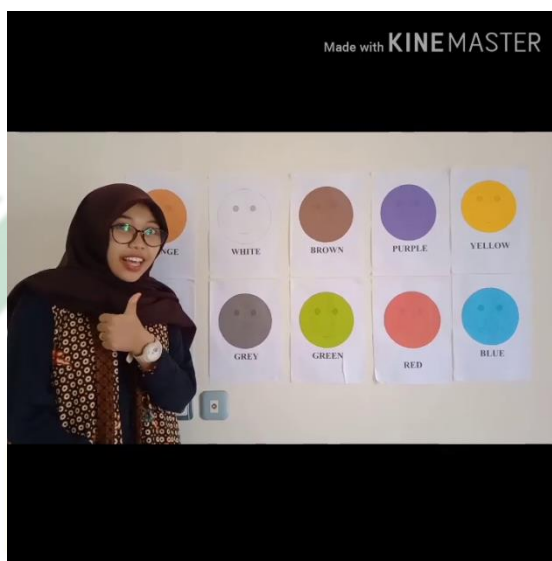
Picture 2.a.63

The speaker asks the audience to pay attention to the image by saying "please look at this". When saying so, the speaker's right hand pointed to the picture beside her. This happened at 01.08 seconds in the video.



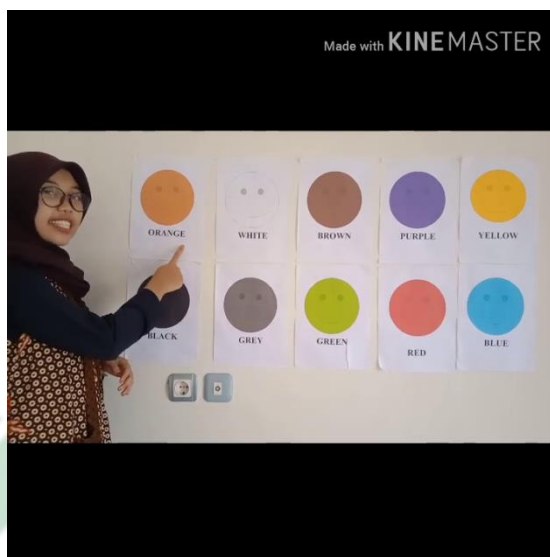
Picture 2.a.64

The speaker asked the audience to listen to what he would say by saying "listen to me". While saying so the speaker's right hand pointed towards itself. This happened at 01.10 seconds in the video.



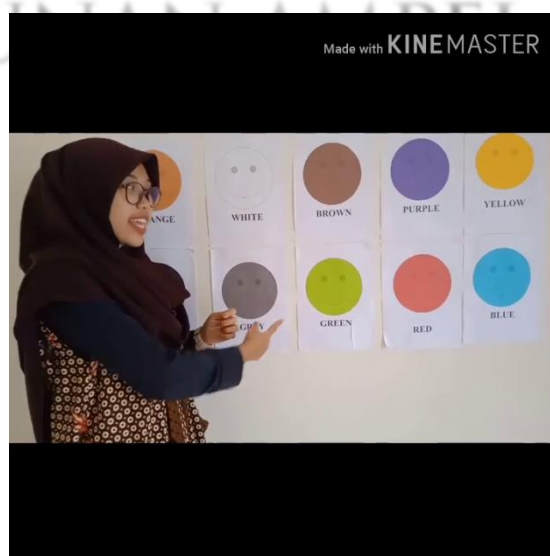
Picture 2.a.65

In this section the speaker asks whether the audience understands what the speaker is instructing. The speaker says "okay?" to the audience while giving a thumbs up. This happened at 01.12 seconds in the video.



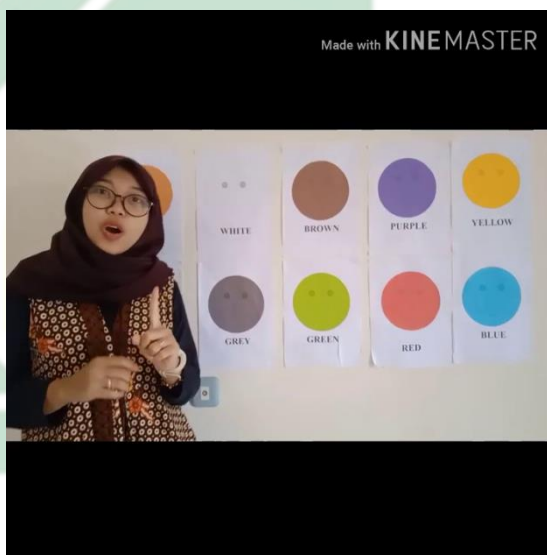
Picture 2.a.66

In this section the speaker points to one by one the color image on the screen and asks the audience to name what color he is pointing at. After all the colors are mentioned the speaker asks the audience to start over from the beginning. This happened at 01.12 until 02.20 seconds in the video.



Picture 2.a.67

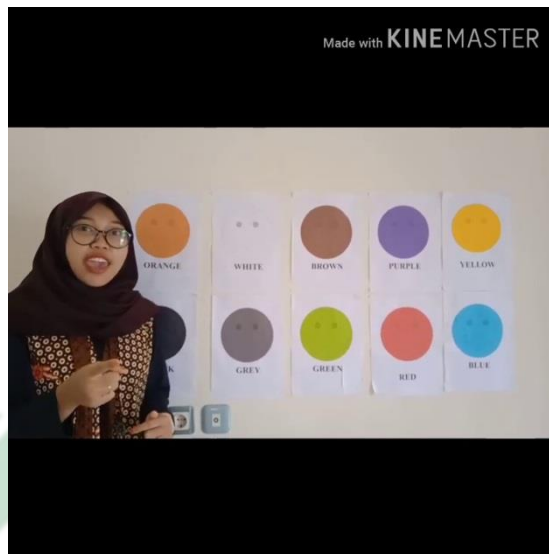
In this section the speaker will name one by one the existing colors and ask the audience to follow what she mentioned. The speaker says "I will read it and follow me" to the audience with his right hand pointing at the image. This happened at 02.24 until 03.35 seconds in the video.



Picture 2.a.68

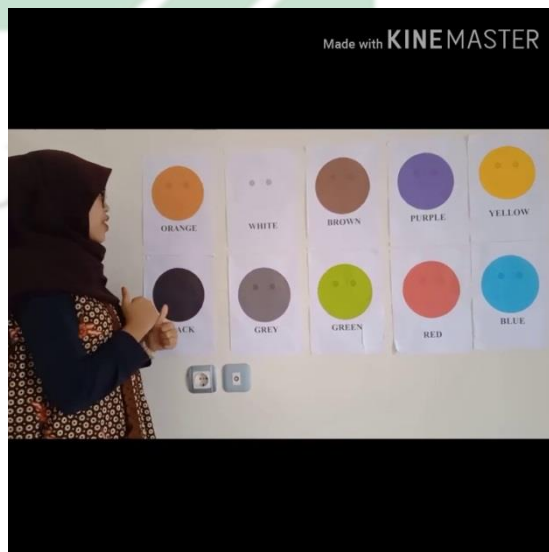
After listing all the colors one by one, the speaker asked the audience to repeat it one more time. The speaker says "once more" while pointing his index finger at the audience. This happened at 03.00 seconds in the vlog





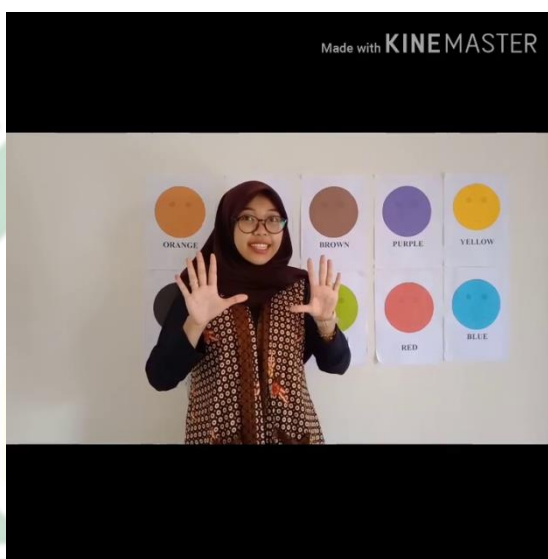
Picture 2.a.69

The speaker asks the audience what color the speaker is pointing at. The speaker said "you say the name of the color" while pointing at the audience. This happened at 03.42 seconds in the vlog.



