# Interaction Of Verbal Communication Of The Teacher From The Philippines In The Teaching Activity For Nursery II Students At The Singapore International School, Medan

Tetti Nauli Panjaitan, Irma Suryani, Sri Wanasari, Syarifah Chairunisak

**Abstract**: The title of the research was Interaction of Verbal Communication of the Teacher from thePhilippines in the Teaching Activity for Nursery II Students at the Singapore International School, Medan. The objective of the research was to find out the verbal Interaction communicationin the teaching activity of the teacher from the Philippines in Nursery II Class at the Singapore International School, Medan. The school is one of the international schools with foreign teachers. It uses English as the teaching medium in the teaching-learning process. The teacher in this class comes from the Philippines and the students are from 3 to 4 years old.The result of the research showed that the teaching activity in the Nursery II class at the Singapore International School, Medan, was done in two ways between teacher and students; the teacher used more verbal communication while non-verbal communication was used as a supporting method. The learning process was done through singing, telling stories, games, and using teaching tools like television, pictures, and toys in the communication process in order to make the students easier to understand what had been conveyed by the teacher.

**Index Terms**: Verbal Communication,Teaching activity, Singapore International School Medan.

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## 1. INTRODUCTION

Today, human life throughout the world cannot be separated from communication process because it is very important in the structure of human social life. The aspect of communication can be seen as the aspect of daily activity, beginning from their waking up in the morning until they go to bed in the evening. It can also be seen from the result of the research which points out that the percentage of time used in the communication process is big; it is about 70 to 90 percent of the entire activity. The time used in the communication process was 5 percent for writing, 10 percent for reading, 35 percent for speaking, and 50 percent for listening (Jiwanta, 1982). Therefore, communication plays a very important role in the teaching-learning process and teachers get involved in social activity at school so that they can be close to and knowtheir students at school. It is in accordance with what Tannen (1996) points out that we have to be close to and know one to another so that we feel that we exist in a community (school) and do not feel to live a secluded life. This is proved that communication is vital in the structure of human social life.

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In other words, communication has been a "heart" in our life. It is only a means of interaction in a daily life; it also becomes the spear head in the learning-teaching atmosphere at school, either in common schools or in schools of international level. The existence of international schools is favored. It can be seen from the great number of international schools in Medan. The Singapore International School is one of the schools with international level in Medan. It uses English as the teaching medium. It has the predicate of IBDP (International Baccalaureate Diploma Program). Besides adopting education system and curriculum from other countries, its teachers also come from foreign countries. There are two teachers for the Nursery II class with 10 (ten) students. All students come from Indonesia; they are 3 to 4 years old and use Indonesian as their first language. Teaching-learning activity cannot be separated from the process of communication between teachers and students. According to Bernard Berelson& Gary A.Stene, communication is the process of conveying information, idea, emotion, skill, and others by using symbols like words, pictures, figures, and so on. Communication cannot be carried out when there is no exchanging in language symbols. On the other hand, a language will have no meaning when it is not seen from its social context or when it is exchanged. For example, in teaching-learning activity, the process of communication cannot be separated from verbal and non-verbal communication between teachers and students. Teaching-learning activity is an activity carried out by teachers and students, in which the teachers provide science, knowledge, and insight for their students in order that the students obtain an understanding on something. In the context of learning communication, the affective communication will be related to the understanding of the concept of communication and at the same time to the technique and skill in communication (Iriantara, 2014: 15). Communication is the process of using signals or symbols which have meaning for a person or for other people. The continuity of communication depends on the kinds of the system of signals and symbols. Communication can exist when the meaning in one's self also has the same meaning for other people with whom he is

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interacting (Lubis, 2016, III). In the Nursery II of the Singapore International School, Medan, teacher and students come from different countries. The teacher come from the Philippines and the students come from Indonesia with English as the medium of teaching-learning activity. It is not easy to teach by using a language which is not familiar at all for the students. Therefore, it is very essential for the teacher to find out the way to communicate with her students who have different background. As we knew in the teaching learning activity, language is a medium for delivering knowledge from teacher to student. All Nursery II student in Singapore School Medan using Bahasa be the main language. But they must be using English during in the school. When the teacher teach them but they don't understand what the teacher said. The objective ofthe research was to find out deeply how the interaction of verbal communication of the teacher from the Philippines in the teaching-learning activity with their students of the Nursery II class at the Singapore International School, Medan. In this case, she used English in the interaction with her students who were 3 to 4 years old and who came from Indonesia with Indonesian as their main language.

