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The Influence of Teachers` Nonverbal Communication on Students' Interest in Learning English at Genta Diploma I

Ainur Rifki, Wildan Isna Asyhar, and Entusiastik*

English Education Department, Faculty of Teacher Training and Education
Universitas Islam Kadiri, Indonesia
*Correspondence: E-mail: ainurrifqy6@gmail.com

ABSTRACT

This study aims to identify the influence of teachers' nonverbal communication on students' interest in learning English at GENTA Diploma I Pare Kediri. A mixed method was used in this study, combining quantitative and qualitative approaches. Data was collected through observations, questionnaires, and interviews. The results of simple linear regression analysis showed that teachers' nonverbal communication, which included gestures, facial expressions, eye contact, and intonation variations, significantly influenced students' learning interests, with a contribution of 40.5%. The interview findings revealed that students positively perceived the teacher's use of nonverbal communication, which helped them understand the material and made learning more enjoyable. Teachers are advised to further integrate various elements of nonverbal communication in the learning process to increase students' interest in learning. Training teachers on effective nonverbal communication is essential to create a more interactive and supportive learning environment. Further Research is needed to explore other factors that affect students' interest in learning and to test the effectiveness of nonverbal communication in the context of different subjects.

ARTICLE INFO

1. INTRODUCTION

Communication is an essential aspect of human interaction, especially in the context of education. Effective communication between teachers and students is critical to the learning process to achieve the desired educational goals (Priadi, 2020). Communication can be divided into two main types: verbal and nonverbal. Verbal communication includes the use of words in spoken or written form. In contrast, nonverbal communication includes various forms of expression that do not use words, such as gestures, facial expressions, voice intonation, and other nonverbal elements accompanying verbal messages (Iriantara & Syaripudin, 2018). These two types of communication complement each other and are very important in classroom learning. Nonverbal communication serves to affirm, complement, or even replace verbal communication. In education, teachers' ability to use nonverbal communication effectively can improve student understanding, reinforce the message conveyed, and build better relationships between teachers and students (Šerić, 2021).

Learning interest is a crucial element in the learning process that can significantly affect student learning outcomes(Silviana et al., 2023). High interest in learning makes it easier to concentrate, prevents distractions from outside attention, strengthens the memory of the subject matter, and reduces boredom in learning (Slameto, 2015). Factors that affect interest in learning include intention, earnestness, motivation, attention, and attitude towards teachers and lessons and support from family, teachers, school facilities, peers, mass media, participation, and feelings of joy in the learning process (Slameto, 2015). Increased interest in learning can be achieved through various efforts, such as creating relevant learning needs, connecting the subject matter with the student experience, providing a conducive learning environment, and using varied teaching techniques (Slameto, 2015).

The problem faced in this study is how nonverbal communication carried out by teachers affects students' interest in learning. Often, less effective communication from teachers can result in students being less motivated and less interested in the learning process (Novitasari et al., 2023). For example, a teacher who shows a less friendly facial expression or needs to make eye contact with students can be considered uncaring or unsupportive, reducing students' enthusiasm and interest in learning. In addition, monotonous voice intonation and rigid posture can also make the classroom atmosphere less dynamic and boring. This can cause students to feel bored and not interested in following the lesson enthusiastically. This problem is even more complex, considering that every student has different ways and preferences for learning (Entusiastik, 2024). Nonverbal communication that may be effective for one group of students may not apply to another. Therefore, teachers must be able to adapt their nonverbal communication styles to suit students' diverse needs and characteristics.

A review of previous Research shows that many studies have addressed the importance of communication in learning. For example, Research by (Permatasari, 2018; Sari et al., 2023) discusses the influence of teacher communication on students' learning interests in general, and Research by (Amin, 2008) examines the impact of verbal communication on student learning success. Research by (Kessita & Hammada, 2022) discusses the importance of non-verbal communication in teaching Speaking Skills to students who learn English as a foreign language. Research (Megawati & Hartono, 2020) examines the impact of teachers' verbal and non-verbal communication on students' motivation to learn English. Then, the Research by (Dragomir et al., 2021) discussed students' perceptions of verbal and non-verbal communication behaviors during and after the COVID-19 pandemic. However, specific

Research examining the influence of teachers' nonverbal communication on students' interest in learning still needs to be completed, especially in the context of English lessons.

This study aims to identify and analyze the influence of teachers' nonverbal communication on the learning interest of English students at GENTA Diploma I Pare, Kediri. This Research also aims to understand how teachers' nonverbal communication is used in the learning process and how it can increase students' interest in learning. More specifically, this study will evaluate various aspects of nonverbal communication to determine how each element improves students' interest in learning. In addition, this study will explore students' perceptions of nonverbal communication used by their teachers and how these perceptions affect students' interest in learning English.