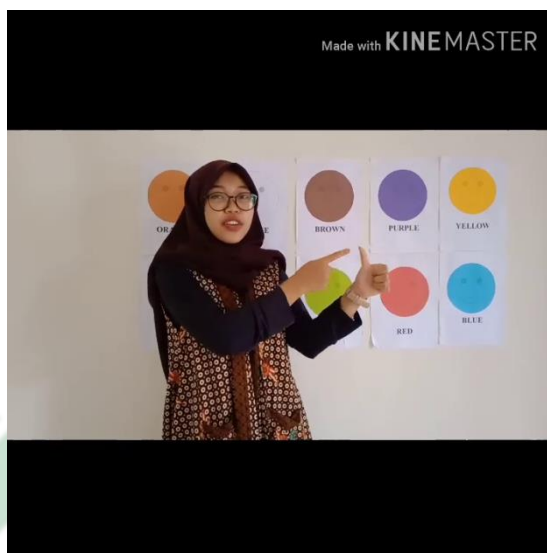
Picture 2.a.70

The speaker gives appreciation to the audience after asking whether the audience understands the instructions given. The speaker said "do you understand? Okay good" while giving the audience her thumbs up. This happens at 05.08 seconds in the vlog.



Picture 2.a.71

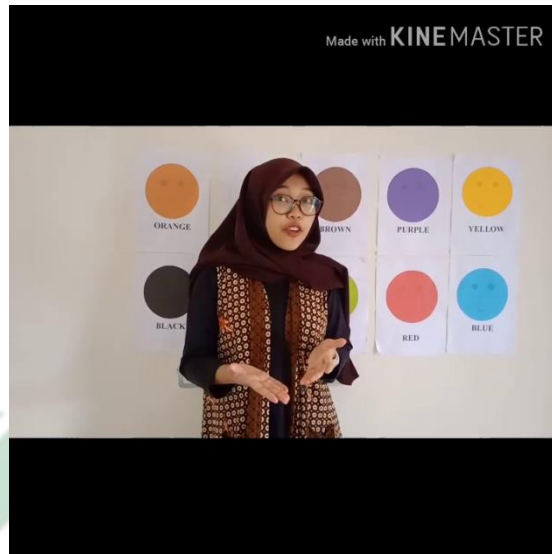
The speaker tells the audience that they have learned about the ten colors. The speaker says "we have studied about ten colors" while raising his hand and showing his ten fingers to the audience. This happened at 05:53 in the vlog.



Picture 2.a.72

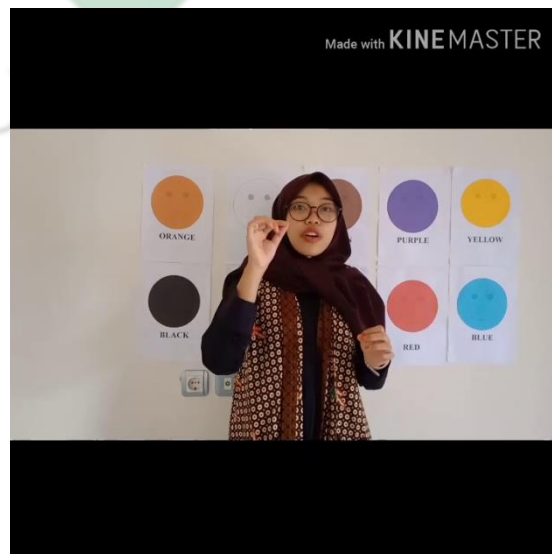
The speaker reviews the names of the colors that have been studied with the audience. Starting from the first color, the speaker points one finger at the audience. Next for the second color the speaker raises two fingers, the third color the speaker raises her three fingers, and so on until the tenth color. This happens between 06.01 until 06.28 seconds in the vlog.

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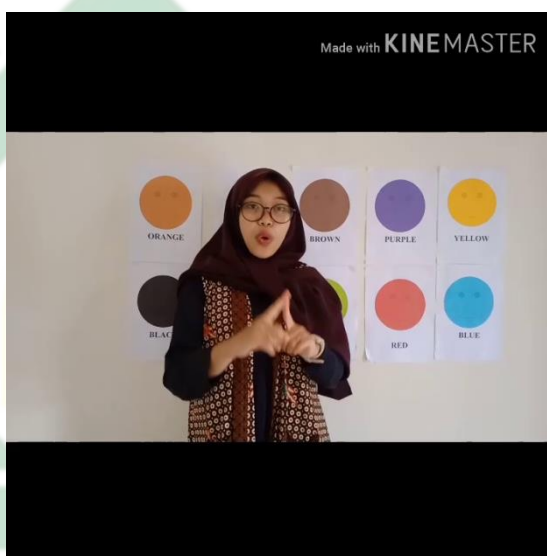
Picture 2.a.73

The speaker will give assignment tasks to the audience. The speaker said "I will give you an assignment about the colors" while directing his hands with palms facing up towards the audience. This happened at 06.33 seconds in the vlog.



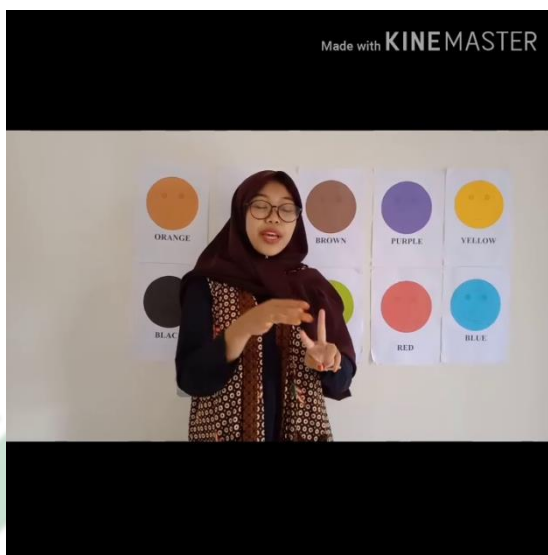
Picture 2.a.74

The speaker asks the audience to write down the answers to the assignment that will be given. The speaker says "write the answer" while raising her hand and placing her fingers as if writing. This happened at 07.14 seconds in the vlog.



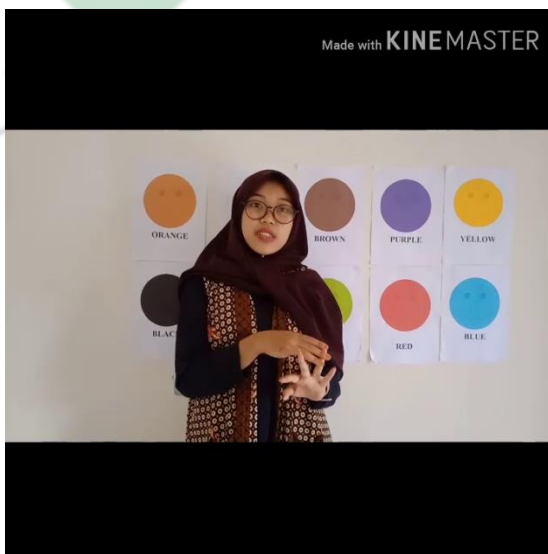
Picture 2.a.75

The speaker asks the audience to prepare the tools needed to carry out the assignment. The speaker mentions the book as the first tool while pointing out one finger at the audience. This happened on the 07.19 second in the vlog.