## Research Methods
The data were gathered by conducting in-depth interviews with the teacher from the Philipines, 3 parents of student Nursery II, observation of the Nursery II students in the research location. The research used descriptive qualitative method with contructive paradigm.

## Communication Process
Communication process is how communication conveys a message to its communicant so that it can unite and obtain the same meaning which is aimed to create effective communication according to the objective of communication in general. Devito (1986) points out that communication is a process or action to transfer a message from the sender to the receiver through a certain channel after passing interference. According to Devito, communication is called a process to emphasize that the communication always undergoes changing and moving. A process, therefore, describes a series of actions which has a certain intention in order to understand it. The process of communication begins when one of the parties that is called 'source' formulates idea, encodes it as a message, and sends it through some channels to the other party that is called 'receiver'. Receiver will solve the message code;in order to answer the message the receiver formulates new idea, encodes, and resends the message response through some channels to the sender. Every message received, is a feedback. Of course, the whole process occurs in a circumference which identified by interference when the messages are sent and exchanged. According to Courtland L. Boveedan John V. Thil, there are some stages in the process of communication as follows:

### 1. The sender has an idea or concept
Idea can be obtained from various sources widely exposed in front of us. Before carrying out a communication, the first requirement is the existence of idea or concept. A good communicator has to be able to filter trifling, irrelevant things and focus his attention to important or relevant things. This process is known as abstraction.

### 2. Changing an idea to a message
In a process of communication, not all ideas can be received or understood completely. In order that an idea can be received and understood completely, the sender should show some things, such as subject (what he wants to convey), intention (purpose), audience, personal style, and cultural background. Abstract idea should be changed to a form of a message.

### 3. Transferring messages
After changing an idea to a message, the next stage is transferring or conveying the message through various channels to the receiver. A message will never be understood by other persons without transferring it. Long-short communicating channels will influence the effectiveness of conveying the message.

### 4. Receiver receives a message
Communication between a person and another person will occur when the sender sends a message and the receiver receives it. A message will never be understood by the receiver without the existence of message transferring.

### 5. Receiver gives response and feedback to the sender
Feedback is the last channel in a link of communication. It is a response from the receiver that enables the sender to evaluate the effectiveness of a message. Feedback can function as a correction for the message sender.

In intercultural communication, the verbal and nonverbal language as a form of message used by humans to make contact with the reality of its environment, has an equality in both:
1. Using symbol or symbol system
2. Something produced by the human individual
3. Other people also give meaning to the symbol produced earlier. (Lubis, 2012:111)

Means here there has been a process of giving meaning to the symbols conveyed among the related individuals.The use of symbols in the process of intercultural communication can be viewed in terms of: verbal processes and nonverbal processes as follows:

### 1. Verbal processes
Language as a symbol, language and meaning, language and culture, language and reality, foreign languages and translation issues, Subcultural / subgroup system.

### 2. Nonverbal processes
To formulate the notion of nonverbal communication there are usually some commonly used definitions
- Non-verbal communication is communication without words
- Nonverbal communication occurs when individuals communicate without using sound
- Nonverbal communication is every thing done by someone who is given meaning by others
- Nonverbal communication is a matter of expression, face, touch of time, motion, condition, smell, eye behavior and others.(Samovar, et.al, 2010).

