

Analizing Students Perception Toward Linguistic And Non Linguistic Factors Of Efl Lecturer

Aswin, Sam hermasyah

¹²³Universitas Muhammadiyah Sidenreng Rappang

Email: 09aswin10@gmail.com

ARTICLE INFO ABSTRACT

*Keywords:*EFL lecturers, students' perceptions, linguistic factors, non-linguistic factors, classroom communication, English language teaching.

©2026 Aswin

: This is an open-access article distributed under the terms of the Creative Commons Attribution

[4.0 International License](#).



Effective classroom communication plays a crucial role in English as a Foreign Language (EFL) teaching and learning, particularly in facilitating students' understanding, engagement, and interaction. This study aimed to analyze students' perceptions of the linguistic and non-linguistic factors demonstrated by EFL lecturers during classroom communication. Employing a descriptive qualitative research design, the study involved 20 third-semester students from the English Education Department, Faculty of Teacher Training and Education, Universitas Muhammadiyah Sidenreng Rappang, Indonesia. Data were collected through structured interviews and analyzed using descriptive analysis. The investigation focused on eight indicators categorized into two dimensions: linguistic factors, comprising pronunciation accuracy, appropriate stress, intonation and duration, word choice, and communicative appropriateness; and non-linguistic factors, including lecturers' calm and natural attitudes, gestures and facial expressions, voice volume, and speaking fluency. The findings revealed that students perceived both linguistic and non-linguistic factors as influential aspects of lecturers' classroom communication. Pronunciation accuracy and appropriate gestures and expressions received positive responses from all 20 participants (100%). Appropriate stress, tone, and duration, as well as communicative appropriateness, were identified by 19 participants (95%). Furthermore, 18 participants (90%) acknowledged the influence of lecturers' attitudes and speaking fluency, while 15 participants (75%) identified word choice and 14 participants (70%) recognized voice volume as influential factors. Overall, 143 of the 160 recorded responses (89.38%) indicated that the examined factors influenced students, whereas 17 responses (10.62%) indicated otherwise. These findings suggest that effective EFL classroom communication requires lecturers to integrate appropriate linguistic competence with supportive non-verbal communication skills. The study highlights the importance of clear pronunciation, effective verbal delivery, expressive gestures, and positive lecturer attitudes in creating a communicative and supportive English language learning environment.

INTRODUCTION

English as a Foreign Language (EFL) education plays an essential role in developing students' communicative competence, academic achievement, and participation in global communication. In higher education, English language instruction requires lecturers to demonstrate not only sufficient linguistic knowledge but also effective communication skills that facilitate meaningful classroom interactions. The success of English language teaching depends on various interconnected factors, including instructional strategies, classroom environments, learner characteristics, and lecturers' communication practices. Among these factors, linguistic and non-linguistic aspects of lecturers' communication are particularly important because they influence how students interpret instructional messages, understand learning materials, and participate in classroom activities. Therefore, investigating students' perceptions of these communication factors is necessary to understand how lecturers' verbal and non-verbal behaviors contribute to the teaching and learning process.

Classroom communication is a fundamental component of language education because it establishes the interaction through which knowledge, experiences, and ideas are exchanged between lecturers and students. According to Walsh (2011), classroom discourse represents a distinctive form of institutional interaction in which language functions both as a medium of instruction and as an object of learning. In EFL contexts, lecturers frequently use English to explain grammatical concepts, introduce vocabulary, provide instructions, and encourage students to communicate in the target language. Consequently, the linguistic characteristics of lecturers' speech may affect students' ability to follow explanations and participate effectively in classroom discussions. When lecturers communicate clearly and appropriately, students may experience fewer difficulties understanding instructional content and responding to classroom activities.

Linguistic factors refer to language-related characteristics that contribute to the effectiveness of spoken communication. These factors include pronunciation accuracy, appropriate placement of stress and intonation, word choice, and the suitability of expressions for particular communicative purposes. Pronunciation is especially important in English language instruction because it affects the intelligibility of spoken messages. Derwing and Munro (2005) emphasize that pronunciation instruction should prioritize intelligibility and comprehensibility rather than merely attempting to eliminate foreign accents. In classroom communication, accurate and comprehensible pronunciation enables students to recognize spoken words and understand lecturers' explanations more effectively. Conversely, unclear pronunciation may create misunderstandings and reduce students' confidence in interpreting spoken English.

Another important linguistic factor involves prosodic features, including stress, intonation, rhythm, and speech duration. These elements contribute to the organization and interpretation of spoken messages by signaling emphasis, communicative intentions, and relationships between ideas. Appropriate intonation may help lecturers distinguish questions from statements, emphasize important concepts, and maintain students' attention during instruction. Similarly, suitable speech rhythm and pacing can facilitate comprehension, particularly among learners who have limited exposure to authentic English communication. When lecturers speak excessively quickly or use inappropriate intonation, students may encounter difficulties processing information. Therefore, effective management of prosodic features constitutes an important aspect of instructional communication.

Word choice, commonly referred to as diction, also contributes significantly to the effectiveness of classroom interaction. Lecturers are expected to select vocabulary that corresponds to students' proficiency levels, learning objectives, and communicative situations. Nation (2001) highlights the central role of vocabulary knowledge in language learning and communication. In EFL classrooms, the use of unfamiliar or unnecessarily complex vocabulary may prevent students from understanding instructional explanations. In contrast, appropriate

vocabulary selection, supported by examples and contextual clarification, can make learning materials more accessible. Furthermore, lecturers must ensure that their expressions accurately communicate intended meanings and remain relevant to the topic being discussed.

