

## **TEACHERS' NON-VERBAL COMMUNICATION INFLUENCING STUDENTS' MOTIVATION IN LEARNING ENGLISH FOR THE YOUNG LEARNERS**

**Istiqamah<sup>1</sup>, Sultan Baa<sup>2</sup>, Samtidar<sup>3</sup>**

Corresponding author: Sultan Baa (sultan7304@unm.ac.id)

<sup>1,2,3</sup>Jurusan Bahasa Inggris, Fakultas Bahasa dan Sastra, Universitas Negeri Makassar,  
Jalan Dg. Tata Parangtambung, Kota Makassar, Sulawesi Selatan 90222

### **ABSTRACT**

*This study aimed at finding out the types of teachers' non-verbal communication in English classes and the types of teachers' non-verbal communication the most and less affecting young learners' motivation in English classes. This study applied a mixed-method research design. The participants were two English teachers; the third and fourth-grade students, third grade consisted of 20 students while the fourth grade consisted of 7 students at SDIT At-Tibyan Al-Auliya Bajeng selected by total population sampling. An observation checklist was used to find out the types of teachers' non-verbal communication in English classes and a questionnaire was used to find out the types of teachers' non-verbal communication the most and less affecting young learners' motivation in English classes. The findings of this study showed types of teachers' non-verbal communication in English classes were divided into two parts they are body languages, which consisted of facial expressions, body gestures and movements, eye contact and touch and the use of space, and paralanguage which consisted of intonation, pitch, rhythm, volume, speed, accent and emphasis and types of teachers' nonverbal communication that most affected young learners' motivation in English classes was body gesture and movement, based on the result of questionnaire 85% of the students very agree that the teachers' body gesture and movement affected their motivation in learning English, and 15% of them agree that they get more motivation if the teacher uses their body gestures in the learning process, while types of teachers' non-verbal communication that less affected young learners' motivation in English classes was touch and the use of space, based on the result of questionnaire only 19% of the students very agree and also 19% of students felt agree that the teachers' body gesture and movement affected students' motivation in learning English.*

**Keywords:** *Teachers' Non-Verbal Communication, Students' Motivation*

### **INTRODUCTION**

It is very important to motivate students during the teaching process to make them want to learn English. In addition, this is an important factor that has a positive impact on learning and teaching processes, particularly when it comes to learning English. According to Rehman et al. (2014) motivation offers the first

step in beginning a study of foreign languages before developing into a key factor in sustaining a rigorous and frequently frustrating learning process. Generally speaking, every other factor that affects foreign language learning affects motivation up to the last stage of learning. Motivasi is seen as a crucial component in achieving any goal.

Even those with the most amazing ability cannot attain long-term goals without sufficient desire, and a suitable curriculum and effective teaching cannot guarantee student achievement. Fatiha et al. (2014) assert that students' attitudes toward language learning and achievement can be significantly influenced by motivation. A student's attitude can be either positive or negative depending on how they feel and act toward the person or object they are thinking and feeling about. Similarly, motivation is a psychological characteristic that spurs living things to action. Based on the teacher's primary role in the teaching and learning process, students are either motivated or not.

According to researchers, students are occasionally unmotivated to learn English. The teacher's nonverbal cues are one factor. The impact of a teacher's nonverbal cues on a student's desire to learn English is a significant factor in how well teaching and learning activities are carried out in the classroom. If the teacher's nonverbal cues are boring, students may become disengaged or bored when learning English.

Students' comprehension of topics such as speech, gestures, body movements, eye contact, facial expressions, tone of voice, spatial distance, conduct, posture, and clothing that is worn by an individual is improved as a result of nonverbal communication (Andersen, 1999). Students feel at peace and at ease in the classroom thanks to the teacher's nonverbal communication, which fosters self-confidence and increases involvement and contribution. The cultivation of desirable student goals, encouraging active learning, and facilitating discussion about learning objectives are the three methods for boosting student motivation.

Based on the researcher's opinion by personal experience, motivation itself cannot be separated from the person who leads and controls the classroom, called the teacher. The success of the teaching and learning process is the teacher's hand because the teacher should have the ability to interest students' attention. How does the teaching and learning process run well if the leader cannot take the audience's attention? That's why the researcher wants to identify her idea, one way to do that, is by motivating them.

Numerous earlier research has demonstrated the connection between the impact of these elements on student motivation. Because of this, the researcher is interested in examining how body language and paralanguage, in particular, affect students' enthusiasm to learn English. The findings of this study will aid other educational institutions in their efforts to motivate their pupils to learn English.

Several academics have studied nonverbal communication as it relates to student motivation. According to Dörnyei's research, teachers and academics concur that motivation is one of the major aspects that affect the degree and effectiveness of learning a foreign language (Dörnyei, 1998). According to other studies, what drives a person to act is motivation and inner emotion. Students are

motivated if they have a need or want to learn something. Instructors are aware that no amount of curriculum, technology, or assessment can help if kids are unwilling to learn.

The relationship between motivation and nonverbal communication, on the other hand, has been the subject of other research that is comparable to this one. Myers et al. (2002) assert that s The relationship between motivation and nonverbal communication, on the other hand, has been the subject of other research that is comparable to this one. Myers et al. (2002) believe that when teachers are attentive and caring, pupils are inspired to talk and engage. Students feel supported and appreciated when the instructor exhibits a direct attitude through nonverbal communication behaviors like the tone of voice, vocal speed, eye contact, smiles, body tension, and body and limb motions. Students are inspired to interact and participate when the teacher is present.

With the ongoing reform of teaching techniques in the field of teaching English, the body relationship between the teacher and the student in English instruction is greatly influenced by body language, a type of non-verbal communication, due to the ongoing reform of teaching techniques. This can not only better convey the speaker's intention, make learning instructions simpler, pique student attention n, maximize English teaching goals, and increase teaching efficiency, but it can also assist students to learn English (Li, 2003).