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In nonverbal behavior can be divided in outline to some parts:
1. Appearance (Objectives)
2. Bodily movements (Kinesics)
3. Sensory use (Sensorics)
4. Use of space distance(Proxemics )
5. Use time(Chronemics) (Ruben, 1984:129-155)

Giving motivation by parents can be a place or appreciation of the behavior or effort to learn a good child. (Dougherty 2014:23) explain how parents can use rewards to motivate students to do homework, do school work, and behave according to the rules set by the school and parents. Furthermore Dougherty and Dougherty explain the same thing from the other side (eg teacher). Motivation is a change of power within a person characterized by affective drives and reactions to achieve goals (Donald in Wasty Sumanto, 1998 p. 203). Motivation is part of learning. There are two factors that make a person motivated to learn, namely:

**1. Internal Factors**
Formed because of self-awareness of the importance of understanding how important to developing himself and provision to live life.

**2. External Factors**
External stimuli from others or the surrounding environment that can affect the psychological person concerned.

According to Sudarwan Danim (2004: 2) motivation is defined as the strength, drive, need, spirit, pressure, or psychological mechanism that encourages a person or group of people to achieve certain accomplishments in accordance with what he wants. Motivation contains at least three essential elements, namely:
- Driving factors or generating motives, both internal and external.
- Goal to be achieved.
- Strategies are required by individuals or groups to achieve that goal.

According Nurcholis Madjid (2001:87) the role of parents is the role of behavior, tulada or role model, and patterns of relationship with children who are imbued and encouraged by religious values throughout.The role of parents according to Stainback and Susan (1999), among others:
- Role as a facilitator Parents are responsible for providing themselves to be involved in helping learning at home, developing good learning skills, promoting in-depth education family and provide learning tools such as learning places, adequate lighting, books lessons and stationery.
- Role as a motivator Parents will give motivation to children by improvingm motivation in doing housework, preparing children for repetition controlling stress related to school, encourage children to engage in school activities and rewarding children's learning achievements by giving gifts and words of praise.
- Role as mentor or teacher Parents will provide help to children by being ready to help learn through the explanation on the part that is difficult to understand by the child, help children manage time to learn, and overcome the problem of learning and behavior of children who are lacking good.

## Verbal Communication
Etymologically, the word verbal comes from verb (Latin) meaning word (word). Word is a Greek translation, rhema, meaning 'something' used to describe actions, existence, events, or events, or 'something' used as a helper or link to a predicate. The word 'verbal' it self comes from Latin, verbalist, verbum which is often also meant by 'meaning' or 'meaningful through words', or related to 'word' used to explain facts, ideas, or more frequent actions In the form of oral conversation rather than writing. Thus it can be explained that verbal communication is a language - a word with the rules of grammar, both orally and in writing. And only humans can symbolize the state of the world through language. Verbal behavior is actually a regular verbal communication we do everyday. Symbols or verbal messages are all types of symbols that use words or more. Almost all the speech stimuli that we are aware of belong to the category of deliberate messages, ie conscious efforts to relate to others verbally. A verbal code system is called a language. Language can be defined as a symbol device, with rules to combine the symbols, which a community uses and understands. Verbal language is the primary means of expressing our thoughts, feelings and intentions. Verbal language uses words that represent different aspects of our individual reality. In other words, words are abstractions of our reality which are unable to elicit a reaction which is the totality of the object or concept that represents the words. When communication involves people of different cultures, many different experiences and eventually the communication process also complicates. Words can make the individual convey the idea completely and precisely. Words allow sending many ideas through through the airwaves to the crowd. Words allow expressing feelings and thoughts that allow people to read for a few minutes or centuries afterwards. The ability to use verbal communication effectively is very important. Because with the existence of verbal communication allows the identification of goals, development strategies and behavior to achieve goals. Verbal communication is based on three important factors: verbal behavior, verbal relations and speech act. The term "speech relations" is the synonym of the term "verbal communication". Both of these concepts mean bilateral process, and also interaction of people in the course of communication Verbal communication is based on three important factors: verbal behavior, verbal relations and speech act. The term "speech relations" is the synonym of the term "verbal communication". Both of these concepts mean bilateral process, and also interaction of people in the course of communication. The origin of verbal language develops from basic sounds and body movements It is clear that the process of verbal communication often assumes using these means of language, its grammar and vocabulary. However fot successful exchange of information, it is important to know the conditions under which these or those language units and phrases are used. Thus, verbal communication is the broad concept including various methods of exchange of information that allows both - society in general and each person separately to develop.

