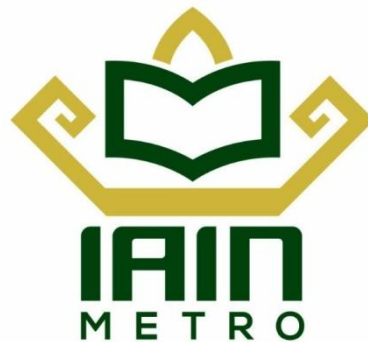


**AN UNDERGRADUATE THESIS**  
**AN ANALYSIS OF NON-VERBAL BEHAVIOUR IN**  
**STUDENTS SPEAKING PERFORMANCE AT IAIN METRO**

**By:**  
**RAUDHATU RAHMA RAIS**  
**STUDENT ID. 1501070290**



**Tarbiyah and Teacher Training Faculty**  
**English Education Department**

**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO**  
**1441H/2020M**

**AN ANALYSIS OF NON-VERBAL BEHAVIOUR IN  
STUDENTS SPEAKING PERFORMANCE AT IAIN METRO**

Presented as a Partial Fulfillment of the Requirements  
for the Degree of Sarjana Pendidikan (S.Pd.)  
in English Education Department

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**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO**  
**1441H/2020M**



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Matter : **In order to hold the munaqosyah  
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State Islamic Institute of (IAIN) Metro

*Assalamu'alaikum Wr.Wb.*

We have given guidance and enough improvement to research thesis script which is written by:

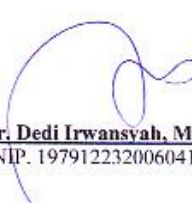
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Department : English Education  
Faculty : Tarbiyah and Teaching Training  
Title : AN ANALYSIS OF NON-VERBAL BEHAVIOUR IN  
STUDENTS' SPEAKING PERFORMANCE AT IAIN METRO

It has been agreed so it can be continued to the Tarbiyah Faculty in order to be discussed on the Munaqosyah. Thank you very much.

*Wassalamu'alaikum Wr.Wb.*

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**NOTA DINAS**

Number :  
Appendix : -  
Matter : Pengajuan Munaqosyah

Kepada Yth.,  
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Institut Agama Islam Negeri (IAIN)  
di-  
Tempat

*Assalamu'alaikum Wr.Wb.*

Setelah kami adakan pemeriksaan dan pertimbangan seperlunya maka skripsi yang disusun oleh:

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Fakultas : Tarbiyah dan Ilmu Keguruan  
Jurusan : Tadris Bahasa Inggris (TBI)  
Judul Skripsi : AN ANALYSIS OF NON-VERBAL BEHAVIOUR IN STUDENTS'  
SPEAKING PERFORMANCE AT IAIN METRO

Sudah kami setuju dan dapat dimunaqosyahkan. Demikian harapan kami dan atas penerimaannya kami ucapkan terimakasih.

*Wassalamu'alaikum Wr.Wb.*

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Metro, Januari 2020  
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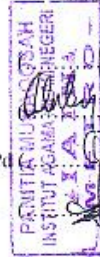
RATIFICATION PAGE

No. B-0356/11-28-1/0/PP-00-9/01/2020

An Undergraduate thesis entitled: AN ANALYSIS OF NON-VERBAL BEHAVIOUR IN STUDENTS' SPEAKING PERFORMANCE AT IAIN METRO, written by Raudhatu Rahma Rais, student number 1501070290, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teaching Training Faculty on Wednesday, 22<sup>nd</sup> January 2019 at 09.00 – 11.00 am.

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# **AN ANALYSIS OF NON-VERBAL BEHAVIOUR IN STUDENTS SPEAKING PERFORMANCE AT IAIN METRO**

## **ABSTRACT**

**BY :**  
**RAUDHATU RAHMA RAIS**

The primary goal of this research is to figure out the problem of non-verbal behaviour in students speaking performance English education department third semester in the speaking class. The writer realized that student in English education third semester most of them make an problem on their pronunciation and sometime on their vocabulary and structure so students' are low in speaking and it is difficult to develop a non-verbal behaviour when speak up in other people.

This research is descriptive-qualitative research. This descriptive-qualitative research intends to describe the students problem in speaking performance. The data of this research are taken from the result of third semester students. The data of the research was taken from one class at the third semester of English Education Department in IAIN Metro using documentation, observation, and interview.

The finding of this research showed that the students problem of non-verbal behaviour in learning speaking performance Students in speaking knowledge is very lacking, due to lack of knowledge about vocabulary so students' are low in speaking and it is difficult to develop a topic that will be equated. Sometimes students know the vocabulary but pronunciation is low so the listener does not understand it, giving rise to negative behavior.

**Keyword :** *Analysis, Non Verbal Behaviour, Students, Speaking, Performance*

# **MENGANALISIS PERILAKU NON-VERBAL DALAM SISWA BERBICARA DI IAIN METRO**

## **ABSTRAK**

**BY :**

**RAUDHATU RAHMA RAIS**

Tujuan dari penelitian ini adalah untuk melihat bentuk kesalahan yang biasa dilakukan oleh siswa semester tiga jurusan bahasa Inggris di kelas speaking. Penulis menyadari bahwa mahasiswa dalam pendidikan bahasa Inggris semester ketiga sebagian besar dari mereka membuat masalah pada pengucapan mereka pada kosakata dan struktur mereka sehingga siswa yang rendah dalam berbicara dan sulit untuk mengembangkan perilaku non-verbal ketika berbicara kepada orang lain.

Penelitian ini adalah Penelitian deskriptif-kualitatif. Penelitian kualitatif-deskriptif ini bermaksud untuk menggambarkan masalah siswa dalam berbicara kinerja. Data penelitian ini diambil dari hasil mahasiswa semester III. Data penelitian diambil dari satu kelas pada semester ketiga Departemen Pendidikan Inggris di IAIN Metro dengan menggunakan dokumentasi, pengamatan, dan wawancara. Temuan dari penelitian ini menunjukkan bahwa masalah mahasiswa perilaku non-verbal dalam belajar berbicara kinerja siswa dalam berbicara sangat kurang, karena kurangnya pengetahuan tentang Kosakata sehingga siswa yang rendah dalam berbicara dan sulit untuk mengembangkan sebuah topik yang akan dibicarakan. Terkadang siswa mengetahui kosakata tetapi pengucapan rendah sehingga pendengar tidak memahaminya, sehingga menimbulkan perilaku negatif

**Kata Kunci :** *menganalisis, perilaku non verbal, murid, berbicara, penampilan.*



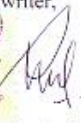

**STATEMENT OF RESEARCH ORIGINALITY**

The undersigned:

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NPM : 1501070290  
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Department : English Education Study Program (TBI)

States that this undergraduate thesis is originally the result of the writer's research, in exception of certain parts which are excepted from the bibliographies mentioned.

Metro, January 2020

The writer,  
  
  
**Raudhatu Rahma Rais**  
Student Id. 1501070290

#### ORISINALITAS PENELITIAN

Yang bertanda tangan dibawah ini:

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NPM : 1501070290

Fakultas : Tarbiyah

Jurusan : Tadris Bahasa Inggris (TBI)

Menyatakan bahwa skripsi ini secara keseluruhan adalah asli hasil penelitian penulis, kecuali bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Metro, January 2020

Penulis,



Raudhatu Rahma Rais  
1501070290

## MOTTO

إِجْهَدْ وَلَا تَكْسَلْ وَلَا تَكُ غَافِلًا فَنَدَامَهُ الْعُقْبَى لِمَنْ يَتَكَاسَلُ

Be truly and do not relax and do not be unprepared, because of the regret for the  
be idle.

(Mahfudzot)

## DEDICATION PAGE

This Undergraduate thesis is specially dedicate to:

1. Allah SWT, the Most Gracious, the most Merciful, who has taught us with pen and has taught human beings what they don't know.
2. My Beloved Mother Wasingah S.Pd.I and Father Drs. Tukiman Rais, and My Brother Basrafi Arbi Rais S.Sos and Qulyubi Mahsan Nasukha Rais the last My young brother Azza Ulya Zulhanan Rais who always pray and support me in their endless love. Thanks for everything that the smile and advice you bring to me is nothing compare.
3. The My adviser Mam Trisna Dinillah Harya M.Pd and Mr. Dedi Irwansyah M.Hum.
4. The staffs of Tarbiyah faculty and lecturers of English Department, who always give the assistances to accomplish this research.
5. My inspiring friend who have given wonderful motivation to me, I will express my gratefulness to Sumiyati S.H.
6. My lovely college : IAIN Metro

## ACKNOWLEDGEMENT

Praise thanks to Allah who has been giving His blessing and mercy to the writer to complete a research entitled " The Use of Peer Assessment Technique To Improve Speaking Performance of Junior High School Students of Gula Putih Mataram Central Lampung ". Sholawat and Salam are being upon our prophet Muhammad SAW, the great leader of moral awakening in the world.

In this opportunities, the writer would like to express her deepest gratitude especially to :

1. Dr. Dedi Irwansyah, M.Hum as the first advisor and TrisnaDinillah Harya, M.Pd as the second advisor, thank you so much for kindness and valuable knowledge and for your support in finishing this undergraduate thesis.
2. Headmaster, teacher, staff of Junior high school of gula putih mataram who gives permission to the writer conduct the research in this school.
3. All of her friends in IAIN metro, thanks for everything in helping to finish this undergraduate thesis.

The writer do apologizes for all mistakes that she has made in writing and presentation items. All comment and criticizes are really welcomed to lighten up the quality of this a research.

Hopefully, this undergraduate thesis can be meaningful benefit for the writer especially and our campus and all readers generally.

Metro, January 2020

  
**Raudhatu Rahma Rais**  
1501070290

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# CHAPTER I

## INTRODUCTION

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

English is one of the meaningful languages in the world. It is an international language that can be used as an instrument to write important information and knowledge. English is an important subject of education because English is an international language to communicate people of the different country and languages as a foreign language.

In addition, English has been widely used for international communication. It is used by all people in the world to communicate in science, knowledge, and technology as well as education, business, transaction, and other activities in the world. Moreover, it is used by many people for the different purposes such as travelling, studying, getting job or living in certain country.

In English there are four types of skills, namely: listening, speaking, reading and writing. The four skills are important to master when we want to learn English because the four bases are interrelated. In the English language learning process the teacher can teach the four skills at the same time because they are closely related. Someone needs the other person.

Actually, speaking is one of the important roles in English that must be mastered by students. Speaking is stating that communicative is an exchange between people, knowledge, information, ideas, opinions,

feelings so that it must be a conceptual idea and follow, from what they will say, or it can be called communication through speaking.

Teaching speaking is sometimes considered a simple process. Speaking is naturally natural, speaking in a language other than our own is anything but simple. <sup>1</sup> Teaching speaking is also important to improve the oral production of the student, while in teaching English speaking students have several problems in speaking are inhibition, lack of topical knowledge, low participation, and mother-tongue use. Inhibition is the first problem that students encounter in class. When they want to say something in the classroom they are sometimes inhibited. They are worried about making mistakes and fearful of criticism.

In learning speaking, there are some problems in learning speaking. The first problem Sometimes the teacher found some difficulties to make students' speaking performance. Students may be confused what to speak so that students' do not apply non-verbal behaviour speaking performance because this non-verbal behavior is useful in speaking so that when we speak it can be more easily understood by listeners.

The second problem is that learners complain that they cannot remember anything to say and they do not have any motivation to express themselves, also they have little opinions about what to say, which vocabulary to apply, or how to use grammar accurately. The third problem is that the participation is very low. The last problem related to the speaking

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<sup>1</sup> Nunan, D. *Practical English Language Teaching*. ( International Edition, McGraw Hill, Singapore, 2003), P.48.

ability is that when some learners share the same mother-tongue, they try to use it in the speaking class because it is very easy for them.<sup>2</sup>

Related to the problems above, the writer have investigate in Non-Verbal Behaviour in Students' Speaking Performance in the third semester of IAIN Metro. Based on the result pre survey are allocated to this table, as follows:

**Table 1**  
**The Result Data Speaking Performance Based on Pre Survey among the Third Semester English Department at IAIN METRO**

No	Score	Category	Frequency	Percentage
1.	A	Excellent	1	6,8%
2.	B	High	3	20,4%
3.	C	Good	1	6,8%
4.	D	Fair	10	66%
TOTAL				100%

Source: The data pre-survey taken Oktober,3<sup>th</sup> 2019

Based on the data above, it is known students who got grades A , B and C in speaking is 5 students (34%). While the number of students who got D, grades in speaking is 10 students (66%). Therefore, it can be concluded that students of English study program at IAIN Metro have unsatisfactory English skill. Referring the data above, the writer assumes that they are low in speaking. They have not enough prior knowledge in english subject, they have difficulties to speak English. Therefore, it is considered important to

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<sup>2</sup> Lai Mei Leong And Seyedeh Masoumeh Ahmadi. *An Analysis of Factors Influencing Learners' English Speaking Skill*, *International Journal of Research in English Education*, ( Malaysia, University of Malaysia 2017 ), p.3-4.

overcome and analyze more in speech act ability in the students speaking performance.

Based on the background above, the writer is interest in conducting a research entitled “An Analysis of Non-Verbal Behaviour in Students’ Speaking Performance at IAIN Metro in Academic Year 2019/2020.”

The problem of IAIN METRO at english language department B class. Students in speaking knowladge is very lacking, due to lack of knowledge about vocabulary so students’ are low in speaking and it is difficult to develop a topic that will be equated. Sometimes students know the vocabulary but pronunciation is low so the listener does not understand it, giving rise to negative behavior.

Non-verbal behavior is the communication process in which messages are delivered not using words. Examples of non-verbal communication are using gestures, body language, facial expressions and eye contact, the use of objects such as clothing, etc., symbols, and ways of speaking such as intonation, emphasis, sound quality, emotional style, and speaking style.

