

**TEACHER'S VERBAL AND NONVERBAL
COMMUNICATION IN EFL CLASS**

THESIS

In Partial Fulfillment of the Requirement for Master's
Degree in English Language Education



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Bismillahirrohmaanirrohiim.....

In the name of Allah, the Beneficent, the Merciful. All praises be to Allah, the Lord of the world who has given the Mercy and Blessing upon the writer in completing this undergraduate thesis. Peace and salutation be upon the prophet Muhammad SAW, his family, and his companion, and his adherence.

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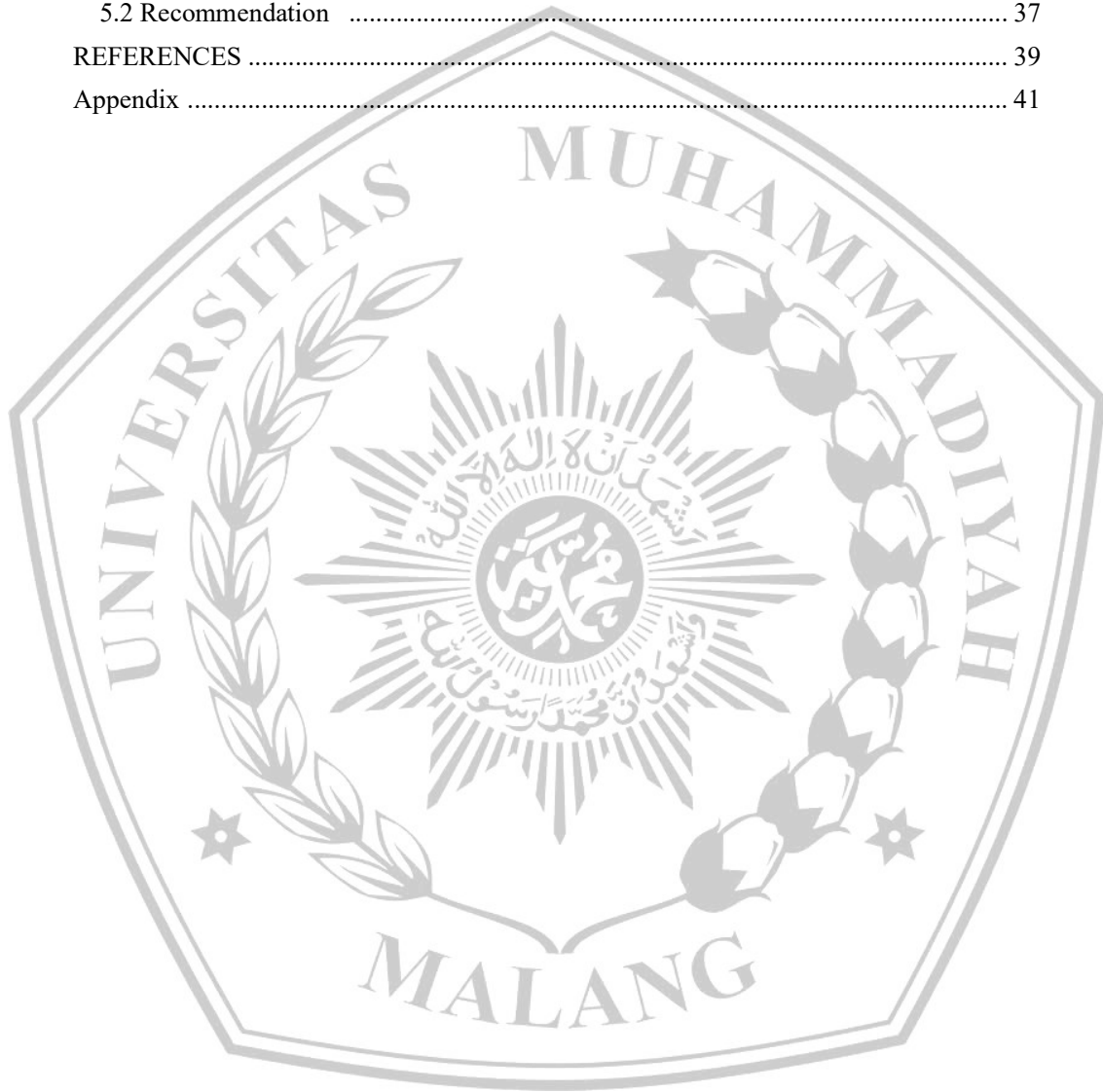
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The Writer

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ABSTRACT

This study investigates the use of verbal and non-verbal communication by teachers in EFL (English as a Foreign Language) classrooms and response to student engagement and understanding. Conducted across two high schools in Banyuwangi, Indonesia. This current study is a qualitative study and utilizes phenomenological research design with descriptive questionnaire analysis. Findings reveal that teachers employ various verbal strategies, such as greetings, questioning, and combining English with Indonesian, to ensure clarity and foster a positive classroom environment. Non-verbal communication, including gestures, facial expressions, eye contact, and touch, complements verbal interactions, enhancing comprehension and maintaining student focus. Students responded predominantly positively to these communication strategies, appreciating their role in improving understanding and participation. However, certain non-verbal cues, such as physical touch, elicited mixed reactions, highlighting cultural sensitivities. The study underscores the importance of integrating effective communication strategies into teaching practices to support diverse learner needs and improve educational outcomes.

Keywords: verbal communication, nonverbal communication, communication, EFL class

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ABSTRAK

Penelitian ini menyelidiki penggunaan komunikasi verbal dan non-verbal oleh guru di kelas EFL (Bahasa Inggris sebagai Bahasa Asing) dan respons terhadap keterlibatan dan pemahaman siswa. Dilakukan di dua sekolah menengah di Banyuwangi, Indonesia. Penelitian kali ini merupakan penelitian kualitatif dan menggunakan penelitian fenomenologi dengan analisis kuesioner deskriptif. Temuan menunjukkan bahwa guru menggunakan berbagai strategi verbal, seperti menyapa, bertanya, dan menggabungkan bahasa Inggris dengan bahasa Indonesia, untuk memastikan kejelasan dan menumbuhkan lingkungan kelas yang positif. Komunikasi non-verbal, termasuk gerak tubuh, ekspresi wajah, kontak mata, dan sentuhan, melengkapi interaksi verbal, meningkatkan pemahaman dan menjaga fokus siswa. Sebagian besar siswa memberikan tanggapan positif terhadap strategi komunikasi ini, menghargai peran mereka dalam meningkatkan pemahaman dan partisipasi. Namun, isyarat non-verbal tertentu, seperti sentuhan fisik, menimbulkan reaksi beragam, menyoroti kepekaan budaya. Studi ini menggarisbawahi pentingnya mengintegrasikan strategi komunikasi yang efektif ke dalam praktik pengajaran untuk mendukung beragam kebutuhan pelajar dan meningkatkan hasil pendidikan.

Kata Kunci: komunikasi verbal, komunikasi nonverbal, komunikasi, kelas EFL

CHAPTER 1

INTRODUCTION

1.1 Research Background

English has evolved into a universal language. English plays a vital role as a link between cultures and languages. According to Ilyosovna (2020), one of the languages spoken most internationally is English. This shows that English is essential in many areas of life, such as education, business, and politics. Octavia et.al. (2022), It enhances access to a vast repository of knowledge, literature, and technological advancements, fostering intellectual growth and cultural exchange. Moreover, English proficiency is often a prerequisite for higher education and professional success in many fields.

In the process of learning English, many problems arise. One of the problems in the English learning process is how teachers communicate with students. Communication can influence the learning process. A person must communicate to understand what others are saying and build good relationships with those around them (Afdaliah et al., 2018). These barriers to communication can cause difficulties in understanding and conveying ideas, thus hindering effective communication between teachers and students

Communication is very important for teaching English to learners because it improves their communication skills. According to Megawati (2020), teachers must find ways to make students more active in class through effective communication strategies, such as active listening techniques and verbal and non-verbal communication. Additionally, teaching with communication strategies helps bridge the gap between classroom learning and real-world communication, encouraging confident and proficient communication in various scenarios. Furthermore, research has shown that teaching communication strategies directly influences communication and plays a constitutive role in language teaching (Putri, 2013). Therefore, integrating communication strategies into English language teaching is essential to prepare students to become confident communicators in real-

life situations.

However, communication obstacles can hamper the teaching and learning process. Teachers must be creative in selecting the most effective communicative activities or methods based on their students' needs, according to Guntar (2023). Several things, including language, culture, technology, individual prejudices, and learning difficulties, can create these obstacles. There are several ways in which communication in the teaching and learning context is different from regular communication. Specifically, the communication between professors and students is based on the existence of a formal relationship bond, which is different from regular communication engagements. According to Albawali (2020), it entails communicating while adhering to the standards and principles of the teaching profession. Even though the formality of teacher and student contact is supposed to ensure that the teaching-learning process will be successful, there are many instances in which the procedure does not provide the intended outcomes. Good teacher and student communication aims to foster a supportive learning environment. Therefore, educators must recognize and comprehend these limitations to establish an inclusive learning environment that encourages effective communication and supports academic success for all students.

Verbal and non-verbal communication strategies are essential in teaching English as they have several strengths that enhance the teaching and learning process. According to Wahyuni (2017), verbal and nonverbal communication is a unity that cannot be separated to convey a message. Verbal communication strategies, such as active listening, questioning, and feedback, help teachers convey information effectively and engage students in learning. Non-verbal communication strategies, such as body language, eye contact, and facial expressions, help teachers establish rapport with students, create a positive classroom environment, and convey emotions and attitudes (Bambaaeroo et al., 2017). Additionally, teaching communication strategies can help learners become more aware of their linguistic resources, develop strategic competence, and bridge the gap between classroom and real-life communication. Effective communication strategies can also support student understanding, participation, engagement, and

achievement and address diverse learning needs. Therefore, incorporating verbal and non-verbal communication strategies in teaching English is crucial for fostering effective communication, promoting cultural understanding, and supporting student engagement and achievement.

This current study focuses on the application of verbal and nonverbal teachers' communication in teaching EFL class, especially in senior high school level. There have been two previous studies which are related to this current research. *Firstly*, similar to the research conducted by Megawati and Rudi (2020) which analyzed teachers' verbal and non-verbal communication, this current research is conducted in junior high schools in Semarang. The participants were three English teachers and three classes of eight-year students. The difference between this study and their study is the object of the research school, the theory used, and the number of students who became participants. If their study only focused on one school with three teachers and three classes, this study used two high schools as objects. This study also uses the latest theory and more participants to ensure the accuracy of the data obtained.

Secondly, research conducted by Sulfirani (2023) analyzed the kinds of teachers' nonverbal communication used in EFL classrooms. The research subject consisted of two teachers, a male and a female English teacher, and 20 students of SMPN 4 Marioriawa. The difference between this current research and the research by Sulfirani is that her research used one school and focused on non-verbal communication. This current research, however, uses two high schools and focuses on verbal and non-verbal communication. Of course, the scope of the research is broader than the previous research. This study uses more participants for the accuracy of the data obtained. The researcher used the topic because communication is essential in the learning process. The students can understand the material if the communication between the teacher and the student is good. The description of those previous studies above becomes the main references for the researcher in this research to analyze the verbal and non-verbal communication used by the teacher in the class.

