

**EXAMINING NON-VERBAL COMMUNICATION IN
TEACHERS' CLASSROOM PRESENTATION**

THESIS

Summited by

Wilda Asriana
200203078

Student of English Department Education Study Program
Faculty of Tarbiyah and Teacher Training Ar-Raniry
State Islamic University Banda Aceh



**FACULTY OF TARBIYAH AND TEACHER TRAINING AR-RANIRY
STATE ISLAMIC UNIVERSITY BANDA ACEH**

2025 M/1447 H

**EXAMINING NON-VERBAL COMMUNICATION IN
TEACHERS' CLASSROOM PRESENTATION**

THESIS

Has been Approved and Submitted to the Thesis Munaqasyah Defense
As One of the Requirements to Obtain a Bachelor's Degree
In the Field of English Education

By

WILDA ASRIANA

Student ID Number: 200203078

Student of English Language Education Study Program
Faculty of Tarbiyah and Teacher Training Ar-Raniry
State Islamic University Banda Aceh

AR - RANIRY

Approved by:

Supervisor



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

Head of Department



**Syarifah Dahliana, S.Ag., S.E.,
M.Ag., M.Ed., Ph.D.**
NIP. 147504162000032001

**EXAMINING NON-VERBAL COMMUNICATION IN
TEACHER'S CLASSROOM PRESENTATION**

THESIS

It has been defended in *Sidang Munaqasyah*
in front of the board of the Examination for the working paper
and has been accepted in partial fulfilment of the requirements
for the Bachelor Degree of Education in English Language Teaching

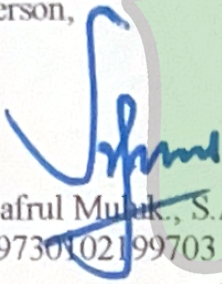
On:

August 19, 2025

Tuesday, _____
Safar 25, 1447 H

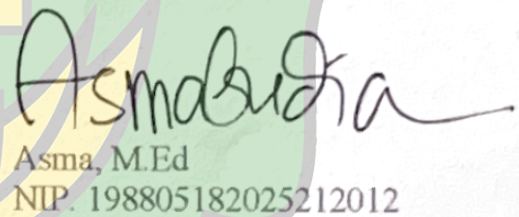
Board of Examiners,

Chairperson,



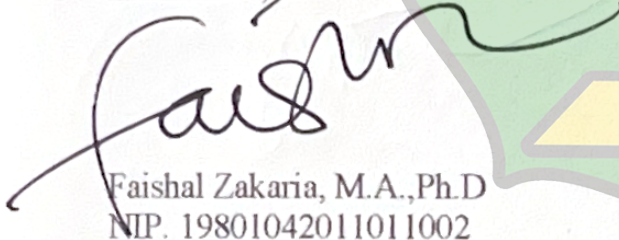
Prof. Safrul Muluk., S.Ag., M.A., M.Ed., Ph.D.
NIP. 197301021997031003

Secretary,



Asma, M.Ed
NIP. 198805182025212012

Examiner I,



Faishal Zakaria, M.A., Ph.D
NIP. 19801042011011002

Examiner II,



Dr. Risdaneva, M.A
NIP. 198310292015032003

Certified by:

The Dean of the Faculty of Education and Teacher Training
Ar-Raniry State Islamic University Banda Aceh



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

**EXAMINING NON-VERBAL COMMUNICATION IN
TEACHERS' CLASSROOM PRESENTATION**

I, the undersigned below:

Name : Wilda Asriana
Student ID : 200203078
Study Program : English Language Education
Faculty : Tarbiyah and Teacher Training
Thesis Title : Examining Non-Verbal Communication In Teachers'
Classroom Presentation

Hereby declare that in writing this thesis, I:

1. Did not use the ideas of others without being able to develop and be accountable for them;
2. Did not plagiarize the work of others;
3. Did not use others' works without proper citation or permission;
4. Did not manipulate or falsify data;
5. Completed this work independently and am fully responsible for it.

If at any point in the future, a party raises a legitimate concern and proves that I have violated this declaration, I am willing to accept the sanctions in accordance with the prevailing regulations of the Faculty of Tarbiyah and Teacher Training, Ar-Raniry State Islamic University Banda Aceh.