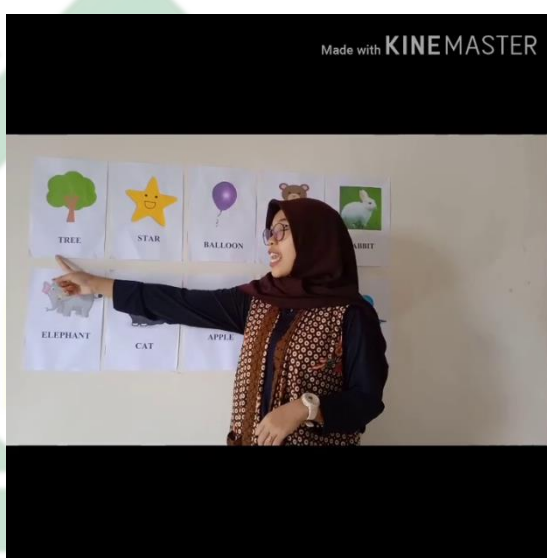
Picture 2.a.76

The speaker asks the audience to prepare the tools needed to carry out the assignment. The speaker mentions the pencil as the second tool while pointing out two fingers at the audience. This happened on the 07.20 second in the vlog.



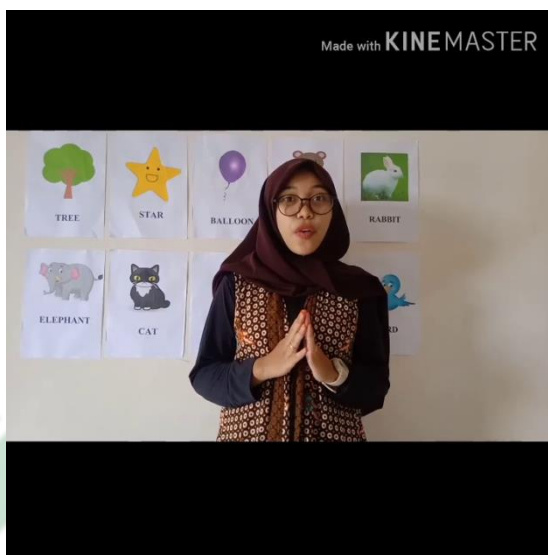
Picture 2.a.77

The speaker asks the audience to prepare the tools needed to carry out the assignment. The speaker mentions the eraser as the third tool while pointing out three fingers at the audience. This happened on the 07.19 second in the vlog.



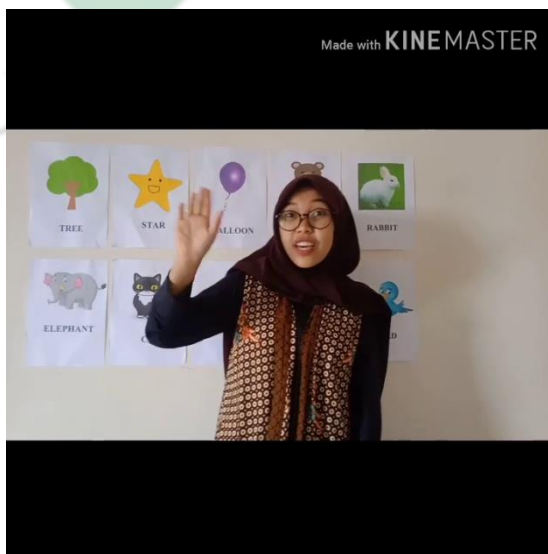
Picture 2.a.78

The speaker asks the audience to name the color of the image beside the speaker. The speaker said "please mention the color according to the picture" while pointing to one by one the existing pictures. The speaker then does this twice. This happens at 08.56 until 10.00 seconds in the vlog.



Picture 2.a.79

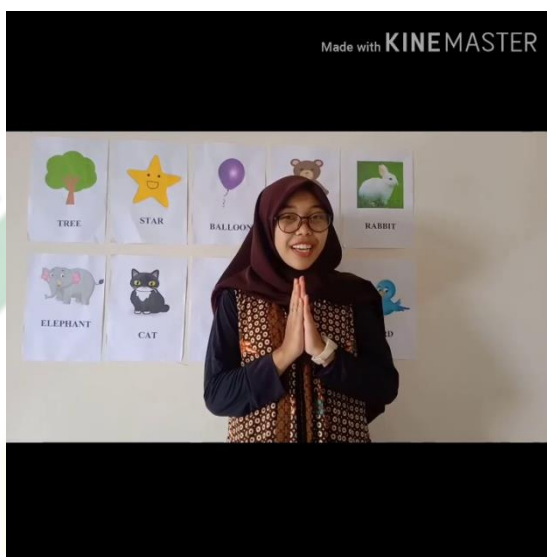
The speaker will close today's lesson and thank you for watching the vlog. The speaker said "I will finish the lesson today, thank you for watching" as she put her palms together. This happened at 10:56 seconds in the vlog.



Picture 2.a.80



In this section the speaker says goodbye to the audience. The speaker said "bye" while waving her hand. This happened at 10:59 seconds in the vlog.



Picture 2.a.81

At the end of the video the speaker greets the audience. The speaker said "wassalamualaikum warahmatullahi wabarakatuhu" as she put her palms together. This happened at 11.04 seconds in the vlog.

On the fourth video from Diza Arini Adha about learning about animals, there are several gestures that the researchers found in the vlog. As for the explanation of the gestures obtained are below.



Picture 2.a.82

At the beginning of the video the speaker opens the video by greeting the audience. The speaker said "hy" while waving her hand at the audience. This happened at 00.09 seconds in the vlog.



Picture 2.a.83

In this section the speaker explains what will be learned. The speaker said "today we learn about animals" when he said the speaker raised his hands with palms facing upwards. After that, the screen says "animals" right above the speaker's palm. This happened at 00.14 seconds in the vlog.



Picture 2.a.84

In this section the speaker asks the audience if they are the audience ever to go to a zoo. When the speaker says "I want to ask you" the speaker points to the audience with both hands. This happened at 00.31 seconds in the vlog



Picture 2.a.85

In this section the speaker confirms the previous question. The speaker says "yes, zoo" while raising one hand with the palm facing up. After that the screen appears the words "zoo" right above the speaker's palm. This happened at 00.38 seconds in the vlog



Picture 2.a.86

In this section the speaker explains to the audience what they will encounter at the zoo. The speaker says "yes, animals" while

raising both hands and pointing with her forefinger upwards. This happened at 00.51 seconds in the vlog



Picture 2.a.87

In this section the speaker asks the audience to tell the speaker what animals they see in the zoo. When the speaker says "can you tell me" the speaker is referring to himself. This happened at 01.03 seconds in the vlog



Picture 2.a.88

In this section the speaker asks the audience to tell the speaker what animals they see in the zoo. When the speaker says "what animal do you see in the zoo?" the speaker raises his hands with palms facing upwards. This happened at 01.05 seconds in the vlog.



Picture 2.a.89

In this section the speaker mentions some of the animals that will be encountered in the zoo. When the speaker says "there are lion" the speaker points one finger towards the audience. This happened at 01.11 seconds in the vlog.



Picture 2.a.90

In this section the speaker mentions some of the animals that will be encountered in the zoo. When the speaker says "elephant" the speaker points two fingers towards the audience. This happened at 01.13 seconds in the vlog.



Picture 2.a.91

In this section the speaker mentions some of the animals that will be encountered in the zoo. When the speaker says "giraffe" the speaker points three fingers towards the audience. This happened at 01.15 seconds in the vlog.



Picture 2.a.92

In this section the speaker mentions some of the animals that will be encountered in the zoo. When the speaker says "monkey" the speaker points five fingers towards the audience. This happened at 01.18 seconds in the vlog.



Picture 2.a.93

In this section the speaker mentions some of the animals that will be encountered in the zoo. When the speaker says "bird" the speaker flaps her hands like bird wings while flying. This happened at 01.19 seconds in the vlog.



Picture 2.a.94

In this section the speaker mentions some of the animals that will be encountered in the zoo. When the speaker says "snake" the speaker curves her hands like a snake that is slithering. This happened at 01.21 seconds in the vlog.



Picture 2.a.95

After the speaker mentioned some of the animals that will be encountered in the zoo, there are still many other animals that have not been mentioned. The speaker said "many more" the speaker raised her hands with both palms facing upwards. This happened at 01.23 seconds in the vlog.



Picture 2.a.96

In this section the speaker explains the size of the animals that can be found in zoos. The speaker mentions the smallest animal while saying "from the tiny size". At the time of saying so the speaker raised her hands and slightly spread her palms apart. This happened at 01.30 seconds in the vlog.





