THE EFFECTIVENESS OF PARALANGUAGE IN ENGLISH AS FOREIGN LANGUAGE (EFL) CLASSES

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Abstract

This study was carried out to investigate the effectiveness of paralanguage in English as Foreign Language (EFL) class. Descriptive qualitative method was utilised in this study. Researchers took paralanguage as the object of this study. Purposive sampling was applied in taking the sample. Source of the data were taken from observation check list and interview. The data were analysed using paralanguage theory. The result revealed that teachers implemented paralanguage in class. (1) healthy synergy could be created between teachers and students; (2) the tone or pitch of the voice helps provide confirmation of an explanation; (3) variations in tone can make the class atmosphere not flat and monotonous; (4) variations in tone, optimal voice volume according to students' conditions in the classroom, and clear accents and articulations can help students follow the teacher's explanation and students can comprehend the explanation of the material effectively; and (5) teachers' preparation in the classroom determines the continuity of optimal teaching and learning and teachers can avoid frequent use of fillers which will lead to monotonous classes. The implication of this study is due to the significant influence of paralanguage in teaching and learning process, teachers especially English teachers need to apply paralanguage in class. An effective instruction not only does focus on the transferring the materials, nevertheless the effort applied to lead students to e comprehensive understanding of the materials learned.

Key words: Effectiveness, Paralanguage, EFL

INTRODUCTION

Communication could be effective and said to be successful if in the communication process there is a reciprocal relationship that is mutually beneficial. The speaker and listener can exchange ideas and what is conveyed is acceptable and understandable. It is believed that it is not only the use of verbal language that can create significant communication but also non-verbal language (Adli N, 2020). 7% of people convey messages or feelings through verbal language and 93% through nonverbal language (Afdhaliah, Nihla, & Halim, 2017). It is said that significant message clarification can be achieved through non-verbal communication (Kamlasi & Sahan, 2022). Non-verbal communication is the process of sending and receiving messages without verbal code (Bunglowala & Bunglowala, 2015). One aspect of nonverbal communication is paralanguage. Paralanguage focuses on vocal characteristics, vocal qualifiers, and vocal segregates (Devito, 2013; Qiang, 2013; Khalifa & Faddal, 2017), for example, laughing, crying, shouting, volume, tone, tempo, etc. These aspects have different meanings in a person's speech or expression.

Referring to the explanation above, it can be said that paralanguage is often used in a person's communication. The purpose of using paralanguage is simply to express that the

speaker's intentions, ideas and information are transferred and received effectively (Fatwassani et al., 2022) and paralanguage helps conversations run smoothly and effectively (Ananda et al., 2020). This is supported by (Huang, 2011) that effective understanding in a conversation is a positive influence of the use of paralanguage as an aspect of non-verbal communication. In teaching English, a teacher usually has to make more optimal efforts in delivering the material. He must explain the material in various ways or methods. Therefore, an English teacher must adopt effective methods in teaching (Sari, 2018). The way he delivers the material determines the success of teaching and optimal students' understanding.

An English teacher needs to pay attention to the smoothness of materials delivery during EFL class. He must be aware of students' responses and reactions during teaching and learning activities. For example, he must create a clear voice when explaining the material. Apart from that, the volume and tone of voice must also be considered. Students who are non-English speakers often have difficulties in English classes. This situation often occurs in EFL classes, and it took place in EFL classes when the researchers conducted the pre research. If teachers do not pay adequate attention to students, then difficulties in learning English will often occur. This condition will cause the class to be ineffective.

Several previous studies related to this research have been carried out. The first research was conducted by Kamlasi dan Sahan, (2022) entitled "An Analysis on Politeness of Non-Verbal Communication in an English as a Foreign Language Classroom". The focus of this research is non-verbal communication politeness in the EFL classroom. They found that there were 16 politeness strategies used by teachers in EFL classes, and these politeness strategies had a significant positive impact on EFL classes. The strength of this research was the use of non-verbal language that became the focus of this research, however, the weakness was they did not include paralanguage as one of fundamental aspects in non-verbal language. The second research was conducted by Fatwassani et al., (2022) entitled "Implementing Multimodal Paralanguage by the ELT Students in Presentational Activity". They focused this research on the use of paralanguage and the results revealed that multimodal paralanguage is a strategy for improving communication. The strength of this research was the use of paralanguage. They focused on the use of paralanguage specifically the three aspects; vocal characterisers, vocal qualifiers, and vocal segregates. The third study was conducted by Azzahra et al., (2022) entitled "The impacts of teachers' paralanguage in EFL Classroom". This study focused on what kind of paralanguage and how teachers utilised paralanguage in class. The results reveled that teachers implemented body language and voice tone in class. The use of those paralanguage led to students' good motivation in learning. However, they did not widely concern on each element of those three aspects.