Besides linguistic factors, non-linguistic aspects of communication contribute to the effectiveness of teaching and learning. Non-linguistic factors include lecturers' attitudes, gestures, facial expressions, voice volume, and speaking fluency. These characteristics influence how instructional messages are delivered and interpreted within classroom environments. Non-verbal communication may reinforce verbal explanations, communicate interpersonal attitudes, and establish a supportive atmosphere for student participation. Burgoon, Guerrero, and Floyd (2016) explain that non-verbal behaviors perform important functions in interpersonal communication, including expressing emotions, regulating interactions, and complementing spoken messages. In educational contexts, appropriate non-verbal communication can help lecturers communicate more naturally and maintain students' attention.

Lecturers' attitudes and emotional expressions represent important components of non-linguistic communication. A calm, approachable, and confident lecturer may create a classroom atmosphere in which students feel comfortable asking questions and expressing opinions. Conversely, excessively rigid or intimidating communication styles may discourage classroom participation. Effective classroom communication therefore requires lecturers to demonstrate flexibility, patience, and sensitivity toward students' learning needs. These characteristics are particularly relevant in EFL classrooms because students may experience anxiety when speaking English or responding to questions in front of their classmates.

Gestures and facial expressions are additional elements that support instructional communication. Gestures can illustrate meanings, emphasize important information, and provide visual support for verbal explanations. McNeill (1992) argues that gestures and speech are closely connected in the expression of meaning. In language classrooms, lecturers may use hand movements, facial expressions, and other bodily signals to clarify vocabulary, demonstrate actions, and communicate emotions. Such behaviors may help students interpret instructional messages, especially when linguistic explanations alone are insufficient. However, gestures should remain appropriate to the communicative context because excessive or irrelevant movements may distract students from the learning objectives.

Voice volume and speaking fluency also influence students' perceptions of classroom communication. Appropriate voice volume enables lecturers to communicate clearly across different classroom environments, while fluent delivery helps maintain the continuity of instructional explanations. Speaking fluency involves the ability to produce connected speech with appropriate pacing, limited unnecessary hesitation, and coherent expression. In educational settings, lecturers who communicate fluently may be perceived as more confident and easier to understand. Nevertheless, effective fluency should not be confused with excessive speaking speed, since students require sufficient time to process information and construct meaning.

Students' perceptions provide valuable information about the effectiveness of lecturers' communication practices. Perception involves the interpretation of experiences and stimuli based on individual knowledge, expectations, and contextual circumstances. Students may respond differently to identical communication behaviors because of differences in English proficiency, learning experiences, motivation, and personal preferences. Understanding these perceptions can help lecturers recognize communication practices that students consider beneficial or challenging. It can also provide a foundation for improving classroom interaction and adapting instructional delivery to students' learning needs.

Although linguistic competence and non-verbal communication have received considerable attention in language education, examining these factors together from students' perspectives remains important in specific institutional contexts. Previous research discussed in the original thesis addressed linguistic and non-linguistic influences on students' speaking

performance, challenges in English language learning, and difficulties associated with instructional communication. However, the present study specifically examines students' perceptions of lecturers' linguistic and non-linguistic communication characteristics in an Indonesian university EFL classroom.

Accordingly, this study was conducted among third-semester students of the English Education Department, Faculty of Teacher Training and Education, Universitas Muhammadiyah Sidenreng Rappang, Indonesia. It aimed to analyze students' perceptions of four linguistic indicators—pronunciation accuracy, appropriate stress, tone and duration, word choice, and communicative appropriateness—and four non-linguistic indicators—calm and natural attitudes, gestures and expressions, voice volume, and fluency. By examining these dimensions, the study seeks to provide contextual evidence concerning the communication characteristics students perceive as influential in EFL classroom interactions. The findings are expected to contribute practical insights for lecturers seeking to improve instructional communication and create more supportive English language learning environments.

LITERATURE REVIEW

2.1. Linguistic Factors in EFL Classroom Communication

Linguistic factors constitute essential elements of communication because they determine how language is produced, organized, and interpreted. In English as a Foreign Language (EFL) classrooms, lecturers' linguistic competence influences the clarity and accessibility of instructional explanations. Language serves not only as a subject of instruction but also as the primary medium through which teaching activities are conducted. Consequently, lecturers must demonstrate sufficient proficiency in pronunciation, intonation, vocabulary selection, and communicative appropriateness to facilitate effective classroom interaction.

According to Richards and Rodgers (2014), language teaching approaches are closely associated with assumptions about language, communication, and learning processes. From a communicative perspective, successful language instruction requires the meaningful use of language in appropriate contexts. Lecturers therefore need to consider how their linguistic choices influence students' understanding of instructional content.

Pronunciation accuracy is one of the most important linguistic characteristics in EFL teaching. Derwing and Munro (2005) distinguish between intelligibility, which concerns whether a spoken message is understood, and comprehensibility, which refers to the perceived ease of understanding speech. In classroom environments, lecturers' pronunciation can provide models for students while supporting the interpretation of instructional messages. Clear pronunciation may reduce misunderstandings and facilitate the recognition of English sounds and words.

