



TEACHER'S NONVERBAL IMMEDIACY BEHAVIORS AND STUDENTS' MOTIVATION: A CORRELATIVE STUDY IN AN EFL CLASS IN CIKARANG

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ABSTRACT

This study explores the correlation between teachers' nonverbal immediacy behaviors and EFL students' motivation at SMAN 1 West Cikarang. Using a quantitative correlational method, data were collected through questionnaires measuring both variables. Pearson's Product-Moment Correlation Analysis revealed a positive relationship, with the correlation coefficient ($r = 0.54$) exceeding the critical value ($r_t = 0.22$) at a 0.05 significance level. Additionally, the t-test result ($t_o = 5.785 > t_t = 1.67$) confirmed that the correlation was statistically significant. These findings indicate that teachers' nonverbal immediacy—such as gestures, eye contact, facial expressions, vocal tone, and physical presence—plays an important role in enhancing students' motivation to learn. Nonverbal communication helps create a supportive and engaging classroom atmosphere, making students feel more connected and enthusiastic about learning. Therefore, it is recommended that teachers consciously incorporate positive nonverbal behaviors in their teaching strategies to boost student motivation, especially in EFL contexts where emotional engagement is crucial for language acquisition.

Keywords: *immediacy, nonverbal behavior, motivation, EFL students*

1. INTRODUCTION

Teachers have a role in capturing students' attention in the classroom. Positive interaction between the teacher and students increases positive connection. Students will pay more attention to the teacher they like the most (Gholamrezae & Ghanizadeh, 2018; Liu et al., 2020; Lara-Aparicio et al., 2024). Mehrabian (2019) says that people like to move toward those they like and away from those they dislike. The concept of closeness between the teacher and students through communication is called immediacy. Teachers' immediacy focuses on instructional communication and can be described as verbal and non-verbal behaviors (Mehrabian, 2019; Madigan & Kim, 2021; Liu, 2021; Gholamrezae & Ghanizadeh,

2018). Non-verbal immediacy is characterized as communication behaviors that decrease the gap between the teacher and students in terms of physical or psychological distance. In addition, non-verbal immediacy is an instructional communication that contributes positively to students' impressions and effective teaching (Andersen, 2019).

Indeed, some information is achieved not only in spoken or written form but also in nonverbal behavior as a form of communication. Calero (2018) states that humans have the ability to receive information besides written or spoken, and we call those nonverbal messages. He also added that nonverbal behaviors are silent messages. Indeed, managing nonverbal

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behavior conveys a silent message to the students.

Motivation in learning is about a device for achieving goals. Liu (2021) and Firmansyah (2025) argues that motivation is a process of directing the achievement of the goal of an activity. In the classroom, a teacher instructs students on the learning process. The way the teacher engages in the instructions of taking a role for students' motivation. According to Cheng and Dörnyei (2019), learning motivation can be achieved through classroom experiences through direct or indirect interaction with the instructor. Furthermore, Dörnyei and Ushioda (2021, as cited in Liu, 2021) state that teachers carry students' learning motivation.

Katt and Condly (2019) classify students' motivation to learn into two main categories: trait and state. Trad et al. (2044) argue that trait motivation is self-interested to learn, and state motivation is influenced beyond the behavior to learn. Furthermore, instructors' behaviors can influence students' motivation. Liu (2021) and Rahman et al. (2022) states that teachers contribute to developing students' motivation and give learning instructions. Accordingly, motivation directs students to achieve a goal of learning either from themselves or their teacher's behavior.

English is taught by a teacher in spoken or written form as a foreign language. Indeed, some people think that just verbal language can deliver a message. However, a silent message contributes to conveying a meaning to the students. This silent message is called nonverbal behavior. Furthermore, if the teacher uses verbal or nonverbal behavior in the correct proportion, it would increase the immediacy between the teacher and students.

Furthermore, to achieve a learning goal, one needs motivation. Students' motivation can be achieved through traits or state factors; moreover, the teacher's instruction can contribute to students' motivation. The majority of this instruction is

in verbal form. Nonverbal communication also conveys some messages to the students.

Based on the statements in the background, the researcher is eager to find the correlation between teachers' nonverbal immediacy behavior and students' motivation to learn English as a foreign language. When teaching in the classroom, the teacher not only uses verbal behavior but also provides nonverbal behavior. It is unclear whether the teacher's nonverbal immediacy behavior correlates significantly with students' motivation to learn English as a foreign language.