## The Function Of Language In Human Life
Verbal communication can be obtained from the use of a language for communicating which has been theoretically discussed for centuries. The capacity to do symbolization and to speak is an attempt to understand how and by what effect

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the language is used. It begins with a notion that a language genetically has been owned by human beings (nature approach). Therefore, we only need to learn a certain combination of using words which reflect the way we convey and receive a message. Through words, we can express our feelings, emotion, idea, concept, conveying information, and arguing to one another. In verbal communication, the use of language plays a very important role. Mulyana (2001: 83) points out that a verbal action constitutes the main mechanism of human interaction. The use of language or symbolicalgestures by human beings in their social interaction will, in turn, put forward thought and self.

## 1. Language as a Symbol
Language consists of symbols (words) and rules of using them. Verbal language consists of symbols and sounds which can represent objects, feelings, and ideas.

## 2. Language and Meaning
It is wrong if it is said that words have meaning in themselves. It is correct when it is said that the person who has the meaning, while words merely generate meaning in a person who uses them. Therefore, words can have precise similarity but they may have different meaning.

## 3. Language and Culture
Language is a symbol which has been structured, mutually agreed,and learned; it is used to represent experiences in a geographical or cultural community (Samovar, et. al, 1993. Culture teaches us to give names for objects, people, and ideas, based on its practice, utility, ad importance.

## 4. Language and Reality
According Edward Sapir and Benyamin Whorf, language not only plays its role as a mechanism for the occurrence of communication, but also as guidance toward social reality. In other words, language not only describes perception, thought, and experience, but it can also determine and establish them.

## 5. Foreign Language and Translation Problem
Translating a language is a complex problem and sometimes can cause hazardous effects.

## 6. Language Code System
One of the ways to have a deep understanding on sub-culture/sub-group is by learning to use its language. This is because language is a bond for the followers of the sub-culture/sub-group besides the other factors like membership and participation in social and cultural community.

The basic language function is to name or label people, objects and events. Everyone has a name for social identification. People can also name anything, different objects, including certain feelings they experience. Planting is the first dimension of language and the language base was originally done by humans after they became conventions (Aubrey Fisher and Catherine Adam, 1994). An object has several levels of abstraction. The wider the class, the more abstract the concept is. All our lives we learn to abstract everything. According to Larry L. Barker in Mulyana (2007), languages have 3 functions; Planting (naming or labeling), interaction, and transmission of information. Naming or nicknames refers to identifying objects, actions, or people by name, so they can be referred to in communication. The function of interaction by barker, emphasizing ideas and emotions that can invite sympathy and understanding or anger and confusion. Through language, information can be communicated to others. This language function is called the transmission function. Barker holds the distinction of language as the transmission of information over time, connecting the past, the present and the future, enabling the continuity of our culture and traditions. Without language we can not exchange information; We can not possibly bring all the objects and places to which we refer in our communication. According Mulyana (2007), adding that our communication is successful, the language must meet three functions: to know the world around us; Connect with others; And to create coherence in our lives. Through the first function we can learn anything that interests us, ranging from past living history such as Ancient Egypt. We can also share past and present experiences that we experience, as well as the knowledge we gain from various media. The second language function is as a means to connect with others. This function is related to the function of communication, especially social functions and instrumental functions. The theory on language uses functional theory (General Semantics), that is, by only focusing on meaning of words and how the meaning can influence behavior. General Semantics movement considers that a language should be able to reflect the world where we live. A word is considered the abstract of the reality; therefore, General Semantics considers that a word must be as close as possible to reality it reflects. When a word becomes a static concept in the long run, reality is always in a changing condition. In order to understand what General Semantic study is, we have to learn the nature of symbolism and the way we use it.