Prosodic features, including stress, tone, intonation, and speech duration, also contribute to effective communication. These features help speakers emphasize important information, express communicative intentions, and organize spoken discourse. Appropriate intonation can support students' understanding of questions, explanations, and instructional directions. Similarly, suitable pacing allows learners sufficient time to process unfamiliar vocabulary and complex concepts.

Word choice, or diction, represents another essential linguistic factor. Nation (2001) explains that vocabulary knowledge plays a central role in language learning because words provide the foundation for expressing and understanding meaning. Lecturers should therefore select vocabulary according to students' proficiency levels and instructional objectives. Appropriate diction can improve comprehension, while excessively complex expressions may create communication difficulties.

Communicative appropriateness concerns the ability to deliver messages that correspond to the intended purpose, audience, and situation. Effective lecturers organize their explanations

logically, use relevant expressions, and ensure that instructional messages address students' learning needs.

2.2. Non-Linguistic Factors in EFL Classroom Communication

Non-linguistic factors refer to communication characteristics that extend beyond the linguistic content of spoken messages. These include attitudes, body movements, facial expressions, voice volume, and speaking fluency. Such factors influence interpersonal relationships and contribute to the interpretation of communication within educational environments.

Burgoon et al. (2016) explain that non-verbal communication performs several interpersonal functions, including expressing attitudes, conveying emotions, and regulating interactions. In EFL classrooms, lecturers' non-verbal behaviors may reinforce spoken explanations and contribute to a supportive learning atmosphere.

A calm and natural attitude represents an important characteristic of effective instructional communication. Lecturers who demonstrate confidence, patience, and approachability may encourage students to participate actively in learning activities. Positive attitudes can also help establish respectful relationships between lecturers and students.

Gestures and facial expressions provide additional channels for communicating meaning. McNeill (1992) emphasizes the relationship between gestures and spoken language, suggesting that both contribute to the expression of ideas. In EFL instruction, gestures can illustrate vocabulary, clarify instructions, and emphasize important concepts. Facial expressions may also communicate encouragement, enthusiasm, or concern during classroom interactions.

Voice volume contributes to the audibility and clarity of spoken messages. Lecturers must adjust their voice levels according to classroom size, background noise, and students' listening needs. An excessively soft voice may prevent students from hearing explanations, whereas an unnecessarily loud voice may create discomfort.

Speaking fluency is another important dimension of oral delivery. Fluency involves the ability to communicate with appropriate speed, continuity, and coherence. Although fluency is frequently classified as a dimension of speaking proficiency, the original research framework categorizes it as a non-linguistic factor associated with lecturers' delivery. This classification is retained in the present study to maintain consistency with its research instrument.

2.3. Students' Perceptions of Lecturers' Communication

Students' perceptions are important indicators of how instructional communication is experienced and interpreted. Perceptions may be influenced by learners' linguistic competence, previous experiences, expectations, and individual learning preferences. Consequently, communication practices that are effective for some students may be perceived differently by others.

In EFL learning, students depend on lecturers to provide understandable linguistic input and appropriate instructional guidance. Krashen (1982) emphasizes the importance of comprehensible input in second-language acquisition. Although this theoretical perspective primarily addresses language acquisition, it also highlights the relevance of understandable classroom communication.

Students' perceptions of lecturers' pronunciation, word choice, attitudes, and gestures may therefore provide useful information about instructional accessibility. Positive perceptions may indicate that particular communication behaviors are considered supportive, while negative perceptions may identify areas requiring improvement. However, students' perceptions should not automatically be interpreted as objective evidence of improved language proficiency or academic achievement.

2.4. Previous Related Studies

Several previous studies discussed in the source thesis provide a foundation for investigating linguistic and non-linguistic factors in English language education.

Hidayah (2021) investigated the influence of linguistic and non-linguistic factors on

elementary school students' speaking performance at SDN 144 Buhung Lantang, Bulukumba Regency. The study reported improvements in students' speaking performance and emphasized the relevance of linguistic and non-linguistic elements to oral communication.

Chuzaimah (2012) examined non-linguistic problems associated with English language learning at MAN Palopo. The research identified several instructional challenges involving learning objectives, educators, students, teaching methods, and instructional media. These findings suggested that effective English language education depends on factors beyond language knowledge alone.

Meutia, Wiandari, and Husaini (2020) investigated non-linguistic problems experienced by students when speaking English. Their findings identified anxiety, nervousness, embarrassment, self-confidence, motivation, instructional methods, and learning materials as relevant factors influencing students' speaking experiences.

Although these studies provide insights into linguistic and non-linguistic issues, their primary emphasis differs from the present investigation. The current study focuses specifically on students' perceptions of the communication characteristics demonstrated by EFL lecturers, rather than students' own speaking difficulties or broader institutional learning problems.

2.5. Conceptual Framework

The conceptual framework of this study integrates two principal dimensions of EFL lecturers' classroom communication: linguistic and non-linguistic factors. Linguistic factors consist of pronunciation accuracy, appropriate stress, tone and duration, word choice, and communicative appropriateness. Non-linguistic factors comprise calm and natural attitudes, appropriate gestures and expressions, voice volume, and speaking fluency.

