Abstract. This paper aims to investigate the use of paralanguage, as a part of non-verbal communication. It is believed that paralanguage has fruitful contribution to the successful teaching and learning process and therefore it is necessary to explore deeply about the functions of teachers’ paralanguage in the classroom interaction. Under the design of qualitative research, this study focused on observing the functions of teachers’ paralanguage in online classes conducted via Zoom Cloud Meetings. This study relied on the use of observation and recording to obtain data. The subject is one English class with one teacher and 31 students in one Senior High School in South Sulawesi, Indonesia, which applied Zoom Cloud Meetings as the medium of interaction. To analyze data, steps of analysis included data collection, data reduction, data display and conclusion (drawing or verifying). The result of data analysis showed that the use of teacher’s paralanguage in teaching has several functions. Some of those functions were (1) to accent, (2) to complement, (3) to contradict, (4) to regulate, and (5) to repeat. Findings from this study can become a reference for teachers in creating effective classroom interaction both in face-to-face interaction and online interaction. The results of this study are expected to give a contribution to pedagogical knowledge as an important input about non-verbal communication, especially the use of paralanguage in EFL classroom interaction.

Keywords: Communication; Non-Verbal Communication; Paralanguage; EFL Classroom Interaction; Online Classes
INTRODUCTION

Communication is one of the common topics in language and literature. That is because we cannot separate it with language and literature itself. Communication will help us to interact with each other because we can share our idea, opinion, information, knowledge, attitudes, and skills. Communication itself consists of two types; they are verbal communication and non-verbal communication. There is 65% of the meaning of conversational messages comes from non-verbal cues, leaving only 35% to verbal communication. These studies revealed that non-verbal communication is more crucial and more common to use (Zani, R. M., et all, 2017).

Non-verbal communication is a way to communicate without using a word. Non-verbal communication plays an important role in teaching and learning process because “non-verbal communication is particularly important with respect to teaching/lecturing” (Omotayo, A. A., 2017). and that “the role of non-verbal communication is more important in classroom teaching for students’ learning” (Pandey, R., 2017). One of the tools which might seem to be ordinary but can be of great importance for teaching instruction and classroom management is non-verbal communication (Muchemwa, S., 2013). Non-verbal communication is an alternative way in classroom interaction to make a successful teaching and learning process.

Non-verbal communication also has many types. One of them is paralanguage. Paralanguage is a part of non-verbal communication that conveys the real meaning of a spoken word. Paralanguage is non-verbal communication that reveals the beyond meaning of a spoken word by highlighting a persons’ voice or vocal tone. Paralanguage is important in communication because without it, it is difficult to convey the real meaning (Zani, R. M., et al, 2017; Muchemwa, S., 2013; Budacia, L. C. G., 2010; Khalifa, E. M., & Faddal, H., 2017; Sabas, J. J. O., & Torres, N. G., 2017). Paralanguage is one part of non-verbal communication; that is why it is very important in communication. Paralanguage can declare the persons’ real meaning (Zainuddin, Z. A. A., & Selamat, S., 2012; Qiang, K., 2013).

By highlighting person’s voice or vocal tone, we can observe the non-verbal meaning that the person carries. By seeing this fact, it can be identified that paralanguage is usually used by people when they speak, as when they speak they use voice or vocal tone. It is also happened in EFL classroom interaction. Non-verbal communication is one of an alternative way in classroom interaction to make a successful teaching and learning process. Paralanguage, as a part of non-verbal communication, is believed to have contribution to the successful of teaching and learning process. Paralanguage makes the language communication to be more accurate, vividly and full of expressive force. It plays the role of making the significance of the words determined, beautified, substituted and deepened (Qiang, K., 2013). That is why, it is very important to explore the functions of paralanguage that the teacher used in order to achieve the successful EFL learning and teaching process.
Nowadays, communication in the EFL learning and teaching process is not only via face-to-face interaction, but also via online communication. Due to high advances in the use of online communication, discussion of language use in online communication then also becomes an interest of scholars. Online communication tends to develop its own set of communicative norms and practices due to factors such as the merging of public/private audiences and the multimodal capabilities of digital media, and as digitally mediated communication has increased and evolved, the ways that we navigate the expectations of (im)politeness and interpret others’ behavior in digital contexts has increasing importance in our digital world (Locher, M. A., 2010). There are some features of language use in online communication such as the use of spelling innovations and modifications, combinations of letter and number homophone, reduction or omission of vowels, replacement of <s> with <z>, the use of one letter to represent a word, the use of playful jargons, the use of acronyms and abbreviations and the use of emoticons (Stapa, S. H., & Shaari, A. H., 2012). Another study shows that Facebook postings encourage active participation, interaction and construction of knowledge (Idris, H., & Ghani, R. A., 2012). These facts show that the ways people communicate in online communication with their own features may bring effects on the function of communication.