According to Zeki (2009), whose research was published under the title "The Importance of Non-Verbal Communication in Classroom Management," teachers' non-verbal communication fosters a welcoming and relaxed environment for their students. This encourages students to feel confident, which in turn encourages greater participation and contribution in class. Boyd Sr (2000) "Effective teacher non-verbal behavior of at-risk African-American male high school students," published in 2000, found that when effective teachers interact with at-risk students, they frequently remain close by, alter their voice inflection, make eye contact, invade student territory (get within two feet), and signal to students.

The results of a study by Megawati and Hartono (2020) titled "The Impact of Teacher Verbal and Non-Verbal Communication on Student Motivation in Learning English" revealed that the teacher's verbal and non-verbal communication was more frequently employed in language lessons. Britain is inquiring. This means that teachers need to encourage active participation and communication from their students during the teaching and learning process. Teachers primarily communicate nonverbally via hand gestures. Questions from the teacher are the verbal communication that genuinely inspires students to learn English. Questions from the teacher are the verbal communication that inspires students to study English the most. Since facial expressions are the non-verbal form of communication that inspires pupils the most in English classes, the classroom environment will be conveyed by the teacher's facial expressions.

A study on classroom interaction in English for young learners and the use of body language in teaching English was done by Pujiastuti (2013) and Tai (2014). The study identifies different categories of teacher speaking, ranging in

frequency from the highest to the lowest. Moreover, Setiawati (2012) and Fitriati (2016) investigated classroom instructor discussion. The results of this study further demonstrate the role of the teacher as a controller. This is evident from the teacher's heavy reliance on lecturing, issuing instructions, and asking questions to steer the conversation. Studies on verbal responses and verbal politeness in various utterances were undertaken by several researchers (Fitriati et al., 2017; Mujiyanto, 2017). The goal of this study is to investigate and evaluate the abilities of English teachers to elicit verbal answers from their students in EFL sessions. According to the research, the majority of teachers employ four questioning techniques. While the second instructor frequently uses a repeating approach, the first teacher frequently uses a decomposition strategy where the initial question is divided into many questions. Also, effective instructor questioning techniques are essential for boosting students' vocal responses, successfully involving them in classroom discussions, and facilitating the learning of lessons.

Also, some academics attempt to incorporate visual phrases or visuals into their English textbooks. One of the major difficulties teachers encounter when teaching children, especially young ones, is classroom management. The main causes of the problem are the students' bad attitudes and lack of discipline. These factors make it necessary to use the physical and social environment in administering English classrooms (Saputra & Sutopo, 2016). Additionally, they demonstrated that the management of the physical environment in English lessons for young pupils was based on the student's requirements and the learning activities. In managing English classes for young learners to control student conduct in class, there is also a relationship between the physical and psychosocial environments since both classroom management are beneficial for aiding students in learning English. Also, depending on cultural considerations, the interaction between verbal and visual texts in English textbooks will be increasingly prominent.

Several studies concentrate on studying nonverbal cues utilized by pupils or even teachers. According to Afdaliah (2017), Elfatih (2006), Pan (2014), and Pandey (2017), nonverbal communication is crucial for teachers and students to understand. According to the research, using nonverbal cues to command kids' attention in the classroom is quite successful. Also, the teacher's nonverbal cues motivate the class to participate and aid in maintaining order through nonverbal cues. Moreover, nonverbal communication is crucial for enhancing English instruction. They discovered that when a teacher employs non-verbal cues effectively, it helps drive children to study. Teachers can better explain what they are trying to accomplish to pupils by using nonverbal cues such as good body language, eye contact, and facial expressions.

In the classroom, students Barry et al. (2011), Kožić et al. (2013), Husna et al. (2015), and Bambaeroo and Shokrpour (2017) engage in nonverbal communication. According to their research, the quantity of teacher discourse directly influences the amount of student talk, and the instructor almost exclusively employs nonverbal cues to assist the conversation. The impact of students' nonverbal communication on instructional effectiveness demonstrates

the close connection between teachers' nonverbal communication and the caliber of their lessons. Teachers are communicating nonverbally more and more, which benefits students' learning outcomes. Also, it was discovered that the use of effective nonverbal communication by teachers resulted in the development of strong relationships with their pupils, which in turn had a favorable impact on the students' lives. Also, it will raise students' communication abilities, making it easier to meet a variety of learning objectives in the classroom, including student motivation, satisfaction, and learning.

Also, other academics focus more on how integrating verbal and nonverbal communication might improve learning (Ballester, 2015; Georgakopoulos & Guerrero, 2010; Hsu, 2006; Hsu, 2010; Liando, 2010). Their research revealed a statistically significant beneficial correlation between teachers' verbal immediacy behavior and students' readiness to speak English in class. The eagerness of kids to speak English is statistically connected with teachers' nonverbal immediacy behavior. Yet, compared to nonverbal immediacy or a mix of verbal and nonverbal immediacy, verbal immediacy behaviors used by teachers explained more variation in students' desire to talk. The research's findings support the distinctive literature on the cultural significance of teachers' immediate verbal and nonverbal communication. The pupils' motivation to study English is also significantly predicted by their nonverbal behavior. Also, it has been asserted that the following instructor behaviors are most likely to improve students' willingness to learn English: smiling, gesturing, adopting a relaxed body posture, utilizing a variety of vocal expressions, and speaking in a monotone voice.

Several studies have also looked into student motivation at various educational levels, including (Ahmed, 2015; Bin-Hady & Al-Tamimi, 2021; Ghazvini & Khajehpour, 2011; Leal et al., 2013; Long et al., 2013; Qashoa, 2006). They discovered that the choice of learning material can be influenced by educational level. On the other hand, some academics emphasize both high and low motivation (Indriati & Rukmini, 2016). They contend that there may be a relationship between teacher acuity and student motivation and that this relationship may have some bearing on how a course instructor behaves verbally and nonverbally. When the instructor communicates verbally and nonverbally with immediacy, students are more likely to be emotionally and cognitively engaged in the material.

The motivation of students at various educational levels has also been the subject of studies by (Ahmed, 2015; Bin-Hady & Al-Tamimi, 2021; Ghazvini & Khajehpour, 2011; Leal et al., 2013; Long et al., 2013; Qashoa, 2006). They found that the educational level can have an impact on the learning material selection. Yet, other academics place equal emphasis on high and low motivation (Indriati & Rukmini, 2016). They assert that there might be a connection between teacher acuity and student motivation and that this connection might have an impact on the verbal and nonverbal cues used by course instructors. Students are more likely to be emotionally and cognitively interested in the content when the instructor speaks and acts with immediate communication.

