

TEACHER'S VERBAL AND NONVERBAL COMMUNICATION ON STUDENTS' MOTIVATION IN LEARNING ENGLISH

Luci Sophia

English Education Program FKIP Galuh University Indonesia
sophialuci197@gmail.com

Andi Rustandi

English Education Program FKIP Galuh University Indonesia
andirustandi@gmail.com

Bambang Ruby Sugiarto

English Education Program FKIP Galuh University Indonesia
bambangrubys@gmail.com

APA Citation: Sophia L., Rustandi, A. & Sugiarto, B.R. (2024). Teacher's Verbal and Nonverbal Communication on Students' Motivation in Learning English. *Journal of English Education Program (JEEP)*, 11(2), 147-158. doi: [http://dx.doi.org/10.25157/\(jeep\).v11i2.15562](http://dx.doi.org/10.25157/(jeep).v11i2.15562)

Received: 30 September 2023

Accepted: 20 January 2024

Published: 31 July 2024

Abstract: This study focuses on the teacher's verbal and nonverbal communication as well as the student's motivation in EFL classes. The goals of this study were to (1) assess the types of verbal and nonverbal communication used by teachers in EFL classrooms and (2) investigate how verbal and nonverbal communication influences students' motivation. The descriptive-qualitative method was utilized in this study. The research subjects were a teacher and 4 students selected from two classes in tenth-grade at MAN 3 Tasikmalaya. Data were gathered through observation (video recording) and interviews. The findings of this study revealed that the verbal type of FIACS and Schmitz has been fulfilled. There are the seven types of teacher verbal communication used in the classroom by the teacher. However, the researcher discovered that the most dominant type of teacher verbal communication is asking question in this study. In addition, the researcher engages in fourth sorts of nonverbal communication. Regarding the teacher's nonverbal communication, the researcher discovered that the most dominant type is kinesics such as body movement and gestures in this study. The findings also revealed that the teacher's verbal and nonverbal communication had a beneficial impact on their motivation to learn English. Positive effects include a sense of caring, a better understanding, a sensation of pleasure or comfort, an eagerness to learn, a sense of being appreciated and respected, as well as a sense of respect.

Keywords: *learning English; nonverbal communication; student's motivation; verbal communication*

INTRODUCTION

A lack of motivation becomes a major issue among students in Indonesia that can lead to a variety of challenges, including students' inadequate English vocabulary, problems with English words, or the teacher's explanation style. The teacher must devise this hampers by using a method or strategy to make them excited when coming to class. The reason is that students must be encouraged to continue studying in order to become more involved. As an educator, the teacher must devise a variety of strategies to encourage class and student participation. Active students require a lot of motivation to learn effectively. Motivation's role in the learning process is to foster

passion and enthusiasm for learning. As stated Hayikaleng et al. (2016, p. 480), motivation is a critical factor in student success in English learning. Several studies have discovered that teacher responsiveness influences student motivation in the classroom. Armstrong and Hope (2016, p. 30) discovered a connection between four aspects of teacher communication and student motivation, such as rewarding, nonverbal support, comprehension and kindness, and encouragement and praise.

Communication is essential for connecting, sharing, and transferring information about knowledge, attitudes, and skills from student to teacher and teacher to student (Harisnawati et al., 2022, p. 67). Communication is essential for the success of classroom interactions in achieving educational objectives in the language process of learning and teaching. The researcher believes that if effective communication is used, particularly by teachers, students will be highly motivated to learn, and academic success will be achieved. Thus, to communicate, two different media are used.

There are two types of communication: verbal and nonverbal. As pointed by Sari (2019, p. 48), interaction stems from verbal and nonverbal communication, which facilitates successful bidirectional systems in the learning and teaching process. In general, both verbal and nonverbal communication in the teaching and learning process aims to motivate students to learn (Mikhael et al., 2022, p. 10). Haliq and Nasta (2017) conducted a study to determine the effect of nonverbal communication on student learning motivation.