These eight indicators serve as the basis for investigating students' perceptions through structured interviews. The framework assumes that students can identify whether particular communication characteristics influence their classroom learning experiences. By analyzing their responses, the study seeks to describe the perceived importance of linguistic and non-linguistic communication factors in EFL instruction.

3. RESEARCH METHOD

3.1. Research Design

This study employed a descriptive qualitative research design to investigate students' perceptions of linguistic and non-linguistic factors demonstrated by English as a Foreign Language (EFL) lecturers during classroom communication. A descriptive qualitative approach was considered appropriate because the study focused on identifying and describing students' experiences and perceptions rather than testing experimental relationships between variables.

Creswell (2009) explains that research design provides a systematic framework connecting research questions, data collection procedures, and analytical strategies. Similarly, Fraenkel and Wallen (2012) describe qualitative research as an approach concerned with understanding the characteristics of situations, activities, and relationships. In accordance with these perspectives, the present study examined how students perceived specific communication behaviors demonstrated by their lecturers.

Although the research adopted a qualitative descriptive framework, the interview responses were also summarized using frequencies and percentages. This descriptive quantification enabled the researcher to identify how many students perceived each communication factor as influential. Therefore, the study combined qualitative data collection through interviews with descriptive numerical summaries without employing inferential statistical procedures.

3.2. Research Setting

The research was conducted at the English Education Department, Faculty of Teacher Training and Education, Universitas Muhammadiyah Sidenreng Rappang, South Sulawesi, Indonesia. The institutional setting was selected because English language instruction involves

regular classroom communication between lecturers and students.

The participants were third-semester undergraduate students enrolled in the English Education Department during the 2022 academic period. These students had experienced English language instruction delivered by lecturers and were therefore considered capable of providing perceptions regarding lecturers' communication characteristics.

The study concentrated on classroom communication involving linguistic and non-linguistic elements. Linguistic factors included pronunciation, stress and intonation, word choice, and communicative appropriateness. Non-linguistic factors included lecturers' attitudes, gestures and expressions, voice volume, and speaking fluency.

3.3. Population and Sample

The target population consisted of third-semester students of the English Education Department at Universitas Muhammadiyah Sidenreng Rappang. According to the population information presented in the original research methodology, the third-semester cohort consisted of 20 students, comprising seven male and thirteen female students.

All 20 students were included as research participants. Thus, the study involved the entire cohort identified in the population table rather than selecting a smaller sample from that group.

The participants were considered relevant because they had direct experiences of classroom communication with EFL lecturers. Their responses provided information about how specific linguistic and non-linguistic communication characteristics were perceived during instructional interactions.

The sample size was appropriate for the descriptive objectives of the original investigation. However, the findings were interpreted within the specific institutional context and were not intended to represent the perceptions of all EFL students in Indonesia.

3.4. Research Instrument

The primary instrument used in this study was a structured interview developed around eight indicators of lecturers' classroom communication. The interview was designed to obtain students' responses concerning whether specific linguistic and non-linguistic factors influenced their classroom learning experiences.

The linguistic dimension consisted of four indicators: pronunciation accuracy, appropriate placement of stress, tone and duration, word choice or diction, and accuracy of the intended communicative message.

The non-linguistic dimension also consisted of four indicators: calm and natural attitudes, appropriate gestures and facial expressions, voice volume, and speaking fluency.

Each indicator was examined through interview questions that allowed participants to indicate whether the communication characteristic influenced them. Responses were subsequently classified into two categories: affected and not affected.

The instrument therefore provided a consistent structure for gathering information across participants. Its use enabled the researcher to compare responses systematically and identify communication factors that students most frequently perceived as influential.

The original thesis does not provide sufficient evidence of formal instrument validation or reliability testing. Accordingly, no additional validation procedures are claimed in this methodological description.

3.5. Data Collection Procedures

Data collection was conducted through direct structured interviews with the participating students. The interview method was selected because it allowed the researcher to obtain information directly from respondents concerning their experiences of EFL lecturers' classroom communication.

The researcher first identified the participants from the third-semester English Education cohort. The interview questions were then organized according to the linguistic and non-linguistic indicators established in the conceptual framework.

During the interviews, students were asked about the perceived influence of lecturers'

pronunciation accuracy, stress and intonation, diction, communicative appropriateness, attitudes, gestures, voice volume, and fluency. Each participant responded to the same eight communication indicators.

The researcher recorded the responses using the categories affected and not affected. This procedure produced a structured record of students' perceptions across the eight indicators.

With 20 participants responding to eight indicators, the study generated 160 indicator-level responses. These responses formed the basis for the descriptive analysis presented in the research findings.

The original thesis identifies structured interviews as the principal data collection method but does not specify the exact interview dates, duration of each interview, recording technology, or transcription procedures. Therefore, these procedural details are not added to the present description.

3.6. Data Analysis Techniques

The collected data were analyzed using descriptive analysis. The purpose of this approach was to organize, summarize, and interpret students' responses according to the established linguistic and non-linguistic indicators.

The first stage involved organizing the interview responses by participant and communication indicator. Each response was classified according to whether the student reported being affected or not affected by the relevant communication characteristic.

The second stage involved calculating the frequency of responses for each indicator. This procedure enabled the researcher to determine how many participants perceived each linguistic and non-linguistic factor as influential.