The previous related studies show how effective nonverbal communication is on students' motivation in learning English. It helps teachers to build their reinforcement that teaching English is not only about giving material in a class but how they build students' motivation in developing. Based on this problem, the researcher formulated research questions as follows :

1. What types of teachers' non-verbal communication in English classes?
2. What types of teachers' non-verbal communication are the most and less affecting young learners' motivation in English classes?

## **METHOD**

In this study, a mixed-methods research methodology was used. To address the research issues, a mixed methods research design incorporates aspects of qualitative and quantitative research. Because they combine the advantages of both quantitative and qualitative research, mixed techniques can provide us with a clearer picture than either method alone. The researcher employed a qualitative research approach to responding to the first research question and a quantitative research approach to responding to the second. Whole population sampling was employed by researchers as part of a mixed methods research design to gather data and identify participants. Whole population sampling is a kind of purposive sampling method where the researcher decides to look at the complete population (i.e., the total population) that shares a particular set of characteristics. Units are the components of the population in sampling (Creswell & Clark, 2017). The sample was chosen because it was deemed appropriate to the research and could provide the required information. For access, this research was conducted at an elementary school in Gowa. The participants were two English teachers; students in grades three and four, grade three totaling 20 students, and grade four totaling 7 students at SDIT At-Tibyan Al-Auliya Bajeng. Information was collected from class observations and have distributed questionnaires to all students. Two instruments have been used in data collection, classroom observation, and questionnaire. Classroom observation is carried out to observe types of teachers' non-verbal communication in English classes. The subjects that were observed in this study consisted of two English teachers, who were selected using a total population sampling. The sample was chosen because it was deemed appropriate for the study and could provide the required information. The observation was conducted four times, so the researcher attended the classroom in four meetings. An observation checklist and video recording were used in this observation. The observation checklist and video recording were used to check the types of teachers' non-verbal communication in English classes. A questionnaire is used to measure and find out the types of teachers' non-verbal communication that most and less affect young learners' motivation in English classes. The questionnaire that has been used in this research was descriptive analysis percentage. To fill out the questionnaire, the researcher has selected all the students from grade three and grade four using a total population sampling with various conditions, such as students are fluent in reading, students can answer the questions themselves, and students are considered to have the good academic ability. The researcher

provided various explanations regarding how to complete or respond to the questionnaire before requesting students to provide their answers.

## **FINDINGS AND DISCUSSIONS**

The findings consist of the types of teachers' non-verbal communication in English classes, and also the types of teachers' non-verbal communication that most and less affect young learners' motivation in English classes.

### ***Types of teachers' non-verbal communication in English classes***

Through classroom observation, information about different forms of teachers' nonverbal communication in English classes is acquired. By monitoring the English teaching and learning process in English classrooms, certain discoveries regarding the use of nonverbal communication by the teachers were known to accomplish the purpose.

The data taken from observation showed types of teachers' nonverbal communication focused on body language and paralanguage. Body languages that include this nonverbal communication were facial expressions, body gestures and movement, eye contact, touch, and the use of space, while paralanguage includes some points such as intonation, tone, rhythm, volume, pace, accent, and emphases. Those results conveyed types of teachers' non-verbal communication in English classes as below.

### ***Types of teachers' body languages in English classes***

#### ***Facial Expression***

Based on observations in class, the researcher found several facial expressions used by the teacher when teaching, such as: smiling, meaning that the teacher enjoys the teaching and learning process, showing angry expressions to calm students, and showing happy expressions to students. Shows enjoying the learning moment frowns to clarify the behavior of students who are missed, raises eyebrows to signal that the teacher allows students to ask questions, shows a serious expression to focus on the material being explained, smiles in response to students when they are happy, and laughs in response to students funny or happy. From the observation of the teaching and learning process in English classes by the teachers. There are various statements made by English teachers in class that display their facial expressions. There are several expressions used by Mrs. Sarah and Mrs. Dila in the teaching and learning process. Examples of facial expressions are shown:

#### ***Ms. Sarah's classroom observation (Date: 27/10/2022)***

##### ***Teachers' smiles***

##### **Extract 1**

Student : Ustadzah you are so beautiful when you smile while teaching.

Teacher : Alhamdulillah, because all of you are enthusiastic while studying, I am happy to teach you.

The dialog above shows that the teacher smiles at her students because her students are enthusiastic about following the lesson.

*Showing angry expression*

Extract 2

Students : Guys, please be quiet, look at our teacher's expression. It seems she is angry because we are so noisy.

Teacher : Just silence.

The dialogue above shows that the teacher shows an angry expression to their students because the students are too noisy.

*Showing happy expression*

Extract 3

Teacher : Thank you very much for the flower gift given to me, I am very happy. I hope I can teach you later ☐.

Student : You are welcome our beautiful teacher

The dialogue above shows that the teacher shows a happy expression to their students because the students give her a flower gift.

*Frown her forehead*

Extract 4

Teacher : Salsa why don't you do the homework that I gave you yesterday? (while frowning at her forehead)

Student : I am a sorry teacher, I forgot

The dialogue above shows that the teacher is frowning at her forehead to clarify the student's wrong behavior because not doing her homework.

***Ms. Dila's classroom observation (Date: 31/10/2022)***

*Lift her eyebrow*

Extract 5

Student : Teacher I have a question for you about this topic, may I?

Teacher : Sure, what is it? (while lifting her eyebrows)

The dialogue above shows that the teacher is lifting her eyebrows and must provide a code so the teacher can offer the pupils an opportunity to ask questions.

Showing serious expression

Extract 6

Teacher : Today I want to inform you that tomorrow we will have an English test, so please pay attention to me because I will explain the material in more detail.

Students : Okay sure teacher.

The dialogue above demonstrates that the teacher is speaking seriously to draw attention to the information being discussed.



### *Smiling*

#### Extract 7

Students : Teacher I am so excited today because we're going to draw a picture.