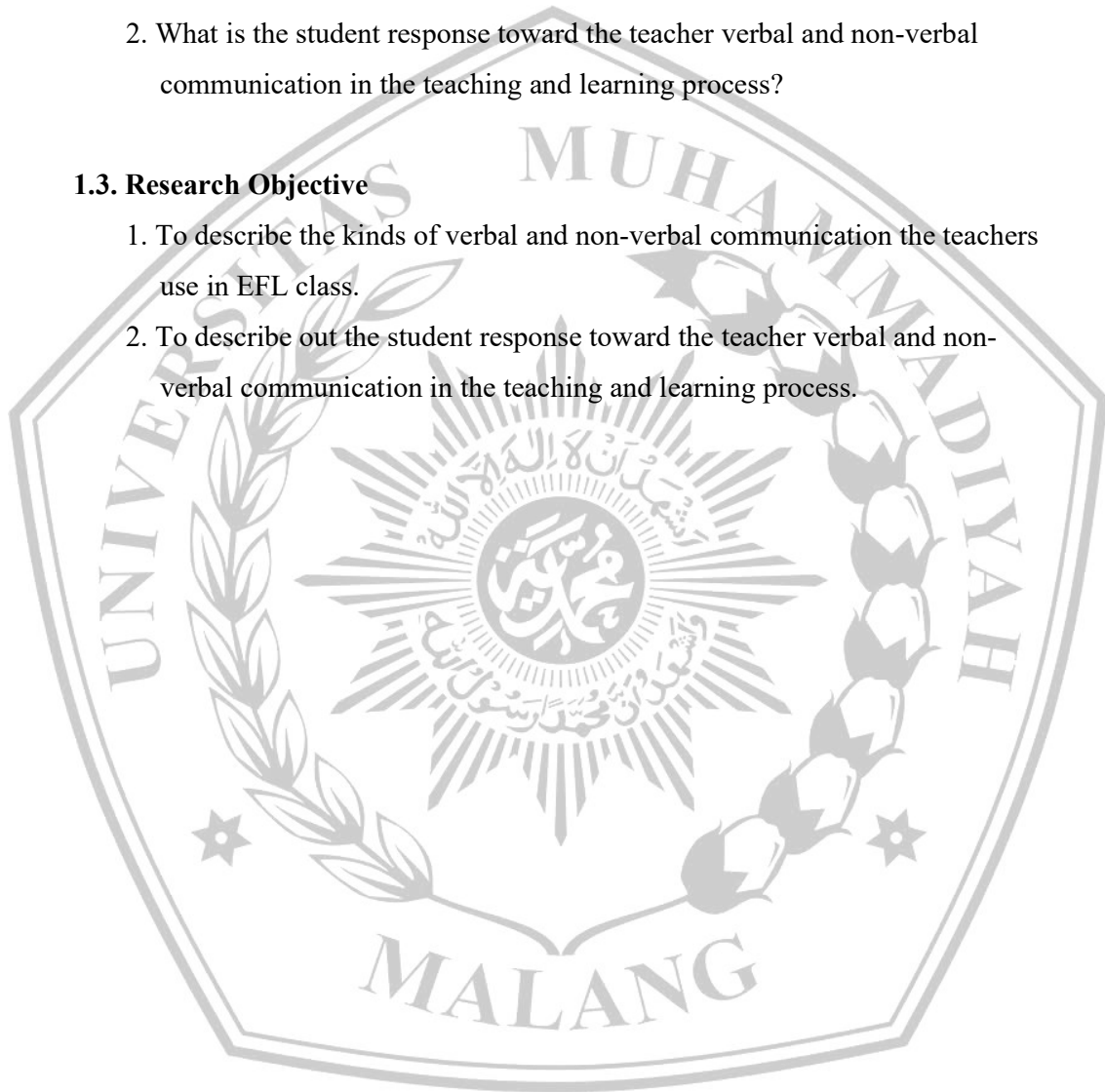
1.2 Research Questions

From the background of the study above, the following research questions are formulated:

1. What forms of verbal and non-verbal communication do the teachers use in EFL classes?
2. What is the student response toward the teacher verbal and non-verbal communication in the teaching and learning process?

1.3. Research Objective

1. To describe the kinds of verbal and non-verbal communication the teachers use in EFL class.
2. To describe out the student response toward the teacher verbal and non-verbal communication in the teaching and learning process.



CHAPTER 2

LITERATURE REVIEW

2.1 Teaching English as a Foreign Language (EFL)

In education, English serves as a language for daily communication needs, knowledge acquisition, relationship building, information transformation, and enjoyment of English language aesthetics. Given the importance of English, our government decided to include it in the national curriculum as the first foreign language that students must learn in school, starting in elementary school and continuing until senior high school (Susanthi, 2021). English is seen as a language that should be studied as it is used widely. Curriculum and pedagogy for teaching English as a foreign language have emphasized the value of imparting conversational skills and the practical application of language. Because being proficient in communicating is the aim of learning and teaching English.

English teachers have essentially started trying to teach foreign languages in a manner that is more akin to first language acquisition in the teaching and learning process. The instructor needs to properly prepare the lesson plan, media, and methods. According to Brown (2019), teaching means demonstrating or assisting someone in learning how to do something, providing guidance in the study of something, imparting knowledge, and causing others to know or understand. This indicates that in order to achieve the goal of teaching, the teacher must carry out the process of teaching based on their experience, expertise, and preparation of the lesson materials. English is seen as a language that should be studied as it is used so widely (Utami et al., 2022). Curriculum and pedagogy for teaching English as a foreign language have emphasized the value of imparting conversational skills and the practical application of language.

From the statement above that students are expected to be able to use the English language for communication as a result of receiving English language instruction. It is common knowledge that English is the universal language spoken in global society. According to Sya and Helmanto (2020) foreign language learning has begun become part of the school curriculum as a mandatory subject studied at

the elementary school level, and this subject became a subject local. English is essential and frequently cited as the significant of all academic courses, mostly because speaking, writing, listening, and reading are required in one way or another for every other subject.

2.2 The Use of Verbal and Non-Verbal Communication in EFL Class

In the process of teaching and learning, teachers play a crucial role. However, effective teaching is dependent on teachers' ability to communicate or transfer knowledge to pupils as well as their mastery of the subject matter. Consequently, teachers, especially English teachers need to possess certified communication competence and skills since they must employ the target language when providing instructions (Oktaviana 2020). EFL teachers would be utilizing English to impart lessons, they must be qualified communicative competent, and proficient in the language, as English is considered a foreign language in Indonesia. Therefore, when it comes to imparting knowledge, resources, and information in English, it is likely that EFL teachers will encounter certain communication problems or hurdles. Communication problems can be caused by a variety of factors, including a lack of fluency in the target language, problems with one's performance, and problems with the other person's performance, according to Dornyei and Scott (1997). As a result, EFL teachers use a variety of strategies to overcome those difficulties.

2.2.1 Verbal Communication

In teacher communication, verbal communication is the interaction between the teacher and students expressed through oral (Nuraeni et al., 2020). Another definition from Wahyuni (2018) she states that Verbal communication is the ability to express ideas verbally using both written and spoken words in a way that is logical and easy for students to understand. This communication is most widely used in human relationships.

Although there are many various methods that people can connect, verbal communication is undoubtedly one of the most crucial. The transfer of knowledge

is significantly more dependent on verbal communication (Sutiyatno, 2018). Communication expressed by words is known as verbal communication. Speaking is a verbal form of communication. Grammatical standards are strictly enforced and verbal communication is highly regimented. Effective verbal communication is essential for thriving enterprises, relationships, and groups. Since spoken language is ingrained in a person's long-term memory, verbal communication is crucial to day-to-day existence. It's evident when a teacher gives a lesson, the president gives a speech, or a husband and wife discuss a problem. The four main categories of verbal skills are listening, speaking, reading, and writing. Speaking is the most significant and practical of these abilities, and it has a greater influence on spoken communication with the audience. Making an effective oral communication can be done in a lot of ways. Ensuring the words are presented appropriately and are appropriately framed is crucial. Oral communication provides a number of benefits, but it also has drawbacks. It is very easy for this type of communication to be misread. Effective oral communication demands a high level of expertise and is not something that everyone can acquire. Furthermore, it is not a communication method that can be utilized as documentary proof.

2.2.2 Non-Verbal Communication

In addition to writing and speaking, people often use their whole body to communicate. Non-verbal communication is the use of the full body, or body language, to convey information. The part of communication that is not verbal is commonly referred to as non-verbal communication (Hess, 2016). Another definition of communication is provided by Chaudry and Arif (2022), who defined it as the unwritten, nonverbal exchange that occurs throughout every in-person interaction with another person. It lets us know how they really feel about us and how well our remarks are being understood. In interpersonal psychology, nonverbal communication is perhaps even more important than general estimates that apply only to the expression of emotion or liking rather than to all interpersonal communication. According to research, nonverbal and paraverbal cues have an approximate four-fold greater impact than verbal cues (Gifford, 2013). According

to the definitions given above, nonverbal communication is the exchange of meaning through the use of the full body or through unspoken communication. In the classroom, nonverbal communication is crucial to the teaching and learning process. Students' comprehension is impacted by nonverbal communication, which eventually leads to improved learning and comprehension of the ideas. Teachers employ nonverbal communication in the classroom, much as in everyday situations, but if they use it intentionally and as a teaching strategy to engage the students, higher learning outcomes can be achieved. Because nonverbal communication allows for more observation, imitation, copying, and watching of other family members, a speaker can use it to increase the interest and curiosity of the audience (Haneef et al., 2014). Youngsters are better than adults in understanding nonverbal cues and may comprehend nonverbal communication more than verbal communication.

Understanding ourselves and others can be greatly aided by nonverbal communication. Body language and nonverbal communication are two different things. While non-verbal communication encompasses all body language communication as well as other elements like attire and accessories, surroundings, and even how we spend our time, body language refers to the physical behavior of our bodies, such as eye contact, posture and gesture. Haneef et al., (2014) stated that sounds, gestures, body language, eye contact, facial emotions, voice pitch or tone, physical distance, apparent conduct, postures, and attire are all examples of nonverbal communication. He asserts that unconscious nonverbal communication happens more frequently. People don't realize that nonverbal cues can convey a message just as effectively as spoken words. The listener can learn important information from the speaker's tone of voice, body language, eye contact, and physical appearance.

2.3 Forms of Verbal and Nonverbal Communication

This form of verbal and nonverbal communication includes:

2.3.1 Forms of Verbal Communication

Humans are capable of verbal communication at both the oral and written levels. according to Tannen (1980), verbal communication refers to any spoken or written word exchanges that are used to convey information. All written or spoken exchanges used to interact with people in day-to-day activities are considered verbal communication (Ruswandi et al., 2024).

According to the definition given above, verbal communication can take place in a variety of formats, such as:

1. Oral Communication

Oral communication is the exchange of information between a sender and a recipient is done through talks, speeches, presentations, and other visual aids. The message is expressed verbally in this style. Visual aids are occasionally combined with oral communication to help establish the message being communicated clearly. Examples include using slides to convey the topic during a meeting or seminar. Oral communication can also be mixed with written communication methods to ensure that maximum effectiveness is achieved.

2. Written Communication

Sending messages, directives, or instructions by written correspondence such as letters, memos, office bulletins, manuals, reports, telegrams, etc. is referred to as "written communication." It is a less flexible and formal mode of communication. The process of communicating a message using written symbols is referred to as written communication. Put differently, written communication refers to any message that is sent or received by two or more people using written language.

It is beneficial since it provides permanent records during the learning process and can be utilized as an alternate way.

2.3.2 Forms of Non-Verbal Communication

There are many different forms of nonverbal communication according to Andersen (2007). According to Ottenheimer and Pine (2017), nonverbal communication is the process of conveying information without using spoken or sign language. According to the definition given above, verbal communication

can take place in a variety of formats, such as:

1. Facial Expressions

Human faces are incredibly expressive; they can portray a wide range of emotions without using words. Furthermore, facial expressions are universal, in contrast to several other nonverbal communication methods. All cultures share the same facial expressions for joy, sorrow, rage, surprise, fear, and disgust.

2. Posture and body language

The way a person sits, walks, stands, and holds their head affects how you see them. Teachers convey a lot of information to children through their posture and mannerisms. The teacher's body posture, mood, stance, and subtle motions are all examples of this kind of nonverbal communication.

3. Gestures

Gestures are a way to convey messages without words. Gestures can include movements of the hands, shoulders, fingers, or other parts of the body. Gestures can be used to communicate a variety of feelings and perspectives, such as hostility, contempt, affection, and approval. Gestures can be performed simultaneously with words or instead of them.

4. Eye Contact (Gaze)

Eye contact is a particularly crucial kind of nonverbal communication because most people's senses are dominated by sight. A person's gaze can convey a variety of emotions, such as attraction, hatred, affection, or interest. Maintaining the conversation's flow and assessing the other person's interest and reaction both depend on eye contact.

5. Appearance

Nonverbal communication also includes our choice of colour, attire, haircuts, and other aspects of appearance. Different colour can inspire different motives, according to colour psychology research. People tend to make snap judgments about others based solely on their appearance. These

initial impressions matter. According to research, a person's appearance can affect how they are seen and even their income.

6. Touch (Haptic)

Humans use touch to communicate a lot. Consider the radically different messages conveyed by a firm grip on the arm, a condescending pat on the head, a warm bear embrace, or a feeble handshake.

7. Personal Space (Proxemics)

Depending on the culture, the circumstance, and the degree of intimacy, everyone has a different need for physical space. Numerous nonverbal cues, such as signs of intimacy and affection, anger, or dominance, can be conveyed through physical space.

8. Voice

Vocal communication that is distinct from spoken language is referred to as voice. This encompasses elements including pitch, loudness, inflection, and voice tone. Consider the significant impact of voice tone on a sentence's meaning. Listeners might interpret strong vocal tones as enthusiasm and approval.

2.4 Student Response to Verbal and Non-Verbal Communication

According to Muhlisin (2018), a response is a person's body movements when reacting to treatment, reactions and answers in an activity. The response was separated into two aspects. It is opinion and behavior. Opinion is an overt response to a problem expressed in spoken or written words, while behavior is a covert response that tends to be emotional and private to give a positive or negative reaction to a particular person or situation.

