Artikel maisarah non verbal communication

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Teachers' Non-Verbal Communication in Teaching English to Young Learners

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ABSTRACT

The ability to communicate nonverbally is a skill that prospective teachers must master. This current study was to explore the usage of non-verbal communication by teachers in the highly popular YouTube video titled "How to teach Kids | from a Prague kindergarten, part 2 | English for Children"(https://www.youtube.com/watch?v=9 DNwRwt5kI4&t=272s). Based on the non-verbal communication classification by Marcinowicz et al. (2010), which includes Eye contact, Facial expressions, Touch, Interpersonal distance, Gesture, Posture, Tone of voice, and Dress, this study adopts a qualitative approach to analyze the teacher's communication strategies. The results showed that, overall, using nonverbal communication strategies such as eye contact, facial expressions, gestures, tone of voice, and dress by the teachers in the video can enhance the quality of learning and build a good relationship between teachers and students. These strategies can create a fun learning atmosphere, motivate students, and strengthen their understanding of the learning material.

INTRODUCTION

Nonverbal communication is the exchange of information or messages without the use of words or other written or spoken language. It includes a variety of actions and indications, including facial expressions, gestures, posture, eye contact, tone of voice, paralinguistic cues, spatial distances, touch, and the use of objects and settings to convey messages (Hussein & Mahmood, 2020). Nonverbal communication can be seen in a variety of circumstances, including social encounters, online communication, and workplace settings.

In the context of infants, nonverbal communication is frequently manifests as more overt activity expressions and is regarded as a kind of emotional expression (Liu, 2023). Before they learn to speak, infants primarily express their needs and feelings through nonverbal signs (Liu, 2023). For caregivers and educators to properly respond to infants' needs and offer them the assistance they require, they must understand and interpret nonverbal cues.

Online communication amongst junior high school students also heavily emphasizes nonverbal communication. In online communication, nonverbal cues including facial expressions, gestures, posture, eye contact, and voice tone are frequently used (Real et al., 2021). It is crucial to remember, however, that nonverbal signs used in online communication can be misunderstood, which emphasizes the necessity of clear and efficient communication strategies in digital settings.

The ability to communicate nonverbally is a skill that prospective teachers must master. According to Darinskaia and Molodtsova (2019), professional culture and communication competency include nonverbal communication skills. Strong nonverbal communication abilities enable teachers to engage students, effectively communicate information, and foster a healthy learning environment.

According to the study by (Marcinowicz et al., 2010), there are many different types of nonverbal communication. These kinds consist of:

1. Eye contact: Making eye contact with another individual is a nonverbal communication behavior that involves using visual contact. It is used to spread ideas, build relationships, and transmit social and emotional clues. Eye contact is vital in interpersonal interactions and can affect communication dynamics. Maintaining eye contact can be difficult for people with Autism Spectrum Disorder (ASD), and they may have less eye contact than people who are usually developing (Asada et al., 2016). Individuals freely fixate on various parts of the partner's face while maintaining voluntary but sporadic eye contact (Jiang et al., 2016). According to neuroscientific theories, making eye contact conveys the intention to engage with others and generates reactions in the brain's arousal and affective systems, particularly in the amygdala (Jiang et al., 2016). The temporal lobe, prefrontal cortex, parietal lobe, and visual cortex are among the brain structures that underlie eye contact (Jiang et al., 2016).

2. Facial expressions: Facial expressions are the movements and expressions of the face that are used to portray feelings, attitudes, and

intentions. They are a potent kind of nonverbal communication that can convey significant social and emotional indicators about a person. A considerable degree of universality exists in facial expressions, with certain emotions being understood in all cultures. For instance, a smile typically indicates enjoyment, but a frown typically indicates unhappiness or disapproval. Intensity, length, and context of facial expressions can also change, offering more details about the emotional experience. There are some general patterns that can be observed in the perception of facial expressions, however these are impacted by cultural and individual influences.

