

CHAPTER I

INTRODUCTION

This chapter is an introduction to this research. It consists of several sections, including the background of the research, identification of the research, limitations of the research, formulation of the research, purpose of the research, significance of the research, and definitions of key terms. The background part deals with the reasons and phenomena of this research in detail, with a focus on the significance of nonverbal communication in English-language drama performances. In the section on identification of the research and scope, the research problem and focus are explained. In the section on formulation of the research, the research questions are outlined. The purpose and significance section lays out the objectives and contributions of the present research and defines key terms to ensure conceptual clarity throughout the manuscript. Conceptual clarity throughout the paper.

1.1. Background of the Research

English language drama is a form of learning that allows students to practice verbal and nonverbal communication concurrently. In this activity, students are expected to speak in correct English and to show appropriate body language, feelings, and character representation. However, in reality, this skill is still a challenge for most students. The research entitled *The Use of Nonverbal Communication in English Drama Performance in the Fifth Semester at the University of Pasir Pengaraian* showed that, in general, fifth-semester students

pronounced the English dialogue correctly. Others still had difficulty in using gestures, facial expressions, and other nonverbal ways to emphasize the meaning of their communication. As a result, their performances were generally not expressive and convincing.

This phenomenon requires more attention to nonverbal communication in English drama learning. This phenomenon indicates that we should pay more attention to nonverbal communication in English drama learning. According to Rzayeva (2025), nonverbal communication is a bridge of meaning in foreign language learning. She said, 'Facial expressions, hand gestures, and vocal tone can be useful tools for students to understand and communicate meaning while their spoken language skills are still developing. This aspect is of great importance in drama because actors have to convey messages not only through words but also through appropriate body language. According to Rzayeva, nonverbal elements establish an emotional bond between the speaker and the audience, and this is crucial for encouraging honest communication on stage.

Furthermore, Windari and Hayati (2024) said that the natural place for students to practice their nonverbal expression is drama-based learning. Through role-play, students learn to combine their voice, intonation, facial expressions, and gestures in an effort to bring their characters to life. Research shows that students who participate regularly in drama activities have greater self-confidence and expressive awareness than students who do not participate. Drama-based learning thereby promotes the acquisition of language skills and the enhancement of the affective and emotional dimensions of communication. However, the nonverbal

communication of Indonesian students is inseparable from cultural influence. According to Siregar (2021), in Indonesian culture, open gestures that are too open or exaggerated facial expressions are considered impolite. Therefore, many students tend to restrain themselves concerning nonverbal actions, particularly during drama presentations. They are shy or scared to go over the top in front of their audience. This cultural perspective can impede the acquisition of nonverbal communication, which is crucial to support performance in English-language drama. The children have a satisfactory understanding of the script, but often the message does not get across to the audience on an emotional level. Previous research has mentioned the benefits of drama for EFL learners in terms of speaking skills, pronunciation, motivation, and self-confidence. Furthermore, several scholars have underlined the importance of nonverbal communication for language learning. However, Indonesian university scholars have rarely explicitly examined the use of nonverbal communication in English theatrical performances.

Therefore, this research aims to fill this gap by analyzing the modalities and functions of nonverbal communication performed by fifth-semester students in their English theater performance at the University of Pasir Pengaraian. This research is particularly relevant as it mirrors one of the essential talents in global communication, the capacity to employ nonverbal clues in different social and cultural situations effectively. Nonverbal cues can influence the success of international communication exchanges and can be more essential than verbal language. People who manage to mix verbal and nonverbal communication successfully tend to be more confident, compassionate, and expressive. Thus,

nonverbal communication should be seen not only as a complement to verbal language but also as an essential part of the transmission of meaning and emotion in English play performances.

This research theoretically contributes to understanding the relevance of nonverbal communication in drama-based learning of the English language. The findings can help educators to design drama instructional activities with verbal and nonverbal components and, at the same time, improve students' understanding of the importance of facial expressions, gestures, eye contact, posture, and intonation in effective and meaningful communication. The University of Pasir Pengaraian was selected as the research venue because it offers a course in the English Language Education Program, specifically the Drama course, which combines speaking abilities with learning through performance. The fifth semester students were selected because they had reached a certain level of English language proficiency and experience in theater activities. However, they still had problems in using nonverbal communication in English drama performances. Therefore, this research entitled *The Use of Nonverbal Communication in English Drama Performance in the Fifth Semester at the University of Pasir Pengaraian* was conducted to explain how the students use nonverbal communication and how the nonverbal elements contribute to the transmission of meaning and the effectiveness of their drama performances.

1.2. Identification of the Research

Based on the previous background, it can be said that some fifth-semester students in the English Language Education Program at the University of Pasir Pengaraian have difficulty using nonverbal communication well in English-language drama performances. Although the students' language skills are quite proficient, especially in pronunciation and grammar, their facial expressions, gestures, and intonation sometimes do not support the meaning of the dialogue. Therefore, the drama performances appear to be awkward and cannot express the characters' feelings. There are many reasons these problems can occur. First, the teaching of English in educational institutions is more concentrated on the verbal aspects of communication than on the nonverbal ones. Second, some students are shy or reluctant to use body language directly, because cultural norms often consider open expression inappropriate. Third, the teaching and practice of nonverbal communication have not been addressed in depth or systematically in drama courses. Under these circumstances, the following problems can be identified:

1. Students have difficulty combining verbal and nonverbal communication in English-language drama performances.
2. Students' poor nonverbal communication skills (e.g., body language, facial expression, eye contact, posture, and intonation).
3. Students do not have self-confidence in drama performance, and the cultural norms prohibit them from showing nonverbal communication authentically.

Therefore, this research aims to analyze the form and function of nonverbal communication used by the fifth-semester students in the English drama performances at the University of Pasir Pengaraian.

1.3. Limitation of the Research

The research focuses on analyzing the nonverbal communication of fifth-semester students of the English Language Education Program at the University of Pasir Pengaraian in English-language theatrical presentations. The research aims to examine the expressions of students and the functions of nonverbal communication, such as facial expressions, body movements, eye contact, posture, and voice tone. The nonverbal components were researched to understand their contribution in enabling the expression of meaning and emotion in the drama performances.

Furthermore, this research is confined to students who have taken the Drama course because they are assumed to possess sufficient English language proficiency and experience in drama performance activities. This research does not consider other aspects of drama such as acting techniques, directing, stage management, or artistic performance. The present research focuses on nonverbal communication as an important element of communicative competence in English language drama performances.

1.4. Formulation of the Research

Based on the background and the limitations of the research, the research questions are formulated as follows:

1. What forms of nonverbal communication are used by fifth semester students during English drama performances at the University of Pasir Pengaraian?
2. What are the forms and functions of nonverbal communication used by the fifth semester students in English drama performance at the University of Pasir Pengaraian?

1.5. Purpose of the Research

Based on the formulation of the research above, the purposes of this research are:

1. To identify the kinds of nonverbal communication used by fifth-semester students in English drama performance at the University of Pasir Pengaraian.
2. To describe the forms and functions of nonverbal communication used by fifth-semester students in English drama performances at the University of Pasir Pengaraian.