Based on study conducted by Megawati et al. (2020), the hand gesture that shows this is snapping the fingers. The teacher's way of showing agreement to students is by nodding their heads. Teachers utilize displays of affect in the same way they use facial expressions to show agreement with students' responses in class. The latter is a symbol that the teacher uses to interact with the class by pointing with his finger. Teacher questions are the verbal communication that most inspires

students. Because when they try to answer the teacher's questions, students will be more focused. The situation would be different if the teacher did not ask questions; this will cause students to become inactive because they are not challenged to find solutions. Facial expressions are the main nonverbal cues students use to persuade teachers. Moreover, when the teacher shows happiness, it will increase his enthusiasm and encourage him to enjoy learning, thereby increasing his understanding of learning.

There are several indicators of students' responses, both positive and negative, to verbal and non-verbal communication in EFL classes. Positive indicators as stated by Afdaliah et al. (2019) are; The teacher's gesture can help the students understand the material easier, the teacher's cheerful and vibrant face makes students enthusiastic in learning, The teacher's smile makes students relax and enjoy in learning. In another research, Zakirnan (2019), Regarding verbal communication, both teachers utilized lecturing as a primary method to convey information to students. the student gets the high score These high scores indicate that students responded positively to structured information delivery, finding it helpful in understanding course material.

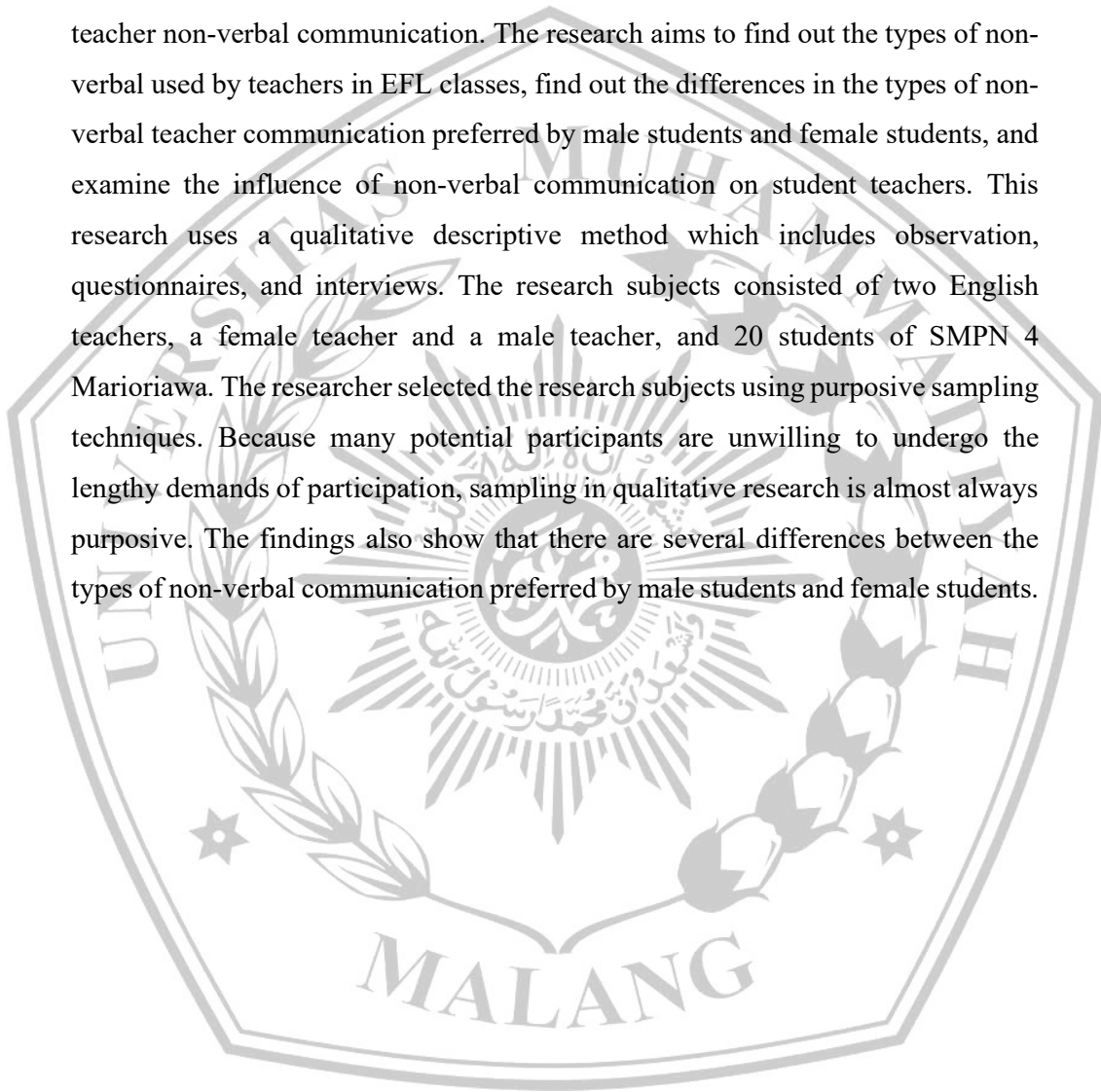
While the negative indicators from the study Afdaliah et.al. (2019) are: When presenting the material, the teacher's hand gestures may divert the pupils' attention. If the teacher uses the pointer finger to appoint the students, they feel undervalued. If the teacher always wears a severe expression, the students get anxious. If they have to listen to the teacher during class, they get bored.

2.6 Previous Studies

First research from Megawati et al. (2019) The purpose of this study is to describe how teachers use both verbal and nonverbal communication, as well as how these methods affect students' willingness to learn English. The framework of teachers' discourse put forward by Wang and Loewen (2015) and verbal Sinclair and Brazil (1985) was employed in this study. A qualitative case study is the focus of the researchers' attention. Three English teachers and three classes of eight-year-old pupils participated in this study, which was conducted at a junior high school in

Semarang. Lesson transcripts and video recordings of teachers' actions were used to gather data. Data analysis processes include organizing and preparing the data, coding, summarizing, and interpreting it, using the teachers' words and actions as the unit of analysis.

Another research from Sulfirani (2023). This research just focuses on teacher non-verbal communication. The research aims to find out the types of non-verbal used by teachers in EFL classes, find out the differences in the types of non-verbal teacher communication preferred by male students and female students, and examine the influence of non-verbal communication on student teachers. This research uses a qualitative descriptive method which includes observation, questionnaires, and interviews. The research subjects consisted of two English teachers, a female teacher and a male teacher, and 20 students of SMPN 4 Marioriawa. The researcher selected the research subjects using purposive sampling techniques. Because many potential participants are unwilling to undergo the lengthy demands of participation, sampling in qualitative research is almost always purposive. The findings also show that there are several differences between the types of non-verbal communication preferred by male students and female students.



CHAPTER III

RESEARCH METHODOLOGY

3.1. Research Design

This study was qualitative research design. According to Gay, Mills, and Airasian (2006), "Qualitative research is the collection, analysis, and interpretation of comprehensive narrative and visual data to gain insights into a particular phenomenon of interest." The construct of the research study was that of a **phenomenological** qualitative design. As defined by Creswell (2009), "phenomenology is a research strategy of inquiry in which the researcher identifies the essence of human experiences about a phenomenon as described by participants." The phenomenon in this research was the use of verbal and non-verbal communication by teachers in delivering English material in class.

3.2 Subjects and Settings

This research was conducted in two schools in Banyuwangi Regency: SMA Muhammadiyah 1 Banyuwangi and SMK Sritanjung Banyuwangi. The two schools were chosen because they were located in the center of Banyuwangi. SMA Muhammadiyah 1 Banyuwangi was the first Muhammadiyah high school in Banyuwangi. At the same time, SMK Sritanjung was a favorite school because it had the first culinary and beauty majors in Banyuwangi. Another reason was that the school was chosen because the same phenomenon existed in both schools related to the use of verbal and nonverbal communication by teachers.

The subjects of this study were teachers and students. Two English teachers were the subjects of the study, and 70 students were selected as the subjects of the study. The study was conducted in grade 10 of each school because grade 10 students were new to the high school environment and needed to adapt to the classroom atmosphere.

3.3 Data Collection

3.3.1 Techniques and Instruments

Data was collected through classroom observations and interviews. Researchers conducted classroom observations using video recordings to see the teaching and learning process. Researchers interviewed teachers to find out the verbal and nonverbal communication used by teachers. Researchers gave questionnaires to students to find out their responses to the teacher's verbal and nonverbal communication with students.

1. Observation

Observation is the most appropriate and effective data collection process. By observing classes, researchers obtain much more objective information that can be compared with self-reports from research participants. In this research, the researcher recorded using a camera when the teacher explained the material to obtain the necessary data, that is, forms of verbal and nonverbal communication by teachers in the classroom. Researchers used an observation checklist.

See Table 3.1 in the Appendix.

2. Interview

Interviews are conducted by developing a series of questions based on the research focus. Interviews were conducted with teachers. This research used unstructured interview techniques. This interview process is based on a series of questions that have been prepared in advance; however, this interview was suspicious, so the teacher gained a deeper understanding of the use of verbal and nonverbal communication in the classroom. The questions were explained during the interview process to obtain the required data. The interviewer and participants conducted semi-formal interviews at scheduled times. The interview explores the types of verbal and nonverbal communication the teachers uses in the learning process. In this study, the researcher compiled the interview questions by developing the theories of Sinclair and Brazil (1982) in Chapter 2 regarding the teacher verbal communication. Wang and Loewen (2015) regarding the teacher nonverbal communication.

3. Questionnaire

The researcher used a questionnaire as a research tool to assess students' responses to this study. A Likert-scale-based questionnaire was used to collect the data from students. The researcher provides enough time for students to finish the questionnaire and regularly check their response rate to guarantee a high one. The researchers have statistically examined the information gathered from these questionnaires to identify student response toward the teacher used of verbal and nonverbal communication.

3.4 Data Analysis

The first step is to analyze the qualitative data, and the researcher follows the steps proposed by Miles and Huberman (2014).

1. Data Reduction

Data reduction falls into the category of job data analysis. There is quite a lot of data in the form of transcribed interview scripts and field notes. Because this research focused on the form of verbal and non-verbal communication by teachers and students' responses, the data concentrated on the form of verbal and non-verbal communication used teachers in teaching in EFL classroom. In this way, the reduced data provided a more complete and clearer picture, making it easier for researchers to collect data.

2. Data display

The reduction results were displayed in a specific format, highlighting patterns, categories, focuses and themes to facilitate problem understanding. The data displays helped the researcher visualize the overall picture and specific aspects of the research findings. In this qualitative research, data presentation takes the form of short descriptions and charts. This researcher created visual representations of charts, to organize the types of verbal and non-verbal communication used by various teachers in different schools.

3. Conclusion Drawing/ verification

The third step in the qualitative data analysis, according to Miles and Huberman (2014), was inference and verification. Preliminary conclusions

were temporary and subject to change if unsupported by evidence during data collection. At this stage, the researcher identified key themes and patterns from data displays and drew conclusions based on those themes. To verify the data, triangulation and cross-checking insights from various sources (observations, interviews and questionnaires) confirmed data consistency. Specifically, this study focused on verbal and non-verbal communication used by teachers in EFL classrooms.

Questionnaire Data Analysis

The analysis of the student response from the questionnaire. They were analyzed by taking the following steps. The first step in this analysis was processing raw data from the questionnaire collected via *Google Forms*. These data described students' general responses regarding English teachers' use of verbal and nonverbal communication. Each item in the questionnaire was measured using a *Likert scale*. The researcher adopts the scoring *Likert scale* stated by Ary, et al. (2010), in which favorably or positively stated items (or strongly agree) were scored 4, agree was scored 3, disagree was scored 2, and strongly disagree was scored 1. The data were analyzed to find out how many students agreed or disagreed with the statements related to the teacher's use of verbal and non-verbal communication.

Table 1

The score interval table of students' response toward teachers' verbal and nonverbal communication in EFL classes

Score interval	Scale interval	Description
43 – 52	3.28 – 4.00	Very positive
33 – 42	2.52 – 3.27	Positive
23 – 32	1.76 – 2.51	Negative
13 – 22	1.00 – 1.75	Very Negative

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This section presents the findings based on the results of the data analysis and the discussion of the findings by referring to the existing theories and previous studies.

4.1 Research Findings

This section presents the analysis of the data results which include: (1) the forms of verbal and non-verbal communication the teachers used in EFL classes and (2) the student response toward the teacher's verbal and non-verbal communication in the teaching and learning process.

4.1.1 The Forms of the Teachers Verbal Communication

Based on the results of data analysis, it was found that the teacher's form of verbal communication in classroom activities is *oral communication*.

4.1.1.1 Oral Communication

The results of the data analysis revealed that there were several forms of oral communication used by the teachers in English classes.

A. Saying greetings before starting the lesson

The example of oral communication most often carried out by teachers was greeting students before starting a lesson. This made students motivated to learn, which showed that greeting was an important thing that teachers had to do in the educational process. The instance is displayed in these extracts.