3. Touch: Making physical contact with another individual while communicating nonverbally is known as touch. It can be used to express affection, support, or comfort and is crucial for interpersonal interactions. Touch can vary in intensity, duration, and placement, and the meaning it conveys might depend on personal preferences as well as societal standards. According to research, touch can have physiological and psychological consequences, including those that lower stress, foster a sense of trust and connection, and communicate empathy. But it's crucial to remember that any touching should always be mutual and acceptable for the situation.

4. Interpersonal distance: During encounters, the proximity of people to one another is referred to as interpersonal distance. It conveys social and emotional interactions through nonverbal cues. With some cultures appreciating closer contact during conversations and others preferring more personal space, interpersonal distance norms vary across countries and settings. Personal space is a relative concept that varies depending on context, including familiarity, cultural background, and the type of connection. According to research, the degree of comfort, intimacy, and power dynamics in social encounters can be affected by interpersonal distance.

5. Gestures: Hand gestures and body language are used to highlight or express message in gestures. They can differ among cultures and can be planned or unplanned. By adding emphasis or clarity to the message and giving visual cues, gestures can improve verbal communication. They can also communicate attitudes, intentions, and feelings. According to research (Fay et al., 2013), gesture-based communication can be more precise and effective than non-linguistic vocalization alone. The use of gestures in nonverbal communication is crucial because they may effectively express meaning and aid in comprehending.

6. Posture: During conversations, people's bodies are positioned according to their posture. It can communicate attitudes, assurance, receptivity, and social standing. A slouched or closed posture, for instance, can communicate defensiveness or disinterest while an upright and open posture can show confidence and approachability. Additionally, posture might change based on personal preferences and cultural standards. It is

a significant nonverbal cue that can affect how people perceive you and the way that social encounters unfold.

7. Tone of voice: Tone of voice refers to the use of vocal intonation, pitch, and rhythm to convey emotions, emphasis, or meaning. It is an aspect of nonverbal communication that is paralinguistic. The tone of voice can express a variety of emotions, including joy, rage, grief, or sarcasm. Additionally, it can be employed to highlight specific words or phrases, convey moods, or make the speaker's intentions clear. The way we interpret and comprehend verbal signals depends a lot on how we speak.

8. Dress: Dress is the term for people's outward appearance and attire, which can indicate social standing, competence, cultural identity, and personal flair. People's appearance can affect how others see them and convey a variety of messages about their personalities, attitudes, and connections. The appropriate attire can change based on the situation, such as formal wear for business settings or traditional clothing for cultural occasions. It is a crucial component of nonverbal communication that influences the overall impression and image people portray.

In education, nonverbal communication is extremely important. In addition to vocal instruction, nonverbal communication in the classroom can convey significant information and cues that improve knowledge and engagement (Surkamp, 2014). It enhances the transfer of musical knowledge and contributes to the development of a good and encouraging learning environment (Simones et al., 2013). Nonverbal signals, such as gestures, can reinforce verbal lessons and provide visual displays of musical expression, interpretation, and skill (Simones et al., 2013). Additionally, they have the ability to inspire and motivate students by expressing their emotions and passion (Simones et al., 2013).

In addition, nonverbal communication is crucial in cross-cultural interactions and the teaching of other languages (Surkamp, 2014). Nonverbal cues are crucial for expressing meaning, building rapport, and picking up on cultural quirks (Surkamp, 2014). Students' communicative skills and knowledge of cultural differences are enhanced when nonverbal communication is included in foreign language instruction (Surkamp, 2014). By acknowledging the significance of nonverbal phenomena in texts, it also improves literary competency (Surkamp, 2014).

Considering non-verbal communication plays a role that is very important in creating an effective and inspiring environment of learning, in this paper, the usage of non-verbal communication by teachers in the highly popular YouTube video titled "How to teach Kids | from a Prague kindergarten, part 2 | English for Children" (https://www.youtube.com/watch?v=9DNwRwt5kI4&t=272s) is analyzed.

METHODS

Based on the non-verbal communication classification by Marcinowicz et al. (2010), which includes Eye contact, Facial expressions, Touch, Interpersonal distance, Gesture, Posture, Tone of voice, and Dress, this study adopts a

qualitative approach to analyze the teacher's communication strategies in the video "How to teach Kids | from a Prague kindergarten, part 2 | English for Children". Because the goal of this research is to understand and explain complex circumstances within the context of teaching English to youngsters, a qualitative method is used.