Teacher : Sure (while smiling)

The dialogue above shows that the teacher is smiling at students because she responds to students in a pleasurable moment.

#### Laughing

#### Extract 8

Student : Teacher, why are you laughing?

Teacher : Because your questions are so funny.

The dialogue above shows that the teacher is laughing at students because her question is so funny.

### *Body Gesture and Movement*

The teacher uses gestures and body movements as non-verbal communication to students to convey information. Based on observations, the teacher made several gestures such as: snapping his fingers to respond to students' correct answers or to respond to students' bright ideas, using his hand to open a book encouraging students to open the book immediately, placing knuckles in front of their lips asking students to be quiet, nodding their heads to show that the student's answer is good or correct, point to the student to allow students to participate during the lesson, cross their arms to tell the student that something the student did was wrong, shake their head to indicate that the student's answer is wrong or not very good and to show to students that they should not do that, and clap their hands to ask students attention.

Based on the teachers' observations of the teaching and learning process in English classes. The teacher of the English class uses several utterances to demonstrate gestures and body movements. Mrs. Sarah and Mrs. Dila employ a variety of terms to facilitate learning and teaching. The following are some examples of gestures and body language:

#### ***Ms. Sarah's classroom observation (Date: 3/11/2022)***

##### *Click the finger*

#### Extract 1

Teacher : Good job Raima this week you have improved a lot, all of your exams were correct (while clicking her finger).

Student : Alhamdulillah thank you so much, teacher.

The teacher can be seen responding with a click in the dialogue above when the kids' response is correct.

Use her hand to open the book

Extract 2

Teacher : Good morning children, please open your printed English books to page 10 (while opening the book).

Students : Okay teacher

The teacher can be seen opening the book with her hand in the discussion above, encouraging the students to do the same.

*Put the finger in front of the lips*

Extract 3

Teacher : Students, please keep silent (while putting her finger in front of her lips), now Fatin will appear in front of you to memorize the names of objects. Next, please be prepared.

Students : Yes teacher

In the dialogue above, the teacher asks the students to be silent since their friends will appear in front of them while they learn the names of items.

*Nodding her head*

Extract 4

Teacher : (The teacher nods her head when Ainun and Rara are appearing in front of us to talk), a good job both of you Ainun and Rara because you appear in front of us and memorize your conversations very well.

Students : Thank you very much teacher, we can do this because of you.

The teacher indicated that the kids' response was appropriate or correct by nodding her head in the discussion above.

*Pointed at student*

Extract 5

Students : Teacher, It's better if you just appoint one of us to come forward, so we don't push each other.

Teacher : Okay sure, please, Aini come forward (while pointing at student) and memorize the vocabulary that I gave you yesterday.

The dialogue above demonstrates how the teacher used eye contact with the pupils to encourage participation.

***Ms. Dila's classroom observation (Date: 7/11/2022)***

*Cross the hand*

Extract 6

Teacher : Okay stop (while crossing her hand) there are some wrong words, let's fix them first.

Student : Which teacher?

The teacher crosses her hands in the discussion above to inform the children that anything they did was improper.

*Shook her head*

Extract 7

Student : I want to tell you something. Earlier, when I was memorizing an English conversation, Dinda came and pulled my headscarf, so I cried because I didn't like it.

Teacher : (Teacher called Dinda while shaking her head) and she said "you can't do something like that to your friend, come on apologies to Zahra, and don't do it again.

The dialogue above shows that the teacher shook her head to show the students that they should not do such a thing.

*Clap his hand*

Extract 8

Teacher : Attention please (while clapping her hand) attention please, please listen to me.

Students : Yes teacher

The dialogue above shows that the teacher claps her hand, to ask for the student's attention.

*Close the book*

Extract 9

Teacher : Okay now close your books, then grab your bags. We will go down to the field to identify the objects around us and then memorize them in English.

Students : Yeayyy So Happy

The conversation above demonstrates that the teacher is closing her book to explain the next stage to the class.

*Pointed the picture*

Extract 10

Teacher : Okay, look at the picture. That is a picture of the noun vocabulary that we will memorize in English.

Students : Okay sure teacher

The dialogue above demonstrates that the teacher used the image to draw attention to a specific image that was pertinent to the lesson.

*Eye Contact*

Based on observation, the teacher used eye contact for several treatments. The teacher used eye contact when checking students' attendance. She also used eye contact in the class or with an individual student, when explaining the lesson or calling students in the teaching and learning process. When the teacher asked

the student to give respond, she looked at the students. The application of eye contact could greatly facilitate the work of the teachers and students because it would provide a better understanding between them and it provided social information to the students that the teacher was listening to and talking to. Eye contact with the teacher also showed that the teacher respect the student who was answering and the teacher knew that what they were talking about was important. Besides that, using eye contact in the classroom showed the interest of the teacher in teaching learning and with the students, and the students took interest in the teaching-learning process.

Based on the teachers' observations of the teaching and learning process in English classes. The teacher of the English class frequently makes eye contact while speaking. Mrs. Sarah and Mrs. Dila employ a variety of terms to facilitate learning and teaching. Here's an illustration of eye contact:

***Ms. Sarah's classroom observation (Date: 10/11/2022)***

*Eye contact when checking students' attendance*

Extract 1

Teacher : Good morning students. Okay, now I will take your attendance. Please say you are present if you are present today.

Students : Good morning too teacher, yes teacher.

The dialogue above shows that the teacher uses eye contact when checking students' attendance, to find out which students are present.

*Eye contact when explaining the lesson*

Extract 2

Teacher : Please pay attention to the material that I will explain so that you can easily understand it because I will not repeat the explanation.

Students : Yes teacher

The dialogue above demonstrates how the teacher makes eye contact with the class as she explains the lesson to grab their attention.

***Ms. Dila's classroom observation (Date: 14/11/2022)***

*Eye contact when calling students*

Extract 3

Teacher : Zaza, please come here. I want to ask you something about your assignment.

Student : Yes, please, teacher

The dialogue above shows that the teacher uses eye contact when calling students to get to know students better.

*Eye contact when asked the student to give respond back*

Extract 4

Teacher : Okay students, how was the English lesson today? Is it very exciting and interesting?

