

**AN INVESTIGATION OF TEACHER'S NON-VERBAL
COMMUNICATION IN TEACHING ENGLISH TO YOUNG LEARNERS**

RESEARCH PAPER

Submitted to the English Education Department as a Partial
Fulfillment of the Requirement for the S.Pd Degree



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2026

LEGALIZATION SHEET

**AN INVESTIGATION OF TEACHER'S NON-VERBAL COMMUNICATION IN
TEACHING ENGLISH TO YOUNG LEARNERS**

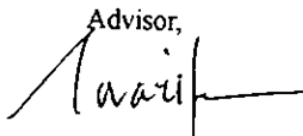
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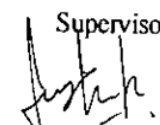
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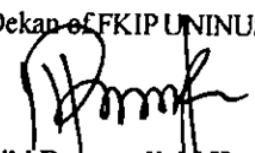

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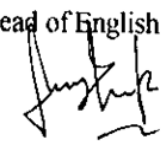

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hereby declare that the undergraduate thesis entitled:

"An Investigation of Teacher's Non-Verbal Communication in Teaching English to Young Learners"

Is my original work. To the best of my knowledge and belief, this thesis contains no material previously published or written by another person except where appropriate acknowledgment has been made through proper citation and references in accordance with academic writing standards. I also declare that this thesis has not been submitted, either in whole or in part, to obtain any academic degree or qualification at any other higher education institution. I fully understand that if this declaration is found to be untrue in the future, I am willing to accept any academic sanctions imposed by Universitas Islam Nusantara in accordance with the applicable academic regulations.

Bandung, July 2026

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ABSTRACT

Nonverbal communication is an important component of classroom interaction, particularly in teaching English to young learners who often depend on visual cues and contextual support to understand classroom instructions. Teachers use various forms of nonverbal communication to reinforce verbal explanations, manage classroom interaction, and create a supportive learning environment. Therefore, investigating the use of nonverbal communication in English teaching is essential to gain a deeper understanding of its role in the teaching and learning process. This study aimed to investigate the use of teachers' nonverbal communication in teaching English to young learners. The research employed a qualitative case study design conducted at Athena English Course. One English teacher was selected as the participant through purposive sampling. The data were collected through classroom observation, semi-structured interviews, and documentation. The data were analyzed using the interactive model proposed by Miles, Huberman, and Saldaña, which consists of data condensation, data display, and conclusion drawing and verification. The findings indicate that the teacher consistently employed various forms of nonverbal communication, including facial expressions, hand gestures, eye contact, body movement, and voice modulation during classroom instruction. These nonverbal behaviors were used to explain learning materials, emphasize important information, provide directions, encourage students' participation, and maintain students' attention throughout the lesson. The teacher's nonverbal communication also contributed to creating a positive and interactive classroom atmosphere, making the teaching and learning process more effective for young learners. In conclusion, nonverbal communication plays an essential role in teaching English to young learners. The appropriate use of nonverbal cues supports instructional delivery, facilitates teacher-student interaction, and helps create a more engaging learning environment. The findings of this study are expected to provide practical insights for English teachers in integrating effective nonverbal communication into their classroom practices.

Keywords: *nonverbal communication, English teaching, young learners, qualitative case study.*