Video Choice. The study objectives are taken into consideration when selecting the film for analysis. The video "How to teach Kids | from a Prague kindergarten, part 1 | English for Children" was chosen because it addresses the topics that need to be looked into in order to teach English to children. Over 9 million people have watched the video, which is quite well-liked.

Data gathering. Data collection is carried out by watching videos together and noting any instance of non-verbal communication that is pertinent and fits the predetermined classification.

Analysis of data. The analysis of the data was done in stages. In order to comprehend the context, nonverbal communication, and the aspects to be evaluated, the movie was first frequently watched. Then, utilizing Marcinowicz et al.'s classification as the analytical framework, pertinent data were gathered and examined. To aid in future analysis, the data was also preserved as transcripts.

Reliability and Validity. Steps including data triangulation, thorough documenting of the analysis process, and researcher reflexivity were carried out to assure the validity and dependability of the research. This ensured that the conclusions and interpretation of the research results were supported by solid and trustworthy data.

RESULTS AND DISCUSSION

The video showed the use of several nonverbal communication strategies by teachers. The non-verbal communication used include Eye contact, Facial expressions, Touch, Interpersonal distance, Gesture, Posture, Tone of voice, and Dress.

Eye contact

First, the teachers use strong and maintained eye contact with the children when interacting with them. The instructors in this video consistently use eye contact to attract the children's attention. With sharp eye gaze, the instructors can draw the students' focus and engage them actively in the learning process. Sometimes, the instructors gently touch the children's chin or direct their eye gaze in the right direction, thus helping the children stay focused and connect with the material.

Moreover, eye contact is used to increase verbal and non-verbal communication. The instructors in this video often look directly into the eyes of the children when speaking, giving instructions, or conveying praise. This creates a sense of trust and warmth because the children feel heard and empowered in their learning process. Instructors also use eye contact to read the children's body language and respond appropriately to their expressions, thus building closeness and mutual understanding.

Furthermore, the teachers in this video use eye contact as a tool to direct active participation from the children in classroom activities. When asking the students, the teachers look directly into the eyes of the targeted children, allowing them to provide answers. This creates an inclusive and supportive environment where every child feels encouraged to participate without fear or shame.

Eye contact is very important in learning English because it can help strengthen the connection between words and their meanings. By looking directly into the children's eyes when delivering new words or sentences in English, the teachers help them better understand the importance and usage of those words, thus facilitating the language learning process more effectively.

Strong eye contact helps build connections between teachers and children and shows the teacher's attention and presence in the learning process (Diu et al., 2020). Research shows that consistent use of eye contact can improve the quality of interactions between teachers and students and strengthen interpersonal relationships (Diu et al., 2020).

Strong and maintained eye contact during teaching children has many benefits and is important to build a good relationship between teachers and children. In teaching mathematics to young children, parents need to be involved in instilling mathematical concepts in children, especially during the Covid-19 pandemic when learning activities are fully conducted from home (Amalina, 2020). In at-home mathematics learning, parents can use strong and maintained eye contact with children to show their attention and presence in education (Amalina, 2020).

Research shows that consistent use of eye contact can improve the quality of interactions between teachers and students and strengthen interpersonal relationships (Amalina, 2020). In the context of mathematics learning for young children, strong and maintained eye contact can help build connections between teachers and children and show the teacher's attention and presence in the learning process (Amalina, 2020). This can improve the motivation and participation of children in mathematics learning.

In addition, strong and maintained eye contact can also help deliver messages and instructions more clearly and effectively. When teachers use strong eye contact with children, they can strengthen children's understanding of learning material and build effective communication (Amalina, 2020). In mathematics learning for young children, strong eye contact can help them understand mathematical concepts better and increase their ability to solve mathematical problems (Amalina, 2020).

Furthermore, strong and maintained eye contact also can create a comfortable and safe learning atmosphere for children. When teachers use strong eye contact, they can show attention and concern toward children, increasing their self-confidence and motivation in learning (Amalina, 2020). In mathematics learning for young children, high self-confidence can help them overcome fear or anxiety towards mathematics, so they can learn better and achieve better results in mathematics learning (Amalina, 2020).