Picture 2.a.97

In this section the speaker explains the size of the animals that can be found in zoos. The speaker mentions the largest animal while saying "until the big size". At the time of saying that the speaker spread her hands wide. This happened at 01.33 seconds in the vlog.



Picture 2.a.98

In this section the speaker asks the audience which animals are the biggest in the zoo? Then the speaker mentioned "elephant" as the biggest animal in the zoo. At the time of saying this, speaker points her forefinger at the audience. This happened at 01.41 seconds in the vlog.



Picture 2.a.99

In this section the speaker asks the audience what animal has a long neck? When the speaker says "long neck" the speaker raises both her hands and points them to her neck. This happens at 01:59 seconds in the vlog.



Picture 2.a.100

In this section the speaker describes that the animal has a brown and spotty body. When the speaker says "the color of body is brown" the speaker raises her hands and points them at her body. This happens at 02.03 seconds in the vlog.



Picture 2.a.101

After the speaker finds out what animal it is. The speaker said "yes, giraffe" while raised his hand and pointed his index finger at the audience. This happened at 02.17 seconds in the vlog.



Picture 2.a.102

In this section the speaker asks the audience what animals have thick hair? While saying "thick hair" the speaker raises her hands and places them between his head. This happened at 02.29 seconds in the vlog.



Picture 2.a.103

In this section the speaker imitates the sound of the animal. In imitation, the speaker roars with her mouth open. This happened at 02.33 seconds in the vlog.



Picture 2.a.104

After finding the answer the speaker points with both forefingers towards the audience. While doing so the speaker says "yes, lion" with a happy face. This happened at 02.38 seconds in the vlog.



Picture 2.a.105

In this section the speaker invites the audience to sing together. When saying "let's sing a loud" the speaker raises her hands and points with both index fingers towards the audience. This happened at 02.55 second in the vlog.



Picture 2.a.106

The speaker asks the audience to open their mouth wide while singing. The speaker says "open your mouth" while raising her hands and opening her palms. This happened on the second 03.01 in the vlog.



Picture 2.a.107

The speaker tells the animal audience what they know from the song. The speaker mentions the animal in the video by saying "there are lion". When saying this, speaker raises her hands with palms facing the audience. This happened at 06.26 seconds in the vlog.



Picture 2.a.108

The speaker tells the animal audience what they know from the song. The speaker mentions the animal in the video by saying "elephant". When saying so the speaker raises her hands and spreads her palms. This happened at 06.29 seconds in the vlog.



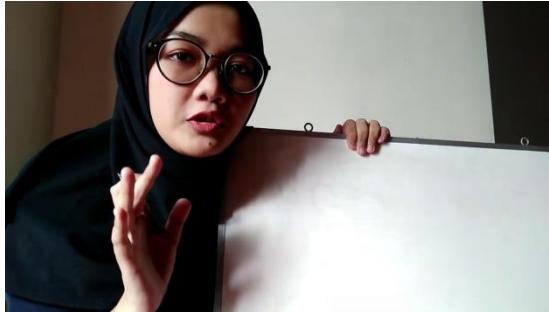
Picture 2.a.109

The speaker tells the animal audience what they know from the song. The speaker mentions the animal in the video by saying "monkey". While saying so the speaker shrugged her shoulders and spread her arms. This happened at 06.33 seconds in the vlog.



Picture 2.a.110

The speaker tells the animal audience what they know from the song. The speaker mentions the animal in the video by saying "giraffe". When saying that the speaker raised her hands and put her palms beside her neck. This happened at 06.37 seconds in the vlog.



Picture 2.a.111

The speaker asked the animal audience what they first learned of the song. When he said this the speaker raised one hand and pointed at the audience. This happened at 06.49 seconds in the vlog.



Picture 2.a.112

After the speaker asked the audience what animal they first learned from the song. When the speaker is waiting for an answer from the audience the speaker brings her ear closer to the camera. This happened at 06.55 seconds in the vlog.





Picture 2.a.113

In this section the speaker explains to the audience that this time they will learn about the animals that are on the farm. When the speaker says "animal in farm" the speaker raises one hand with the palm facing upwards. Then on the screen the words "farm" will appear right above the speaker's hand. This happened at 09.51 seconds in the vlog.



Picture 2.a.114

In this section the speaker will show the audience a video about the animals that are on the farm. When the speaker says "I will show you" the speaker points to the audience using both hands. This happened at 09.58 seconds in the vlog.



Picture 2.a.115

In this section the speaker asks the audience to write down the names of the animals on the farm. When the speaker says "you must" the speaker points towards the audience using her two forefingers. This happened at 10.04 seconds in the vlog.



Picture 2.a.116

In this section the speaker asks the audience to write down the names of the animals on the farm. When the speaker says "write" the speaker raises her hands and positions as if she were writing. This happened at 10.06 seconds in the vlog.



Picture 2.a.117

In this section the speaker reminds the audience not to forget to write down the names of the animals on the farm. When the speaker says "don't forget" the speaker points to the audience using his index finger. This happened at 10.12 seconds in the vlog.



Picture 2.a.118

In this section the speaker asks the audience to tell him what animals they can find at the farm referring to the video that has been shown. When the speaker says "can you tell me" the speaker raises his hands and points towards the speaker himself. This happened at 13.54 seconds in the vlog.



Picture 2.a.119

In this section the speaker hopes that the audience will enjoy the video. When the speaker says "I hope you enjoy the video" the speaker raises her hands and puts her palms together. This happened at 14.33 seconds in the vlog.



Picture 2.a.120

In this section the speaker closes the video. After the speaker said her greeting, then the speaker waved her hand towards the audience. This happened at 14.48 seconds in the vlog.

On the fifth video from Nabilla Wulandari about animal on the farm for 1st grade of elementary school, there are several gestures that the researchers found in the vlog. As for the explanation of the gestures obtained are below.



Picture 2.a.121

At the beginning of the video the speaker opens the video by greeting the audience. The speaker said "hello everyone" while waving her hand at the audience. This happened at 00.08 seconds in the vlog.



Picture 2.a.122

In this section the speaker introduces herself by saying her name. When the speaker said "my name is Nabila Wulandari" the speaker raised her hand and pointed at her. This happened at 00.10 seconds in the vlog.



Picture 2.a.123

In this section the speaker asks the audience's readiness to take part in today's lesson. After asking the speaker said "okay" while raising her right hand and holding up her forefinger. This happened at 00.19 seconds in the vlog.



Picture 2.a.124

Before starting the lesson the speaker asks the audience to pray before starting the lesson. The speaker says "let's pray together" then raises his hand and bows his head. This happened at 00.25 seconds in the vlog.



Picture 2.a.125

The speaker introduces the character in the story by mentioning the name of the character and the character owns a farm. When the speaker says "he had a farm" the speaker spreads her hands with palms facing upwards. This happened at 00:52 seconds in the vlog.



Picture 2.a.126

The speaker invites the audience to see what animals are in the farm of the characters in the story. The speaker says "let's see who are they" while raising her right hand and holding up her forefinger. This happened at 01.03 seconds in the vlog.



Picture 2.a.127

After mentioning which animals are on the farm, the speaker then asks the audience if they know how to write and spell the animal's name. The speaker said "do you know how to write this" while pointing his hand at the book he was holding. This happened at 03.00 seconds in the vlog.



Picture 2.a.128

In this section the speaker says "okay don't worry" to the audience if they can't write or spell the names of the animals. At the moment of saying so the speaker raises one hand and raises her forefinger. This happened at 03.05 seconds in the vlog.





Picture 2.a.129

After that the speaker invites the audience to spell it together. The speaker says "lets spell it together" while raising one hand and moving his palm. This happened at 03.07 seconds in the vlog



Picture 2.a.130

After the speaker spells with the audience, the speaker says "that's all about how to spell the animals" while raising one of his hands and directing it to the audience. This happened at 09.48 seconds in the vlog



Picture 2.a.131

In this section the talk asks the audience to guess the name of the animal that refers to its sound. The speaker then imitates the animal's voice by saying "quacks quacks". After the audience can guess it the speaker said "great" while raising her hand and pointing her forefinger. This happened at 10.06 seconds in the vlog.