## Language limitations
In the daily life of society is inseparable from communication. In Marhaeni (2009), communication tools are language. Although language has its limitations and Not all reality can be represented by language. Limitations of this language include the following:

## 1. Limitations on the number of words that represent objects
Words are categories to refer to a particular object: people, things, events, traits, feelings, and so on. Not all words are available to refer to objects. A word represents reality only, but open reality itself. Thus, words are essentially partial, not describing something exactly. The characters in language tend to be dichotomous, such as good-bad, rich-poor, smart-stupid, etc. Or a tool called a black box (black box) a plane is actually orange red instead of black.

## 2. Words are ambiguous and contextual
Words are ambiguous, because words represent the perceptions and interpretations of different people, who share different socio-cultural backgrounds. The word heavy, which has a meaning whose nuances are diverse *. For example: the person's body is heavy; My head is heavy; The test was heavy; The lecturer gave severe sanctions to his cheeky students.

### 3. Words contain cultural bias

Language tied to cultural context. Because in this world there are different groups of people with different cultures and subcultures, it is not surprising that there are words that (coincidence) are the same or almost the same but are interpreted differently, or different words but interpreted in the same way. Consequently, two people from different cultures may experience misunderstandings when they use the same word. Communication is often associated with the Latin word communis which means the same. Communication only happens when we have the same meaning. In turn, the same meaning is only formed when we have the same experience. The similarity of meaning because of the similarity of past experiences or similarities of cognitive structure is called isomorphism. Isomorphism occurs when the communicants come from the same culture, same social status, same education, the same ideology; In short has the same maximum number of experiences. In fact there is no total isomorphism.

### 4. Mixing facts, interpretations and judgments

In language we often confuse facts (descriptions), interpretations (conjectures), and judgments. This problem is related to the misperception of perception. Example: what's on our mind when we see an adult man splitting wood on a weekday at 10:00 am? Most of us would call that person at work. However, the real answer depends on: First, what does it mean to work? Second, what is the person's permanent job to earn a living? If the work is to do a steady job to earn a living, then that person is working. However, if the employee's permanent job is as a lecturer, whose job is to read, speak, write, then splitting firewood we may consider relaxing for him, as a distraction between his working hours.

According to the Sapir Whorf Hypothesis is called the theory of linguistic relativity. To confirm this, the disciple, Edward Sapir stated that Language makes us think, language affects perception and language influences thinking patterns. Malandro and Baker (1983:7-8) There are several dimensions of verbal communication:

### 1. Structure

Verbal communication is highly structured and has laws and grammatical rules.

### 2. Linguistic

The study of origins, history, regional variations, and phonetic features of language. In other words linguistics learns various aspects of verbal language, that is a system of symbols that have been set up its meaning.

### 3. UndisContinous

Verbal communication is based on discontinuous units.

### 4. Studied

Verbal communication is something to be learned.

### 5. Processing in the left side of the brain

Verbal stimuli that require analysis and reasoning are processed in the left side of the brain.

The approach used in the theory of verbal communication is the theory of the use of symbols and intentional and extensional orientation. According to Alfred Korzybsky in Daryanto (2005: 188), the entire human behavior comes from the use of symbols. Alfred points out that there is an inaccuracy in using our daily language. His argumentation is that humans live in different environments, physical environment and symbolical environment. Words, and in reality all kinds of symbol, do not have the same described phenomena. According to Ogden and Ricard, a symbol is the representation of ideas and ideas are the representation of objects. The three of them are different phenomena. The problem becomes more interesting when we do as if words were objects which could be described by them. Intentional and extensional orientation explains how about people's orientation when they respond to a certain thing. Irving J. Lee points out that intentional orientation are based on verbal definition, association, and so on which ignore observation. Extensional orientation is based on the arrangement of observation, investigation, and so on before we talk about it. The characteristics of intentional orientation is that one is interested in paying attention to what name is being talked about a certain thing instead of reality; one responds to a word which is described by that word; one feels doubtful with the reality he is facing and he uses verbal evidence instead of real fact. External orientation is recommending someone to find the fact first. Therefore, other words which identify this theory are observation, curiosity, disclosure, research, and testing.