Moreover, Bambaeroo and Shokrpour (2017, p. 58) assert that the greater the use of verbal communication and nonverbal communication used by teachers, the greater the effectiveness of teacher education and students' educational progress will be. As stated by Megawati and Hartono (2020, p. 437), teacher educators can begin to model behaviors to candidates that will assist in the growth of the closeness-inducing skills of verbal and nonverbal immediacy by praising student effort, using humor in the classroom, encouraging students to talk, and being open and willing to interact with students outside of the classroom. Teachers as educators should be totally aware of the urgency components, communicate them, and model them in their candidate teachers. Teacher educators can begin by modeling appropriate candidate behavior. This assists candidates in developing verbal and nonverbal immediacy skills that elicit intimacy.

There are several previous studies on similar topics of present study that have been carried out by Antika and Ikhsan (2018), Dincer and Yesilyurt (2017), Harisnawati et al. (2022, p. 70), Hasanah et al. (2018), Hayikaleng et al. (2016), Megawati and Hartono (2020), Purwati et al. (2019). Unlike those previous studies aforementioned, the present study employed both the types and communications and students' motivation as the variables of the study. In particular, the present study emphasize on the aspect of the types of communication that impacts on students' motivation. This study has two research questions, namely "What types of verbal and nonverbal communication are used by the teacher to motivate the students in English class?" and "What are the effects of verbal and non-verbal communication used by an English teacher on the motivation of students in learning English?"

METHOD

This study used descriptive qualitative research design which attempted to find out the kinds of teachers' verbal and nonverbal communication in EFL classroom and whether the teachers' verbal and nonverbal communication affect the students' motivation in learning English. The researcher choose this method because the researcher believe that these are important to the phenomenon under study related to the effect of teachers' verbal and nonverbal communication affect the students' motivation in learning English. As stated by Yin (2018), descriptive qualitative research is used to describe an intervention or phenomenon as well as the real-life context in which it occurs.

The researcher used a descriptive qualitative design to collect accurate data based on participants' experiences in an attempt to answer the research questions. The participants of this

study consist of an English teacher and 4 students selected in two classes of Islamic senior high school at tenth grade in Tasikmalaya. In carrying out this research, the researcher used two instruments as data collection, namely, observation and interviews. The data analysis used by the researcher is transcription and interpretation as the three main goals of descriptive research as explained by Krathwohl (1993), there are describe, explain, and validate findings.

RESULTS

The researcher separated the research findings into two points because this study contained two research questions. The first research question aims to observe the type of verbal and nonverbal communication used by the teacher in two classes; and the second question aims to investigate the effects of verbal and non-verbal communication used by an English teacher on the students' motivation in learning English. In this study, an instrument in the form of observation was used to answer the first research question and an instrument in the form of interviews was used to answer the second question. The result of those data collection analysis will be discussed in the following organization:

Type of Verbal Communication used by the Teacher to Motivate the Students in English Class

This section elaborates the finding and discussion of the video recording data in English classes that have been transcribed and analyzed to answer first question. Based on the researcher's observations in classes of ten grade science 4 and ten grade science 2, the researcher found several teachers' utterances in teaching activities. The types of verbal communication found through researcher's observation in the classroom seemed to fulfill all the verbal communication types namely, indirect influence and direct influence. These type of verbal communication is describe through utterances produces by teachers and students that results in the meaningful language functions, such as, accepting feeling, praising or encouraging student, accepting or using ideas of students, asking question, lecturing, giving question, and criticizing or justifying authority. They will be elaborated discussed in the following discussion.

Accepting feelings

Interaction in the language classroom, particularly when using the category of accepting feelings, is vital for strengthening the relationship between a teacher and students. The situation that attracts accepting feelings is depicted in the following Excerpt 1 (video recording of class tenth-grade science 2 and science 4).