PREFACE

In the name of Allah, the Most Gracious and the Most Merciful. All praise is due to Allah SWT. for His endless mercy, blessings, and guidance, which have enabled the writer to complete this undergraduate thesis entitled “An Investigation of Teacher’s Nonverbal Communication in Teaching English to Young Learners.” This thesis is submitted as one of the requirements for obtaining a Bachelor’s Degree in the English Education Study Program, Faculty of Teacher Training and Educational Sciences, Universitas Islam Nusantara. The writer would like to express sincere gratitude to all those who have provided valuable support, guidance, and encouragement throughout the completion of this thesis. In particular, the writer would like to extend deepest appreciation to Prof. Dr. H. Endang Komara, M.Si., Rector of Universitas Islam Nusantara; Riki Ruswandi, M.Hum., Dean of the Faculty of Teacher Training and Educational Sciences; and Dr. Leny Saili Rahmah, S.Pd., M.Hum., Head of the English Education Study Program, for their leadership and support in creating a conducive academic environment. The writer is especially grateful to Paulina Novarita, S.Pd., M.Hum., as the first supervisor, and Dr. Leni Saili Rahmah, S.Pd., M.Hum., as the second supervisor, for their patience, thoughtful guidance, constructive feedback, and continuous encouragement throughout every stage of this research. Their suggestions and expertise have greatly contributed to the completion of this thesis. The writer realizes that this thesis still has limitations. Therefore, constructive criticism and suggestions are sincerely welcomed to improve future academic work. Finally, the writer hopes that this thesis will contribute to the development of English language teaching, particularly in the field of teachers’ nonverbal communication in teaching young learners, and provide useful references for future researchers.

Bandung, July 2026

The Writer

ACKNOWLEDGEMENT

First and foremost, the writer would like to express her deepest gratitude to Allah SWT. for His endless mercy, blessings, strength, and guidance throughout every stage of this journey. Without His permission and grace, this thesis would not have been completed. The writer would like to express her deepest love and gratitude to her beloved parents, Mamah Eli and Bapak Aji, for their unconditional love, endless prayers, sacrifices, patience, and unwavering support. Their encouragement has always been the writer's greatest source of strength throughout her academic journey. The writer is also sincerely grateful to her beloved fiancé, M. Permana Sidik, for his endless encouragement, understanding, patience, and constant support during both the joyful and challenging moments of completing this thesis. His presence has provided strength and motivation to keep moving forward. Special appreciation is extended to the writer's beloved younger siblings, Saeli and Alfatih, for their love, prayers, and cheerful presence that have brought happiness and encouragement throughout this journey. The writer would also like to express heartfelt thanks to her wonderful friends: Rahma, Ranisa, Ula, Lilis, Isna, Ridwan, Muthia, Yusi, Alin, Aghitsna, Lutfiah, Fithaloka, Riza, and all classmates of the English Education Study Program. Thank you for every discussion, suggestion, encouragement, laughter, and unforgettable memories shared throughout the process of completing this thesis. Your kindness and support have meant so much to the writer. Sincere appreciation is also addressed to Septi Amelia, Tsauban, and Sri Wulandari, who were always willing to listen, offer comfort, and provide emotional support whenever the writer faced difficulties during the completion of this thesis. Your kindness and understanding are deeply appreciated. Finally, the writer would like to thank everyone who has contributed, directly or indirectly, to the completion of this thesis. May Allah SWT. bless all of you with happiness, good health, and abundant blessings. The writer sincerely hopes that this thesis will be beneficial for readers and future researchers.

TABLE OF CONTENTS

LEGALIZATION SHEET	ii
STATEMENT OF ORIGINALLITY	iii
ABSTRACT	iv
PREFACE	v
ACKNOWLEDGEMENT	vi
TABLE OF CONTENTS	ii
CHAPTER 1 INTRODUCTION	1
A. Background of the study	1
B. Research problem.....	3
C. Research Objectives	4
D. Benefits of research.....	4
CHAPTER II	7
A. Theoretical Framework.....	7
1. Teaching in EFL Context.....	7
2. Characteristics of Young Learners.....	9
3. Nonverbal Communication in Teaching	11
4. Types of Teachers' Nonverbal Communication	14
B. Previous Studies.....	15
CHAPTER III RESEARCH METHODOLOGY	18
A. Research Design	18
B. Research Location and Time of the Study.....	19
C. Research Subjects and Informants.....	21
D. Types and Sources of Data.....	22
E. Data Collection Techniques	24
F. Data Analysis Technique	26
G. Research Instruments.....	29

CHAPTER IV	32
FINDINGS AND DISCUSSION	32
A. Research Finding	32
B. Data Analysis.....	47
C. Discussion	50
CHAPTER V	53
A. Conclusion.....	53
APPENDIXES	60