The three researches above became the main references for this study. This research could be argued more complete since it focused on the use of all elements of each aspect of paralanguage, meanwhile, the previous studies did not. This is the novelty of this research. The reason underlying the choice of paralanguage as the focus in this research is the experience that the researcher has gone through while being a teacher where teaching English is not solely about

conveying topics but how effective classes can be created, in the sense that students do not understand the material enough through teacher's explanations.

Being a high school English teacher for several years and teaching English to university students has allowed him to understand and know exactly what students need and how to create effective classes. The dream for a teacher is that the English class atmosphere can be maintained and run well and what is taught can be understood and adopted effectively. Researchers have been thinking about classroom atmospheres like this for a long time. Therefore, research with a focus on paralanguage is fundamental and urgent to do to find out the effectiveness of paralanguage used in EFL Classes. This is the aim of this study. The implications of this research is there is a considerable contribution to either English teachers or non-English teachers. Teachers in general not only do focus on teaching and follow systematic learning steps but they also need to include paralanguage elements in teaching and learning activities.

Literature Review

Paralanguage

This research used paralanguage theory. Paralanguage is a part of nonverbal language that takes the form of vocal characters, vocal qualifiers, and vocal segregates (Devito, 2013). Houston (in Hertzberg & Rudner, 1999) states that paralanguage is the study of elements of speech communication that are not included in linguistic structure or content such as vocal qualifications, intonation and body language. In line with Houston, according to the British Broadcasting Corporation (BBC) online dictionary, "paralinguistics are the aspects of spoken communication that do not involve words". In other words, paralanguage has nothing to do with words. These vocal and non-vocal aspects can emphasize or add meaning to what is said, and can be expressed consciously or unconsciously.

Paralinguistic Vowel Features

According to Harmer (2007), There are several ways that can be used to say something, depending on the context in which the speaker is, regardless of the sound, stress and intonation used. Paralinguistic vocal features relate to how the speaker says something becoming more aware that even the slightest differences in terms of sound integration in verbal communication can contribute significantly to better conversations and can promote deeper understanding and relationships with others. In other words, a speaker can say something loudly or in a low voice, in both cases it is a matter of volume, and pitch that varies according to certain circumstances. For instance, speaking in a high tone if you are angry, or communicating in a low tone shows respect for older people.

These features are also referred to as paraverbal features. This shows that paraverbal features are all non-lexical aspects of the verbal component of kinesic description of movement and body gestures. Proxemics is the management of space in relation to the social and physical environment. Haptics relates to the use of touch. Oculesics relates to the use of eye contact. Vowels relate to pitch, volume, stressing, speed, etc. Facial expressions gestures produced by facial muscles. Silence is the absence of a word. Posture relates to the position and orientation of the body. These features of communication explain that these aspects are characterized by the

degree of intensity, speed, degree and duration of detectable and perceptible pitch fluctuations, duration of speech segments, use of sounds that do not occur in the standard language system, and finally the role of silence. In simple terms, the paraverbal feature is a voice qualifier that influences the spoken message to add or sharpen its meaning. This indicates that these elements include all communication signals related to voice modulation.

There are various paralanguage factors that can be used to convey meaning in communication. These factors are vocal characterizers, vocal qualifiers, and vocal segregates. Vocal characterizations relate to laughing, crying, screaming, moaning, whining, belching, yawning, then vocal qualifiers relate to volume, pitch, rhythm, tempo and tone, and vocal segregates relate to "*uh-huh, shh, uh, ooh, mmmh, humm, eh, mah, nahh*" (Dash, 2022).

Vocal Characterisers
Vocal characterisers express emotions, for example laughing, crying, screaming, moaning, whining, burping, yawning, and so on. In a situation when a person sighs, it can be concluded that the person is tired. On the other hand, when someone screams, it can be concluded that the person is afraid (Samovar et al., in Nishishiba, 2017).
There is debate among researchers as to whether vocal characterisers that communicate basic emotions (i.e., anger, disgust, fear, joy, sadness, and surprise) are categorized universally regardless of cultural differences, or whether the perception of these emotions is more culturally specific.