One of the effects of this online communication on the field of education can be seen in the application of Zoom Cloud Meetings as media for English language teaching. Some of these studies show the advantages of using Zoom as medium for teaching, although some of them revealed the disadvantages. Zoom is a cloud based service which offers Meetings and Webinars and provides content sharing and video conferencing capability. It helps, for example English teachers bring their students together in a frictionless environment to get more done (Nadezhda, G., 2020). Supporting this argument, it is stated that teaching via Zoom over the classroom teaching are the video recording, cloud storing, and sharing, for a limited time (30 days). Virtual classes can also be downloaded and stored in the hard drive (de Oliveira Dias, et al, 2020). In addition, the Zoom application is quite effective for online lecture media in terms of time and place, effectiveness of user volume and effectiveness of facilities (stationery, books and others) (Rosyid, N. M., et al. 2020). The several features of Zoom which include annotation tools, polls, breakout rooms and video and screen sharing facilitate communicative language learning through the use of authentic language instruction in interactive synchronous classes (Kohnke, L., & Moorhouse, B. L., 2020).

Although studies have explored the advantages of using Zooms in teaching, few have explored about the use of languages in communicating via Zooms. For this purpose, this paper is directed to explore one of the important aspects in using Zoom as a medium for teaching; that is the use of language between the teacher and the student in the Zoom meetings. In this case, this paper is focused on the use of language, particularly the voices used by the teachers in the online classes via Zoom. The use of voice as one of the parts of non-verbal communication, known as
paralanguage, is worthy of exploration in the context of teaching in online classes since some of the important concerns in online classes is about the sounds and the voice qualities which may be in trouble due to unstable internet connection. Findings from this study contribute significantly on the literature of sociolinguistics in educational contexts. It also becomes reference for English teaching practitioners in order to create effective classroom interaction.

LITERATUR REVIEW

Paralanguage is “communication that goes beyond the specific spoken words” (Budacia, L. C. G., 2010). Paralanguage is non-verbal communication that is associated with a person’s use of voice (Muchemwa, S., 2013). Another opinion states that “paralanguage is the area of non-verbal communication that highlights body language and voice tones as means of expressing thoughts and feelings” (Khalifa, E. M., & Faddal, H., 2017). Paralanguage is an indication for vocal tones that are used in communication which shows different interpretation when construed (Zani, R. M., 2017). Paralanguage is “a paralinguistic tool that helps the spoken language to convey the whole meaning of the words” (Sabas, J. J. O., & Torres, N. G., 2017). Paralanguage refers to the vocal but non-verbal dimension of communication. Paralanguage refers to the manner in which something is said rather than to what is said (DeVito, J. A., 2013). Analyzing these views, paralanguage is a part of non-verbal communication that reveals the non-verbal meaning of a spoken word by highlighting a persons’ voice or vocal tone and body language.

There are three distinct types of information when we speak, two of them are paralanguage. They are tone subchannel, that includes pitch, loudness, timbre, and resonance, and style subchannel that includes speech rate, response length, speech latency, and pauses (Matsumoto, D., et all 2013) Paralanguage may be divided into voice qualities that include pitch (frequency, intensity, and speed), rhythm (varying from smooth to jerky), tempo (ranging from sharp to smooth transitions), articulation (either forceful or relaxed), and resonance (describing voice ranges from resonant to thin) of the voice and vocalizations that include laughing, crying, sighing, belching, swallowing, clearing of the throat, snoring, etc., along with the common uh, um, mmm, uh-huh, and other such sounds. Also included as paralanguage are nonsounds, such as pauses between words or phrases within one person’s speech and pauses when a new speaker begins, also called a switching pause or speech latency (Knapp, M. L., 2014).