1.6. Significance of the Research

The research is expected to contribute to English language teaching in theory and practice with special focus on nonverbal communication in drama-based learning:

1. Theoretical Significance

This research is expected to contribute to the understanding of the role of nonverbal communication in the performance of English drama. It also offers knowledge about the integration of verbal and nonverbal communication in language learning and communicative competence. Moreover, the results can serve as a reference for future researchers who are interested in nonverbal communication, drama-based learning, and English language education.

2. Practical Significance

The practical implications of the research are expected to be useful to a number of stakeholders:

1. For Students: The results of this research will help students to know the importance of nonverbal communication to support verbal communication in English drama performance. They are also expected to develop students' confidence, expressiveness, and communicative competence.
2. For Lecturers: The results can be used as a reference for lecturers to design teaching strategies to integrate verbal and nonverbal communication in drama-based learning so that students can perform more naturally and effectively.

3. For future Researchers: This research can be a reference and comparison for future research on nonverbal communication, English drama performances, and drama-based English language learning.

1.7. Definition of Key Terms

To avoid any misunderstanding and to have a clear understanding of the concepts used in this research, some of the key terms are defined as follows:

1. Nonverbal communication

Communication without words. According to Matsumoto and Hwang (2018) put it, nonverbal communication is a system of signs used to express feelings, emotions, and attitudes that often cannot be expressed in verbal language. Such communication involves facial expressions, body movements, eye contact, posture, and voice intonation, which spontaneously reflect the psychological state of a person. Nonverbal communication in this research is defined as the process of sending messages, emotions, and meanings without words. It consists of gestures, facial expressions, body movements, posture, eye contact, and voice intonation. In this research, nonverbal communication is explained as the expressive behavior performed by the fifth semester students to support and enhance the verbal messages in English drama performance.

2. English Drama Performance

The dramatic art is a bridge between language and communication skills (Rzayeva, 2025). Students must use verbal and nonverbal cues to make meaning, express emotion, and interact with others. This process makes

students aware of how communication takes place in real-life situations. This research considers drama performance as a learning activity in which students play the characters, perform the dialogues, and express emotions in English verbally and nonverbally. The present research considers English drama performances as a pedagogical instrument that enables students to practice and incorporate nonverbal communication in a natural way to convey meaning, feelings, and characters in front of an audience.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents the theoretical basics and previous studies related to understanding messages more accurately and interacting more effectively with others in this research. It has three major parts: a review of related theories, a review of related findings, and a conceptual framework. In the theoretical review, the basic concepts that are relevant to this research are discussed, namely communication, nonverbal communication, and English drama as the medium of learning. The previous section reviews previous research and findings to provide references and perspectives on the use of nonverbal communication in language learning and drama performance. The conceptual framework summarises the theoretical basis and describes how these theories relate to the focus of this research, i.e., the use of nonverbal communication by fifth-semester students in English drama performances at the University of Pasir Pengaraian.

2.1. Review of Related Theories

The theories that support this research will be discussed in this section, namely communication and nonverbal communication theories and their relationship to learning English and performing English drama. This theoretical review offers a conceptual basis for researchers to identify the importance of nonverbal communication as part of successful interactions. Communication is an important process in human life for transferring ideas, emotions, and information

to others. There are two broad kinds of communication. These are verbal and nonverbal communication. Verbal communication means communication through language or words. Nonverbal communication uses body movements, facial expressions, eye contact, posture, and intonation to communicate. These two modes of communication are complementary, adding to the clarity and significance of the message. The authors report the positive effect of intercultural learning materials in teaching drama on the development of students' performance skills (Eripuddin, Jufrizal, & Agustina, 2022). The findings indicate that students can express their roles more effectively through more natural gestures and emotions, leading to livelier and more communicative drama performances. Students also improved their improvisation, not dependent on memorized scripts, but capable of adapting their dialogue spontaneously to the context of the performance. Another finding from this research was that intercultural-based materials improved students' confidence in acting and their dialogue skills, especially in using language that was more context-based and aligned with the cultural backgrounds presented in the drama.

Nonverbal communication is essential in drama performance, especially in conveying meaning beyond speech. Nonverbal communication is defined by Samat, Locke and Aitken (2025) as facial expressions, body movements and eye contact, all of which are significant in expressing emotions and intentions within a performance. In their research, they found that the use of drama, especially process drama, can greatly improve students' ability to use nonverbal cues efficiently. Students involved in drama activities expressed a wider range of

nonverbal behaviors and showed more confidence in their behavior. The results also revealed that college students are more likely to have better nonverbal communication skills than younger students because they are more aware of the use of gestures and facial expressions to support verbal communication. Thus, drama activities in language learning settings give students further opportunities to practice and improve their nonverbal communication skills in an interactive and meaningful way. Nonverbal communication is a significant aspect of human communication in which messages are encoded without written or spoken words (Burgoon, Guerrero, & Floyd, 2022). Nonverbal behavior helps people to express emotions, attitudes, and intentions, thus making communication more meaningful and effective. The authors explain that nonverbal communication works in conjunction with verbal communication to reinforce, complement, or even replace spoken messages. Therefore, it is important to understand nonverbal communication because it helps people to understand messages more accurately and interact more effectively with other people.

Communication skills when learning English, especially for students learning English as a foreign language (EFL), are measured not only by fluency in speaking but also by the ability to use nonverbal expressions appropriately. Nonverbal communication allows students to express meaning and emotions naturally and to understand the cultural context of English native speakers. In addition, English drama performances rely on nonverbal communication. Students can animate characters using facial expressions, body language, and vocal intonation to communicate better.” “Learning based on drama makes students

more confident, expressive, and communicative,” explains Windari and Hayati (2024).

Thus, this section will consider several important ideas. These are (1) Communication, (2) Nonverbal Communication, (3) English-Language Drama Performances, (4) Kinds of Nonverbal Communication, (5) Forms and Functions of Nonverbal Communication, and (6) The Role of Nonverbal Communication in English-Language Drama Performances. The discussion serves as a theoretical basis for the analysis of the use of nonverbal communication by the fifth-semester students of the University of Pasir Pengaraian.

2.1.1. Communication

Communication is a basic process through which human beings relate to each other and develop social relationships. Communication is the process of sharing ideas, feelings, and information so that people will understand one another. Communication is not the exchange of messages but the process of creating shared meaning (the shared meaning process) through symbols, language, and nonverbal behavior (Grillo and Enesi, 2022). It is a dynamic process since it is continuous and subject to the social and cultural context in which it is situated. Communication is an important tool in the learning process, particularly in the educational context, as it helps the transfer of knowledge, values, and experiences between teachers and students.

According to Lunenburg (2017), communication is a two-way process in which a sender and receiver interact using particular codes or symbols.

Communication is successful when the message received by the recipient is understood the way the sender intended. This implies that successful communication relies not only on language skills but also on the ability to understand the context and the accompanying nonverbal cues. Communication is at the heart of learning activities in learning English because language is the main means of interaction. Thus, the students' communication skills are evaluated not only on their fluency, but also on the balance of the verbal and nonverbal expressions.