Vocal Qualifiers
Vocal qualifiers, or vocal tones, "make 'music' out of the human voice" (Martin & Nakayama, in Nishishiba, 2017). The tone takes the following form.
1. Pitch range, related to the pitch of the sound
2. Tone intensity, related to how the tone carries
3. Accent, how words are pronounced
4. Articulation, how sharp and precise the words are pronounced
5. Rate, related to how fast or slow the speech is
6. Volume, related to loud or soft

Pitch or vocal variation
These elements influence the way speech is spoken. Poyatos (2022) considers pitch as the most flexible and adjustable feature of conveying a voice message and suggests that the sharpness (highness) or gravity (lowness) of pitch caused by a faster or slower vibration frequency of the vocal cords is pitch. In essence, pitch refers to the number of vibrations that the vocal cords make in the process of speaking. The sound of the sound changes as the vibration rate changes. When the number of vibrations increases, the pitch also increases and the sound sounds higher, but when the number of vibrations decreases, the pitch also decreases and the sound sounds lower.

Tone of Voice

The tone of voice brings an emotional aspect to the words spoken. According to Givens (in Bunglowala & Bunglowala, 2015), tone of voice reflects psychological arousal, emotion and mood and may carry social information such as in a superior or submissive manner of speaking. In other words, the tone of voice is a marker of the speaker's attitude and how firm a statement is. The tone of voice reveals the speaker's passion and commitment or vice versa, in addition to the emotion behind the words spoken.

Intonation

The term intonation refers to a means of conveying information in speech that is independent of the words and their sounds. Central to intonation is pitch modulation, and intonation is often thought of as the use of pitch over the domain of speech. However, pitch patterns in speech are so closely related to patterns of timing and loudness, and sometimes voice quality, that we cannot consider pitch in isolation from these other dimensions. The interaction of intonation and stress – the patterns of relative prominence that characterize speech – is very close in many languages, including English. For those who prefer 'intonation' to the effect of pitch in speech, the word 'prosody' is suitable as a more general term to include pitch pattern, timing, loudness, and (sometimes) voice quality.

Cultural norms influence the way vocal qualifiers are interpreted, and also what types of qualifiers are preferred and seen as more credible and favorable. The preferred tone in US cultural formal business settings, such as job interviews or presentations, is a modulated voice that expresses appropriate affect, pitch variation, speed, and volume. Monotonous and soft voices are usually frowned upon.

Accents

Accents are another component of paralanguage. One can be judged by the "standard" of one's spoken language based on accent, along with other elements, such as grammar and vocabulary. The so-called "BBC English" represents the English accent most widely accepted in the United Kingdom or Great Britain (Nishishiba, 2017).

Vocal Segregates

Vocal segregates refer to sounds that are not actual words, but function as fillers in a person's speech, such as "uh-uh," "uh," "ah," "er," "mmm," and "hmm" (Dash, 2022; Samovar in Nishishiba, 2017). Typically, in American culture speaking fragmented sentences by inserting too many vowel segregates is frowned upon and considered a sign of lack of self-confidence. Interestingly, even in the use of such filter sounds, there are cultural norms and standards for their meaning and appropriateness, as well as standards for how they are used to make judgments about the person using them. One American blogger, for example, described how Japanese people sometimes show disapproval by making a hiss, which is "a sharp breath through the teeth, sometimes accompanied by a slight turn of the head" (Sarah in Nishishiba, 2017). He noted that initially, when he encountered this hissing, he thought the person was just thinking, until he

realized that it meant the person disagrees, doesn't want to talk about a subject or just doesn't know.

METHOD
Research Design
This study employed descriptive qualitative method. Qualitative descriptive research was designed to investigate and describe nature's design. This includes people, events, phenomena in their natural setting (Punch & Oancea in Seran & Nalenan, 2022). Therefore, it could be concluded that the descriptive qualitative method is related to how researchers understand and describe everything around them. In connection with this statement, it was believed that this research used a qualitative descriptive design appropriately because the research field is related to the effectiveness of paralanguage in the EFL classroom. Thus, data were collected, analyzed, discussed, and described qualitatively.

