

## Lecturers' Non-Verbal Communication During The English Lesson: Student Perceptions Study

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**Abstract:** To create effective teaching and learning, it is essential to comprehend students' perceptions. It assists lecturers in customizing their teaching strategies to fit the requirements and preferences of their students. This adaptation contributes to more effective instructional strategies, more student engagement, and a more successful learning experience for everyone involved in the classroom. The research focused on exploring the perceptions of nonverbal communication employed by English lecturers among first-semester students enrolled in the Islamic education program at STAIN Majene. The study used a descriptive quantitative design which involved 140 students across four classes, with 75 volunteered as samples. A questionnaire was used to collect data on various nonverbal communication cues, and descriptive quantitative analysis was conducted to gain insights. The findings indicate that students view the utilization of nonverbal communication by English instructors positively. It implies that students prefer dynamic and positive learning environment through appropriate use of this communication method in English lessons.

**Keywords:** *EFL, Nonverbal Communication, Perception*

### INTRODUCTION

An essential component of human existence that cannot be separated is communication. Humans need to communicate in order to satisfy and share their needs for information, emotion, knowledge, ideas, and everything else. Effective communication is essential for increasing productivity in all fields, including education. (Ananda et al, 2020). Lecturers with strong communication skills may foster an environment that is both understanding and

engaging in addition to transferring knowledge. They can adjust their teaching strategies to accommodate a range of learning preferences, successfully communicate difficult ideas, and foster an engaging dialogue that promotes critical thinking. Effective communication in the classroom increases productivity and improves the efficiency of the teaching and learning processes.

The process of teaching and learning encompasses interactions, comprising verbal and nonverbal communication, between lecturers and students.

According to Nur (2014), verbal communication involves the transmission of meaningful messages through words and symbols, creating the concept of oral or verbal expression during message exchange. On the contrary, Sutiyatno (2018) defines nonverbal communication as a method of conveying meaning through actions rather than words. Nonverbal cues provide additional channels of communication, enhancing understanding and building a stronger bond between teachers and

students, in addition to verbal communication, which conveys explicit information and concepts. When both are integrated, students can benefit from a more comprehensive and meaningful educational experience.

Compared to verbal communication, nonverbal communication is frequently far more useful (Grillo & Enesi, 2022). This claim was proven by Mehrabian & Wiener (1967). They shared findings from experiments exploring the influence of spoken words, tone of voice, and body language on listeners in face to face interaction. They quantified the significance listeners attribute to each of these components: 7% to verbal communication, 38% to vocal tone, and 55% to facial expressions. The empirical research consistently supports the claim that nonverbal communication improves message reception and comprehension of audiences and it outperforms verbal communication many times more.

As Selle (2015) points out, the integration of nonverbal cues within classroom communication, which includes both instructional conversations and lecturers discourse, is extremely important in shaping

the quality of interactions between lecturers and students, particularly in English language learning environments. Nonverbal signals, which include gestures, facial expressions, body language, and vocal tones, serve as a silent but powerful language to supplement verbal communication. These cues are used to reinforce verbal material in the context of educational talks. When lecturers use expressive gestures, maintain eye contact, and exhibit passion through their body language when explaining a subject, their message is reinforced.

According to Negi (2009) nonverbal communication plays a significant role in classroom interactions by serving as a motivating factor to encourage increased student participation. In the classroom, nonverbal communication acts as a spark to get students more involved and engaged. Teachers may inspire students to actively participate in conversations, activities, and courses by demonstrating excitement, encouragement, and support through their body language, facial expressions, gestures, and even tone of voice. An inviting environment is created when educators use positive nonverbal cues, such keeping eye contact, nodding affirmatively, or making open and friendly gestures. Students are more at ease participating in class discussions and offering questions because they feel appreciated and acknowledged. Their confidence may be boosted by this nonverbal support, which will increase their willingness to engage in class activities.