Another scholar also states that there are two major areas of paralanguage. They are voice qualities and vocalizations. Voice qualities includes those qualities of speech that can be separated (for purposes of analysis, at least) from the specific sounds and words that are spoken. Voice qualities consist of such elements as pitch (the highness or lowness of tone), rhythm (for example, whether smooth or jerky), resonance (ranging from resonant to thin), and rate (the number of words spoken per unit of time). The other area is vocalizations which includes vocal characterizers.
(for example, laughing and crying, yelling and whispering), vocal qualifiers (for example, intensity or volume which can range from overly loud to overly soft), and vocal segregates (for example, uh-uh, sh, and the pause) (DeVito, J. A., 2013).

**RESEARCH METHOD**

This study used descriptive qualitative research. The aims of this research were to find out the functions of paralanguage used by the teacher in online classes conducted via Zoom Cloud Meetings. The data were taken from the interaction between EFL teacher and students of one Senior High School in South Sulawesi. To obtain data, the researchers relied on observing the recorded videos of the classes via Zoom Cloud Meetings. This study was based on the three teaching videos obtained from Zoom Cloud Meetings.

The recorded videos were then transcribed to produce the texts showing the conversations of teachers and the students in those online classes. The researcher applied some following steps, which include transcribing, analyzing, categorizing or classifying and interpreting data (Miles, M. B., 2014). After collecting the videos, the researchers then transcribed those videos. By observing the transcriptions, the researchers reduced the data by summarizing and choosing specific things referring to the research question. In this step, the data were described and analyzed qualitatively concerning with the functions of teachers’ paralanguage in the class. The researchers then displayed the data and verified the research by making conclusion of data findings.

**FINDINGS AND DISCUSSION**

There are some functions of paralanguage used by the teacher in EFL classroom interaction. They are presented as below:

**To Accent**

Extract 1: Rising tone (pitch) to accent her feeling (dislike)

T : Apa kira-kira Bahasa Inggrisnya nak, “saya rekomendasikan agar kamu .. ikut kursus Bahasa Inggris”? (What do you think the English of “I recommend you to join English course”?)

S : Me recommendation

T : Not “me”

The teacher asked the students to translate her sentence into English. Her sentence was “saya rekomendasikan agar kamu .. ikut kursus Bahasa Inggris”. One of the students tried to translate it, but he was wrong. He said “me” instead with a rising intonation.

Extract 2: Rising tone (pitch) to accent her feeling (dislike)

T : Tolong nak cepatki gabung sama kelompok ta. Okay, listen. Bisa diam dulu? Woi, bukan chu e. Chu, apa itu chu? (Please students, join your group quickly. Can you be quiet for a moment? Woi, not “chu” e. Chu, what is “chu”?)
The teacher divided the students into some groups then asked them to make a short conversation about offering or giving suggestion. But before she explained to the students, she scolded to the second group because they pronounced their groups’ name with “chu” not “two”. She said “woi, bukan” with a rising intonation.

Extract 3: Rising tone (pitch) to accent her feeling (dislike)

T : Kalau sudah body, apa lagi? (After the body, what else?)
Ss : Closing
T : Closing. Kalau closing itu, contohnya kayak bagaimana nak? (Closing, what are the examples?)
Ss : Sekian dan terima kasih (That’s all and thank you)
T : Apa lagi? (What else?)
S : Dihibur oleh (Entertained by)
T : Ha? Kalau dihibur oleh, undangan itu (If there is entertained by, it should be invitation)

Extract 3 displays that the teacher asked the students about the parts of letter. One of the students made a joke by saying “dihibur oleh” as an example of closing of letter. The teacher reacted with a high tone while saying “ha? Kalau dihibur oleh, undangan itu”. First, the teacher expressed her amazement by looking at that student with an opened-widely eyes. Then she showed her dislike by glaring at him and saying “ha? Kalau dihibur oleh, undangan itu” with a rising tone.