This statement is made truthfully and without coercion from any party.

Banda Aceh, July 29, 2025

Declarant,



Wilda Asriana
200203078

ACKNOWLEDGEMENTS

All praises be to Allah, The Almighty, who always gives me a blissful life to live in this world, the chance to try, the air to breathe, and the inspiration and power to write and finish this research. Peace and salutation be upon the great messenger and noble prophet Muhammad SAW, who has enlightened our minds and hearts, guiding us toward knowledge and wisdom along with his family and companions who have tirelessly worked to lead his ummah to the right path.

I would like to express my deepest gratitude to all those who have supported, helped, and guided me, enabling me to complete this research successfully. I extend my sincere thanks to my supervisor, Prof. Safrul Muluk, M.A., M.Ed., Ph.D Your insightful feedback was instrumental in shaping the directions of this research paper. Additionally, thanks to my academic advisor also the head of the English Language Education Department, Syarifah Dahliana, S.Ag., M.Ed., Ph.D., who has consistently supervised and supported me.

Moreover, unforgettable thanks also dedicated to my beloved family. Thank you to my father Irwan, and my mother Asrina Wati, for their unwavering love, support, and encouragement. Your belief in me has been a constant source of strength and motivation. I would like to express my sincere gratitude to Bripda. Muliadi for his unwavering support, patience, and encouragement throughout my academic journey and during the completion of this research. A special note of thanks goes to my dear friends Ara, Ika, Ajib, Dewi Mutia and Muhre. Your companionship, support, and encouragement have been instrumental in this

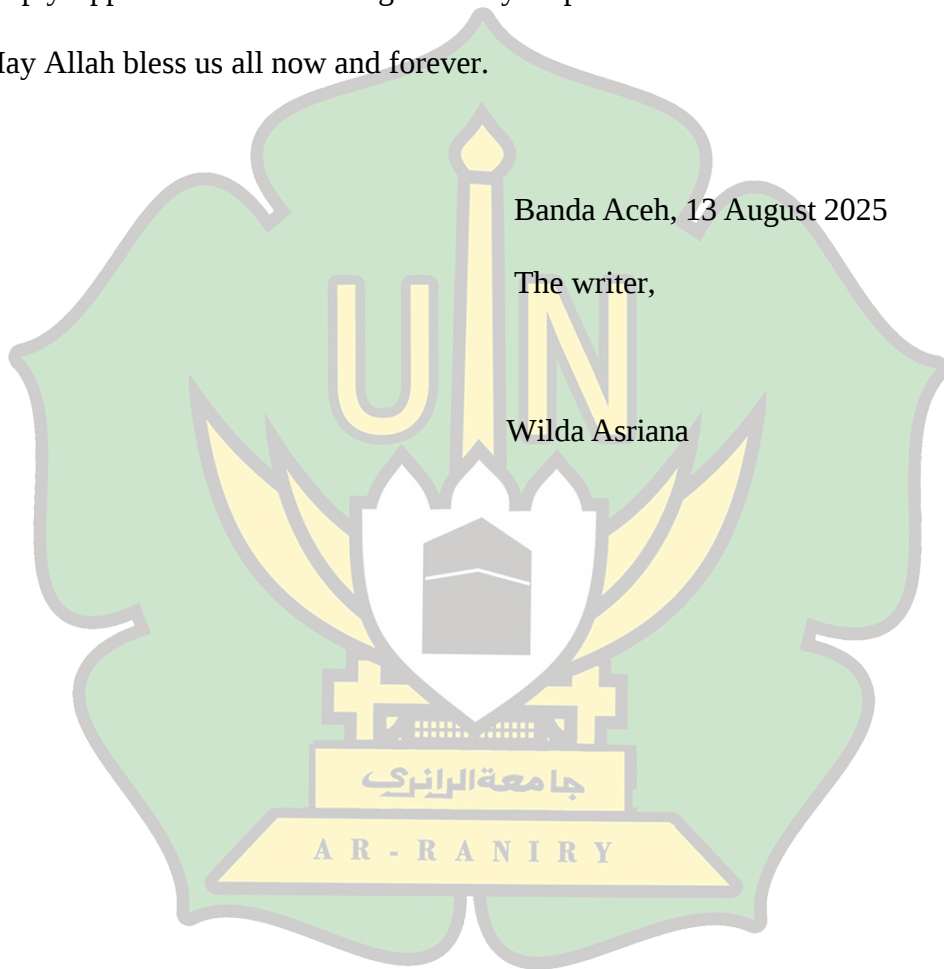
journey.

