EFL STUDENT PERCEPTION ON LECTURERS' NONVERBAL COMMUNICATION IN TEACHING AND LEARNING PROCESS

THESIS

Submitted by

LIDYA FATURRAHMI
NIM. 200203035

Student of Faculty of Education and Teacher Training

Department of English Language Education

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By:

LIDYA FATURRAHMI

NIM. 200203035
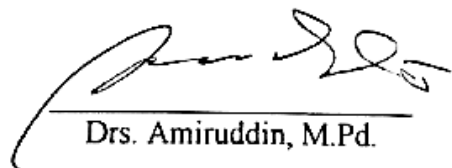
Student of *Fakultas Tarbiyah dan Keguruan*

Department of English Language Education

Approved by:

Supervisor,

Drs. Amiruddin, M.Pd.

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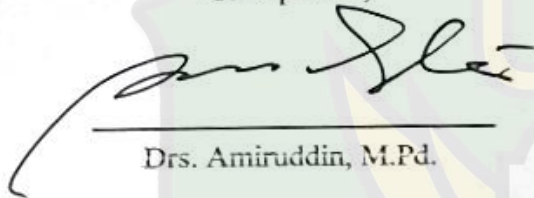for the Bachelor Degree of Education in English Language Teaching

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Board of Examiner,

Chairperson,   Secretary,

Drs. Amiruddin, M.Pd.   Fera Busfina Zalha, M.A.

Member,   Member,

Nidawati, S.Ag., M.Ag.   Dr. Muhammad Nasir, M.Hum.

Certified by:
The Dean of *Fakultas Tarbiyah dan Keguruan*
Universitas Islam Negeri Ar-Raniry Banda Aceh

Prof. Safrul Muluk, S.Ag., M.A., M.Ed., Ph.D
NIP. 197301021997031003

SURAT PERNYATAAN KEASLIAN

(Declaration of Originality)

Saya yang bertandatangan di bawah ini:

Nama : Lidya Faturrahmi

NIM : 200203035

Tempat/tanggal lahir : Aceh Besar, 25 Januari 2002

Alamat : Lubok Batee, Ingin Jaya, Aceh Besar.

Menyatakan dengan sesungguhnya bahwa skripsi yang berjudul:

EFL Student Perception On Lectures' Nonverbal Communication In Teaching And Learning Process

Adalah benar-benar karya saya, **kecuali semua kutipan dan referensi yang disebutkan sumbernya.** Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggung jawab saya. Demikian surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 30 Desember 2024

Saya yang membuat surat pernyataan,

Lidya Faturrahmi

ACKNOWLEDGEMENT

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الرَّحِيْمِ الرَّحْمَنِ اللهِ بِسْـــــــــــــمِ

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Alhamdulillah, praises Allah SWT, the Almighty, the Most Gracious, the Most Merciful, for always giving me a blessing, health, strength, and knowledge to finish this thesis entitled "EFL Student Perception on Lecturers' Nonverbal Communication in Teaching and Learning Process". Peace and salutation to Prophet Muhammad SAW, peace be upon him and his family and companions. They guided humankind from darkness to lightness.

First, I would like to express my sincere appreciation and gratitude to my supervisor, Drs. Amiruddin, M.Pd., for the unwavering support and guidance provided throughout the process of completing this thesis. It has been a valuable opportunity to learn under such guidance. Sincere appreciation also goes to all the lecturers and staff. I would like to thank all the lecturers and staff who have inspired, guided, and assisted me during my studies in this department.

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I am very grateful to myself for always struggling to write this thesis and not choosing to give up. Then, my appreciation and gratitude go to my beloved friends who supported me, helped me, and accompanied me in completing my thesis. Thank you to all my friends that I cannot mention one by one who helped me and inspired me. Thank you for always giving your back when I needed it, as well as the precious time and fond memories we have shared as English Language Education Department students. I also sincerely thank all the participants in this study who contributed to the data collection process, making the completion of this research possible. May Allah bless you all abundantly.

This thesis is far from perfect, it is possible to find shortcomings and mistakes. However, I have tried with all my abilities. I genuinely welcome any constructive comments and suggestions for its improvement. May this thesis bring benefits to those who read it and may Allah SWT reward all who have extended their support in this journey.

Banda Aceh, 30 December 2024

Lidya Faturrahmi

ABSTRACT

Name : Lidya Faturrahmi
Reg. No. : 200203035
Faculty : Faculty of Education and Teacher Training
Major : Department of English Language Education
Thesis working title : EFL Student Perception on Lecturers' Nonverbal Communication in Teaching and Learning Process
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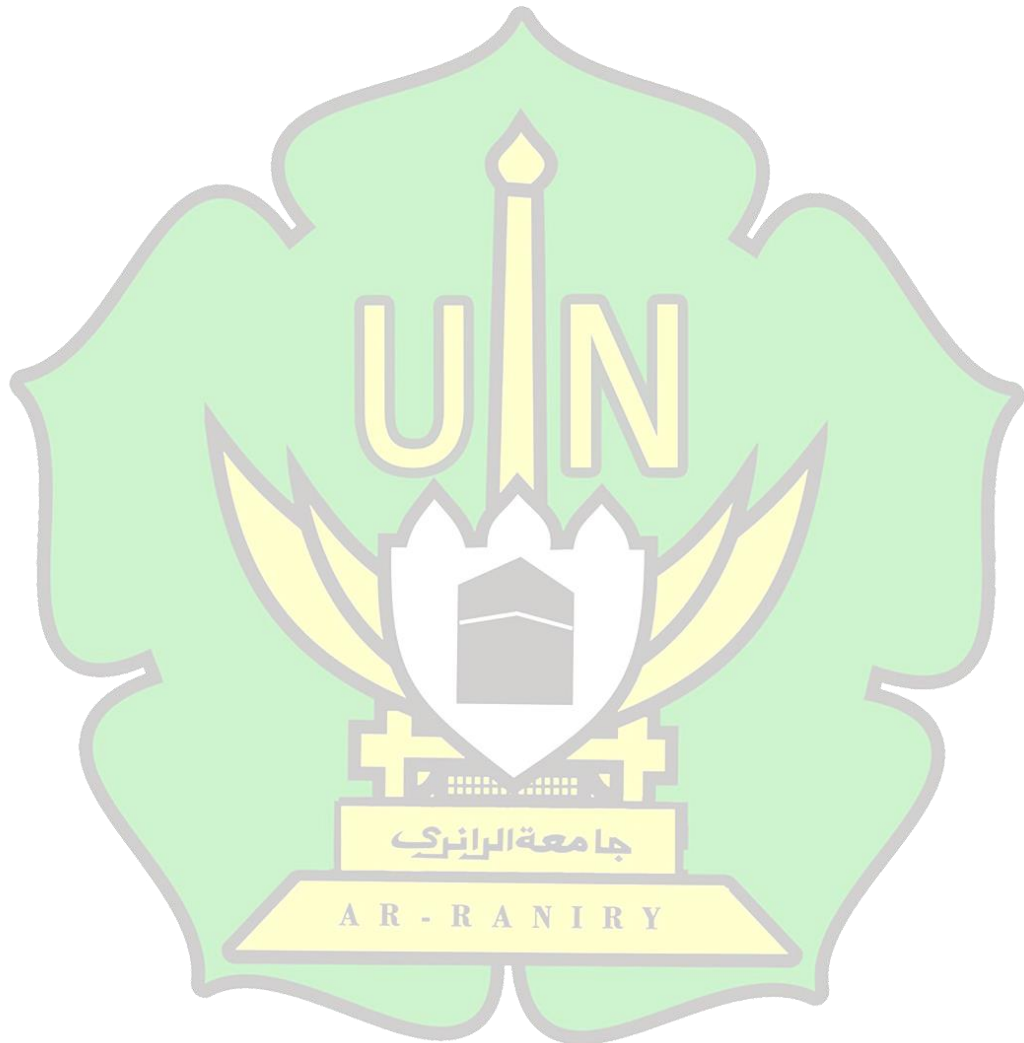Keyword : Student Perception; Nonverbal Communication; Teaching and Learning Process

This study examines EFL students' perceptions of lecturers' nonverbal communication in the teaching and learning process at UIN Ar-Raniry Banda Aceh. Using a qualitative approach with semi-structured interviews, data from four 2020 cohort students reveal that nonverbal communication—such as facial expressions, gestures, eye contact, proxemics, and paralanguage—plays a crucial role in enhancing learning. Positive facial expressions and gestures improve engagement, while eye contact fosters inclusivity. Paralanguage elements, including tone and speaking speed, help maintain attention and clarity, especially for EFL learners. Though professionalism in appearance is appreciated, teaching quality is prioritized. The study highlights the importance of nonverbal cues in creating supportive learning environments and adapting strategies to meet diverse student needs.

TABLE OF CONTENT

LIST OF APPENDICES

CHAPTER I
INTRODUCTION

A. Background of the Study

There are so many languages in the world. English is an International Language used by the people all over the world. Mappiasse and Ahmad (2014) stated that English has become one of the most widely spoken languages in the world today. As a result, everyone has to be able to communicate in English.

Humans are a social living creature that cannot live alone, they must coexist and communicate in order to meet their needs on a daily basis. "Communication is the process of exchanging information in the form of messages, symbols, thoughts, signs, and opinions," write Pilu et al. (2019). As a result, effective communication skills are required to achieve good two-way communication so that the recipient can understand the information conveyed.

Nonverbal communication is defined as "the unspoken dialogue in which messages are conveyed beyond the words" (Pilu et al., 2019), meaning that nonverbal communication is the sending or receiving of wordless messages through gesture, body language, posture, tone of voice, or facial expressions. In other words, nonverbal communication includes the speaker's body language, as well as the use of the voice (Haptics), distance (Proxemics), and physical appearance.

Teaching English has been a central issue in countries where English is spoken as a foreign language. Because EFL learners are unable to speak English in everyday situations and must acquire sentences from textbooks

rather than from real-world contexts, learning a second language might be difficult for them. Since they encounter many difficulties and frequently wonder about the most effective teaching strategies, teachers should constantly look for useful approaches to lessen the difficulties associated with teaching English.

Teachers use smiles, eye contact, gestures, and facial expressions to communicate nonverbally. Using body language, eye contact, facial expressions, posture, and gestures, nonverbal communication is often referred to as the quiet of communication (Kusanagi, 2004). Since nonverbal immediacy is a strategy that can grab students' attention because it allows them to feel psychologically warm and connected, many researchers have identified teachers' nonverbal immediacy as having a greater impact on student motivation (Zhang & Oetzel, 2006). Nonverbal communication is also thought to help learners relaxed and become less disinterested in their studies. Making eye contact, gesturing, moving around the classroom, keeping a calm posture, speaking in a variety of tones, smiling, allowing students time, dressing appropriately, and other strategies can all help teachers elicit positive responses from their students (Aydin, 2013).

Many teachers understand that using nonverbal communication in the teaching process is a useful strategy to support students' learning. Teachers should also be mindful of the importance of nonverbal communication in encouraging students' motivation. Through this effort, teachers can help students in increasing their motivation by using appropriate nonverbal

communication. Teachers can try to control their usage of nonverbal communication during the teaching process. According to Hassan (2007), if teachers' nonverbal communication matches their verbal communication, students enjoy the learning process and their motivation to study improves. As a result, the absence of nonverbal communication can cause students do not enjoy the classroom experience, to feel uncomfortable and anxious, and to forget the majority of the content that is taught.

In this research, the students' perception only limited to the activities related to their English language learning. The activities here are addressed to the teacher's actions in the process of teaching. Several studies have been conducted to explore nonverbal communication in language learning, but few studies focus on the students' perception about lecturers' nonverbal communication in teaching and learning process. Therefore, this research is of importance to fill this gap by focusing on how the students perceive nonverbal communication can influence them in learning process.