2. LITERATURE REVIEW

The construct of immediacy was first developed by Mehrabian (2019), who defined immediacy as the closeness between two persons from their sensory stimulation that reveals their feelings when they exchange information with each other. Furthermore, Frymier and Houser (2020) stated that immediacy reduces the distance and develops human interpersonal relationships. Moreover, in an educational context, Christophel and Gorham (2019) noted that immediacy is related to verbal and nonverbal behavior that seeks to decrease the distance or gap between the teacher and students.

In an educational context, Andersen (2019) introduced the application of immediacy behavior. She stated that immediacy behaviors decrease the gap between two or more people, which means between the teacher and the students. Furthermore, Andersen (2019) stated that greater immediacy occurs when people communicate through words, facial expressions, tone of voice, body movements, and direct eye contact, which are dominated by nonverbal behaviors.

Richmond et al. (2019) claimed that nonverbal behaviors influence human communication and interactions that convey interpersonal messages. Additionally, Richmond et al. (2019) and Kustyarini & Umamy (2024) also stated in the educational

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context that nonverbal behaviors are a more effective communication tool for improving student-teacher connections. Patterson (2020) defined nonverbal behavior as spontaneous and authentic behaviors that provide indirect messages to other people. Besides, nonverbal immediacy behaviors are defined as behaviors that communicate a meaningful message, but the message is delivered unconsciously by humans who give a true meaning.

According to Mandal (2014), nonverbal behaviors are classified into body language. These behaviors include gestures, facial expressions, eye movement, vocal varieties, and body posture. Using gestures, such as folded hands, handshakes, and smiling facial expressions, is the main translatable nonverbal behavior in words. Pujianti and Zuliani (2014) stated about nonverbal behavior patterns. These nonverbal patterns include gestures, facial expressions, eye contact, body movement, touching, and the use of space and time. Gestures are the most nonverbal behaviors that cause misunderstanding because the meaning of particular gestures differs between one person and others.

Furthermore, they say that touching is also a nonverbal behavior that needs to be considered by human culture or religion. According to Richmond et al. (2019), some categories of nonverbal behaviors can increase or decrease teacher and students' immediacy. Nonverbal behaviors include appearance, gestures and movement, facial behavior, eye behavior, vocal behavior, space, and touch.

Appearance is the first thing that sends an important message to the students. A teacher's appearance can be seen by how the teacher dresses. There are two ways for teachers to dress while they teach: formal and casual. Either formally or casually, the dress still has some meaning for the students. Moreover, formal means that the teacher is more competent, organized, prepared, and knowledgeable in front of the students.

Besides, being casual can make the teacher more approachable, easy-going, fair, flexible, and receptive to the students. Teachers can choose how they prepare their appearance first in front of the students or dress both at different times.

Gestures and movement are used when someone cannot say something verbally. Gestures are movements of the hands, legs, head, and arms. The most common movement used by humans is the hand gesture. Furthermore, the teacher uses simple gestures in the classroom to convey a simple message, such as waving her hands, which means goodbye or hello, or giving her thumb, which means the students are doing a great job.

Moreover, a teacher who shows gestures in the classroom will make the classroom lively and engaging. On the other hand, a teacher who uses fewer gestures in the classroom might be seen as a boring and unanimated instructor.

Besides, body movement is essential for the teacher to support student interaction. The teacher who moves from one side of the classroom to the other is more likely to be receptive, communicative, and close to the students than the teacher who sits in front of them while explaining the material. It is like being dull and unattractive. Therefore, gesture and movement are two ways to improve student-teacher interaction in the classroom and help create an exciting classroom environment.

A teacher's facial expression communicates a lot about the teacher's feelings. Furthermore, the teacher's facial expression shows the teacher's interest in the subject matter and the students (Lara-Aparicio et al., 2024). Therefore, the teacher's facial expression will influence the students' feelings about a subject or classroom environment. Furthermore, the teacher who expresses glum or dour facial expressions might seem unfriendly, unattractive, or unimmediate. These expressions will affect the students who feel

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unwilling to talk or to try to be closer to the teacher. However, the teacher who always smiles with the students will give a positive perception of the teacher. Smiling communicates that the teacher is friendly, that it is easy to communicate with the students, and that the teacher shows immediacy between them. The teacher who expresses a pleasant or cheerful expression might improve students' perceptions of the student-teacher communication.