Picture 2.a.132

In this section the talk asks the audience to guess the name of the animal that refers to its sound. The speaker then imitates the animal's voice by saying "squeaks squeaks". After the audience can guess it the speaker said "great" while raising her hand and pointing her forefinger. This happened at 10.23 seconds in the vlog.



Picture 2.a.133

In this section the talk asks the audience to guess the name of the animal that refers to its sound. The speaker then imitates the animal's voice by saying "clucks clucks". After the audience can guess it the speaker said "great" while raising her hand and pointing her forefinger. This happened at 10.41 seconds in the vlog.



Picture 2.a.134

In this section the talk asks the audience to guess the name of the animal that refers to its sound. The speaker then imitates the animal's voice by saying "oinks oinks". Then the speaker points to the sheep and says "no" while raising her hand and waving her forefinger. This happened at 11.02 seconds in the vlog



Picture 2.a.135

In this section the talk asks the audience to guess the name of the animal that refers to its sound. The speaker then imitates the animal's voice by saying "meehs meehs". After the audience can guess it the speaker said "good" while raising her hand and pointing her forefinger. This happened at 11.14 seconds in the vlog.



Picture 2.a.136

In this section the talk asks the audience to guess the name of the animal that refers to its sound. The speaker then imitates the animal's voice by saying "baas baas". After the audience can guess it the speaker said "that's great" while raising her hand and pointing her forefinger. This happened at 11.31 seconds in the vlog.



Picture 2.a.137

In this section the speaker asks the audience to continue guessing the name of the remaining animal referring to the sound. While saying so the speaker points with her forefinger towards the audience. This happened at 11.45 seconds in the vlog



Picture 2.a.138

The speaker invites the audience to sing a song with her. The speaker says "lets sing a song with me" while pointing her forefinger. This happened at 12.33 seconds in the vlog



Picture 2.a.139

In this section the speaker asks the audience to imitate the speaker's gesture while singing a song with her. The speaker says "follow my gesture" while raising her hand and moving her palms. This happened at 12.36 seconds in the vlog



Picture 2.a.140

In this section the speaker ensures the readiness of the audience to do so. The speaker says "okay?" while giving her thumbs up. This happened at 12.37 seconds in the vlog



Picture 2.a.141

The speaker sings about the animals on the farm and their voices. When singing glanced at "the duck on the farm say quacks quacks quacks" the speaker raised her hand and opened and closed her palms. This happened at 12.49 seconds in the vlog.



Picture 2.a.142

The speaker sings about the animals on the farm and their voices. When singing is glanced at "the mice on the farm say squeaks squeaks squeaks" the speaker raises her hands and moves her index and middle fingers. This happened at 12.55 seconds in the vlog.



Picture 2.a.143

The speaker sings about the animals on the farm and their voices. When singing glanced at "the chicken on the farm say clucks clucks clucks" the speaker bent his hands and flapped his hands. This happened at 13.01 seconds in the vlog.



Picture 2.a.144

The speaker sings about the animals on the farm and their voices. At the time of singing glanced at "the pig on the farm say oinks oinks oinks" the speaker pointed at her nose. This happened at 12.49 seconds in the vlog.





Picture 2.a.145

The speaker sings about the animals on the farm and their voices. when singing glanced at "the goat on the farm say meehs meehs meehs" the speaker raises her hands and raises her forefinger, then the speaker places it beside her head. This happened at 13.25 seconds in the vlog.



Picture 2.a.146

The speaker sings about the animals on the farm and their voices. When singing glanced at "the horses on the farm say neigh neigh neigh" the speaker raises and lowers her hands alternately. This happened at 13.48 seconds in the vlog.



Picture 2.a.147

The speaker sings about the animals on the farm and their voices. At the time of singing glanced at "the cows on the farm say moo moo moo" the speaker raised and lowered his hands alternately. This happened at 13.56 seconds in the vlog.



Picture 2.a.148

The speaker sings about the animals on the farm and their voices. When singing glanced at "the rooster on the farm is cock a doodle doo" the speaker raised her hand and put her palm on her head. This happened at 14.01 seconds in the vlog.

b. Facial expression

On the first video from Caesara Putri Nugrahgini about feeling and emotions vocabularies for 3rd grade of elementary school, there

are several facial expressions that the researchers found in the vlog. As for the explanation of the facial expression obtained are below.



Picture 2.b.1

In this section the speaker raises his thumbs and says "wow, thats good". The facial expression displayed by the speaker seemed amazed. It is like hoping that the condition from the audience will always good. This is happened at second 00.18 in the vlog.



2.b.2

In this section the speaker asks the feelings of the audience, after that it is continued by asking "Are you happy?" while holding up both thumbs. The speaker also put on a happy face. This happened at second 00.26 on the vlog.



2.b.3

In this section the speaker still asks the audience's feelings but contradicts the previous one. The speaker asked "are you sad?" while crossing her arms in front of his body. The speaker also put on a sad face such as raised eyebrows and unsmiling lips. This happens at 00.30 on the vlog.

On the second video from Arinatus Safitri about teaching fruits for 3rd grade of elementary school, there are several facial expressions that the researchers found in the vlog. As for the explanation of the facial expression obtained are below.



Picture 2.b.4

After appreciating the answers from the audience, the speaker expressed his excitement by turning her hands and saying "hooray". This happened at 06.41 in the vlog.



Picture 2.b.5

The speaker applauded the audience accompanied by a happy face. This happened at 6:48 in the vlog.

On the third video from Zulfa Nur Karimatul Habibah about learning colors for 1st grade of elementary school, there is no facial expression that found by the researchers in the vlog. The respondent only shows gesture as nonverbal communication through the audience. However, the gesture displayed by the respondent is very clear and can support the delivery of the verbal message to the audience.

On the fourth video from Diza Arini Adha about learning about animals, there are several facial expressions that the researchers found in the vlog. As for the explanation of the facial expression obtained are below.



Picture 2.b.6

In this section the speaker thinks what animal it is. When the speaker thinks about it while saying "what is it?". The speaker raises her hand and puts her forefinger on her cheek with her face looking up. This happened at 02.14 seconds in the vlog.



Picture 2.b.7

In this section the speaker thinks about what animal it is. At the moment of thinking about it, the speaker raises both hands and points with her forefinger towards the head with the head bowed and eyes closed. This happened at 02.37 seconds in the vlog.



Picture 2.b.8

After singing together with the audience, the speaker appreciated by giving applause to the audience. While clapping the speaker showing a happy expression with a big smile. This happened at 06.08 seconds in the vlog.



Picture 2.b.9

After watching the video the speaker shows an amazed expression at the video that has been displayed. The speaker says "wow" with an amazed expression and raises her hands with palms facing upwards. This happened at 13.45 seconds in the vlog.



Picture 2.b.10

In this section the speaker mentions what animals can be found at the farm referring to the video that has been shown. When the speaker mentions some of the animals that can be found on the farm, then the speaker raises her hand and points with her forefinger towards the head with his head bowed and eyes closed. This happened at 14.03 seconds in the vlog.



Picture 2.b.11

In this section the speaker tells the audience that the time is up. When the speaker said "unlikely, the time is up" the speaker put on a sad face with furrowed eyebrows. This happened at 14.24 seconds in the vlog.

On the fifth video from Nabilla Wulandari about animal on the farm for 1st grade of elementary school, there is no facial expression that found by the researchers in the vlog. The respondent only shows gesture as nonverbal communication through the audience. However, the gesture displayed by the respondent is very clear and can support the delivery of the verbal message to the audience

### 3. Function of Spatial Context

For the function of the spatial context itself, the researcher describes it in the form of a function of each classification contained in each video. As we have previously seen, the first to the fourth videos are classified into Space relation with their elements, while in the fifth video it is classified as Group relation with its members. This elaboration is done in order to provide a more detailed and concrete picture of what the spatial context looks like and what its function is. Thus it is deemed necessary to describe it as described below.



a. Function of Space relation with their elements

In first video from Caesara Putri Nugrahgini about feeling and emotions vocabularies for 3rd grade of elementary school, the spatial context contained in (picture 1.a.1) can be classified as a hierarchical relationship. After that, a more specific classification about (picture 1.a.1) is included to the space relations with their elements. This is due to the selection of a black background and the color of the veil that matches the skin tone, so that the color looks contrasting. This is in line with the nature of the classification of space relations with their elements which states that objects in an area greatly affect the classification process. This makes it possible to characterize how important objects in that area are. It is possible to better define which objects should be represented in an area, and how they should be represented.<sup>2</sup>

Choosing a black background also helps to accentuate other colors, so that the audience will focus on paying attention to the more prominent color, which is the speaker itself. This also applies to (picture 1.a.2) where the background color is still the same so that it accentuates the colors on the paper dolls which are the learning media. It will also attract the audience to focus more on the paper doll.