In short, strong and maintained eye contact during teaching children has many benefits. Strong eye contact can help build a good relationship between teacher and children, increase the quality of interactions, strengthen children's understanding of learning material, and create a comfortable and safe learning atmosphere. Therefore, it is important for teachers and parents to use strong and maintained eye contact in children's learning, especially in mathematics learning for young children.

Facial expressions

Furthermore, the teachers also use cheerful, enthusiastic, and friendly facial expressions when interacting with children. Here is a description of the usage of cheerful, enthusiastic, and friendly facial expressions by teachers in the video:

Cheerful Smile: The teachers in this video often display cheerful smiles when interacting with children. Warm and friendly smiles show that the teachers are happy and enthusiastic about teaching and being around the children. These smiles create a pleasant environment and invite children to feel comfortable and open in communication.

Enthusiastic Facial Expression: When introducing new words or phrases in English, the teachers show enthusiastic facial expressions. They use bright and energetic faces to demonstrate how enjoyable and exciting learning English can be. Such expressions encourage children to be interested and active in participating in learning.

Entertaining Facial Expressions: The teachers show entertaining facial expressions when teaching fun vocabulary or engaging in role-playing activities. For example, they may use surprised, joyful, or quirky expressions to bring fun aspects into the learning. These entertaining facial expressions create a cheerful atmosphere and invite laughter and joy from the children.

Warm Eye Contact: Additionally, these teachers show friendly and attentive eye contact when speaking with the children. This eye contact shows that the teachers genuinely listen to and are interested in what the children say. It creates a sense of trust and closeness between the teachers and students.

Supportive Facial Expressions: When children provide answers or participate in class activities, the teachers show supportive and appreciative facial expressions. They respond positively with cheerful and enthusiastic expressions, giving confidence to the children and recognizing their efforts.

Positive and enjoyable facial expressions can create a fun learning atmosphere and motivate children to participate actively in learning (Diu et al., 2020). Research also shows that the appropriate use of facial expressions can help convey emotions and messages more clearly and effectively (Diu et al., 2020).

The importance of cheerful, enthusiastic, and friendly facial expressions when interacting with children in the learning process can be seen in several conducted studies. Research by Tsalisah and Syamsudin (2022) indicates that online learning can decrease the motivation of early childhood learners (Tsalisah & Syamsudin, 2022). Children face obstacles in learning, such as a lack

of understanding of the material from parents, excessive gadget use, and declining disciplinary behavior (Tsalisah & Syamsudin, 2022).

In this context, teachers' cheerful, enthusiastic, and friendly facial expressions when interacting with children can help increase their motivation to learn. Research by Azizah and Koesmadi (2021) demonstrates that giving animated rewards can enhance the motivation of early childhood learners during online learning (Azizah & Koesmadi, 2021). Cheerful and enthusiastic facial expressions from teachers when giving animated rewards can create a fun learning atmosphere and motivate children to learn diligently (Azizah & Koesmadi, 2021).

Additionally, cheerful, enthusiastic, and friendly facial expressions can also help build positive relationships between teachers and children. Research by Efendi et al. (2017) shows that the use of new media in learning can influence the social interaction patterns of children (Efendi et al., 2017). Cheerful and friendly facial expressions from teachers can create emotional bonds and strengthen nonverbal communication between teachers and children (Tsalisah & Syamsudin, 2022). This can boost children's confidence in communicating and interacting with others.

Furthermore, cheerful, enthusiastic, and friendly facial expressions can also assist in understanding and interpreting messages conveyed by teachers. Children understand and respond better to messages with clear and expressive facial expressions (Tsalisah & Syamsudin, 2022). Cheerful and enthusiastic facial expressions can help children understand the emotions conveyed and reinforce their understanding of learning material (Tsalisah & Syamsudin, 2022).

Overall, using cheerful, enthusiastic, and friendly facial expressions when interacting with children in the learning process plays a significant role. Cheerful and enthusiastic facial expressions can enhance children's motivation to learn, build positive relationships, reinforce the understanding and interpretation of messages, and create a pleasant learning atmosphere. Therefore, teachers need to use appropriate and expressive facial expressions when interacting with children in the learning process.