Finally, I would like to express my immense gratitude to all my colleagues in the Department of English Language Education at UIN Ar-Raniry and all the participants in this study. Your willingness to contribute your time and insights is deeply appreciated and has significantly impacted the success of this research. May Allah bless us all now and forever.

Banda Aceh, 13 August 2025

The writer,

Wilda Asriana



ABSTRACT

Name : Wilda Asriana
NIM : 200203078
Faculty : *Fakultas Tarbiyah dan Keguruan*
Major : Department of English Language Education
Thesis Title : Examining Non-Verbal Communication In
Teachers' Classroom Presentation
Supervisor : Prof. Safrul Muluk, M.A., M.Ed., Ph.D
Keywords : Non-Verbal Communication, English Language Teaching,
Classroom Presentations, Teacher-Student Interaction,
Qualitative Study

Nonverbal communication refers to the transmission of messages without the use of words. It encompasses a range of elements, including body language, facial expressions, gestures, eye contact, and space management. While nonverbal communication often serves to complement verbal communication, it serves to reinforce and clarify the spoken message, thereby making it a powerful tool in enhancing understanding between the sender and the receiver. This study investigates the use of non-verbal communication (NVC) by English teachers during classroom presentations and examines its role in enhancing students' understanding. Employing a qualitative research design, data were collected through classroom observations and semi-structured interviews with two English teachers at SMKN 3 Banda Aceh. Thematic analysis revealed that both teachers integrated various NVC elements—including gestures, facial expressions, eye contact, body posture, and proxemics—either deliberately or intuitively to reinforce verbal explanations, manage classroom behavior, and sustain student

engagement. Findings indicate that intentional use of NVC facilitates comprehension, fosters a supportive learning environment, and strengthens teacher-student rapport. While one teacher's NVC practices were shaped by formal training, the other relied on spontaneous classroom interactions, yet both approaches yielded positive student responses. The study concludes that NVC is not merely supplementary but constitutes an essential pedagogical strategy in English language teaching. These results underscore the need for professional development programs to enhance teachers' awareness and purposeful application of NVC, thereby improving instructional clarity, classroom interaction, and learning outcomes.