Excerpt 1

... video recording of class tenth-grade science 4

Teacher : *Assalamualaikum wr.wb*
Students : *Waalaikumsalam wr.wb*
Teacher : Good morning class
Students : Good Morning

... video recording of class tenth-grade science 2

Teacher : **How are you today?** Students : I'm fine thank you and you?
Teacher : I'm very well too

According to the Extract 1 from a video recording of class tenth-grade science 4 and science 2, the teacher asked her students, "How are you today?" It is one method which deals with students' sentiments to assist the teacher in creating a positive atmosphere when starting learning in the classroom. Furthermore, the teacher appeared to be conscious of the importance of familiarizing

the students with English expressions.

Praising or encouraging student

During classroom learning exercises, the teacher almost never provided students praise and encouragement to boost their confidence and affirm that their answers were right. Students who are complimented are praised or encouraged, inspiring, appreciating student relevant behavior and giving good feedback. The circumstances in which the teacher employed praising performances are transcribed from the video footage that can be seen in the following Excerpt 2 (video recording of class tenth-grade science 4).

Excerpt 2

... (video recording of class tenth-grade science 4)

Teacher : Eka please write the sentence *sama rumusnya ya* Student : (The Student writes on the whiteboard)

Teacher : **Ok all right Eka**

... (video recording of class tenth-grade science 2)

Teacher : *Tapi masih berlangsung atau selesai?*

Students : *Selesai*

Teacher : **Ok good**

According to Excerpt 2 from a video recording of class tenth-grade science 4 and science 2, the teacher graded the students' answers. In terms of complimenting and encouraging students, the teacher was aware of the value of this type of teacher discourse and its benefits, such as driving students to be more confident when learning English in the classroom.

Accepting or using students' students

This category is shown by rephrasing students' replies or thoughts, drawing conclusions from students' ideas or answers, and using their ideas to solve the problems given in Excerpt 3.

Excerpt 3

Teacher : Write wrote *apa* written? Student : Written

Teacher : **Yes written, karena present perfect tense menggunakan V3 baik itu kalimat positive, negative dan interogativenya. Jadi untuk kalimat ini adalah my sister has not written a novel since 2 years ago**

The Excerpt 3 from a video recording of class ten grade science 4 and science 2 demonstrated the use of or acceptance of student ideas. The teacher responded to the student's expression by stating the same thing. The use of student ideas was beneficial since youngsters require acceptance from more knowledgeable peers and adults (Lewis, 2005).

Asking question

This was the most common method of teacher's verbal communication in the classes. From the beginning until the finish of the courses, the teacher always asked their students questions. In each of the two classes, the researcher discovered seven utterances.

Excerpt 4

... (video recording of class tenth-grade science 4)

Teacher : We will learn about "present perfect tense" **do you know that?**

Students : No...

... (video recording of class tenth-grade science 4)

Teacher : **So, what is the purpose of Narrative Text?** Students : Orientation, complication...

According to the Excerpts 4 from a video recording of class ten grade science 4 and science 2, the teacher posed more than one question. The researcher discovered that the teacher consistently asked the students based on his observations. The teacher used questioning to motivate and excite the pupils' prior knowledge, as evidenced by some of the samples mentioned. As stated by Megawati and Hartono (2020), asking questions is a request for information and is the most common and straightforward way to get students to interact in class.

Lecturing

Lecturing is the most crucial aspect of teaching and learning because in this process all information is transmitted to pupils. When the teacher elicited, explained, supplied information, ideas, or opinions regarding the topic or method, and asked rhetorical questions, this was referred to as lecturing (Harisnawati et al., 2022, p. 70). The following section depicts the situation that motivates lecturing as described in Excerpt 5 (video recording of class tenth-grade science 2 and science 4).

Excerpt 5

Teacher : *Kalau story itu seperti cerita anak atau fairy tales, fox tales. Kalau myth itu cerita dari mulut ke mulut, ceuk-ceuk ya...ceuk si ini ceuk si itu jadi mitos. Kemudian penggunaan jenis structure narrative disini ada "tenses" yaitu past tense and present perfect...*

Students : Tense

According to the Excerpt 5 the teacher attempted to clarify the type of narrative text, the differences between past tense and present perfect tense, and the structure of the narrative text. Furthermore, the teacher supplied additional information by citing instances from our surroundings. The teacher preferred to direct the pupils' attention, implying that the teacher thought lecturing was an important element of teaching and learning. The teacher employed bilingual language, Indonesian language, Sundanese language, and English language as target language during the lecturing process. It is critical to speak one's native tongue when lecturing to minimize miscommunication.