Extract 1

Good morning, student! (Teachers 1 and 2; App 1, n2)

This greeting expression is used to politely greet students in the morning, create a positive and friendly atmosphere, foster a sense of community, and build respectful relationships with students. The teacher's simple greeting set the tone for

the day, signaling the start of learning. The teacher spoke warmly and friendly, creating a welcoming environment that put her students at ease. This thoughtful approach helped establish a positive atmosphere, fostering engagement and enthusiasm for the lessons ahead.

Extract 2

How are you today? (Teachers 1 and 2; App 1, n2)

Teachers asked students about their well-being to demonstrate care and build connections. This inquiry fostered a sense of belonging, making students feel valued and respected. It helped teachers assess the class's emotional state, identifying students requiring additional support. This simple question established a positive and empathetic tone, promoting open communication and trust.

B. Praying before and ending the lesson

Based on the results of the data analysis, it was found that students always pray before starting each meeting. The teacher also asked students to pray before the lesson ended. The aim is that the material studied is useful for teachers and students. The instance is displayed in these extracts.

Extract 1

Please lead the class to pray. (Teachers 1 and 2; App 1, n7)

The teacher started the teaching and learning process they needed to invite students in this case the captain of the classroom to lead his and her friends to pray. This phrase encourages a moment of spiritual connection and reflection. It fosters a sense of community by bringing students together in a shared activity that aligns with the school's values and traditions. Inviting a student to lead the prayer promotes leadership skills, confidence, and active participation, ensuring they feel valued and involved in the process.

Extract 2

*Before ending our lesson today, let's say 'Hamdalah' together.
(Teachers 2; App 1, n7)*

In Extract 2, the teacher ending the lesson by saying, "*Hamdalah*;" expressing gratitude to Allah for the knowledge gained. This Islamic tradition instilled humility, thankfulness and spiritual growth in students. Reciting "*Hamdalah*" collectively fostered unity, reinforced values of gratitude and faith, and created a reflective atmosphere, leaving a lasting impression on the students.

C. Asking questions

Based on the results of the data analysis, it was found that the teachers often ask students questions. Teacher used questions to increase students' prior knowledge and find out how students understand the material. Asking questions during the teaching and learning process can be a good way for teachers to find out students' level of understanding and the difficulties they face during the learning process. The instance is displayed in these extracts.

Extract 1

What have you learned on last meeting? Have you learned about "text"?

(Teachers 1)

When a teacher asked, it served multiple purposes in the classroom. This question helped the teacher review and reinforce previous lessons, ensuring that students recalled and retained key concepts. It also allowed the teacher to assess students' understanding and identify gaps in their knowledge. By framing the question around specific topics, such as "*text*," the teacher focused the discussion and encouraged students to connect past learning to the current lesson. Additionally, this approach fostered active participation, critical thinking, and engagement as students reflected on and articulated their learning experiences.

Extract 2

Do you understand? Do you have questions? (Teachers 2)

The teacher used these expressions to check students' understanding, enable them to ask questions and clarify their comprehension. This question demonstrated the teacher's commitment to student learning and created an open environment where students felt comfortable seeking clarification. By inviting questions, the teacher encouraged active participation and critical thinking, helping students engage more deeply with the material. It also allowed the teacher to identify and address misunderstandings immediately, fostering a supportive and inclusive learning atmosphere where students' needs were prioritized.

D. Giving appreciation to students

Based on the interviews and observations, it was found that the teachers always appreciate students when they answer questions. Appreciating students can be done by giving praise, whether it is good or very good. These remarks show that teachers are strongly advised to respect and appreciate all students' efforts to make them feel valued and cared for by their teachers. The instance is displayed in these extracts.

Extract 1

Very good. Applause to Daeren and group three (students applause sound)
(Teachers 1)

In Extract 1, the teacher expressed appreciation for the students' achievements. This statement acknowledged and celebrated specific students' or groups' efforts, boosting their confidence and motivation. By encouraging applause, the teacher fostered a supportive classroom culture where students felt valued for their contributions. This recognition inspired others to strive for excellence, knowing their efforts would be noticed and rewarded, promoting accomplishment, teamwork, and mutual encouragement.

Extract 2

Good job rina. I proud of you (Teachers 2)

In Extract 2, the teacher expressed appreciation for an individual student,

recognizing and validating Rina's effort, progress, and achievement. This personalized praise boosted Rina's self-esteem and motivated her to continue striving. It strengthened the teacher-student relationship, demonstrating genuine care and encouragement. This feedback fostered a positive learning environment, supporting students' confidence and acknowledging their hard work while inspiring others to strive for success

E. Combining Indonesian and English

To ensure students understand the material, teachers use a combination of Indonesian and English when teaching. This happens when teachers speak in English when students do not understand what they are saying. This happens because teachers want to avoid students not understanding the material if they teach it only in English. The instance is displayed in these extracts.

Extract 1

Yes written, karena present perfect tense menggunakan V3. Jadi untuk contoh di kalimat ini adalah my sister has not written a novel since 1 year ago. (Teachers 1)

Extract 1: the teacher effectively integrated Indonesian and English to explain the present perfect tense, enhancing students' understanding and application of grammatical rules. The teacher clarified the requirement of the past participle (V3) verb form, providing structural clarity. By switching between languages, the teacher ensured accessibility for students with varying English proficiency levels, making the lesson more inclusive. Concrete examples reinforced understanding, enabling students to construct correct sentences.

Extract 2

Hey not science tapi since, kalau science itu pengetahuan ada since dan science...pronounce nya beda ya. (Teachers 2)

In Extract 2, The teacher clarified pronunciation differences and meanings between similar-sounding English words, distinguishing "since" (referring to time)

and "science" (the field of knowledge). This approach ensured students' correct usage and understanding of context. By emphasizing pronunciation and meaning, the teacher addressed potential confusion, enhancing listening and speaking skills. The bilingual explanation made the concepts more relatable and accessible.

4.1.2 Forms of the Teacher's Non-Verbal Communication

Based on the results of the data analysis, it was found that there were several forms of teachers' non-verbal communication in classroom activities, namely facial expressions, body language and posture, gesture, eye contact (gaze), appearance, and voice.

4.1.2.1 Facial Expressions

Based on the results of the data analysis, it was found that teachers show various facial expressions during teaching activities. The teacher smiles when explaining the material and talking to students. This can create a pleasant classroom atmosphere for students. This is done to make students more enthusiastic about learning and to reduce the tension they experience during the learning process. Sometimes, the teachers showed serious faces. Expressed his anger, seriousness, and disappointment when the teacher discovered that students did not follow the rules. In addition, it attracts students' attention and encourages them to concentrate on the learning process.

Excerpt 1

R: When explaining the material, do you use angry, sad or other facial expressions? If yes, when to use it?

T: Yes, when explaining the material, I will show a cheerful, happy and smiling facial expression. This expression will bring a positive atmosphere to students. But if students are crowded in class I will be quiet and look at them with a serious expression. (Teachers 1 App 2, n4)

4.1.2.2 Body Language and Posture

The results of data analysis show that, the teacher is relaxed in teaching English. They also go around checking student work and measuring it when giving assignments to students. By going around, the teacher can ensure that all students understand the material being presented. This makes the learning process more effective and supports student engagement.

Excerpt 1

R: When explaining the material, do you just sit in a chair?

T: Of course not, when explaining I don't just sit in the teacher's chair, when explaining the material I will stand in front of the class and when students do the assignments I give, I will go around checking the students' work.

(Teachers 1 App 2, n4)

4.1.2.3 Gesture

Based on the results of the data analysis, it was found that teaching activities the teachers use their hand. Teachers 1 hand gestures are pointing, gesturing, describing, and counting, while teacher 2 hand gestures are pointing and gesturing. Their verbal messages become better and more interesting when they use hand gestures.

Excerpt 1

R: Do any teachers use body movements or move their hands as signals to students?

T: I often use body movements and moving my hands as signals to students when studying. This helps to increase attention, clarify the explanation of the material. (Teachers 2 App 2, n9)

4.1.2.4 Eye contact

The results of the data analysis show that the teacher looks around the students as a whole when explaining the material in front of the students. This is done to maintain students' focus and ensure they pay attention to the teacher's

explanation. Teachers also look students in the eye when talking to them directly. This is done so that students feel grateful when talking to their teachers, and this can also give a good impression of the teachers themselves.

Additionally, teachers interact directly with students to maintain their supervision. Teacher 1 was seen glancing at the students sitting on the left to ask whether they had finished their assignments. Teacher 2 was also seen glancing at the student while telling the story, standing next to the student while glancing at him to make sure the student was paying attention to his book. Teacher 2 also uses eye contact to reprimand students, and he prefers to stare at some students who are too noisy when explaining the material. This shows that eye contact can help discipline students.

Excerpt 1

R: When explaining the material, does the teacher make direct eye contact with the students one by one?

T: I look at students as they work on assignments to see if they have completed them or not. Additionally, I will look at students sharply to let them know that I am uncomfortable or don't like what they are doing when they are joking around and not being serious during the learning process. (Teachers 2, App 2, n8)

4.1.2.5 Appearance

The results of the data analysis show that the choice of appearance, clothing color, hair style, and other elements that influence appearance are nonverbal ways of communication. The results show that teachers dress neatly and do not use too many accessories; a teacher only wears clothes without accessories.

Excerpt 1

R: Do you use costumes, uniforms or other accessories to attract students' attention?

T: No, the use of uniforms and accessories has been regulated by the school so

you are not allowed to wear clothes outside the provisions that have been made. And the only accessories that are allowed are watches and glasses. So, teachers must comply with school regulations which require teachers to dress neatly and not wear too many accessories. (Teachers 1, App 2, n10)

4.1.2.6 Voice

In this case, Teacher 1 sometimes varies the tone of voice when speaking and telling stories. Varying the tone of voice aims to make students interested in listening to the teacher's explanation or story. Teacher 1 tends to use a loud voice or even shout when trying to discipline or calm students. The function of the teacher's vocal expression is to express his emotions. Similar to Teacher 1, teacher two also sometimes varies his tone of voice when explaining the material and giving directions, but in terms of storytelling, teacher 2 sounds flat when telling the story. Teacher 2 uses a soft voice during the teaching and learning process, but sometimes, he increases the volume at certain moments. Apart from that, the two teachers often used annoying voices or stuttered. The second teacher uses these sounds when thinking or trying to remember what to say.

Excerpt 1

R: How do you put sound stress and rhythm in each word which is important during the teaching and learning process?

T: Before explaining the material, I will first look at the class conditions. If the students are a little busy in the class, the voice I use tends to be higher and louder, whereas if the conditions in the class are conducive and calm, then I will lower the rhythm and intonation as if I were speaking normally.

(Teachers 2, App 2, n11)

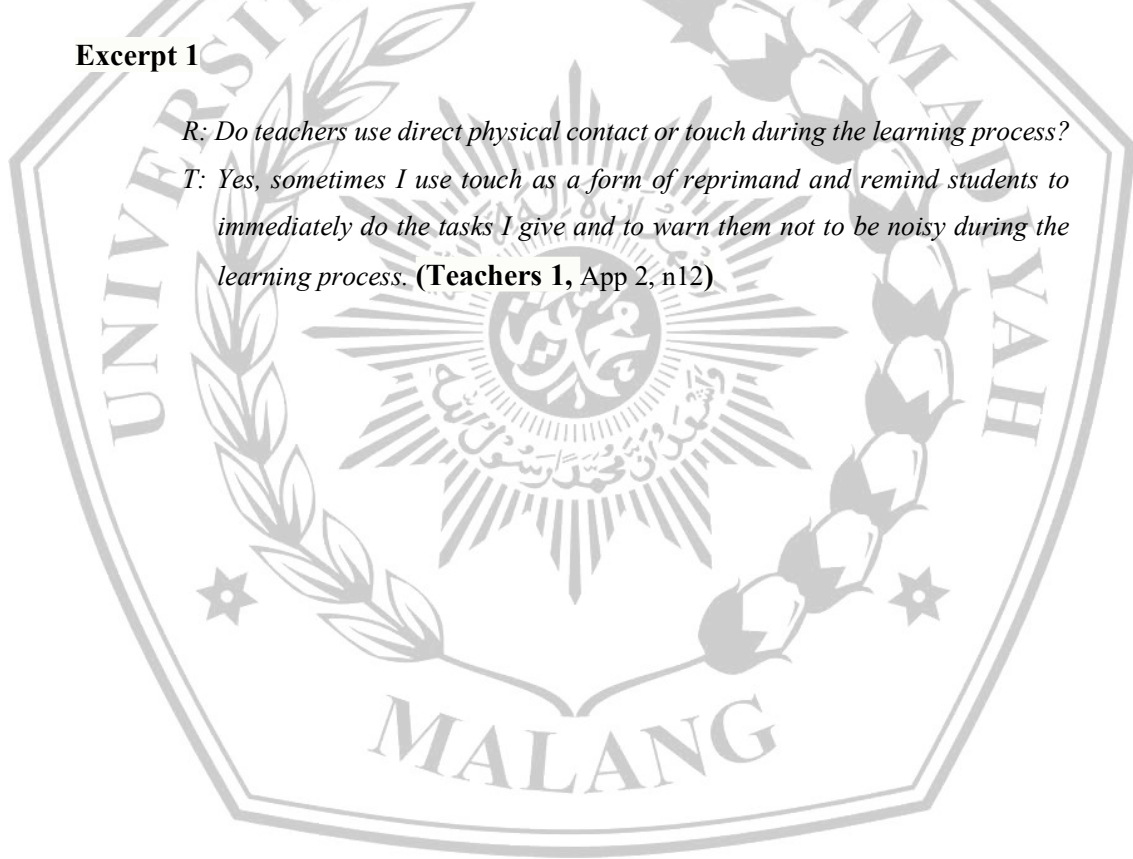
4.1.2.7 Touch

The results of the data analysis show that the teacher used touch. Touch is a way to communicate feelings and emotions. Teachers use touch to complement their verbal messages. Analysis of the findings showed that teachers 1 and 2 sometimes interacted with the students while he was walking around to control them. Researchers found that teachers reminded students to finish quickly by touching their shoulders when they approached students who were not doing anything. Students quickly responded to their teacher. They wrote and stopped talking to their friends. However, as a warning, he touched the student gently. While touching the confused student's shoulder, the teacher explained the assignment to the student. The teacher also does this when advising students.