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<sup>2</sup> Sebastien Mustiere and Bernard Moulin, "What is Spatial Context in Cartographic Generalization?", LAPRS & SIS, 34(4), 2002, 274-278.

In second video from Arinatus Safitri about teaching fruits for 3rd grade of elementary school, the spatial context contained in (picture 1.a.3) can be classified as a hierarchical relationship. After that, a more specific classification about (picture 1.a.3) is included to the space relations with their elements. This is due to the selection of light brown background, while the color of the clothes used by the speaker is the same as the color of her veil which is green, so that the color looks contrasting. This is in line with the nature of the classification of space relations with their elements which states that objects in an area greatly affect the classification process. This makes it possible to characterize how important objects in that area are. It is possible to better define which objects should be represented in an area, and how they should be represented.<sup>3</sup>

Choosing a light brown background also helps to accentuate other colors, so that the audience will focus on paying attention to the more prominent color, which is the speaker itself. Whereas in (picture 1.a.4) where the color of the guest clothes helping the speaker is pink so that it does not contrast with the background color so that it looks mixed, this is not a problem because the clothes used by researchers are still the same and contrast with the background color. This still keeps the listeners focused on the speaker.

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<sup>3</sup> Ibid.,

In third video from Zulfa Nur Karimatul Habibah about learning colors for 1st grade of elementary school, the spatial context contained in (picture 1.a.5) can be classified as a hierarchical relationship. After that, a more specific classification about (picture 1.a.5) is included to the space relations with their elements. This is due to the selection of white background, while the color of the clothes used by the speaker is combination of black and brown and the color of her veil which is brown, so that the color looks contrasting. This is in line with the nature of the classification of space relations with their elements which states that objects in an area greatly affect the classification process. This makes it possible to characterize how important objects in that area are. It is possible to better define which objects should be represented in an area, and how they should be represented.<sup>4</sup> Choosing a white background also helps to accentuate other colors, so that the audience will focus on paying attention to the more prominent color, which is the speaker itself.

On the other hand, in (picture 1.a.6) the speaker positions himself on the left of the screen. This is intended so that the speaker does not obstruct the viewer's view of the learning media to be discussed. Thus the audience will focus on the learning media to be explained while still paying attention to the speaker. Whereas in

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<sup>4</sup> Ibid.,

(picture 1.a.7), the speaker re-positions himself in the middle of the screen and turns her back on the media. This aims to make the audience more focused on what the speaker will convey regardless of the media. This is useful so that the audience can properly capture the message conveyed by the speaker.

In fourth video from Diza Arini Adha about learning about animals, the spatial context contained in (picture 1.a.8) can be classified as a hierarchical relationship. After that, a more specific classification about (picture 1.a.8) is included to the space relations with their elements. This is due to the selection of white background. While the color of the clothes used by the speaker is black same as her veil, so that the color looks contrasting. Although there is a whiteboard but the color is same as the background so it does not have any effect. This is in line with the nature of the classification of space relations with their elements which states that objects in an area greatly affect the classification process. This makes it possible to characterize how important objects in that area are. It is possible to better define which objects should be represented in an area, and how they should be represented.<sup>5</sup> Choosing a white background also helps to accentuate other colors, so that the audience will focus on paying attention to the more prominent color, which is the speaker itself.

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<sup>5</sup> Ibid.,

Besides that in (picture 1.a.9) where the whiteboard is right next to the speaker, this does not make a significant difference to the overall appearance because the color of the whiteboard is the same as the background color. It's just that the function of moving the whiteboard beside the speaker is to attract the attention of the audience to focus on what the speaker will convey through the whiteboard media. By bringing the whiteboard closer to the screen, the audience can clearly see what the speaker will say. This of course cannot be separated from the goal so that the audience can understand what is being said by the speaker.

b. Function of Group relation with its members

In fifth video from Nabilla Wulandari about animal on the farm for 1st grade of elementary school, the spatial context in (picture 1.b.1) is a type of hierarchical relationship, and if it is further classified it will be included in the type of group relation with its members. This is based on the presence of brown and light brown curtains and white walls as the background. The presence of the curtain adds meaning to the wall. This is also in line with the color which forms an appropriate color gradation. In addition, it is in accordance with the classification nature of group relations with their members which states that many geographical objects become more meaningful by being part of a

group of other objects than by being alone.<sup>6</sup> Therefore, the existence of several curtains of different colors and walls is more meaningful than the curtain or the wall itself.

#### **4. Function of Nonverbal Communication**

Referring to Malandro, there are six functions of nonverbal communication such as complement, accent, repetition, substitution, contradiction and regulation. In this section, the function of nonverbal communication in each vlog will be explained. As for the six functions, not all of them are contained in the five vlogs in this study. There are four function of nonverbal communication that found from the five vlog such as complement, accent, repetition and substitution. The function of nonverbal communication in the vlog will be explained below.

##### **a. Complement**

In second video from Arinatus Safitri about teaching fruits for 3rd grade of elementary school, there are several nonverbal communications ranging from hand gesture to facial expressions. But most of the nonverbal communication in this vlog is hand gestures. As for nonverbal communication that functions as a complement, it will be explained as can be seen on picture 2.a.27, picture 2.a.29, picture 2.a.31, picture 2.a.33, picture 2.a.36, picture 2.a.41 and picture 2.a.46.

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<sup>6</sup> Ibid.,

In third video from Zulfa Nur Karimatul Habibah about learning colors for 1st grade of elementary school, most of the nonverbal communication in this vlog is hand gestures. As for nonverbal communication that functions as a complement, it will be explained as can be seen on picture 2.a.62, picture 2.a.63, picture 2.a.66, picture 2.a.67 and picture 2.a.78.

In fourth video from Diza Arini Adha about learning about animals, there are several nonverbal communications ranging from hand gesture to facial expressions. But most of the nonverbal communication in this vlog is hand gestures. As for nonverbal communication that functions as a complement, it will be explained as can be seen on picture 2.a.83, picture 2.a.85, picture 2.a.89, picture 2.a.90, picture 2.a.91, picture 2.a.92 and picture 2.a.113

Researcher identifying the function of those pictures as a complement functions. According to Knapp, nonverbal behavior serves to complement or add to verbal messages. It can modify, or decipher verbal messages.<sup>7</sup> So, one must be very careful that verbal and non-verbal behavior complement each other. Furthermore, for the first vlog from Caesara Putri Nugrahgini and

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<sup>7</sup> Knapp, M. L., & Hall, J. A. (1997). *Non-verbal communication in human interaction* (4th ed.). Orlando: Harcourt Brace College Publishers.

the fifth vlog from Nabila Wulandari there is no nonverbal communications that include complementing function.

b. Accent

In first video from Caesara Putri Nugrahgini about feeling and emotions vocabularies for 3rd grade of elementary school, there are several nonverbal communications ranging from hand gesture to facial expressions. But most of the nonverbal communication in this vlog is hand gestures. As for nonverbal communication that functions as an accent, it will be explained as can be seen on picture 2.a.1, picture 2.a.2, picture 2.a.3, picture 2.a.5, picture 2.a.6, picture 2.a.7, picture 2.a.8, picture 2.a.9, picture 2.b.2, and picture 2.b.3.