Participants
The participants in the study were English teachers and students of SMAN 2 Kefamenanu and SMA Fides Quarens Intellectum, North Central Timor Regency, East Nusa Tenggara. In determining the sample, the researcher applied purposive sampling so that the sample was taken from the two schools. Purposive sampling is a sampling technique used to select participants who are going to provide more complete data for a research (Kelly, 2010). Thus, an English teacher and four students of grade XI from each school were taken as participants in the interview session. Therefore, the total sample in this study was 10 people. Then, to carry out classroom observations, two classes of grade XI were taken from each school, namely, grade XI majoring in Sciences and Mathematics. In selecting the participants, researchers applied some criteria, (1) participants had to know and understand the focus of the study; (2) participants were English teachers and second grade students of Sciences and Mathematics class, (3) the students were recommended by the English teachers; and (4) participant should be available and ready to be interviewed based on the specified schedule.

Instrument
The instruments used in this research were observation check list and a semi-structured interview. Through observation, the researchers observed the entire English class and investigated the use of paralanguage by filling in the checklist observation sheet. Therefore, the observation check list was utilised by the researchers. Then, the semi-structured interview was designed to gain more data regarding paralanguage. The purpose of this interview was to find out how effective the use of paralanguage in EFL classes, and to explore deeper data regarding teachers and students' responses towards the use of paralanguage in EFL classes. In addition, researchers obtained various perspectives regarding the topic being researched and could enrich the data.

Data Analysis Procedures

Data analysis techniques included; (1) Transcription, at this stage the researchers transcribed the research interview data into written form; (2) Reduction, researchers reduced irrelevant data; (3) Classification, researchers classified interview data into types of paralanguage; (4) Triangulation, researchers compared the interview data from each informant; (5) Analysis, researchers analysed the data based on the type of paralanguage produced during class (Miles & Huberman, in Coştu et al., 2009). Data analysis focused on vocal characterizers, vocal qualifiers, and vocal segregates.

FINDINGS AND DISCUSSION

Finding

This research was carried out at SMA Negeri 2 Kefamenanu and SMA Fides Quarens Intellectum, North Central Timor Regency. The data obtained from this research is in the form of observation checklist data and interview data. The observation check list data relates to the use of paralanguage in teaching and learning activities in English as Foreign Language (EFL) classes and the data from interviews in the form of participant responses, in this case teachers and several students, regarding the use of paralanguage in EFL classes.

Observation check list data during teaching and learning in both schools shows that teachers often used paralanguage in teaching and learning. There were three aspects of paralanguage that became the focus of this research, namely, (1) vocal characterisers which include emotions (anger, sadness, laughter, happiness, pleasure), shouting, burping, yawning, and sighing; (2) vocal qualifiers which include tone or pitch of voice, speaking style or accent, articulation, tempo or speed of voice, and volume or loudness and softness of voice; (3) vocal segregates which include fillers such as uh, as, er, mmm. Apart from this observation checklist data, there were interview data that presented directly in the discussion section.

The followings are the data findings from this research.

Table 01. Accumulated Data from Class Observation Check List Results on Frequency of Paralanguage Use

No	Paralanguage Aspect	Frequency of Use							
		1 x	2 x	3 x	4 x	5 x	6 x	7 x	≥7 x
1	Vocal Characterisers								
	- Emotion	angry					smiling	laughing	√
	- Shouting			√					
	- Burping								
	- Yawning								
	- Sighing					√			
2	Vocal Qualifiers								
	- Tone						√		
	- Accent						√		
	- Articulation				√				
	- Rate/tempo				√				
	- Volume							√	
3.	Vocal Segregates								

| - | Fillers (*Uh,, ah,, er,,mmm,,*) | √ |

The table above presents the accumulated data from the class observation check list on the frequency of the use of paralanguage. The three aspects of paralanguage have varying frequencies of use. The first aspect is vocal characterisers with emotional elements consisting of anger occurring once, smiling 6 times, laughing 7 times, shouting and sighing 5 times. The second aspect, vocal qualifiers, which consist of tone occurring 6 times, accent 6 times, articulation 4 times, rate or tempo 4 times, and volume 7 times. The third aspect, vocal segregates or fillers occurred 9 times.