The urgency of this Research lies in the importance of improving the quality of communication in learning to achieve better educational outcomes. By understanding the influence of nonverbal communication, teachers can develop more effective communication strategies, increasing students' interest and motivation in learning (Chaudhry & Arif, 2012). The results of this study are expected to make a real contribution to improving the quality of education, especially in English teaching in non-formal institutions. Thus, this study is expected to provide a clearer picture of the importance of nonverbal communication in the learning process and how it can increase students' interest in learning. The results of this study are also expected to be a reference for teachers and educators in developing more effective and efficient communication techniques in the context of education.

2. METHODS

The design of this study uses a mixed method by combining two research methods at once, quantitative and qualitative *(the explanatory sequential design)*, in a research activity so that more comprehensive, valid, reliable, and objective data will be obtained (Creswell & Creswell, 2018). The independent variable of this study is nonverbal communication, while the independent variable is students' interest in learning. This Research involves teachers and students of GENTA Diploma I Pare as the context of the Research. There were 33 students and five English teachers; this Research was conducted in July 2024. Therefore, *the Total Sampling* technique is used in the sampling process, where the entire population is used as a sample (Sugiyono, 2018).

This Research involved teachers and students of GENTA Diploma I. In the first stage, the researcher started with classroom observation of one teacher to find out the nonverbal communication used in the learning process, then continued by interviewing the teacher regarding the nonverbal communication that had been used. The subject in the class is Basic Speaking with Describing People material. The next stage is to distribute questionnaires to students to analyze the influence of nonverbal communication on students' learning interests. Then, it was continued by conducting interviews with 3 randomly selected students to identify their perception of nonverbal communication used by teachers.

This research instrument uses the *Likert* scale method, observation, and interviews to obtain data [14], where the questionnaire consists of 23 questions related to nonverbal communication indicators and learning interests adapted from. As for observation, four components are observed, namely gestures. Facial expressions, eye contact, and intonation adapted from (Murniyati, 2019). On the other hand, the interview instrument consists of five questions with a grid of gestures, facial expressions, eye contact, and intonation adapted from (Adi Setiyono, 2019; Budiyarti, 2011). The trial data was analyzed using *the Product-Moment*

correlation to determine the validity and *the Alphacronbach test* to determine the instrument's reliability (Arikunto, 2010).

In this study, the analysis method used is simple linear regression to explain the relationship between two variables. X is independent, and Y is the dependent variable. In this case, the researcher involved SPSS *(Statistical Package for Social Sciences)* version 25.0 *for Windows* to test the validity and reliability of the method. Then, thematic analysis is used to analyze qualitative data to identify patterns or find themes through data collected by researchers (Clarke & Braun, 2017).

3. RESULTS AND DISCUSSION
The Influence of Teachers' Nonverbal Communication in the English Learning Process on The Students' Interest in Learning at GENTA Diploma 1 Pare

Table 1. Data Normality Test Results One-Sample Kolmogorov-Smirnov Test

Asymp. Sig. (2-tailed)	A (α)	Description
0.200	0.05	0.200 > 0.05 Normal

In testing the normality of the data in this study, the One Sample Kolmogorov-Smirnow Test was used using a significance level of 0.05 through the SPSS program with the following results: Based on the output above, it is known that the significance value is 0.200 > 0.05 so it can be concluded that the tested data is usually distributed.

Table 2. Simple Linear Regression Test Results

	Sum of Squares	df	Mean Square	F	Sig.
Deviation from Linearity	339.777	1	339.777	18.406	.000

The analysis in Table 2 confirms that the linear relationship between variables X and Y is very significant. However, there was no substantial deviation from linearity, which suggests that the linear regression model used is appropriate for this data. Overall, the study showed that variable X significantly influenced variable Y, and the linear regression model could explain most of the variation in the data. These results can be used for further decision-making regarding the variables being studied.

Table 3. Coefficient of Determination

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.637	.405	.383	4.29655

The results of the analysis show that there is a significant linear relationship between variables X and Y. With a determination coefficient value of 0.405, the variation in variable Y can be explained by variable X. This shows that variable X has an influence of 40.5% on variable Y, and other factors influence 59.5%. Based on Table 3 above, the magnitude of the relationship between variables X and Y calculated with a determination coefficient is 0.637.

The calculation results show a strong relationship between Teachers' Nonverbal Communication and Students' Interest in Learning English at GENTA Diploma I Pare, Kediri.

Teachers' Nonverbal Communication in The English Learning Process at GENTA Diploma 1 Pare

Component 1: The teacher uses gestures to explain complex concepts. *Teacher Explanation:* Using gestures can help students understand complex concepts better.
Teachers use gestures to help students understand complex concepts better. This strengthens students' visual and kinesthetic comprehension, making information easier to digest and remember.

Component 2: The teacher shows facial expressions consistent with the message conveyed. *Teacher's Explanation:* Facial expressions consistent with the message conveyed help reinforce the meaning and emotion of the words used. The consistency between facial expressions and the message conveyed creates more effective communication. Appropriate facial expressions can reinforce verbal messages and help students feel the emotion or tone of the message.

Component 3: Teachers make eye contact with students evenly.
Teacher Explanation: Equal eye contact with all students shows that I value and care for each class member.
Even eye contact indicates the teacher's attention and engagement with all students. This helps create an inclusive learning environment where each student feels cared for and valued, increasing learning participation and motivation.