B. Research Question

What are the perception of EFL students at the English Education Department about their lecturers' nonverbal communication in teaching and learning process?

C. Aims of Study

The aim of this research is to discover the perception of EFL students at the English Education Department about their lecturers' nonverbal communication in teaching and learning process.

D. Significance of the Study

The result of this study can provide valuable contributions, particularly for students, teachers, writers, and future researchers. It aims to help teachers better understand the role of nonverbal communication in the teaching and learning process. Additionally, the results are expected to serve as a useful reference for other researchers exploring similar topics in the future.

E. Terminology

1. Nonverbal Communication

Nonverbal communication in this study refers to the types of nonverbal communication used by teachers in teaching English to the students at the English Education Department of UIN Ar-Raniry Banda Aceh. It involves the exchange of messages through gestures, facial expressions, body movements, and other cues without using words.

2. Learning English

Learning English in this study refers to the process of English teaching and learning at the English Education Department of UIN Ar-Raniry Banda Aceh.

CHAPTER II
LITERATURE REVIEW

A. Student Perception

1. Definition of Perception

Perception is how people see and understand things based on what they've experienced. Arifin et al (2017) mention that it involves drawing conclusions from past experiences and interpreting messages to describe things, events, or relationships. According to Robbins and Judge (2013), perception is the way our minds organize and understand sensory information to make sense of our surroundings.

Perception, according to Qiong (2017), is the process of achieving consciousness or understanding of sensory information. It enables us to identify and acknowledge the presence of various stimuli, after which we can assess and interpret them. On the other hand, perception can also be described as an individual's perspective and opinion (Unumeri, 2009). Positive and negative perception are the two categories into which Irwanto in Shandi (2020) divides perception. The information and solutions that come from the ongoing effort to implement it are the positive part. The negative one concerns data and answers that are inconsistent with the object. A student's perception is their viewpoint on a subject derived from their personal experiences. In order to engage students in learning settings and develop effective learning approaches, it is important to consider their perceptions.

This research focuses on students' perceptions of their lecturers' nonverbal communication in the teaching and learning process. It aims to explore how students interpret and respond to their lecturers' nonverbal behaviors based on their own experiences. By examining these perceptions, the study seeks to understand how students view and evaluate the role of nonverbal communication in shaping their learning environment and interactions with lecturers.

B. Communication

1. Definition of Communication

Communication is a key process for exchanging information, ideas, emotions, and intentions among individuals. Adler and Rodman (2016) describe communication not simply as message transmission but as a complex interaction that encompasses encoding, transmitting, receiving, and decoding messages across various contexts. It is vital for personal relationships, professional settings, and societal interactions, as it forms our perceptions of each other and guides our actions. They define communication as "the process of using messages to generate meanings," emphasizing that it transcends speaking or writing, involving a dynamic exchange where senders and receivers interpret messages through their own experiences, cultural backgrounds, and the context at hand. The success of communication depends on the message's clarity and the receiver's interpretative accuracy.

2. **Type of Communication**

Adler and Rodman (2016) categorize communication into four primary types: verbal communication, nonverbal communication, visual communication, and written communication. Each type plays a distinct role in how information is shared and understood.

a. **Verbal Communication**

Verbal communication is the exchange of messages through written or spoken language. Oral and written communication are its two primary categories. Face-to-face interactions, phone calls, and presentations are all examples of oral communication, where the message's reception is greatly influenced by elements like tone, pitch, and tempo. For example, during a team meeting, a manager might use enthusiastic verbal cues to motivate employees, while a calm tone might be employed to discuss sensitive issues. Written communication encompasses texts, emails, reports, and other forms of documentation. This type allows for careful consideration of language and structure before dissemination. For instance, a well-crafted email can clarify complex instructions or provide detailed feedback on a project. However, written communication may lack the immediacy and emotional nuance present in verbal exchanges.

b. Nonverbal Communication

Nonverbal communication refers to the transmission of messages without the use of words. Body language, posture, eye contact, facial emotions, gestures, and even tone of speech are all examples of this kind. Nonverbal clues can either support or contradict spoken messages, according to Adler and Rodman (2016). Nonverbal cues can cause confusion or suspicion, for instance, if someone claims to be happy but displays grief or wrath on their face. In educational settings, nonverbal communication plays a critical role in teacher-student interactions. For instance, a teacher who observes students' body language, such as slumped shoulders or lack of eye contact, can gauge engagement levels and adjust their teaching approach accordingly (e.g., by incorporating more interactive elements). This responsiveness contributes to a more effective learning environment.

c. Visual Communication

Visual communication involves conveying ideas and information through visual aids such as graphs, charts, images, videos, and infographics. This type is particularly effective in enhancing understanding by providing visual context to verbal or written messages. For example, a marketing presentation that includes infographics can effectively summarize data trends that would be cumbersome to explain solely through text. Visual elements can simplify complex information and make it more accessible to

audiences. In business contexts, visual aids are often used in presentations to highlight key points or data trends quickly. For instance, a sales report presented with clear graphs can help stakeholders grasp performance metrics at a glance.

d. **Written Communication**

While often considered a subset of verbal communication, written communication warrants distinct attention due to its unique characteristics. It includes any form of message conveyed through writing, such as emails, reports, memos, articles, or social media posts. Written communication allows for careful consideration of language and structure before dissemination. For example, in a corporate setting, a well-structured report can provide detailed analysis and recommendations on strategic decisions. However, Adler and Rodman also highlight potential limitations in written communication; the absence of vocal tone or body language can lead to misunderstandings regarding intent or emotion. A poorly worded email could be interpreted as rude or dismissive even if that was not the sender's intention.

C. Nonverbal Communication

1. Definition of Nonverbal Communication

According to Negi (2009), nonverbal communication (NVC) is the process of one person stimulating meaning in the mind of another person or persons by means of non-linguistic cues such as facial expressions, gestures, eye contact, bodily postures, symbols, tone of voice, physical appearance, and spatial distance between two or more people. In other words, NVC includes all messages other than words that people exchange, and it provides a mode for conveying messages without the use of verbal language.

The combination of verbal and nonverbal knowledge transfer is known as nonverbal communication. It encompasses a person's sounds, body language, eye contact, facial expressions, voice pitch or tone, physical distance, apparent act, postures, and attire. Nonverbal communication is considered to be more dependable and effective than verbal communication because it provides extra support for verbal communication. It is frequently utilized unconsciously to convey thoughts, feelings, knowledge, abilities, and ideas (Binh, 2015).

2. Type of Nonverbal Communication

Negi (2009) provides a detailed list of various forms of nonverbal communication, including:

a. Kinesics

This type refers to body language, including gestures, facial expressions, and movements of the head and limbs. Kinesics is crucial in communication as it can express emotions and attitudes that may not be conveyed through verbal language. For instance, a smile can indicate friendliness, while crossed arms may suggest defensiveness. Understanding kinesics helps individuals interpret the underlying feelings and intentions of others, making it an essential component of effective communication in the classroom.

b. Oculesics

Oculesics focuses on eye behavior, including eye contact and eye movement. Eye contact can convey confidence, attentiveness, and engagement in a conversation, while avoiding eye contact may be interpreted as disinterest or discomfort. In the context of learning, maintaining appropriate eye contact can enhance the connection between teachers and students, fostering a more interactive and supportive learning environment.

c. Haptics

This type involves the use of touch in communication, such as handshakes, pats on the back, or other forms of physical contact. Haptics can convey warmth, support, or encouragement, and it plays a significant role in establishing rapport and trust among individuals. In educational settings, appropriate touch can help create a sense of

safety and comfort, encouraging students to participate more actively in their learning.

d. Proxemics

Proxemics refers to the use of personal space and physical distance in communication. The distance maintained between individuals can indicate the nature of their relationship, with closer proximity often suggesting intimacy or familiarity, while greater distance may imply formality or discomfort. In the classroom, understanding proxemics can help teachers create an environment that feels welcoming and inclusive, allowing students to feel comfortable and engaged.

e. Paralanguage

Paralanguage encompasses the vocal elements that accompany speech, such as tone, pitch, volume, and speech rate. These vocal cues can significantly alter the meaning of spoken words, conveying emotions and attitudes that words alone may not express. In an English language learning context, effective use of paralanguage can enhance clarity and engagement, helping students better understand the nuances of communication.

f. Chronemics

This type involves the use of time in communication, including punctuality, the timing of responses, and the duration of interactions. Chronemics can reflect cultural values and attitudes toward time, influencing how messages are perceived. In educational settings,

being mindful of time can help establish a structured learning environment, where students feel that their time is valued, thus promoting a more effective learning experience.

g. Physical appearance

Physical appearance includes aspects such as clothing, grooming, and overall presentation. It can influence first impressions and perceptions of credibility and professionalism. In the classroom, a teacher's physical appearance can impact students' perceptions of authority and approachability, affecting their willingness to engage and participate in discussions.

h. Environmental factors

This type refers to the physical surroundings in which communication occurs, including classroom layout, lighting, and noise levels. The environment can significantly affect the comfort and engagement of students. A well-organized and inviting classroom can enhance learning experiences, while a chaotic or uncomfortable setting may hinder communication and focus.

3. **The Function of Nonverbal Communication**

Binh (2015) explored the following nonverbal communication activities in daily life:

1. Reflecting identities means that people tell others something about themselves and how they want to be viewed through nonverbal

communication such as the way they use clothes or dress, their accent patterns, and the way they make gestures.

2. Expressing emotion and attitude entails inferring the speakers' feelings and desires through nonverbal messages such as kinesics and vocalics.

3. Managing conversation entails using kinesics and oculesics to manage one's communication.

4. Creating a good image and interpersonal attraction means that when individuals control their impressions, they can be attracted or at the very least find us credible.

According to Ali (2011), when nonverbal communication plays a good role in classroom practices, it can provide additional measurement to the language. As a result, nonverbal clues help to reduce needless instructor talking time, increasing learners' participation, create confidence, self and peer correction, and reduce the dread of silence.

Furthermore, he states that another nonverbal communication cue, when employed correctly, can provide clear instruction, efficiently manage the classroom, improving listening skills, develop students' performance in pairs and group activities, and boost the classroom atmosphere.

4. The Advantages and Disadvantages of Nonverbal Communication

According to Binh (2015), nonverbal communication plays a significant role in interactions, offering both advantages and disadvantages that impact its effectiveness.

a. Advantages of Nonverbal Communication

1. Quick and Simple Communication

   NVC allows people to share messages instantly through gestures, expressions, or body language, making it helpful in fast-paced or urgent situations. For example, a nod or thumbs-up can quickly signal approval without needing words, ensuring smooth and efficient communication.

2. Strong Visual Impact

   Nonverbal cues like eye contact, posture, and expressions are often more noticeable than words and can convey emotions more effectively. A smile shows warmth, while crossed arms may indicate discomfort, helping build understanding and empathy, especially in classrooms or group settings.

3. Useful When Words Aren't Enough

   NVC is useful in situations where speech is challenging or inappropriate. In noisy places, gestures work better than shouting, while in sensitive moments, a gentle touch can express support. It's also helpful across language barriers, enabling communication in diverse settings.

4. Supports Verbal Messages

When verbal and nonverbal cues align, the message becomes clearer and more convincing. For instance, enthusiasm paired with expressive gestures makes a message engaging, while mismatched cues can create confusion.

b. Disadvantages of Nonverbal Communication

1. Limited in Complexity

NVC lacks the detail of verbal communication, making it difficult to convey complex ideas. While a smile may show happiness, it cannot explain why. In professional or academic settings, where specific explanations are needed, relying only on NVC can result in incomplete communication.