The third stage involved converting the frequencies into percentages to facilitate interpretation and comparison across indicators. Percentages were calculated using the following formula:

$$P = \frac{f}{N} \times 100\%$$

Where:

- P = Percentage of responses
- f = Frequency of responses in a particular category
- N = Total number of responses considered

For individual indicators, the denominator was 20 participants. For the overall response distribution, the denominator was 160 indicator-level responses.

The fourth stage involved comparing the findings across the two communication dimensions. This comparison helped identify which linguistic and non-linguistic factors received the highest frequencies of perceived influence.

Finally, the researcher interpreted the findings in relation to the study objectives and relevant concepts of classroom communication. The interpretation focused on describing students' perceptions rather than establishing causal relationships.

The original study did not report thematic coding procedures, inter-coder agreement, or inferential statistical tests. Consequently, the present analysis is characterized as descriptive rather than as a formal thematic analysis or hypothesis-testing procedure.

3.7. Scope and Methodological Limitations

The study was limited to students' perceptions of eight linguistic and non-linguistic communication factors demonstrated by EFL lecturers. It did not directly measure students' English proficiency, academic achievement, or changes in learning performance.

Furthermore, the research relied on self-reported interview responses. Therefore, the findings reflected students' perceptions and did not independently establish the actual effectiveness of lecturers' communication practices.

The relatively small number of participants and the single institutional setting also limited the generalizability of the findings. Nevertheless, the research provided contextual evidence concerning communication characteristics perceived as influential by undergraduate EFL

students.

These methodological considerations are important when interpreting the results. The findings should be understood as a descriptive account of students' reported experiences rather than definitive evidence of causal effects.

RESULT AND DISCUSSION

4.1. Results

This section presents the findings concerning students' perceptions of linguistic and non-linguistic factors in English as a Foreign Language (EFL) lecturers' classroom communication. The findings are based on structured interviews conducted with 20 third-semester students from the English Education Department, Faculty of Teacher Training and Education, Universitas Muhammadiyah Sidenreng Rappang, Indonesia.

The study examined eight indicators divided into two principal categories. Linguistic factors included pronunciation accuracy, appropriate stress, tone and duration, word choice (diction), and communicative appropriateness. Non-linguistic factors consisted of lecturers' calm and natural attitudes, appropriate gestures and facial expressions, voice volume, and speaking fluency.

The interview responses were classified into two categories: affected and not affected. These classifications indicate whether students perceived the relevant communication characteristic as influential in their classroom experience. The results are presented through descriptive frequencies and percentages.

4.1.1. Students' Perceptions of Linguistic Factors

Linguistic factors represent essential aspects of instructional communication because lecturers use spoken language to explain concepts, deliver instructions, and facilitate classroom interactions. The results indicated that students perceived all four linguistic indicators as influential, although the frequency of responses varied across indicators.

Table 1. Students' Perceptions of Linguistic Factors in EFL Lecturers' Classroom Communication

Linguistic factors	Affected	Not affected	Affected (%)
Pronunciation accuracy	20	0	100%
Appropriate stress, tone, and duration	19	1	95%
Word choice (diction)	15	5	75%
Communicative appropriateness	19	1	95%
Total responses	73	7	91.25%

Source: Descriptive analysis of the interview findings reported in Aswin's thesis (2022).

The findings reveal that pronunciation accuracy was the most frequently identified linguistic factor, with all 20 participants (100%) reporting that it influenced them. This result indicates that students consistently recognized the importance of lecturers' pronunciation in classroom communication. Clear pronunciation may help students identify spoken words, interpret explanations, and follow instructional activities.

Appropriate placement of stress, tone, and duration was identified by 19 participants (95%), while one participant (5%) reported not being affected. This finding suggests that most students were sensitive to the prosodic characteristics of lecturers' speech. Stress and intonation can emphasize important information, clarify communicative intentions, and support the interpretation of spoken messages.

Similarly, communicative appropriateness was identified as influential by 19 participants

(95%). This indicator concerns the suitability and clarity of lecturers' expressions in communicating intended messages. The finding suggests that students considered purposeful and understandable communication important during classroom interaction.

Word choice received comparatively fewer positive responses. Fifteen participants (75%) indicated that lecturers' diction influenced them, whereas five participants (25%) reported otherwise. Although this represented the lowest percentage among the linguistic indicators, the majority of students still acknowledged the relevance of appropriate vocabulary selection.

Overall, 73 of the 80 linguistic indicator-level responses (91.25%) were classified as affected, while seven responses (8.75%) were classified as not affected. These results suggest that linguistic characteristics were widely perceived as influential aspects of EFL lecturers' classroom communication.

4.1.2. Students' Perceptions of Non-Linguistic Factors

Non-linguistic factors also contribute to the way students interpret lecturers' communication. These factors concern the manner in which spoken messages are delivered, including body language, interpersonal attitudes, vocal delivery, and speaking fluency.

Table 2. Students' Perceptions of Non-Linguistic Factors in EFL Lecturers' Classroom Communication

Non-linguistic factors	Affected	Not affected	Affected (%)
Calm and natural attitudes	18	2	90%
Appropriate gestures and expressions	20	0	100%
Voice volume	14	6	70%
Speaking fluency	18	2	90%
Total responses	70	10	87.50%

Source: Descriptive analysis of the interview findings reported in Aswin's thesis (2022).