English language is a good blend of linguistics and expressive (Windari & Hayati, 2024). Students need to learn more than grammar and vocabulary. They need to learn how to use intonation, facial expression, and body language in context to make meaning. This is in line with the research of Kurniawan and Rahmah (2021) that understanding nonverbal cues is one of the social interaction strategies for effective communication in a foreign language class. Therefore, effective communication is one in which verbal and nonverbal elements are integrated in harmony and messages are communicated clearly and meaningfully. Nonverbal communication consists of body movement, facial expression, eye contact, and vocal intonation.

These two forms of communication are indivisible, and they complement each other. In English communication, it is important to be aware of nonverbal cues, as cultural differences may influence how messages are interpreted. In addition, Sjoraida, Syafrial and Lubis (2024) also argued that communication in education must be cognitive, affective and social so that the

learners could understand the message, feel empathy, and respond. Thus, communication is understood as a two-way social process in which language and behavior are integrated to produce full and meaningful meaning.

2.1.2. Nonverbal Communication

Nonverbal communication is an important part of the human communication process. Nonverbal communication is communicating without words. Matsumoto and Hwang (2018) assert that nonverbal communication is a sign system, which is used to express feelings, emotions, and attitudes, which are often not expressed verbally. Such communication includes facial expressions, body movements, eye contact, posture, and voice intonation, which in themselves display the psychological state of a person.

According to Knapp and Hall (2021), nonverbal communication is a collection of human behaviors that can be a supplement or a substitute for verbal language. Much can be said without speaking a word. Facial expressions, hand signals, or intonation of the voice can convey meaning. Nonverbal communication can make verbal messages more understandable, add to them or even replace them. Nonverbal behaviour is important in managing the flow of conversation and in signalling social engagement or when to speak and when to pause (Knapp & Hall, 2021). Nonverbal aspects are

important for English students for communication in accordance with the cultural norms of native speakers, and for the avoidance of cross-cultural misunderstandings.

Research has shown that a substantial part of the emotional meaning in face-to-face communication is conveyed via nonverbal elements. The results show that nonverbal communication cannot be regarded as a mere add-on, but as a dominant part of the message delivery process. Burgoon, Guerrero, and Floyd (2022) further stated that nonverbal behaviour is a direct manifestation of a person's emotional and psychological state that is difficult to control. Signs that are properly communicated are very important, especially in intercultural communication such as English. This supports the view that nonverbal communication is an important channel for constructing a rich learning experience. However, within the framework of foreign language learning, nonverbal communication functions as a bridge between language and culture, as Rzayeva (2025) noted. Students compensate for the limitations of foreign language speakers by employing nonverbal indicators such as facial expressions, body movements, and intonation. "Knowledge of nonverbal communication helps students adjust to the interaction context, recognize other people's emotions, and send messages more explicitly and confidently," she

said. Siregar (2021) states that Indonesian students are not willing to use body language due to their cultural norms and feel awkward speaking in English. Thus, the training of nonverbal communication in language learning can make students more expressive and natural.

Nonverbal communication has an important role during the process of learning and teaching in education. According to Sjoraida, Syafrial, and Lubis (2024), teachers and students use nonverbal communication to explain the meaning of messages, increase emotional closeness, and create a more positive learning atmosphere. Meanwhile, Kurniawan and Rahmah (2021) stated that facial expressions, body movements, and vocal intonation can increase students' motivation and participation in English class. Nonverbal communication is essential in English language drama performance for bringing characters to life and reinforcing the meaning of the script. The application of drama-based learning makes the students grow their verbal and nonverbal expression skills in a natural way and also boosts their confidence in communicating in English (Windari & Hayati, 2024). Thus, nonverbal communication not only supports speaking skills, but also improves students' understanding of the emotional and social aspects of the communication context they are involved in.

Some experts say nonverbal communication is an important part of human communication and cannot be separated from verbal communication. Nonverbal communication is used not only to reinforce what is said, but to add emotional meaning, to control social interactions, and to develop effective interpersonal relationships. Within the framework of English language learning and drama activities, nonverbal communication is an important way for students to express character, emotions, and meaning in depth. Students not only learn to speak English, but they also learn to communicate authentically, expressively, and meaningfully in the cultural context of native speakers by understanding and mastering nonverbal aspects such as facial expressions, gestures, and intonation.

2.1.3. English Drama Performances

English drama performance is one of the activities in learning English, where students perform stories, dialogues, or characters using English. Drama performances give students opportunities to practice their English speaking skills face-to-face in meaningful and interactive situations. The drama performance not only focuses on speaking ability but also involves expression, emotion, interaction, and communication between actors during the performance. English drama performance is also a means for EFL learners to develop their linguistic and performance skills. Juhastri, Rahayu, and Jai

(2026) researched students' problems in linguistic and performance aspects in performing an English drama and found that drama performance requires students to combine the use of language with performance skills. The results suggest that performing dramatic texts in an EFL context entails more than memorizing and delivering dialogue, as students have to interpret characters, respond to performance situations, and demonstrate appropriate expressive skills. This means that performance of English drama can be perceived as a complex communicative activity in which linguistic competence and performance competence interact. Therefore, drama offers a meaningful context for investigating how students use verbal and nonverbal resources in concert to communicate meaning in performance.

Sahin (2023) expressed that body language in drama activities had a positive impact on the students' speaking skills. The students had opportunities to speak through drama activities and used body language as a mode of communication. The results showed better use of gestures, facial expressions, eye contact, posture, and intonation in the speaking activities. The research also showed that drama activities increased the students' confidence and helped them to express themselves more clearly. Thus, drama can provide an experiential learning environment in which learners can develop both verbal and nonverbal aspects of communication.

According to Susanti (2019), drama is a good way of learning that can help students develop their speaking skills, pronunciation, vocabulary, fluency, and confidence in speaking English. Students are more active in using English

through performance activities as they communicate directly with other students during drama performances. Drama activities also make the learning atmosphere more enjoyable and interesting because students learn language by action and interaction. Dramas performed in English have several important characteristics. In the performance, it uses dialogue, expression, interaction, facial expressions, gestures, body movement, and intonation. Through the drama activities, students not only memorize the dialogue but also understand the characters, emotions, and situations in the story. These elements help students to communicate their messages and feelings to the audience more effectively.

Pratama and Eryansyah (2022) stated that the performance of English drama can help students improve their communicative competence because students learn to communicate clearly, express feelings, and interact naturally with others. Drama performance is communicative, interactive, expressive, and creative as students are active participants in conversation, teamwork, and emotional expression during performance. Moreover, drama performance helps students develop their communication skills. Putri, Marbun and Rosnija (2020) said that drama activities can improve students' speaking ability and learning motivation. Because students practice the language in real communication situations, they are more confident and less nervous when speaking English. Drama activities also develop students' creativity and ability to self-express in English.

In English drama, nonverbal communication is also very important because it supports spoken messages and helps students to express emotions effectively. Nonverbal communication includes facial expressions, gestures, eye contact, posture, body movement, and intonation. Rzayeva (2025) stated that "nonverbal communication helps students to express the meaning more clearly by body language and tone of voice. English drama performances also make use of a lot of nonverbal communication as it makes the communication more expressive, meaningful, and understandable.