Students : Yes, teacher, today's lesson is very exciting and interesting

The dialogue above shows that the teacher uses eye contact when asking the student to give a response back, to get closer to the student.

*Touch and Use of Space*

Touch and use of space were used by the teacher in the teaching and learning process, like patting the shoulder of the students or moving closer when talking to the students. Based on the student's argument teacher who moved closer to the students when walking to them or stood closer made the students hear clearly and easier to understand what the teacher explained. It also made the students feel more appreciated and got more attention from their teacher.

Patting the shoulders made the students feel that the teacher was giving encouragement to the students and they felt that the teacher seemed giving credence to the students. The teacher who moved closer to the students when walking to them or stood closer made the students hear clearly and easier to understand what the teacher explained. It also made the students feel more appreciated and got more attention from their teacher, patting the shoulders made the students feel that the teacher was giving encouragement to the students and they felt that the teacher seemed giving credence to the students.

Based on the teachers' observations of the teaching and learning process in English classes. Various statements demonstrate the teacher's touch and usage of the classroom environment in the English class. Mrs. Sarah and Mrs. Dila employ a variety of terms to facilitate learning and teaching. Here is an illustration of how to use space and touch:

***Ms. Sarah's classroom observation (Date: 17/11/2022)***

*Patting the shoulder the students*

Extract 1

Teacher : Salsa, you have to study hard because your grades in English are dropping (while patting Salsa's shoulder).

Student : Yes, teacher I will do it. Thank you for your attention.

As evidenced by the exchange above, the teacher pats students' shoulders to boost their motivation.

*Moving closer when talking to the students*

Extract 2

Student : Teacher I'm sorry to say this, but could you perhaps clarify more clearly? I can't understand the lesson since I can't hear your voice.

Teacher : Okay, sure, with pleasure.

The dialogue above demonstrates how the teacher approaches the class more closely when speaking to the pupils to help them comprehend the lesson.

***Ms. Dila's classroom observation (Date: 21/11/2022)***

*Calmly moving the body around when talking to the students*

Extract 3

Student : Teacher, I like it when you teach us because you are so calm and relaxed while teaching.

Teacher : Yes, of course, because if we relax while studying, the lessons will be easy for us to understand.

The dialogue above shows that the teacher is calm when teaching students, to make students relaxed following the lesson.

*Types of teachers' paralanguages in English classes*

The voice's tone, pitch, intonation, and pauses, among other factors, can be used to detect paralanguage. Observations show that the teacher makes vocal gestures when conveying concepts to the class. The teacher adjusts their tone in time to enliven the class when the pupils appear tired and uninterested. To achieve the desired contrast or focus of the presentation, a teacher will occasionally halt or go silent when lecturing in class. One teacher also pauses when the conversation shifts to another subject.

The low and high tone of the teacher's voice made students interested when the teacher explained the material. Some students stated that when the teacher had a monotonous tone, they would be bored participating in learning activities. A teacher who had a low voice made students difficult to understand what the teachers talked about and lacked concentration. It was different when the teacher had a powerful voice, it made students more motivated to participate in learning activities.

Based on the teachers' observations of the teaching and learning process in English classes. Several proverbs reveal the paralanguages the English teacher uses in class. Mrs. Sarah and Mrs. Dila employ a variety of terms to facilitate learning and teaching. This is an example of paralanguage:

***Ms. Sarah's classroom observation (Date: 24/11/2022)***

*Speaking to the students while varying the tone and cadence of your voice*

Extract 1

Students : Teacher, sorry if I talk like this to you, please raise your voice when teaching us so that we are more enthusiastic about learning English.

Teacher : Okay, of course, with pleasure.

The dialogue above shows that the teacher will raise her voice when teaching to make students excited.

*Short pauses when talking to the students*

Extract 2

Teacher: Syifa, do you understand the material that I taught you?

Student : Yes I do

The dialogue above shows that the teacher pauses when explaining to students to emphasize the material being taught.

***Ms. Dila's classroom observation (Date: 24/11/2022)***

*Relaxed tones when talking to the students*

Extract 3

Student : Teacher, I like it when you teach us because you are so calm and relaxed while teaching.

Teacher : Yes, of course, because if we relax while studying, the lessons will be easy for us to understand.

The dialogue above shows that the teacher is calm and relaxed when teaching students, so make students relaxed following the lesson.

*Change the tone of voice from high to low or vice versa*

Extract 4

Students : Teacher, sorry if I talk like this to you, please raise your voice when teaching us so that we are more enthusiastic about learning English.

Teacher : Okay, of course, with pleasure.

The dialogue above shows that the teacher will raise her voice when teaching to make students excited.

*Types of teachers' non-verbal communication the most and less affecting young learners' motivation in English classes*

By giving out questionnaires to all students, information on the non-verbal communication styles of teachers that most and least affect young learners' motivation in English lessons was gathered. By reviewing the results of the questionnaire that was administered to the students, teachers can determine some of the non-verbal communication styles that have the greatest and least impact on the motivation of young learners in English lessons. These findings suggest that English teachers employ the following sorts of non-verbal communication more and less.

***Facial Expressions***

**Table1 Facial Expressions**

Facial Expressions						
No.	Total Students	Very Agree	Agree	Neutral	Disagree	Very Disagree

1.	20 Students	74%		
2.	4 Students		15%	
3.	3 Students			11%
4.	0 Students			0%
5.	0 Students			0%
<b>Total</b>	<b>27 Students</b>			<b>100%</b>

According to the aforementioned findings, 74% of students strongly agree, 15% agree, and 11% feel neutral about the teacher's ability to push pupils to learn English through their facial expressions. If the teacher is smiling while teaching, some pupils find the class to be interesting and enjoyable. Students will, however, lose their desire to study more seriously if the teacher displays an unhappy or furious countenance. Students will love learning opportunities, especially when the teacher is cheerful and alert.