Eye behavior might be the most essential factor in developing student-teacher connections. This behavior is related to how the teacher makes eye contact with the students in the classroom. A good teacher who makes eye contact seems more alive, interested, and immediate to the students in the classroom. Indeed, students will be more interested in the teacher who is intense and comprehensive in making eye contact because they feel that the teacher does not avoid them and feels closer to them. On the other hand, the teacher who avoids eye contact shows that she is anxious, unconfident, uninterested, or even unwilling to talk with the students.

Vocal behavior is related to vocal varieties, which are how teachers speak. Vocal behavior includes loud or weak voice, monotone or lively voice, intonations, speed of speech, sound quality, and other aspects related to speech elements. A teacher's vocal quality determines whether the students like or dislike their teacher. Moreover, a teacher who talks with a monotone voice is heard to be more boring. The students might not pay attention more if the teacher is monotone and low. The teacher might also be rejected by the students while explaining the material. Therefore, the teacher's voice should be lively and loud, as these qualities are perceived to be more animated and engaging.

The space between the teacher and the students is meaningful because it can determine how far or close student-teacher interaction is. Furthermore, different classrooms in a school should have various

sizes for each class. Hence, the teacher should arrange the strategy to have close interaction with them, since the teacher who stays or stands behind her desk or podium is perceived as unfriendly by the students, and it can affect students' perception that the teacher is unwilling to have a good student-teacher relationship.

Touching is a part of nonverbal behavior. Teachers' touching is appropriate mainly for kindergarten and elementary children. This behavior can be negative or positive, as it can be primarily included in shaking hands, hugging, holding hands, stroking, or blowing. Furthermore, a stroke or a blow is given to junior or senior high students who misbehave at school. Touching could send either a positive or negative message. Furthermore, the message can impact the immediacy and interaction between students and teachers.

Allen et al. (2019) stated that immediacy in the educational environment is focused on teacher behaviors that bring the closeness between the student and the teacher. One of the behaviors is nonverbal behavior, which conveys silent messages. Furthermore, the ability of the teacher to improve nonverbal immediacy will influence students' learning outcomes. Miller et al. (2014) claimed that nonverbal immediacy improves self-disclosure through the instructor's styles in nonverbal behaviors. Furthermore, Witt et al. (2024) mentioned that nonverbal immediacy increases students' affective learning in the learning process, specifically students' attitude in the classroom, as nonverbal immediacy reduces the distance between teacher and students through silent messages.

Motivation is a crucial thing to support the learning process. Indeed, Dörnyei and Ushioda (2021) defined motivation as the movement of someone to make a choice and take action supported by an effort. According to Abeysekara et al. (2020), motivation is the fundamental perspective for achieving a goal through an action. Besides, Cole et al. (2019)

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claimed motivation as the willingness to learn as a way of self-development. Furthermore, motivation affects the decision to focus and put effort to learn that will be achieved in the learning process. In addition, Smith and Firth (2018) claimed motivation as the desire to have self-defense in the learning process. Furthermore, motivation can be assumed as a combination of biological, emotional, cognitive, and social factors that guide and influence someone's behavior.

According to Reiss (2020), there were two types of motivation. Furthermore, the two types are intrinsic and extrinsic motivation. Moreover, intrinsic motivation is motivation from humans to achieve something for themselves. In contrast, extrinsic motivation comes from external factors, such as parents, money, or other instrumental things to do an activity and to achieve its goal. Ryan and Deci (2020) claimed that intrinsic and extrinsic motivation are two types. Indeed, intrinsic motivation is a motivation to do an activity because of someone's interest and enjoyment.

Furthermore, curiosity, self-exploration, and playing are included in intrinsic motivation to achieve self-satisfaction and joy. Otherwise, extrinsic motivation is a motivation that comes from a particular external reason. The reason normally appears to be people's values while viewing the action. Smith and Firth (2018), based on Maslow's theory, were divided into two types of motivation: intrinsic (internal) and extrinsic (external) motivation. Moreover, an external reward and a factor define extrinsic motivation that engages someone to do an activity. The reward can be as simple as giving a comment or score, but this is a highly effective way to motivate someone if it is used well, especially for students. Furthermore, this reward is appreciated after completing an activity. In contrast, intrinsic motivation is defined as someone's self-willingness to achieve something personally as one of their actions.