### The Complexity of the Meanings of Words

The grammar includes three elements: phonology, syntax, and semantics. Phonology is knowledge of sounds in language. Syntax is knowledge of the way sentence formation. Semantics is knowledge of the meaning of words or combinations of words. We know the semantics of; The science of the meaning of words, defined by R. Brown that meaning is the total (disposition) tendency to use or react to a form of language. The meaning of the word itself is classified into 2 (two), namely:

a) **Denotative Meaning:** the true meaning (factual) and public
b) **Connotative Meaning:** subjective and emotional meaning

Both of these meanings become more complicated when we consider different cultures.

## RESULTS AND DISCUSSIONS

### Communication Process

A communication process is each step, beginning from the time when the teacherfrom the Philippines creates or conveys information to her Nursery II students at the Singapore International School, Medan, until the students understand what information conveyed by their teacher. Each step will be related to one another. It means that the steps in the process of teaching and learningwill be dependent to one another; they are never independent; each step will be interconnected with one another in the process of teaching and learning. The process of learning activity in the Nursery II class at the Singapore International School occurs from 7:45 A.M. until 11:00 A.M. Western Indonesian Time. The teaching-learning process consists of some sessions as follows:

## 1. Circle time
The students gather outside of the class, forming circle, doing exercises, singing, and dancing. This activity is done to make them enthusiastic in starting the class;

**2.**Learning by using paper and work sheets. Here, the teacher froom the Philippines gives basic lesson like introducing figures and alphabet to the students;

## 3. Discussion time
The teacher gives time to the students to do short discussion, play games in groups, and other activities which need teamwork;

## 4. Snack times
In the recess, the Philippine teacher communicates with the students during their enjoying their snacks and teaches them how to share their food with one another.

## 5. Evaluation work sheet
The last stage is that the teacher examines all worksheets, whether they have been done completely or not and tracing book like jotter books to the students.

The process of communication in the teaching activity in the Nursery II class of the Singapore International School,Medan, is in accordance with the stages of communication process according to Courtland L. Bovee and John V. Thil as follows:

## The sender has an idea or concept
In the teaching activity in the Nursery II class of the Singapore International School, Medan, the teacher is the message sender or information giver who has an idea or concept which becomes the main source in giving information to the students. The teacher's role as the source is very dominant compared with the students', althoughthe students can sometimes become the source when they want to convey something to their teacher because some students are actively talking to their teacher and to their classmates.

## Changing an idea to a message
In a process of communication, not all ideas can be received or understood completely. In order that an idea can be received and understood completely, the message sender should show some things such as subject (what he wants to convey), intention (purpose), audience, personal style, and cultural background. An idea which is in the abstract form should be changed to a message. In order that what has been conveyed can be understood by the students, the teacher should organize the information which she wants to convey; for example, through games, story telling, and other supporting activities.

## Message
A message conveyed to the students can be a verbal message and non-verbal message. Non-verbal message in this research was functioned as the support for verbal message. For example, when the students were taught about body organs through singing, the teacher also used hand movements to show the parts of the body. When the students were in recess time, they were still busy with their activities; besides talking, the teacher also gave instruction through bodily movements. The teacher would say: "one, two, three,

bubbles," and she then blew up her mouth which meant that the students kept silent and stopped their activities. Messaging with verbal language is something that must be continuously done by the teacher even though the child does not understand what is being conveyed by the teacher but through word for word spoken by the teacher continuously then the child will record and finally know and follow what Said the teacher.

## Channel
The channel which was usually used by the teacher to convey the information through stories was by using finger puppets, teaching tools, television and games, The students became interested in listening and easy to understand what was conveyed by the teacher.

## Decoding
In this case, there were some students who easily received the information conveyed by the teacher although some of them were difficult to understand what is conveyed by the teacher. An asistant teacher of Indonesian people to be an intermediary when the child is confused with what is said teacher

## Receiver
In the class activity, the students played a dominant role as the receivers of the message conveyed by the teacher who acted as the receiver when she gave the response to the students' questions.