Non Verbal Communication serves to make the audience stay focused on the public speaker when delivering something. By getting the attention of the audience, ideas and ideas will be easier to convey.

Non-verbal communication through body language can be used to attract the attention of the audience so that the media is modern communication. One of them is the truth of something. In public speaking



Audiences will better understand the truth behind information, because the public body of the speaker shows these truth signs. This body movement is included in the language of non-verbal behavior.

After I did the pre-survey, there were many students who made mistakes in non-verbal behaviour the part of speech on the sentence. Therefore, I am interested to research the result of Non-verbal behaviour in students speaking performance.

In this research, the researcher analyze the student's speaking performance, especially Non-Verbal behaviour in student speaking performance, by conducting the research with the title "An Analysis of Non-Verbal Behaviour in student speaking performance of IAIN Metro.

## **B. Research Question**

The research questions of this study are stated, as follows:

1. What are students' problems of non-verbal Behaviour in students speaking performance of IAIN Metro?
2. What is the type dominant form of non-verbal behaviour that appears in students' speaking performance of IAIN Metro?
3. What are the students' difficulties in implementing non-verbal behaviour in speaking performance of IAIN Metro?

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

1. Objective of the Study

The objective of study are constucted, as follows:

- a. To investigate the dominant teype form of non verbal behaviour that appears in students' speaking performance of IAIN Metro?
- b. To analyze the students' difficulties in implementing non-verbal behaviour in speaking performance of IAIN Metro?
- c. Benefits of the study

This research is expected to provide benefits not only for researchers but also for students', teacher and subsequent researchers.

- a. For the students'

This research is expected to provide benefits for students' in the form of giving enlightenment about the importance of the implementation of non-verbal behavior in speaking. In addition, students can also realize their ability regarding the use of non-verbal behavior in speaking, especially those that are related to the most dominant form of non-verbal behavior that appears in learning performance and student difficulties in implementing non-verbal behavior in speaking performance. After realizing their difficulties in implementing non-verbal behavior, students' can prepare alternative solutions to improve the quality of their speaking.

- b. For English Teachers

The results of this study are expected to contribute to English teachers by providing information about students' abilities in implementing non verbal behavior in speaking. As a follow up, the

teacher is expected to be able to help students' improve their speaking quality by applying non-verbal behavior well.

c. For other Researches

This research is expected to provide the benefits of the next researchers as a foundation that contains information in the form of student problem data in the use or application of non verbal behavior in speaking. Through the results of this study the next researchers will get clear guidelines regarding research procedures related to the implementation of non-verbal behavior. Therefore, it is highly expected for the next researchers to develop the results of this study so that they can help students' improve the quality of their speaking.

#### **D. Prior Research**

This research will be conducted by considering some prior researches. The first prior research was conducted by Novita.<sup>3</sup> The first prior research focuses on uncovering the phenomena of non-verbal behaviour found in speaking. The research method used by the first prior research is qualitative research method.

The first prior research researching non verbal behaviour is a significant aspect of communication. However, despite its importance, teachers are more often inclined to use it in language teaching and learning. It is therefore important to view that to appreciate nonverbal communication's

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<sup>3</sup> Dewi novita *The Position Of Non-Verbal Behaviour In Foreign Language Teaching And Learning In The Indonesian Context* journal

values and to integrate it into the context of language teachings are not the same. Efforts should be made from both sides, i.e those who develop theory, methodology, and materials as well as those who apply these into practice in order to promote the best practice of communicative language learning and teaching. It is expected that the issues raised can soon be addressed so that the teaching and learning of foreign languages in indonesia can make fruitful progress in the near future.

This study has similarities and differences with the first prior research, the equation of this study with the first prior research lies in the observed variable equation, namely non-verbal behavior in speaking performance. Whereas the difference between this researcher and the first prior research lies in the differences in the sample, in the first prior research the sample is a source of literature because the first prior research uses qualitative library research while this research is a qualitative study.

The second prior research was conducted by Sun.<sup>4</sup> The second prior research focuses on uncovering perceptions of classroom misbehaviors among secondary school students. The research method used by previous research is qualitative. The sample used in second prior research is students in Hong Kong.

The second prior research findings revealed that students tended to perceive misbehaviors as those actions inappropriate in the classroom settings and even disrupting teachers' teaching and other students' learning. This study

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<sup>4</sup> Rachel C. F. Sun and Daniel T. L. Shek, "*Classroom Misbehavior in the Eyes of Students A Qualitative Study*," The ScientificWorld Journal Volume 2012,

has similarities and differences with the second prior research. The equation in the second prior research with this research is to examine the non-verbal behavior in communication. Whereas, the difference between this researcher and the second prior research lies in the differences in the sample, in this study will investigate the students of IAIN METRO and second priors research used sample of secondary school students in Hong Kong.

The third prior research was conducted by Wei.<sup>5</sup> The third prior research focuses of western cultural nonverbal behaviors in English classroom in China. The research method used by previous research is qualitative and quantitative. The sample used in second prior research students in English classroom in China.

The third prior research findings revealed the nonverbal behaviors which reflect the western culture can have the positive effects on second language learning This study has similarities and differences with the second prior research. The equation in the third prior research with this research is non-verbal behaviour is very useful in speaking and the sample used is the same namely qualitative. Whereas, the difference between this researcher and the third prior research lies in the differences in the sample, in this study will investigate the students of IAIN METRO and third priors research used sample in English classroom in China.

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<sup>5</sup> Yuehong Wei, "A Study On The Functions Of Western Cultural Non-Verbal Behavior In English Classroom In China" Journal 6, no.12 (2013)

The fourth prior research was conducted by Busa.<sup>6</sup> The fourth prior research focuses on reviewing literature showing the tight connection between language, speech and gestures. The research method used by previous research is qualitative. The sample used in second prior research ESL (English As a Second Language)/EFL (English As a Foreign Language) classes teaching. The fourth prior research findings revealed reviewing literature showing the tight connection between language, speech and gestures and the problems that might arise in cross-cultural communication when speakers use and interpret body language according to different conventions. This study has similarities and differences with the second prior research. The equation in the fourth prior research with this research is use body language can give some meaning for listener and the sample used is the same namely qualitative. Whereas, the difference between this researcher and the fourth prior research lies in the differences in the sample, in this study will investigate the students of IAIN METRO and fourth prior research used sample in ESL (English As a Second Language)/EFL (English As a Foreign Language) classes teaching.

Based on some prior research, it can be concluded that the use of non-verbal behaviours analysis in speaking is very useful to stimulate students to improve the quality of speaking performance. There are for the research decide to conduct qualitative research to analyze students non-verbal behaviour in there is speaking performance.

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<sup>6</sup> Maria Grazia Busa, "Teaching Learners To Communicate Effectively In The L2 Integrating Body Language In The Students' Syllabus" journal, no,15 (2015)

## CHAPTER II

### LITERATURE REVIEW

#### A. Concept of Speaking

##### 1. Definition of Speaking

According to Brown, speaking is a productive skill that can be directly and empirically observed.<sup>7</sup> It means that when the people speak orally to other people, they are producing words that have meaning and the listener can respond or give feedback. In this situation, the students must be able to have good interactions in daily activity to express their idea, opinion and feeling. Usually students can speak but not use grammar and for important there is express for other people.<sup>8</sup> Speaking our aim is to give information to others whether it's about anything.<sup>9</sup> Speaking is an interactive process of constructing meaning that involves producing and receiving information.<sup>10</sup> It can be summed up that speaking is a process of transferring the speaker's mean or idea into oral communication.

Natural and integral is speaking that the speaker forget how we once struggled to achieve this ability until, that is, we have to learn how to do it all over again in a foreign language.<sup>11</sup> Speaking a foreign language is a very

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<sup>7</sup> H. Douglas Brown, *Language Assessment Principle and classroom Practices*, (California: Logman, 2003), P.140

<sup>8</sup> Elsa Ananda *Improving Students' Speaking Performance By Using Talking Stick Method*

<sup>9</sup> *Second Grade Of Mtsn 1 Kolaka* Journal of Education, Teaching and Learning. ISSN: 2477-5924 e-ISSN: 2477-4878 September, 2017

<sup>10</sup> H Douglas Brown. *Teaching by Principles: An Interactive Approach to language pedagogy: second edition* (New York. Longman Inc., 2001), p. 267.

<sup>11</sup> Scoot Thornburny, (2005), *How to Teach Speaking*, Longman Kanisius: Kesainc Blanc, p. 1

complex skill, including vocabulary; grammar, pronunciation, and fluency, the ability to structure talk or even non-verbal abilities<sup>12</sup>.

Speaking is draw upon a more detailed characterization of the construct of spoken language offered by Bygate, who breaks it down into (1) *the spoken repertoire*, (2) *the conditions of speech* and (3) *the processes of oral language production*.<sup>13</sup>

Speaking relies on pronunciation of sound sequences. Learning to speak a language means learning how to pronounce words, just like learning to write a language means learning how to represents words with different letters or sign shape. Both ways of using a language require practice to become reliable communication tools, with spelling and handwriting corresponding to the sound structure and pronunciation<sup>14</sup>.

Accordingly, speaking is a process during which speakers rely on all the available information (background and linguistic) to create messages that will be understandable and meaningful to the intended audience. What is more, the processes involved in speech production in the native language are mostly subconscious.<sup>15</sup>

It is widely know, the teaching of English in Indonesian is considered as the teaching of English as a foreign language. In the teaching of English as a foreign language, there are four skills that have to be developed. Speaking is one of those language skills which are listening, speaking,

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<sup>12</sup> Mirostaw Pawlak, Ewa Waniek-Klimczak and Jua Majer, (2011), *Speaking and Instructed Foreign Language Acquisition*, Great Britain: MPG Books Library, p. 149

<sup>13</sup> Ibid., p. 5

<sup>14</sup> Ibid., p. 117-118

<sup>15</sup> Ibid., p. 132.



reading, and writing. It has become one of the central elements of communication.

Speaking is more important than the other skills. It is because people know that a language is revered to the speaker of that language. Mastering the art of speaking is the single most important aspect of learning a second or foreign language. “The success of learning a second or foreign language is measured in term of the ability to carry out conversation in the language.”<sup>16</sup>

When people speak, it means they know what they are thinking and how they feel about it, and as people speak other people make judgements about the character and assumptions about what they are thinking and why: first from they appearance, and then from how they speak and from what they say.<sup>17</sup>

Based on the statement above, the researcher conclude that speaking is productive language skill about expressing idea and information to others.

## **2. Cause of Speaking Problems**

According to Ur, there are many factors that cause difficulty in speaking and that are follows:

### **a. Inhibition**

Students are worried about making mistakes, fearful of criticism, or simply shy.

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<sup>16</sup> David Nunan, *Language Teaching Methodology: A text book for teacher*. (Prentice Hall : New York, 1991),p. 39.

<sup>17</sup> Robert Barras, *Speaking for Yourself “A Guide for Student”*, (NewYork: Taylor & Francis e-Library,2006), p. 2

b. Nothing to say

Students have to motivate to express themselves.

c. Low or uneven participations

Only one participant can talk at a time because of large classes and the tendency of some learners to dominate, while others speak very little or not all.

d. Mother-tongue use.

Learners who share the same mother tongue tend to use it because it is easier and because learners feel less exposed if they are speaking their mother tongue.<sup>18</sup>

### 3. Problem in speaking

There are many problems that make speaking difficult for students as follows

a) Clustering

Fluent speech is phrasal, not word by word. Learners can organize their output both cognitively and physically (in breath groups) through such clustering.

b) Redudancy

The speaker has an opportunity to make meaning clearer through the redudancy of language. Learner can capitalize on this feature of spoken language.

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<sup>18</sup> Samira Al Hosni. "Speaking Difficulty Encountered by Young EFL Learners." International Journal on Studies in English Language and Literature(IJSL), Vol.2, Issue 6, 2014, p. 23.

c) Reduced form

Contraction, elisions reduced vowel, all form special problem in teaching spoken english. Student who do not learn colloquial contractions can sometimes develop stilted, bookish quality of speaking that in turn stigmatized them.

d) Performance variable

One of the advantages of spoken language is that the process of thinking as you speak allows you to manifest a certain number of performance hesitations, pauses, backtracking, and corrections. Learners can actually be taught how to pause and hesitate.

e) Colloquial language

Make sure the students are reasonably well acquainted with the words, idiom, and phrase of colloquial and that they get practice in producing these form.

f) Rate of delivery

Another silent characteristic of fluency is rate of delivery. One of the tasks in teaching spoken english is to help learners achieve an acceptable speed along with other attributes of fluency.

g) Stress, Rhytem and Intonation

This is the most important characteristic of english pronunciation, as well be explained the stress-limited rhytem of spoken english and its intonation patterns convey important masseges.

#### h) Interaction

Learning to produce waves of language in a vacuum without interlocutor would rob speaking skill of its richest component, the creativity of conversational negotiation.<sup>19</sup>

From the explanation above, the researcher can conclude that there are many factors about cause difficulty in speaking. There are inhibition, nothing to say, low or uneven participations and mother tongue use. Knowledge refers to theoretical information acquired about any subject whereas skills refer to practical application of that knowledge there are may also be affective factors such as of confidence which might inhibit fluency.

#### 4. The Definition of Performance

According to Brown, Performance is the overtly observable and concrete manifestation or realization of competence. It is the actual doing of something: walking, singing, dancing, and speaking.<sup>20</sup> Meanwhile, Kurt and Lutgart states that Performance is a term used in a variety of disciplines.<sup>21</sup> On other hands, performance is a goal that have standards and requirement who have to be done by the learner.

Based on the statement above, the researcher conclude that Performance is the real action ability to speak a certain language. Speaking

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<sup>19</sup> H. Douglas Brown. *Teaching by Principles An Interactive Approach in Language Pedagogy*, (New York: Longman, 2001), 270-271.