Giving directions

Giving guidance entails instructing pupils on what to do, issuing directives, or asking them how to complete a task. Students expect their teacher to give them some direction or command, and they need to be guided in conducting some classroom activities to regulate and promote interactive teaching-learning. **Excerpt 6** (video recording of class ten grade science 4 and 2) describes teacher's giving direction.

Excerpt 6

... (video recording of class ten grade science 4)

Teacher : *Penyelesaian masalah...ok please write about generic structure of narrative text on the whiteboard! yu siapa...nisa?*

Student : *Saya bu...*

Teacher : **Ok please write nisa!**

Student : (The student writes generic structure on the whiteboard) Teacher : Then what is the type of narrative text? **Please mention it!** Student : Recount

... (video recording of class ten grade science 2)

Teacher : at 10 o'clock PM, **ok please repeat again! please listen carefully repeat what I say! My...**

Students : My father has slept at 10 o'clock PM

The Excerpt 6 mentioned how the teacher demonstrate the direction. The recorded snippets of class ten grade science 4 and science 2 give students directions regarding narrative material. In certain instances, the teacher asked students to pay attention and listen to him. According to the observations, the teacher always gave clear instructions and used multilingual language with his students. The instructions were provided in English first, then translated into Bahasa Indonesia while ensuring that they understood each instruction.

Criticizing or justifying authority

As we all know, feedback is not just offered in the form of appraisal and encouragement; criticizing and justifying authority has also been identified as a kind of feedback for pupils. The two most generally perceived classroom functions of teachers are probably instructing pupils and offering feedback on performance. However, providing students with feedback after they have completed a task is equally essential.

Excerpt 7

... (video recording of class tenth-grade science 4)

Student : Taught English **science** 2 years ago

Teacher : **Hey not science tapi since, kalau science itu pengetahuan ada since dan science...pronounce nya beda ya**

... (video recording of class tenth-grade science 4)

Student : My sister written a novel since

Teacher : since? **harusnya since /sims/ bukan since since**

According to the Excerpt 7, the teacher criticized the student's answer in order to correct how to pronounce and write the sentence exactly. The goal of criticizing student responses was to ensure that pupils knew the proper answer and did not makemistakes in the following segment. This is used by the teacher to ensure effective teaching and learning.

Types of Nonverbal Communication used by the Teacher to Motivate the Students in English Class

This part expands on the discovery and discussion of video recording data in English classrooms that have been transcribed and analyzed to answer the second research question in chapter one. The researcher discovered many from teachers' utterances in instructional activities based on observations in two classes of ten-grade Science 4 and ten-grade Science 2. The types of nonverbal communication seen by the researcher in both of the classrooms appeared to fulfill all of the types verbal communication, namely, kinesics, (using motions), vocals (using voice and tone), and proxemics (using distance). They will be detailed in the following elaboration:

Kinesics

The teacher in the tenth-grade science 4 and science 2 classes is more likely to be active, as seen by the teacher's body movement. They were excited and eager to instruct the students. For example Mrs. H (pseudonym) moved their feet and body about the classroom while explaining the subject regarding narrative text (see Figure 1), rather than simply standing in front of the students.



Figure 1 Teachers' body movement in the classroom

In addition, the teacher's favorite expression is the smile. Teachers utilize smiles when they complimented their pupils' work, in hilarious situations, or when the class has an uneasy atmosphere; the grin can transform sorrowful feelings into happiness as well as boredom. An implicit smile can also boost pupils' motivation and confidence in speaking with their teachers. Mrs. H., as seen in the Figure 2 of tenth-grade science 4 and 2, smiles at the students during the session.