Extract 4: Rising tone (pitch) to accent her feeling (astonishment)

T : Kalau you, kalau misalkan mam bilang, kamu karus berhenti menggunakan hapemu (How about you, if I say, you have to stop using your hand phone)
S : Ah, no. I not...
T : Kenapa Aan? (Why Aan?)
S : Because, karena hape segala-galanya (Handphone is everything)
T : Ha? Hape segala-galanya? (Handphone is everything?)

Extract 4 displays that the teacher asked one of the students if he could stop using his hand phone. That student replied by saying no. The teacher asked his reason, then she was shocked when she heard it. She formed sentence “Ha? Hape segala-galanya?” with a rising tone to express her astonishment.

Extract 5: Rising tone (pitch) to accent her feeling (astonishment)

T : Okay. Ini kalau .. ya=ng saran biasanya bisa juga selain kata suggest, you juga bisa gunakan .. dari kata recommend. I recommend. Dari yah, biasa kan gunakan kata rekkommendasi yah (This, the suggestion, besides using ‘suggest’, you can also use ‘recommend’. From the word, yeah, we usually use ‘recommendation’

Ss : Two
T : Okay .. now. Hello?
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Ss : Recommendation
T : I recommend. Saya rekomendasikan .. ee .. saya mengusulkan bahwa kamu adalah siswa terbaik. Ee, bukan. Saya rekomendasikan .. bahwa, kamu harus .. [pergi] (I recommend, ee, I propose that you are the best students. Ee, no. I recommend that, you must, go)

S : Kamu harus mencintaiku (You have to love me)
T : Kamu harus mencintaiku? (You have to love me?)

From extract 5, it displays that the teacher gave another word that is usually used in giving suggestion. Then she wanted to give an example of that word. First, she still wondered about what she was going to say as an example of giving suggestion. She said “I recommend. Saya rekomendasikan .. ee .. saya mengusulkan bahwa kamu adalah siswa terbaik. Ee, bukan. Saya rekomendasikan .. bahwa, kamu harus .. [pergi]”. It can be seen that the teacher used many pauses while saying that sentence. It because she was unsure. Then one of the students completed her sentence by saying “kamu harus mencintaiku”. The teacher was stunned then repeated what the student said before with a high tone.

To Complement

Extract 6: Falling tone (pitch) to complement her apology

S : Tidak ada namaku, mam? (Is my name not on the list, mam?)
T : Siapa? (Who?)
S : Agus
T : What number are you, Agus?
S : Delapan belas (Eighteen)
T : A?
S : Eighteen
T : Muhammad Agus Saleh?
S : Present, mam
T : I’m so sorry yah, Agus

When the teacher finished calling the roll, then one student asked her why his name was not on the list. The teacher replied by questioning his number on the list. After that student responded it, then she apologized to that student because she forgot his name. The teacher said “I’m so sorry yah, Agus” by using a low tone. By lowering her tone, the teacher aimed to show her sincerity in apologizing.

To Contradict

Extract 7: Vocal characterizers (laughing) to contradict

T : Jadi perangko itu kayak, kayak sekarang itu materai. Materai yah? Ada yang biasa materai tiga ribu, ada [yang] (So postage is like, like stamp now. Stamp, right? There is a three thousand stamp, there is)
Ss : Enam ribu. Dua belas ribu (Six thousand. Twelve thousand)
T : Apa kira-kira? What is the function? (What do you think?)
S: Apa gunanya? (What is the function?)
T: Iya (Yes)
S: Sebagai tanda bukti, tanda sah (As evidence, legal sign)
T: @

The teacher gave a question to the students what is the function of letter. One of the students tried to answer her question. He said that one of the functions of letter is used as evidence, legal sign. The teacher was laughing because of the students’ answer. In this case, the vocal characterizers in the form of laughing indicate the sign to contradict the situation in the conversation.