The findings demonstrate that appropriate gestures and facial expressions were the most frequently identified non-linguistic factor. All 20 participants (100%) reported that lecturers' gestures and expressions influenced their classroom experiences. This finding highlights students' recognition of non-verbal behaviors as important components of instructional communication.

Gestures and facial expressions may complement verbal explanations by illustrating meanings, emphasizing key information, and communicating emotional responses. In EFL classrooms, such visual cues may be particularly useful when students encounter unfamiliar expressions or complex instructional content.

Lecturers' calm and natural attitudes were identified by 18 participants (90%), while two participants (10%) reported not being affected. This result suggests that most students perceived lecturers' interpersonal presentation as an influential aspect of classroom communication. A calm and approachable communication style may help establish a supportive atmosphere for learning.

Speaking fluency received the same response distribution, with 18 participants (90%) identifying it as influential and two participants (10%) reporting otherwise. The finding indicates that students generally valued lecturers' ability to deliver explanations smoothly and coherently.

Voice volume received the lowest percentage among the non-linguistic indicators. Fourteen participants (70%) reported that it influenced them, whereas six participants (30%) indicated that it did not. This variation may reflect differences in students' listening preferences, classroom experiences, or perceptions of appropriate vocal delivery. However, the interview data do not establish the specific reasons for these differences.

Overall, 70 of the 80 non-linguistic indicator-level responses (87.50%) were classified as affected, while ten responses (12.50%) were classified as not affected. These findings

demonstrate that non-linguistic communication characteristics were also widely perceived as influential by the participants.

4.1.3. Overall Comparison of Linguistic and Non-Linguistic Factors

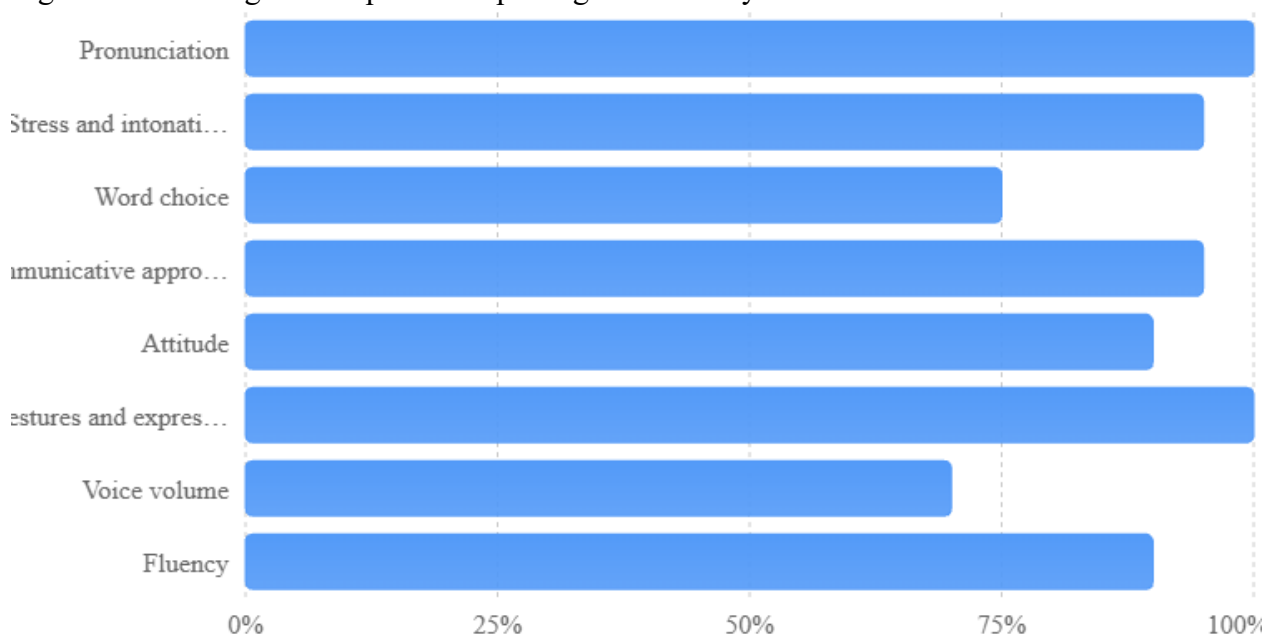
The overall findings demonstrate that both linguistic and non-linguistic characteristics were frequently perceived as influential by the participants. A comparison of the two dimensions provides additional insight into their relative prominence.

Table 3. Overall Comparison of Linguistic and Non-Linguistic Factors

Communication dimension	Affected responses	Not affected responses	Affected (%)
Linguistic factors	73	7	91.25%
Non-linguistic factors	70	10	87.50%
Overall	143	17	89.38%

Source: Calculated from the eight indicator totals reported in the original thesis.

Figure 1. Percentage of Responses Reporting Influence by Communication Factor



Percentage of participants selecting 'affected' for each indicator (n = 20).

The overall analysis identified 143 affected responses out of 160 possible indicator-level responses, equivalent to 89.38%. The remaining 17 responses, representing 10.62%, were classified as not affected. These findings indicate that the majority of responses acknowledged the perceived influence of lecturers' linguistic and non-linguistic communication characteristics.

The linguistic dimension produced a slightly higher percentage of affected responses (91.25%) than the non-linguistic dimension (87.50%). The difference of 3.75 percentage points suggests that linguistic characteristics were identified somewhat more frequently. However, the relatively small difference should not be interpreted as evidence of a statistically significant difference between the two dimensions.