2.1.4. Kinds of Nonverbal Communication

Nonverbal communication consists of many behaviors and symbols that convey meaning without using words. Nonverbal communication consists of facial expressions, body movement or gestures, eye contact, and intonation or paralanguage, which is the tone of voice. According to Knapp and Hall (2021), "these nonverbal communication elements are crucial in interpersonal communications for the reinforcement and explanation of verbal messages." The knowledge of nonverbal communication in learning English, particularly in drama activities, helps the students to express emotion, develop the character, and deliver messages in context.

1. Face expressions

Facial expressions are one of the most obvious ways that people communicate emotion and meaning in their interactions with others. Facial expressions are a nonverbal way to express emotions such as happiness,

anger, sadness, fear, and surprise. Facial expressions are very important for learning English, especially for drama. They can also help explain what is being said and put the characters' voices in your head. For instance, when a student is acting as a sad character in an English drama, he/she would not only say such things as "I feel so lonely" but also display the corresponding facial expressions such as teary eyes, furrowed brows and slightly trembling lips. Without these facial expressions, the audience would not receive the entire message of sadness.

Another example is if a character is angry, students can show facial expressions like a furrowed brow, bulging eyes, and a clenched jaw. These expressions give the dialogue richness, because the audience can understand the feelings of the characters without every word being spoken. Sometimes a facial expression can even replace dialogue. This is especially true when a character is silent but shows disappointment or surprise, for example. Indeed, the principal way people convey their feelings and attitudes is not through verbal speech but facial expression (Knapp and Hall, 2021). Windari and Hayati (2024) stated that the drama exercises that were focused on facial expressions helped students communicate more naturally and communicatively while learning the English language. Students can learn to read facial expressions to reinforce the verbal message. The audience will get the message better.

2. Body Movements (Gestures)

Body movement refers to physical actions that communicate meaning, emotions, and states of characters during interactions. Body movement includes movement of the head, arms, legs, and whole body, changes in position, and posture. Students act out their characters in drama performances and communicate their situations through body language. A student might, for example, walk slowly to indicate sadness, step back to indicate fear, or stand tall to indicate confidence. These movements help the audience to understand the emotional condition of the characters and the situation in the story.

The performance is also made more natural and expressive by the dialogue being delivered through body language. The right body language when students speak can make their performance more dynamic and easier for the audience to understand. A key part of nonverbal communication is body language, and it can convey feelings, attitudes, and intentions during the interaction (Burgoon, Guerrero, & Floyd, 2022). Physical action gives students the power to communicate meaning in English drama, not only in spoken language, but also in body language. Hence, body language is an essential tool to assist students in portraying characters, expressing emotions, and creating realistic dramatic performances.

"Gestures are specific movements of the hands, arms, head and other parts of the body that are used deliberately or naturally to convey a particular meaning. Gestures are more specific in communicative function

than is general body language. Pointing can be at a person or a thing. Waving can be a hello or goodbye. Nodding can be a yes. Shaking the head can be a no. In English drama, gestures help students to express their spoken dialogue and make it more understandable to the audience.

Gestures are also good means of conveying emotions and enhancing a character's actions. A student might say, for example, "Come here!" and use a hand gesture to beckon another character. This may say it more eloquently than words alone can. "A character's shoulders can shrug to show confusion or uncertainty, and a clenched fist can mean anger."

3. Eye contact

The eyes are used in a form of nonverbal communication to demonstrate attention, confidence, and connection interpersonally. In drama, eye contact is important to create interaction between the characters and to keep the audience interested. For example, eye contact can show the seriousness and emotional intensity of two characters engaged in a serious conversation. In contrast, if the character is guilty or afraid, they will tend to look away. The change has a strong emotional meaning that does not need to be explained in words. Eye contact is an important form of nonverbal communication that signals attention, respect, and honesty. Knapp and Hall (2021) state that eye contact can establish the mood of the conversation and create emotional intimacy between people. Burgoon, Guerrero, and Floyd (2022) found that eye contact, if done appropriately while learning language, can improve the speaker's credibility and result in a more positive

relationship with the audience. Furthermore, Windari and Hayati (2024) explained that the eye contact practice in drama can help students reduce their nervousness and relate to the audience. Eye contact can also be used effectively by students to show confidence and to make the interactions in a drama performance more dynamic.

4. Paralanguage (Intonation)

Paralanguage is the vocal cues of communication, e.g., intonation, volume, tempo, and stress. Voice is a part of paralanguage, but it is not about the words themselves; it is about the way they are said. For instance, in drama, the sentence "I am fine" can mean different things depending on the intonation. If said in a soft voice and with a falling pitch, it might mean sadness. If spoken in a firm voice and a high pitch, anger or rejection could be meant. This shows that intonation is very important in the transmission of meaning. Paralanguage is the nonverbal part of speech that involves pitch, rate of speech, vocal stress, and volume. Burgoon, Guerrero, and Floyd (2022) report that vocal variations can alter the emotional meaning of the same message. In addition, Matsumoto and Hwang (2018) mention that paralanguage is important in intercultural communication since intonations can mean different things in different cultures. Similarly, Kurniawan and Rahmah (2021) found that students who were trained in intonation regulation and vocal stress showed more expressive and natural performance compared to drama-based English language learning.

Paralanguage allows students to speak feelingly, not just to speak correctly. When students master paralanguage.

2.1.5. Forms and Functions Nonverbal Communication

The Forms and Functions of Nonverbal Communication come in many forms and serve many functions, all of which are important parts of the meaning-making process. In social situations, nonverbal communication can be used to reinforce or replace verbal messages. It may also create, or perhaps suggest, new implicit meanings. According to Knapp and Hall (2021), nonverbal communication includes body movement, facial expressions, vocal intonation, and spatial behavior, which are parts of the total meaning of a conversation. Within the framework of English language learning, and especially through drama activities, nonverbal kinds of communication are an important means of natural expression of feelings and cultural meanings.

1. Forms of Nonverbal Communication

Nonverbal communication is composed of many physical and vocal elements which are involved when transmitting meaning. Andersen (2015) identifies the main kinds of nonverbal communication as kinesics (body movement), paralanguage (vocal elements such as intonation and voice stress), proxemics (use of distance), haptics (touch), chronemics (use of time), and physical appearance. Each FormForm has its own meaning that may vary according to the social and cultural context.

The most important component of drama-based English learning is kinesics, which involves body movement, posture, and facial expressions. According to Burgoon, Guerrero, and Floyd (2022), body movement can add to messages and help students convey their emotions more accurately. Paralanguage in drama supports dialogue and allows the audience to feel the characters' emotions without being told. At the same time, paralanguage provides an emotional dimension to verbal messages through tone, tempo, and volume (Kurniawan & Rahmah, 2021).

Also, physical distance or proxemics plays a great role in determining interpersonal relationships. In drama learning, students learn how distance and body position on stage can affect the meaning of a scene and the emotional atmosphere it creates. Other kinds of touch, such as haptics (touch), are also used to reinforce social bonds. Windari, Hayati. (2024). The forms of touch in drama activities that are suitable for the context of the scene can increase the authenticity of the actors and the empathy between the actors.