## Disturbance
Disturbance which was usually faced by the teacher when she conveyed the message was that the students who were not focused on the teacher's explanation would tend to play and do other physical activities like running.And become a nuisance also because the child does not understand the language of the teacher then the child will not do what she said.

## Feedback
The teacher would evaluate students' capacity of what had been taught; for example by repeating the words which had been taught.The process of communication was done in 2 (two) ways between the teacher and the students with convenient classroom and the teacher sat down in the middle of the classroom, surrounded by her students so that the distance between the teacher and the students was very close. The teacher played a dominant role as the source of information, while the students as the message receivers. Students' learning activity was done inside and outside of the classroom, but more activity was done inside of the classroom rather than the outside of the classroom. Activity which was done outside of the classroom was usually for introducing the surrounding environment and other small experiments.

## Verbal Communication
It is not easy for a teacher to make her students understand what she has taught, let alone the teaching uses a language which has never been heard or used by the students. In this case, the teacher has to be very active in using verbal and non-verbal language in the learning-teaching process. Based on the result of the observation and in-depth interviews with the teacher who came from the Philippines and taught the

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Nursery II class of the Singapore International School, Medan, the researchers found some findings in verbal communication in the teaching process. The name of the teacher who came from the Philippines was Mrs. Mayla. She confirmed that there was no difference in symbols between Tagalog, the native language in the Philippines, and Indonesian, concerning verbal and non-verbal communication so that there was significant difficulties in the teaching-learning process in the Nursery II class of the Singapore International School, Medan. The capacity development of the Nursery II students at the Singapore International School, Medan, of course, needs stimuli to increase their Intelligence Quotients (IQ), their Spiritual Quotients (SQ), and their Emotional Quotients (EQ). Since most of the students were still under five years old, it was very difficult for them to learn something as what adults do in the classroom. The Nursery II students had high level of activityandtheir interest was playing. With this condition, it was important for the Singapore International School, Medan, to determine teaching-learning modelin the Nursery II class. Some teaching system models performed in the nursery II class of the Singapore International School, Medan, as the reflection of verbal communication were as follows:

## a). Singing

Singing became one of the important pillars in the teaching-learning process applied in the Nursery II students at the Singapore International School, Medan. Singing with English texts was done as the introduction of English as the language medium in verbal communication at the Singapore International School, Medan. During the singing practice the teacher emphasized on body movements (gesture). It did not only make the students interested but was also intended to make the words and their meaning easy to be understood by the students. For example, when the students learned about body organs, the teacher, through singing, used body movements by touching an object to show the intended body organ.

## b). Telling Story Method

This model was very effective to increase students' cerebral capacity. The students were also very interested in telling story model. The teachertold the story to the students by using words which were easy to be understood. In telling the story, the teacher also used body movements or gestures in order to attract students' attention and interest in learning. The teacher also used teaching tools and hand puppets so that the students understood what the teacher told them.

## c). Demonstration Method

Demonstration method is a method in which a teacher demonstrates a method or skill. The purpose was to make the Nursery II students able to do their work correctly. For example, the students were asked to wash their hands, to brush their teeth, to eat, and so on. In this case, the words or language was used to demonstrate the actions.

## d). Experimental Method

In this method, the teacher encouraged the students to observe a certain object.For example, how to blow a balloon, how to mix colors, how to boil water, and so on. Besides that, learning models applied to the Nursery Ii students of the Singapore International School, Medan, concerning the important role of verbal and non-verbal communication also

applied the method of assignment, picture, dramas, excursion.