According to Anjomshoa and Sadighi (2020), motivation played a role in making someone successful in the learning process. Furthermore, in a language learning context, motivation influences language learners in acquiring a new language. Besides, motivation encourages someone to begin learning a second language and gives the power to learn more of a foreign language (Anjomshoa & Sadighi, 2020). Steinmayr and Spinath (2009) concluded that motivation is important for achieving goals, especially for students. Meanwhile, motivation in this context is closely related as a predictor of school achievement, as motivation works to improve students' performance. Therefore, all teachers should have the motivation to present the material as a factor in conveying meaningful knowledge. Indeed, if all teachers have the same motivation while teaching, their students will have the same power to learn and to achieve their academic goals.

Motivation is the energy to be willing to do an activity. Motivation is an element that directs someone to achieve his goals. Besides, students should put more effort into achieving the objectives to learn English successfully. According to Maslow's theory, motivation can be divided into intrinsic and extrinsic. The teacher's behavior is included in extrinsic motivation because it comes from an external factor. Nonverbal behavior becomes one of the teacher's behaviors here. If the teacher succeeds in having this behavior effectively, it can increase students' motivation to learn, categorized as students' intrinsic motivation. Thus, teachers' nonverbal behavior might be a key to improving students' motivation in the learning process. Therefore, this research is conducted to determine the possible relation between teachers' nonverbal immediacy behaviors and students' motivation to learn English as a foreign language.

3. METHODS

The research aims to find any significant correlation between teachers' nonverbal immediacy behaviors and students' motivation to learn English as a foreign language at the eleventh-grade science students of SMAN 1 Cikarang Barat. The researcher used a quantitative method to conduct this research. Furthermore, the researcher collected and analyzed the statistical data between the two variables. The two variables of this research are teachers' nonverbal immediacy behaviors as the X variable and students' motivation as the Y variable. This research was categorized as a correlational type. According to Cresswell (2013), a correlational design is a quantitative design that uses correlational statistics to measure the relationship or degree between two variables.

This research's population was taken from the eleventh-grade science students of SMAN 1 Cikarang Barat, which is around 175 students. The researcher randomly chose three classes, XI IPA 1, XI IPA 2, and XI IPA 5, as the sample. The writer used a random sampling technique to get the sample. The researcher got 83 students from each class as the sample.

Sugiyono (2017) claims that an instrument is a tool for collecting data to measure a variable in research. An instrument in research might be a test, questionnaire, observation sheet, interview record, interview sheet, or document analysis. In this research, the two variables were measured by a questionnaire. The X variable, which is the teacher's nonverbal immediacy behaviors, was also measured by a questionnaire. The teachers' nonverbal immediacy behaviors questionnaire was adapted from Richmond, McCroskey, and Johnson (2019). The questionnaire comprised 24 items related to the teacher's gestures, body movements, eye behaviors, touching, vocal behaviors, facial behaviors, and space.

Furthermore, the Y variable, students' motivation, was measured by a

questionnaire. The questionnaire on students' motivation was adopted from Suarni (2020). It comprised 25 items related to students' motivation toward teachers' gestures, body movements, eye behaviors, facial behaviors, touching, and space teaching English in the classroom. The two questionnaires were first translated into Indonesian.

The researcher used a Likert scale. The researcher counted the data manually and used Microsoft Excel. SPSS application was used to check whether the correlation result was the same after manually counting. First, the researcher described the data by showing the results of the questionnaire. Furthermore, the researcher counted the mean, variance, and standard deviation from the X and Y variables' data. The bar chart also interprets the data. Next, the researcher checked the normality and linearity of the data before analyzing it. The researcher used the Kolmogorov-Smirnov test to check the normality of the data.

Furthermore, the scatter diagram was used to check the linearity of the data. Finally, the researcher used the correlation product-moment, which Carl Pearson developed, to test the hypothesis. This formula shows whether or not there is a correlation between the two variables X and Y. The hypothesis is as follows: H_a is accepted if r_o is the same as or higher than r_t . This shows a correlation between teachers' immediate behaviors and students' motivation to learn English. If r_o is lower than r_t , H_a is rejected. It shows no correlation between teachers' immediate behaviors and students' motivation to learn English.