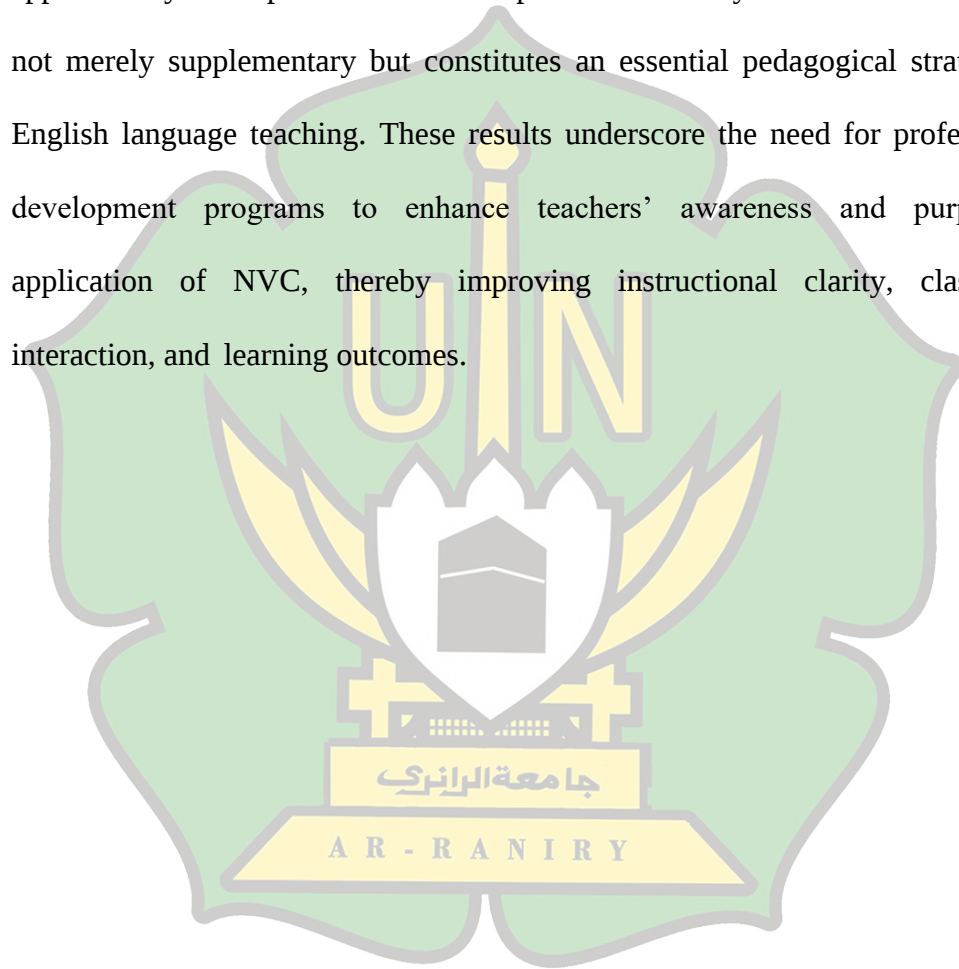
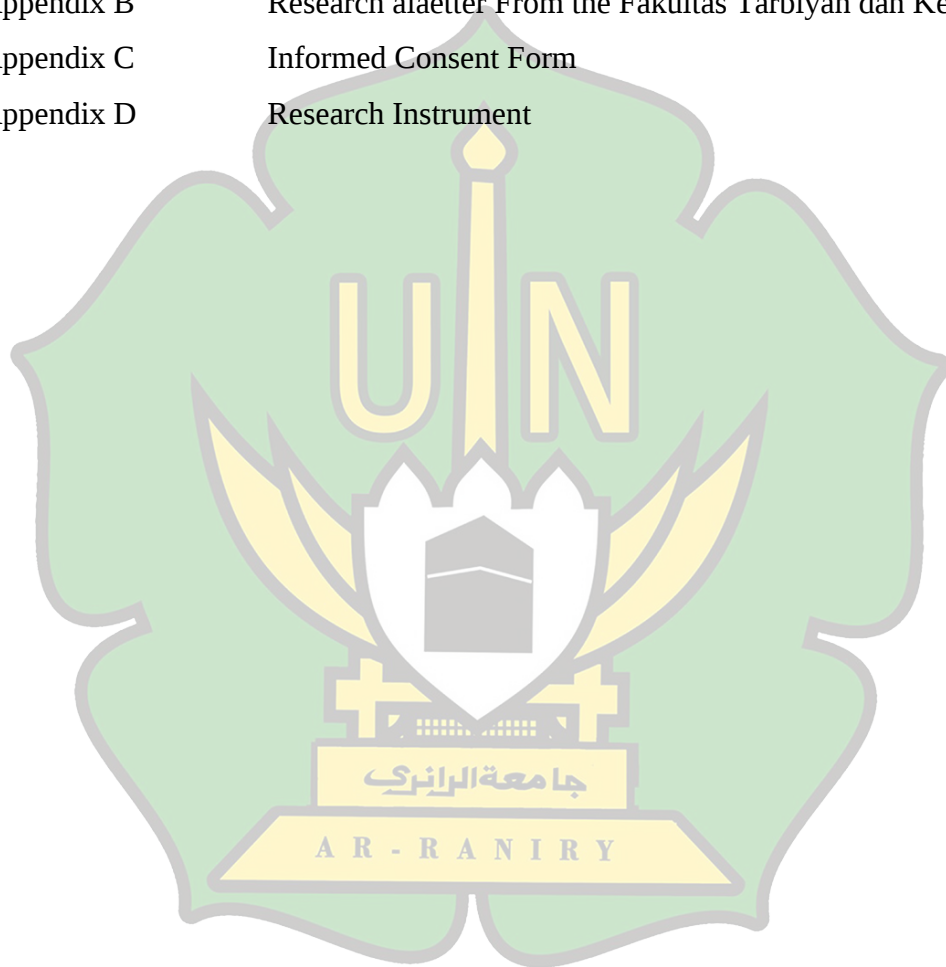