Other forms of nonverbal communication are chronemics (time of interactions) and physical appearance. Chronemics is discipline and politeness in communication (Matsumoto and Hwang, 2018). Physical appearance helps make a first impression and helps the audience understand the character. These kinds of nonverbal communication, therefore, complement each other to produce a coherent and emotional meaning in the learning and execution process.

2. Functions of Nonverbal Communication

Verbal messages are not only supplemented by nonverbal communication but also encompass regulatory, expressive, and affective functions. Nonverbal communication serves five functions: complementing, substituting, contrasting, regulating, and emphasizing (Knapp & Hall, 2021). Complementing means adding to verbal messages, substituting means replacing verbal messages, contrasting means disagreeing with verbal messages, regulating means controlling the flow of the conversation, and emphasizing means adding an emotional aspect to messages. These functions are essential for successful and easy communication." Dash (2022) states that nonverbal communication plays a very important role in the delivery of messages that are difficult to express in words through facial expressions, gestures, posture and other body movements. Paralinguistic features (such as intonation, tone of voice, volume, and rate of speech) can also affect the interpretation of verbal messages by listeners. These nonverbal and vocal elements together make communication more expressive, more effective, and more meaningful. The success of the transmission of the message depends not only on the spoken words, but also on the proper use of nonverbal and paralinguistic components.

The first function of complementarity is the use of nonverbal communication to support the verbal message. For example, in drama, when a student says 'I am sorry' with a bowed head and low intonation, the message of apology is stronger and more meaningful. The message is realistic because

the audience will feel emotions from the facial expression, tone of voice, and body movements (Windari & Hayati, 2024).

Secondly, the substitution function allows us to substitute words with nonverbal communication. Matsumoto and Hwang (2018) state that a smile, a wave, or a thumbs-up may substitute a simple spoken message such as "thank you" or "good". Students often replace their memorized lines with body movements in English drama lessons, arguing that communication is fluid and meaningful.

Third, contradictory function occurs when verbal and nonverbal messages disagree. Burgoon, Guerrero, and Floyd (2022) state that when verbal messages are inconsistent with nonverbal messages, the audience is more likely to believe nonverbal messages because they are perceived as more truthful. This is particularly so in the teaching of drama where students must appreciate the unity of dialogue and body language so as not to be confused.

Fourthly, there is regulation of conversational flow in an organized manner. Nonverbal cues such as nodding, eye contact, and pauses in speech can influence turn-taking and willingness to respond (Knapp and Hall, 2021). In drama classes, nonverbal organizing helps the learners to understand the dynamics between the characters and to develop the smooth flow of dialogue on stage.

The fifth function is the emphasizing function, in which nonverbal communication is used to emphasize or reinforce certain parts of a verbal

message. Rzayeva (2025) states that the message is clearer and easier to understand for the audience when the tone of voice, gestures, or facial expressions are used to emphasize it. In drama, nonverbal stress (changes in intonation, eye contact) can increase tension and keep the audience's interest. Besides the five main functions above, recent research has found that nonverbal communication has affective and social functions. Nonverbal communication can also assist in establishing an emotional bond between teachers and students, which may result in a more pleasant and welcoming learning environment (Sjoraida, Syafrial, & Lubis, 2024). Moreover, Bedir and Daskan (2023) noted that in drama practice, nonverbal communication increased students' empathy and social awareness about different characters and cultures. The importance of nonverbal communication is not only linguistic but also pedagogical, as it contributes to the development of significant learning experiences.

To summarise, the forms and functions of nonverbal communication combine to create successful interactions. Form provides a physical and visual structure for the message. In contrast, function ensures that the meaning is received on an emotional and social level. The integration of forms and functions of nonverbal communication in drama-based English learning enables students to develop a broader range of communicative competence in which linguistic, expressive, and cultural skills work in harmony.

2.1.6. The Role of Nonverbal Communication in English Drama and English Language Teaching

Nonverbal communication plays a role in drama and English language acquisition because it develops not only linguistic but also expressive competence. In drama-oriented learning, students experience characters and emotions through gestures, facial expressions, posture, tone of voice, as well as recall the conversation. "Drama allows learners to combine verbal and nonverbal communication naturally so that they can deliver their meaning and emotion more naturally" (Windari & Hayati, 2024). This combination makes it possible to immerse oneself in the learning process, so that students perceive communication as a dynamic and holistic process, and not just language.

The relationship between drama and communication is also established in recent research on theater pedagogy in EFL contexts. Rahayu and Juhastri (2026) presented a pragmatic strategy to be applied in drama teaching. They stressed the value of viewing language as something that depends on context, interaction, and meaning. In their discussion, they suggest that learning through drama can offer learners the opportunity to reflect on the use of language in communicative situations rather than seeing dramatic texts as scripts to be memorized. In this sense, verbal communication is tightly relationship to the nonverbal and contextual components of the performance because learners need to comprehend the meaning, intents, and relationships between characters. Thus, a pragmatic perspective might contribute to a better understanding of English drama as a communicative learning context where students develop the

competence to express meaning through the integration of spoken language, expressions, gestures, and other performance behaviors. As stated by Rzayeva (2025), "Drama is also a wonderful technique in teaching foreign languages." Drama provides meaningful and participatory learning experiences. Role play, improvisation, and performance enable students to use language in real-life situations. They build confidence, communication skills and creativity. Drama also allows learners to express feelings and thoughts in an unrehearsed way, through speech and action. Thus, the integration of theatre in the teaching and learning of the English language helps the students to improve their communicative skills and performance. The body is also a pedagogical tool in the learning of languages (Zmorzynski, 2023). Physical movement and expressiveness can facilitate learners' cognitive and emotional participation in meaning-making.

This way of talking makes students like learning more because they get messages through action and not only repetition. In drama, the body turns into a tool for communication and understanding. Studies also show that acting improves students' emotional intelligence and intercultural sensitivity. According to Siregar (2021), Indonesian students tend to suppress gestures and expressions because it is culturally considered that emotion is unpleasant. Drama provides a safe creative space for students to explore these barriers and to experiment with freedom of expression in English, without fear of judgment. It is a process to help people become more confident, adaptable communicators on stage and in real life. According to Windari and Hayati (2024), theatre

activities can improve students' confidence, motivation, and empathy, as drama activities require verbal fluency and emotional involvement.

Students performing need to know the script, feel the characters' emotions and communicate them to the audience with conviction. The process develops awareness of language, but also paralinguistic awareness about meaning construction through voice, movement and expression. Therefore, nonverbal communication has a functional and transformative role in English-language drama. It is the language of interaction, of supporting spoken messages, of saying how we feel. It flips the way you develop self-awareness, self-confidence, and social-emotional learning. English drama teaching also has an important role for nonverbal communication as a supplement to language. Students will be taught how to deliver messages through facial expressions, gestures, and speech modulation to make a presentation more natural and expressive.

2.2. Review of Related the Findings

They have investigated the importance of nonverbal communication in learning English as a Foreign Language (EFL) and drama-based pedagogy. Most of these examinations concur that nonverbal factors such as gestures, facial expressions, posture, eye contact, and intonation play a role in enhancing students' understanding, confidence, and expressivity in communication. However, most previous studies have been focused on the development of verbal language skills, leaving nonverbal aspects relatively untouched, especially when

considering English language drama performances. This research attempts to fill this gap by looking at the role of nonverbal communication in students' comprehension of meaning and communicative competence.