<sup>20</sup> H. Douglas Brown. *Principle of Language Learning and Teaching*, Fourth Edition, (San Francisco State University, Pearson Education, 2000) .p.30

<sup>21</sup> Kurt.V, and Lurgart. V.D. Berghe. *Integrated Performance Management*. ( London, Sage Publication, 2004), p.5

performance is an ability to express our language meaning well by the real action.

## 5. Types of Speaking Performance

There are six categories apply to the kinds of oral production that students are expected to carry out in the classroom:<sup>22</sup>

### 1) Imitative

Imitative is carried out not for the purpose of meaningful interaction, but for focusing on same particular element of language form:

- a) Producing chunks of language of different lengths.
- b) Producing reduced forms of word and phrases.
- c) Producing fluent speech at different rates of delivery.
- d) Producing speech in natural constituents.
- e) Developing and using a battery of speaking strategies.
- f) Using facial features, kinesics; body language, and other nonverbal.

### 2) Intensive

Intensive speaking divide to be many steps beyond imitative to include any speaking performance that is designed to practice some phonological or grammatical aspect of language.

### 3) Responsive

A good deal of the student speech in the classroom is responsive, short replies to teacher or student initiated question or comment.

### 4) Interactive

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<sup>22</sup> H Douglas Brown. *Teaching by Principles: An Interactive Approach to language pedagogy: second edition* (New York. Longman Inc., 2001), p.141-142

Interactive speaking is in the length and complexity of the interaction, which sometimes includes multiple exchanges and/or multiple participants.

#### 5) Extensive (monologue)

Extensive is to give extended monologues in the form of oral reports, summaries or perhaps short speeches.

### **6. Function of Speaking**

Many work have been created to classy the functions of speaking in human interaction. Assert to Brown and Yule made a useful difference between the interactional function of speaking, in which it serves to establish and maintain social relations, and the reaction functions, which focus on the exchange of information. In workshops with educator and in planning my own topics, I apply and expended three-part version said by Borwn and Yule's framewrok after jones, and Burns: talk as interaction; talk as transaction; talk as performance. Each of these speech activities is really difference in terms of from and fuction and requires different teaching approaches.<sup>23</sup>

#### **1. Talk as Interaction**

Talk as interaction shows to what we normally mean by "conversation" and describes interaction that serves a crucially social function. Since people meet, they exchange greetings, order in small talk, recount recent experiences, and so, on since they wish others. The focus is more on the speakers and how they wish to present themselves to may be

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<sup>23</sup> Jack C. Richard, *Teaching listening And Speaking From theory to practice* (united State Of America : Cambridge University Press,2008), P.21

either casual or more formal, depending on the condition and their nature has been well described by Brown and Yule.

## **2. Talk as Performance**

The third kind of talk that can be discriminated has been called talk as performance. This shows to public talk, that is, talk that is sent before an audience, such as classroom presentations, public announcements, and speeches. Talk as performance tends to be in the form of monolog rather than dialog, often follows a predictable format, and is closer to written language than conversational language. Similarly, it is often evaluated according to its effectiveness or impact on the listener, something that is unlikely to happen with talk as interaction or transaction.

## **3. Talk as transaction**

Talk as transaction refers to situations where the focus is on what is said or done. The message and making oneself understood clearly and accurately is the central focus, rather than the participants and how they interact socially with each other.

## 7. The Measurement of Speaking Performance

Weir provides the analytic scale below for the assessment of speaking are <sup>24</sup> :

**Table 2**  
**Speaking Rubric**

No.	Component	Category	Scale	Criteria
1.	Fluency	Excellent	4	Students are able to generally natural delivery, only occasional halting when searching for appropriate words/expressions.
		Good	3	Students are able to hesitates and repeats himself at times but can generally maintain a flow of speech, although s/he may need an occasional prompt.
		Fair	2	Students are able to Speech is slow and hesitant. Maintains speech in a passive manner and needs regular prompts
		Poor	1	Students are able to speaks so

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<sup>24</sup> Cyril J. Weir. *Language Teaching and Validation : An Evidence Based Approach*. (New York : Palgrave Macmillan. 2005) p 195-196



				little that no 'fluent' speech can be said to occur.
2.	Pronunciation	Excellent	4	Students are able to occasional errors of pronunciation a few inconsistencies of rhythm, intonation and pronunciation but comprehension is not impeded.
		Good	3	Students are able to rhythm, intonation and pronunciation require more careful listening; some errors of pronunciation which may occasionally lead to incomprehension
		Fair	2	Students are able to comprehension suffers due to frequent errors in rhythm, intonation and pronunciation.
		Poor	1	Students are able to words are unintelligible
3.	Vocabulary	Excellent	4	Students are able to effective use of vocabulary for the task

				with few inappropriacies.
		Good	3	Students are able to for the most part, effective use of vocabulary for the task with some examples of inappropriacy.
		Fair	2	Limited use of vocabulary with frequent inappropriacies.
		Poor	1	Inappropriate and inadequate vocabulary
4.	Grammatical accuracy	Excellent	4	Students are able to very few grammatical errors evident.
		Good	3	Some errors in use of sentence structures and grammatical forms but these do not interfere with comprehension
		Fair	2	Speech is broken and distorted by frequent errors
		Poor	1	Unable to construct comprehensible sentences
5.	Interactional	Excellent	4	Students are able to interacts

	strategies			effectively and readily participates and follows the discussion
		Good	3	Use of interactive strategies is generally adequate but at times experiences some difficulty in maintaining interaction consistently.
		Fair	2	Interaction ineffective. Can seldom develop an interaction.
		Poor	1	Understanding and interaction minimal

## B. Concept of Non-Verbal Behaviour

### 1. Definition Non-Verbal Behaviour

Non-verbal behaviour is information that is not written or spoken, people comprehend something that is *nonverbal*. Humans have the capability of receiving information besides what is written or spoken. Our senses of touch, taste, seeing, hearing, smells, signs, symbols, colors, facial expressions, gestures, posture, and intuition are the primary sources of the non-verbal

messages they receive. It is a silent language not formally taught, and which has existed before language was invented.<sup>25</sup>

Non-verbal behavior is a ubiquitous element of communication and has the ability to produce meaning across all forms of social interaction and Any non-verbal behavior has the potential to communicate meaning<sup>26</sup>

Non-verbal behaviour is language are a highly plausible explanation for those gestures that accompany speech, the most popular approaches to other forms of nonverbal communication, such as facial behavior for a review on facial expression from an evolutionary.<sup>27</sup>

Nonverbal communication has been defined as communication without words. It includes apparent behaviours such as facial expressions, eyes, touching, and tone of voice, as well as less obvious messages such as dress, posture and spatial distance between two or more people. “Everything communicates,” including material objects, physical space, and time systems. Although verbal output can be turned off, nonverbal cannot. Even silence speaks.<sup>28</sup>

Nonverbal Behaviour is communication the information conveyed is hidden, implicit, covert, unexplained, and sometimes, not obvious to the

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<sup>25</sup> Henry H. Calero *The Power of Nonverbal Communication How You Act Is More Important Than What You Say* First edition (Printed in the United States of America.,2005).,p. 1.

<sup>26</sup> Silvia Bonaccio, Jane O'Reilly, Sharon L. O'Sullivan and François Chiochio “*Nonverbal Behavior and Communication in the Workplace: A Review and an Agenda for Research*” *Journal of Management* p.2

<sup>27</sup> Judith A hall Mark L Knapp *nonverbal communication* (University of Lugano.,2013).,p 83

<sup>28</sup> Ali BIÇKI *An Observation of Nonverbal Immediacy Behaviours of Native and Non-native Lecturers* (Çağ University Journal of Social Sciences), 5(1), June 2008

casual observer. Depending on their knowledge, nonverbal communication can be understood between the team members. At the same time, nonverbal communication is subtle, yet critical in obtaining information.<sup>29</sup>

Non-verbal behaviour is the communication plays an important role in human social interaction. We speak with our vocal organs, but we converse with our entire bodies.” Every facial expression and every gesture contributes to the overall meaning of a statement. Our body language thus accompanies every speech act we make, and even if we do not speak, our non-verbal behaviour constantly transmits information that can be meaningful.<sup>30</sup>

## **2. Types of Non-Verbal Behaviour**

Non-verbal communication includes those overt behaviors such as facial expressions, eye contact, gesture, head movement, facial expression, Posture and mood.

### **a. Eye contact**

Eyes are the window to the soul; this explains why interlocutors focus their interest on the eyes during any interactional episode. Eyes are, by nature, highly expressive means of communication. Therefore, the eye behavior has more probability to be captured than any other non verbal cue. state that people have less control over their eyes and that is why their

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<sup>29</sup> Domagoj Lausic *Communicating Effectively: Exploring Verbal and Nonverbal Behaviors and How They Affect Team Coordination* ( Florida State University Libraries). 2009. P.13

<sup>30</sup> Carola Surkamp *Non-Verbal Communication: Why We Need It in Foreign Language Teaching and How We Can Foster It with Drama Activities* ISSN 1649-8526 Volume 2014 · Issue 2 <http://scenario.ucc.ie>

eye movement is more expressive than any other movement of their body behavior.

The function of eye behavior is monitoring feedback, when the speaker focuses his eye contact on the listener this means that he seeks the other person's approval or disapproval to what he says. Consequently, if the listener looks away and gazes in the other direction, this can be counted as harmful and rude in all cultures generally. Finally, eye contact and gazing behavior can serve expressing one's most emotional thought and feelings better than any other means of communication, It is not surprisingly significant that a liar will always avoid eye contact for the sake of not feeling nervous and getting caught.

b. Gestures

Movements that you make with your hands, your head and your face to show a particular meaning. This definition suggest that the visible bodily actions which are performed through hands, head and face hold meaning for their own and are used to convey particular messages among interlocutors.

The face is rich in communicative potential. It is the primary site for communication of emotional states, it reflects interpersonal attitudes; it provides nonverbal feedback on the comments of others; and some scholars say it is the primary source of information next to human speech. For these reasons, and because of the face's visibility, we pay a great deal of attention to the messages we receive from the faces of others.

From this definition, we can infer that interlocutors are hyper attentive to the facial expression of others for the great deal of meaning and impressions they can genuinely express.

c. Head movement

This nonverbal channel might be slightly akin to eye contact in the sense that the directionality of head movement, in most cases, naturally corresponds to that of eye contact. It is, however, different from gestures in that head movements, with a comparative scarcity in variedness, are overwhelmingly instantiated via head nod or head shake though other vertical or horizontal movements of the head, such as one-way leftward movement from a central position, can also constitute a basic occurrence of head movement under discussion.<sup>31</sup>

d. Facial expressions

facial expressions may give away their thoughts and feelings. Therefore, they make an effort to constantly maintain a “poker face” throughout the course of game, and assume the same posture while minimizing their gestures. The players are especially careful in the manner they handle the chips when betting or calling, using the same speed and motion so their enthusiasm isn’t disclosed. The reason so many poker players wear dark glasses is more complex than merely because they don’t want other players to read a *tell*. Tells are what a poker player looks for in a game. They are nonverbal clues that reveal if a player has a good hand,

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<sup>31</sup> Mingwei Pan *Nonverbal Delivery in Speaking Assessment* (Media Singapore., 2016),p 11-15

or if they're bluffing. The outstanding poker players are those who can read a tell very well and take advantage of it. However, we must take in consideration though facial expressions are indicators of our emotions, attitudes and feelings, individuals often consciously attempt to mask them. As a result, the experts in reading facial expressions believe there are individuals extremely capable of masking single emotions very well, which is a major requirement in the art of acting. Good actors have studied the art of facial expressions as part of their craft and are masters of communicating their emotions by means of facial expressions. To them portraying emotions is as simple as turning a water faucet on and off.<sup>32</sup>

e. Posture and mood

A posture is defined as "the position or bearing of the body whether characteristic or assumed for a special purpose. In traditional psychiatry and expression psychology, the relation between the trait-posture and attitude or mood has been focused. There is long-standing knowledge that certain body postures are associated with a specific mood, attitude, or even personality.

To summarize, the interdisciplinary review evidences that there is ample empirical evidence that movement behaviour is associated with cognitive, emotional, and interactive processes. More specifically,

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<sup>32</sup> Henry H. Calero *The Power of Nonverbal Communication How You Act Is More Important Than What You Say* First edition (Printed in the United States of America.,2005).,p 64-70



different classes of movement behaviour are related in various manners to within-subject cognitive and emotional processes and between-subjects interactive processes. While gestures have been linked predominantly to cognitive processes, self-touch has been investigated in the context of affective states and stress. Postures have been related to attitude, mood, and affective states, and rest positions have been analysed with regard to their function in interaction.<sup>33</sup>

### **3. The Functions of Nonverbal Communication**

Nonverbal communication in fact constitutes most of what we intend to communicate. The functions carried out by nonverbal communication as listed by Capper (2000) are as follows:

1. Regulatory function: When we engage in conversation with people of different linguistic, sociocultural etc. backgrounds keeping the conversation on track requires lots of effort. Nonverbal clues serve a great deal here to regulate conversational behaviour.
2. Interpersonal function: Nonverbal communication serves to express attitudes and emotions in interpersonal relations (also known as 'affect displays').
3. Emblematic function: Largely the use of gestures to convey a specific message.

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<sup>33</sup> Hedda Lausberg (ed.) *Understanding Body Movement A Guide to Empirical Research on Nonverbal Behaviour With an Introduction to the NEUROGES Coding System* (Peter Lang GmbH Internationaler Verlag der Wissenschaften Frankfurt am Main 2013), p 18-19

4. Illustrative function: Nonverbal communication used to indicate size, shape, distance, etc.
5. Adaptive function: Used as a means of reassurance, self-comforting; often involving unconscious acts such as playing with hair, beard stroking, playing with a pencil or cigarette, etc.<sup>34</sup>

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<sup>34</sup> Ali BIÇKI *An Observation of Nonverbal Immediacy Behaviours of Native and Non-native Lecturers* (Çağ University Journal of Social Sciences), 5(1), June 2008

## CHAPTER III

### RESEARCH METHOD

#### A. Types and Characteristics of Research

In this case, the writer will consider the importance of Non-Verbal Behaviour in Student Speaking Performance to be explored. The researcher decides to use qualitative research to analyze the use of Non-Verbal Behaviour of the students' Speaking performance at IAIN METRO.