TABLE OF CONTENTS

ACKNOWLEDGEMENTS.....	i
ABSTRACT	iii
TABLE OF CONTENTS.....	v
CHAPTER I INTRODUCTION.....	1
A. Background of the Study.....	1
B. Research Questions	4
C. Research Aim	4
D. Scope of the Study.....	5
E. Significance of the Study	5
F. Terminologies.....	5
CHAPTER II LITERATURE REVIEW	7
A. Non-Verbal Communication Theory	7
B. Non-Verbal Communication in Classroom Contexts.....	10
C. Previous Related Studies.....	13
CHAPTER III RESEARCH METHODOLOGY	16
A. Research Design.....	16
B. Population and Sample.....	17
C. Data Collection Methods.....	19
D. Data Analysis Methods	23
CHAPTER IV FINDINGS AND DISCUSSIONS	26
A. How Do English Teacher Utilize Nonverbal Communication In Their Classroom Presentation ?	26
B. How Does Nonverbal Communication Enhance Students Understanding In Teachers Classroom Presentation?.....	35
BAB V CONCLUSION AND SUGGESTIONS	41
A. Conclusion.....	41
B. Suggestions.....	42
REFERENCES	44

LIST OF APPENDICES

Appendix A	Appointment of Supervisor
Appendix B	Research alatter From the Fakultas Tarbiyah dan Keguruan
Appendix C	Informed Consent Form
Appendix D	Research Instrument



CHAPTER I

INTRODUCTION

This chapter outlines the background of the study by emphasizing the importance of non-verbal communication in English language classrooms. It highlights how teachers' gestures, facial expressions, eye contact, and body language contribute to students' comprehension and classroom interaction. The chapter also presents the research questions, objectives, scope, and significance of the study, establishing the rationale for why this research is both relevant and necessary.

A. Background of the Study

Nonverbal communication refers to the transmission of messages without the use of words. It encompasses a range of elements, including body language, facial expressions, gestures, eye contact, and classroom management. While nonverbal communication often serves to complement verbal communication, it serves to reinforce and clarify the spoken message, thereby making it a powerful tool in enhancing understanding between the sender and the receiver. According to Ghafar and Mahmood (2023), in the context of language education, nonverbal cues can facilitate comprehension, particularly for students learning a new language like English.

The role of nonverbal communication in English language learning is of particular significance, as it facilitates enhanced interaction between teachers and students, although overcoming the potential barriers that language learners may encounter. In English language classrooms, teachers utilize nonverbal cue

to facilitate comprehension, provide emotional context, and guide students' understanding of the material.

Nonverbal communication is one of the important technique in facilitation of discussions and the clarification of information within the context of English language learning. Nonverbal communication serves as a valuable tool to increase students understanding. According to Baugh, et al. (2020), in equal training and lack of appropriate facilities are frequently identified as significant obstacles preventing educators from fully leveraging the potential of nonverbal communication, in a second language classroom where cultural differences in nonverbal communication may further complicate matters.

In light of the significance of nonverbal communication in the classroom setting, it is imperative to gain a deeper comprehension of its role in English education. For example, a teacher may utilize gestures to accentuate pivotal vocabulary or employ facial expressions to convey the tone or emotional tenor of a lesson. Such techniques enable teachers to enhance the engagement of their students and facilitate an effective material.

Nevertheless, many teachers are still not fully aware of how their non-verbal communication affects student learning. According to Keskin-Senkal, et al. (2024), differences in teachers' professional experience are reflected in their gaze patterns, which directly influence classroom interaction and students' focus. In practice, teachers may use non-verbal communication spontaneously rather than deliberately, which can lead to inconsistent outcomes. This condition is further complicated in EFL classrooms, where cultural variations in interpreting non-

verbal behaviors may cause misalignment between teachers' intentions and students' perceptions.