In second video from Arinatus Safitri about teaching fruits for 3rd grade of elementary school, there are several nonverbal communications ranging from hand gesture to facial expressions. But most of the nonverbal communication in this vlog is hand gestures. As for nonverbal communication that functions as an accent, it will be explained as can be seen on picture 2.a.10, picture 2.a.11, picture 2.a.12, picture 2.a.13, picture 2.a.16, picture 2.a.28, picture 2.a.32, picture 2.a.39, picture 2.a.40, picture 2.a.44, picture 2.a.45, picture 2.a.48, picture 2.a.53 and picture 2.b.4.



In third video from Zulfa Nur Karimatul Habibah about learning colors for 1st grade of elementary school, most of the nonverbal communication in this vlog is hand gestures. As for nonverbal communication that functions as an accent, it will be explained as can be seen on picture 2.a.54, picture 2.a.55, picture 2.a.56, picture 2.a.57, picture 2.a.58, picture 2.a.59, picture 2.a.60, picture 2.a.61, picture 2.a.65, picture 2.a.69, picture 2.a.73, picture 2.a.79, picture 2.a.80 and picture 2.a.81.

In fourth video from Diza Arini Adha about learning about animals, there are several nonverbal communications ranging from hand gesture to facial expressions. But most of the nonverbal communication in this vlog is hand gestures. As for nonverbal communication that functions as an accent, it will be explained as can be seen on picture 2.a.82, picture 2.a.84, picture 2.a.86, picture 2.a.88, picture 2.a.95, picture 2.a.96, picture 2.a.97, picture 2.a.98, picture 2.a.99, picture 2.a.100, picture 2.a.101, picture 2.a.102, picture 2.a.103, picture 2.a.104, picture 2.b.7, picture 2.a.5, picture 2.a.106, picture 2.a.107, picture 2.a.108, picture 2.a.110, picture 2.a.111, picture 2.a.114, picture 2.a.115, picture 2.a.117, picture 2.a.119, picture 2.a.120, picture 2.b.6, picture 2.b.9, picture 2.b.10 and picture 2.b.11.

In fifth video from Nabilla Wulandari about animal on the farm for 1st grade of elementary school, most of the nonverbal communication in this vlog is hand gestures. As for nonverbal communication that functions as an accent, it will be explained as can be seen on picture 2.a.121, picture 2.a.123, picture 2.a.124, picture 2.a.125, picture 2.a.126, picture 2.a.127, picture 2.a.128, picture 2.a.129, picture 2.a.130, picture 2.a.131, picture 2.a.132, picture 2.a.133, picture 2.a.134, picture 2.a.135, picture 2.a.136, picture 2.a.137, picture 2.a.138, picture 2.a.139 and picture 2.a.140.

Researcher identifying the function of those picture as an accent function. According to Malandro, the main function of an accent is to put pressure on a particular point in a verbal message. It's like giving a pause when giving an explanation.<sup>8</sup> This aims to give an accent to things that are considered important to the listener.

### c. Repetition

In first video from Caesara Putri Nugrahgini about feeling and emotions vocabularies for 3rd grade of elementary school, there are several nonverbal communications ranging from hand

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<sup>8</sup> Malandro, L. A., Barker, L. L., & Barker, D. A. (1989). *Non-verbal communication* (2nd ed.). New York: Random House.

gesture to facial expressions. But most of the nonverbal communication in this vlog is hand gestures. As for nonverbal communication that functions as a repetition, it will be explained as can be seen on picture 2.a.4 and picture 2.b.1.

In second video from Arinatus Safitri about teaching fruits for 3rd grade of elementary school, there are several nonverbal communications ranging from hand gesture to facial expressions. But most of the nonverbal communication in this vlog is hand gestures. As for nonverbal communication that functions as a repetition, it will be explained as can be seen on picture 2.a.14, picture 2.a.15, picture 2.a.17, picture 2.a.18, picture 2.a.19, picture 2.a.20, picture 2.a.21, picture 2.a.22, picture 2.a.23, picture 2.a.24, picture 2.a.25, picture 2.a.26, picture 2.a.30, picture 2.a.34, picture 2.a.35, picture 2.a.37, picture 2.b.5, picture 2.a.38, picture 2.a.42, picture 2.a.43, picture 2.a.48, picture 2.a.50, picture 2.a.51 and picture 2.a.52.

In third video from Zulfa Nur Karimatul Habibah about learning colors for 1st grade of elementary school, most of the nonverbal communication in this vlog is hand gestures. As for nonverbal communication that functions as a repetition, it will be explained as can be seen on picture 2.a.64, picture 2.a.68, picture

2.a.70, picture 2.a.71, picture 2.a.72, picture 2.a.74, picture 2.a.75, picture 2.a.76 and picture 2.a.77.

In fourth video from Diza Arini Adha about learning about animals, there are several nonverbal communications ranging from hand gesture to facial expressions. But most of the nonverbal communication in this vlog is hand gestures. As for nonverbal communication that functions as a repetition, it will be explained as can be seen on picture 2.a.87, picture 2.a.93, picture 2.a.94, picture 2.a.109, picture 2.a.116 and picture 2.a.118.

In fifth video from Nabilla Wulandari about animal on the farm for 1st grade of elementary school, most of the nonverbal communication in this vlog is hand gestures. As for nonverbal communication that functions as an accent, it will be explained as can be seen on picture 2.a.122, picture 2.a.141, picture 2.a.142, picture 2.a.143, picture 2.a.144, picture 2.a.145, picture 2.a.146, picture 2.a.147 and picture 2.a.148.

Researcher identifying the function of those pictures as a repetition functions. According to Malandro, people often use nonverbal messages to repeat their verbal language. Repetition is used to provide an explanation of verbal messages.<sup>9</sup> for example when mentioning a sequence or several things are usually done

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<sup>9</sup> Ibid.,

simultaneously by showing a finger usually begins with the index finger it aims to clarify verbal messages.

d. Substitution

In second video from Arinatus Safitri about teaching fruits for 3rd grade of elementary school, there are several nonverbal communications ranging from hand gesture to facial expressions. But most of the nonverbal communication in this vlog is hand gestures. As for nonverbal communication that functions as a substitution, it will be explained as can be seen on picture 2.a.49.

In fourth video from Diza Arini Adha about learning about animals, there are several nonverbal communications ranging from hand gesture to facial expressions. But most of the nonverbal communication in this vlog is hand gestures. As for nonverbal communication that functions as a substitution, it will be explained as can be seen on picture 2.a.112 and picture 2.b.8.

Researcher identifying the function of this picture as a substitution functions. According to Dodd nonverbal behavior also acts as a substitute for verbal messages. Substitution often occurs when there are obstacles when doing verbal communication and is used for emphasis.<sup>10</sup> Because nonverbal

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<sup>10</sup> Dodd, C. H. *Dynamics of intercultural communication* (5th ed.). (Shanghai: Shanghai Foreign Language Education, 1966), 187-198.

communication can replace verbal behavior, so we can interact with other people without speaking. Furthermore, for the first vlog from Caesara Putri Nugrahgini, third vlog from Zulfa Nur Karimatul Habibah and fifth vlog from Nabila Wulandari there is no nonverbal communication that include to substitution function.

## **B. Discussion**

In this section, something that has been discovered by the researcher then linked to the theory and previous research that has been described in Chapter II. This discussion refers to the research questions that exist in this study. The first research question, what are the features of spatial context and nonverbal communication in fourth semester students' vlog of English Language Education Department of State Islamic University of Sunan Ampel Surabaya? and the second research question is what are the function of spatial context and nonverbal communication in order to conveying message in fourth semester students' vlog of English Language Education Department of State Islamic University of Sunan Ampel Surabaya?. As a guideline for examining the spatial context, the researcher uses Sebastien Mustiere and Bernard Moulin's theory<sup>11</sup> about spatial context in cartographic generalization.

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<sup>11</sup> Sebastien Mustiere and Bernard Moulin, "What is Spatial Context in Cartographic Generalization?", LAPRS & SIS, 34(4), 2002, 274-278.

Then for features and function of nonverbal communication, the researcher uses Malandro theory<sup>12</sup> about nonverbal communication.

According to Sebastien Mustiere and Bernard Moulin there are two types of spatial context that's group relation with its member and space relation with their elements. Then, according to Malandro there are six function of nonverbal communication. The detail information is explained below.