According to Creswell, qualitative research is for exploring and understanding the meaning individual or group considered to social or human problem.<sup>35</sup> It can be said that qualitative research means investigate and understanding the problem of human or social by individual or groups.

Qualitative research is a research that aimed to describe, learn, and explain the phenomenon. The understanding of phenomenon can be reached by describing and exploring through narration. It means that the research procedure that result descriptive data written or spoken from the participants and the behavior that is observed. It also belongs to descriptive study that proposes to collect current information, to identify problem, to make comparison or evaluation and to learn from others' experience to establish decision.

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<sup>35</sup>John W. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches 3<sup>rd</sup>Ed*(New Delhi: Sage Publications, 2003), 4.

The characteristic in this research focuses on the descriptive qualitative research. The writer will take a survey that it can be used to describe phenomena and summarize. The aim of using survey for descriptive research is getting a good step of certain things. Descriptive qualitative analysis involves describing the common underlying characteristics of data. Descriptive qualitative research is useful because it can provide important information regarding the average member of a group.<sup>36</sup>

## **B. Data Resources**

In this research the writer divides the sources into two items. They are primary and secondary.

### **1. Primary sources**

Primary source are original materials on which research is based. They are testimony or direct evidence concerning a topic under consideration. Primary sources present information in its original form, neither interpreted nor condensed nor evaluated by other writers. The primary source of this research is the recorded video data of students' Speaking Performance at IAIN METRO. The total numbers of the students are 15 students.

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<sup>36</sup>GeoffreyMarczyket. al., *Essentials of Research Design and Methodology* (USA: John Wiley & Sons, Inc. 2005), 16.

## 2. Secondary sources

Secondary source offers interpretation or analysis based on primary sources. Secondary source may explain primary sources and often uses them to support a specific thesis or argument or to persuade the reader to accept a certain point of view. The secondary source in this research is from journals, e-books, articles and documented data related to English teaching and learning at IAIN METRO that are related to the research.

### C. Data Collecting Technique

Qualitative research typically follows an inductive process.<sup>37</sup> It means that the data collection taken from process analyzing data become theory or interpretations. The data collection is the accumulation of specific evidence that will enable the researcher to properly analyse the results of all activities by his research design and procedures.

The writer in this research uses document to collect the data. The writer takes documents from the result of the use of non-verbal behaviour in students' speaking performance. In the process of collecting the data, the writer collects the results of speaking performance students to analyze and to identify the using of non-verbal behaviour.

In this research, the writer uses three techniques to collect the data. There are observation, documentation and interview.

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<sup>37</sup>Linda Kalofet.al., *Essential of Social Research*(England: Open University Press, 2008), 85.

## 1. Observation

Observation is the process of gathering open-ended, firsthand information by observing people and places at a research site.<sup>38</sup> As a form of data collection, observation has both advantages and disadvantages. Advantages include the opportunity to record information as it occurs in a setting, to study actual behavior, and to study individuals who are difficulty verbalizing their ideas (e.g., preschool children). In this research, the writer will observe the recorded data about speaking performance in English at IAIN METRO.

## 2. Documentation

Qualitative researcher may use written documents or other artifacts to gain an understanding of the phenomenon under study.<sup>39</sup> In this research, the writer uses documents technique to collect the data. Documents can be a valuable source of information in qualitative research. Creswell cited that documents represent public and private documents. Public documents provide in the form of minutes from meeting, official memos, and newspaper. Example of private documents is personal journal and diaries, letters, and personal notes.<sup>40</sup> In this research the writer will document the

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<sup>38</sup>John W. Creswell, *Educational Research Planning Conducting and Evaluating Quantitative and Qualitative Research*(England: University of Nebraska, 2002), 53.

<sup>39</sup>*Ibid.*, 432

<sup>40</sup>Jhon W. Creswell, *Research Design*(California: Sage Publications , 2000), 180.

important data such as history of IAIN METRO, structure, organization, total of the teacher and students’.

### 3. Interview

Interviews are guided question-answer conversations, or an “inter-change of views between two persons about a theme of mutual interest”. However, they differ from other conversations by having a specific structure and purpose.<sup>41</sup> In this research, the researcher will use interview to get the data of the student’s difficulties in non-verbal behaviour in speaking performance of IAIN Metro.

#### **D. Data Analysis Technique**

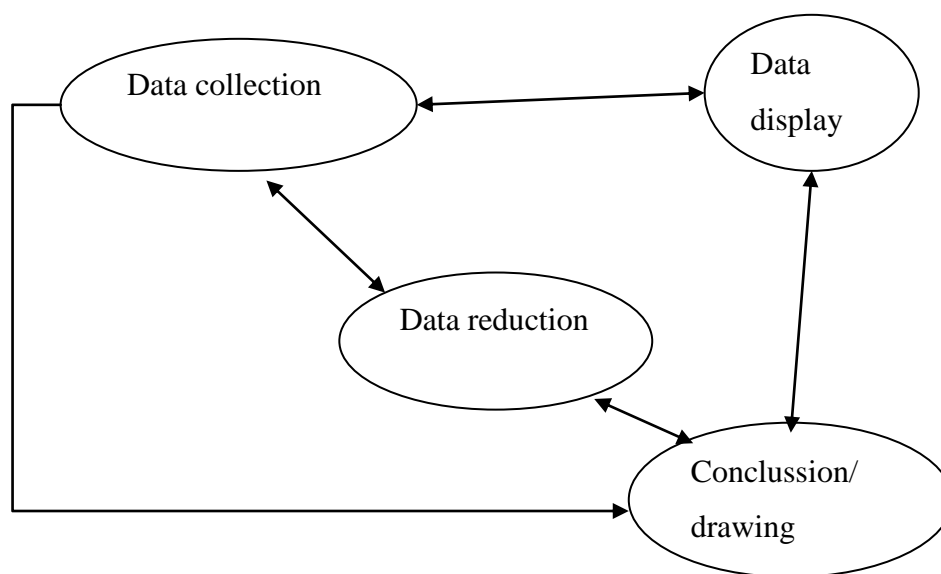
The important part in research study is analyzing data, because the result becomes a conclusion from all of the research. Analysis of data means studying the tabulated material in order to determine character facts or meanings. It involves breaking down existing complex factors into simple parts and putting the parts together in new arrangements for the purpose of interpretation. Qualitative data generally take the form of words (descriptions, observations, impressions, recordings, and the like). The writer must organize and categorize or code the large mass of data so that they can be described and interpreted. In qualitative research, data analysis includes two aspects, the aspects consist of text analysis and involve developing a description and themes.

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<sup>41</sup> Sarah J. Tracy, *Qualitative Research Method*, (Chichester, West Sussex: John Wiley & Sons Ltd, 2007), p. 131.

The writer would apply Miles and Huberman model to analyze the data.<sup>42</sup>

The componets of this analysis model are pictured by this figure.



**Figure I. Analysis Components of Miles and Huberman Model**

Data analysis by Miles and Huberman model conducts the following steps:<sup>43</sup>

- 1) Data collection is the step when the writer gathers all data which are used to complete the research.
- 2) The writer reduces the data she had gotten by summarizing and choosing specific things.

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<sup>42</sup>Michael Huberman M. and Miles, *Data Management and Analysis Methods*, In N. K. Denzin and Y.S Lincoln (Eds.): Thousand Oaks, CA: Sage, 1994), 429.

<sup>43</sup>*Ibid*,



- 3) To display the data, the researcher usually uses graphics, figures, or charts. The display should be able to describe the content entire the data.
- 4) The writer verifies her research by making conclusion of data findings.

Therefore, it is concluded that the analysis of data has some functions in analyze research data that include in; to make the meaningfulraw data, to observation null hypothesis, to get the significant results, to describe inferences or to make generalization, and to calculate parameters.

### **E. Research Approach**

In this research the writer use six steps in the process of research, as follows:<sup>44</sup>

#### **1. Identifying a Research Problem**

Writer begins a research study by identifying a topic to study typically an issue or problem in education that needs to be resolved. Identifying a research problem consists of specifying an issue to study, developing a justification for studying it, and suggesting the importance of the study for select audiences that will read the report.

#### **2. Reviewing the Literature**

Skills required for reviewing the literature develop over time and with practice. The writer can learn how to locate journal articles and books in an academic library, access computerized databases, choose and evaluate the quality of research on your topic, and summarize it in a

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<sup>44</sup> John W. Creswell, *Educational Research Planning, Conducting and Evaluating Quantitative and Qualitative Research* (New York: Pearson Education, 2002 ), 7.

review. Library resources can be overwhelming, so having a strategy for searching the literature and the review is important.

### 3. Specifying a Purpose for Research

If the research problem covers a broad topic of concern, writer needs to focus it so that writer can study it. A focused restatement of the problem is the *purpose statement*. This statement conveys the overall objective or intent of the research. As such, it is the most important statement in your research study.

### 4. Collecting Data

Evidence helps provide answers to the research questions and hypotheses. To get these answers, the writer engages in the step of collecting or gathering data. Collecting data means identifying and selecting individuals for a study, obtaining their permission to study them, and gathering information by asking people questions or observing their behaviour.

### 5. Analyzing and Interpreting the Data

During or immediately after data collection, the writer needs to make sense of the information supplied by individuals in the study. Analysis consists of “taking the data apart” to determine individual responses and then “putting it together” to summarize it.

## 6. Reporting and Evaluating Research

After conducting the research, the writer will develop a written report and distribute it to select audiences (such as fellow teachers, administrators, parents, students) that can use the information.

## **CHAPTER IV**

### **RESULT AND DISCUSSION**

#### **A. Description of Research Setting**

##### **1. The Historical Background of State Islamic Institute Metro**

IAIN Metro is only one of Islamic Institute in Metro. The forerunner of the IAIN Metro is not separated from the history of IAIN Raden Intan in Bandar Lampung. This is another because of the establishment of IAIN Raden Intan Bandar Lampung itself is the result of efforts from religious leaders and community leaders who are incorporated in the Islamic Welfare Foundation Lampung (YKIL) which was established in 1961 headed by RD. Muhammad Sayyid. Before the year 1965 was established faculty Ushuludin based in Tanjung Karang concerning presidential Decree number 27 the year 1963 because for provisions to establish a stand-alone college (al-Jami'ah) must Have three faculties as the establishment of Institute of Islamic Religious Affairs (IAIN) Lampung. The arrangement for the institutional arrangement in STAIN Jurai Siwo Metro increasingly improved. In line with the dynamics of the campus life since 1997 also opened a new department, the Department of Sharia, which is a SaaS only one Prodi namely Ahwalusy Syakhsiyah. It was only in 1999. This period is known as passing out since the year 1997 STAIN Metro has not been under IAIN Raden Intan again. In the year 1998, the idea of giving birth to a Bachelor of Islamic

banking economics that has a characteristic for the management of sharia banking institutions, initiated by Prof. Bahri Ghozali (while serving as the chairman of STAIN Metro period 1998-2002) by opening the Program Economic study of Islamic Banking (EBI). This idea then became an embryo for the development of the Islamic Economic Studies program throughout the College of religion in Indonesia. Although at that time became a polemic for many circles, but it is a historical record that the Islamic economy started from STAIN Jurai Siwo Metro At the admission of New students school year 2006-2007, Prodi D3 English and new Prodi are S1 English and D4. Attempted in the coming 2007 the process of accreditation of the two Prodi can be realized.

The year 2010 is the preparatory year of the STAIN status to IAIN. Currently, the academic civitas STAIN Jurai Siwo Metro with various efforts to become a superior and leading university in the study and development of Islamic sciences, arts and culture. As evidence of this effort, STAIN Jurai Siwo Metro which in recent years, experienced the development of new student registration which is quite significant with a percentage of annual increase of about 75%. Likewise, with the adjustment of physical development, information technology development and system of learning in the network. Another development with an increase of land about 3.5 ha which is planned for the development of Ma'had and campus II STAIN Metro. The year 2010 is the preparatory year of the STAIN status to IAIN. Currently, the academic civitas STAIN Jurai Siwo Metro

with various efforts to become a superior and leading university in the study and development of Islamic sciences, arts and culture. Laboratory Building STAIN Metro As evidence of this effort, STAIN Jurai Siwo Metro which in recent years, experienced the development of new student registration which is quite significant with a percentage of annual increase of about 75%. Likewise, with the adjustment of physical development, information technology development and system of learning in the network. Another development with an increase of land about 3.5 ha which is planned for the development of Ma'had and campus II STAIN Metro.

## **B. General Description of Research Data**

### **1. The Students Problems Of Non-Verbal Behaviour In Students Speaking Performance.**

Learning speaking performance is very important for English learners. It can be one of indicators that show the level of the students competence in English. Speaking is one of the important aspect of language learning. By knowing the correct pronunciation and than students can apply non-verbal behaviour because serves to make the audience stay focused on the public speaker when delivering something. By getting the attention of the audience, ideas and ideas will be easier to convey, student can speak well and fluency. Speaking is very important for people who want to be able to master English because speak up will lead the to create students confidence.

a. The first problem lack of vocabulary

The problem was that the students do not have adequate supply of vocabulary. Lack of vocabulary should be paid big attention because it is very important in speaking performance. Vocabulary knowledge is often viewed as a critical tool for second language learners because a limited vocabulary in communication and then the students didn't use non-verbal behaviour in speaking performance.