Recent studies have also explored challenges and needs of teaching and performing English drama in EFL contexts. Rahayu, Juhastri and Jai (2026) investigated students' linguistic and performance difficulties in performing *Under the Gaslight* by Augustine Daly. Their findings indicate that EFL students may encounter difficulties not only in linguistic aspects but also in performance-related aspects when presenting dramatic texts. This finding is relevant to the present research because successful English drama performance requires students to coordinate spoken language with expressive performance. However, the present research focuses on the use of nonverbal communication such as facial expressions, gestures, eye contact, body movements and posture, and intonation in performing English drama.

In contrast, their research deals broadly with linguistic and performance problems. In another recent research, Rahayu and Juhastri (2026) discussed the use of a pragmatics approach to teaching drama in EFL contexts. Their research is concerned with the importance of teaching drama through meaningful communication and using language in context. The findings show that drama can be used not only for the development of the students' linguistic skills but also for the learners' understanding of meaning construction through interaction and context. This view is relevant to the present research as nonverbal communication is also very context-dependent. Facial expressions, gestures, eye

contact, body movements, and intonation may contribute to the interpretation of meaning during a dramatic performance. Nevertheless, the research does not specifically focus on the systematic analysis of students' nonverbal communication during English drama performances. Therefore, the present research extends this area by focusing specifically on how fifth semester EFL students use nonverbal communication in English drama performances.

As stated by Rzayeva (2025), nonverbal communication is an important bridge between the limitations of language and successful communication in foreign language classes. The significance of gestures and facial expressions is that they are suitable for maintaining the communication flow when the students do not have the vocabulary to express some ideas. Rzayeva's research also revealed that nonverbal cues are used to build emotional bonds and understanding between teacher and students. However, Rzayeva's research was limited in that it was restricted to a general classroom setting and did not include nonverbal behavior in performance or drama settings. Windari and Hayati (2024) also mentioned that drama-based learning improves students' self-confidence and expressive abilities through verbal and nonverbal communication. Their findings suggested students who participated in drama activities tended to speak English more naturally, learning how to insert body language, facial expressions, and vocal intonation. Drama helps learners to internalize emotions and communicate meaning better. However, this work mostly addressed the motivational aspects and did not take into account the systematic function of nonverbal communication as a learning focus.

In addition, Susanti (2019) also supports the effectiveness of drama in developing the students' fluency and emotional expression. Role-play helps students to express ideas and feelings at their ease. Therefore, language learning becomes more enjoyable and authentic. Her research results showed that drama allows learners to act communication and not just speak, which improves spontaneity and emotional intelligence. However, the research did not deal directly with the role of nonverbal communication in the general communicative competence of students. This may provide opportunities for further research, especially in the field of EFL drama. Based on Siregar (2021), we get a glimpse of how Indonesian students apply nonverbal communication based on culture. Many students are reluctant to make too many gestures or use open body movements because they are considered impolite in the culture. This leads them to often appear rigid or tentative in their expression and performance in English. The present research is thus motivated by the question of how cultural beliefs inform expressive behavior in English drama. In particular, it investigates how local students deal with the clash between cultural politeness and freedom of speech on stage. According to Zmorzynski (2023), embodied awareness is important in nonverbal communication and language teaching. He writes of the body as a way of learning, not just as an instrument of expression. "The students use the body to remember the language better and understand it more deeply. These results are consistent with Zmorzynski (2023), who found that the body does not get bored and that nonverbal strategies of teaching are not just a medium of expression but an active tool of learning. His research found that

facial expressions, gestures, and movements are responsible for emotional engagement and cognitive understanding. The more body language teachers and students use, the more dynamic and person-centered the learning is. This is in line with the premise of this research that nonverbal communication is the core in English drama performances and learning. Pratama and Eryansyah (2025) studied the use of drama to improve students' communication skills. They found that the students' fluency increased, but they still experienced challenges coordinating verbal and nonverbal aspects. Many performances lacked emotional depth as gestures and expressions did not align with spoken language. This discrepancy between linguistic adequacy and expressive consciousness is one of the main problems discussed in this research. The authors suggest that in teaching drama, nonverbal communication should be explicitly taught for holistic communicative competence. Moreover, Putri, Marbun, and Rosnija (2020) also found that drama improves students' motivation, pronunciation, and self-expression. Drama helps students to act out many roles and develop empathy, which can help to overcome anxiety. However, these studies mainly focus on drama as a motivational tool and not on nonverbal communication as the main object of research.

For instance, Al-Hebaish (2020) and Rzayeva (2025) demonstrate that teachers' nonverbal behavior such as eye contact, smiles, and open gestures has a positive effect on students' engagement and willingness to communicate. The synthesis of these findings yields three primary findings. First, nonverbal communication is important in creating meaningful and expressive language

learning experiences. Second, drama-based learning involves both verbal and nonverbal dimensions simultaneously, but most previous research has been focused on verbal outcomes. Third, there has been little research that investigates nonverbal communication in English language drama performances among Indonesian students. The present research attempts to address this gap by examining the use, interpretation, and internalization of nonverbal communication by EFL learners as a means of meaning-making and communicative development. This research therefore differs from previous work in three important respects. First of all, it "looks at nonverbal communication, not as an adjunct to. Secondly, it examines English-language drama as the research context with a focus on performative communication. Third, it provides a local Indonesian perspective, looking at the intersection of culture, expression, and communication. The present research attempts to extend the theoretical and pedagogical understanding of the working of nonverbal communication as a integral component in holistic language learning in EFL settings thru these foci.

2.3. Conceptual Framework

The conceptual framework of this research is built on the relationship of three major concepts: Nonverbal Communication, Drama in Language Learning, and Communicative Competence. These three concepts are interrelated and mutually reinforcing in the development of the students' ability to communicate efficiently and expressively in English. Nonverbal communication and drama as means of transmitting emotional and contextual meanings are pedagogical