The followings are diagrams of the use of the three aspects (vocal chracterisers, vocal qualifiers, and vocal segregates)
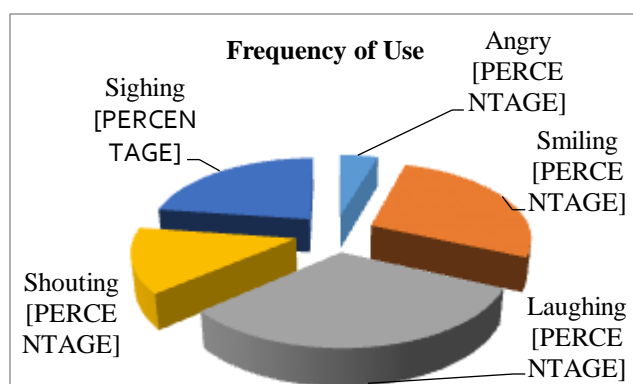
1. Vocal Charecterisers

Figure 01. Diagram of the Use of Vocal Characterisers

The diagram above shows that the frequency of use of vocal characterisers is dominated by the laughing element with a usage percentage of 32%. This was followed by smiling at 27%, sighing at 23%, shouting at 14%, and angry at 4%.
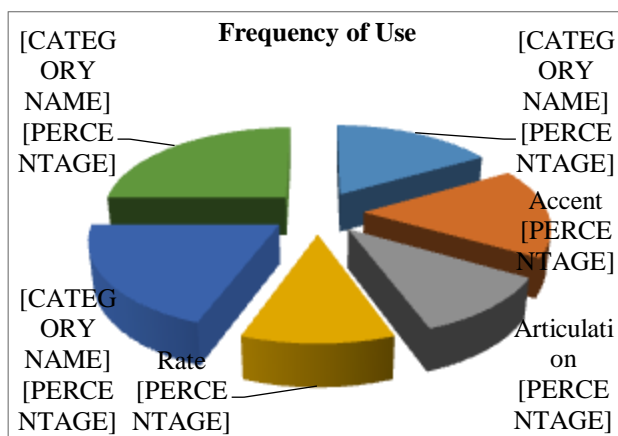
2. Vocal Qualifiers and Vocal Segregates

Figure 02. Diagram of the Use of Vocal Qualifiers and Vocal Segregates

`In the diagram of paralanguage use of vocal qualifiers and vocal segregates above, it shows that fillers obtained 25% of their use, volume 19%, tone 17%, accent 17%, articulation 11%, and rate 11%. Based on the frequency of use of paralanguage, namely vocal characterisers, vocal qualifiers and vocal segregates, it can be concluded that the laughing element received the highest percentage of use, namely 32%. Then, it was followed by smiling at 27%, fillers at 25%, and other elements are below these three elements.

Discussion

In this section, the researchers present a discussion related to the data findings presented previously. The data found were grouped according to the type of paralanguage, namely, vocal characterisers, vocal qualifiers, and vocal segregates. The researchers did the triangulation data from the interview results among participants (teachers and students) and data taken from the observation checklist.

Effectiveness of Using Paralanguage in English as Foreign Language (EFL) Classes

Based on the data findings presented in the previous section, teachers often utilised paralanguage in EFL classes. The three aspects of paralanguage of this research obtained different frequencies of use.

There are five elements in the vocal part of characters, namely, emotions (angry, laughing, sad, happy), shouting, burping, yawning and sighing. Not all of these five elements are implemented in the EFL class. First, the frequency of using emotions (angry, laughing, happy, smiling) was 9 times during the teaching and learning process in EFL classes with details, laughing as much as 32%, smiling as much as 27%, and anger as much as 4%. Then, shouting occurred as much as 14%, and sighing occurred 23%. Meanwhile, burping and yawning elements did not occur during the teaching and learning process.

In the vocal qualifiers section, there were five elements with the frequency of their use during EFL classes as follows. First, Tone (the high and low of the voice) gained 17% usage. Second, Accent (speech style) gained 17% usage. Third, Articulation, received 11% usage. Fourth, Rate/tempo (how fast and slow the sound is), gained 11% usage. Fifth, Volume (loudness, softness of sound), gained 19% usage.

The Vocal Segregates section only has one element, namely the use of fillers such as uh, ah, er, mmm. In accordance with the data obtained, the use of fillers during teaching and learning activities in EFL classes in the two schools could be said to be quite dominant, namely 25%. To support the effectiveness of using paralanguage in EFL classes, interviews were conducted with eight participants drawn from two teachers from each school, and 3 students from each school. To support and complete the data and discussion, researchers took the results of teacher and student interviews. The following are the results of interviews conducted with participants regarding the paralanguage aspects; vocal characterisers, vocal qualifiers, and vocal segregates.