4. RESULTS AND DISCUSSION

The following presents the data on teachers' immediate behaviors. The mean, variance, and standard deviation for teachers' nonverbal immediacy behaviors were as follows:

$$\bar{X} = \frac{\sum fi Xi}{n} = \frac{7875}{83} = 94,87$$

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$$s^2 = \frac{n \sum fi Xi^2 - (\sum fi Xi)^2}{n(n-1)} = \frac{83(753867) - (7875)^2}{83(83-1)}$$

$$= \frac{62570961 - 62015625}{6806} = \frac{555336}{6806} = 81,59$$

$$s = \sqrt{81,59} = 9,03$$

The computation showed that the mean of the X variable was 94,87, the variant was 81,59, and the standard deviation was 9,03. Meanwhile, from the frequency distribution table of the teacher's nonverbal immediacy behaviors, a bar chart can be made as follows:

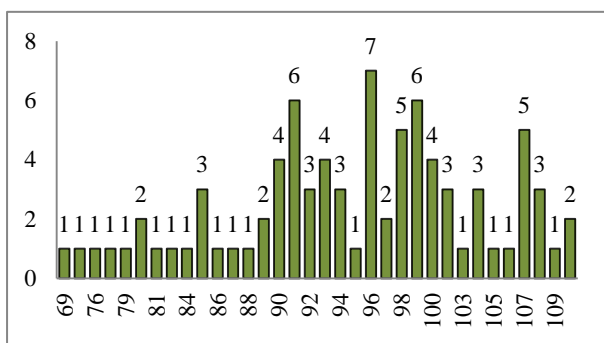


Figure 1. The Bar Chart of Teachers' Nonverbal Immediacy Behaviors

The following presents the data on students' motivation to learn English. The mean, variance, and standard deviation for students' motivation were as follows:

$$\bar{X} = \frac{\sum fi Xi}{n} = \frac{7921}{83} = 95,43$$

$$s^2 = \frac{n \sum fi Xi^2 - (\sum fi Xi)^2}{n(n-1)} = \frac{83(762691) - (7921)^2}{83(83-1)}$$

$$= \frac{63303353 - 62742241}{6806} = \frac{561112}{6806} = 82,44$$

$$s = \sqrt{82,44} = 9,07$$

The computation showed that the mean of the Y variable was 95,43, the variant was 82,44, and the standard deviation was 9,07. Meanwhile, from the frequency distribution table of the teacher's nonverbal immediacy behaviors, a bar chart can be made as follows:

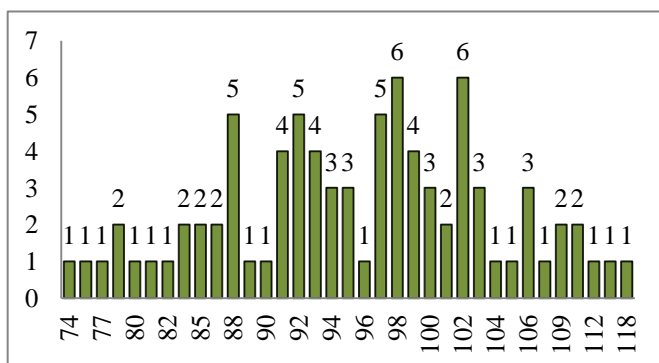
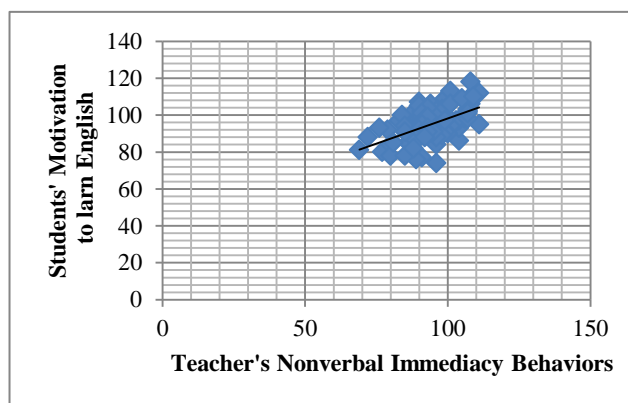


Figure 2. The Bar Chart of Students' Motivation to Learn English

Next, the researcher did some pre-requisite data analysis. Normality test was used to assess whether the data was normally distributed or not. In this case, the writer used Kolmogorov-Smirnov test to assess both of variable X and Y. From the Kolmogorov-Smirnov table for variable X, the result of $D_{observed} (max)$ was 0,04444 and D_{table} was 0,150 in the $\alpha = 0,05$ ($n = 83$). Because $D_{observed} (max) < D_{table}$ it can be concluded that the data of the teacher's nonverbal immediacy behaviors were normally distributed. Furthermore, from the Kolmogorov-Smirnov table for variable Y, the $D_{observed} (max)$ result was 0,045711 and D_{table} was 0,150 in the $\alpha = 0,05$ ($n = 83$). Because $D_{observed} (max) < D_{table}$ it can be concluded that the data of students' motivation to learn English as a foreign language was also normally distributed.