Touch

In the video, the teachers use physical touch to convey the children's comfort, support, or affection. This physical touch reflects warmth and the teacher's attention to the students, which can create a loving and supportive learning environment. The following is a description of the use of touch in the video:

Touch on the Shoulder or Back: In addition to hugs, teachers also use physical touches, such as patting the shoulder or stroking the back of the children, as a form of reinforcement or praise. When the children give correct answers or actively participate in class, the teacher provides friendly touches as a form of appreciation and encouragement. This touch creates confidence and acknowledges the efforts of the children.

Accompanying in Activities: At certain moments, the teachers attend the children in various learning activities, such as role-playing or group activities.

Teachers mingle with the children, embrace them, or stand close to them during learning activities, creating a strong emotional bond and enhancing the connection between teachers and students.

Directing Physical Movements: When teaching words or specific physical movements, the teachers use physical touch to guide the children. For example, the teachers show the children to move their hands or bodies according to the instructions, helping them understand and follow the directions better.

Physical touch is important in conveying comfort, support, and affection to the children during teaching. Although important, it is also essential to pay attention to the existing limitations and policies in the context of children's education.

The importance of physical touch in teaching children can be seen in several studies that have been conducted. Research by Mustika (2021) shows that the use of educational toys involving physical touch, such as touching picture cards, can help children understand and implement religious teachings (Mustika, 2021).

Furthermore, physical touch can also provide comfort and security to children. Research by Wardani et al. (2022) shows that parenting styles involving physical contact, such as hugging or light patting, can help form emotional bonds between parents and children (Wardani et al., 2022). Affectionate physical touch can provide children with a sense of safety and comfort, making them feel supported and connected to their teachers.

However, it is also important to consider the existing limitations and policies in the context of children's education. Physical touch should be done with caution and respect for the privacy and boundaries of individual children. Teachers and educators should ensure their physical contact does not violate school policies or prevailing social norms.

Moreover, it is essential to consider the preferences and comfort of individual children. Some children may feel uncomfortable with physical touch, and it is important to respect their choices. Alternative methods, such as attentive verbal communication, friendly facial expressions, and supportive body language, can also convey comfort, support, and affection to children.

Overall, physical touch is important in conveying comfort, support, and affection to children during teaching. However, it is also important to consider the existing limitations and policies and respect the preferences and comfort of individual children. Teachers and educators can use alternative methods, such as attentive verbal communication and supportive body language, to convey comfort, support, and affection to children.

Interpersonal distance.

In the video, teachers use interpersonal or social distance to communicate social and emotional relationships with the children. The intentional use of physical space reflects the teacher's approach to creating strong emotional bonds and giving the students messages of affection and support. The following is a description of the use of interpersonal distance by the teachers in the video:

Speaking at Eye Level: When communicating with the children, teachers adjust interpersonal distance by speaking at the children's eye level. This means

the teacher lowers their body position to be at the children's eye level, which creates feelings of equality and removes barriers in communication.

Directing Attention: Teachers use interpersonal distance to lead the children's attention to objects or pictures relevant to the learning material. For example, the teacher approaches the image or object they want to show the children so they become more focused and engaged in learning.

The intentional use of physical distance in the teaching process reflects the teacher's approach to creating strong emotional bonds and giving the students messages of affection and support. In the context of children's learning, it is important to consider individual needs and preferences and adhere to applicable policies and guidelines.

The intentional use of physical distance can create a safe and comfortable space for the children. In learning situations, teachers can use appropriate physical distance to provide privacy and respect the individual boundaries of the children. This can help the children feel more comfortable and open in interacting with teachers and peers.

Moreover, using physical distance can also help build positive relationships between teachers and children. Teachers can demonstrate appreciation, respect, and value for the children's privacy by giving them enough physical space. This can create a strong emotional bond between teachers and children and give them messages of affection and support.