This was faced by many students not only when they were doing practice but they didn't have confidence meanwhile, memorizing word by word without knowing its usage in a sentence is not affective since the words are naturally easy to lose from the learners' mind if they are not practically used. Especially on their pronunciation because they think that very hard when they speak must to open the dictionary to check the right of pronunciation of the word.

b. The second problem Less Study

Many students although not all, were actually serious in learning speaking performance. However, *the students lazy to practice and they didn't have the motivation to study hard. The cause of they lazy when they study in class. The second cause is feel shy to practice with his friend, so he fell not nice.* (Appendix 4. Interview with ALS)

c. The third problem the lack of the use structure grammar

*Structure is one of the difficulties in learning speaking, so when I speak up didn't care about my structure.* (Appendix 11. Interview with SHW )

In this study, the writer analyzed the problem of non-verbal behaviour in students speaking performance by using speaking rubric. In this rubric speaking there are several assesment catagories such as fluency, pronunciation, vocabulary, grammar, interactional strategies. Based on this analysis, the writer found that were some student who spoke fluent English and student can't perfected in apply non-verbal behaviour in doing in speaking performance.

Furthermore, the writer will give the brief description of data analysis result as follows:

a. Fluency

Fluency is fluency has four deferent interpretations. First, he defines fluency as the ability to talk at length with few pauses and to be able to fill the time with talk. Second, a fluent speaker can speak/talk with hesitations and express his/her message in coherent, reasoned, and semantically dense manner. Third, speakers who know what to say in a wide range of contexts, and the last is creative and imaginative speaker in use language.



b. Pronunciation

Pronunciation is one of important aspects in speaking skill, because it gives meaning to everything we say. Wrong pronunciation will cause understanding and misunderstanding. Pronunciation refers to the student's ability in producing comprehensible utterances.

c. Vocabulary

Suggests three usual things used by speakers in what they are being said:

- 1) They are (speakers) involving high proportion of words and expressions that express their attitude (stance) to what is being said.
- 2) Speakers usually employ words and expressions that express positive and negative appraisal because a lot of speech has an interpersonal function, and by identifying what people a like and dislike, they are able to express solidarity.
- 3) A speech also usually employs deictic language, i. e .words and expressions that point to the place, time, and participants in the in media more distant context.

d. Grammar

Grammar is the system of rules governing conventional arrangement and relationship of words in sentence.

e. Interactional strategies

Interactional language is the language we use to build and maintain relationships. To maintain interaction, speakers use interactional

strategies. Learners in non-verbal communication has been defined as communication without words. It includes apparent behaviours such as facial expressions, eyes, touching, and tone of voice, as well as less obvious messages such as dress, posture and spatial distance between two or more people.

There are some solutions, which the writer can offer. They can be seen from four viewpoints. Class Program or Activities They are:

1) Using group work maximally

These can increase the students talking time. In group work can students practice language together, study a picture, research language or take in information-gap activities. They can practice in front of the other people. They can write dialogues, predict the content of reading texts, or compare notes on what they have listened to or seen. On the other hand, group work increases the sheer amount of learner talk giving on a limited period of time and also lowers the inhibitions that are unwilling to speak in front of the full class.

2) Base the activity on easy language

In general, the level of language needed for a pair work and group work activity should be lower than that used in intensive language learning activities in the same class; it should be easily recalled and produced by the participants, so that they can speak fluently with the minimum of hesitation. It is good idea to teach or review essential vocabulary before the activity starts.

3) Make careful choice of topic and task stimulate interest

On the whole, the clearer the purpose of the discussion the more motivated participant will be interested.

4) Give some instructions of training in discussion skills

If the task is based on group discussion then included instruction about when introducing it. For example, tell learners to make sure that every one in the group contributes to discussion, appoint a chairperson to each group who will regulate participations.

5) Keep student speaking the target language

Teacher can appoint one of the group as monitor, whose job that is to remind participants to use the target language, and perhaps report later to the teacher how well the group managed to keep to it. Even if there is no actual penalty attached, the very awareness that to be more careful.

6) Use role play

Many teacher have found that quiet students speak more freely when they are playing a role; it is which they are not having to be themselves. The use of role cards allows students to take on a new identity.

7) The use tape recorder

If teacher has time, they can tell students to record what they would like to say, outside the lesson. The teacher then listen to tape and points out possible errors.

## 2. The Dominant Types From Of Non-Verbal Behaviour

Non-verbal communication includes those overt behaviors such as facial expressions, eye contact, gesture, head movement, facial expression, Posture and mood.

The writer specifically analyzed non-verbal behaviour in students speaking performance. As a primary data, the data was taken through the speaking performance result of the 15 students in third semester of English Education Department of IAIN Metro. The non-verbal behaviour of students speaking performance has various kind.

This research used qualitative method. This research used the data from the discription some picture of student speaking performance. The result of this research can be seen in the following data:

### 1. Eye contact

Eyes are the window to the soul; this explains why interlocutors focus their interest on the eyes during any interactional episode. Eyes are, by nature, highly expressive means of communication.

### 2. Gestures

movements that you make with your hands, your head and your face to show a particular meaning. This definition suggest that the visible bodily actions which are performed through hands, head and face hold meaning for their own and are used to convey particular messages among interlocutors.

### 3. Head movement

This nonverbal channel might be slightly akin to eye contact in the sense that the directionality of head movement, in most cases, naturally corresponds to that of eye contact. It is, however, different from gestures in that head movements, with a comparative scarcity in variedness, are overwhelmingly instantiated via head nod or head shake though other vertical or horizontal movements of the head, such as one-way leftward movement from a central position, can also constitute a basic occurrence of head movement under discussion.

### 4. Facial expressions

Facial expressions may give away their thoughts and feelings. Therefore, they make an effort to constantly maintain a “poker face” throughout the course of game, and assume the same posture while minimizing their gestures.

### 5. Posture and mood

A posture is defined as "the position or bearing of the body whether characteristic or assumed for a special purpose.

Table 3

## Result Of Non-Verbal Behaviour in Students Speaking Performance

No	Name	Utterances	The Dominant Types From Non-Verbal Behaviour				
			1	2	3	4	5
1	ALS	<i>"I will discribe about this picture"</i>	-	1	1	-	-
		<i>"This is a cat have fur and very very smooth"</i>	-	2	-	1	-
2	DSI	<i>"I want to discribe this picture and guys you know what this is?"</i>	1	1	-	-	-
		<i>"Yes this is a cat very very beutiful and cute the colour is orange and the cat have little nose"</i>	-	1	-	-	-
3	FAA	<i>"I want to discribe in fron of you are this is a mammals animal and they have hard skin"</i>	-	1	-	-	1
4	IAH	<i>"I want to tell you about this picture, this is a rabit this is very cute animals in world"</i>	-	1	-	1	-
		<i>"A rabit have two ear and have two eye, the detection in predator and the rabit is harbivora animals they eat vaetable"</i>	-	1	-	-	1
		<i>"The colour rabit variaty of white because white simblais the clib animals"</i>	-	2	-	-	-
5	MKH	<i>"Here I want Story about this picture, this is a monas, you know monas?"</i>	-	1	-	-	-
		<i>"Monas is a tower in central jakarta, and this higt 132m, under the orders of President Sukarno and opened to the public on 1975"</i>	1	2	-	1	-
6	NAA	<i>"Here I want to discribe about this picture, this picture is elaphant"</i>	-	1	-	1	-
		<i>"Elaphant is mamals animals and thay have many caractevity they have long hidungand the skin is kotor until black"</i>	-	3	-	-	1
7	NAH	<i>"I want to discribe this is a cat the colour is orange the category cat is many the first anggora, persia. It has little nose and yellow eye she is very playful, sound is small and say meong"</i>	-	2	-	-	1
8	NUH	<i>"Ok my name is hanifah from group five, I want to discribe about this picture this is a rabit"</i>	-	1	-	1	1
		<i>"Rabit is a mamals animal they have different caractiristict from other animals it have long ear, rabit hasfavorit food vegatable and it has unique way of walking is jump so my opinion rabit is cute animals, ok thank you"</i>	-	2	-	1	-
9	NRA	<i>"Here I want to discribe about this picture"</i>	1	1	-	1	-
		<i>"You know about this? This is a monas about know monument in indonesia and than spesific"</i>	1	3	-	-	1

		<i>location in jakarta”</i>					
		<i>“This is very fight in indonesia and you know in the roof monas like a fire the name is Tongue fire this is make from gold”</i>	-	1	-	2	-
		<i>“And than yes I am that time go there and I see real the biggest monument in Indonesia and know capital city in indonesia has move in kalimantan and than I don’t know what the function about this because my our capital city has move in kalimantan”</i>	-	1	1	-	-
10	PCP	<i>“Ok here i want to tell my opinion this is a borobudur tample”</i>	-	-	1	1	1
		<i>“Borobudur tample is kudas tample in central java in indonesia and this tample jumlah candi maybe and this tample has three level”</i>	-	1	-	-	-
		<i>“The first level name kamadatu the secound is rupadatu and the last name arupadatu many people comes here because this is so beutiful place and so many histeri in there,ok I think enough”</i>	-	1	-	-	-
11	SHW	<i>“Hello guys here I stand up all of you I want tell about this picture”</i>	1	1	-	-	-
		<i>“Do you know this animal? What is that.Yes this is a rabbit a colour rabbit is black and white”</i>	-	2	-	1	1
		<i>“Rabbit have two long ear, rabbit have a nose and four food and than rabbit always eat wortel and other vegetable in my opinion, and than rabbit always jump you know guys..”</i>	-	2	-	-	-
12	THS	<i>“I want to discribe about this picture.”</i>	-	1	-	1	-
		<i>“This picture is monas nasional monument or popularly located in central jakarta indonesia and the higt about 132m and colour white and gold colour.”</i>	-	1	1	-	-
13	TFI	<i>“Hello guys I want to discribe litle about this picture, you know about animals in this picture?”</i>	-	1	1	-	-
		<i>“Ok is this elaphant, elaphant is a animals has axis in sumatra”</i>	-	2	-	1	1
		<i>“This specially nasional park of Way Kambas. You know way kambas? Yes know, ok elaphant have wide ears and small eye, a long nose and elaphant has invory is gading, the are herbivore they has big hair and very smart animals in the world, and they have a good feel “kepekaan “ in bahasa and they have four foot. Ok I think enought discribe about this picture”</i>	-	1	-	1	-
14	VTM	<i>“Ok I want explain this picture, this picture is</i>	1	2	-	-	1

		<i>Borobudur temple Borobudur temple is a located in borobudur vilage magelang central of java in indonesia</i>					
		<i>"borobudur temple is one of made in the world. Borobudur temple have three level: the first level is kamadatu and the secound level is rupadatu the last level borobudur is arupadatu .borobudur has ten metters, ok I think enough"</i>	-	2	1	-	-
15	YAS	<i>"Here I want to explain borobudur tample is wonderful place in indonesia"</i>	-	-	1	--	-
		<i>"Many people come here to holiday or our time with family here not only indonesia people but also people from other country come here just a take picture but also want know story borobudur tample any histeri because of this story that all"</i>	-	1	-	1	-
TOTAL			6	46	7	18	10
TOTAL ALL OF POINT = 87			6,89%	52,87%	8,0%	20,6%	11,49%

1. *Eye contact*

2. *Gesture*

3. *Head move-ment*

4. *Facial expres-sions*

5. *Posture and mood*

From the data above, there are 87 the dominant types of non verbal behaviour in students use when speaking performance in front of other people found, they are eye contact, gesture, head movement and facial expression, posture and mood. There are 6 utterances which is eye contact used by students, then there are 46 utterances found and it's gesture used by students, meanwhile there are 7 utterances of head movement used by students, and than are 18 utterances of facial expression used by students, the last are 10 utterances of posture and mood used by students.



### 3. The Student's Difficulties in Implementing Non-Verbal Behaviour

Based on interview data with the third semester of English Education Department of IAIN Metro. The students also still making the problem when their speak up, especially on their pronunciation because they think that very hard when they speak must to open the dictionary to check the right of pronunciation of the word.

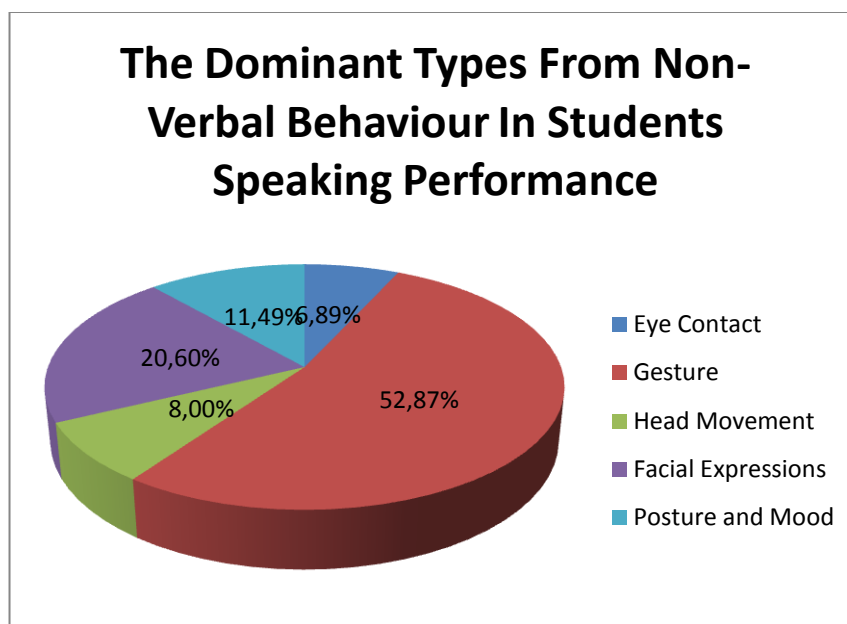
*I thing the causes of the difficulties in learnng speaking is lazy and Cause I have difficult, because I always have a nervous.* (Appendix 4. Interview wiith NAH)

When the writer asked to the students about what are the students know about the materials and give me the example to speak up 1 minute in front of in the class, most of them cannot to confidence to speak up and they always give the some reaason that they nit confidence and have low vocabulary. So, most of the students are not yet to ready speak up when they didn't have prepare before.