1. Vocal characterisers
   a. Emotion

   Positive emotions are needed in teaching and learning. This aims to create a conducive classroom atmosphere (Khaerunnisa, S.H. et al., 2019; Morgan, 2016). The participants said that emotions are necessary in EFL classes. The following is an excerpt from an interview regarding the use of vocal characterisers in EFL classes.

Teacher A:

"For English learning, in essence, it must be fun. The purpose of emotion is to emphasize a certain part in the presentation of the material. Emotions can be through smiles and laughter, for example, so that students can feel comfortable. However, sometimes students also feel comfortable if the class atmosphere is fun from beginning to end. So that teachers sometimes cannot avoid angry emotions. But basically, emotions are used to balance the class atmosphere. This is what I have experienced so far".

To support the above statement, the following is a student's response.

Student A

"I think it is important. Because at certain times, a teacher's emotional expression needs to be expressed when explaining the material. Expression can help teachers in giving emphasis."

In line with teacher A, teacher B said that emotions were accidentally used during learning when the class was noisy and uncontrolled. So emotions are needed to harmonize the class atmosphere.

Teacher B:

"The teacher can be firm to restore the calm class conditions. Or in other words, emotions are needed to synergize between teachers and students in the classroom. Emotions do not mean anger or violence but as an affirmation. So this is called positive emotions".

Apart from that, emotions also have a negative meaning as discussed by (Khaerunnisa, et al., 2019; Richards, 2022) in the research carried out. They found that this emotion can influence the teaching and learning process. Students get annoyed, exhausted or nervous in class when teachers presumably create unintended emotions such as shouting, angry,

etc. Teacher A said that there were positive and negative effects of teacher emotions in the classroom. This can be seen in the following interview excerpt.

Teacher A:

> "There are positive effects and negative effects. The negative effect is that sometimes students feel disturbed, depressed with emotional expressions such as a rather loud tone like shouting, this certainly affects the concentration of the student in learning. In the end, the person concerned is only passive in class. But the positive side is, if interspersed with laughter or funny expressions, students will feel comfortable and flexible. The point is that the emotions expressed must be balanced."

b. Sighing

Sighing means that the speaker is in a state of stress or deep thought (Rosidah, 2020). Ardell (2022) found out his research that teachers use sighing in the middle of the teaching means that they are searching to convey their feelings. According to the observation results, teacher B was seen sighing while waiting for one of the students to respond to the question asked. This means that the teacher was thinking about what answer or response the student will give. Then, based on the results of the interview, teacher B said that sighing when responding to students who were less active in class was normal. The teacher felt that the explanation of the material was not effective enough and the teacher also felt annoyed because the students who were asked did not pay full attention during the lesson.

Teacher A:

> "I think that's normal. Sighing means the teacher feels that the student is not responding in class so the teacher feels that the teacher's explanation is not effective enough. The second meaning is that the teacher feels annoyed because the student is not paying full attention when the teacher is presenting the material".

2. Vocal Qualifiers

a. Tone

High and low voices or variations in voice are needed in teaching. This aims to make the class varied or the teacher's explanations not monotonous and to highlight that a certain part is important (Pratiwi & Ediyono, 2018; Harrison, 2020). Teacher A owned an opinion that was in line with the research results above.

Teacher A:

> "In English learning, the pitch of the voice is very important. Just like in singing, harmony can be created or the song will be beautiful if the tone of the voice varies. Likewise in learning, this is intended to give color or tone to the learning. Learning is not monotonous, and the pitch of the voice is also important to emphasize or highlight important parts. When a certain part is considered important, the teacher can raise his/her tone, or vice versa. If there is nothing that needs to be emphasized, then the teacher uses a normal or low tone of voice."

In line with teacher A, teacher B and student A said that the high and low voices function to provide emphasis.

Teacher B:

> "Everyone has a different high and low voice. I think the high and low voice is very necessary for a teacher in giving an explanation. I think the high and low voice aims to provide emphasis."

Student A:

"because the high and low voices can help students who have poor hearing to hear and help them understand clearly. In addition, a high voice can help teachers to emphasize. This means that what is being conveyed is crucial."

b. Accent

According to the Big Indonesian Dictionary (KBBI), accent or speaking style is the way a person pronounces something that is characteristic of his region. Accents are quite influential in English pronunciation. An accent or speaking style is something normal and natural in a conversation, but the fundamental thing is that what is said can be comprehended.