2. Easily Misunderstood

Nonverbal signals are often misinterpreted due to differences in individual perspectives or cultural norms. For instance, a gesture friendly in one culture might be offensive in another. Misunderstandings can arise if nonverbal cues are assumed without clarification, especially in diverse environments.

3. Cultural Differences

Interpretations of NVC vary widely across cultures. For example, eye contact may show confidence in some cultures but be seen as disrespectful in others. Such differences can make communication in multicultural settings challenging without cultural awareness.

4. Depends on the Situation

The meaning of nonverbal cues relies heavily on context, making them harder to interpret. For instance, a thumbs-up might mean approval in one scenario but offense in another. Without clear context, misunderstandings increase. Pairing NVC with verbal communication helps ensure clarity.

5. **The Influence of Nonverbal Communication on Student's Understanding**

Negi (2009) explains that nonverbal communication plays an important role in the language classroom. In the context of learning English, nonverbal communication can be used to enhance the effectiveness of communication between teachers and students. For example, teachers can use facial expressions, gestures, and body language to convey meaning and help students understand difficult concepts. Additionally, students can use nonverbal cues to show their understanding or ask for clarification. Overall, nonverbal communication can be a powerful tool for improving communication and learning outcomes in the English language classroom.

According to Okon (2011), nonverbal conduct effects communication throughout the learning process. Teachers frequently use nonverbal messages such as facial expressions, eye contact, gestures, and body language in general. This shows their intent to have a big influence

on the children's behavior. Furthermore, positive learning outcomes have been linked to immediate instruction and teachers' excitement. As a result, the nonverbal stimulation of the teacher's nonverbal communication can improve the learning environment for students. Accepting the teacher's nonverbal behavior will encourage students to participate in class activities since the teacher looks to be more active in engaging with students. As a result, nonverbal in education has significant beneficial effects on student outcomes (Mottet et al., 2006).

D. Teaching and Learning Process

1. Definition of Teaching and Learning

The teaching and learning process is a dynamic and interactive system that involves the transfer of knowledge, skills, and values from instructors to learners. This process is central to education and is influenced by various factors, including the methods employed by teachers, the learners' characteristics, and the context in which learning takes place. Effective teaching and learning require a well-structured approach that fosters engagement, critical thinking, and practical application of knowledge.

Teaching can be defined as the act of facilitating learning by providing guidance, delivering content, and creating an environment conducive to knowledge acquisition (Richards & Rodgers, 2014). It is an intentional and systematic process that enables learners to achieve

specific learning outcomes. Learning, on the other hand, is the process through which individuals acquire new knowledge, skills, attitudes, or values, often as a result of experience, instruction, or self-reflection (Slavin, 2013).

2. Components of the Teaching and Learning Process

The teaching and learning process consists of several interrelated components:

1. Instructional Objectives

Objectives define the desired outcomes of the teaching and learning process. Clear objectives guide both teachers and students by setting expectations and providing a roadmap for achieving learning goals.

2. Teaching Methods

Teachers employ various methods to deliver content effectively. Common methods include lecturers, discussions, demonstrations, problem-solving, and collaborative learning. The choice of method often depends on the subject matter, learner preferences, and available resources (Brown, 2014).

3. Learner Engagement

Engagement is a critical factor in the learning process. Active participation, motivation, and interaction with peers and teachers enhance the learning experience and promote deeper understanding.

4. Assessment and Feedback

Assessment measures the extent to which learning objectives have been achieved. Feedback provides learners with information about their progress and helps them identify areas for improvement. Formative assessments, such as quizzes and discussions, and summative assessments, such as exams and projects, are commonly used.

3. The Role of Nonverbal Communication in Teaching and Learning

The teaching and learning process involves both verbal and nonverbal communication, as teachers and students interact to enhance understanding. Teachers not only explain topics verbally but also use various nonverbal cues such as gestures, facial expressions, posture, eye contact, and tone of voice. For instance, when a teacher explains a topic, gestures and facial expressions often accompany their words to make the content clearer and more engaging. Students, in turn, may ask questions or respond in ways that also involve nonverbal elements.

According to Negi (2009), these nonverbal cues play a significant role in creating a supportive and engaging classroom environment, which can greatly enhance students' comprehension and retention of information. By combining verbal explanations with effective nonverbal communication, teachers can make the learning process more interactive and accessible, helping students better grasp and remember the material being taught. In other words, students often find it easier to understand

materials when teachers effectively integrate verbal and nonverbal strategies into their teaching approach.

E. English Language Learning

1. Definition of Learning English

Several scholars have provided definitions of learning. Brown (2014) defines learning as "acquiring or getting knowledge of a subject or a skill by studying the experience or instruction." Similarly, the *Encyclopedia of Education Research* describes teaching as a process and uses the term "learning" to refer to the growth of interest, knowledge, and skills, as well as the ability to transfer these to new situations.

The term "learning English" refers specifically to the process of acquiring knowledge and skills in the English language. English can be learned in various settings, such as traditional schools, private language institutions, or through one-on-one tutoring. For those who have immigrated to an English-speaking country, English can also be learned informally through everyday interactions, or formally in programs tailored for non-native speakers, whether for temporary purposes like school or work, or for permanent settlement. Learning English often involves teachers who may be either native or non-native speakers, providing a diverse learning experience. This process is flexible and adapts to the needs of different learners, making English learning accessible to people from various backgrounds and circumstances.

2. **English Language Learning at English Education Department at UIN Ar-Raniry**

The English Education Department at UIN Ar-Raniry provides a comprehensive and structured approach to English language learning. Students engage deeply with subjects like grammar, linguistics, and other essential language skills, all taught by lecturers who act as both instructors and facilitators. These lecturers guide students in mastering the intricacies of the language, helping them build confidence and competence in academic and real-world communication.

Most courses in the department are taught in English, allowing students to immerse themselves in the language and improve their fluency in both speaking and writing. This immersion not only enhances language skills but also boosts the students' self-assurance when using English in academic and professional contexts.

In addition to language proficiency, the department focuses on preparing students for future teaching careers. The program equips them with practical teaching skills, cultural understanding, and a deep knowledge of educational methods, creating a balanced approach to professional development. By combining linguistic abilities with teaching expertise, the department ensures its graduates are well-prepared for careers as effective educators, capable of making meaningful contributions in their fields. This holistic approach highlights both the

personal and professional growth students undergo during their time in the program.

F. Previous Studies

Haneef, M. et al. (2016) carried out a study to investigate how teachers improve student performance and motivation for learning by utilizing nonverbal communication strategies. This research involved in-depth interviews with the faculty of the School of Social Sciences and Humanities at the University of Management & Technology Lahore, as well as focus group discussions with students of BS Social Sciences in the Department of Social Sciences at the same university. The authors analyzed the data collected from these interviews and discussions to provide recommendations for using non-verbal communication in teaching practice. The study found that non-verbal communication is crucial in the teaching-learning process and can be used by teachers to enhance student performance and motivation towards learning. It recommended that teachers receive proper training and feedback on their non-verbal communication skills. Using body language can make the learning environment more engaging and improve student motivation and understanding.

Binh (2015) conducted a research to investigate the importance of nonverbal communication (NVC) in English Language Teaching (ELT) in Vietnamese high schools. The study found that many practitioners do not

care about using NVC, which often leads to their unsuccessful instruction. The study reviewed relevant aspects of NVC such as its definitions, classification, functions, pros and cons, how to use it properly, and merits of teachers' NVC in EFL classrooms. In order to increase students' enthusiasm for studying, the study also provided some implications of teachers' NVC behaviors in Vietnamese EFL classes.

The research conducted by Zumam, W., & Mahfud (2020) at SMP Negeri 2 Robatal Sampang explored the role of nonverbal communication in the teaching-learning process, particularly focusing on English teachers. Using a qualitative descriptive method, the study gathered data through observations, interviews, and documentation to analyze teacher-student interactions. The findings revealed that teachers predominantly used hands, space and distance, touching, and chronemics, with hands being the most frequently used tool to facilitate engagement and understanding. Nonverbal communication significantly enhanced students' comprehension, complemented verbal messages, and improved the classroom atmosphere.
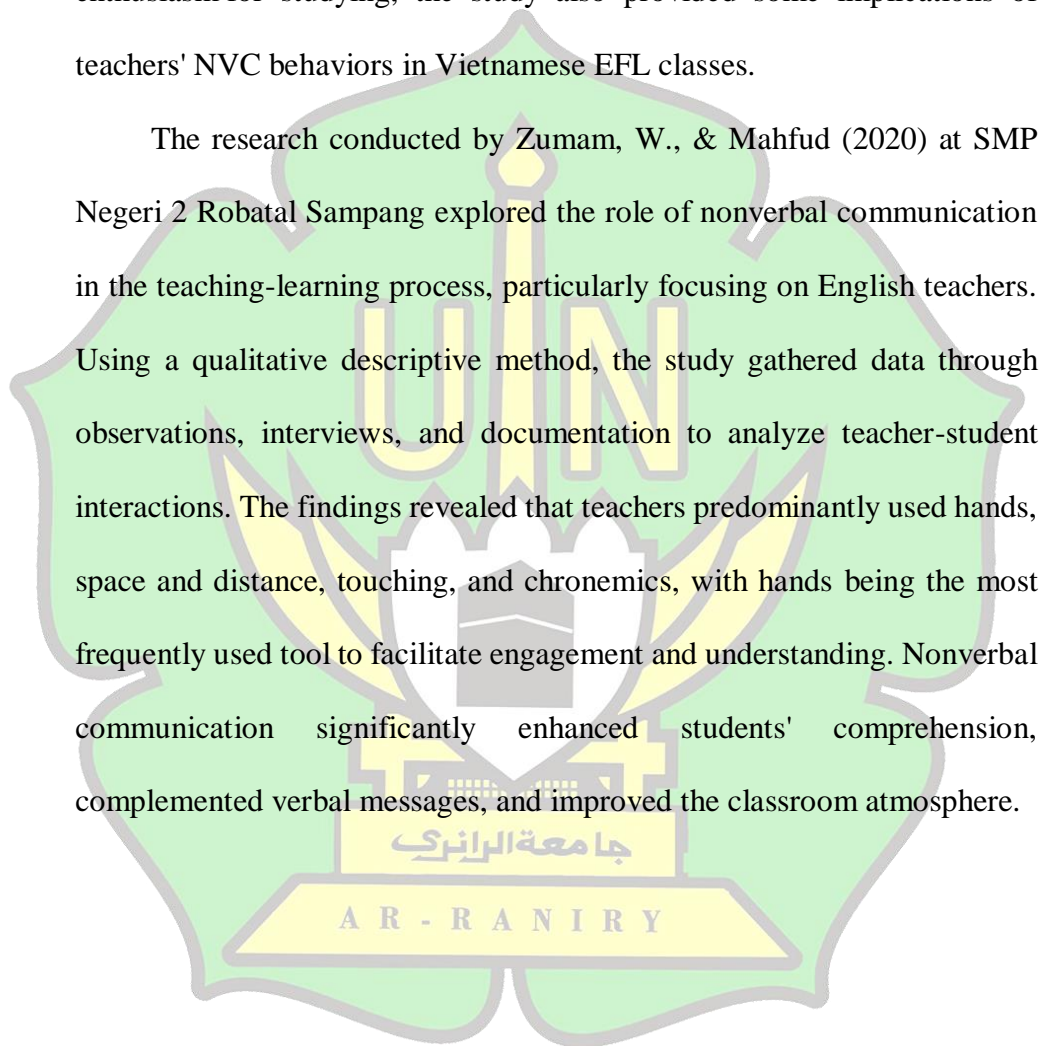
CHAPTER III
METHODOLOGY

A. Research Design

The research method is a systematic approach for gathering data to meet specific objectives in a scientific context. This study adopts a qualitative approach. According to Creswell (2013), qualitative research is a means for exploring and understanding the meaning individuals or groups ascribe to a social or human problem. Qualitative research emphasizes capturing participants' perspectives within their real-life contexts and is adaptable, using interviews, observations, and document analysis to gather rich, descriptive data. This approach enables the researcher to understand EFL students' perceptions of lecturers' nonverbal communication in the teaching and learning process.