Besides the normality test, the researcher also conducted a linearity test. The linearity test was used to see the correlation between the two variables. The scattered diagram of teachers' nonverbal immediacy behaviors and students' motivation to learn English was as follows:



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Figure 3. The Scattered Diagram of Teacher's

		Non verbal Motivation	
Nonverbal	Pearson Correlation	1	.541**
	Sig. (2-tailed)		.000
	N	83	83
	<hr/>		
Motivation	Pearson Correlation	.541**	1
	Sig. (2-tailed)	.000	
	N	83	83
	<hr/>		

Nonverbal Immediacy Behaviors
and Students' Motivation to Learn English

The diagram above shows that both datasets were straight along the linearity line, which means that both datasets were linear.

To find out the empirical relationship between teachers' nonverbal immediacy behaviors and students' motivation to learn English as a foreign language at the 11th grade science students of SMAN 1 Cikarang Barat, the researcher used the formula of Pearson's Product-Moment. The computation is as follows:

$$\begin{aligned}
 r_{xy} &= \frac{n \sum XY - (\sum X)(\sum Y)}{\sqrt{[n \sum X^2 - (\sum X)^2][n \sum Y^2 - (\sum Y)^2]}} \\
 &= \frac{83(755179) - (7875)(7921)}{\sqrt{[83(753867) - (7875)^2][83(762691) - (7921)^2]}} \\
 &= \frac{62679857 - 62377875}{\sqrt{(62570961 - 62015625)(62303353 - 62742241)}} \\
 &= \frac{301982}{\sqrt{(555336)(561112)}} = \frac{301982}{\sqrt{311605693632}} \\
 &= \frac{301982}{558216,52} = 0,54
 \end{aligned}$$

The computation showed the result of the correlation between the two variables (X and Y) was 0,54. To ensure the outcome of the calculation above, the researcher used the SPSS program. The purpose of using the SPSS program was to determine whether the calculation that the researcher counted manually was correct and whether there was a mismatch between the calculation that the researcher counted manually and the SPSS program. The result of r_{xy} by using the SPSS program was described as follows:

Table 1. Table of SPSS Correlation

The results of the X variable and Y variable were 0,541. This showed that the results of those two calculations (manually and SPSS) were the same, which meant that there was no mismatch when calculating the data.

From the computation above, the result of $r_{observed}$ is 0,54 and r_{table} was 0,22 in the significance level of $P = 0,05$. The value of $r_{observed}$ was medium. H_0 was rejected because $r_{observed} > r_{table}$ (0,05;83), and H_1 was accepted.

The purpose of significance analysis was to make sure the significance of the relationship between teachers' nonverbal immediacy behaviors (X variable) and students' motivation to learn English as a foreign language (Y variable). The criteria are: H_0 is rejected and H_1 is accepted if $t_o > t_t$, which means there is a significant relationship between X and Y variables. In contrast, H_0 is accepted and H_1 is rejected if $t_o < t_t$, meaning there is no significant relationship between X and Y variables. The researcher wanted to determine the significance of the correlation and regression above. It can be seen as follows:

$N = 83$, $df (n - 2) = 83 - 2 = 81$, in 5% significance

$$r_o = 0,54$$

$$\begin{aligned}
 t_o &= \frac{r\sqrt{(n-2)}}{\sqrt{1-r^2}} = \frac{0,54\sqrt{(81)}}{\sqrt{1-0,54^2}} = \frac{4,86}{\sqrt{1-0,2916}} \\
 &= \frac{4,86}{\sqrt{0,7084}} = \frac{4,86}{0,8416} = 5,785
 \end{aligned}$$

Based on the calculation above, it can be seen that t_o was 5,785 and t_t (0,95;83) was 1,67. This meant that $t_o > t_t$ (0,95;83), so there was a significant correlation between the score of the teacher's nonverbal immediacy behaviors and the score of the students' motivation to learn English as a foreign language.