Excerpt 1

R: Do teachers use direct physical contact or touch during the learning process?

T: Yes, sometimes I use touch as a form of reprimand and remind students to immediately do the tasks I give and to warn them not to be noisy during the learning process. (Teachers 1, App 2, n12)



4.1.3 Student Response toward the Teachers' Verbal and Non-Verbal Communication in the Teaching and Learning Process

Based on the results of the data analysis, it was found that there were two kinds of students' responses toward the use of verbal and nonverbal communication utilized by teachers. They were positive and negative perceptions. Seventy students gave responses through the questionnaire.

Table 1. Students' response toward verbal and nonverbal teacher communication in EFL classes

NO	participant	1	2	3	4	5	6	7	8	9	10	11	12	13	TOTAL	MEAN	PERCENTAGE
1	ARD	4	3	2	4	4	4	3	4	4	3	4	2	4	45	3.46	86.53
2	AFN	4	3	3	3	3	3	3	4	3	3	4	2	3	41	3.15	78.84
3	ARH	4	3	3	4	3	4	2	4	4	2	4	2	2	41	3.15	78.84
4	AMA	3	3	3	3	4	3	2	3	4	3	3	2	3	39	3	75
5	ATA	4	4	3	3	4	4	4	3	2	4	4	1	4	44	3.38	84.61
6	AYT	3	3	3	3	3	3	3	4	3	3	3	2	3	39	3	75
7	AJU	4	4	4	4	4	4	3	2	3	2	3	2	3	42	3.23	80.76
8	ADY	3	3	3	3	2	4	4	3	3	1	2	3	3	37	2.84	71.15
9	ALR	3	3	3	3	3	3	3	3	4	3	3	2	2	38	2.92	73.07
10	ADF	3	3	4	2	4	3	3	4	3	3	2	2	4	40	3.07	76.92
11	BKP	3	3	4	3	3	3	4	4	4	3	4	2	2	42	3.23	80.76
12	CIY	3	3	3	3	3	3	3	4	3	3	3	2	3	39	3	75
13	CDP	4	4	3	4	4	4	3	4	2	3	4	2	3	44	3.38	84.61
14	DDJ	3	3	3	3	3	2	2	3	3	2	4	2	3	36	2.76	69.23
15	DLW	3	4	3	3	4	4	3	3	4	3	4	1	3	42	3.23	80.76
16	DDT	3	4	4	4	4	4	4	4	4	3	4	2	4	48	3.69	92.3
17	DKA	3	3	4	4	3	1	1	1	3	1	2	3	3	32	2.46	61.53
18	DPI	3	3	3	3	3	3	3	3	3	3	3	2	2	37	2.84	71.15
19	EWV	3	3	2	3	3	3	2	3	3	2	3	2	3	35	2.69	67.3
20	EVS	3	3	2	2	4	3	3	4	3	2	4	2	3	38	2.92	73.07
21	EAL	3	3	3	3	3	3	3	4	3	3	3	1	3	38	2.92	73.07
22	FRZ	3	3	3	3	3	3	3	3	3	2	3	3	3	38	2.92	73.07
23	FRR	3	4	2	1	3	4	3	4	4	4	4	1	2	39	3	75
24	FAZ	3	4	3	3	3	4	3	4	2	3	4	2	3	41	3.15	78.84
25	ICP	4	4	4	4	4	4	4	3	4	1	4	2	4	46	3.53	88.46
26	IMY	3	3	3	3	3	3	3	3	3	2	3	3	3	38	2.92	73.07
27	IEW	4	4	3	4	3	3	3	4	3	3	3	2	3	42	3.23	80.76
28	JTL	3	3	3	3	3	3	3	4	3	4	3	1	3	39	3	75
29	JVA	4	4	4	4	4	4	4	3	3	3	4	1	4	46	3.53	88.46
30	KPL	4	3	4	4	4	4	2	3	2	4	3	2	1	40	3.07	76.92
31	KFH	3	4	3	4	3	4	3	3	4	3	4	2	4	44	3.38	84.61
32	LBD	3	3	3	3	3	3	3	4	3	4	3	3	3	41	3.15	78.84
33	LSB	3	4	3	3	3	4	3	3	3	3	3	2	3	40	3.07	76.92
34	LMN	3	3	3	3	3	3	3	4	3	2	3	2	3	38	2.92	73.07
35	LSA	3	3	3	3	2	3	3	4	3	2	2	2	2	35	2.69	67.3
36	LDR	3	4	3	3	4	4	3	4	4	3	3	1	1	40	3.07	76.92
37	MND	4	3	4	4	4	4	4	3	4	3	4	1	4	46	3.53	88.46

38	MAA	4	4	4	4	4	4	4	4	4	3	4	2	4	49	3.76	94.23
39	MPH	1	1	2	3	1	1	2	4	4	2	3	1	1	26	2	50
40	NSA	2	4	3	3	3	3	3	3	2	3	3	2	3	37	2.84	71.15
41	NDP	3	3	3	3	3	3	3	4	3	1	4	1	3	37	2.84	71.15
42	NNA	4	4	4	4	4	3	3	3	3	3	4	1	4	44	3.38	84.61
43	NIA	3	4	4	4	4	3	4	3	4	2	4	3	4	46	3.53	88.46
44	NAG	3	3	2	2	3	3	3	4	2	3	3	2	2	35	2.69	67.3
45	NVA	3	3	3	3	3	3	3	4	2	3	3	2	2	37	2.84	71.15
46	PTR	3	3	3	3	3	3	1	2	3	2	2	3	3	34	2.61	65.38
47	RRA	4	3	4	3	3	4	4	3	4	1	3	4	1	41	3.15	78.84
48	RSI	3	3	3	2	3	4	2	4	4	3	3	2	3	39	3	75
49	RCE	4	3	3	4	4	4	3	4	4	3	4	1	4	45	3.46	86.53
50	RAM	4	4	3	3	4	3	3	3	3	2	3	2	3	40	3.07	76.92
51	RJI	4	4	4	4	4	4	4	4	4	1	4	4	4	49	3.76	94.23
52	RNA	3	3	3	3	2	3	2	3	3	3	2	2	3	35	2.69	67.3
53	RPA	3	3	3	2	3	2	2	4	3	2	2	2	3	34	2.61	65.38
54	RVL	3	3	3	2	3	3	2	4	3	2	3	2	3	36	2.76	69.23
55	SRR	3	4	1	4	4	3	2	3	2	2	3	1	2	34	2.61	65.38
56	SDA	4	3	3	4	3	3	3	4	3	3	3	2	3	41	3.15	78.84
57	SRA	3	3	3	3	3	2	3	4	3	1	3	2	4	37	2.84	71.15
58	SFH	4	4	4	4	4	4	3	4	4	2	4	2	4	47	3.61	90.38
59	SNS	3	3	3	3	3	4	3	1	3	3	3	2	3	37	2.84	71.15
60	SAR	3	4	3	3	3	4	3	4	3	2	3	2	3	40	3.07	76.92
61	TLS	2	2	2	2	3	4	4	4	3	2	3	3	3	37	2.84	71.15
62	TAN	4	4	4	3	3	4	3	4	4	3	4	2	2	44	3.38	84.61
63	TPD	3	3	3	3	3	3	2	4	3	3	3	2	2	37	2.84	71.15
64	TIR	3	3	2	4	2	4	2	2	4	1	3	1	1	32	2.46	61.53
65	WAS	4	4	3	4	3	4	4	4	4	3	4	1	3	45	3.46	86.53
66	WEM	3	3	3	3	3	3	3	4	3	2	3	3	3	39	3	75
67	ZAC	2	3	2	3	3	2	1	3	2	2	3	2	2	30	2.3	57.69
68	ZYA	3	3	3	3	3	3	3	4	3	3	3	2	3	39	3	75
69	NHYR	3	4	3	3	4	3	3	3	3	4	3	4	3	43	3.3	82.69
70	DAA	3	3	2	4	2	4	2	4	4	1	3	1	4	39	3	75
	TOTAL														2775	213.46	5336.53
	MEAN														39.64	3.04	76.23

From the result of the data analysis presented in the table above, the total response gained from a questionnaire that 70 students answered was 2775. The total mean of the response items on 13 questionnaires was 39.64, which could be categorized as "positive" toward their teachers' verbal and nonverbal communication in EFL classes. The indicators of positive student responses toward teachers' verbal and non-verbal communication in EFL classes highlight the importance of effective interaction in the classroom. Verbal communication, such as clear explanations, asking thought-provoking questions, and providing praise or appreciation, fosters a supportive learning environment where students feel motivated and confident. Additionally, non-verbal communication plays a

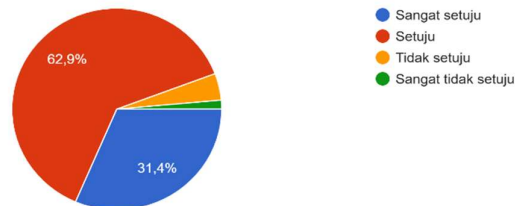
significant role in enhancing the educational experience. Teachers' gestures help clarify concepts, while cheerful facial expressions create a welcoming atmosphere that reduces tension and encourages enthusiasm. Eye contact ensures student attention and discipline, and variations in tone and voice emphasize important points, making lessons more engaging and easier to understand. Together, these elements demonstrate the critical role of both verbal and non-verbal strategies in improving student engagement, comprehension, and participation in EFL classrooms.

4.1.3.1 Positive Response

a. Oral communication

1. Saya merasa dapat mengingat dan mengerti penjelasan guru karena guru saya menyampaikannya dengan penjelasan secara lisan.

70 jawaban

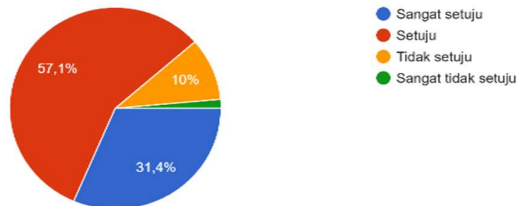


From the percentage above, 68.8% of students strongly agreed with the teacher's opinion. Students could remember and understand the teacher's explanation because the teacher was conveyed it verbally. On the other hand, 22.9% of students agreed that verbal explanations could be remembered by students. Meanwhile, 6.3% of them disagreed with this statement. And 2.1% of students strongly disagreed. The data indicated that the average scale interval for this item was 3.22, which suggested that the majority of students gave a positive response. This means that oral communication made by the teacher was effective in helping them remember and understand explanations.

b. Gesture

4. Saya merasa dapat mengingat dan mengerti penjelasan guru karena guru saya menyampaikannya dengan gerakan" atau isyarat tangan.

70 jawaban

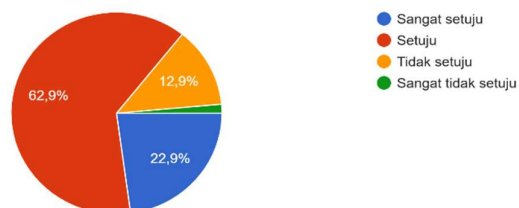


From the percentage above, it can be seen that out of 70 students, 40 students (57.1%) agreed with the teacher's use of gestures, 22 students (31.4%) strongly agreed with this statement, while seven students (10%) disagreed with the use of gestures. gesture by the teacher, and one student (1.4%) strongly disagreed with this. The data showed that the majority of students had a positive response to the teacher's use of gestures in the classroom with the average scale interval for this item was 3.21. This means that the gestures made by the teacher were effective in helping them remember and understand the material.

c. Facial expression

3. Saya merasa dapat mengingat dan mengerti penjelasan guru karena guru saya menyampaikannya dengan ekspresi wajah yang berbeda sesuai materi.