The intentional use of physical distance in the teaching process reflects the teacher's approach to creating strong emotional bonds and giving the students messages of affection and support. By considering individual needs and preferences, as well as adhering to applicable policies and guidelines, teachers can create a learning environment that is safe, comfortable, and supportive for the children (Wicaksono & Nurfianti, 2021).

Gesture

In the video, teachers use gestures or expressive hand and body language to describe words, phrases, and actions related to the learning material. First, the teacher in this video uses gestures and body language to demonstrate physical movements related to the words or phrases being taught. For example, when learning words like "run," "jump," or "clap," the teacher actively demonstrates corresponding body movements. This helps children better understand the meaning of these words visually and kinesthetically, strengthening the connection between words and their related actions.

Second, when teaching vocabulary related to emotions, the teacher uses gestures and clear facial expressions to portray specific feelings. For instance, when teaching the word "happy," the teacher smiles widely and shows a clear indication of happiness, while for the word "sad," their facial expression changes to look sad. This helps children associate words with feelings and develop an understanding of emotions.

Third, the teacher in this video often uses visual signs with hands or fingers to represent words or phrases related to the English language. For example, when teaching animal names, the teacher will portray the gesture of a

horn for "unicorn" or form a circle with their fingers to indicate the size "small" or "big." These visual signs help clarify the meanings of words and make them easier for children to remember.

Fourth, the teacher uses hand or body language to direct the children's attention to objects or pictures relevant to the learning material. For example, when teaching fruit names, the teacher points to the displayed fruit picture on the screen or nearby. This helps children focus on the taught content and understand the connection between gestures and the learning material.

Fifth, the teacher also uses expressive gestures such as applause, head nods, and other hand movements as a form of praise and encouragement for children who actively participate in the learning process. This creates a positive environment and motivates children to participate enthusiastically in-class activities.

Using gestures can help visualize abstract concepts and reinforce students' understanding of the learning material (Diu et al., 2020). Research shows that using gestures in learning can increase student engagement and improve their understanding of the material (Diu et al., 2020).

Gestures or expressive hand and body language play an important role in describing words, phrases, and actions related to the learning material. Research shows that gestures can enrich verbal communication and aid in language understanding (Skipper et al., 2009). Gestures can provide additional information that helps clarify and elaborate the conveyed messages, especially when the words or phrases have ambiguous or complex meanings (Skipper et al., 2009).

Gestures can also aid in visualizing abstract concepts and reinforce students' understanding of the learning material (Chikiwa, 2021). In math learning, gestures can describe geometric shapes, mathematical operations, or the relationships between mathematical concepts (Chikiwa, 2021). Gestures help students understand and retain information better and enhance student engagement and participation in learning (Chikiwa, 2021).

Furthermore, gestures can help build relationships between teachers and students. Expressive gestures can create emotional bonds and strengthen nonverbal communication between teachers and students (Simones et al., 2013). Gestures can help convey the teacher's emotions, interests, and enthusiasm toward the learning material, influencing students' motivation and participation in learning (Simones et al., 2013). Gestures also contribute to creating a fun and interactive learning atmosphere.

Additionally, gestures can positively impact second language or weaker language learning. Research shows that using gestures when teaching words in a second language can enhance students' understanding and mastery of vocabulary (Nicoladis, 2007). Gestures help associate words with specific hand movements, reinforcing the connection between words and their meanings in the second language (Nicoladis, 2007).

Overall, gestures or expressive hand and body language play an important role in describing words, phrases, and actions related to the learning material. Gestures can enrich verbal communication, visualize abstract

concepts, build teacher-student relationships, and enhance students' understanding and participation in learning. Therefore, teachers need to use appropriate and expressive gestures in teaching to improve the effectiveness and quality of learning.

Posture

In the video, teachers use posture or body posture to interact with the children. Posture refers to how individuals position their bodies during interactions. The use of posture reflects the teacher's approach to creating strong emotional bonds and giving the students messages of affection and support. The following is a description of the use of posture by the teachers in the video:

Open Body Posture: The teachers in the video demonstrate an open body posture when interacting with the children. They stand and sit with their backs straight, shoulders open, and hands hanging by their sides. This relaxed body posture reflects openness and warmth, showing the teachers ready to listen and interact with the students.