#### 1. Features and Function of Spatial Context in Students' Vlog

From the five videos, researcher found that there are two features of spatial context. The first feature is hierarchical relationship which is described as space relations with their elements and the second feature is hierarchical relationship which is described as group relation with its members. For the function of the first feature is in line with the nature of the classification of space relations with their elements which states that objects in an area greatly affect the classification process. This makes it possible to characterize how important objects in that area are. It is possible to better define which objects should be represented in an area, and how they should be represented. It can be seen that the main function of the spatial context in the type of space relation with their elements is to pinpoint an object by utilizing objects in the area as a support. Furthermore, for the function of the second feature is is in

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<sup>12</sup> Malandro, L. A., Barker, L. L., & Barker, D. A. *Non-verbal communication* (2nd ed.). (New York: Random House, 1989), 165-169

accordance with the classification nature of group relations with their members which states that many geographical objects become more meaningful by being part of a group of other objects than by being alone.

Furthermore on research done by Sébastien Mustière and Bernard Moulin in their research with a title “What Is Spatial Context in Cartographic Generalization?”.<sup>13</sup> The study concludes that Objects cannot be seen individually during the cartographic generalization process. It really depends on the spatial context of how an object is processed. While the study done by Yi Wang et.al identifies the correlation between effects of video placement and spatial context presentation on path reconstruction task with contextualized video.<sup>14</sup> In this study, two contextual design factors were compared with the participants' two levels of knowledge on performance in a simulation video surveillance task by the researcher. In this study showed that the spatial context has important role in order support the message delivery from the speaker to the audience, such as background selection and speaker position.

## 2. Features and Function of Nonverbal Communication in Students' Vlog

From the five videos, researcher found that there are two features of nonverbal communication. The first feature is facial expression and the

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<sup>13</sup> Ibid.,

<sup>14</sup> Yi Wang et.al, “Effects of Video Placement and Spatial Context Presentation on Path Reconstruction Tasks with Contextualized Videos”, *IEEE Transactions on Visualization and Computer Graphics*, 4(6), 10/2008, 124-135.



second feature is hand gesture. For the function, each feature has their own function. Even for one feature can have several functions. Such as the function of nonverbal communication features in the first video are accent and repetition. For the second video, the functions are accent, repetition, complement and substitution. For the third video, the functions are accent, repetition and complement. For the fourth video, the functions are accent, repetition, complement and substitution. For the fifth video, the functions are accent and repetition.

Furthermore on research done by Peng Hong-Li by title effects of nonverbal communication in college English classroom teaching conclude that, most of the teaching and learning processes carried out by the teacher involve nonverbal communication while the rest use verbal communication, thus both verbal and nonverbal communication have an equally important role in the classroom.<sup>15</sup> For example, in the context of attracting students' attention and responsiveness, teacher facial expressions such as smiles can be more effective than using speech. While the study done by Muhammad Naeem Butt on his research by title impact of nonverbal communication on students learning outcomes, in this study it can be understood that by using nonverbal communication, the teacher can make the teaching and learning process more active so that it can increase student retention and understanding, this is

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<sup>15</sup> Peng Hong-Li, "Effects of Nonverbal Communication in College English Classroom Teaching", *US-China Foreign Language*, 9(8), 8/2011, 505-516.

because students feel alert in class and actively participate in the teaching and learning process.<sup>16</sup> In this study showed that the nonverbal communication can support the delivery of message and attract audience interest to the speaker, such as facial expression and hand movement by the speaker.



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<sup>16</sup> Muhammad Naeem Butt, "Impact of Nonverbal Communication on Students Learning Outcomes", (Skripsi--, Sarhad University of Science and Information Technology, Peshawar, Pakistan, 2011), 1-179

## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter discusses the conclusions and suggestions from the research results. This chapter is divided into two parts, the first is conclusions based on research findings, and the second is suggestions that refer to students and other researchers.

#### A. Conclusion

From several videos that have been studied, conclusions can be drawn regarding the features and functions of the spatial context and nonverbal communication from the five videos. To answer the research question, the researcher explains the conclusion into two points as follow:

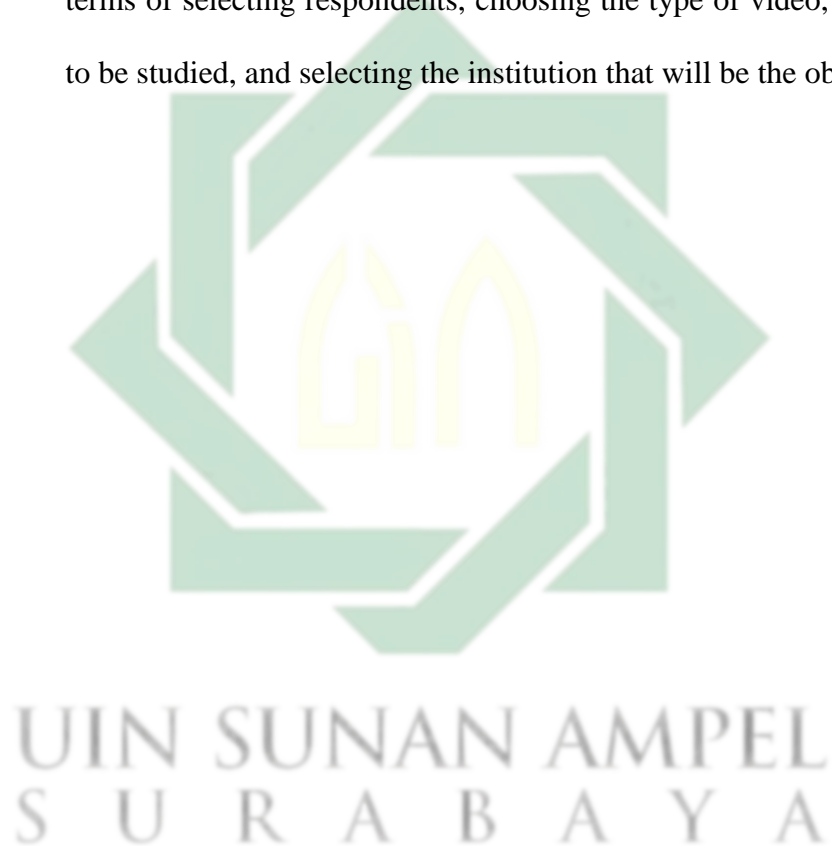
1. From the five video, there are two spatial context features, namely the hierarchical relationship which is included in the type of space relations with their elements and hierarchical relationships which are included in the type of group relations with its members. Furthermore, for nonverbal communication, there are two features of nonverbal communication in the five videos, namely hand movements and facial expressions. But for its function, each nonverbal communication in each video has a different function.
2. For the function of spatial context the researcher conclude that there are two functions according to the types of spatial context on the video. On the type of space relation with their elements the function is to highlight the most important objects in an area. While for the type of group relation with its

member the function is to complement and perfect the meaning of the objects contained in the area. While for nonverbal communication, each video has a different function. As in the first video which explains emotional vocab and feelings for grade 3 elementary school students, the nonverbal communication in it has a function as an accent and a repetition. In the second video which explains about fruits for grade 3 elementary school students, the nonverbal communication in it has functions as an accent, repetition, complement, and substitution. In the third video which explains about color for grade 1 elementary school, the nonverbal communication functions in it are as accents, repetitions and complements. In the fourth video which explains about animals, the nonverbal communication in the video functions as an accent, repetition, complement, and substitution. Finally, in the fifth video which explains the animals on the farm for grade 1 elementary school, the nonverbal communication in the video functions as an accent and a repetition.

### **B. Suggestion**

With the research on the features and functions of the spatial context and nonverbal communication on the vlogs of the fourth semester students of English Language Education Department of State Islamic University of Sunan Ampel Surabaya, it is hoped that in the future there will be other studies to complement this research. Therefore, it is felt that there is a need for suggestions for both students and further researchers.

1. For students to be able to understand again about non-verbal communication, be it facial expressions, body gestures, intonation, and others. So that it can support the delivery of verbal messages to the interlocutors properly.
2. For further research, the research content can be further expanded, both in terms of selecting respondents, choosing the type of video, selecting the level to be studied, and selecting the institution that will be the object of research.



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