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This research aims to find the significant correlation between teachers' nonverbal immediacy behaviors and students' motivation to learn English as a foreign language at the eleventh-grade science students of SMAN 1 Cikarang Barat. According to the hypothesis testing, which was analyzed, it was found that r_o is 0,54 and r_t is 0,22 with $n = 83$ at a level of significance of 5%. It meant that r_o was higher than r_t ($0,54 > 0,22$). It showed a positive correlation of 0,54 between X and Y variables. The significance test showed that $t_o > t_t$ ($5,785 > 1,67$), meaning a significant correlation existed between teachers' nonverbal and students' motivation. It could be said that an English teacher who implemented higher nonverbal behaviors had students more motivated to learn English. Indeed, an English teacher who uses nonverbal behaviors in the classroom perfectly increases students' motivation to learn English. Teachers' nonverbal behaviors that can be used in the classroom are gestures, body movements, eye behaviors, touching, vocal behaviors, facial behaviors, and space. Using nonverbal behaviors allows the teacher to encourage a classroom environment and interaction, while the teaching and learning process creates students' enthusiasm, as the teacher explains the material. Thus, nonverbal behaviors to learn English correlate with students' intrinsic and extrinsic motivation, either from the perfect use of the teacher (extrinsic) or students' enthusiasm (intrinsic).

As Hussain et al. (2020) research showed, which had similar results to this study, a strong positive relationship existed between verbal and nonverbal behaviors and students' motivation. Moreover, the result mentioned that smiling is one of the nonverbal behaviors given by the teacher as a link to communicate with the students without spoken words. A similar study by Gholamrezaee and Ghanizadeh (2018) showed that teachers' nonverbal and verbal immediacy behaviors positively impacted

students' cognitive learning. This study mentioned that when the teacher used effective nonverbal behaviors such as making eye contact and using an effective smile with the students, it all contributed to improving students' potential in learning English. Then, Hasmianti (2017) also mentioned that facial expression, head nodding, smile, body movement, how the teacher circulates the classroom, and eye contact were nonverbal behaviors that help to communicate the meanings while the teacher explains the material. Moreover, those kinds of nonverbal behaviors increase students' spirits, which will motivate students to learn English.

Based on the result and the related studies, it showed that nonverbal behaviors correlate with students' motivation to learn English. Indeed, this study found a significant correlation between teachers' nonverbal immediacy behaviors and students' motivation to learn English as a foreign language at the eleventh-grade science students of SMAN 1 Cikarang Barat.

5. CONCLUSION

Based on the data analysis and discussion above, it can be concluded that there was a significant correlation between teachers' nonverbal immediacy behaviors and students' motivation to learn English as a foreign language at the eleventh-grade science students of SMAN 1 Cikarang Barat, which means that teachers' nonverbal behaviors become a crucial factor in the students' learning process. Furthermore, English teachers must prepare suitable nonverbal behavior before teaching. In preparation for using nonverbal behavior, one must first consider which nonverbal behaviors are suitable to provide to the teacher while explaining the material.

Moreover, teachers need to develop nonverbal behaviors in the classroom to support their verbal behavior. Implementing nonverbal behaviors delivers silent messages to the teacher through gestures, body movements, eye behaviors, touching, vocal

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behaviors, facial behaviors, and space. The teacher who uses nonverbal behaviors becomes more attractive in the classroom. Moreover, when the teachers could make students enthusiastic by their performance in explaining the material, it can motivate students to focus on listening to the teacher's explanation, doing exercises, and doing all activities in the learning process, then the students find it easier to achieve their goal in learning English.

Knowing the result, teachers should pay attention to using their nonverbal behaviors in the classroom, as they relate to the students' motivation to learn English. Besides, the teachers should improve their nonverbal behaviors to make the class more comfortable and enjoyable. Moreover, the students can read and learn more about the types of nonverbal behaviors. It is used for students trying to maintain their motivation in learning English as their foreign language, if there are poor nonverbal behaviors from the teachers in the classroom.

Finally, this research hopes to contribute to education research, especially in English education, by finding the correlation between nonverbal behaviors and students' motivation. It might also be relevant to previous studies related to nonverbal behaviors and motivation.

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