A number of researchers or scholars have examined regarding the use of nonverbal communication in language teaching. Maisarah et al (2023) found that teaching English to young learners by

using nonverbal communication techniques can improve learning outcomes and foster positive relationships between educators and learners. These techniques also can inspire students, foster a positive learning environment, and improve their comprehension of the subject matter. Meanwhile, Indrawan et al (2017) discovered various forms of nonverbal communication utilized by teachers that influence student motivation. These encompass facial expressions, gestures, body movement, proxemics (distance), haptics (touch), eye contact, and paralanguage. Among these, gestures and paralanguage are recognized as significant nonverbal communication elements that actively contribute to the process of learning English.

However, few research have been conducted to examine how university students view the use of nonverbal communication in English lessons. The purpose of this study is to look into the perspectives of students enrolled in the first semester of PAI study program at STAIN Majene in the academic year 2023/ 2024 about how their lecturers use nonverbal communication during English language learning sessions. The expected findings of this investigation are intended to serve as a guide for lecturers, allowing them to alter their nonverbal communication strategies to align with students' preferences. This alignment attempts to increase student involvement in various class activities, fostering a more inviting and inclusive learning environment. The primary objective is to not only strengthen the bond between lecturers and students, but also to improve the overall quality of their interactions, resulting in a more favourable and rewarding educational experience for all concerned.

## LITERATURE REVIEW

### a. Nonverbal Communication

The topic of nonverbal communication is distinguished by a diverse set of definitions offered by experts in the area of study. Scholars and researchers from diverse academic backgrounds and views have defined nonverbal communication as a multidimensional area that includes a wide range of indications and signals beyond spoken language. Nonverbal communication is any type of communication that does not need the use of words. It is typically represented by other means, such as actions or bodily parts used in substitutes for words (Asubiojo et al, 2005). Similarly, Hussein & Mahmood (2020) define nonverbal communication as the transfer of information or messages without relying on words or written/spoken language. Nonverbal communication comprises various behaviours and cues, including facial expressions, gestures, body language, eye contact, vocal tone, paralinguistic elements, spatial arrangement, physical contact, and the incorporation of items and environment to convey messages. These definitions collectively emphasize the core concept that nonverbal communication involves conveying information or messages without resorting to spoken or written language.

Different categories of nonverbal communication are presented by different experts, demonstrating the diversity of this discipline. Negi (2009) distinguish eight types: haptics, chronemics, paralanguage, kinesics, proxemics, oculecsics, olfactics, and physical appearance. On the other hand, Knap (1972) outlines nine categories: posture, eye movement, eye

contact, proxemics, orientation, head nods, facial expressions, gestures, and bodily touch. Nonetheless, Martin & Nakayama (2018) present eight categories, which include physical appearance, facial expression, proxemics, gestures, eye contact, paralinguistics, chronemics, silence. This difference in classification highlights the complexity and variety of nonverbal communication, highlighting the many techniques and focuses adopted by various researchers in comprehending and classifying this topic.

The following is description of categorization by Martin and Nakayama (2018). The physical appearance of a person comprises factors such as height, weight, skin color, and skin texture. It also addresses personal grooming issues such as wardrobe selection and personal items such as jewelry, glasses, and so on. Face expressions represent several sorts

of emotions. They are joy, sorrow, disgust, surprise, anger, and fear. Proxemics illustrates the spatial relationships between individuals who are communicating and is further divided into four primary zones: intimate, social, personal, and public space. Gestures offer additional or supportive information alongside speech. Eye contact is frequently included in proxemics because it determines interpersonal distance. It sends implications about respect and position and frequently directs turn-taking. Paralinguistics involves examining vocal expressions that convey how something is communicated, encompassing factors such as speaking speed, loudness, tone, and emphasis. Chronemics describe how time is used. Silence is employed as a sign of respect in Western

civilization. This is stressed in schools: students are not permitted to speak when the teacher is speaking.