### C. Discussion

The research was conducted in third semester Education Study Program at IAIN Metro. The result of this research was definite and limited only on these participants in that place and time. In other words, the result might be different when it was conducted in the different place, time, and who were participant even though it had the same problems. Based on the data that has been analyzed in third semester Education Study Program at IAIN Metro, the writer was analyzed on the problem of non-verbal behaviour

in students speaking performance. Meanwhile, the result of the data analysis describes that the dominant types of non-verbal behaviour, 87 utterances found of the students is eye contact, gesture, head movement and facial expression the last posture and mood. It is shown on this diagram below:



**Figure II. The Dominant Types From No-Verbal Behaviour**

These diagram items are about eye contact, gesture, head movement and facial expressions the last posture and mood. it can be said that the most dominant types of non-verbal behaviour in third semester students education study program at IAIN Metro. In these items there are 6 utterances or 6.89% used eye contact. Then, diagram about gesture, there are 46 utterances or 52.87% used gesture. Then, diagram about head movement, there are 7 utterances or 8.0%. Used facial expressions there are 18 utterances or 20.6%. Last diagram is posture and mood, there are 10 utterances or 11.49% used posture and mood.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Based on the result of the data analysis, the researcher concludes as follow:

1. On the problem of non-verbal behaviour at the Third Semester of the English Department of IAIN Metro that some students were fluent in English but there were some students who still less used of non-verbal behaviour in speaking performance caused they are lack of vocabulary so the students nervous when speak up in other people.
2. The cause why the third semester of the english department of IAIN Metro find on the problem of non-verbal behaviour in speaking performance because lack vocabularies, and less of study.
3. The way to decrease and solve on the problem of non-verbal behaviour in students speaking performance were the students study more and try to much conversation with their friend in class although out of the class and the students to memorize many of vocabularies to improve their skill in speaking performance, also through listening music and wathing native speaker and movie.

## **B. Suggestion**

Through this research, the researcher would like to constructively give suggestions as follow:

### **1. For the Students**

The student who have low vocabulary and still forgot the vocabulary are suppose to study more not only on the vocabulary was you have and you have to memorize 5 vocabulary everyday to add your vocabulary more. The student who have confidence please more practice with your friend and please check your dictionary to get the right word to make your pronunciation well. Students can take additional classes to improve their ability to speak English.

### **2. For the Lecturer**

The lecturer should give more caring that the students still confused and the lecturer should give more example when learning in the class about pronunciation well within deeply in lecturing process.

### **3. For the Head of English Education Department**

There should be policy that support the enhancement of teaching and to facilitate english learning process especially in speaking class. So that problem encountered by the lecturer and the student could be minimized.

### **4. The researcher hopes that there are the students who want to do the research about analysis on the problem of non-verbal behaviour in students speaking performance in the next chance.**

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# **APPENDIXES**

## Appendix 1

### Interview to the students of speaking class.

#### INTERVIEW A (FOR THE STUDENTS)

Place Of Interview :E1.III.2 Building

Data Of Interview :Oktober 02, 2019

Time Of Interview :13.00 Wib

Interviewee :NA student of speaking class

Interviewer :RRR, the writer

#### **Question**

1. What do you know about speaking?

**Your opinion:**

Speaking is one of medium to communication to get information from someone you have to speaking and make short conversation..

2. Do you have some difficulties in learning speaking? What are you difficulties?

**Your opinion:**

Don't thing so, I you want to learn about one of language you must practice over and over and you can speak fluently.

3. What do you know about vocabulary?

**Your opinion:**

vocabulary more important for speaking but you have to know about expression. Phrasal verb and something that there is something to do with english and you can a lot of know about vocab more than one.

4. What do you know about stucture grammar?

**Your opinion:**



I ever learn about grammar, and felt too difficult to catch in about it. Exactly I don't like learn about grammar when I through about grammar I would stuck ever I speak up.

5. What are the causes of the difficulties in learning speaking?

**Your opinion:**

Difficulties in pronunciation.

6. How to decrease your difficulties and the error in learning speaking?

**Your opinion:**

The greatest way is practice over and over if you want to great in speaking.

## Appendix 2

### Interview to the students of speaking class.

#### INTERVIEW A (FOR THE STUDENTS)

Place Of Interview	:E1.III.2 Building
Data Of Interview	:Oktober 02, 2019
Time Of Interview	:13.00 Wib
Interviewee	:VM student of speaking class
Interviewer	:RRR, the writer

#### Question

1. What do you know about speaking performance?

**Your opinion:**

Speaking is the delivery of language through the mouth. To speak, we create sounds using many parts of our body.

2. Do you have some difficulties in learning speaking? What are your difficulties?

**Your opinion:**

Yes, I have. Lacking the habit of speaking English, students often seem to think ahead what to say, and lack of vocabulary is possessed.

3. What do you know about vocabulary?

**Your opinion:**

Vocabulary is a set of familiar words within a person's language. A vocabulary, usually developed with age, serves as a useful and fundamental tool for communication.

4. What do you know about structure grammar?

**Your opinion:**

Structure grammar is a rule that describes the structure of expressions in English.

5. What are the causes of the difficulties in learning speaking?

**Your opinion:**

Lack of vocabulary, grammar, correct pronunciation and hesitation in speaking.

6. How to decrease your difficulties and the error in learning speaking?

**Your opinion:**

To improve vocabulary read an English language Newspaper. Reading habit will improve pronunciation skills. Speak and speak is the rule to address this issue.

Whether you speak wrong or right but don't give up speaking will end shyness which is a big hurdle in learning any language

### Appendix 3

#### Interview to the students of speaking class.

#### INTERVIEW A (FOR THE STUDENTS)

Place Of Interview :E1.III.2 Building  
 Data Of Interview :Oktober 02, 2019  
 Time Of Interview :13.00 Wib  
 Interviewee :NH student of speaking class  
 Interviewer :RRR, the writer

#### Question

1. What do you know about speaking?

**Your opinion:**

Speaking is an important first thing to have in learning English. Because if we don't master English the it's impossible that theories won't work.

2. Do you have some difficulties in learning speaking? What are you difficulties?

**Your opinion:**

No, speaking is fun, I think learning speaking is difficulties because lazy to add vocabulary and practice.

3. What do you know about vocabulary?

**Your opinion:**

Not much and not tittle.

4. What do you know about stucture grammar?

**Your opinion:**

Yes, several.

5. What are the causes of the difficulties in learning speaking?

**Your opinion:**

I think the causes of the difficulties in learning speaking is lazy.

6. How to decrease your difficulties and the error in learning speaking?

**Your opinion:**

I was looking for a cause and invite friends to get used to using English everyday.

## Appendix 4

### Interview to the students of speaking class.

#### INTERVIEW A (FOR THE STUDENTS)

Place Of Interview :E1.III.2 Building

Data Of Interview :Oktober 02, 2019

Time Of Interview :13.00 Wib

Interviewee :TF student of speaking class

Interviewer :RRR, the writer

#### **Question**

1. What do you know about speaking?

#### **Your opinion:**

Speaking is one of media for we express our opinion, we can show our opinion with sound and express our opinion.

2. Do you have some difficulties in learning speaking? What are you difficulties?

#### **Your opinion:**

Yes, I have. If i want o speak in front of many people I feel like i can't speak, I forget my vocabulary if Istand in the public.

3. What do you know about vocabulary?

#### **Your opinion:**

I don't have many concept about what is vocabulary.

4. What do you know about stucture grammar?

#### **Your opinion:**

Grammar help we to speak or write the sentace with right structure sentace.

5. What are the causes of the difficulties in learning speaking?

#### **Your opinion:**

Cause i have difficult, because i always have a nervous.

6. How to decrease your difficulties and the error in learning speaking?

**Your opinion:**

I haven't find the solution.

## Appendix 5

### Interview to the students of speaking class.

#### INTERVIEW A (FOR THE STUDENTS)

Place Of Interview :E1.III.2 Building

Data Of Interview :Oktober 02, 2019

Time Of Interview :13.00 Wib

Interviewee :NA student of speaking class

Interviewer :RRR, the writer

#### **Question**

1. What do you know about speaking?

#### **Your opinion:**

Speaking is the process of bulding and sharing meaning to produce sound and receiving information through verbal and nonverbal communication in variety of context.

2. Do you have some difficulties in learning speaking? What are you difficulties?

#### **Your opinion:**

Yes, I have, sometimes I have difficulty in expressing what is in my mind into english.

3. What do you know about vocabulary?

#### **Your opinion:**

Vocabulary is the words we use to communicate in everyday life.

4. What do you know about stucture grammar?

#### **Your opinion:**

In english grammar, sentace structure is the arrangement of word, phrases, and clauses in sentence.



5. What are the causes of the difficulties in learning speaking?

**Your opinion:**

What makes it difficult to speak in English is the lack of vocabulary as well as a lack of understanding of grammar.

6. How to decrease your difficulties and the error in learning speaking?

**Your opinion:**

I have to memorize more vocabulary and understand more about grammar.

## Appendix 6

### Interview to the students of speaking class.

#### INTERVIEW A (FOR THE STUDENTS)

Place Of Interview :E1.III.2 Building

Data Of Interview :Oktober 02, 2019

Time Of Interview :13.00 Wib

Interviewee :IA student of speaking class

Interviewer :RRR, the writer

#### **Question**

1. What do you know about speaking?

#### **Your opinion:**

Speaking is form or way of sharing information between someone with others

2. Do you have some difficulties in learning speaking? What are you difficulties?

#### **Your opinion:**

Yes, of course cause some tims when I speak suddently i forget about what the vocabulary when I speak.

3. What do you know about vocabulary?

#### **Your opinion:**

Vocabulary is all kinds of words that we know that are very numerous and can be arranged to be a paragraph.

4. What do you know about stucture grammar?

#### **Your opinion:**

Grammar is special rules that are used systematically that aims to arrange a word.

5. What are the causes of the difficulties in learning speaking?

#### **Your opinion:**

I have difficult in learning speaking cause lack of vocabulary.

6. How to decrease your difficulties and the error in learning speaking?

**Your opinion:**

I have to memorize more vocabulary and practice everyday.

## Appendix 7

### Interview to the students of speaking class.

#### INTERVIEW A (FOR THE STUDENTS)

Place Of Interview :E1.III.2 Building

Data Of Interview :Oktober 02, 2019

Time Of Interview :13.00 Wib

Interviewee :YS student of speaking class

Interviewer :RRR, the writer

#### **Question**

1. What do you know about speaking?

#### **Your opinion:**

Speaking is an activity to communicate with other by oral to express about something.

2. Do you have some difficulties in learning speaking? What are you difficulties?

#### **Your opinion:**

The cause that makes difficulties in learning speaking is grammar, because sometimes we just speak without regards to grammar and the second cause that makes difficulties in learning speaking is the environment that doesn't support speaking in English.

Because at home usually communicate in Bahasa.

3. What do you know about vocabulary?

#### **Your opinion:**

Vocabulary is the collection of words that an individual knows.

4. What do you know about stucture grammar?

#### **Your opinion:**

Structure Grammar is avalue that describe the stucture of expressions in English.

Including the structure of word, pharases, clauses and sentence.

5. What are the causes of the difficulties in learning speaking?

**Your opinion:**

Because we only focus on speaking, whereas we forget about grammar.

6. How to decrease your difficulties and the error in learning speaking?

**Your opinion:**

By learning and understanding grammar. And then apply it in speaking.

## Appendix 8

### Interview to the students of speaking class.

#### INTERVIEW A (FOR THE STUDENTS)

Place Of Interview :E1.III.2 Building

Data Of Interview :Oktober 02, 2019

Time Of Interview :13.00 Wib

Interviewee :PP student of speaking class

Interviewer :RRR, the writer

#### **Question**

1. What do you know about speaking?

**Your opinion:**

Speaking is the process of building and sharing to produce sound and receiving information through verbal or nonverbal communication in variety of context.

Speaking is also a skill to use a language appropriately to express someone ideas.

2. Do you have some difficulties in learning speaking? What are you difficulties?

**Your opinion:**

Yes, I have difficulties in learning speaking. It's like sometimes i don't know how to express my ideas or opinion in speaking.

3. What do you know about vocabulary?

**Your opinion:**

Vocabulary is the an the language or words either. Used or understand by a person or group of people.

4. What do you know about stucture grammar?

**Your opinion:**

Grammar is the ways that words can be put together in order to make sentence.

5. What are the causes of the difficulties in learning speaking?

**Your opinion:**

Maybe because of lack of vocabulary mastery, and because I think vocabulary is very important for speaking.

6. How to decrease your difficulties and the error in learning speaking?

**Your opinion:**

I think I have to learn more especially on vocabulary more easily to express my feelings or my opinions.

## Appendix 9

### Interview to the students of speaking class.

#### INTERVIEW A (FOR THE STUDENTS)

Place Of Interview :E1.III.2 Building

Data Of Interview :Oktober 02, 2019

Time Of Interview :13.00 Wib

Interviewee :NH student of speaking class

Interviewer :RRR, the writer

#### **Question**

1. What do you know about speaking performance?

#### **Your opinion:**

Speaking is language skill to give information, communication and opinion or idea.

2. Do you have some difficulties in learning speaking? What are you difficulties?

#### **Your opinion:**

Yes, I do

3. What do you know about vocabulary?

#### **Your opinion:**

Vocabulary is the most important thing in learning English, because memorizing a lot of vocabulary will help us to understand the meaning of a word of sentence.

4. What do you know about stucture grammar?

#### **Your opinion:**

English grammar is a rule that describes the structure of expressions in English.