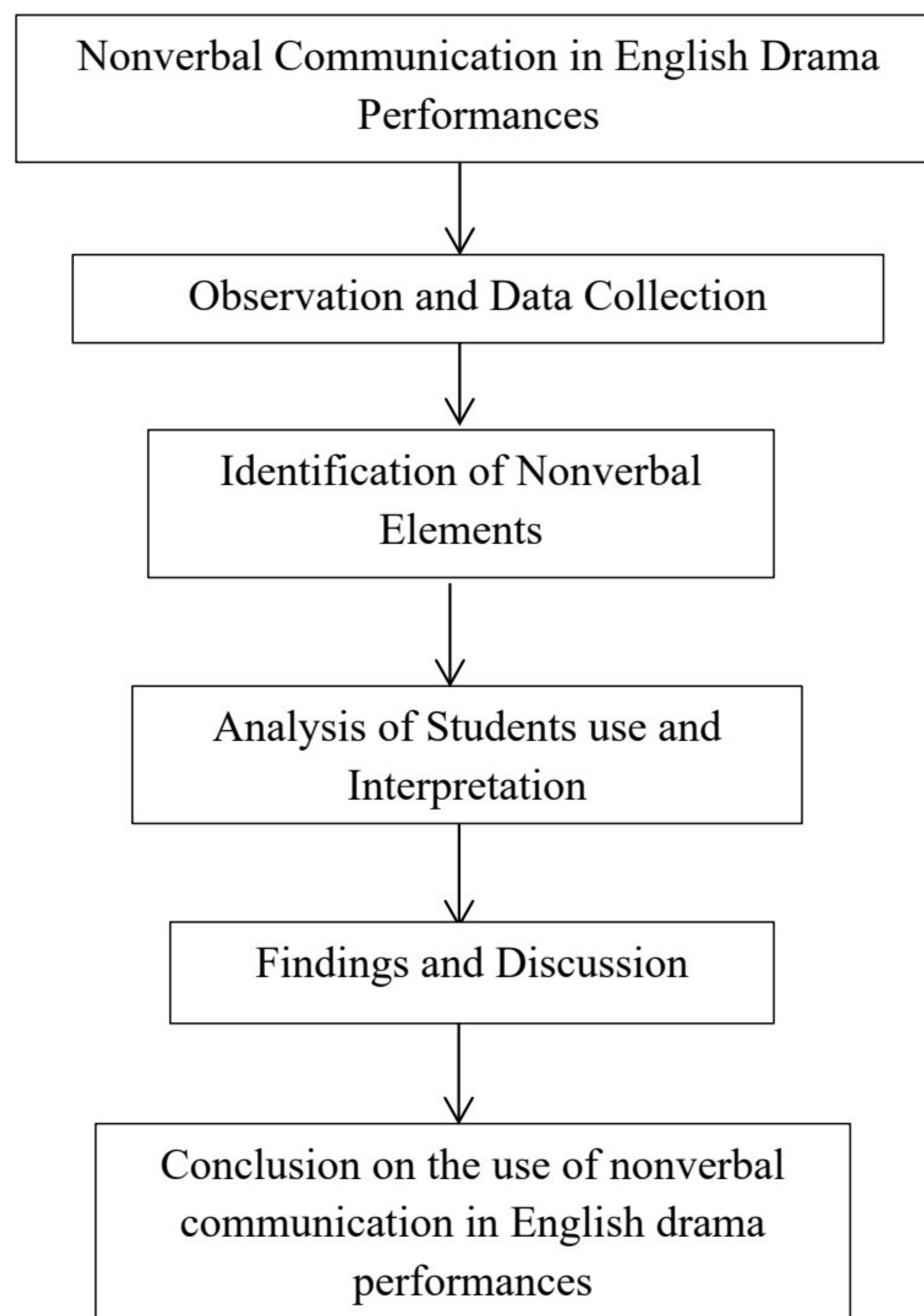
contexts for practicing such skills. The learning goal to be achieved through the combination of the two is communicative competence.

This framework involves a lot of nonverbal communication. Facial expressions, body movements, eye contact, and posture can be very effective in communicating messages and feelings that cannot be expressed in words (Rzayeva, 2025; Zmorzynski, 2023). The nonverbal parts are essential to break the language barrier and comprehend the emotions. Students act in English in English drama, and they can convey meaning and emotion through nonverbal communication. It makes language learning more vivid, engaging, and experiential. Communicative competence, in contrast, is the outcome of this process of incorporation. In this research, communicative competence is seen holistically; students should integrate linguistic accuracy, nonverbal expressivity, and cultural sensitivity in each English-language drama performance. The relation between these three main theories can be described as follows: nonverbal communication is a process, drama is a practice platform, and communicative competence is the output of learning. Drama-based learning enables students to practice coordinating speech, gesture, and emotion in real-life communication.

This process enables students to become fluent in language and develop expressive awareness, so that students can communicate cognitively and emotionally. In this research, the definition of communicative competence includes the accuracy of language, nonverbal expressiveness, and cultural sensitivity. The fifth semester students of the University of Pasir Pengaraian are expected to show how body language, tone of voice, and expression support the

verbal meaning through an English drama performance. The framework shows that communication is not only words, but also the way words are shown through gestures, emotions, and expressions that give meaning to interactions.

Figure 2.1 Conceptual Framework



This research builds on a conceptual framework to explain how nonverbal communication is analyzed in English drama performances. The research begins by observing and collecting data on student performances, which is the main data for the research. The researcher then identifies a number of nonverbal cues used by the students and investigates their use and impact. The

findings and discussion section presents the results of the analysis and ends with a discussion of the role of nonverbal communication in the development of students' communicative competence.

CHAPTER III

RESEARCH METHODOLOGY

This chapter presents the research methodology used in this research. It describes the research design, setting of the research, population and sample, instrumentation of the research, techniques of collecting the data, and techniques of analyzing the data. Each section explains the procedures employed to collect and analyze the data systematically in order to answer the research questions. Through this chapter, the researcher provides a clear description of how the research was conducted to ensure that the findings are presented systematically and comprehensively.

3.1. Research Design

This research used a descriptive quantitative design because the research was designed to explore and describe the use of nonverbal communication in English drama performance by the fifth semester students of the English Language Education Program, Faculty of Teacher Training and Education, University of Pasir Pengaraian. According to Sugiyono (2018), quantitative research is a research method used to investigate natural phenomena where the researcher is the key instrument, with descriptive data collection in the form of words, actions, and documents to understand a phenomenon holistically. Therefore, a descriptive quantitative approach was deemed appropriate as this research was not intended to test a hypothesis or explore the relationship among

variables, but to describe how students used nonverbal communication in English drama performances. The data were collected via observation, interviews, questionnaires, and documentation for a thorough exploration of the participants' use of facial expressions, gestures, eye contact, body movements and posture, and intonation in the context of English drama performances.

2.2. Setting of the Research

This research was carried out at the English Language Education Program, Faculty of Teacher Training and Education, University of Pasir Pengaraian. The research was carried out on students in their fifth semester taking the course Drama. This location was chosen because it provided a suitable environment for researching the use of nonverbal communication in the performance of English drama. The research was conducted in January 2026. The students acted out their English drama in the Drama Laboratory of the University of Pasir Pengaraian, as part of the activities of the Drama course. This environment enabled the researcher to observe the use of nonverbal communication by the participants in a more natural setting of performance. The researcher gathered data by observing the drama performances, conducting interviews, administering questionnaires, and documenting the data to get comprehensive data. The data provided a comprehensive picture of the way students used facial expressions, gestures, eye contact, body movements and posture, and intonation in their English drama performances.

3.3. Population and Sample

The population of this research was all fifth-semester students of the Drama course in the 2025/2026 academic year in the English Language Education Program, Faculty of Teacher Training and Education, University of Pasir Pengaraian. According to Sugiyono (2018), population is a general area consisting of objects or subjects that have certain characteristics determined by the researcher for analysis and conclusion. The population in this research consisted of sixteen students who had experience in English drama performances.

This research used a total sampling technique because the number of participants was relatively small. According to Sugiyono (2018), total sampling is a sampling technique in which all members of the population are selected as samples. Participants: The participants of this research were all the sixteen students taking part in the Drama course. They were appropriate for the research since they had experience in performing English drama and were able to give relevant information concerning the use of nonverbal communication in English drama performances.