#### b. Perception

Perception is broadly defined as the cognitive process by which people become aware of, comprehend, and navigate their surroundings (Krismaninda & Refnaldi et al., 2021; Anggraini, 2021). It involves utilizing all five senses to see and engage with the environment, enabling people to learn new things, compare them to what they have already experienced, and make meaning of stimuli through their senses. For instance, students used an online platform that included a variety of resources such as mobile apps, interactive films, and learning games. They studied English pronunciation with rapid feedback using the smartphone app, recording and comparing their voice to accurate models. They interacted with real-life scenarios in interactive movies and took part in vocabulary and grammar quizzes. This technology inspired their learning directly, making it entertaining and effective. Engaging their senses in learning, from hearing to engaging, changed their favourable perception of technology as a tool for English learning, enhancing their passion and improving overall language abilities.

Devito (2009), in contrast, provides a definition that emphasizes perception's mental and subjective components more. He defines perception as the act of generating an opinion that is greatly impacted by general impressions, expectations, and prior experiences. In other word, perception emphasis on how people interpret of information are shaped by their own mental processes and past knowledge. For example, Student A, whose original language

has similarities to English, may find it simpler to learn specific vocabulary words in English. She may handle the learning process with confidence, easily recognizing related words or terms in her language with comparable roots. Her view of English as quite familiar may influence her attitude toward learning new words, and vice versa. This suggests that someone's viewpoint is crucial in developing their outlook and subsequent behavioural reaction to a certain scenario or notion.

Someone's attitude is heavily impacted by their unique perception and comprehension of a specific circumstance or issue. The way a person perceives or understands something profoundly influences how they look toward it, establishing the foundation for their attitude (Juhairiyah et al, 2022). It implies that perception is not permanent; it is flexible and may grow as a result of experiences and stimuli received. As illustration, someone who first regards pronunciation practice as boring and uninteresting. However, their view may change substantially following an immersion language session in which they struggle to be understood due to mispronunciation. Seeing the immediate influence of pronunciation on

communication may lead students to regard pronunciation exercise as critical rather than unimportant. This shift in perspective is the consequence of witnessing the importance of a certain component of language acquisition, demonstrating how perceptions may dynamically fluctuate based on specific encounters or stimuli during the learning process.

Understanding students' perception is essential in the teaching and learning process. Perception

is actually impacted by how individuals respond to stimuli. This knowledge is important in an educational environment. When lecturers understand how students perceive the learning environment, resources, and teaching techniques, they receive insight into what works and what does not for their students (Juhairiyah et al, 2022). This understanding enables the adaption of unwanted parts and the addition of favoured features in instruction, resulting in an environment that is more in line with students' needs and preferences. As a result, this adaptability may lead to better instructional strategies, more student engagement, and, ultimately, a more successful learning experience for everyone involved.

## RESEARCH METHOD

This study employed a descriptive quantitative design. It aimed to explore the perceptions of first-semester students in the Islamic education study program at STAIN Majene in the academic year 2023/2024 regarding nonverbal communication used by their English lecturers by using quantitative data. The total population comprised 140 students distributed across four classes, each containing 35 students and managed by distinct lecturers. In essence, these 140 students were taught by four different lecturers. From this population, 75 students volunteered to participate in the research.

This study utilized a questionnaire designed to collect data. It consisted of eight statements that addressed different types of nonverbal communication cues used by the lecturers in the classroom. Each statement represented each kind of nonverbal communication by Martin and Nakayama. The questionnaire was distributed



through Google form. This was accomplished by taking into account effective data management, in which the questionnaire results were automatically gathered in an easy-to-analyse format, as well as the opportunity to rapidly read a summary of the findings. In addition, it eliminated the need for paper printing and human distribution, so that its adoption can save time and money. To measure student perceptions, the questionnaire included a five-point scale, allowing participants to express their views on these varied cues. Following the collection of responses, quantitative analysis was conducted on the data to interpret and gain insights into how students perceived the nonverbal communication cues presented during their English lessons.