Pronunciation accuracy and appropriate gestures and expressions received the highest frequencies, with all participants identifying these characteristics as influential. Conversely, voice volume and word choice received the lowest frequencies, although both were still identified by most participants.

These findings suggest that students recognized the relevance of both verbal and non-verbal aspects of classroom communication. Rather than functioning independently, these characteristics may complement one another during instructional interactions.

4.2. Discussion

4.2.1. The Importance of Linguistic Competence in EFL Classroom Communication

The findings demonstrate that linguistic factors were widely perceived as influential aspects of lecturers' classroom communication. The high proportion of affected responses suggests that students considered pronunciation, intonation, word choice, and communicative appropriateness relevant to their classroom experiences.

Pronunciation accuracy emerged as the most consistently identified linguistic indicator. All participants reported that lecturers' pronunciation influenced them, suggesting that pronunciation was a particularly salient feature of instructional communication. This finding is consistent with Derwing and Munro's (2005) emphasis on intelligibility and comprehensibility in second-language speech. Clear pronunciation can support listeners' ability to recognize spoken words and interpret messages accurately.

In EFL classrooms, pronunciation has an additional pedagogical function because lecturers frequently serve as sources of spoken English input. Students may encounter particular English expressions primarily through classroom instruction, especially when opportunities to communicate with English speakers outside the classroom are limited. Consequently, lecturers' pronunciation may shape students' perceptions of spoken language and their understanding of instructional explanations.

Nevertheless, pronunciation accuracy should not be interpreted as requiring native-like pronunciation. Effective communication depends primarily on whether spoken messages are understandable. Lecturers can therefore prioritize intelligibility, consistent articulation, and appropriate pronunciation models rather than attempting to eliminate all characteristics of their linguistic backgrounds.

The results also demonstrated that appropriate stress, tone, and duration were perceived as influential by 95% of participants. These prosodic characteristics contribute to the organization of spoken discourse and help listeners identify emphasis, meaning, and communicative intention.

For example, lecturers may use stress to highlight essential vocabulary, intonation to distinguish questions from statements, and pauses to separate complex explanations into understandable segments. Such practices can support students' processing of instructional information. Conversely, monotonous delivery or excessively rapid speech may make explanations more difficult to follow.

Communicative appropriateness also received a high response frequency. This finding suggests that students recognized the importance of lecturers' ability to communicate messages that correspond to instructional purposes. Effective classroom communication requires lecturers to present information logically, select relevant examples, and use expressions appropriate to students' proficiency levels.

Walsh (2011) emphasizes that classroom discourse is closely related to pedagogical purposes. From this perspective, lecturers' communication should be evaluated not only in terms of linguistic correctness but also according to its contribution to classroom interaction and learning opportunities.

Word choice received the lowest percentage among the linguistic factors, with 75% of participants reporting that it influenced them. This finding does not necessarily indicate that vocabulary selection was unimportant. Instead, it suggests variation in students' perceptions of its influence.

Students may differ in their familiarity with English vocabulary, their ability to infer meaning from context, and their expectations regarding instructional language. However, because the original interview data were summarized through binary responses, these possible explanations cannot be confirmed directly.

Nation (2001) emphasizes that vocabulary knowledge is fundamental to language comprehension and use. Accordingly, lecturers should select vocabulary that balances accessibility with opportunities for language development. Unfamiliar expressions can be

introduced through definitions, examples, contextual explanations, and repetition.

Taken together, the findings suggest that linguistic competence represents an important component of effective instructional communication. Lecturers need to consider how pronunciation, prosody, vocabulary, and communicative clarity influence students' experiences of classroom instruction.

4.2.2. The Role of Non-Linguistic Communication in Supporting EFL Learning

The findings also indicate that non-linguistic factors were widely perceived as influential. The overall affected-response percentage of 87.50% demonstrates that students recognized the relevance of lecturers' attitudes, gestures, expressions, voice volume, and speaking fluency.

Appropriate gestures and facial expressions emerged as the most frequently identified non-linguistic factor, with all 20 participants reporting their influence. This finding highlights the prominence of visual communication in EFL classroom interactions.

McNeill (1992) explains that gestures are closely connected with speech in the communication of meaning. Gestures can complement verbal explanations by illustrating actions, indicating relationships, and emphasizing important information.

In language teaching, gestures may be particularly useful when lecturers explain unfamiliar vocabulary or abstract concepts. For instance, lecturers may use hand movements to demonstrate directions, indicate differences in size, or illustrate sequences of events. Facial expressions can also communicate emotions and provide contextual information that supports students' interpretation of spoken messages.

The unanimous responses concerning gestures and expressions suggest that students were attentive to these communication characteristics. However, the findings do not establish whether gestures directly improved comprehension or learning achievement. Rather, they demonstrate that participants perceived such behaviors as influential.

Lecturers' calm and natural attitudes were identified by 90% of participants. This finding suggests that interpersonal presentation constituted another important dimension of classroom communication.

A lecturer who communicates calmly and confidently may create a more comfortable environment for interaction. Students learning English frequently need opportunities to ask questions, express uncertainty, and practice unfamiliar language forms. Supportive communication behaviors may encourage participation and reduce concerns about making mistakes.