In this research, teacher A and teacher B had the same views regarding accents.

Teacher A:

"Accents are very influential in learning, accents can also affect student understanding. If the teacher's accent is influenced by his/her mother tongue, it will greatly affect the student's hearing and understanding. If the teacher is wrong or mistaken in pronouncing certain words because of the mother tongue accent, then the students will not understand effectively. But the most important thing is that whatever the accent, students can hear clearly and understand the teacher's intentions."

Teacher B:

"Regarding accent, I think each of us has a different accent according to our respective origins. The problem is whether our accent affects students' understanding or not. The most important thing for me is clear and understandable pronunciation."

On the other hand, teacher A suggested that every English teacher should know and be familiar with standard and commonly used accents such as the British accent and the American accent. This aims to provide knowledge and make students familiar with the two standard accents so that students become accustomed to listening classes.

Teacher A:

"But teachers' knowledge and understanding of English accents is very important, for example the commonly used accents such as British accent and American accent. Teachers should know both standard accents well. Because accents will certainly have a big influence on teacher pronunciation and student understanding".

c. Articulation

Articulation is the clarity of sound when pronouncing words, while word pronunciation is how to pronounce language sounds (Marguri & Pransiska, 2021). Clear articulation is a very important element in the EFL classroom and it assists English teachers to convey clear message (Ambarwati & Mandasari, 2020). This is proven by the opinions expressed by teacher A and teacher B.

Teacher A and teacher B:

"Clarity in speaking is more important. This has an impact on student understanding. If the teacher's articulation is very clear, then students will easily understand what is being conveyed. Moreover, English is still considered a foreign language, clear articulation is certainly very much needed."

d. Rate

Rate or tempo is related to how fast and slow one speaks (Purnamasari, 2022). Tempo influences the listener's absorption and understanding of what is uttered (Arsyad, Muljono, & Matindas, 2015). Saito, Sun, and Tierney (2020) also found that rate determines a comprehensive understanding in learning process. In line with this, teacher A, teacher B, student B, and student C have the same views.

Teacher A and Teacher B:

> "Tempo is also very important in teaching. Especially in teacher explanations. A teacher must maintain the tempo in explaining or presenting the material so that students do not have difficulty understanding the meaning conveyed or explained."

Student B:

> "In my opinion, the stability of tempo must be maintained or considered by teachers in explaining the material. Likewise, students, if they give opinions or answer teachers' questions, must pay attention to the tempo. In class, students' abilities in understanding the material or teacher's explanations vary. Some can understand quickly even though the tempo in the explanation feels fast, but if you need to slow down the tempo, it should not be too fast. In addition, if the tempo is too slow, the class will feel very monotonous and uninteresting and can waste time. Conversely, if the tempo is too fast, the points explained may not be conveyed effectively."

Student C:

> "to me, the tempo should also be adjusted to the situation. If the students already understand what is being explained, then the tempo should be accelerated. On the other hand, if the material is still new and needs a detailed explanation, then the tempo should be slowed down."

From the participants' opinions above, it can be concluded that tempo is an important element in the teacher's explanation. However, it is adjusted to the situation.

e. Volume

Volume is the loudness and softness of a sound. Kuncoro (2017) in their study, found that adequate sound volume can help facilitate learning. The participants in this study said that the volume of the voice or the loudness and softness of the voice helped the teacher in emphasizing or highlighting certain parts of the explanation.

Teacher A:

> "Volume is also crucial. Especially in English learning, of course volume is very important. But in my opinion, the volume also depends on the class conditions, if the class is large then the volume of the voice must be loud, likewise if the class is small then the volume of the voice is soft. In addition, the loudness or softness of the voice is also important in giving emphasis or highlighting the topic."

In line with teacher A, teacher B and student A, student B, Student C also stated the same thing.

Teacher B:

> "The size of the classroom is just right to accommodate the volume of the teacher's voice when giving an explanation. In general, students have a habit of imitating speech, the overall learning will be very ineffective if the speech delivered by the teacher is not heard well by the students. Or vice versa if the student speaks very softly, the teacher must give the student a second chance to speak with a loud volume. I usually say to students, "Can you speak loudly, please?". Of course the student will repeat it one more time."

Student A, student B, and student C:

"The loudness of the voice in the explanation also helps the teacher to emphasize the explanation."