## FINDINGS

Following the survey of 75 students, the researcher organized the data into several tables, each of which included the students' reactions or feedback on statements related to nonverbal communication cues. The next section contains a full description and analysis of student responds, separated according to their relevance to various cues.

Table 1. Students' responses on the necessity of English lecturers to have good looking when teaching.

| No    | Categories        | Frequency | Percentage |
|-------|-------------------|-----------|------------|
| 1     | Strongly Agree    | 40        | 53,33      |
| 2     | Agree             | 35        | 46,67      |
| 3     | Neutral           | 0         | 0,00       |
| 4     | Disagree          | 0         | 0,00       |
| 5     | Strongly Disagree | 0         | 0,00       |
| Total |                   | 75        | 100        |

Table 1 showcases data indicating that over 50% of students express a strong agreement regarding the importance of English lecturers presenting themselves attractively during classroom instruction, with the remaining students in agreement. None of the students took a neutral view or expressed disagreement about the importance of English lecturers appearing attractive during class.

Table 2. Students' responses on the necessity of English lecturers to use facial expressions when presenting materials or answering questions.

| No    | Categories        | Frequency | Percentage |
|-------|-------------------|-----------|------------|
| 1     | Strongly Agree    | 25        | 33,33      |
| 2     | Agree             | 42        | 56,00      |
| 3     | Neutral           | 5         | 6,67       |
| 4     | Disagree          | 3         | 4,00       |
| 5     | Strongly Disagree | 0         | 0,00       |
| Total |                   | 75        | 100        |

Table 2 demonstrates that a significant proportion of students agree that English teachers should use a variety of appropriate facial expressions when explaining material or answering questions in the classroom. Remarkably, over 30% of the students indicate that they strongly agree with this position. yet, a tiny percentage of students, roughly 6%, adopt a neutral position, and yet a smaller percentage have opposing views.

Table 3. Students' responses on the necessity of English lecturers to manage distance, such as walking closer to students when speaking with them directly.

| No | Categories     | Frequency | Percentage |
|----|----------------|-----------|------------|
| 1  | Strongly Agree | 23        | 30,67      |

| No    | Categories        | Frequency | Percentage |
|-------|-------------------|-----------|------------|
| 2     | Agree             | 35        | 46,67      |
| 3     | Neutral           | 13        | 17,33      |
| 4     | Disagree          | 4         | 5,33       |
| 5     | Strongly Disagree | 0         | 0,00       |
| Total |                   | 75        | 100        |

In Table 3, students generally agree that English teachers should correctly control their closeness while they are having direct verbal interactions, including physical interactions, with students in the classroom. It is noteworthy that about 30% of the students are even more certain of this. Still, a significant fraction, around 15%, seems unsure or finds it difficult to make up their mind responding this statement. On the other hand, very few, about 5%, disagree with the statement.

Table 4. Students' responses on the necessity of English lecturers to employ gestures to aid visualize material explanations.

| No    | Categories        | Frequency | Percentage |
|-------|-------------------|-----------|------------|
| 1     | Strongly Agree    | 28        | 37,33      |
| 2     | Agree             | 45        | 60,00      |
| 3     | Neutral           | 2         | 2,67       |
| 4     | Disagree          | 0         | 0,00       |
| 5     | Strongly Disagree | 0         | 0,00       |
| Total |                   | 75        | 100        |

According to Table 4, a majority of students believe that it is essential for English lecturers to employ gestures as frequently as possible throughout class in order to help students understand the topic more visually. It is noticeable that over 35% of these students strongly believe in this viewpoint.

Interestingly, there were no pupils who disagreed with this statement. There is a very tiny percentage of students that have an indifferent attitude toward this claim.