Confident Attitude: The teachers in the video display a posture that shows confidence while teaching. They stand and sit upright, with their heads held high, and deliver the learning material with full conviction. This confident attitude reflects the teachers' expertise and skills in teaching English, which can influence the children's confidence in learning.

Adjusting to Children's Height: When interacting with younger children, the teachers in the video adjust their body posture to match the children's height. They may bend or sit to be at the children's eye level, creating a closer connection and removing communication barriers.

Friendly and Open Posture: The teachers display a friendly and open posture to create a pleasant and positive learning environment. This friendly and open body posture invites warm and familiar interactions, making the children feel comfortable and confident when speaking with the teachers.

The Posture that Supports Collaboration: Teachers adjust their posture during group activities or role-playing to support collaboration with the children. They may sit or stand near the children's groups, providing guidance and encouraging active participation from each group member.

Research by Poerwati et al. (2021) shows that the Problem-Based Learning (PBL) model based on simple experiments can improve children's critical thinking skills, self-directed learning, and information-seeking skills (Poerwati et al., 2021). In PBL learning, good posture can help children collaborate, communicate, and think critically as they work together to solve problems (Poerwati et al., 2021).

Furthermore, good posture reflects the teacher's caring attitude and support towards the children. A friendly, open, and responsive stance can create strong emotional bonds between teachers and children (Amalia et al., 2021). In early childhood learning, good posture can help children feel heard, valued, and supported by the teacher, increasing their motivation and participation in learning.

Tone of voice

In addition, teachers use a variety of tones of voice, such as cheerful, enthusiastic, and attention-grabbing intonations, to interact with the children. Here is a description of how the varying tone of voice is applied in the video:

Excitement: The educators in this video demonstrate a tone of voice full of excitement when introducing new English words, phrases, or concepts to the children. Their voices sound enthusiastic and energetic, reflecting their joy and eagerness to teach. This excitement is contagious to the students and makes them more excited about learning English.

Enthusiasm: When teaching new vocabulary or classroom activities, teachers show a tone of voice full of confidence. They use intonation focused on delight and joy, giving the impression that learning English is a fun and refreshing experience for the children.

Warmth: Teachers use a warm and friendly tone when interacting with the children. Their voices sound attentive and gentle, creating a comfortable and supportive learning environment. This warmth helps children feel accepted and connected with their teachers, thus enhancing the quality of the learning interaction.

Clarity: When explaining concepts or instructions, teachers use a tone of voice that is clear and firm. They articulate words well and use stable intonation to ensure that the children can understand the message clearly.

Playfulness: In teaching English, educators demonstrate a playful and cheerful tone of voice. They incorporate funny sounds or express different vocal expressions, creating a lively and enjoyable atmosphere in the classroom. This approach makes learning English an exciting and entertaining experience for the children.

Encouragement: When children participate or provide answers, teachers offer praise and encouragement with a positive and empowering tone of voice. Their voices sound supportive, motivating and inspiring children to be more active in the learning process.

The appropriate tone of voice can create a pleasant learning atmosphere and motivate children to actively engage in learning (Diu et al., 2020). Research also shows that varying tones of voice can help deliver information more effectively and strengthen students' understanding (Diu et al., 2020).

The use of varied tones of voice, such as cheerful, enthusiastic, and attention-grabbing intonations, is essential in early childhood learning. In early childhood learning, teachers using cheerful and enthusiastic tones of voice can create a fun and motivating learning environment for the children (Marwiyati & Istiningsih, 2020). Such tones of voice can be contagious to children, increasing their motivation to learn (Marwiyati & Istiningsih, 2020).

Moreover, using varied tones of voice can also help convey information more effectively and enhance children's understanding of the learning material (Marwiyati & Istiningsih, 2020). When teachers use enthusiastic and attention-grabbing tones of voice, children become more interested and engaged in learning (Marwiyati & Istiningsih, 2020). Varying tones of voice can help

maintain children's attention and make them more focused during learning (Marwiyati & Istiningsih, 2020).