Cohen et al., (2018) describe interviews as a versatile data collection tool in educational research, especially suited for gathering qualitative insights into students' experiences and perceptions. They emphasize that interviews allow researchers to explore participants' thoughts and feelings in depth, providing a richer understanding of complex issues. A careful planning required to conduct effective interviews, such as selecting appropriate participants and ensuring that the questions align with the study's objectives, which is essential for producing meaningful data.

B. Research Site and Participant

The present study employs purposive sampling. Purposive sampling is a non-random sampling technique determined by the special characteristics of the researcher in selecting the sample. Creswell and Poth (2018) highlight purposive sampling as a key technique in qualitative research. This method involves intentionally selecting participants who are best suited to provide relevant insights on the study topic. It is particularly useful for gathering detailed data from individuals with specific, pertinent experiences. Creswell (2013) also notes that qualitative research typically requires smaller sample sizes than quantitative research, emphasizing that the sample size is determined by the purpose of the study.

1. Research Site

The present study is conducted in the English Education Department at UIN Ar-Raniry Banda Aceh.

2. Research Participant

The participant for the current study consists of four English Education Department students from the admission year 2020 at UIN Ar-Raniry Banda Aceh. The total population of the 2020 English Education Department cohort is 87 students. These participants were selected based on their ability to provide valuable insights into the topic due to specific criteria. As students of the 2020 admission year, they have actively studied in the department for approximately four years, allowing them to experience various lecturers with diverse teaching

styles, including different forms of nonverbal communication. Their prolonged exposure to the academic environment and varied teaching approaches makes them ideal candidates for examining perceptions of lecturers' nonverbal communication. This intentional selection ensures that the data gathered is both relevant and rich in detail, aligning with the goals of qualitative research.

C. Method of Data Collection

This study collects data through semi-structured interviews, a widely recognized method in qualitative research that combines structure and flexibility. As Kvale and Brinkmann (2009) describe, semi-structured interviews are a "conversation with a purpose," designed to explore participants' perceptions while allowing room for unexpected insights. The interview guide ensures the discussion remains focused on key topics, while follow-up questions encourage detailed explanations (Patton, 2015).

The interview process begins with structured Likert-scale questions, rated from 1 (Strongly Disagree) to 5 (Strongly Agree), to establish a baseline understanding of participants' perceptions of lecturers' nonverbal behaviors. Following these ratings, open-ended questions allow participants to elaborate, share examples, and provide personal reflections. This approach aligns with Patton's emphasis on flexibility and rapport-building, ensuring rich and meaningful data.

The interviews are conducted face-to-face, allowing for more natural and direct interaction with participants, which supports a deeper engagement. The qualitative data gathered from these interviews are then analysed thematically to identify common patterns and insights related to the study's research questions.

D. Methods of Analysis Data

The data analysis in this study follows a qualitative approach, aiming to interpret and make sense of participants' responses in a structured way. Given the nature of this research, which explores EFL students' perceptions of lecturers' nonverbal communication, thematic analysis is used to identify, analyze, and report patterns within the interview data. This approach allows the researcher to gain a deeper understanding of the perspectives shared by participants (Braun & Clarke, 2006).

To ensure that participants could express their thoughts clearly and comfortably, interviews were conducted in Indonesian, their first language. This decision helped minimize potential language barriers and encouraged participants to share more detailed and nuanced responses. After collecting the data, I transcribed each interview verbatim in Indonesian. Where necessary, certain excerpts were partially translated into English to facilitate analysis. Transcription, defined as the process of converting spoken words into written text (Cohen et al., 2018), was an essential step in preparing the

data for thematic analysis. To protect participants' identities, pseudonyms such as P1, P2, and P3 were assigned throughout the process.

Thematic analysis was conducted systematically, following these key steps:

1. Familiarizing with the Data: The researcher begins by transcribing each interview and reading through the transcripts multiple times to develop a comprehensive understanding of the data. This step is essential for noticing preliminary patterns and details in participants' responses.

2. Generating Initial Codes: After becoming familiar with the data, the researcher identifies and labels sections of text that seem relevant to the research questions. This "coding" process involves assigning brief labels or "codes" to specific excerpts that capture important points or themes mentioned by participants. Initial coding is kept open and flexible to allow patterns to emerge naturally.

3. Searching for Themes: Once the initial codes have been assigned, the researcher groups related codes together to form broader themes. Themes represent the main ideas or insights that appear across multiple interviews and help to answer the study's research questions. This step involves looking for connections or overlaps between different codes.

4. Reviewing and Refining Themes: The researcher then reviews the themes to ensure they accurately reflect the data and make any adjustments as needed. This might involve merging similar themes or refining individual

themes to ensure clarity and focus. By this stage, the themes should provide a structured view of the participants' perceptions.

5. Defining and Naming Themes: After finalizing the themes, the researcher defines and names each theme clearly to capture its essence. This stage involves ensuring each theme is distinct and relevant to the study's objectives.

6. Producing the Report: In the final stage, the themes are organized into a coherent narrative that addresses the research questions and connects back to the study's purpose. This written report presents a summary of the main findings and includes specific examples from participants to illustrate each theme.

Through these steps, thematic analysis allows the researcher to systematically interpret the qualitative data and present the findings in a way that highlights the students' perspectives on lecturers' nonverbal communication. This approach offers a detailed view of the participants' experiences and provides meaningful insights into the educational context (Braun & Clarke, 2006).

CHAPTER IV
FINDINGS AND DISCUSSION

This chapter presents the findings and discussion of the study, which explores EFL students' perceptions of their lecturers' nonverbal communication in the teaching and learning process. The data was gathered through semi-structured interviews with four participants from the English Education Department. The findings are categorized based on themes derived from the interview questions, including facial expressions, gestures, eye contact, physical distance, tone and volume, speaking speed, pauses and timing, and physical appearance.

A. Findings

1. Kinesics

b. Facial Expressions:

Facial expressions were generally seen as a helpful tool for understanding lessons. P1 highlighted this, saying,

> "When entering class, most students hope for a friendly, kind, and cheerful lecturer. If the lecturer isn't cheerful or seems angry, it can create a tense atmosphere."

This shows that positive facial expressions not only aid comprehension but also set the emotional tone of the class.

Similarly, P2 found facial expressions crucial, stating,

> "For me, seeing my lecturer's facial expressions while they explain the material in class helps me understand what they mean and the direction of the discussion."

However, both P3 and P4 felt differently. P3 noted,

> "I feel that my lecturer's facial expressions don't significantly affect my understanding or engagement,"

and P4 added,

> "Even though the lecturer's facial expressions might seem like they're speaking to the students, I still don't understand the material. What helps me understand better is more about the method or approach the lecturer uses."

They both placed less emphasis on facial expressions, stating that other factors, such as teaching methods were more crucial to their learning experience and had a greater impact on their understanding. These varied responses highlight that while facial expressions can be beneficial, their impact is subjective and context-dependent.

c. **Gestures**:

Most participants acknowledged the importance of gestures in enhancing the learning experience, though their perspectives varied. P1 expressed strong agreement, explaining,

> "The lecturer's gestures reassure me that they have a good command of the material. Often, these gestures make me feel more comfortable listening to what's being explained."

P4 shared a similar sentiment:

> "The way the lecturer's body gestures align with the material makes me more interested in listening to the lesson."

However, P3 and P2 showed a more neutral stance, explaining that while gestures contribute to a lively atmosphere, they are not essential for understanding. This suggests that while gestures can enhance engagement, they may not always be essential.

d. Eye Contact:

Eye contact was identified as a powerful tool for creating connection and involvement. P1 said,

> "When the lecturer makes eye contact with me, I feel like they recognize my presence in class. This makes me more interested in listening to what they're saying."

P4 added,

> "A lecturer making eye contact might be trying to convey energy to their students through that interaction."

Conversely, P2 pointed out the challenges in larger classes, stating,

> "In a large class of about 30 students, it's almost impossible for a lecturer to make eye contact with everyone. For me, occasional eye contact is fine, but constant eye contact makes me uncomfortable."

This was echoed by P3, who mentioned,

> "The lecturer's eye contact doesn't significantly affect my sense of connection with the lesson."

These differences underline that eye contact's effectiveness depends on class size and individual comfort levels.

1. Proxemics

a. Physical Distance:

Proximity played a key role in interaction and comfort. P1 shared,

> "The further I am from the lecturer, the less confident I feel about sharing my thoughts. It's like people at the back are invisible."

Similarly, P3 mentioned,

> "When the lecturer is closer to the students, I find it easier to ask questions or interact."

However, P2 emphasized balance, stating,

> "I feel less comfortable if the lecturer is too far or too close. It's better when they maintain a standard distance."

This reflects that an optimal distance is necessary to maintain engagement without causing discomfort.

2. Paralanguage

a. Tone and Volume:

The tone and volume of the lecturer's voice were universally acknowledged as critical for engagement. P1 explained,

> "If the lecturer's tone is low and lacks energy, it makes me less motivated to pay attention."

P4 strongly agreed, saying,

> "The lecturer's tone and volume significantly affect how the material's energy is conveyed."

P2 added,

> "Sometimes when lecturers raise their tone, it signals the need to pay attention. A sudden change in tone catches my attention."

This illustrates how varied tone usage can emphasize key points and sustain interest.

b. Pauses and Timing:

Proper pauses were seen as essential for processing information. P1 stated,

> "When the lecturer provides proper pauses and timing during their explanations, it really helps me take a moment to process the information."

P4 agreed, mentioning,

"Pauses help me reflect on what I've just learned and allow me to process the material better."

P2 highlighted the utility of pauses for organizing thoughts:

"The pauses allow me to think about the direction the lecturer is taking with the material."

Additionally, P1 noted that pauses allow time for note-taking:

"I use pauses to take notes on what has been explained earlier. Without these pauses, long explanations are easy to forget."

c. Speaking Speed:

All participants agreed that moderate speaking speed is key to understanding. P1 mentioned,

"This is very helpful if the lecturer doesn't speak too quickly because it allows me to understand the words clearly."

Similarly, P4 said,

"Because if the lecturer speaks too quickly, it's hard for students to grasp all the information."

P3 highlighted the difficulties of fast speech:

"If the lecturer speaks too fast, I struggle to process the material and sometimes miss important points."

4. Physical Appearance

a. Professionalism and Neatness:

A lecturer's appearance influenced students' perceptions of professionalism. P1 noted,

"When a lecturer dresses neatly, it gives the impression that they are prepared to start their lesson."

While professionalism and neatness were valued, formality was not always deemed necessary. For example, P2 stated:

"You can often judge someone by their attire. As long as they dress modestly and appropriately for their role as an educator, it's fine. Lecturers don't always have to dress formally. Wearing casual clothes like shirts, or even sweaters, is okay as long as it's modest and appropriate."

P4 agreed that neatness contributes to professionalism but felt it doesn't directly influence the learning atmosphere:

"A lecturer's outfit and style are part of their unique characteristics, but it doesn't significantly affect how formal or serious the learning environment feels."

Similarly, P3 noted,

"Even if their appearance is simple or not very formal, it doesn't significantly affect my view of their professionalism."

This suggests that while neatness is appreciated, it is secondary to teaching quality.