Extract 8: Vocal Characterizers (laughing)

T: Okay .. ee, dulu waktu dikasih surat, surat dari sekolah, ada kop suratnya tidak? (When you got a letter, letter from the school, there was the heading, wasn’t it?)
S: Tidak ada, bu (No, mam)
Ss: Ada (Yes, there was)
T: Dibaca ji kah? (You read it, didn’t you?)
S: Tidak (No)
T: @

From the extract above, it shows that the teacher asked one of the students that had got a letter from the school before. She questioned if in that letter there was a heading. But the student said no heading at that letter while his other friends thought that it must have. The teacher also believed that there must be a heading on it. So, she tested that student again if he read that letter. The student replied by saying no. That makes the teacher laughed. She laughed because she thinks it was funny that the student answered her question while he never read that letter before. In this case, the vocal characterizers in the form of laughing indicate the sign to contradict the situation in the conversation.

To regulate

Extract 9: Vocal segregates (sound “ee”) to regulate the flow of conversation

T: I hope that all of you .. ee ... pay .. ee, I mean that .. pay attention about our duty. Itu kan kalian harus melakukan kewajiban adalah bangun pagi. Jam 5 lah. InshaAllah tidak akan terlambat kesekolah. Yang paling jauh rumahnya disini siapa? (Your duty is to wake up early. At least 5 a.m. You will not come late to school. Whose house is the farthest from school here?)
Ss: Amel
T: Oh, Amel yah? (Is it Amel?)

The teacher gave advice to the students about their duty. She wanted to say that she hoped the students pay attention to their responsibility but getting confused about what she was going to say. That was why she created vocal
segregates “ee” twice. This function to regulate the ideas expressed in order to keep talking in the conversation.

Extract 10: Vocal segregates (sound “ee”) to regulate the flow of conversation

T : Jangan menikah dulu sebelum ada? (Don’t get married before get a?)
Ss : Pekerjaan (Job)
T : Pekerjaan (Job)
S : Sebelum berumur dua puluh lima tahun (Before getting twenty-five years old)
T : Ah, it’s not guaranted. Tidak ada, ee, garansinya yah kalau umur sekian harus menikah (There is no, guarantee, that you must get married at a certain age)
Ss : Tidak ada garansinya (There is no guarantee)
T : Yang cewek harus, ee .. apa yah? Ada pekerjaan dulu baru menikah (The girl must, what is it? You have to get a job before getting married)

The identical situation is displayed in extract 10 above. From the extract, it shows that the teacher wanted to give advice to the students but still wondered what she was going to say. She formed sound “ee” in the middle of her sentence “yang cewek harus, ee .. apa yah? Ada pekerjaan dulu baru menikah” as a signal of pausing. This function to regulate the ideas expressed in order to keep talking in the conversation.

Extract 11: Vocal segregates (sound “ee”) to regulate the flow of conversation

T : Masih ada ya=ng, apa yah? .. ee .. kirim surat cinta? (Is there anyone here that still, send a letter?)
Ss : Tidak (No)
T : Tidak jaman yah? Okay. Because ee .. now is modern era. Sekarang kan era modern yah. I think all of you have mobile phone (It is out of date, right? Now is the modern era)

Extract 11 above presents that the teacher asked her students “masih ada ya=ng, apa yah? .. ee .. kirim surat cinta?”. While performing this sentence, the teacher did as image 4.22 displays above. She formed sound “ee” while looking up at the ceiling. The teacher’s sound “ee” indicates her hesitation and her desire to still speaking. This function to regulate the ideas expressed in order to keep talking in the conversation.

Extract 12: Vocal segregates (sound “ee”)

S : Jangan menikah sebelum S-2 (Don’t get married before getting your magister)
T : Oh, jangan menikah sebelum S-2? So, I suggest you, you have to .. ee, continue your study .. so you will get ee .. I mean that a job (Oh, don’t get married before getting your magister?)

This extract was taken from the second meeting. One student said something that made the teacher surprised that was why she repeated what the
student had said before. The student said, “jangan menikah sebelum S-2”, while the teacher added utterance “oh” before repeated that sentence. Then she continued by giving advice to all the students by saying “so, I suggest you, you have to .. ee, continue your study .. so you will get ee .. I mean that a job”. From the extract, we can see that she used many pauses. She was doing that because she was still wondering what she was going to say to the students. This function to regulate the ideas expressed in order to keep talking in the conversation.