5. What are the causes of the difficulties in learning speaking?

#### **Your opinion:**



Difficulties in learning to speaking are lack of vocabulary and lack of knowledge about grammar, and also lack of self confidence.

6. How to decrease your difficulties and the error in learning speaking?

**Your opinion:**

A way to reduce difficulties in learning to speak is to practice continaing to speak using English, adding vocabulary and learning more about grammar.

## Appendix 10

### Interview to the students of speaking class.

#### INTERVIEW A (FOR THE STUDENTS)

Place Of Interview :E1.III.2 Building

Data Of Interview :Oktober 02, 2019

Time Of Interview :13.00 Wib

Interviewee :DI student of speaking class

Interviewer :RRR, the writer

#### **Question**

1. What do you know about speaking?

#### **Your opinion:**

Speaking is conveying information or expressing idea and feeling in spoken language.

2. Do you have some difficulties in learning speaking? What are your difficulties?

#### **Your opinion:**

Yes, I have, I feel difficult when I try to speak English because I lack vocabulary and I am not confident to speak English because my pronunciation and my grammar skill is bad.

3. What do you know about vocabulary?

#### **Your opinion:**

Vocabulary is collection of words and one aspect of language which is important in learning language that carries meaning which is used in communication.

4. What do you know about structure grammar?

#### **Your opinion:**

Structure grammar is rules that govern the arrangement of sentences, phrases and words.

5. What are the causes of the difficulties in learning speaking?

**Your opinion:**

Lack of vocabulary, lack of confidence, my pronunciation is bad and my grammar is bad.

6. How to decrease your difficulties and the error in learning speaking?

**Your opinion:**

To decrease my difficulties in speaking. I always try to speak English, I follow English course, I always memorize vocabulary everyday.

## Appendix 11

### Interview to the students of speaking class.

#### INTERVIEW A (FOR THE STUDENTS)

Place Of Interview :E1.III.2 Building

Data Of Interview :Oktober 02, 2019

Time Of Interview :13.00 Wib

Interviewee :SW student of speaking class

Interviewer :RRR, the writer

#### **Question**

1. What do you know about speaking?

#### **Your opinion:**

Speaking is a tool for information with other people.

2. Do you have some difficulties in learning speaking? What are you difficulties?

#### **Your opinion:**

I difficult to speak up because I first time to learn English more.

3. What do you know about vocabulary?

#### **Your opinion:**

Vocabulary is the word to help us to can speak well.

4. What do you know about stucture grammar?

#### **Your opinion:**

Structure is one of the difficulties in learning speaking, so when I speak up didn't care about my structure.

5. What are the causes of the difficulties in learning speaking?

#### **Your opinion:**

Lack of the learning English speking.

6. How to decrease your difficulties and the error in learning speaking?

**Your opinion:**

I want to learn more with open the book and search in the internet.

## Appendix 12

### Interview to the students of speaking class.

#### INTERVIEW A (FOR THE STUDENTS)

Place Of Interview :E1.III.2 Building

Data Of Interview :Oktober 02, 2019

Time Of Interview :13.00 Wib

Interviewee :MK student of speaking class

Interviewer :RRR, the writer

#### **Question**

1. What do you know about speaking?

#### **Your opinion:**

Speaking is the process of communication with other people.

2. Do you have some difficulties in learning speaking? What are you difficulties?

#### **Your opinion:**

When I try to remember vocabulary I lost my memorizing in my mind.

3. What do you know about vocabulary?

#### **Your opinion:**

Vocabulary in the one of important thing when I try to speak up, whitout vocabulary I can't to speak well.

4. What do you know about stucture grammar?

#### **Your opinion:**

Stucture is one of the difficulties in learning speaking, so when I speak up I didn't care about my structure.

5. What are the causes of the difficulties in learning speaking?

#### **Your opinion:**

I didn't have good time to study more my English language.

6. How to decrease your difficulties and the error in learning speaking?

**Your opinion:**

I must make a good habit, e.g listening music song to improve my vocabulary and often to open dictionary.

## Appendix 13

### Interview to the students of speaking class.

#### INTERVIEW A (FOR THE STUDENTS)

Place Of Interview :E1.III.2 Building

Data Of Interview :Oktober 02, 2019

Time Of Interview :13.00 Wib

Interviewee :TS student of speaking class

Interviewer :RRR, the writer

#### **Question**

1. What do you know about speaking?

#### **Your opinion:**

Speaking is the delivery of language through the mouth.

2. Do you have some difficulties in learning speaking? What are you difficulties?

#### **Your opinion:**

Yes, I have. I don't have much vocabulary and confidence when I speak in publik.

3. What do you know about vocabulary?

#### **Your opinion:**

Vocabulary is a list or collection of words or of words and phrase usually alphabetically aranged and explained or defined.

4. What do you know about stucture grammar?

#### **Your opinion:**

Stucture it is an approach to the written and the spoken language that focuses on the construction of sentence.

5. What are the causes of the difficulties in learning speaking?

#### **Your opinion:**



I don't have enough confidence when I speaking.

6. How to decrease your difficulties and the error in learning speaking?

**Your opinion:**

I will try to speak in public to increase my confidence.

## Appendix 14

### Interview to the students of speaking class.

#### INTERVIEW A (FOR THE STUDENTS)

Place Of Interview :E1.III.2 Building

Data Of Interview :Oktober 02, 2019

Time Of Interview :13.00 Wib

Interviewee :AS student of speaking class

Interviewer :RRR, the writer

#### **Question**

1. What do you know about speaking?

#### **Your opinion:**

Speaking our aim is to give information to other people .

2. Do you have some difficulties in learning speaking? What are you difficulties?

#### **Your opinion:**

Nervous and I have low vocabulary.

3. What do you know about vocabulary?

#### **Your opinion:**

Vocabulary, I have low vocabulary but I want to Learn more to add my vocabulary.

4. What do you know about stucture grammar?

#### **Your opinion:**

Structure is the manner of the grammatical in the English, when I speak up I didn't care sometimes just follow my word.

5. What are the causes of the difficulties in learning speaking?

#### **Your opinion:**

I don't have enough convidence when I speaking.

From my self because I new beginner to learn about English.

6. How to decrease your difficulties and the error in learning speaking?

**Your opinion:**

Practice more in speak up to increase my vocabulary and make my speak up good.

## Appendix 15

### Interview to the students of speaking class.

#### INTERVIEW A (FOR THE STUDENTS)

Place Of Interview :E1.III.2 Building

Data Of Interview :Oktober 02, 2019

Time Of Interview :13.00 Wib

Interviewee :FA student of speaking class

Interviewer RRR, the writer

#### Question

1. What do you know about speaking?

#### Your opinion:

Speaking is stating that communicative is an exchange between people, knowledge, information.

2. Do you have some difficulties in learning speaking? What are you difficulties?

#### Your opinion:

Yes, I have because I easy to blank when I planning in my mind.

3. What do you know about vocabulary?

#### Your opinion:

Vocabulary, I have enough I think with my vocabulary.

4. What do you know about stucture grammar?

#### Your opinion:

Structure I didn't care about my structure when I speak up.

5. What are the causes of the difficulties in learning speaking?

#### Your opinion:

The right of the cause is I lazy to study more and not yet to practice well.

6. How to decrease your difficulties and the error in learning speaking?

**Your opinion:**

I must make my self have a good habit and change my lazy to be diligent student.

**Appendix 16**  
**Related Photo**



Students ' Activities



Interview with VM



Interview with NA



Interview with TF



Interview with IA





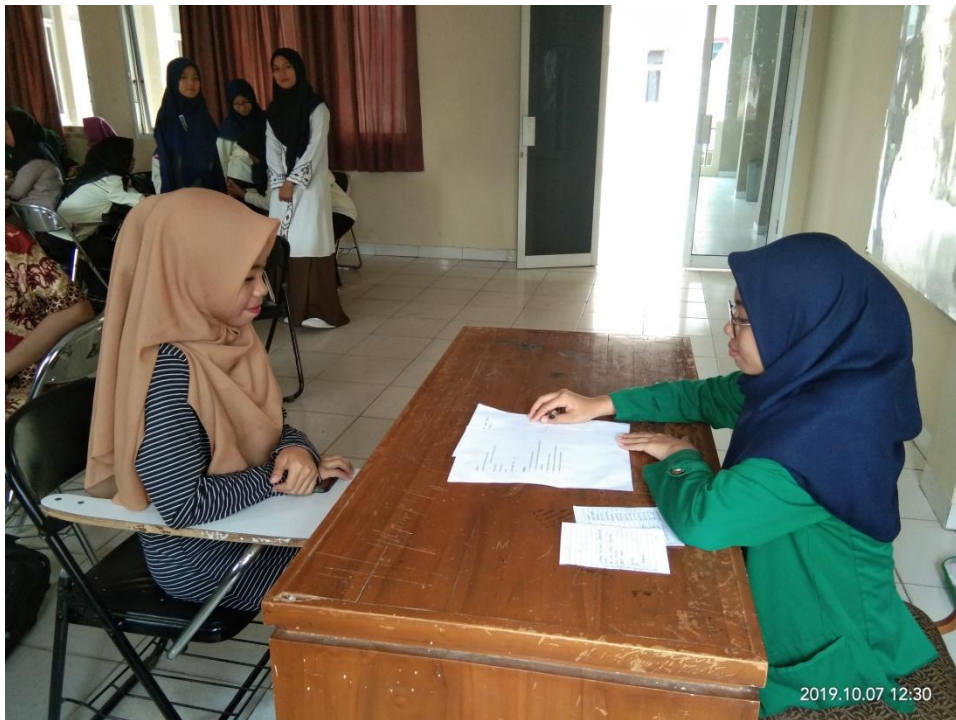
Interview with PP



Interview with NH



Interview with YS



Interview with SW



Interview with DI



Interview with TS



Interview with MK

**LIST OF STUDENTS OF CLASS B AT THE THIRD SEMESTER STUDENTS OF  
THE ENGLISH DEPARTMENT OF IAIN METRO**

<b>No</b>	<b>Name</b>	<b>NPM</b>
1	Ani Muthiya Sari	1801070007
2	Amalia Fatmarani	1801071003
3	Adinda Lembayung	1801072002
4	Danu Hilmi Darmawan	1801071008
5	Dewi Murtofinah	1801072008
6	Dhimas Sulung Ismanto	1801071012
7	Dela Silviana	1801070016
8	Elcia Reka Tarumida	1801070022
9	Erika Ayu Anggraini	1801072012
10	Fungky Ana	1801070031
11	Indry Dwi Pangestuti	1801070034
12	Ilyas Alamsyah	1801071021
13	Irfan Saputra	1801071022
14	Lathifatur Mutoharoh	1801071027
15	Lilis Cantika	1801070041
16	Mela Dewi Rahayu	1801070073
17	Miftahul Khoiriah	1801071035
18	Monica Yolanda Sari	1801072022
19	Nurhidayah Rahma Atika	1801072027
20	Nadia Ulfa	1801071038
21	Nurhanifah	1801071040
22	Naziah Ayu	1801072083
23	Nadia Arofah	1801070045
24	Nur Mujahidah	1801071041
25	Putri Chandra Sari	1801070053
26	Rifa Yupita	1801070054
27	Sukma Setiawan	1801070063
28	Selvi Herlina Wati	1801071050
29	Sylva Nanda Nurya	1801071058
30	Thalia Shiva	1801070065
31	Triana Febrianti	1801072036
32	Vegi M. Beliya	1801071060
33	Vivi Tsania Meiala	1801071062
34	Vera Wati	1801070070
35	Yovi Astika Sari	1801071065

## DOCUMENTATION SHEET

No	Documentation Points	Availability
1	A profile of IAIN Metro	√
2	Quantity of students class B the Third Semester Students of the English Departmen of IAIN Metro	√
3	Organization Structure of IAIN Metro	√
4	Facilities	√
5	Location Sketch	√

Note.

- (√) Tick for each positive availability

Metro, January 2020

The writer



Raudhata Rahma Rais  
Npm.1501070290



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
 INSTITUT AGAMA ISLAM NEGERI METRO  
 FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouiniv.ac.id; e-mail: tarbiyah.iam@metrouiniv.ac.id

Nomor : B-3109/In.28.1/J/TL.00/10/2019  
 Lampiran : -  
 Perihal : **IZIN PRA-SURVEY**

Kepada Yth.,  
 REKTOR IAIN METRO  
 di-  
 Tempat

*Assalamu'alaikum Wr. Wb.*

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Saudara berkenan memberikan izin kepada mahasiswa kami:

Nama : **RAUDHATU RAHMA RAIS**  
 NPM : 1501070290  
 Semester : 9 (Sembilan)  
 Fakultas : Tarbiyah dan Ilmu Keguruan  
 Jurusan : Pendidikan Bahasa Inggris  
 Judul : AN ANALYSIS OF NON-VERBAL BEHAVIOUR IN STUDENTS  
 SPEAKING PERFORMANCE AT IAIN METRO

untuk melakukan *pre-survey* di IAIN METRO.

Kami mengharapkan fasilitas dan bantuan Bapak/Ibu untuk terselenggaranya *pre-survey* tersebut. atas fasilitas dan bantuan serta kerjasamanya kami ucapkan terima kasih.

*Wassalamu'alaikum Wr. Wb.*

Metro, 02 Oktober 2019

Ketua Jurusan  
 Tadris Bahasa Inggris  
  
 Ahmad Subhan Roza, M.Pd.  
 NIP. 19750610 200801 1 014





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Nomor : 3498/In.28/R.1/TL.00/10/2019  
Lampiran : -  
Perihal : Balasan Izin Pra Survey

17 Oktober 2019

Kepada Yth.  
Raudhatu Rahma Rais  
di

Tempat

*Assalamu'alaikum Wr. Wb.*

Menindaklanjuti surat Saudara tanggal 02 Oktober 2019 perihal izin pra survey, maka dengan ini kami memberikan izin pra survey kepada:

Nama : **RAUDHATU RAHMA RAIS**  
NPM : 1501070290  
Fakultas : Tarbiyah dan Ilmu Keguruan  
Jurusan : Tadris Bahasa Inggris  
Judul : **AN ANALYSIS OF NON-VERBAL BEHAVIOUR IN STUDENTS  
SPEAKING PERFORMANCE AT IAIN METRO**

Demikian surat ini kami sampaikan, agar dipergunakan sebagaimana mestinya.