B. Discussion

The findings of this study provide a comprehensive understanding of how EFL students perceive their lecturers' nonverbal communication in teaching and learning. These insights are are discussed in connection with existing theories and studies on nonverbal communication, highlighting both similarities and differences in how the participants experience nonverbal cues.

Facial expressions were seen as an important yet subjective aspect of nonverbal communication. P1 and P2 mentioned that cheerful and clear expressions made the class feel more welcoming and helped them understand the material better. Their perspectives align with the findings of

Chahkandi and Miri (2020), who emphasized that facial expressions convey emotional support and motivation in educational settings. However, P3 and P4 placed less emphasis on facial expressions, prioritizing teaching methods and verbal explanations instead. This divergence underscores the individual and situational variability in students' reliance on visual cues, supporting Goman's (2008) claim that the impact of nonverbal communication can differ based on context and personal preferences.

Gestures were generally appreciated for their role in enhancing engagement and understanding, as highlighted by P1 and P4. These findings align with Sime's (2006) study, which demonstrated how gestures can visually reinforce spoken language, especially in language learning contexts. However, P2 and P3 expressed more neutral views, suggesting that while gestures add energy to the classroom, they are not essential for understanding. These differences suggest that while gestures can make teaching more lively, their impact depends on the needs and preferences of each student.

Eye contact was seen as an effective way to create connection and recognition by P1 and P4, who believed it made them feel noticed and valued in the learning process. This is supported by McCroskey et al. (2006), who argued that eye contact enhances immediacy and fosters stronger teacher-student relationships. However, P2 and P3 found eye contact less impactful, particularly in large class settings where maintaining consistent eye contact is challenging. These findings highlight the situational

limitations of eye contact and suggest that its effectiveness may depend on class size, teaching context, and students' cultural or personal comfort levels.

Physical distance, or proxemics, also played a significant role in shaping students' learning experiences. P1 and P3 emphasized that closer distance encouraged participation and reduced hesitation in asking questions, aligning with Van den Berg et al. (2019) findings that closer physical distance fosters open communication and active engagement. However, P2 pointed out that being too close or too far away can make students uncomfortable, and a balanced distance is best. This shows that lecturers need to adjust their positioning based on the classroom setup and student preferences.

Paralanguage elements, including tone, volume, speaking speed, and pauses, were universally recognized as critical for effective communication. Tone and volume were particularly valued for keeping students engaged and emphasizing important points, which is consistent with the findings of Wang and Zhang (2021), who identified paralanguage as a tool for sustaining student attention. Speaking speed was also noted as essential, with all participants agreeing that slower, clear speech helps with understanding, especially for EFL learners. This aligns with Goh and Burns (2012), who emphasized that clear speech at a moderate pace is vital for comprehending a second language.

Pauses and timing were highlighted for their dual role in aiding reflection and note-taking. P1 and P4 explained that pauses helped them process information and organize their thoughts, which resonates with Santangelo and Graham's (2020) research on the importance of instructional pacing in promoting active learning. Participants also linked pauses to effective note-taking, highlighting their practical significance in supporting students' academic success.

Lastly, physical appearance influenced students' perceptions of professionalism but was considered secondary to teaching quality. Neatness and modesty were valued, as noted by P1 and P2, reflecting societal expectations for educators. However, most participants agreed that teaching methods and behavior were more important, aligning with the findings of Marzano and Marzano (2019), who argued that teacher behavior and interaction have a greater impact on classroom effectiveness than appearance. This suggests that while a polished appearance can enhance credibility, it is ultimately the lecturer's teaching competence that defines their effectiveness.

In summary, the discussion reveals that nonverbal communication significantly shapes the learning environment, though its impact varies based on individual preferences, classroom dynamics, and cultural contexts. Elements like facial expressions, gestures, and eye contact are influential but situational, while paralanguage aspects such as tone, volume, pauses, and speaking speed are universally critical. The nuanced findings emphasize

the need for lecturers to adopt flexible and adaptive nonverbal strategies, ensuring they meet the diverse needs of their students. By integrating these insights, educators can create a more inclusive and effective learning experience.
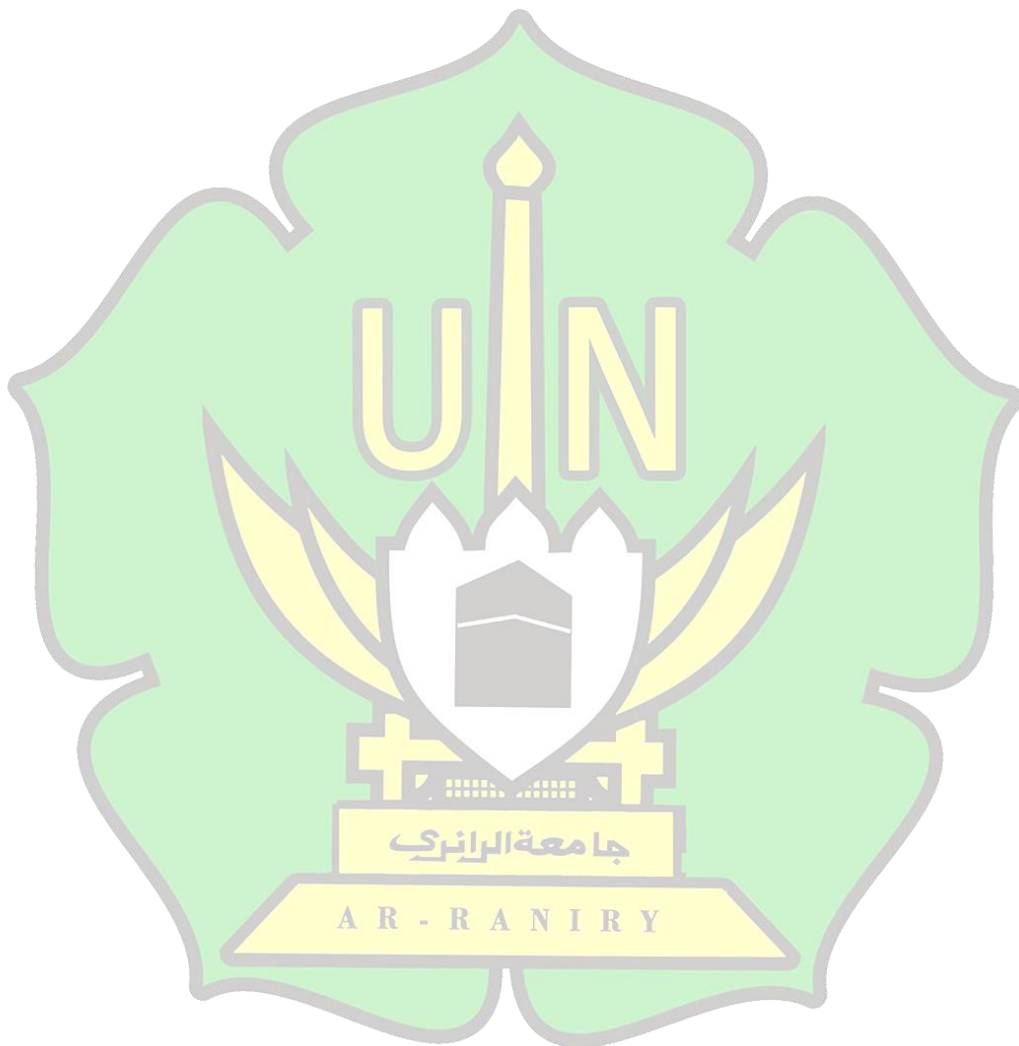
CHAPTER V
CONCLUSION AND SUGGESTION

A. Conclusion

This study aimed to explore EFL students' perceptions of their lecturers' nonverbal communication in the teaching and learning process within the English Education Department at UIN Ar-Raniry Banda Aceh. The findings highlight that nonverbal communication plays a significant role in shaping students' learning experiences and engagement. Nonverbal elements such as facial expressions, gestures, eye contact, physical distance, tone, volume, speaking speed, pauses, and physical appearance contribute to creating a supportive and effective learning environment.

Facial expressions and gestures were perceived as useful tools for enhancing comprehension and engagement. Positive facial expressions, such as smiling, help establish a welcoming classroom atmosphere, while purposeful gestures reinforce verbal explanations. However, their impact varied among students, with some prioritizing teaching methods over nonverbal cues. Eye contact emerged as an effective way to build connection and inclusivity, though its effectiveness was limited in larger class settings due to practical challenges and individual preferences.

The study also found that physical distance, or proxemics, significantly influences students' comfort and participation. Maintaining a balanced distance fosters interaction and reduces hesitancy in asking questions. Paralanguage, including tone, volume, speaking speed, and

pauses, was universally recognized as critical for sustaining attention and ensuring clarity, especially for EFL learners. Finally, while physical appearance contributes to perceptions of professionalism, it was deemed secondary to teaching quality and methodology.

In conclusion, effective nonverbal communication enhances the teaching and learning process by fostering engagement, improving understanding, and creating a positive classroom environment. The study underscores the need for lecturers to be aware of their nonverbal behaviors and adapt them to meet the diverse needs of their students.

B. Suggestion

Based on the findings, several suggestions are offered to lecturers, students, and future researchers. For lecturers, it is crucial to be mindful of their nonverbal communication. Employing positive facial expressions, purposeful gestures, and maintaining appropriate eye contact can create a more engaging and inclusive classroom. Adjusting tone, volume, and speaking speed, as well as incorporating pauses, ensures that key points are emphasized and easily understood by students. Physical distance should be managed to encourage interaction without causing discomfort. While dressing neatly and professionally is important, the focus should remain on delivering effective teaching methods.

For students, it is recommended to actively observe and interpret lecturers' nonverbal cues to enhance comprehension and engagement.

Providing constructive feedback to lecturers about their nonverbal communication can also contribute to improving the overall teaching and learning experience. By recognizing the importance of nonverbal cues, students can better adapt to different teaching styles and maximize their learning potential.

For future researchers, expanding the scope of this study to include larger and more diverse samples is suggested to provide broader insights into the impact of nonverbal communication. Investigating the interplay between verbal and nonverbal communication could offer a more comprehensive understanding of effective teaching strategies. Additionally, exploring cultural differences in nonverbal communication within EFL contexts would be valuable in addressing varying interpretations and perceptions.