3.4. Instrumentation of the Research

The research instruments are tools used by the researcher to collect data needed to answer the research questions. According to Sugiyono (2018), research instruments are used to collect data from participants based on the research objectives and variables being investigated. The main instrument used

in this research was a questionnaire. Observation, interviews, and documentation were used as supporting instruments. A questionnaire was used to collect quantitative data on students' perceptions of nonverbal communication and English drama performance. Meanwhile, supporting information to strengthen the questionnaire findings about the use of nonverbal communication during English drama performances was obtained through observation, interviews, and documentation.

Observation was done by observing the students' English drama performance in the Drama Laboratory of the University of Pasir Pengaraian. The main focus of the observation was on the use of nonverbal communication such as facial expressions, body movements and gestures, eye contact, and intonation. The observation results were used as supporting data to describe how the participants applied nonverbal communication during their drama performances.

The questionnaire was used as the main instrument to obtain quantitative data about the participants' perceptions of nonverbal communication and English drama performance. The questionnaire consisted of 45 statements based on the research indicators. Respondents rated each statement on a five-point Likert scale ranging from Strongly Agree (SA) to Agree (A) to Undecided (U) to Disagree (D) to Strongly Disagree (SD). The main quantitative findings of the research were the mean scores calculated on the questionnaire results.

The interview was used as a supporting instrument to collect more information about participants' experiences, opinions, and perceptions of the use of nonverbal communication in English drama performances. An interview is a

technique for collecting data through questions and answers between researchers and participants (Sugiyono, 2018). In this research, semi-structured interviews were conducted with the participants after all 16 participants had performed their drama performances. The interview questions were developed based on the research indicators and were used to clarify and support the findings obtained from the questionnaire and observation.

Documentation was used to support and strengthen the data obtained through the questionnaire, observation, and interviews. The documentation included photographs, video recordings of the students' performances of English drama, interview recordings, and other pertinent research materials. These documents provided further proof of the participants' use of nonverbal communication in the performances.

Table 3.1 Blueprint of Research Instruments

No.	Research Variable	Indicators	Instrument	Data Source
1.	Nonverbal Communication	Characteristics of Nonverbal Communication (continuous, expressive, spontaneous, and meaningful)	Questionnaire, Interview.	Fifth semester students
		Facial Expressions	Observation, Questionnaire, Interview, Documentation	Fifth semester students

		Body Movements and Gestures	Observation, Questionnaire, Interview, Documentation	Fifth semester students
		Eye Contact	Observation, Questionnaire, Interview, Documentation	Fifth semester students
		Intonation	Observation, Questionnaire, Interview, Documentation	Fifth semester students
2.	English Drama Performance	Features of English Drama Performance	Questionnaire, Interview.	Fifth semester students
		Characteristics of English Drama Performance	Questionnaire, Interview.	Fifth semester students
		Functions of English Drama Performance	Questionnaire, Interview.	Fifth semester students

3.5. Technique of Collecting the Data

According to Sugiyono (2018), data collection techniques are the most strategic step in research because the primary purpose of research is to obtain data. In descriptive quantitative research, data can be collected through various techniques, such as observation, questionnaires, interviews, and documentation. Therefore, this research employed observation, questionnaires, interviews, and

documentation to obtain comprehensive and in-depth data regarding the use of nonverbal communication in English drama performances.

Observation was conducted during the students' English drama performances in the Drama Laboratory of the University of Pasir Pengaraian. The researcher observed the participants' use of nonverbal communication, including facial expressions, eye contact, body movements or gestures, and intonation throughout the performances. The observation focused on identifying how nonverbal communication was used in the context of English drama performances. The findings from the observation were used as one of the primary data sources in this research.

The researcher conducted semi-structured interviews with all sixteen participants after the drama performances. The interview consisted of twenty questions developed based on the conceptual framework of this research, including ten questions on Nonverbal Communication and ten questions on English Drama Performance. During the interviews, the participants were encouraged to share their experiences and perceptions regarding the use of nonverbal communication in the performances. The interview data served as the primary source of information in this research.

The questionnaire was distributed to all sixteen participants to obtain supporting data regarding their perceptions of the use of nonverbal communication in English drama performances. The questionnaire consisted of statements developed from the research indicators and was completed individually by each participant. The results of the questionnaire were used to

support and confirm the findings obtained from the observation and interviews. This technique helped the researcher obtain additional information related to the research objectives.

Documentation was collected throughout the research process to support the research findings. The documentation included photographs, video recordings of the students' English drama performances, interview recordings, and other relevant documents related to the research. These documents were used as supporting evidence for the observation and interview data. Documentation also strengthened the credibility of the research findings through data triangulation.

3.6. Technique of Analyzing the Data

The data in this research were analyzed using descriptive quantitative analysis. According to Sugiyono (2018), descriptive analysis is used to describe collected data without making generalizations. In this research, the questionnaire data were analyzed by calculating the mean score of each statement and each research indicator. The questionnaire results were used as the main quantitative data to describe the students' perceptions of nonverbal communication and English drama performance. Meanwhile, the data obtained from observation, interviews, and documentation were analyzed descriptively as supporting data to strengthen and clarify the questionnaire findings.

The data from the questionnaire were analyzed by calculating the mean score using the following formula:

Mean = SUM of X / N.

Where: Mean = average score

ΣX = total score attained,

N = total number of respondents.

Sugiyono (2018) states that the average can be used to describe the average value of the data obtained from the respondent. In this research, the mean score was calculated for each questionnaire statement and then grouped according to the research indicators. The indicators of Nonverbal Communication included Characteristics of Nonverbal Communication and Kinds of Nonverbal Communication. Meanwhile, the indicators of English Drama Performance included Features of English Drama Performance, Characteristics of English Drama Performance, and Functions of English Drama Performance.

The mean scores were then interpreted based on the predetermined interpretation criteria. The interpretation was used to determine the level of participants' perceptions of each research indicator. Results were rated as Very High, High, Moderate, Low, and Very Low. Then the results were compiled and explained in simple language to get a clear picture of the participants' perceptions.

The interview data were analyzed descriptively by identifying the answers related to the research indicators. Sugiyono (2018) said that an interview is a technique to obtain data directly from the source by asking and getting answers. The interview responses were analyzed in this research to

obtain information regarding the participants' experiences and perceptions of using nonverbal communication in English drama performances. Similar responses were grouped based on the research indicators, and the selected responses were used as supporting evidence for the questionnaire findings.

The observation data were also analyzed descriptively based on the behaviors observed in students' English drama performances. The researcher concentrated on facial expressions, gestures, eye contact, and intonation. The results of observation, questionnaires, and interviews were supported and validated by documentation such as photographs, video recordings of drama performances, and interview recordings.

Finally, the results of the questionnaire, observation, interview, and documentation were compared to reinforce the interpretation of the findings. The questionnaire provided the main quantitative description, while observation, interviews, and documentation provided supporting information about the actual use of nonverbal communication during English drama performances. Thus, the analysis provided a comprehensive description of the use of nonverbal communication by fifth-semester students of the English Language Education Program, University of Pasir Pengaraian.