In the Indonesian context, research confirms the positive contribution of teachers' non-verbal communication to students' learning motivation and confidence. For example, Muhayyang, et al. (2023) found that lecturers' eye contact increased students' willingness to engage in English learning activities, while Istiqamah, et al. (2023) showed that facial expressions such as smiling encouraged students' enthusiasm and participation. These findings highlight the importance of equipping teachers with greater awareness and training in non-verbal communication strategies.

Despite the acknowledged benefits, studies examining how teachers employ non-verbal communication holistically in classroom presentations remain limited. Much of the existing work tends to focus on single aspects, such as gestures or gaze, rather than analyzing them as integrated modes of instruction. Therefore, this research seeks to investigate how English teachers employ non-verbal communication during classroom presentations and how such practices influence students' comprehension and engagement.

Recent studies highlight that nonverbal communication helps make interactions clearer and reduces possible misunderstandings. For example, Hu and Wang (2023) reported that when EFL teachers used behaviors such as gestures and eye contact, students became more engaged and were less likely to misinterpret instructions. Similarly, Lopez-Ozieblo (2024) found that using pedagogical gestures made abstract grammar easier for learners to understand,

which helped prevent confusion in the classroom. In healthcare settings, Sharkiya, et al. (2023) also showed that nonverbal cues like smiling, nodding, and eye contact improved communication between doctors and patients, leading to clearer and more effective exchanges.

In conclusion, nonverbal communication plays an essential role in the teaching and learning of English. It not only supports verbal communication but also enhances student engagement, clarifies concepts, and reduces misunderstandings. In this study, the researcher focused to observed how do english teachers utilize NonVerbal Communication and how the role of Nonverbal Communication increase students understanding in the classroom.

B. Research Questions

1. How do English teachers utilize nonverbal communication in their class presentations?
2. How does non-verbal communication enhance students' understanding in teachers' classroom presentation?

C. Research Aim

1. The objective of this study is to analyze the types of non-verbal communication utilized by English teachers during classroom presentations.
2. To examine the role of non-verbal communication in enhancing the clarity of instructional delivery from the perspective of educators.

D. Scope of the Study

This research will concentrate on the function of non-verbal communication in improving English language teaching at the school level. This study will examine how English teachers integrate gestures, facial expressions, body language, eye contact, and other non-verbal cues into their presentations, with the goal of understanding the impact of these elements on student engagement, understanding, and participation. The scope of this study is limited to face-to-face classrooms and will exclude non-English classrooms or online learning environments.

E. Significance of the Study

This research is of theoretical and practical significance. From a theoretical perspective, this research will contribute to our understanding of non-verbal communication in language education. It will provide insights into how non-verbal cues can be used to enhance learning in foreign language contexts. From a practical standpoint, this study may assist English teachers in recognizing and adopting effective non-verbal techniques to enhance classroom engagement and improve instructional effectiveness.

F. Terminologies

1. Non-verbal communication

Non-verbal communication consists of messages expressed by non-linguistic means, including body movements, gestures, facial expressions, eye contact, and spatial behavior, Knapp and Hall (2009). In their definition of nonverbal communication, Knapp and Hall assert that it is the transmission of

messages without the use of words. In an English classroom, educators utilize a multitude of non-verbal cues to augment and substantiate their verbal directives. Such techniques include the use of facial expressions to indicate emotional tone, gestures to emphasize a point, and eye contact to ensure student attention.

2. Classroom presentation

In an English language classroom, presentations are used to introduce new language items, clarify difficult concepts, and provide a model for students to follow, according to Harmer (2007) that classroom presentations are an indispensable pedagogical tool for teachers to introduce new language material, including vocabulary, grammar, and speaking skills. Presentations provide a structured approach to the presentation of new content, ensuring that students have a model to emulate when they practice using the language. This approach facilitates comprehension of intricate concepts and furnishes students with tangible exemplars to inform their own learning.