### ***Body Gesture and Movement***

**Table 2 Body Gesture And Movement**

<b>Body Gesture and Movement</b>						
No.	Total Students	Very Agree	Agree	Neutral	Disagree	Very Disagree
1.	23 Students	85%				
2.	4 Students		15%			
3.	0 Students			0%		
4.	0 Students				0%	
5.	0 Students					0%
<b>Total</b>	<b>27 Students</b>					<b>100%</b>

According to therefore mentioned findings, 85% of students strongly believe that their teachers' gestures and motions encourage them to study English, and 15% of them think that they are more motivated if the teacher makes use of their body movements. Every time a teacher instructs a class, the students can watch their hand movements. The teacher may use a variety of gestures to communicate with students, including waving, clapping, vocalizing, pointing, drawing, and more. Pupils come to comprehend how the teacher's hand gestures assist them in understanding the lesson, vocabulary definitions, instructions, and explanations from the teacher. So, the teacher's body language aids pupils in learning English, particularly for challenging vocabulary and inspires them to continue learning the language.



**Eye Contact**

**Table 3 Eye Contact**

<b>Eye Contact</b>						
No.	Total Students	Very Agree	Agree	Neutral	Disagree	Very Disagree
1.	10 Students	37%				
2.	5 Students		19%			
3.	8 Students			29%		
4.	4 Students				15%	
5.	0 Students					0%
<b>Total</b>	27 Students			100%		

According to the aforementioned findings, 15% of students disagree, 37% of students highly agree, 19% of students agree, 29% of students are neutral, and 37% of students strongly disagree that the teacher's eye contact can drive them to study English. For several of the interventions, the teacher made eye contact. When verifying student attendance, the teacher makes eye contact. She also makes eye contact with students when calling on them or explaining lessons in front of the class or to specific individuals. The instructor looked at the pupils before asking them for feedback. So, the teacher's eye contact is very helpful for pupils studying English, especially when the teacher approaches them and encourages them to learn English.

**Touch and Use of Space**

**Table 4 Touch and Use of Space**

<b>Touch and Use of Space</b>						
No.	Total Students	Very Agree	Agree	Neutral	Disagree	Very Disagree
1.	5 Students	19%				
2.	5 Students		19%			
3.	11 Students			40%		
4.	4 Students				15%	
5.	2 Students					7%
<b>Total</b>	27 Students			100%		

According to the results, 19% of students strongly agree that their teachers' touches and use of space can motivate them to learn English, while another 19% felt similarly, with 40% neutral, 15% disagreeing, and 7% strongly disagree. They also feel that they receive more motivation if their teachers use touch and use of

space during the learning process. As part of the teaching and learning process, teachers used to touch and use space, such as patting pupils on the shoulder or stepping closer when speaking to them. Based on the student's argument teacher who moved closer to the students when walking to them or stood closer made the students hear clearly and easier to understand what the teacher explained. It also made the students feel more appreciated and got more attention from their teacher. Patting the shoulders made the students feel that the teacher was giving encouragement to the students and they felt that the teacher seemed giving credence to the students.

***Paralanguages***

**Table 5 Paralanguages**

<b>Paralanguages</b>						
No.	Total Students	Very Agree	Agree	Neutral	Disagree	Very Disagree
1.	5 Students	19%				
2.	10 Students		37%			
3.	8 Students			29%		
4.	4 Students				15%	
5.	0 Students					0%
<b>Total</b>	27 Students			100%		

According to the aforementioned findings, 15% of students disagree, 29% of students feel neutral, 37% of students agree, and 19% of students strongly agree that the para lingual teacher can push them to study English. if the instructor employs paralanguage during the lesson. When explaining content to students, the teacher makes vocal gestures. The teacher adjusts their tone in time to enliven the class when the pupils appear tired and uninterested. To achieve the desired contrast or focus of the presentation, a teacher will occasionally halt or go silent when lecturing in class. One teacher also pauses when the conversation shifts to another subject. As a teacher discusses a concept, the students become engaged because of the teacher's high and low tones of voice.

So based on research, the type of teacher's nonverbal communication that most influences the motivation of young students in English classes is gestures and gestures 85% of students strongly agree, according to the results, that the teacher's gestures and body language affect their motivation. The type of teacher non-verbal communication that does not affect the motivation of young learners in English classes is touch and use of space, based on the results only 19% of students strongly agreed, and also 19 % of students agreed that the teacher's gestures and adverbs affect students' motivation in learning English. Moreover, 15% of the students agree that they get more motivation if the teacher uses their bodies.

## **DISCUSSION**

Based on the analysis above, this study used the theory from (Andersen, 1999). According Andersen (1999), nonverbal communication is divided into two parts, namely: body language, which consists of facial expressions, body gestures and movements, eye contact, and touch, and the use of space, and paralanguages which consists of intonation, pitch, rhythm, volume, speed, accent and emphasis.

Based on observations in class, the researcher found several facial expressions used by the teacher when teaching, such as: smiling, meaning that the teacher enjoys the teaching and learning process, showing angry expressions to calm students, and showing happy expressions to students. Shows enjoying the learning moment frowns to clarify the behavior of students who are missed, raises eyebrows to signal that the teacher allows students to ask questions, shows a serious expression to focus on the material being explained, smiles in response to students when they are happy, and laughs in response to students funny or happy. According to the aforementioned findings, 74% of students strongly agree, 15% agree, and 11% feel neutral about the teacher's ability to push pupils to learn English through their facial expressions. If the teacher is smiling while teaching, some pupils find the class to be interesting and enjoyable. Students will, however, lose their desire to study more seriously if the teacher displays an unhappy or furious countenance. Students will love learning opportunities, especially when the teacher is cheerful and alert.

The teacher uses gestures and body movements as non-verbal communication to students to convey information. Based on observations, the teacher made several gestures such as: snapping his fingers to respond to students' correct answers or to respond to students' bright ideas, using his hand to open a book encouraging students to open the book immediately, placing knuckles in front of their lips asking students to be quiet, nodding their heads to show that the student's answer is good or correct, point to the student to allow students to participate during the lesson, cross their arms to tell the student that something the student did was wrong, shake their head to indicate that the student's answer is wrong or not very good and to show to students that they should not do that, and clap their hands to ask students attention.