Figure 2 Teacher's face expression in the classroom

Meanwhile, the gesture was the second kind of non-verbal communication used by the teacher during teaching and learning process. There are several kinds of gestures used by teachers, as seen in Figure 3, Mrs. H. open their palms to point at some students to point out how many generic structure of narrative text. Gestures are mainly used by the teacher addressed to their students. Mrs. H., teaches class ten grade science 2 and science 4 in which most of the students have inadequate levels of English especially in vocabulary.



3 Teacher's gesture in the classroom

The last, the teacher had previously introduced eye contact or eye stares in the teaching and learning process, according to the tape. They looked at their students frequently while teaching. As can be seen in Figure 4, both teachers were making eye contact with the students in the classroom during the lesson, the teacher and students were having eye contact while communicating, the teacher appeared more enthusiastic whenever they were talking with the students enjoyable with the constant eye contact.



Figure 4 Teacher's eye contact in the classroom

Haptics (touch)

Haptics are infrequently employed in the teaching and learning processes. Mrs. Heri, who teaches tenth grade science 4 and tenth grade science 2, used haptics to push her students to be bold enough to speak in front of the class, as seen in Figure 5. At that time, she was requesting some students to read the sentence of narrative text, but no one dared to come in front of the class. Then, she invited a male student who appeared to know the answer but was a little hesitant to come in front of the class. Mrs. H., as shown in Figure 5, is attempting to get a male student to come to the front of the classroom and read the phrase on the whiteboard. However, Mrs. H. did not exhibit any haptics behavior in the class ten grade at that moment.



Picture 5 Teacher's haptics in the classroom

Proxemics

The arrangement of space in the classroom can have a significant impact on communication. As can be seen in Figure 6, during the teaching and learning process, the teacher regularly approached the students. Somehow, at MAN 3 Tasikmalaya, every classroom still has the conventional seating arrangement, in which students have well-arranged seating and tables, and the teacher stands directly in front of them. Because of the typical sitting arrangement, pupils in the front row are more likely to have more intense interaction with the teacher. Meanwhile, students in the back are more likely to receive less attention. According to the observation result, the teacher has already employed proxemics to keep their distance from the pupils while lecturing in order to retain communication as a boredom preventer.



Figure 6 Teacher's proxemics in the classroom

Vocalics / Paralanguage

The following Excerpt 7 describe the use of vocal cues demonstrated by the teacher that was used by the teacher to improve verbal meaning.

Excerpt 7

- 1 : **“Orientation, re-orientation and resolution is the structure of narrative text”**
- 2 : **Halo halo class! Do you understand?**
- 3 : **Ok attention class! Please look at the whiteboard! Read of what your written on the whiteboard. First positive...my sister has...**

4 : Class if you have finished, **please make a sentence of present perfect tense!**
yang sudah silahkan buat sendiri kalimat dari present perfect tense

Vocal cues such as intonation, voice quality, and vocal emphasis can all help to improve verbal meaning. In a separate case, as seen in the expert one, the teacher provided oral signals. Sometimes the teacher used their voice to deliver clear or crucial information to their students or to direct them. The emphasis is placed on the key content that is vital, in this example, the types of short functional texts.

The Effect of Teacher's Verbal and Nonverbal Communication on Students' Motivation to Learning English

This part expands on the discovery and discussion of the student interview. The interview sought to answer the second issue, which concerned the impact of an English teacher's verbal and nonverbal communication on students' motivation to learn English. Based on students' responses in the first question, all students presented nearly identical explanations with the same intent. The teacher good enough to execute her verbal and nonverbal communication in the classroom. The teacher, according to their statements, employed both verbal and nonverbal communication depending on the events and demands of the class. The teacher is knowledgeable enough to understand when and how to employ it.

In the second question, according to the statements of four students, the teacher's verbal and nonverbal communication has a moderately effective impact on inspiring pupils to learn English. The students said that:

"...successful verbal and nonverbal communication makes us feel more appreciated, excited to learn English, at ease connecting with the teacher, grasp the subject more easily, and enhance knowledge with constructive criticism from the teacher".