Extract 13: Vocal segregates (sound “ee”)

T: Okay, well. Itu semua .. definisi kalian tentang saran dan tawaran. So, I hope that the next meeting .. ee, I mean that .. you can make a summary our material about asking for suggestion and .. offering. Okay, well. Because time is over, so I think that’s enough for today. So .. ee .. see you for the next meeting (All of that are your definition about suggestion and offering)

Ss: Thank you, mam

T: Okay, bisa pulang nak (You can go home)

Ss: Makasih bu (Thank you, mam)

From the extract, it demonstrates that the teacher was hesitating when she formed her sentence “so, I hope that the next meeting .. ee, I mean that .. you can make a summary our material about asking for suggestion and .. offering. Okay, well. Because time is over, so I think that’s enough for today. So .. ee .. see you for the next meeting”. She produced stammering “ee” as a signal of pausing.

Extract 14: Vocal segregates (sound “ee”)

T: Okay, I wanna ask you. Dulu waktu .. ee .. atau sekarang, you ever send a letter? (At the past, or now)

Ss: Yes

T: Pernah kirim surat? (Have you ever sent a letter?)

Ss: Yes. Pernah, surat sakit (Yes, I have. A letter that inform I was sick)

The teacher also formed stammering “ee” as vocal segregates in the third meeting. Extract 14 demonstrates that the teacher said “okay, I wanna ask you. Dulu waktu .. ee .. atau sekarang, you ever send a letter?” and expressed her hesitation by making sound “ee”. She asked the students if they had ever sent a letter and hesitated when she asked when they ever sent a letter. This function to regulate the ideas expressed in order to keep talking in the conversation.

To repeat

Extract 15: Rising tone (pitch) to repeat the verbal message

T: Yang paling jauh rumahnya disini siapa? (Whose house is the farthest from school here?)

Ss: Amel

T: Oh, Amel yah? (Oh, is it Amel?)
S: Saya juga bu (Me, too, mam)
T: Aan, tidak jauh rumahnya Aan (Aan, your house is not far, Aan)
S: Jauh kalau jalan (It is far if walking)
T: Dimana? (Where?)
S: Pattalassang
T: Ih, lebih jauh Amel, kayaknya (Ih, Amels’ is farther, I think)

In the extract above, it indicates that the teacher asked a question to the students. This extract was taken from the first meeting. She asked them whose house was the farthest from school. One of the students claimed that he was, but the teacher did not believe him. Then, she pointed out one of the students while saying her name and said that her home was farther than that student. She said, “Ih, lebih jauh Amel” with a high tone.

Extract 16: Rising tone (pitch) to repeat the verbal message

T: I wanna give you a quiz. So, raise your hand if you .. can answer my question. Okay?
Ss: Yes
T: Are you ready?
Ss: Ready
T: Could you close your book please?
Ss: Okay. Yes
T: Em ... can you give me definition of .. offering? Can you give me definition of offering? No. Not example, definition. According to your language. What is definition of, ee .. offering? Firdaus, could you? Offering
Ss: Tawaran (Offering)
T: Yes

Extract 16 was subtracted from the second meeting. The teacher started the class by giving a quiz to the students about the previous material. She asked a question to the students about the definition of offering, but they could not answer it. They only knew the translation of that word. So, they said “tawaran”. Then the teacher replied by saying “yes” with a high tone. It indicates that the teacher reached the agreement with the students’ answer. She raised her tone to reinforce her verbal message that was “yes”.

Discussion

The researchers revealed that the functions of paralanguage used by the teacher to emphasize her feelings, to demonstrate contradiction, to control the flow of conversation, and to reinforce the verbal messages. The teacher used rising tone to accent her feelings (extract 1-5). Italics to emphasize an idea in print, we use non-verbal devices to emphasize oral messages. Stressing certain words with the voice is another way to add non-verbal accents (Adler, R. B., & Rodman, G. R., 2006). The teacher raised her tone of voice while saying the sentence to emphasize her feelings.
The teacher decreased her tone of voice to complete her apology. Extract 6 above shows that the teacher falling her tone to demonstrate apology. She displayed it with the right tone of voice and facial expression. Sincerity in apologizing would be reinforced if the verbal apology were accompanied by the appropriate non-verbal behavior: the right tone of voice, facial expression, and so on (Adler, R. B., & Rodman, G. R., 2006). By using them, the teacher complemented her verbal message to express her sincerity in apologizing.