70 jawaban

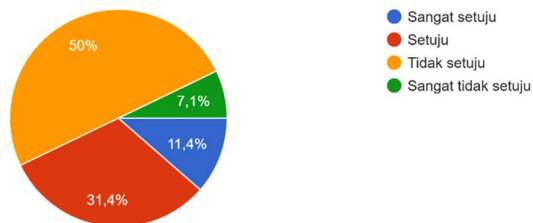


From the percentage above, it can be seen that out of 70 students, 44 students (62.9%) agreed with the different facial expressions displayed by the teacher, 16 students (22.9%) strongly agreed with this statement, while 9 students (12.9%) disagreed with the teacher's use of facial expressions, and 1 student (1.4%) strongly

disagreed with this. The data indicated that the average scale interval for this item was 3.04, which suggested that the majority of students gave a positive response. This means that facial expression made by the teacher was effective in helping them remember and understand explanations.

d. Eye contact

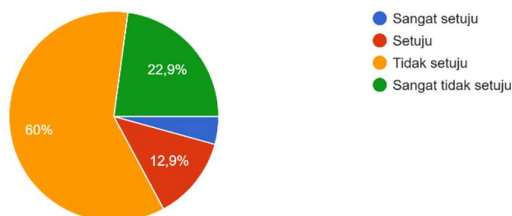
10. Saya merasa tidak nyaman dengan tatapan mata yang dilakukan oleh guru.
70 jawaban



From the percentage above, it can be seen that out of 70 students, 35 students (50%) stated they disagreed, and 5 students (7.1%) strongly disagreed with the statement which stated that the teacher's eye contact made students disturbed and felt uncomfortable. Meanwhile, 22 students (31.4%) agreed, and 8 students (11.4%) strongly agreed with this, which means that the teacher's eye contact makes students feel uncomfortable. The average scale interval for this item was 3.21 which can be concluded that in this item the majority of students gave positive response. This indicated that the teacher's facial expressions were successful in aiding students' retention and comprehension of the explanations.

e. Appearance

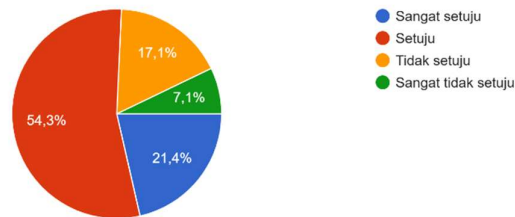
12. Saya merasa risih atau tidak fokus terhadap pakaian atau penampilan guru.
70 jawaban



From the percentage above, it can be seen that out of 70 students, 42 students (60%) disagreed, and 16 students (22.9%) strongly disagreed with this statement, namely that the appearance and clothing worn by teachers could disturb students' focus. Meanwhile, 16 students (12.9%) agreed, and 3 students (4.3%) strongly agreed that the teacher's appearance and clothing influenced students' focus during the lesson. The data showed that the average scale interval for this item was 3.32, which suggested that the majority of students gave a positive response.

f. Voice

13. Saya dapat lebih memahami ketika guru menjelaskan dengan suara lantang
70 jawaban

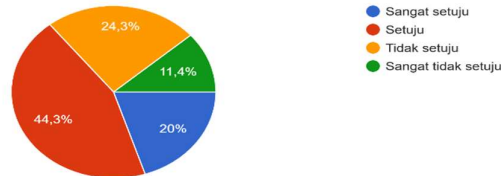


From the percentage above, it can be seen that out of 70 students, 38 students (54.3%) agreed, and 15 students (21.4%) strongly agreed. When the teacher explained in loud voice students felt they understood the material being taught better. Meanwhile, 12 students (17.1%) disagreed, and five students (7.1%) strongly disagreed that with a loud voice students understood the material being taught better. From the data indicated that the average scale interval for this item was 2.92, which suggested that the majority of students gave a positive response to the voice of teacher. This means that voice made by the teacher was effective in helping them remember and understand explanations.

4.1.3.2 Negative Response

a. Touch (negative)

8. Saya merasa tidak nyaman dengan sentuhan yang dilakukan oleh guru seperti menepuk pundak atau yang lainnya.
70 jawaban



From the percentage above, it can be seen that out of 70 students, 31 students (44.3%) agreed, and 14 students (20%) strongly agreed with the statement that the teacher's touch made the students feel disturbed and uncomfortable. Meanwhile, 17 students (24.3%) disagreed, and eight students (11.4%) strongly disagreed with this, which mean that the teacher's touch was not disturbing and the students felt comfortable. The data showed that the majority of students had a negative response to the teacher's use of touch in the classroom, with the average scale interval for this item being 2.21, further supporting the overall negative sentiment, indicating that most students did not view the teacher's use of touch favorably.

4.2 Discussions of the Findings

This section is the discussion of the findings with the related theories or previous studies. Both of the two findings about (1) the forms of verbal and non-verbal communication the teachers used in EFL classes and (2) the student response toward the teacher's verbal and non-verbal communication in the teaching and learning process.

4.2.1 Forms of verbal and non-verbal communication the teachers used in EFL classes

The research investigated teachers' verbal and non-verbal communication use in EFL classrooms, emphasizing its impact on student engagement, understanding, and performance. Teachers employed various verbal strategies such

as greetings, asking questions, providing instructions, and combining English with Indonesian to ensure comprehension. For instance, greeting students at the beginning of a lesson created a friendly atmosphere and set a positive tone. Similarly, asking questions encouraged student participation and served as a tool to assess their understanding of the material. This was similar to data reported by Riskiati et al. (2021) and Harisnawati et al. (2022). The existence of teachers' verbal and non-verbal communication in online EFL classes attracted students through a loud and clear voice (oral), body language (gestures), and smiles (facial expressions), making the teachers' communication in online EFL classes meaningful and easily understood. These verbal communication strategies aligned with language acquisition theories, highlighting the importance of interactive and clear instructions in fostering effective learning.

In addition to verbal methods, teachers utilized non-verbal cues like facial expressions, gestures, eye contact, posture, and touch to complement their verbal communication. Facial expressions, such as smiling, helped create a welcoming and positive classroom environment, while gestures and eye contact reinforced verbal messages and maintained student focus.

The findings of this research expanded upon previous research presented by Riskiati et al. (2021) and Harisnawati et al. (2022) by analyzing verbal and non-verbal communication across two high schools, offering a broader perspective compared to earlier studies that focused on a single institution. The study highlighted the importance of professional development programs for teachers, where they could refine their communication skills and adapt.

4.2.2. The student response toward the teacher's verbal and non-verbal communication in the teaching and learning process.

Students' responses to teachers' use of verbal and non-verbal communication in EFL (English as a Foreign Language) classrooms played a significant role in determining the effectiveness of the learning process. This aligned with research from Megawati (2019), which found that verbal and non-verbal communication significantly motivated students to learn English. Verbal

communication, such as clear explanations, questions, praise, and the occasional use of the students' native language, was generally well-received. Students appreciated greetings at the start of lessons, as these set a positive tone and created a welcoming environment. Similarly, when teachers asked questions to check understanding or stimulate participation, it encouraged active learning and critical thinking.

The use of praise, such as “Good job” or “Very good,” enhanced students’ confidence and motivation, reinforcing their efforts. Code-switching, where teachers alternated between English and the students' first language, was particularly helpful for clarifying challenging concepts and ensuring inclusivity, especially for students with limited proficiency. Non-verbal communication also significantly impacted students' engagement and understanding. This was similar to data reported by Riskiati (2021), which showed that teachers’ non-verbal communication had positive effects on students. Gestures, such as pointing or mimicking actions, helped visualize abstract ideas, making lessons more engaging. Facial expressions, like smiles, created a friendly atmosphere that reduced anxiety and encouraged enthusiasm for learning. Eye contact helped maintain attention and conveyed the teacher’s interest in students' participation. Teachers' body movements, such as walking around the classroom, demonstrated their active involvement and allowed closer monitoring of students' work. Voice modulation, including varying tone and pitch, was another effective strategy for emphasizing key points and maintaining students' focus.

However, not all non-verbal strategies were perceived positively by students. The study revealed that some students felt uncomfortable with prolonged eye contact or physical touch, such as tapping a shoulder, as these could be culturally sensitive or misinterpreted. Conversely, data from Riskiati (2019) indicated that excessive hand movements, shouting, staring at students, and being overly serious while teaching created a tense learning atmosphere. This made students feel uncomfortable, nervous, and scared, ultimately hindering their engagement in the teaching and learning process.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

This chapter presents conclusions about verbal and nonverbal communication teachers' use in EFL classes. In addition, it also offers some recommendations for teachers and next researchers.

5.1 Conclusions

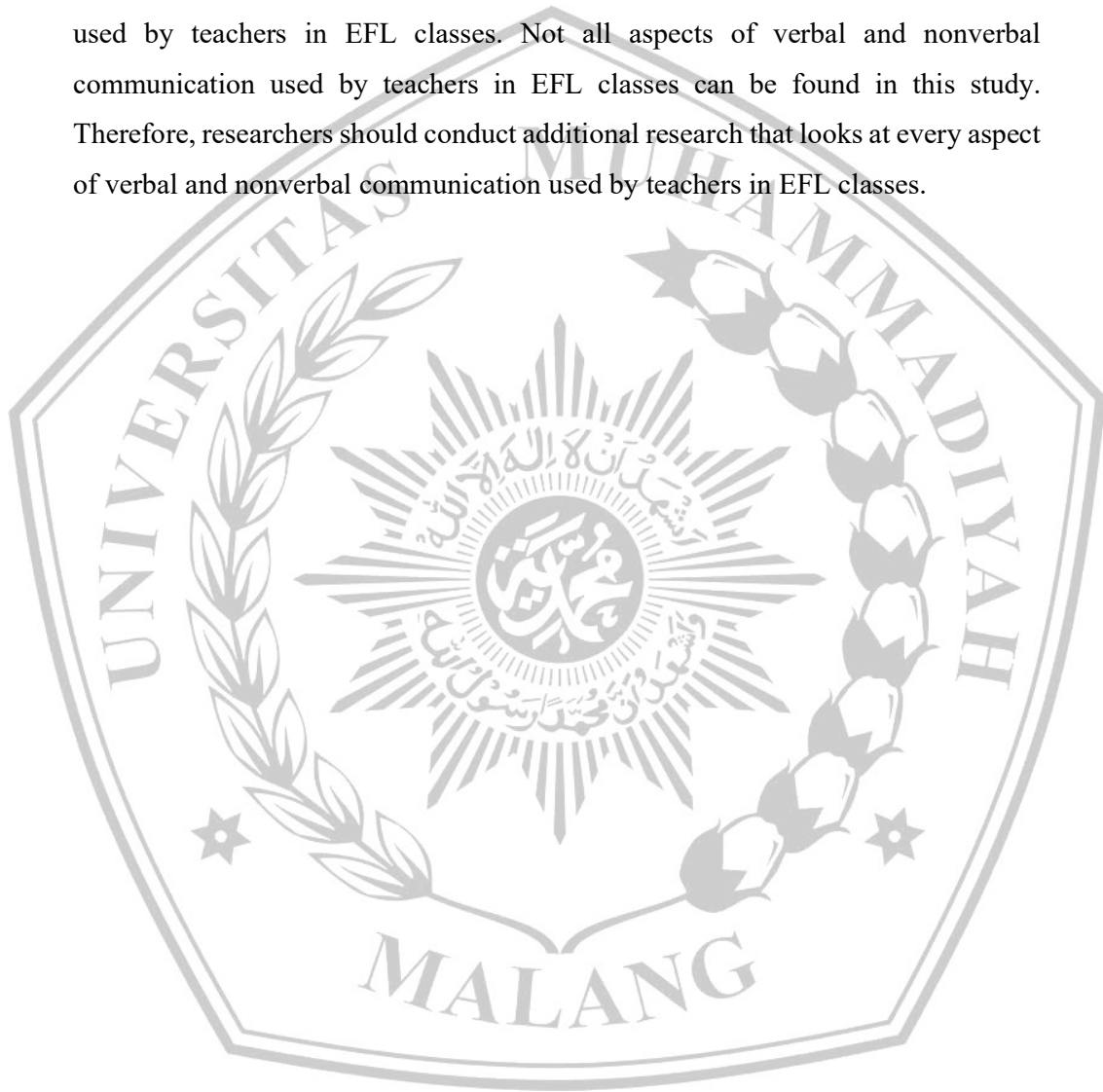
Based on the results of the study, it can be concluded that Teachers in two schools, namely SMA Muhammadiyah 1 Banyuwangi and SMK Sritanjung Banyuwangi, use oral communication as their verbal communication. Nonverbal communication used by teachers to complement verbal communication in the classroom is: 1) Gesture, 2) Facial expression, 3) Eye contact, 4) Appearance, 5) Voice, and 6) Touch. When teachers use verbal and nonverbal communication in the learning process, the message conveyed by the teacher is easier to understand. Students give positive and negative responses when teachers use verbal and nonverbal communication in the learning process in the classroom. This is shown by the questionnaire given by the researcher to seventy students in the two schools. Student responses to these communication methods were predominantly positive. Most students appreciated the combination of verbal and non-verbal strategies, as they found them effective in enhancing their understanding and engagement. However, some students expressed discomfort with certain non-verbal cues, such as physical touch, highlighting the importance of teachers adapting their communication styles to the cultural and individual preferences of their students. This underscores the necessity for teachers to balance and integrate these communication forms effectively to meet diverse classroom needs.