By integrating these suggestions, educators, students, and researchers can contribute to the development of more inclusive and effective teaching practices in EFL settings. This, in turn, will support better learning outcomes and a more dynamic educational environment.
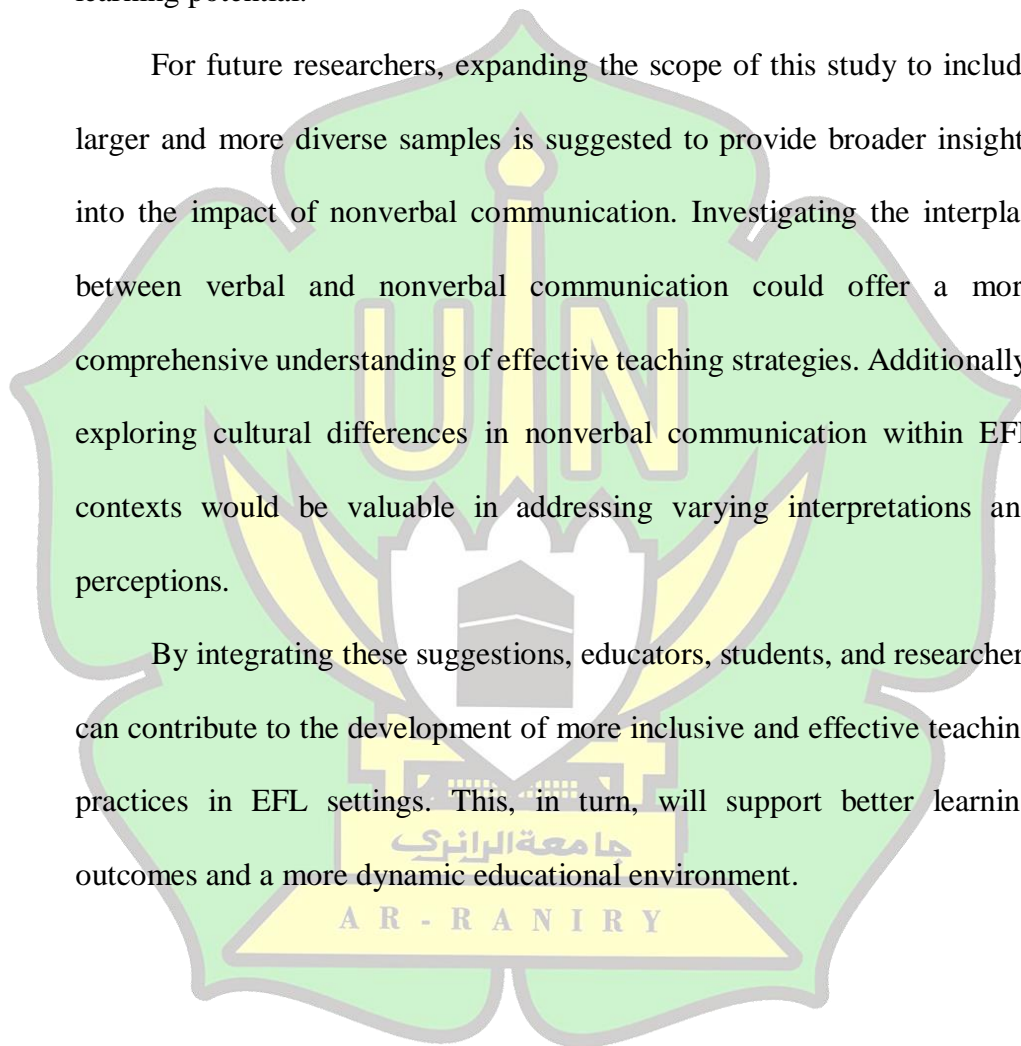
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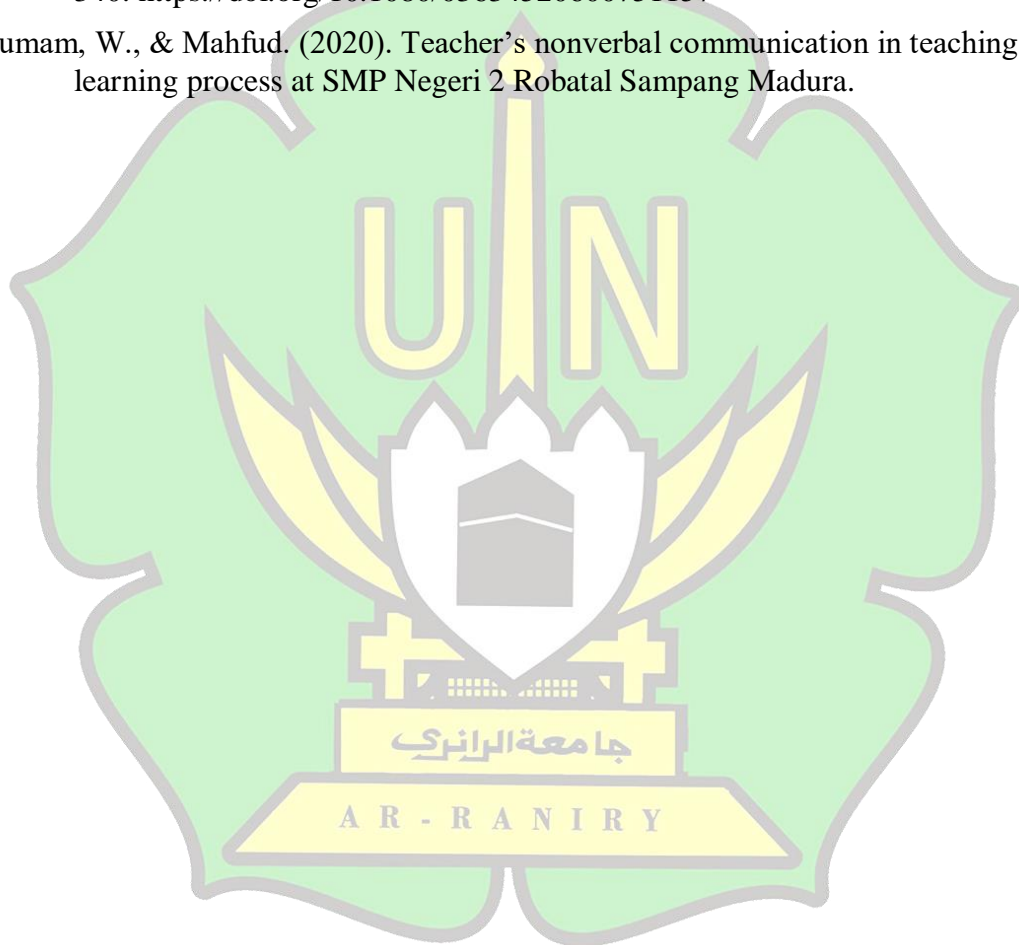
APPOINTMENT LETTER OF SUPERVISOR

KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH
NOMOR: 367 TAHUN 2024

TENTANG:
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA

DENGAN RAHMAT TUHAN YANG MAHA ESA

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH

Menimbang	:	a.	bahwa untuk kelancaran bimbingan skripsi mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh maka dipandang perlu menunjuk pembimbing skripsi;
		b.	bahwa yang namanya tersebut dalam Surat Keputusan ini dianggap cakap dan mampu untuk diangkat dalam jabatan sebagai pembimbing skripsi mahasiswa;
		c.	bahwa berdasarkan pertimbangan sebagaimana dimaksud dalam huruf a dan huruf b, perlu menetapkan Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh.

Mengingat	:	1.	Undang-Undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
		2.	Undang-Undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
		3.	Undang-Undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
		4.	Peraturan Presiden Nomor 74 Tahun 2012, tentang perubahan atas peraturan pemerintah RI Nomor 23 Tahun 2005 tentang pengelolaan keuangan Badan Layanan Umum;
		5.	Peraturan Pemerintah Nomor 4 Tahun 2014, tentang penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
		6.	Peraturan Presiden Nomor 64 Tahun 2013, tentang perubahan Institut Agama Islam Negeri Ar-Raniry Banda Aceh Menjadi Universitas Islam Negeri Ar-Raniry Banda Aceh;
		7.	Peraturan Menteri Agama RI Nomor 44 Tahun 2022, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
		8.	Peraturan Menteri Agama Nomor 14 Tahun 2022, tentang Statuta UIN Ar-Raniry Banda Aceh;
		9.	Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Depag RI;
		10.	Keputusan Menteri Keuangan Nomor 293/Kmk.05/2011, tentang penetapan UIN Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang menerapkan Pengelolaan Badan Layanan Umum;
		11.	Surat Keputusan Rektor UIN Ar-Raniry Banda Aceh Nomor 01 Tahun 2015, Tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh.

MEMUTUSKAN

Menetapkan	:	Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh tentang Pembimbing Skripsi Mahasiswa.
KESATU	:	Menunjuk Saudara :

Drs. Amiruddin, M.Pd

Untuk membimbing Skripsi

Nama	:	**Lidya Faturrahmi**
NIM	:	**200203035**
Program Studi	:	**Pendidikan Bahasa Inggris**
Judul Skripsi	:	**EFL Students' Perception on Lecturers' Nonverbal Communication in Teaching and Learning Process**

KEDUA	:	Kepada pembimbing yang tercantum namanya diatas diberikan honorarium sesuai dengan peraturan perundang-undangan yang berlaku;
KETIGA	:	Pembiayaan akibat keputusan ini dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Nomor SP DIPA-025.04.2.423925/2024 Tanggal 24 November 2023 Tahun Anggaran 2024;
KEEMPAT	:	Keputusan ini berlaku selama enam bulan sejak tanggal ditetapkan;
KELIMA	:	Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan bahwa segala sesuatu akan dirubah dan diperbaiki kembali sebagaimana mestinya, apabila kemudian hari ternyata terdapat kekeliruan dalam Surat Keputusan ini.

Ditetapkan di : Banda Aceh
Pada tanggal : 16 Oktober 2024
Dekan

Safrul Muluk

Tembusan
1. Sekjen Kementerian Agama RI di Jakarta;
2. Dirjen Pendidikan Islam Kementerian Agama RI di Jakarta;
3. Direktur Perguruan Tinggi Agama Islam Kementerian Agama RI di Jakarta;
4. Kantor Pelayanan Perbendaharaan Negara (KPPN) di Banda Aceh;
5. Rektor UIN Ar-Raniry Banda Aceh di Banda Aceh;
6. Kepala Bagian Keuangan dan Akuntansi UIN Ar-Raniry Banda Aceh di Banda Aceh;
7. Yang bersangkutan;
8. Arsip.

RECOMMENDATION LETTER FROM THE FAKULTAS TARBIYAH DAN KEGURUAN

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH
FAKULTAS TARBIYAH DAN KEGURUAN
Jl. Syeikh Abdur Rauf Kopelma Darussalam Banda Aceh Telp/Fax. : 0651-752921

Nomor   : B-10336/Un.08/FTK.1/TL.00/12/2024
Lamp   : -
Hal   : *Penelitian Ilmiah Mahasiswa*

Kepada Yth,

   Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Kaeguruan UIN Ar-Raniry Banda Aceh
Assalamualaikum Warahmatullahi Wabarakatuh.

Fakultas Tarbiyah Dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

NIM   : 200203035
Nama   : LIDYA FATURRAHMI
Program Studi/Jurusan   : Pendidikan Bahasa Inggris
Alamat   : JALAN BANDA ACEH-MEDAN KM 8,5, ASSA'ADAH

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah Dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak/Ibu pimpin dalam rangka penulisan Skripsi dengan judul *EFL STUDENT PERCEPTION ON LECTURERS' NONVERBAL COMMUNICATION IN TEACHING AND LEARNING PROCESS*

Banda Aceh, 13 Desember 2024
An. Dekan
Wakil Dekan Bidang Akademik dan Kelembagaan

Prof. Habiburrahim, S.Ag., M.Com., Ph.D.
NIP. 197208062003121002

Berlaku sampai : 24 Januari 2025

INTERVIEW PROTOCOL

Title: EFL Student Perception On Lecturers' Nonverbal Communication In Teaching And Learning Process