According to the aforementioned findings, 85% of students strongly believe that their teachers' gestures and motions encourage them to study English, and 15% of them think that they are more motivated if the teacher makes use of their body movements. Every time a teacher instructs a class, the students can watch their hand movements. The teacher may use a variety of gestures to communicate with students, including waving, clapping, vocalizing, pointing, drawing, and more. Pupils come to comprehend how the teacher's hand gestures assist them in understanding the lesson, vocabulary definitions, instructions, and explanations from the teacher. So, the teacher's body language aids pupils in learning English, particularly for challenging vocabulary and inspires them to continue learning the language.

Based on observation, the teacher used eye contact for several treatments. The teacher used eye contact when checking students' attendance. She also used eye contact in the class or with an individual student, when explaining the lesson or calling students in the teaching and learning process. When the teacher asked the student to give respond, she looked at the students. The application of eye contact could greatly facilitate the work of the teachers and students because it would provide a better understanding between them and it provided social information to the students that the teacher was listening to and talking to. Eye contact with the teacher also showed that the teacher respect the student who was answering and the teacher knew that what they were talking about was important. Besides that, using eye contact in the classroom showed the interest of the teacher in teaching learning and with the students, and the students took interest in the teaching-learning process.

According to the aforementioned findings, 15% of students disagree, 37% of students highly agree, 19% of students agree, 29% of students are neutral, and 37% of students strongly disagree that the teacher's eye contact can drive them to study English. For several of the interventions, the teacher made eye contact. When verifying student attendance, the teacher makes eye contact. She also makes eye contact with students when calling on them or explaining lessons in front of the class or to specific individuals. The instructor looked at the pupils before asking them for feedback. So, the teacher's eye contact is very helpful for pupils studying English, especially when the teacher approaches them and encourages them to learn English.

Touch and use of space were used by the teacher in the teaching and learning process, like patting the shoulder of the students or moving closer when talking to the students. Based on the student's argument teacher who moved closer to the students when walking to them or stood closer made the students hear clearly and easier to understand what the teacher explained. It also made the students feel more appreciated and got more attention from their teacher. Patting the shoulders made the students feel that the teacher was giving encouragement to the students and they felt that the teacher seemed giving credence to the students. The teacher who moved closer to the students when walking to them or stood closer made the students hear clearly and easier to understand what the teacher explained. It also made the students feel more appreciated and got more attention from their teacher, patting the shoulders made the students feel that the teacher was giving encouragement to the students and they felt that the teacher seemed giving credence to the students.

According to the results, 19% of students strongly agree that their teachers' touches and use of space can motivate them to learn English, while another 19% felt similarly, with 40% neutral, 15% disagreeing, and 7% strongly disagree. They also feel that they receive more motivation if their teachers use touch and use of space during the learning process. As part of the teaching and learning process, teachers used to touch and use space, such as patting pupils on the shoulder or stepping closer when speaking to them. Based on the student's argument teacher who moved closer to the students when walking to them or stood closer made the

students hear clearly and easier to understand what the teacher explained. It also made the students feel more appreciated and got more attention from their teacher. Patting the shoulders made the students feel that the teacher was giving encouragement to the students and they felt that the teacher seemed giving credence to the students.

The voice's tone, pitch, intonation, and pauses, among other factors, can be used to detect paralanguage. Observations show that the teacher makes vocal gestures when conveying concepts to the class. The teacher adjusts their tone in time to enliven the class when the pupils appear tired and uninterested. To achieve the desired contrast or focus of the presentation, a teacher will occasionally halt or go silent when lecturing in class. One teacher also pauses when the conversation shifts to another subject. The low and high tone of the teacher's voice made students interested when the teacher explained the material. Some students stated that when the teacher had a monotonous tone, they would be bored participating in learning activities. A teacher who had a low voice made students difficult to understand what the teachers talked about and lacked concentration. It was different when the teacher had a powerful voice, it made students more motivated to participate in learning activities.

According to the aforementioned findings, 15% of students disagree, 29% of students feel neutral, 37% of students agree, and 19% of students strongly agree that the para lingual teacher can push them to study English. if the instructor employs paralanguage during the lesson. When explaining content to students, the teacher makes vocal gestures. The teacher adjusts their tone in time to enliven the class when the pupils appear tired and uninterested. To achieve the desired contrast or focus of the presentation, a teacher will occasionally halt or go silent when lecturing in class. One teacher also pauses when the conversation shifts to another subject. As a teacher discusses a concept, the students become engaged because of the teacher's high and low tones of voice.

So based on research, the type of teacher's nonverbal communication that most influences the motivation of young students in English classes is gestures and gestures 85% of students strongly agree, according to the results, that the teacher's gestures and body language affect their motivation. The type of teacher non-verbal communication that does not affect the motivation of young learners in English classes is touch and use of space, based on the results only 19% of students strongly agreed, and also 19 % of students agreed that the teacher's gestures and adverbs affect students' motivation in learning English. Moreover, 15% of the students agree that they get more motivation if the teacher uses their bodies.

## **CONCLUSION**

There are some types of non-verbal communication that used by the teachers in English classes, those are body languages which consisted of facial expressions, body gestures and movements, eye contact and touch and the use of space, and paralanguage which consisted of intonation, pitch, rhythm, volume, speed, accent and emphasis and types of teachers' nonverbal communication that

most affected young learners' motivation in English classes was body gesture and movement, based on the result 85% of the students very agree that the teachers' body gesture and movement affected their motivation in learning English, and 15% of them agree that they get more motivation if the teacher uses their body gestures in the learning process, while types of teachers' non-verbal communication that less affected young learners' motivation in English classes was touch and the use of space, based on the result only 19% of the students very agree and also 19% of students felt agree that the teachers' body gesture and movement affected students' motivation in learning English.