(The condensed version of interview students' transcription)

The effect of motivation determines how long language learners continue to learn. This links to what is said by (Dincer & Yesilyurt, 2017) in that both verbal and non-verbal communication is used to assess pupils' behavior as well as their real achievements

In the third question, for verbal communication, three students select "accept feelings," while one selects "criticizing or justifying." The three students who chose "accept feelings" said that "... *the type encouraged us the most when learning English because when the teacher utilized the type, students felt cared about and that the teacher paid attention to the students' mood to commence learning English in the classroom*".

One student who chose criticizing or justifying noted that when the teacher leads and corrects improper comments, it makes learning English in class easier. Two pupils chose "proxemics" and two students choose "kinesics" for the teacher's nonverbal communication. Students who chose "proxemics," say that distance reduced their interest in learning English because they could ask questions more freely at a closer distance. Then, two students selected "kinesics" since they considered it important in the learning process while maintaining a pleasant classroom environment.

In the fourth question, all of the student answered "frequently," although one type of teacher nonverbal communication, "praise and encourages," was rarely employed. Even though children require this type of verbal communication, Hasanah et al. (2018) demonstrates that human behavior is driven and motivated by specific goals, which have significant implications for classroom practice. This is implied by the numerous presentations devoted to applauding and encouraging student effort.

In the last question, the researcher can deduce from the preceding assertions that all of the students prefer the teacher to use both verbal and nonverbal communication. Students claimed that it made the materials provided by the teacher easier to understand. The teacher must employ both

type of communication when teaching English to make pupils easier to learn and to minimize miscommunication to achieve linked engagement with the students.

DISCUSSION

Based on observation (video recording) and interviews, this study aimed to discover the type of teacher's verbal communication, the type of teacher's nonverbal communication, and the effect of teacher's verbal and nonverbal communication on students' motivation in learning English. The researcher discusses it by citing relevant literature and previous studies to support the study's varied findings, before addressing limitations and future research directions.

The first finding was that all categories of teachers' verbal communication occurred in learning English. A similar outcome was demonstrated by Harisnawati et al. (2022), who discovered all categories in the teaching process based on FIACS categories. The study, however, did not disclose what dominated the English teacher's verbal communication in class. In this study, the researcher discovered that the most common type of teacher verbal communication is asking question. This category occurred the most frequently as a result of the teacher's efforts to inspire and engage pupils to participate in the learning process. In line with the previous research findings, these findings corroborate Hasanah et al. (2018) who assert that the purpose of asking questions is to ignite students' interest in learning and that when teachers ask questions, they want students to respond.

The second result, based on observation, is that all categories of nonverbal communication are discovered. There are four types of nonverbal communication employed by English teachers in the teaching and learning process. There are among others: kinesics, haptics, vocalics, and proxemics. Purwati et al.(2019) found that various types of nonverbal communication were used in the learning process, including bodily movement (kinesics), paralanguage, personal presentation (touching), and proxemics. In contrary, Antika and Ikhsan (2018) findings imply that there are only three methods of nonverbal communication referring to Schmitz (2012) as cited in Antika and Ikhsan (2018), namely Kinesics (using motions), Vocals (using voice and tone), and Proxemics (using distance). The teacher in this previous study did not use Haptic in the English teaching and learning process.

The last outcome indicated that teacher's verbal and nonverbal interactions had a favorable effect on students' motivation to learn English. Some students are enthusiastic to learn English and become participatory in class when the teacher uses verbal and nonverbal communication in the learning process. They become comfortable when chatting with the teacher, feel appreciated when offering opinions or ideas, and learn English become easy to understand. It signifies that students in this research site are interested in intrinsic motivation; they want to study English because they have an inner urge to do so. According to Hayikaleng et al. (2016), intrinsic motivation (IM) in language acquisition is the desire to engage in an activity because it is enjoyable and interesting. The desire to make oneself feel better or the delight of the learning process may motivate one.