Introductory Protocol

Thank you for agreeing to participate in this interview. I would like to hear your perception on how your lecturer's nonverbal communication affects your learning experience. The interview will begin with some rating scale questions, followed by follow-up questions.
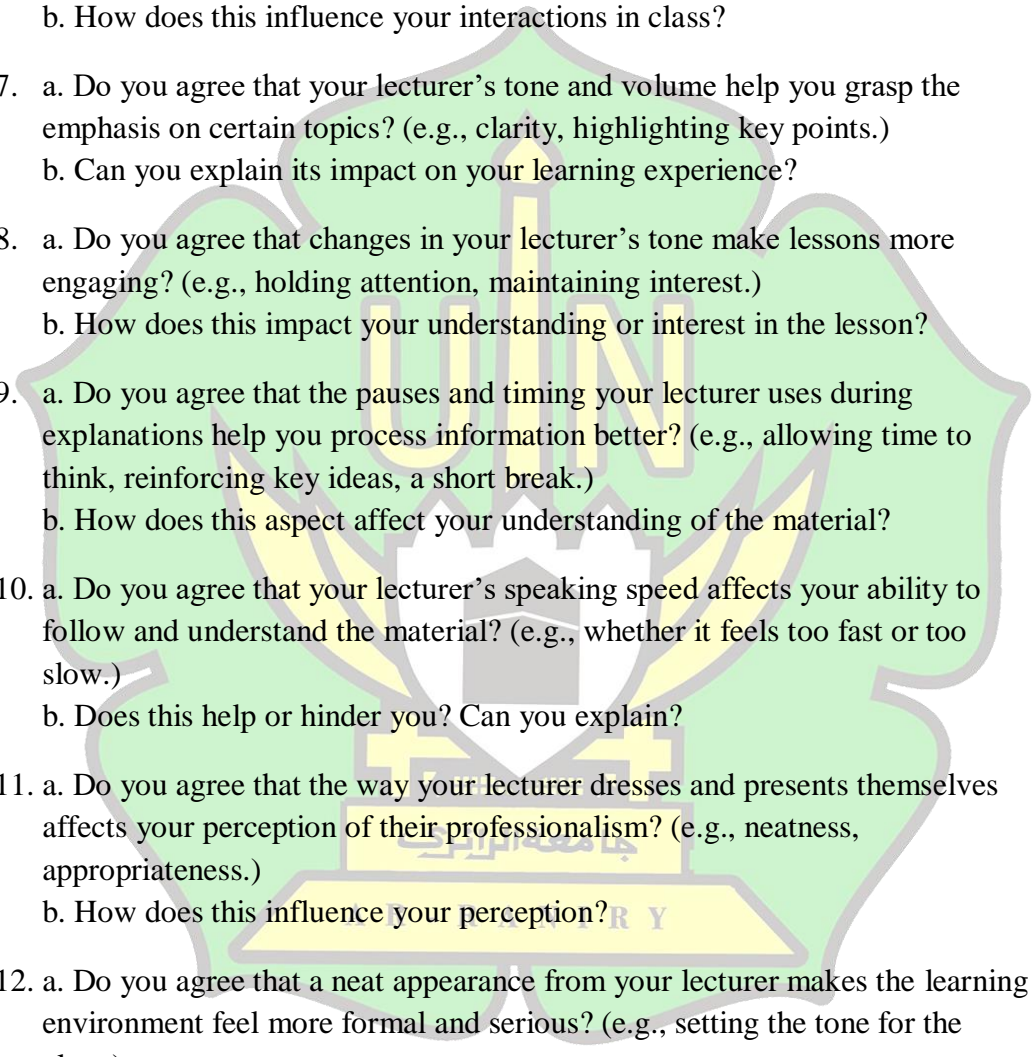
During the interview, I will ask you two types of questions for each topic:

1. A question about your level of agreement, using a five-point scale: strongly disagree, disagree, neutral, agree, and strongly agree.
2. A follow-up question where I'll ask you to explain your answer in more detail.

To facilitate note-taking, I would like to audiotape our conversation today. Rest assured, your responses will be kept confidential and will only be used for research purposes. If you have any questions before we begin, feel free to ask. Shall we get started?

Interview Questions

1. a. Do you agree that your lecturer's facial expressions help you understand the material better? (e.g., mood, clarity, emphasis on points.)
   b. Can you explain how this impacts your understanding or engagement?

2. a. Do you agree that your lecturer's gestures during class make the lessons more interesting? (e.g., illustrating concepts, emphasizing ideas.)
   b. How do these gestures affect your learning in class?

3. a. Do you agree that you feel more connected to the lesson when your lecturer makes eye contact with the class? (e.g., building engagement, creating connection.)
   b. How does eye contact influence your sense of connection with the lecturer or the lesson?

4. a. Do you agree that eye contact from your lecturer helps you feel recognized and involved? (e.g., making you feel noticed or included.)
   b. Can you explain why this makes you feel recognized or involved?

5. a. Do you agree that the physical distance your lecturer maintains in class affects how easy it is to interact with them? (e.g., approachability, comfort level.)
    b. How does this distance affect your comfort or ability to approach them?

6. a. Do you agree that when the lecturer moves closer to students, it creates a more personal learning experience? (e.g., building rapport, encouraging interaction.)
    b. How does this influence your interactions in class?

7. a. Do you agree that your lecturer's tone and volume help you grasp the emphasis on certain topics? (e.g., clarity, highlighting key points.)
    b. Can you explain its impact on your learning experience?

8. a. Do you agree that changes in your lecturer's tone make lessons more engaging? (e.g., holding attention, maintaining interest.)
    b. How does this impact your understanding or interest in the lesson?

9. a. Do you agree that the pauses and timing your lecturer uses during explanations help you process information better? (e.g., allowing time to think, reinforcing key ideas, a short break.)
    b. How does this aspect affect your understanding of the material?

10. a. Do you agree that your lecturer's speaking speed affects your ability to follow and understand the material? (e.g., whether it feels too fast or too slow.)
    b. Does this help or hinder you? Can you explain?

11. a. Do you agree that the way your lecturer dresses and presents themselves affects your perception of their professionalism? (e.g., neatness, appropriateness.)
    b. How does this influence your perception?

12. a. Do you agree that a neat appearance from your lecturer makes the learning environment feel more formal and serious? (e.g., setting the tone for the class.)
    b. Does this affect your learning environment? How?

INTERVIEW TRANSCRIPT

Participant 1 (P1)

Interviewer: Do you agree that your lecturer's facial expressions help you understand the material better?
P1: Strongly agree.

Interviewer: Can you explain how this impacts your understanding or engagement?
P1: When entering class, most students hope for a friendly, kind, and cheerful lecturer. If the lecturer isn't cheerful or seems angry, it can create a tense atmosphere. This sometimes makes it hard for me to focus, and I end up wishing for the class to be over quickly.

Interviewer: Do you agree that your lecturer's gestures during class make the lessons more interesting?
P1: Strongly agree.

Interviewer: How do these gestures affect your learning in class?
P1: The lecturer's gestures reassure me that they have a good command of the material. Often, these gestures make me feel more comfortable listening to what's being explained, which helps me understand the content more easily.

Interviewer: Do you agree that you feel more connected to the lesson when your lecturer makes eye contact with the class?
P1: Strongly agree.

Interviewer: How does eye contact influence your sense of connection with the lecturer or the lesson?
P1: When the lecturer makes eye contact with me, I feel like they recognize my presence in class. This makes me more interested in listening to what they're saying, and I feel like my existence is acknowledged.

Interviewer: Do you agree that eye contact from your lecturer helps you feel recognized and involved?
P1: Strongly agree.

Interviewer: Can you explain why this makes you feel recognized or involved?
P1: Like I said earlier, when the lecturer makes eye contact with me, it feels like they acknowledge my presence in class. That's why I feel recognized and involved in the learning process.

Interviewer: Do you agree that the physical distance your lecturer maintains in class affects how easy it is to interact with them?
P1: Strongly agree.

Interviewer: How does this distance affect your comfort or ability to approach them?
P1: The further I am from the lecturer, the less confident I feel about sharing my thoughts. It's like people at the back are invisible, so it feels pointless to say anything.

Interviewer: Do you agree that when the lecturer moves closer to students, it creates a more personal learning experience?
P1: Strongly agree.

Interviewer: How does this influence your interactions in class?
P1: Because when the lecturer is physically closer to the students, it makes them more open to asking questions. In my case, I sometimes feel hesitant to ask questions if the lecturer is too far away because many people tend to think my voice is soft. If there's a significant distance between me and the lecturer, I feel like they won't hear what I'm saying. Plus, I'm not the type of person who's brave enough to speak loudly. So, having the lecturer closer to the students really helps me feel more comfortable interacting with them.

Interviewer: Do you agree that your lecturer's tone and volume help you grasp the emphasis on certain topics?
P1: Strongly agree.

Interviewer: Can you explain its impact on your learning experience?
P1: If the lecturer's tone is low and lacks energy, it makes me less motivated to pay attention. My focus shifts to other things outside class. But if their tone and volume are appropriate, they seem more energetic, which makes me more enthusiastic about listening.

Interviewer: Do you agree that changes in your lecturer's tone make lessons more engaging?
P1: Strongly agree.

Interviewer: How does this impact your understanding or interest in the lesson?
P1: Like I mentioned earlier, when the lecturer's tone is more energetic, it grabs my full attention. This makes it easier for me to understand the material and want to engage more actively with it.

Interviewer: Do you agree that the pauses and timing your lecturer uses during explanations help you process information better?
P1: Strongly agree.

Interviewer: How does this aspect affect your understanding of the material?
P1: When the lecturer provides proper pauses and timing during their explanations, it really helps me take a moment to process the information. I usually use those pauses to take notes on what has been explained earlier. Without these pauses, long explanations are easy to forget, which is why I often take notes when lecturers allow some time for breaks during their explanations.

Interviewer: Do you agree that your lecturer's speaking speed affects your ability to follow and understand the material?
P1: Strongly agree.

Interviewer: Does this help or hinder you? Can you explain?
P1: This is very helpful if the lecturer doesn't speak too quickly because it allows me to understand the words clearly. Moreover, if they speak in English at a normal pace, it's much easier for me to comprehend. However, as I mentioned earlier, I tend to forget things easily. So, if the lecturer speaks too fast and with lengthy sentences, it becomes challenging for me to take notes properly.

Interviewer: Do you agree that the way your lecturer dresses and presents themselves affects your perception of their professionalism?
P1: Strongly agree.

Interviewer: How does this influence your perception?
P1: To me, when a lecturer dresses neatly, it gives the impression that they are prepared to start their lesson and that they take pride in their profession. If they arrive wearing tidy and appropriate clothing, it shows they are ready and confident about what they're going to teach.

Interviewer: Do you agree that a neat appearance from your lecturer makes the learning environment feel more formal and serious?
P1: Neutral.

Interviewer: Does this affect your learning environment? How?
P1: For me, the formality and seriousness of a lesson aren't always determined by the way a lecturer dresses. It can also be seen from how well the lecturer manages the class and how they express themselves in a way that feels more relaxed. So, it's not necessarily about wearing formal attire like a suit. As long as their outfit is neat and appropriate for a teacher, and they show clear expressions, that's probably enough.

Participant 2 (P2)

Interviewer: Do you agree that your lecturer's facial expressions help you understand the material better?
P2: Strongly agree

Interviewer: Can you explain how this impacts your understanding or engagement?
P2: For me, seeing my lecturer's facial expressions while they explain the material in class helps me understand what they mean and the direction of the discussion. For example, when lecturers wear masks, I can only see their eyes, and it's harder to understand, almost impossible. Especially since just looking at their eyes isn't enough to comprehend. As an EFL student learning English, particularly in Aceh, I find it very challenging to study with lecturers who don't use facial expressions or gestures during teaching.

Interviewer: Do you agree that your lecturer's gestures during class make the lessons more interesting?
P2: Neutral

Interviewer: How do these gestures affect your learning in class?
P2: They do make it more interesting. Lecturers have various teaching styles. Some teach while sitting, some walk around while explaining or presenting. As long as their facial expressions and explanations stay focused and relevant to the topic, it doesn't affect me much whether or not they use gestures.

Interviewer: Do you agree that you feel more connected to the lesson when your lecturer makes eye contact with the class?
P2: Agree

Interviewer: How does eye contact influence your sense of connection with the lecturer or the lesson?
P2: Personally, I'm not comfortable maintaining eye contact, especially with lecturers. In a large class of about 30 students, it's almost impossible for a lecturer to make eye contact with everyone. In smaller, private classes with two or three students, it might be possible, but in larger classes, it's less feasible. For me, occasional eye contact is fine, but constant eye contact makes me uncomfortable.

