

ABSTRACT

The study is aimed to identify the types of non-verbal communication used by English teachers at SMA Muhammadiyah 6 Palembang and the role of non-verbal communication in teaching speaking. A qualitative approach was used, with data collected through observation and interviews. The study involved six eleventh-grade students, who were selected through maximum variation sampling based on their speaking abilities: two students with high speaking skills, two with medium speaking skills, and two with low speaking skills. The participants were selected directly by the teacher. The findings revealed that the English teachers used four main types of non-verbal communication: facial expressions (smiling and cheerful), eye contact (long and short), posture (open and upright), and gestures (active, illustrative, and emphasizing important points). These non-verbal cues played a significant role in improving students' confidence, motivation, comprehension, and interest in learning to speak English. Specifically, facial expressions (smiling and friendly) and gestures (illustrative and active) helped boost students' confidence, while facial expressions (smiling and cheerful) and gestures (emphasizing key points, illustrative, and active) enhanced motivation. Additionally, eye contact (brief), posture (open), and gestures (illustrative and emphasizing key points) improved comprehension. Non-verbal communication also contributed to increasing students' interest in learning, with posture (upright and open) and gestures (active, illustrative, and emphasizing points) playing an important role. In conclusion, the effective use of non-verbal communication was essential for English teachers in creating a positive and engaging learning environment.

Keywords: non-verbal communication, teaching English speaking.