5.2 Recommendations

For teachers, this study examines the positive and negative responses of teachers' verbal and nonverbal communication to students, including students' responses or opinions about what teachers should and should not do when teaching.

Teachers are expected to be wise in choosing verbal and nonverbal communication types. Not all types of communication get a good response from students, which can make students feel uncomfortable and disrupt the learning process.

For further researchers there are many limitations for further researchers because this study only looks for forms of verbal and nonverbal communication used by teachers in EFL classes. Not all aspects of verbal and nonverbal communication used by teachers in EFL classes can be found in this study. Therefore, researchers should conduct additional research that looks at every aspect of verbal and nonverbal communication used by teachers in EFL classes.



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Appendices

Appendix 1: Observation Checklist

1.1 Observation checklist (verbal communication)

No	Observation Aspects	Observation	Results	Note
		Yes	No	
1	The teacher uses appropriate vocabulary and sentence structure.	V		
2	The teacher pronounces the words clearly	V		T1 & T2. The teacher greeted all the students loudly and enthusiastically when entering the classroom.
3	Teachers use clear language	V		T1 & T2. The teacher uses English and then clarifies it using Indonesian.
4	The teacher writes down the material being taught		v	
5	The teacher gives students a written warning		v	T1 & T2. The teacher gave a verbal and direct warning
6	The teacher allows students to ask and answer questions and the teacher listens to them	v		T1. The teacher provides an opportunity to answer when given group assignments and the teacher gives appreciation. T2. The teacher gives appreciation when students ask questions about the

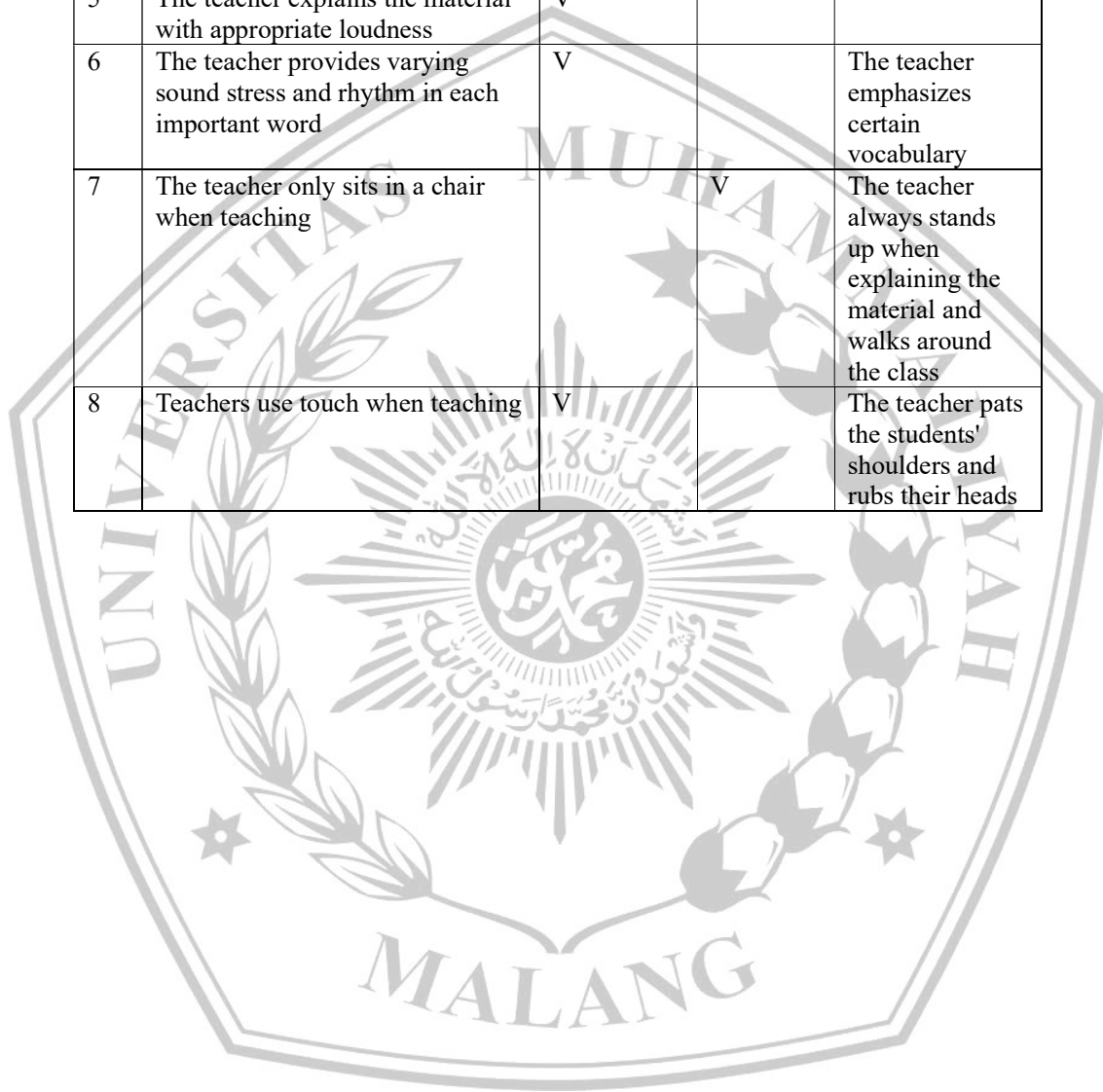
				material being taught.
7	The teacher gives instructions to students verbally	V		T1. The teacher asked the class leader to lead a prayer before the lesson began. T2. The teacher gave orders to pray and give thanks before leaving the classroom
8	The teacher gives instructions to students in writing		v	
9	the teacher gives questions orally	V		T1. The teacher asked about the material from the previous meeting T2. the teacher asks about the students' understanding

Note: T =(Teacher)

1.2 Observation checklist (non-verbal communication)

No.	Observation Aspects	Observation		Results	note
		Yes	No		
1	Teachers wear unique and attractive clothes/uniforms			v	Teachers only wear clothes or uniforms according to the provisions. And look neat and polite.
2	Teachers move their hands/fingers as signals to students while studying	V			Teachers use their hands when explaining the material
3	Teachers make eye contact with students	V			Teachers use eye contact when students ask questions

				and if students make mistakes
4	Teachers use facial expressions when teaching	V		Teachers use facial expressions when explaining the material
5	The teacher explains the material with appropriate loudness	V		
6	The teacher provides varying sound stress and rhythm in each important word	V		The teacher emphasizes certain vocabulary
7	The teacher only sits in a chair when teaching		V	The teacher always stands up when explaining the material and walks around the class
8	Teachers use touch when teaching	V		The teacher pats the students' shoulders and rubs their heads



Appendix 2: Interview Guide

Interview guide Teacher 1 and Teacher 2

1. Dalam proses belajar mengajar berlangsung apakah bapak/ibu guru ada menjelaskan materi yang akan diajarkan?
T1. Ya, tentunya saya akan jelaskan terlebih dahulu materi apa yang akan di bahas pada pertemuan hari ini.
T2. Untuk materi yang akan di ajarkan, saya sudah membuat daftar dan jadwal di awal semester tentang materi apa saja yang akan di sampaikan dalam satu semester. Sehingga ketika saya memauki kelas saya hanya perlu mengingatkan kembali bahwa hari ini materi yang di jelaskan sesuai dengan jadwal
2. Sebelum memulai pelajaran apa yang bapak ibu lakukan?
T1. Tentunya ketika memasuki kelas saya akan mngucapkan salam kepada siswa. Setelah itu saya akan meminta ketua kelas untuk memimpin do'a yang bertujuan semoga dilancarkan kegiatan hari ini.
T2. Saya akan mengecek kondisi siswa sebelum memulai pelajaran apakah sudah memasuki kelas semua atau belum. Selanjutnya saya akan meminta salah satu siswa untuk memimpin do'a di depan kelas.
3. Dalam menjelaskan materi apakah bapak/ibu guru ada menggunakan ekspresi wajah marah, sedih ataupun yang lain? Jika iya, dalam kondisi seperti apa?
T 1. untuk penyampaian ekpresi wajah, biasanya seiap harinya saya menjelaskan materi dengan ceria, bahagia dan tersenyum. Menurut saya degan tersenyum akan membawa vibes yang positif pada siswa tersebut untuk semangat dalam belajar. Tetapi jika siswa melakukan kesalahan dalam hal ini ramai di kelas dan bercanda saya akan diam tanpa ngomong dan menatap mereka dengan wajah serius
4. Dalam menjelaskan materi apakah bapak/ibu guru hanya duduk di kursi?
T 1. Tentunya saat menjelaskan saya tidak hanya duduk di kursi guru, ketika menjelaskan materi saya akan berdiri di depan kelas dan ketika siswa mengerjakan tugas yang saya berikan, saya akan berkeliling untuk mengecek pekerjaan siswa.
5. Dalam menjelaskan materi apakah bapak/ibu guru berdiri di depan kelas dan berjalan ke kanan dan ke kiri?
T 1. Ketika penjelasan materi saya akan berdiri di depan kelas tepat nya di samping papan tulis depan.
6. Ketika bapak/ibu guru menjelaskan apakah bapak/ibu guru ada menuliskan hal-hal penting dari materi yang akan diajarkan dipapan tulis?
T1. Ya, saya akan menulis di papan tulis ketika ada contoh-contoh sesuai materi yang di jelaskan
T2. Ya, saya selalu mencatat dan menuliskan materi yang sedang saya jelaskan di papan tulis. Agar siswa lebih paham lagi terhadap materi
7. Dalam menjelaskan materi apakah bapak/ibu guru melakukan kontak mata secara langsung ke siswa satu per satu?
T1. ya, saya akan mengamati satu persatu siswa saya bagaimana respon nya ketika saya jelaskan. Ketika ada yang terlihat kebingungan tidak nyaman atau hal lain,

saya akan mendtanginya dan bertanya apakah ada masalah atau hambatan yang sedang di alaminya. Ketika siswa tersebut menjawab saya akan memperhatikan matanya karena dari mata bias di lihat siswa tersebut sedang berkata jujur atau berbohong.

T2. Ya, saya melakukan melirik kearah siswa ketika siswa sedang mengerjakan tugas untuk memastikan tugas tersebut di kerjakan atau tidak. Dan ketika ada siswa yang ramai di dalam kelas dan tidak serius ketika mengikuti pelajaran saya akan menatapa wajah mereka dengan tatapan tajam yang bertujuan untuk memperinagti siswa bahwa saya sedang tidak nyaman atau tidak suka dengan apa yang merka perbuat.

8. Apakah bapak/ibu guru ada menggunakan gerakan tubuh atau menggerakkan tangan sebagai isyarat kepada siswa saat belajar?

T1. gerakan yang sering saya gunakan saat menjelaskan materi adalah gerakan tangan. Selain untuk memperjelas materi yang sedang di sampaikan tangan juga untuk menulis di papan tulis

T2. Saya sering menggunakan gerakan tubuh dan menggerakkan tangan sebagai isyarat kepada siswa saat belajar. Hal ini membantu meningkatkan perhatian, memperjelas penjelasan materi.

9. Apakah bapak ibu menggunakan kostum,seragam atau pun aksesoris yang lain untuk menarik perhatian siswa?

T1. Tidak, untuk penggunaan seragam dan aksesoris sudah di atur oleh sekolah sehingga tidak boleh memakai baju di luar ketentuan yang sudah di buat. Dan untuk aksesoris sendiri yang di perbolehkan hanya jam tangan dan kacamata. Sehingga guru harus mematuhi peraturan sekolah yang mengharuskan guru berpakaian rapi dan tidak memakai terlalu banyak aksesoris.

T2. Ketika di hari efektif penggunaan seragam sudah di atur sehingga kita sebagai guru di larang menggunakan seragam di luar ketentuan kecuali jika dalam keadaan terpaksa atau darurat. Penggunaan aksesoris pun di batasi yang boleh hanya aksesoris yang umum di gunakan seperti jam tangan, topi. guru adalah teladan bagi siswanya dan mereka harus memberikan contoh yang baik.