Interviewer: Do you agree that eye contact from your lecturer helps you feel recognized and involved?
P2: Neutral

Interviewer: Can you explain why this makes you feel recognized or involved?

P2: I don't think it's feasible for lecturers to make eye contact with all their students, especially in larger classes. From my experience, it's not something that happens often. So, eye contact doesn't make me feel particularly recognized or involved—it feels pretty standard and neutral to me.

Interviewer: Do you agree that the physical distance your lecturer maintains in class affects how easy it is to interact with them?

P2: Strongly agree

Interviewer: How does this distance affect your comfort or ability to approach them?

P2: I feel less comfortable if the lecturer is too far or too close. It's better when they maintain a standard distance—neither too close nor too far—so I can clearly hear their voice and see their facial expressions. For example, in a big class with 30 students, it helps if they use a projector, so everyone can follow along.

Interviewer: Do you agree that when the lecturer moves closer to students, it creates a more personal learning experience?

P2: Neutral

Interviewer: How does this influence your interactions in class?

P2: Some students may not always pay attention in class, and when the lecturer moves closer, it can help refocus the class. For me, it depends on the situation. If the lecturer approaches because I'm distracted, I'm okay with it.

Interviewer: Do you agree that your lecturer's tone and volume help you grasp the emphasis on certain topics?

P2: Agree

Interviewer: Can you explain its impact on your learning experience?

P2: I agree because sometimes when lecturers raise their tone, it signals the need to pay attention. A sudden change in tone catches my attention and makes me focus more.

Interviewer: Do you agree that changes in your lecturer's tone make lessons more engaging?

P2: Neutral

Interviewer: How does this impact your understanding or interest in the lesson?

P2: I don't like it when lecturers frequently raise their tone or shout at students. However, if the situation calls for a change in tone—whether louder or softer—I understand. It depends on the context.

Interviewer: Do you agree that the pauses and timing your lecturer uses during explanations help you process information better?
P2: Agree

Interviewer: How does this aspect affect your understanding of the material?
P2: The pauses allow me to think about the direction the lecturer is taking with the material and process the information better.

Interviewer: Do you agree that your lecturer's speaking speed affects your ability to follow and understand the material?
P2: Strongly agree

Interviewer: Does this help or hinder you? Can you explain?
P2: If the lecturer speaks too quickly, especially in a language other than Indonesian, like English or Arabic, it becomes very difficult to follow and understand.

Interviewer: Do you agree that the way your lecturer dresses and presents themselves affects your perception of their professionalism?
P2: Strongly agree

Interviewer: How does this influence your perception?
P2: You can often judge someone by their attire. As long as they dress modestly and appropriately for their role as an educator, it's fine. However, if their clothing is strange or goes against Islamic guidelines, particularly in UIN, it's unacceptable.

Interviewer: Do you agree that a neat appearance from your lecturer makes the learning environment feel more formal and serious?
P2: Neutral

Interviewer: Does this affect your learning environment? How?
P2: Lecturers don't always have to dress formally. Wearing casual clothes like shirts, or even sweaters, is okay as long as it's modest and appropriate. However, if their attire is inappropriate or not aligned with Islamic principles, that's not acceptable. For me, their clothing doesn't significantly affect the learning atmosphere—it's more about how they teach.

Participant 3 (P3)

Interviewer: Do you agree that your lecturer's facial expressions help you understand the material better?
P3: Disagree

Interviewer: Can you explain how this impacts your understanding or engagement?
P3: I feel that my lecturer's facial expressions don't significantly affect my understanding or engagement. For me, understanding the material depends more on the lecturer's explanations, teaching methods, or other learning resources.

Interviewer: Do you agree that your lecturer's gestures during class make the lessons more interesting?
P3: Neutral

Interviewer: How do these gestures affect your learning in class?
P3: Gestures can make the class atmosphere more lively, but I don't feel they are the main factor in determining whether a lesson feels interesting or not.

Interviewer: Do you agree that you feel more connected to the lesson when your lecturer makes eye contact with the class?
P3: Disagree

Interviewer: How does eye contact influence your sense of connection with the lecturer or the lesson?
P3: In my opinion, the lecturer's eye contact doesn't significantly affect my sense of connection with the lesson. I'm more focused on the content being delivered rather than interactions like eye contact.

Interviewer: Do you agree that eye contact from your lecturer helps you feel recognized and involved?
P3: Agree

Interviewer: Can you explain why this makes you feel recognized or involved?
P3: When the lecturer makes eye contact, I feel more acknowledged as an active participant in the learning process.

Interviewer: Do you agree that the physical distance your lecturer maintains in class affects how easy it is to interact with them?
P3: Agree

Interviewer: How does this distance affect your comfort or ability to approach them?

P3: When the lecturer is closer to the students, I find it easier to ask questions or interact. On the other hand, if the lecturer is too far away, I tend to hesitate to ask questions or engage.

Interviewer: Do you agree that when the lecturer moves closer to students, it creates a more personal learning experience?
P3: Neutral

Interviewer: How does this influence your interactions in class?
P3: When the lecturer moves closer to students, it can create a more personal experience, but I don't feel it has a direct impact on my interactions in class.

Interviewer: Do you agree that your lecturer's tone and volume help you grasp the emphasis on certain topics?
P3: Agree

Interviewer: Can you explain its impact on your learning experience?
P3: When the lecturer changes their tone or slows down their speech, it signals to me that this part needs closer attention. This helps me focus and pay more attention to the important aspects of the lesson.

Interviewer: Do you agree that changes in your lecturer's tone make lessons more engaging?
P3: Agree

Interviewer: How does this impact your understanding or interest in the lesson?
P3: Changes in tone make the lessons less boring, which increases my interest in the material. This way, I find it easier to understand and remember the content.

Interviewer: Do you agree that the pauses and timing your lecturer uses during explanations help you process information better?
P3: Agree

Interviewer: How does this aspect affect your understanding of the material?
P3: When the lecturer pauses briefly after explaining something, it gives me time to process the material and reflect on what was just explained.

Interviewer: Do you agree that your lecturer's speaking speed affects your ability to follow and understand the material?
P3: Agree

Interviewer: Does this help or hinder you? Can you explain?
P3: If the lecturer speaks too fast, I struggle to process the material, and I sometimes miss important points. However, when the lecturer speaks at an

appropriate speed, I can follow along better and understand the material more clearly.

Interviewer: Do you agree that the way your lecturer dresses and presents themselves affects your perception of their professionalism?
P3: Disagree

Interviewer: How does this influence your perception?
P3: Even if their appearance is simple or not very formal, it doesn't significantly affect my view of their professionalism. I focus more on how they teach and their ability to deliver the material effectively.

Interviewer: Do you agree that a neat appearance from your lecturer makes the learning environment feel more formal and serious?
P3: Neutral

Interviewer: Does this affect your learning environment? How?
P3: I think a lecturer's neat appearance can give a formal impression, but it doesn't always directly impact my learning environment. For me, the learning atmosphere is more influenced by the teaching methods and how the lecturer creates a comfortable space for discussion.

Participant 4 (P4)

Interviewer: Do you agree that your lecturer's facial expressions help you understand the material better?
P4: Neutral

Interviewer: Can you explain how this impacts your understanding or engagement?
P4: Even though the lecturer's facial expressions might seem like they're speaking to the students, I still don't understand the material. What helps me understand better is more about the method or approach the lecturer uses.

Interviewer: Do you agree that your lecturer's gestures during class make the lessons more interesting?
P4: Strongly Agree

Interviewer: How do these gestures affect your learning in class?
P4: The way the lecturer's body gestures align with the material makes me more interested in listening to the lesson. Those gestures also help enhance my understanding.

Interviewer: Do you agree that you feel more connected to the lesson when your lecturer makes eye contact with the class?
P4: Strongly Agree

Interviewer: How does eye contact influence your sense of connection with the lecturer or the lesson?
P4: A lecturer making eye contact might be trying to convey energy to their students through that interaction.

Interviewer: Do you agree that eye contact from your lecturer helps you feel recognized and involved?
P4: Strongly Agree

Interviewer: Can you explain why this makes you feel recognized or involved?
P4: Absolutely, it makes me feel involved, and it's enjoyable to learn when the lecturer's attention and focus are on their students.

Interviewer: Do you agree that the physical distance your lecturer maintains in class affects how easy it is to interact with them?
P4: Agree

Interviewer: How does this distance affect your comfort or ability to approach them?
P4: Interaction depends on certain distances between the lecturer and students. When a lecturer is closer, the class feels more engaging and less awkward. However, it's fine if the lecturer isn't too active in closing the distance either.

Interviewer: Do you agree that when the lecturer moves closer to students, it creates a more personal learning experience?
P4: Neutral

Interviewer: How does this influence your interactions in class?
P4: It also depends on the lecturer because creating a personal learning experience varies and can't always be generalized across all teaching styles.

Interviewer: Do you agree that your lecturer's tone and volume help you grasp the emphasis on certain topics?
P4: Strongly Agree

Interviewer: Can you explain its impact on your learning experience?
P4: I strongly agree. The lecturer's tone and volume significantly affect how the material's energy is conveyed. A clear standard voice is enough, as speaking too softly would make it difficult to hear and impact the learning process.

Interviewer: Do you agree that changes in your lecturer's tone make lessons more engaging?
P4: Strongly Agree

Interviewer: How does this impact your understanding or interest in the lesson?
P4: I strongly agree because when a lecturer combines expressions, posture, and changes in tone, it makes learning more engaging. However, since there are also older lecturers, their teaching styles might not always be as creative or dynamic.

Interviewer: Do you agree that the pauses and timing your lecturer uses during explanations help you process information better?
P4: Strongly Agree

Interviewer: How does this aspect affect your understanding of the material?
P4: Pauses help me reflect on what I've just learned and allow me to process the material better. Breaks during learning can also reduce stress.

Interviewer: Do you agree that your lecturer's speaking speed affects your ability to follow and understand the material?
P4: Strongly Agree

Interviewer: Does this help or hinder you? Can you explain?
P4: Because if the lecturer speaks too quickly, it's hard for students to grasp all the information.

Interviewer: Do you agree that the way your lecturer dresses and presents themselves affects your perception of their professionalism?
P4: Strongly Agree

Interviewer: How does this influence your perception?
P4: I think it's undeniable that a lecturer's outfit and style are part of their unique characteristics, but it also does influence professionalism.

Interviewer: Do you agree that a neat appearance from your lecturer makes the learning environment feel more formal and serious?
P4: Neutral

Interviewer: Does this affect your learning environment? How?
P4: Not really. It depends more on the lecturer's demeanor. In my opinion, appearance doesn't necessarily determine how formal or serious a lecturer is.

AUTOBIOGRAPHY

1. Name   : Lidya Faturrahmi
2. Place / Date of Birth   : Aceh Besar/25 January 2002
3. Sex   : Female
4. Religion   : Islam
5. Nationality   : Indonesia
6. Address   : Lubok Batee, Ingin Jaya, Aceh Besar.
7. Email   : 200203035@student.ar-raniry.ac.id
8. Occupation   : Student of Department of English Language Education, UIN Ar-Raniry
9. Parents
    a. Father's Name   : Mahlil
    b. Mother's Name   : Zakiyyatun Masrurah
    c. Father's Occupation : PNS
    d. Mother's Occupation : PNS
    e. Address   : Lubok Batee, Ingin Jaya, Aceh Besar.
10. Educational Background
    a. Elementary School   : SDIK Nurul Qur'an
    b. Junior High School   : MTsN 1 Banda Aceh
    c. Senior High School   : SMAN 3 Banda Aceh
    d. University   : Department of English Language Education, Fakultas Tarbiyah dan Keguruan, UIN Ar- Raniry

Banda Aceh, December 30, 2024

The Researcher,

Lidya Faturrahmi