In conveying verbal message, the teacher should think about the way how to make the students understand what she has told them to do. Let alone, the message she wanted to convey was in English which was not familiar with the students. The teacher used visual aid such as watching television or showed them a picture and explained it to them. Besides that, she also used toys and artificial objects and hand puppets, and flashcard. For example, The students did not know or recognize insects, the teacher then taught them by showing the pictures of insects one by one. The other examples were as follows: how the students learned to know vegetables and fruit. The teacher showed vegetables and fruit in plastic to the Nursery II students so that they understood the names and the forms of vegetables and fruit like broccoli, cabbage, spinach, banana, apple, and various kinds of fruit. Students' interaction with the teaching tools had encouraged them to understand the words one by one conveyed by the teacher. There are many teaching tools used for conveying messages in sentences to the nursery II students at the Singapore International School. Meanwhile, the Nursery II students usually did not understand the teacher's words as the source and communicator. Therefore, the teacher attempted to explain the words by using non-verbal communication. For example, when she wanted to ask the students to pass attention to her and they seemed not to be focused, she said, "One, Two, Three Eyes on me," and she pointed her eyes. When the students still made a noise, the teacher used the words, accompanied by powerful verbal message with symbols, middle finger and thumb pulling them up together as if she locked her mouth. This is in accordance with what Mulyana (2001: 83) points out that in verbal communication there are language and meaning. According to our resesrch Some of students From the evaluation done by the teacher, the students have been able to understand what is taught by the teacher and have been actively communicate verbally in school both to the teacher when studying, discussing and also to classmates. Eight students from ten students have been able to use the Complexity of the meanings of words still semantics, which one knowledge of the meaning of words or combinations of words. Two of them still Two of them are still embarrassed and not confident. But the teacher keeps approaching the child to feel comfortable and unashamed by always paying attention, giving the time he speaks during the discussion, patiently mendingagar what the child wants to say even though by whispering. The method used by the philippine teacher here so that the children are brave and confident in expressing the words by using the English language that makes the child feel comfortable with the teacher first. Because children aged 3-4 years still feel comfortable and confident when close to his parents. Therefore the teacher first makes the child feel like close to his parents so that the child will feel brave to talk. The result our interview with the parents of nursery child II, that the role of parents here is very necessary. Parents should also be active in encouraging their children. Such as getting used to using English at home. Parents are also given special training from the school in unifying perceptions in helping children learn at home so that children are not confused and easy to understand. The school also provides media in conveying information to the school that is in the form of communication book so that the school can convey everything what should be considered parents in

guiding their children. Through information we get from parents within 3 months of children already want to communicate in English. The Parents are very big influence in motivating children to be easy to learn English. In learning word by word parents are also very influential here. Even most parents become accustomed to using English at home so that her child is accustomed in using the English language.

## CONCLUSIONS

Based on the result of the research on interaction verbal of communication the teacher from the Philippines in the teaching activity in the Nursery II class of the Singapore International School, Medan, it was concluded that communication was conducted in 2 (two) ways between teacher and students. The teacher as the source played a dominant role as information giver message sender. Meanwhile, the students played a dominant role as receivers of the message sent by the teacher with verbal communication. Non-verbal communication played a supporting the delivery of messages of verbal communication to the Nursery II students at the Singapore International School, Medan. The combination verbal communication and non-verbal communication could be seen in learning model in which the message was sent by singing, playing, telling stories, and so on supported by nonverbal message like hand movement/gesture, bodily movement, demonstrationand experiment. In order that verbal message is easier to be understood by the students, the teacher used teaching tools so that the students were interested and were easy to understand what had been conveyed by their teacher, for example, singing, watching television, using teaching tools, using toys, flashcards, and evaluation done by the teacher. The teacher would repeat the words which had been taught in order to find out whether the students had understood what had been taught by the teacher. At the first quarter of the year, the teacher would evaluate the students' capacity. This evaluation was useful to know each student's response and capacity in receiving their lessons. Since capacity was different in each student, the lesson and assignment given to each student were also different so that the sluggish students would not be frustrated because they could not follow the lesson.

## SUGGESTIONS

The researcher also presented some suggestions, based on the result of our observation and interviews at the Singapore International School, Medan: First, The teacher from the Philippines always learned Indonesian culture in order to increase her knowledge as the capital for reinforcing verbal and non-verbal communication in teaching at the Singapore International School, Medan. Secondly, the teachers at the Singapore International School, Medan, could continuously perform verbal and non-verbal communication to increase the education, especially for the Nursery II students. Thirdly, in order to make easier for the Nursery II student in the process of communication, the teacher should intensively provide for the students' parents concerning the way to communicate verbally and non-verbally towards their children.

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