CONCLUSION

In this study, the results obtained from the observation (video recording) and interview instruments became evidence of the effect of teacher's verbal and nonverbal communication from the viewpoints of four students and a teacher as participants. It is clear from this study that successful verbal and nonverbal communication happened in the classroom, resulting in a positive effect on students' motivation. Some students argue that verbal and nonverbal communication in the learning process can make students feel more comfortable when interacting with the teacher, more respected when sharing opinions or ideas, and thus more enthusiastic to learn. It implies that the teacher's verbal and nonverbal communication is a resource for the students.

ACKNOWLEDGEMENT

The researchers would like to express sincere gratitude to Andi Rustandi, M.Pd as the first supervisor who has an important role in guiding by providing input and assistance in completing this research. The researchers would also like to express sincere gratitude Bambang Ruby S., M.Pd as the second supervisor who also played an important role in providing new insights and suggestions so that the author could complete this research. Finally, the researcher would like to express the deepest gratitude to the researcher's beloved parents who has provided both material and non-material support while the researcher was studying at Galuh University.

REFERENCES

- Antika, R., & Ikhsan, M. (2018). Teachers' nonverbal communication in English teaching and learning process. *Tell-Us Journal*, 4(1), 65–79. <https://doi.org/10.22202/tus.2018.v4i1.2799>
- Armstrong, S. W., & Hope, W. C. (2016). Technical college teachers' communication and its impact on student motivation. *Journal of Education and Human Development*, 5(1), 24–33. <https://doi.org/10.15640/jehd.v5n1a3>
- Bambaerero, F., & Shokrpour, N. (2017). The impact of the teachers' non-verbal communication on success in teaching. *Journal of Advances in Medical Education & Professionalism*, 5(2), 51–59. <http://www.ncbi.nlm.nih.gov/pubmed/28367460> <http://www.pubmedcentral.nih.gov/articlerender.fcgi?artid=PMC5346168>
- Dincer, A., & Yesilyurt, S. (2017). Motivation to speak English: A self-determination theory perspective. *Pasaa*, 53(1), 1–25. <https://doi.org/10.58837/chula.pasaa.53.1.1>
- Haliq, A., & Nasta, M. (2017). Pengaruh komunikasi nonverbal dosen terhadap minat belajar mahasiswa. *RETORIKA: Jurnal Bahasa, Sastra, Dan Pengajarannya*, 9(2), 91–95. <https://doi.org/10.26858/retorika.v9i2.3797>
- Harisnawati, H., Wello, M. B., & Rahman, A. (2022). Teachers' verbal and nonverbal communication in EFL classroom at Vocational High School in Makassar. *Pinisi Journal of Art, Humanity and Social Studies*, 2(2).
- Hasanah, E., Zamroni, Z., Dardiri, A., Indartono, S., & Supardi, S. (2018). Literature review of parenting style to support the development of adolescent identity. *Asian Social Science*, 14(6), 157.
- Hayikaleng, N., Nair, S. M., & Krishnasamy, H. N. (2016). Thai students' motivation on English reading comprehension. *International Journal of Education and Research*, 4(6), 477–486. www.ijern.com
- Krathwohl, D. R. (1993). *Methods of educational and social science research: An integrated approach*. Longman/Addison Wesley Longman.
- Lewis, T. N. (2005). Gender and nonverbal communication in the foreign language classroom. *University of California*.
- Megawati, W., & Hartono, R. (2020). The impact of teachers' verbal and non-verbal communication on students' motivation in learning English. *English Education Journal*, 10(4), 436–448. <https://doi.org/10.15294/ej.v10i4.39157>
- Mikhael, J. N. J., Rafiq, S., & Siaahan, I. (2022). *The effect of teachers' verbal and non-verbal communication on students' motivation in learning English at SMAK Frater Don Bosco Tarakan*. 4(2008), 9–14.
- Purwati, Isda, I. D., & Baroona, P. (2019). *Communication in learning process to reach the aim of study in EFL classroom*. 2, 18–19.
- Sari, F. M. (2019). Patterns of teaching-learning interaction in the EFL classroom. *Teknosastik*, 16(2), 41. <https://doi.org/10.33365/ts.v16i2.139>
- Yin, R. K. (2018). *Case study research and applications. Sixth edition* (Six Edition).