Table 5. Students' responses on the necessity of English lecturers to make eye contact with them in the classroom.

| No    | Categories        | Frequency | Percentage |
|-------|-------------------|-----------|------------|
| 1     | Strongly Agree    | 19        | 25,33      |
| 2     | Agree             | 39        | 52,00      |
| 3     | Neutral           | 11        | 14,67      |
| 4     | Disagree          | 6         | 8,00       |
| 5     | Strongly Disagree | 0         | 0,00       |
| Total |                   | 75        | 100        |

Table 5 depicts statistical information indicating that most students agree with the idea that English lecturers should adjust their eye contact to correspond with the audience they are speaking to in the classroom. Of these students, about 25% show a strong support for this notion. Notably, 14% of students selected a neutral stance in response to this statement, while about 8% disagreed with the idea.

Table 6. Students' responses on the necessity of English lecturers to use suprasegmental language components while speaking.

| No    | Categories        | Frequency | Percentage |
|-------|-------------------|-----------|------------|
| 1     | Strongly Agree    | 19        | 25,33      |
| 2     | Agree             | 38        | 50,67      |
| 3     | Neutral           | 14        | 18,67      |
| 4     | Disagree          | 4         | 5,33       |
| 5     | Strongly Disagree | 0         | 0,00       |
| Total |                   | 75        | 100        |

Table 6 shows that approximately fifty percent of the students agreed that an English lecturer should utilize suprasegmental language, adjustments to emphasis, tone, and volume, to improve the understanding of each word stated in the classroom. A considerable portion, almost 25%, had an even higher tendency for this notion. However, an essential fraction, almost 18 percent of students, seemed undecided or unable to establish a solid position. On the other hand, a tiny percentage, roughly 5.33%, voiced disagreement with that assertion.

Table 7. Students' responses on the necessity of English lecturers to adapt their teaching to the time conditions set out in their course schedules.

| No    | Categories        | Frequency | Percentage |
|-------|-------------------|-----------|------------|
| 1     | Strongly Agree    | 34        | 45,33      |
| 2     | Agree             | 39        | 52,00      |
| 3     | Neutral           | 1         | 1,33       |
| 4     | Disagree          | 0         | 0,00       |
| 5     | Strongly Disagree | 1         | 1,33       |
| Total |                   | 75        | 100        |

Table 7 displays data indicating a nearly equal proportion of students expressing agreement and strong agreement with the importance of an English lecturer matching their lesson plans to the allotted time. There is not much of a difference between these two groups. Nonetheless, a tiny fraction, approximately 1.33%, strongly disagreed with the remark and expressed their strong disapproval. In a comparable manner, the same proportion of students expressed doubt or hesitation about their position on this issue.

Table 8. Students' responses on the necessity of English lecturers to build up communication to interact with students in the classroom.

| No    | Categories        | Frequency | Percentage |
|-------|-------------------|-----------|------------|
| 1     | Strongly Agree    | 29        | 38,67      |
| 2     | Agree             | 37        | 49,33      |
| 3     | Neutral           | 7         | 9,33       |
| 4     | Disagree          | 1         | 1,33       |
| 5     | Strongly Disagree | 1         | 1,33       |
| Total |                   | 75        | 100        |

Table 8 indicates clearly that a sizable majority of students believe an English lecturer should actively participate in class and avoid from treating students silently, emphasizing the need to start conversations to promote classroom engagement. Additionally, almost forty percent of students strongly agree with this statement, demonstrating the broad support for proactive involvement. Nevertheless an equal number of students expresses a divergent opinion, strongly opposing or disagreeing with this assertion. Furthermore, around 9.33% take a neutral position, suggesting a degree of ambiguity or objectivity regarding this claim.