10. Apakah bapak ibu memperhatikan kerapian saat masuk ke kelas?

T2. ya saya sangat memperhatikan kerapian karena menurut saya hal itu berpengaruh terhadap proses pembelajaran jika penampilan saya tidak rapi tentunya siswa atau orang yang memandang saya akan risih

11. Bagaimana bapak/ibu guru memberikan tekanan dan irama suara dalam tiap kata yang penting saat proses belajar mengajar?

T1. Ya saat menjelaskan materi yang di anggap susah untuk di pahami siswa saya akan bedakan penekanan suara nya lebih tinggi lagi. Sehingga siswa diaharapkan dapat memahami materi tersebut. Dan jika di materi tersebut ada kata atau hal yang cenderung sulit akan saya jelas kan berkali kali dengan suara lantang agar siswa memahaminya.

T2. Sebelum menjelaskan materi saya akan melihat dulu kondisi kelas. Jika di kelas tersebut siswa sedikit ramai maka suara yang saya gunakan cenderung lebih

tinggi dan lantang sedangkan jika di kelas itu kondisinya kondusif dan tenang maka irama dan intonasinya akan saya turunkan seperti halnya berbicara biasa.

12. Apakah bapak/ibu guru menggunakan kontak fisik secara langsung atau sentuhan ketika proses pembelajaran?

T1. Ya, terkadang saya menggunakan sentuhan sebagai bentuk teguran dan mengingatkan kepada siswa untuk segera mengerjakan tugas atau untuk memperingatkan agar tidak gaduh dan ramai ketika proses pembelajaran berlangsung

T2. Ya, terkadang saya menyentuh kepala dan mengusapnya ketika saya menasehati mereka. Hal itu saya lakukan karena siswa tersebut sudah seringkali di peringatkan tapi mengabaikan.

Appendix 3: Questionnaire

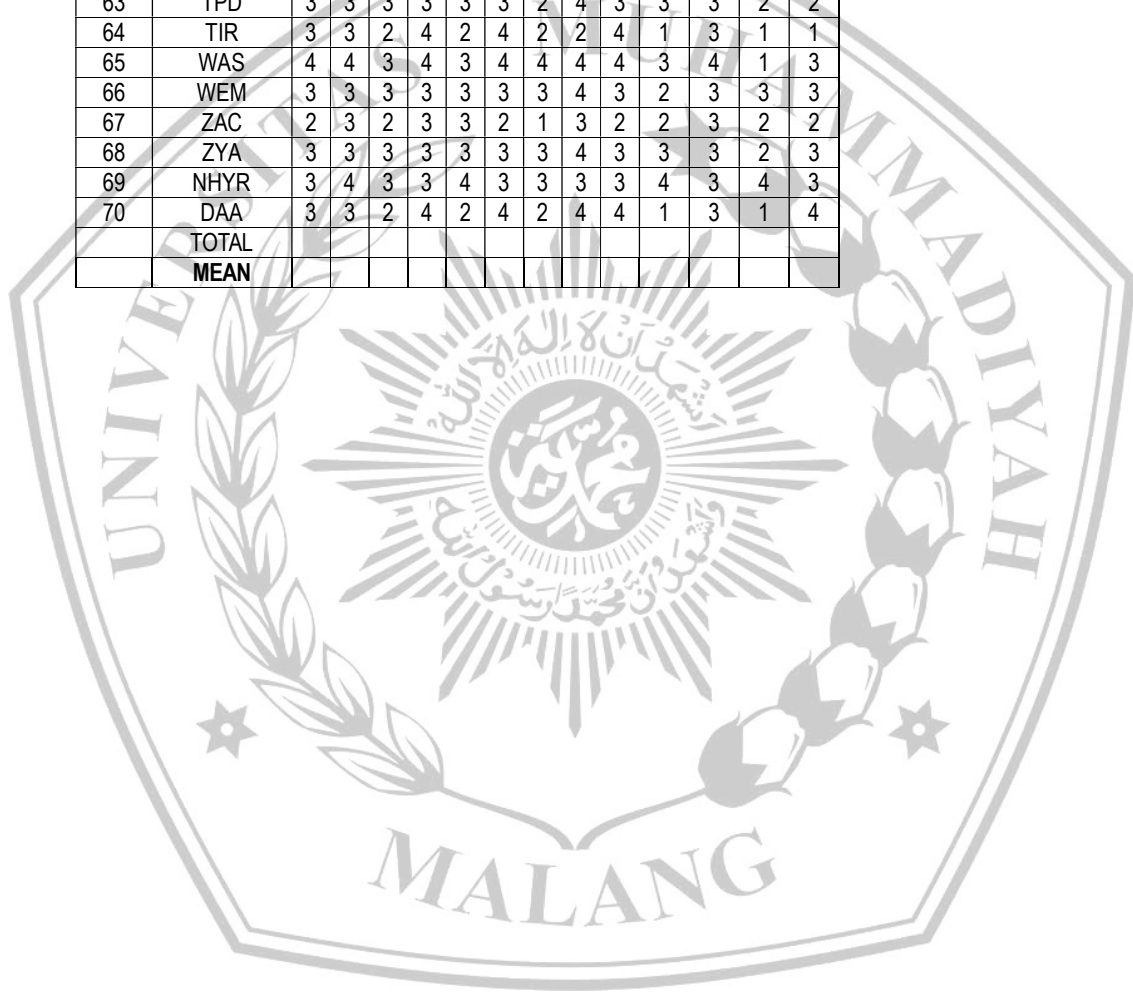
No	Items	Sangat setuju	Setuju	Tidak setuju	Sangat tidak setuju
1	Saya merasa dapat mengingat dan mengerti penjelasan guru karena guru saya menyampaikannya dengan penjelasan secara lisan.				
2	Saya merasa dapat mengingat dan mengerti penjelasan guru karena guru saya menyampaikannya dengan mencatatnya di papan tulis.				
3	Saya merasa dapat mengingat dan mengerti penjelasan guru karena guru saya menyampaikannya dengan ekspresi wajah yang berbeda sesuai materi.				
4	Saya merasa dapat mengingat dan mengerti penjelasan guru karena guru saya menyampaikannya dengan gerakan” atau isyarat tangan.				

5	Saya akan mengacungkan atau maju ke depan guru untuk bertanya ketika tidak memahami materi yang di berikan				
6	Saya merasa dapat mengingat dan mengerti penjelasan guru karena guru menjelaskan ulang materi ke saya sendiri ketika saya tidak memahami materi yang di sampaikan				
7.	Saya merasa waktu terasa begitu cepat saat pelajaran bahasa Inggris.				
8.	Saya mersa tidak nyaman dengan sentuhan yang dilakukan oleh guru seperti menepuk pundak atau yang lainya.				
9.	Saya selalu bersalaman atau mencium tangan guru ketika masuk ke kelas				
10.	Saya merasa tidak nyaman dengan tatapan mata yang dilakukan oleh guru.				
11.	Saya merasa santai dan tidak tegang saat pelajaran bahasa Inggris.				
12.	Saya merasa risih atau tidak fokus terhadap pakaian atau penampilan guru.				
13	Saya dapat lebih memahami ketika guru menjelaskan dengan suara lantang.				

Appendix 4: Result of questioner




NO	RESPONSE	1	2	3	4	5	6	7	8	9	10	11	12	13
1	ARD	4	3	2	4	4	4	3	4	4	3	4	2	4
2	AFN	4	3	3	3	3	3	3	4	3	3	4	2	3
3	ARH	4	3	3	4	3	4	2	4	4	2	4	2	2
4	AMA	3	3	3	3	4	3	2	3	4	3	3	2	3
5	ATA	4	4	3	3	4	4	4	3	2	4	4	1	4
6	AYT	3	3	3	3	3	3	3	4	3	3	3	2	3
7	AJU	4	4	4	4	4	4	3	2	3	2	3	2	3
8	ADY	3	3	3	3	2	4	4	3	3	1	2	3	3
9	ALR	3	3	3	3	3	3	3	3	4	3	3	2	2
10	ADF	3	3	4	2	4	3	3	4	3	3	2	2	4
11	BKP	3	3	4	3	3	3	4	4	4	3	4	2	2
12	CIY	3	3	3	3	3	3	3	4	3	3	3	2	3
13	CDP	4	4	3	4	4	4	3	4	2	3	4	2	3
14	DDJ	3	3	3	3	3	2	2	3	3	2	4	2	3
15	DLW	3	4	3	3	4	4	3	3	4	3	4	1	3
16	DDT	3	4	4	4	4	4	4	4	4	3	4	2	4
17	DKA	3	3	4	4	3	1	1	1	3	1	2	3	3
18	DPI	3	3	3	3	3	3	3	3	3	3	3	2	2
19	EWV	3	3	2	3	3	3	2	3	3	2	3	2	3
20	EVS	3	3	2	2	4	3	3	4	3	2	4	2	3
21	EAL	3	3	3	3	3	3	3	4	3	3	3	1	3
22	FRZ	3	3	3	3	3	3	3	3	3	2	3	3	3
23	FRR	3	4	2	1	3	4	3	4	4	4	4	1	2
24	FAZ	3	4	3	3	3	4	3	4	2	3	4	2	3
25	ICP	4	4	4	4	4	4	4	3	4	1	4	2	4
26	IMY	3	3	3	3	3	3	3	3	3	2	3	3	3
27	IEW	4	4	3	4	3	3	3	4	3	3	3	2	3
28	JTL	3	3	3	3	3	3	3	4	3	4	3	1	3
29	JVA	4	4	4	4	4	4	4	3	3	3	4	1	4
30	KPL	4	3	4	4	4	4	2	3	2	4	3	2	1
31	KFH	3	4	3	4	3	4	3	3	4	3	4	2	4
32	LBD	3	3	3	3	3	3	3	4	3	4	3	3	3
33	LSB	3	4	3	3	3	4	3	3	3	3	3	2	3
34	LMN	3	3	3	3	3	3	3	4	3	2	3	2	3
35	LSA	3	3	3	3	2	3	3	4	3	2	2	2	2
36	LDR	3	4	3	3	4	4	3	4	4	3	3	1	1
37	MND	4	3	4	4	4	4	4	3	4	3	4	1	4
38	MAA	4	4	4	4	4	4	4	4	4	3	4	2	4
39	MPH	1	1	2	3	1	1	2	4	4	2	3	1	1
40	NSA	2	4	3	3	3	3	3	3	2	3	3	2	3
41	NDP	3	3	3	3	3	3	3	4	3	1	4	1	3
42	NNA	4	4	4	4	4	3	3	3	3	3	4	1	4
43	NIA	3	4	4	4	4	3	4	3	4	2	4	3	4
44	NAG	3	3	2	2	3	3	3	4	2	3	3	2	2
45	NVA	3	3	3	3	3	3	3	4	2	3	3	2	2
46	PTR	3	3	3	3	3	3	1	2	3	2	2	3	3
47	RRA	4	3	4	3	3	4	4	3	4	1	3	4	1
48	RSI	3	3	3	2	3	4	2	4	4	3	3	2	3
49	RCE	4	3	3	4	4	4	3	4	4	3	4	1	4
50	RAM	4	4	3	3	4	3	3	3	3	2	3	2	3

51	RJI	4	4	4	4	4	4	4	4	4	1	4	4	4
52	RNA	3	3	3	3	2	3	2	3	3	3	2	2	3
53	RPA	3	3	3	2	3	2	2	4	3	2	2	2	3
54	RVL	3	3	3	2	3	3	2	4	3	2	3	2	3
55	SRR	3	4	1	4	4	3	2	3	2	2	3	1	2
56	SDA	4	3	3	4	3	3	3	4	3	3	3	2	3
57	SRA	3	3	3	3	3	2	3	4	3	1	3	2	4
58	SFH	4	4	4	4	4	4	3	4	4	2	4	2	4
59	SNS	3	3	3	3	3	4	3	1	3	3	3	2	3
60	SAR	3	4	3	3	3	4	3	4	3	2	3	2	3
61	TLS	2	2	2	2	3	4	4	4	3	2	3	3	3
62	TAN	4	4	4	3	3	4	3	4	4	3	4	2	2
63	TPD	3	3	3	3	3	3	2	4	3	3	3	2	2
64	TIR	3	3	2	4	2	4	2	2	4	1	3	1	1
65	WAS	4	4	3	4	3	4	4	4	4	3	4	1	3
66	WEM	3	3	3	3	3	3	3	4	3	2	3	3	3
67	ZAC	2	3	2	3	3	2	1	3	2	2	3	2	2
68	ZYA	3	3	3	3	3	3	3	4	3	3	3	2	3
69	NHYR	3	4	3	3	4	3	3	3	3	4	3	4	3
70	DAA	3	3	2	4	2	4	2	4	4	1	3	1	4
	TOTAL													
	MEAN													



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