*Wassalamu'alaikum Wr. Wb.*

An. Rektor  
Wakil Rektor Bidang Akademik dan  
Kelembagaan



Subairi





**KEMENTERIAN AGAMA**  
**INSTITUT AGAMA ISLAM NEGERI (IAIN) METRO LAMPUNG**  
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jl. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111  
 Telp. (0725) 41507 Fax. (0725) 47296 Website: [www.mctrouniv.ac.id](http://www.mctrouniv.ac.id), e-mail: [iaim@metrouniv.ac.id](mailto:iaim@metrouniv.ac.id)

Nomor : B-3417 /In.28.1/J/PP.00.9/10/2019  
 Lamp : -  
 Hal : **BIMBINGAN SKRIPSI**

23 Oktober 2019

Kepada Yth:

1. Dr. Dedi Irwansyah, M.Hum (Pembimbing I)
2. Trisna Dinillah Harya, M.Pd (Pembimbing II)

Dosen Pembimbing Skripsi

Di -

Tempat

*Assalamu'alaikum Wr. Wb.*

Dalam rangka menyelesaikan studinya, untuk itu kami mengharapkan kesediaan Bapak/ Ibu untuk membimbing mahasiswa dibawah ini:

Nama : Raudhatu Rahma Rais  
 NPM : 1501070290  
 Fakultas : Tarbiyah dan Ilmu Keguruan  
 Jurusan : Tadris Bahasa Inggris  
 Judul : An Analysis Of Non-Verbal Behaviour In Students Speaking Performance At IAIN Metro

Dengan ketentuan sebagai berikut:

1. Dosen Pembimbing, membimbing mahasiswa sejak penyusunan proposal sampai dengan penulisan skripsi, dengan ketentuan sbb:
  - a. Dosen pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV setelah dikoreksi pembimbing 2.
  - b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV sebelum dikoreksi pembimbing 1.
2. Waktu menyelesaikan skripsi maksimal 4 (empat) semester sejak SK pembimbing skripsi ditetapkan oleh Fakultas.
3. Diwajibkan mengikuti pedoman penulisan karya ilmiah/skripsi edisi revisi yang telah ditetapkan oleh IAIN Metro.
4. Banyaknya halaman skripsi antara 40 s.d 60 halaman dengan ketentuan sebagai berikut:
  - a. Pendahuluan  $\pm$  1/6 bagian
  - b. Isi  $\pm$  2/3 bagian
  - c. Penutup  $\pm$  1/6 bagian

Demikian surat ini disampaikan untuk dimaklumi dan atas kesediaan Bapak/Ibu diucapkan terima kasih.

*Wassalamu'alaikum Wr. Wb.*

Ketua Jurusan TBI,  
  
**A. Sohan Roza, M.Pd**  
 NID. 19750610 2008011049



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
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**SURAT TUGAS**

Nomor: B-4146/In.28/D.1/TL.01/12/2019

Wakil Dekan I Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro,  
menugaskan kepada saudara:

Nama : RAUDHATU RAHMA RAIS  
NPM : 1501070290  
Semester : 9 (Sembilan)  
Jurusan : Pendidikan Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di FTIK IAIN METRO, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS OF NON VERBAL BEHAVIOUR IN STUDENTS SPEAKING PERFORMANCE AT IAIN METRO".
  2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro  
Pada Tanggal : 03 Desember 2019

Mengetahui,  
Pejabat Setempat



Wakil Dekan I,

**Dra. Isti Fatonah MA**

NIP. 19670531 199303 2 003



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBİYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Ringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: [www.tarbiyah.metrouniv.ac.id](http://www.tarbiyah.metrouniv.ac.id); e-mail: [tarbiyah.ain@metrouniv.ac.id](mailto:tarbiyah.ain@metrouniv.ac.id)

Nomor : B-4147/In.28/D.1/TL.00/12/2019  
Lampiran : -  
Perihal : **IZIN RESEARCH**

Kepada Yth.,  
DEKAN FTIK IAIN METRO  
di-  
Tempat

*Assalamu'alaikum Wr. Wb.*

Sehubungan dengan Surat Tugas Nomor: B-4146/In.28/D.1/TL.01/12/2019, tanggal 03 Desember 2019 atas nama saudara:

Nama : **RAUDHATU RAHMA RAIS**  
NPM : 1501070290  
Semester : 9 (Sembilan)  
Jurusan : Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di FTIK IAIN METRO, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS OF NON VERBAL BEHAVIOUR IN STUDENTS SPEAKING PERFORMANCE AT IAIN METRO".

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

*Wassalamu'alaikum Wr. Wb.*

Metro, 03 Desember 2019

Nakil Dekan I,



*[Handwritten Signature]*  
Dra. Isti Fatonah MA

NIP. 19670531 199303 2 003



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
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**SURAT KETERANGAN TELAH MELAKSANAKAN RESEARCH**

No. B-4372/In-28-1/J/TL-00-1/12/2019

Menindak lanjuti Surat Institut Agama Islam Negri (IAIN) Metro Nomor: B-4147/In-28-1/D-1/TL.00/12/2019, tanggal 04 Desember 2019 Perihal izin Research, dengan ini Ketua Jurusan Tadris Bahasa Inggris IAIN Metro Menerangkan bahwa:

Nama : Raudhatu Rahma Rais  
 NPM : 1501070290  
 Jurusan : Tadris Bahasa Inggris (TBI)

Telah selesai melaksanakan penelitian selama 9 hari dari tanggal 04 Desember 2019 sampai dengan 12 Desember 2019 di IAIN Metro dengan judul "AN ANALYSIS OF NON VERBAL BEHAVIOUR IN STUDENTS SPEAKING PERFORMANCE AT IAIN METRO" dengan baik.

Demikian surat keterangan ini dibuat untuk dapat di pergunakan sebagaimana mestinya.

Metro, 13 Desember 2019  
 KAJUR/TBI  
  
 Ahmad Subhan Roza, M.Pd  
 NIP. 196910082000032005



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
 INSTITUT AGAMA ISLAM NEGERI METRO  
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**SURAT KETERANGAN TELAH MELAKSANAKAN RESEARCH**


No. B-4372/In-28-1/J/TL-00-1/12/2019

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 NPM : 1501070290  
 Jurusan : Tadris Bahasa Inggris (TBI)

Telah selesai melaksanakan penelitian selama 9 hari dari tanggal 04 Desember 2019 sampai dengan 12 Desember 2019 di IAIN Metro dengan judul "AN ANALYSIS OF NON VERBAL BEHAVIOUR IN STUDENTS SPEAKING PERFORMANCE AT IAIN METRO" dengan baik.

Demikian surat keterangan ini dibuat untuk dapat di pergunakan sebagaimana mestinya.

Metro, 13 Desember 2019  
 KAJUR/TBI  
  
 Ahmad Subhan Roza, M.Pd  
 NIP. 196910082000032005

## SURAT KETERANGAN

Ketua JURUSAN Tadris Bahasa Inggris menerangkan bahwa:

Nama : *Raudhata Rahma Rais*

NPM : *1501070290*

Fakultas : *Tarbiyah dan Ilmu Keguruan*

Angkatan : *2015*

Telah menyerahkan buku berjudul : *Morphological Theory.*

Metro,  
Ketua Jurusan TBI  
  
Ahmad Subhan Roza, M.Pd  
NIP. 19750610 200801 1 014

## SURAT KETERANGAN

Ketua JURUSAN Tadris Bahasa Inggris menerangkan bahwa:

Nama : *Raudhata Rahma Rais*

NPM : *1501070290*

Fakultas : *Tarbiyah dan Ilmu Keguruan.*

Angkatan : *2015*

Telah menyerahkan buku berjudul *Morphological Theory.*

Metro,  
Ketua Jurusan TBI  
  
Ahmad Subhan Roza, M.Pd  
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KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA  
 FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
 IAIN METRO

Nama : Raudhatu Rahma Rais

Fakultas/Jurusan : TBI

NPM : 1501070290

Semester/TA : VIII / 2019

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
	Rabu/24-09/19		✓	Revise ch. I.	Ref
	Rabu 15/5-19			- Please pay attention about collocation - should be coherence in writing!	Ref
	Senin 8/7-19		✓	Acc ch-I continue to ch. II.	Ref
	Kamis 15/8-19			elaborate the question	Ref

Mengetahui :  
 Ketua Jurusan TBI

**Ahmad Subhan Roza, M.Pd.**

NIP. 19750610 200801 1 014

Dosen Pembimbing II,

**Trisna Dinillah Harya, M.Pd.**

NIP. 19830511 200912 2 004



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**IAIN METRO**

Nama : Raudhatu Rahma Rais

Fakultas/Jurusan : TBI

NPM : 1501070290

Semester/TA : VIII / 2019

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
	Kamis 10/7-19		✓	Revise ch. II	<i>Raf</i>
	Rabaris 25/7-19		✓	Acc ch. II Continue to ch. III.	<i>Raf</i>
	Kamis 2/8-19			Revise figure II.	<i>Raf</i>
	Kamis 8/8-19		✓	Revise grammar.	<i>Raf</i>

Mengetahui :  
Ketua Jurusan TBI

**Ahmad Subhan Roza, M.Pd.**

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Dosen Pembimbing II,

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 IAIN METRO

Nama : Raudhatu Rahma Rais

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NPM : 1501070290

Semester/TA : VIII / 2019

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
	Senin 2/9-19		✓	Acc ch- III continue to 1 <sup>st</sup> Advisor.	<i>Rly</i>

Mengetahui :  
 Ketua Jurusan TBI

**Ahmad Subhan Roza, M.Pd.**

NIP. 19750610 200801 1 014

Dosen Pembimbing II,

**Trisna Dinillah Harva, M.Pd.**

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 IAIN METRO

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Fakultas/Jurusan : TBI

NPM : 1501070290

Semester/TA : VIII / 2019

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
	4/9/19	✓		Chapter I-III please revise accordingly	Rais
	6/9/19	✓		AAC for Seminar Proposal	Rais

Mengetahui :  
 Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd.  
 NIP. 19750610 200801 1 014

Dosen Pembimbing I,

Dr. Dedirwansyah, M.Hum  
 NIP. 197912232006041001



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Fakultas/Jurusan : TBI

NPM : 1501070290

Semester/TA : IX / 2019

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
	Jumat 3/10-19		✓	Please reuse ID <del>Ch-IPD</del>	
	Jumat 8/11-19		✓	Reuse the Sample	
	Jumat 15/11-19		✓	<del>Acc ch-IPD</del> Acc ID	

Mengetahui :  
Ketua Jurusan TBI

**Ahmad Subhan Roza, M.Pd.**  
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Dosen Pembimbing II,

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**IAIN METRO**

Nama : Raudhatu Rahma Rais

Fakultas/Jurusan : TBI

NPM : 1501070290

Semester/TA : IX / 2019

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
	25/11/19	✓		Research women Please revise according	
	27/11/19	✓		After revision your instrument will be ready to be used.  Research instrument is okay.	

Mengetahui :  
Ketua Jurusan TBI

**Ahmad Subhan Roza, M.Pd.**

NIP. 19750610 200801 1 014

Dosen Pembimbing I,

**Dr. Dedilrwanvah, M.Hum**

NIP. 197912232006041001



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**IAIN METRO**

Nama : Raudhatu Rahma Rais

Fakultas/Jurusan : TBI

NPM : 1501070290

Semester/TA : IX / 2019

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
	Selasa 17/12-19		✓	Revisi <del>ch. IV</del> ch. IV	
	Selasa 20/12-19		✓	Elaborate more the explanation of consequence	
	Selasa 21/12-20		✓	for ch. IV	

Mengetahui :  
Ketua Jurusan TBI

**Ahmad Subhan Roza, M.Pd.**  
NIP. 19750610 200801 1 014

Dosen Pembimbing II,

**Trisna Dinillah Harya, M.Pd.**  
NIP. 19830511 200912 2 004



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**KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA  
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Fakultas/Jurusan : TBI

NPM : 1501070290

Semester/TA : IX / 2019

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
	8/01/2020	✓		Chapter IV should answer the research questions  1. The Students' Problem of Verbal... 2. The dominant Type of... 3. The Students' Difficult	
	13/01/2020			Description of research setting should be no more than 2 pages. - what - where - when	

Mengetahui :  
Ketua Jurusan TBI

**Ahmad Subhan Roza, M.Pd.**

NIP. 19750610 200801 1 014

Dosen Pembimbing I,

**Dr. Dedilrwanvah, M.Hum**

NIP. 197912232006041001



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Fakultas/Jurusan : TBI

NPM : 1501070290

Semester/TA : IX / 2019

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
	13/01/2020			please come back next week.	
	20/01/2020			You're not ready	
	20/01/2020			— @ fir Muningsyah	

Mengetahui :  
Ketua Jurusan TBI

**Ahmad Subhan Roza, M.Pd.**

NIP. 19750610 200801 1 014

Dosen Pembimbing I,

**Dr. Dedirwansyah, M.Hum**

NIP. 197912232006041001

## CURRICULUM VITAE



The writer name is Raudhatu Rahma Rais. She was born in Bandar Jaya on September, 2<sup>th</sup> 1998. Live in Bandar jaya Kec. Seputih Agung. The writer finished her formal education on elementary school at MI Banjar Rejo, junior high school at SMP Roudlotul Qur'an Metro and high school m at MA Miftahul Huda. After graduated from senior high school, the writer became the student of IAIN Metro since 2015. The writer listed as student in English department program of IAIN Metro.