Table 9. The total score of the data obtained from the questionnaire distribution



| Statements        | SA | A  | N  | D | SD | N  | Total Score | Mean       |
|-------------------|----|----|----|---|----|----|-------------|------------|
| TI                | 40 | 35 | 0  | 0 | 0  | 75 | 340         | 4,53       |
| T2                | 25 | 42 | 5  | 3 | 0  | 75 | 314         | 4,19       |
| T3                | 23 | 35 | 13 | 4 | 0  | 75 | 302         | 4,03       |
| T4                | 28 | 45 | 2  | 0 | 0  | 75 | 326         | 4,35       |
| T5                | 19 | 39 | 11 | 6 | 0  | 75 | 296         | 3,95       |
| T6<br>19          |    | 38 | 14 | 4 | 0  | 75 | 297         | 3,96       |
| T7                | 34 | 39 | 1  | 0 | 1  | 75 | 330         | 4,4        |
| T8                | 29 | 37 | 7  | 1 | 1  | 75 | 317         | 4,23       |
| <b>Mean Score</b> |    |    |    |   |    |    |             | <b>4,2</b> |

When evaluating the overall pattern of student responses, a mean score method using a 1–5 scale works to determine the general perspective. By giving numerical numbers to each response category and calculating the average score for every statement, it is possible to analyse the group's general point of view in great detail. The mean score derived from the responses provided by students indicates the tendency, offering a quantitative understanding of their general tendency toward certain claims about nonverbal cues in the context of English lecturers' instructional activities. The following categories and scores apply to the student responses: Table 10. Scale Category

| Scale     | Category      |
|-----------|---------------|
| 4.24-5.00 | Very positive |
| 3.43-4.23 | Positive      |
| 2.62-3.42 | Neutral       |
| 1.81-2.61 | Negative      |
| 1.00-1.80 | Very Negative |

After conducting a comprehensive analysis of eight nonverbal communication aspects, the researcher discovered that the mean score for students was 4.2. According to their cumulative evaluation, the first-semester students of Islamic education study program at STAIN Majene have a positive perception of nonverbal communication cues that English lecturers must perform.

## DISCUSSION

The findings of this study clearly emphasize students' concerns about English lecturers' use of nonverbal communication in the classrooms. As a result, addressing this issue becomes important in increasing students' involvement and interest in their studies. Nonverbal communication is well acknowledged for its positive contributions to the learning process (Ghorzang et al (2021). According to Sutiyatno (2018), using nonverbal clues properly can not only improve students' learning but also stimulate the attention of disengaged or disinterested

students. Therefore, English lecturers must consider this aspect carefully.

Understanding the importance of nonverbal communication in English language acquisition reinforces students' understanding of its critical role in the learning process. Nonverbal cues have an enormous impact because they convey meaning more efficiently than verbal ones (Bambaeeroo & Shokrpour, 2017). Lecturers can perceive and deliver messages with more accuracy by using body language, facial expressions, voice modulation, eye contact, and other techniques. This demonstrates that verbal explanations offered by lecturers in English schools are incomplete unless supplemented by nonverbal communication.

Nonverbal cues provide an invisible yet critical aspect of cognition that frequently outperforms the restrictions of verbal expression alone. They act as a bridge across cognitive gaps, allowing for a more clear and rich interchange of information during both the transfer and reception stages (Butt & Shafiq, 2013). This perspective reinforces the critical need of including nonverbal communication within the educational framework of English language instruction. The findings concisely advocate the use of nonverbal communication as a key component of the instructional approach. This integration does not replace verbal communication; rather, it supplements and enhances it, resulting in a more comprehensive and powerful educational environment.

These positive perceptions are a result of students' direct experiences with, or observations of, how nonverbal communication greatly affects their understanding of the material and their interaction

with the lecturers. This is consistent with the claim made by Vandenbroucke et al. (2016) that pre-existing knowledge could directly impact conscious perception, aiding the processes that precede object-level perception rather than influencing subsequent perceptual processes. Students are more likely to view nonverbal cues like encouraging gestures or unique facial expressions as an essential element of a memorable educational experience when they observe the effective use of these in the classroom.