The researchers also discovered that paralanguage can be used to contradict with the meaning of verbal messages. The teacher produced laughter to express her ridicule because of the students’ words. Laughter of mockery, derision, and ridicule can serve to make fun without malice or hostility (Poyatos, F., 2002). The teacher laughed when the students said something that was actually wrong, but they did not recognize it. This kind of laughter means contradiction where laughter is a sign of joy.

The teacher produced sound “ee” to control the flow of her verbal messages. She used stammering “ee” as a signal of pausing. It is confirmed that “vocalized pauses (er, em, and the like) are perhaps the most obvious way to indicate that one is not finished speaking” (DeVito, J. A., 2013). The teacher formed sound “ee” to expressed her hesitation and indicated that she was not finished speaking yet.

The teacher also used rising tone to reinforce her meaning in the utterance. To repeat means to restate and also to reinforce the verbal messages (DeVito, J. A., 2013). For example, to point a finger at someone while saying “he is the one” or to make O.K. sign with our finger while saying “okay”. By pointing while saying the students’ name in raising tone, the teacher reinforced her verbal message.

All of the above reasons aimed to create effective classroom interaction. Therefore, this study can show that the teacher’s paralanguage holds important roles in creating effective classroom interaction. Studies show that the use of language, particularly the use of voice qualities and vocalization categorized as paralanguage hold important roles in the classroom interaction either in face-to-face interaction or in online interaction. The proper vocal pitch and tone used help the students to learn better and adapt better to learning environment (Zani, R. M., 2017). Teachers who vary the tone, pitch, volume, and rhythm of their lecture are more successful. Paralanguage has a great impact on teaching and learning English as the second or foreign language (Khalifa, E. M., & Faddal, H., 2017). According to the findings of the study, students were more hopeful and confident than teachers. The use of paralanguage made them more active.

Since this study was conducted in terms of online interaction, the use of language was really crucial since teachers and students relied much on the audio tools of the Zooms. In the Zoom classes, problems of audio will cause barriers in the teaching process and therefore, the voice qualities will become a critical point. The lack of stable online connection may make barriers in the communicative ways of
teaching and may lack of non-verbal cues causing less interactive interaction among the communicators (de Oliveira Dias, 2020). Online mode teaching suffers from lack of face to face interaction causing a missing element of personal touch (Gowda, R., 2023). Therefore, it is important for teachers and students to pay attention to the use of the voices in the Zoom classes. Here, it can be noted that the use of paralanguage in terms of voice qualities and vocalization will determine the success interaction and teaching in the online classes.

CONCLUSION

It was found that there are several functions of teacher’s paralanguage in online teaching. They are: a) to accent, b) to complement, c) to contradict, d) to regulate, and e) to repeat. The teacher used rising tone to accent her feelings means that the teacher performed a high tone to express her astonishment and dislike. The teacher used lowness tone to complement her sincerity in apologizing means that the teacher presented falling tone to express her sincerity in apologizing when she made mistakes. The teacher’s vocal characterizers (laughing) to contradict and express mockery means that the teacher was laughing to the students but it did not mean she was enjoying it but she laughed at the students that means ridiculous. The teacher’s vocal segregate (sound “ee”) to regulate the flow of conversation and present hesitation or pausing means that the teacher formed sound “ee” as a signal that she was still wondering to speak. The teacher used highness of tone while pointing to repeat her verbal messages means that the teacher used rising tone to restate her verbal message and her gesture.

Findings from this study can become a reference for teachers in creating effective classroom interaction especially in online teaching. Findings from this study are worthy of consideration for teachers to create effective interaction for online classes. The results of this study are expected to give a contribution to pedagogical knowledge as an important input about non-verbal communication, especially paralanguage in EFL classroom.

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