## **REFERENCES**

- Afdaliah, N. (2017). Teachers' nonverbal communication in EFL classroom [Universitas Negeri Makassar]. Indonesia.
- Ahmed, S. (2015). Attitudes towards English language learning among EFL learners at UMSKAL. *Journal of education and practice*, 6(18), 6-16.
- Andersen, P. (1999). Nonverbal communication: forms and functions. Mountain View. In. California: CA: Mayfield Publishing Co.
- Ballester, E. P. (2015). Verbal and nonverbal teacher immediacy and foreign language anxiety in an EFL university course. *Porta Linguarum: revista internacional de didáctica de las lenguas extranjeras*(23), 9-24.
- Bambaeeroo, F., & Shokrpour, N. (2017). The impact of the teachers' non-verbal communication on success in teaching. *Journal of advances in medical education & professionalism*, 5(2), 51.
- Barry, B. E., Bodenhamer, J., & Jr, J. J. (2011). Student nonverbal communication in the classroom. *ASEE Annual Conference and Exposition, Conference Proceedings*.
- Bin-Hady, W. R. A., & Al-Tamimi, N. O. M. (2021). The use of technology in informal English language learning: evidence from Yemeni undergraduate students. *Learning and Teaching in Higher Education: Gulf Perspectives*, 17(2), 107-120. <https://doi.org/https://doi.org/10.1108/LTHE-09-2020-0037>
- Boyd Sr, F. D. (2000). Non-verbal behaviors of effective teachers of at-risk African-American male middle school students [Virginia Polytechnic Institute and State University]. United States.
- Creswell, J. W., & Clark, V. L. P. (2017). *Designing and conducting mixed methods research*. Sage publications.
- Dörnyei, Z. (1998). Motivation in second and foreign language learning. *Language teaching*, 31(3), 117-135.
- Elfatihi, M. (2006). The role of nonverbal communication in beginners' EFL classrooms: Sale junior high schools as a case. *Online Submission*, 1-43.
- Fatiha, M., Sliman, B., Mustapha, B., & Yahia, M. (2014). Attitudes and motivations in learning English as a foreign language. *International Journal of Arts & Sciences*, 7(3), 117-128.

- Fitriati, S. W. (2016). Safetalk practices in content and language integrated learning (CLIL) Classes. *LANGUAGE CIRCLE: Journal of Language and Literature*, 11(1), 47-58.
- Fitriati, S. W., Isfara, G. A. V., & Trisanti, N. (2017). Teachers' questioning strategies to elicit students verbal responses in efl classes at a secondary school. *English Review: Journal of English Education*, 5(2), 217-226.
- Georgakopoulos, A., & Guerrero, L. K. (2010). Student perceptions of teachers' nonverbal and verbal communication: A comparison of best and worst professors across six cultures. *International Education Studies*, 3(2), 3-16.
- Ghazvini, S. D., & Khajehpour, M. (2011). Attitudes and motivation in learning English as second language in high school students. *Procedia-Social and Behavioral Sciences*, 15, 1209-1213.
- Hsu. (2006). The relationship among teachers' verbal and nonverbal immediacy behaviors and students' willingness to speak in English in central Taiwanese college classrooms. Oral Roberts University.
- Hsu, L. (2010). The impact of perceived teachers' nonverbal immediacy on students' motivation for learning English. *Asian EFL Journal*, 12(4), 188-204.
- Husna, A. H., Hartono, R., & Sofwan, A. (2015). Teachers and students talks and their nonverbal communication in the classroom interaction. *English Education Journal*, 5(1), 1-8.
- Indriati, A., & Rukmini, D. (2016). The effectiveness of picture series and graphic organizer on students with high and low motivation in comprehending narrative texts. *LANGUAGE CIRCLE: Journal of Language and Literature*, 11(1), 13-24.
- Kozić, D., Globočnik Žunac, A., & Bakić-Tomić, L. (2013). Use of non-verbal communication channels in the classroom. *Croatian Journal of Education: Hrvatski časopis za odgoj i obrazovanje*, 15(1), 141-153.
- Leal, E. A., Miranda, G. J., & Carmo, C. R. S. (2013). Self-determination theory: An analysis of student motivation in an accounting degree program. *Revista Contabilidade & Finanças*, 24, 162-173.
- Liando, N. V. (2010). Students' vs teachers' perspectives on best teacher characteristics in EFL classrooms. *Bintang Semesta Media*.
- Long, C., Ming, Z., & Chen, L. (2013). The study of student motivation on English learning in junior middle school. A case study of no. 5 middle school in gejiu. *English Language Teaching*, 6(9), 136-145.
- Megawati, W., & Hartono, R. (2020). The impact of teachers verbal and non-verbal communication on students motivation in learning english. *English Education Journal*, 10(4), 436-448.
- Mujiyanto, Y. (2017). The verbal politeness of interpersonal utterances resulted from back-translating indonesian texts into english. *Indonesian Journal of Applied Linguistics*, 6(2), 288-300.
- Myers, S., Martin, M., & Mottet, T. (2002). Students' motives for communicating with their instructors: Considering instructor socio-communicative style,

- student socio-communicative orientation, and student gender. *Communication Education*, 51(2), 121-133.
- Pan, Q. (2014). Nonverbal teacher-student communication in the foreign language classroom. *Theory and Practice in Language Studies*, 4(12), 2627.
- Pandey, R. (2017). Understanding and use of Non-verbal communication in classroom by teacher educator of secondary teacher training institutions of Ranchi, Jharkhand. *The Research Journal of Social Sciences*, 8(9).
- Pujiastuti, R. T. (2013). Classroom interaction: An analysis of teacher talk and student talk in English for young learners (EYL). *Journal of English and Education*, 1(1), 163-172.
- Qashoa, S. H. H. (2006). Motivation among learners of English in the secondary schools in the eastern coast of the UAE The British University in Dubai (BUiD)]. United Arab Emirates.
- Rehman, A., Bilal, H. A., Sheikh, A., Bibi, N., & Nawaz, A. (2014). The role of motivation in learning English language for Pakistani learners. *International Journal of Humanities and Social Science*, 4(1), 254-258.
- Saputra, M. A., & Sutopo, D. (2016). The relation between verbal and visual expressions in sanders and demicco the croods. *English Education Journal*, 6(1), 55-64.
- Setiawati, L. (2012). A descriptive study on the teacher talk at EYL classroom. *Indonesian Journal of Applied Linguistics*, 1(2), 33-48.
- Tai, Y. (2014). The application of body language in English teaching. *Journal of Language Teaching and Research*, 5(5), 1205.