When students personally observe the influence of nonverbal clues on their comprehension and engagement, it reinforces the value of this communication modality in the learning process. It has been emphasized by Ghorzang et al. (2021) that nonverbal communication has power to enhance students' understanding in the classroom. Darn (2005) points out several advantages of nonverbal communication usage. It shortens speech lengths, encourages more student participation, builds self-esteem, eases nervousness or hesitancy, gives clear instructions, better managing the classroom, creates a welcoming environment, improves peer collaboration, encourages self-correction, reduces miscommunication, and advances intercultural competency. The multitude of advantages makes its utilization strongly advised. This also emphasizes the need to view nonverbal communication as more than a supplement; it is an essential component that contributes greatly to the overall effectiveness of the educational process.

The explicit influence of nonverbal cues on students' learning experiences emphasizes their critical significance in building an encouraging and

successful learning environment. The recognition of its significance highlights the need for lecturers to enhance their nonverbal communication skills, identifying them as critical to building an atmosphere that encourages comprehension and engagement among students. Witt & Wheelers (2021) even claimed that this skill is imperative for lecturers to master without exception. That statement reaffirms the idea that nonverbal communication proficiency is not only advantageous but also essential for lectures in all types of learning environments. It emphasizes that developing these abilities is essential to ensuring successful communication, student involvement, and a positive learning environment.

The findings of this study differ from previous studies that similarly investigated students' perception of teachers' nonverbal communication. Arima's (2023) research with seventh-grade students at MTsN Nagari Binjai Pasaman revealed a positive enough view of teacher' nonverbal communication in an English class. In contrast, Asnawi and Arafah's (2023) qualitative study revealed that students had a positive view of their teachers' nonverbal communication. These disparate findings reflect different degrees of perception. Arima's study indicates a moderate or neutral view, whereas Asnawi and Arafah's work reflects a positive perception. This new study supports the findings of Asnawi and Arafah by indicating that students have a positive opinion of their teachers' nonverbal communication. However, there is disparities emerge in terms of the type of data and analytical methodologies used.

## CONCLUSION

Based on the findings of this study, it is clear that students have a good attitude toward the use of nonverbal communication by English lecturers during classroom teaching. This positive view is primarily determined by the observed efficacy and practicability of using nonverbal cues in the learning process. As a result, there is a clear expectation for lecturers to use nonverbal communication strategies to improve the delivery of English learning materials in the classroom environment in an appropriate and efficient manner.

Nonetheless, it is critical to recognize the potential influencing elements that may have an influence on the findings of this study. Elements such as Nevertheless, it is crucial to acknowledge the potential influencing factors that could impact the outcomes of this study. Elements such as the specific composition of the sample group, the particular circumstances in which the study was performed, and even the participants' innate biases might have influenced the results. As a consequence, it is essential to note that the findings of this study cannot be generalized to represent the full population of Indonesian students.

This study serves as a foundational exploration into the role of nonverbal communication in educational settings, paving the way for future research endeavors aimed at gaining a more comprehensive understanding of its importance and influence. In addition,

this acknowledgment underlines the need for more study and a more in-depth examination of student perspectives on the role of nonverbal

communication in English language acquisition. Such efforts should try to explore further various contexts and demographics, taking into account diverse samples and settings, in order to reach more universally applicable findings on the importance and influence of nonverbal communication in educational settings.

## SUGGESTION

There are that several suggestions can be made to further explore and enhance the role of nonverbal communication in English language teaching. To begin with, Given the positive attitude of students towards the use of nonverbal communication by English lecturers, it is recommended to conduct further research to delve deeper into this aspect. Future studies could focus on investigating specific nonverbal cues that are most effective in enhancing student engagement and understanding in the classroom. After that, To gain a more comprehensive understanding of student perspectives on the role of nonverbal communication in English language acquisition, future studies should aim to incorporate qualitative research methods such as interviews or focus groups. This will allow for a deeper exploration of students' experiences and perceptions. To sum up, educators, policymakers, and stakeholders in the field of English language teaching should be made aware of the importance of nonverbal communication in the classroom.

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