The importance of using varied tones of voice is also related to developing children's communication skills. In early childhood learning, using various tones of voice can help children develop listening, understanding, and responsive skills (Tsalisah & Syamsudin, 2022). Children can learn to recognize and understand various nuances and intonations of different tones of voice, thus enabling them to interpret messages more effectively (Tsalisah & Syamsudin, 2022). This helps in developing children's verbal and nonverbal communication skills.

Furthermore, using varied tones of voice can also create an emotional bond between teachers and children. Cheerful and enthusiastic tones of voice can make a positive and enjoyable learning atmosphere and strengthen the relationship between teachers and children (Marwiyati & Istiningsih, 2020). Children feel more comfortable and connected to teachers who use friendly and attention-grabbing tones of voice (Marwiyati & Istiningsih, 2020). This boosts children's confidence in communicating and interacting with others.

Dress

In the video, the teacher is seen wearing casual clothing with bright red color. The teacher in this video is wearing casual clothes consisting of a bright red-colored shirt. This bright red color gives a cheerful, enthusiastic, and energetic impression, which aligns with the interactive teaching atmosphere for children. The choice of bright and fun clothing reflects the teacher's friendly and warm approach, which builds a positive relationship with the students.

The bright red color can also attract the children's attention and interest them in the teacher and what is being taught. The teacher's bright red shirt adds a fun and enthusiastic touch to the material presentation, making English language learning more exciting and entertaining for children.

The use of casual clothing also reflects a relaxed and familiar atmosphere in the classroom. By wearing comfortable and not overly formal clothes, the teacher creates a more open environment and easily interacts with the children. Children may feel more comfortable communicating and participating in class activities with a teacher who looks relaxed and friendly.

Furthermore, the bright red color can also express enthusiasm for teaching and interacting with children. Teachers may intentionally choose bright red colors to show their enthusiasm and excitement in teaching. This can motivate children to be more enthusiastic in paying attention and participating in English language learning.

Choosing appropriate dress can create a comfortable learning atmosphere and strengthen teacher-student relationships (Diu et al., 2020). Research shows that a teacher's appearance can influence students' perceptions of their credibility and trust in the teacher (Diu et al., 2020).

Wearing casual clothing with bright colors in teaching children has several advantages. Research shows that bright colors, such as primary colors, are preferred by children (Fikriyah & Sukmawati, 2022). Using bright colors in

clothing can create a cheerful and fun atmosphere in learning (Fikriyah & Sukmawati, 2022). This can increase the interest and enthusiasm of children in learning.

Additionally, using casual clothing with bright colors can create a relaxed and comfortable atmosphere in learning (Danauwiyah & Dimyati, 2021). Children tend to be more relaxed and engaged in learning when teachers wear less formal clothes (Danauwiyah & Dimyati, 2021). Casual clothing can also reflect a more personal and friendly approach to interactions between teachers and children.

The importance of using casual clothing with bright colors is also related to the visual influence on learning. A teacher's appearance, including the clothes worn, can influence children's perceptions and attitudes toward the teacher (Danauwiyah & Dimyati, 2021). Using casual clothing with attractive bright colors can capture children's attention and make them more interested in learning (Fikriyah & Sukmawati, 2022). This can increase children's engagement and participation in learning.

Moreover, using casual clothing with bright colors can also create a positive and enjoyable atmosphere in learning (Danauwiyah & Dimyati, 2021). Bright colors can affect children's moods and emotions (Fikriyah & Sukmawati, 2022). When children feel happy and comfortable with the learning atmosphere, they are more open and receptive to the information conveyed by the teacher.

Overall, using casual clothing with bright colors in teaching children is important. Using bright colors in clothing can create a cheerful and enjoyable atmosphere, increase children's interest and enthusiasm in learning, create a relaxed and comfortable atmosphere, enhance children's engagement and participation in learning, and create a positive and enjoyable learning environment. Therefore, teachers need to consider the use of casual clothing with bright colors in teaching children.

CONCLUSION

Overall, using nonverbal communication strategies such as eye contact, facial expressions, gestures, tone of voice, and dress by the teacher in the video can enhance the quality of learning and build a good relationship between teachers and students. These strategies can create a fun learning atmosphere, motivate students, and strengthen their understanding of the learning material.

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