Several aspects of vocal qualifiers are crucial in teaching process. Teachers and students need to concern and with tone, accents, articulation, rate, and volume.

3. Vocal segregates

Vocal segregates is related to sounds that are not in the form of words such as 'um', 'uh' (Hedeshy, Menges, & Staab, 2023). Vocal segregates or fillers really help a speaker in maintaining a conversation (Lombogia, Kodong, & Lasut, 2020). This is also in line with what was conveyed by the participants in this research.

Teacher A and Teacher B:

"To speak a foreign language like English, we need to think twice. So it is natural for teachers or students to use gap fillers in their explanations. This is to help teachers or students maintain the conversation or explanation."

Student A and Student B:

"Teachers can use fillers to help them think so that the explanation doesn't get stuck."

On the other hand, the participants also conveyed things that contrasted with the statement above. It is said that the frequent use of fillers in an explanation or conversation will disrupt the smoothness of the explanation or make it seem monotonous.

Teacher A:

"But the use of fillers also has negative effects, if the use of fillers is excessive it will create a monotonous and boring atmosphere."

Student C:

"Personally I think it's okay as long as it's not used too often. Because if it's used too often, the explanation will be monotonous and not smooth."

However, participants said that the frequency of using fillers also depended on the teacher's preparation. If teachers prepare themselves and the material optimally then frequent use of fillers can be avoided.

Teacher B:

"In my opinion, it depends on the teacher's preparation. If the teacher prepares the material well, of course fillers will be rarely used."

Student C:

"I think the use of fillers depends on the preparation of the teacher and students. If the teacher or students prepare the material or assignment well, then fillers are not often used."

Referring to the discussion above, it can be concluded that the three elements of paralanguage, namely vocal characterisers, vocal qualifiers, and vocal segregates, play an important role in EFL class teaching and learning. Several elements contained in the three parts of paralanguage help the smoothness and continuity of effective EFL teaching and learning, namely (1) the use of emotions can synergize and harmonize classroom conditions between teachers and students; (2) the tone or pitch of the voice can provide emphasis or highlight the learning material; (3) variations in tone can make the class more lively and not flat; (4) variations in tone, voice volume appropriate to the class and student conditions, and clear accent and articulation can help students optimally understand the material received; and (5) infrequent use

of fillers is also beneficial for teachers and students in maintaining the stability of the delivery of material or explanations. Apart from that, optimal teacher preparation can prevent teachers from using excessive fillers which can cause an explanation to become monotonous and ineffective.

CONCLUSION AND SUGGESTION

Based on the results of research, data analysis and discussion, it can be concluded that paralanguage is often used in English as Foreign Language (EFL) classes. The three paralanguages are, vocal characterisers, vocal qualifiers, and vocal segregates.

From the aspect of vocal characters, there are 5 elements, not all of which are used in EFL teaching and learning activities (KBM). The frequency of using emotions (anger, laughter, smile) during the learning process in EFL classes varies, with details, laughing as much as 32%, smiling as much as 27%, and anger 4%. Shouting occurred 14% of the time, and sighing occurred 23%. Meanwhile, burping and yawning elements did not occur during the EFL classes.

In the vocal qualifiers section, the 5 elements in this section are implemented in the EFL classes. Tone (high and low voice) got a frequency of use of 17%, accent (speech style) got 17%, Articulation (articulation) got 11%, Rate/tempo (fastness of voice) got 11%, and volume (loudness, softness of sound) got 19%. In the Vocal Segregates section there was only one element, namely the use of fillers such as uh, ah, er, mmm, and the frequency of use was 25%.

All elements contained in paralanguage implemented in EFL teaching and learning can be beneficial for the effective continuity of teaching and learning in EFL classes, namely, (1) good synergy will be created between teachers and students; (2) the tone or pitch of the voice helps provide confirmation of an explanation; (3) variations in tone can make the class atmosphere not flat and monotonous; (4) variations in tone, optimal voice volume according to students' conditions in the classroom, and clear accents and articulations can help students follow the teacher's explanation and students can understand the explanation of the material effectively; and (5) teacher preparation in the classroom determines the continuity of optimal teaching and learning and teachers can avoid frequent use of fillers which will lead to monotonous classes.

Significant contribution of this study is paralanguage is influential in EFL class in order to assist English teachers or teachers in general maintain the class and can create a comprehensive learning. Therefore, the application of paralanguage in class is recommended since the use of it is not excessive.

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