Component 4: Teachers use intonation variations to emphasize important points.
Teacher Explanation: Different intonations can indicate the importance of certain information and help students remember it better. Variations in intonation in the delivery of material help highlight important points and keep students' attention. Varied intonation makes learning more engaging and dynamic and helps students identify the most critical information to remember. The observation results show that the observed teachers have effectively used various aspects of nonverbal communication in the learning process. Teachers' gestures, facial expressions, eye contact, and intonation variations help students understand the material and create a more interactive and supportive learning environment.

Students' Perception of Nonverbal Communication Used by Teachers Affects Learning Interest

The results of the interviews provide in-depth insights into students' perceptions of the teacher's nonverbal communication during the lesson. Five main themes emerged from student responses: 1) *Body Gestures:* Using gestures to explain complex concepts. 2) *Facial Expressions:* The clarity of facial expressions to convey a message. 3) *Eye Contact:* The effect of eye contact on student engagement. 4) *Voice Intonation:* The impact of voice intonation variations on motivation. 5) *Overall Nonverbal Communication:* The general influence of nonverbal communication on students' interests and understanding.

The Use of Gestures

Student 1 emphasized that gestures make the lesson more exciting and easy to understand. *Student 2* mentioned that gestures prevent boredom and increase visual engagement. *Student 3* highlighted that body movements capture attention and improve focus, making the lesson more effective.

The Use of Facial Expressions

Student 1 stated that explicit facial expressions increased interest and motivation. *Student 2* believes that facial expressions should match the material taught. *Student 3* noted that facial expressions significantly affected the student's mental state and willingness to learn.

The Use of Eye Contact

Student 1 felt that eye contact helped maintain focus and made students feel cared for. Student 2 showed that eye contact encouraged interaction and motivation. Student 3 observed that eye contact increased seriousness and focus in learning.

The Use of Voice Intonation

Student 1 finds intonation variations essential to maintain interest and understanding. Student 2 showed that a monotonous tone of voice reduced enthusiasm, while a firm tone could increase motivation. Student 3 said that the different intonations of voices attract students' attention and prevent boredom.

The Overall Use of Nonverbal Communication

Student 1 appreciates the variety and engagement of nonverbal communication in the lesson. Student 2 emphasizes the importance of using verbal and nonverbal communication to meet a variety of learning styles. Student 3 showed that nonverbal communication increased attention and interest, making the lesson more effective. Thematic analysis of student interviews reveals the critical role of nonverbal communication in enhancing the learning experience. Each theme highlights how teachers' nonverbal behaviors contribute to student engagement, understanding, and motivation.

Body Gestures: All students agree that the teacher's gestures make the lesson more dynamic and help them understand complex concepts. This is in line with the theory that kinesthetic elements in teaching can aid retention and comprehension by providing visual cues and breaking down the monotony of verbal instruction.

Facial Expressions: The importance of facial expressions is emphasized, as they convey emotions and enthusiasm that can be contagious. Teachers' facial expressions can reflect their passion for the subject, thus stimulating similar feelings in students. This supports the idea that emotional expression can significantly affect student engagement and motivation.

Eye Contact: Eye contact is considered an essential element in nonverbal communication. This creates a sense of connection and personal attention, making students feel valued and more likely to participate actively. This reflects findings from previous studies suggesting that eye contact can improve communication and relationships between students and teachers.

Voice Intonation: Variations in voice intonation are recognized for emphasizing essential points and keeping students interested. Monotonous delivery can lead to disinterest, while dynamic tones attract attention and convey enthusiasm. This aligns with a pedagogical strategy recommending varied vocal delivery to keep students engaged.

Overall Nonverbal Communication: The central theme of all interviews is that nonverbal communication is an integral part of effective teaching. It supports verbal communication, caters to different learning styles, and keeps students engaged. Student responses suggest that combining a variety of nonverbal cues can make lessons more engaging and improve overall learning outcomes.

4. CONCLUSION

This study aims to identify the influence of teachers' nonverbal communication on students' interest in learning English at GENTA Diploma I Pare Kediri. The findings show that effective nonverbal communication by teachers, such as gestures, facial expressions, eye contact, and intonation variations, significantly increases students' interest in learning. A simple linear regression analysis showed that teachers' nonverbal communication explained 40.5% of the variation in students' learning interests, with a strong relationship between the two variables. The interviews revealed that students positively perceived the teacher's nonverbal communication, which helped them understand the material and made learning more enjoyable.

Teachers are advised to further integrate various elements of nonverbal communication in the learning process to increase students' interest in learning. It is crucial to conduct training for teachers in the effective use of nonverbal communication to create a more interactive and supportive learning environment. In addition, further Research is needed to explore other factors that affect students' interest in learning and test the effectiveness of nonverbal communication in the context of different subjects.

5. AUTHORS' NOTE

The authors declare that there is no conflict of interest regarding the publication of this article and confirm that the paper is free of plagiarism.

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