Non-verbal communication research emphasizes that attitudes and emotions are communicated through facial expressions, posture, and interpersonal behaviors (Burgoon et al., 2016). In educational contexts, these characteristics may influence how students interpret lecturers' accessibility and responsiveness.

Speaking fluency was also identified by 90% of participants. Fluency contributes to the continuity and coherence of oral explanations. Lecturers who speak smoothly and organize their ideas clearly may be easier for students to follow during instructional activities.

However, fluency should be distinguished from speaking speed. Excessively rapid speech can create comprehension difficulties, particularly for students with developing listening proficiency. Effective instructional fluency therefore involves balancing continuity with appropriate pauses and pacing.

Voice volume received the lowest percentage among the non-linguistic factors, with 70% of participants identifying it as influential. Although most students recognized its relevance, the responses showed greater variation than those for other indicators.

Voice volume may be associated with classroom acoustics, seating arrangements, and individual listening preferences. Lecturers need to maintain sufficient audibility without relying on excessive loudness. Nevertheless, the original study did not collect detailed explanatory evidence concerning why some participants perceived voice volume as influential while others did not.

Overall, the findings suggest that non-linguistic characteristics form an important part of lecturers' classroom communication. Gestures, attitudes, and vocal delivery can complement linguistic explanations and contribute to how students experience instructional interactions.

4.2.3. Integrating Linguistic and Non-Linguistic Factors in EFL Instruction

An important implication of the findings is that linguistic and non-linguistic factors should be considered complementary dimensions of instructional communication.

The linguistic dimension concerns the verbal content and organization of messages, whereas the non-linguistic dimension concerns how those messages are supported and delivered. Effective communication requires coordination between these dimensions.

For example, when introducing new vocabulary, lecturers may pronounce words clearly, emphasize important syllables, provide contextual examples, and use appropriate gestures. Similarly, during classroom discussions, lecturers may combine suitable intonation with encouraging facial expressions and calm interpersonal behavior.

Such integration can make classroom communication more coherent and accessible. However, the present study did not directly examine interactions between individual linguistic and non-linguistic factors. Therefore, the complementary relationship described here represents a pedagogical interpretation rather than an experimentally demonstrated finding.

The slightly higher response percentage for linguistic factors suggests that students frequently recognized verbal characteristics as influential. Nevertheless, the strong responses concerning gestures and expressions demonstrate that non-verbal communication should not be overlooked.

Lecturers may benefit from reflecting on both dimensions when evaluating their classroom communication practices. Improving pronunciation and vocabulary selection alone may be insufficient if instructional delivery lacks clarity, expressiveness, or interpersonal sensitivity.

Similarly, engaging gestures and positive attitudes cannot fully compensate for unclear explanations or inappropriate language use. Effective instructional communication therefore involves the coordinated use of linguistic knowledge and supportive delivery behaviors.

4.2.4. Relationship to Previous Studies

The findings can be considered alongside previous research concerning linguistic and non-linguistic factors in English language education.

Hidayah (2021), as discussed in the source thesis, investigated linguistic and non-linguistic influences on students' speaking performance. While that research focused on elementary school students' speaking outcomes, the present study examined university students' perceptions of lecturers' communication characteristics. Both studies recognize the relevance of linguistic and non-linguistic dimensions, although their research populations and outcomes differ.

Chuzaimah (2012) investigated non-linguistic problems associated with English language learning, identifying issues involving educators, students, instructional methods, and learning environments. The present study extends the discussion toward specific communication behaviors demonstrated by lecturers.

Meutia, Wiandari, and Husaini (2020) examined non-linguistic difficulties experienced by students when speaking English, including anxiety, nervousness, and confidence-related concerns. Although the present study did not measure speaking anxiety directly, its findings concerning lecturers' attitudes suggest that interpersonal communication may be a relevant consideration when designing supportive classroom environments.

The present research contributes a more focused description of how undergraduate students perceive eight specific communication characteristics. Its principal contribution lies in documenting the relative frequency with which students identified these characteristics as influential in a particular Indonesian EFL university context.

4.2.5. Pedagogical Implications and Research Limitations

The findings offer practical considerations for improving EFL lecturers' instructional

communication.

First, lecturers should prioritize comprehensible pronunciation and appropriate prosodic delivery. Clear articulation, meaningful stress, suitable intonation, and manageable speaking pace can support the accessibility of instructional explanations.

Second, lecturers should consider students' proficiency levels when selecting vocabulary and organizing explanations. Complex terminology may require additional examples or clarification.

Third, lecturers can incorporate purposeful gestures and facial expressions to reinforce verbal messages. These behaviors should remain relevant to instructional content and avoid unnecessary distraction.

Fourth, lecturers should cultivate calm, approachable, and responsive communication styles. Such characteristics may contribute to a classroom atmosphere in which students feel comfortable participating.

Finally, lecturers should evaluate voice volume and fluency according to classroom conditions and students' listening needs.

Despite these implications, several limitations should be acknowledged. The study involved only 20 participants from one university department. Its findings therefore cannot be generalized to all EFL learners or higher education institutions.

Furthermore, the data were based on students' self-reported perceptions rather than direct observations of lecturers' communication or objective measures of learning outcomes. The binary response categories also limited the depth of information available regarding why participants considered particular factors influential.

Consequently, the findings should not be interpreted as demonstrating causal effects on students' English proficiency, academic achievement, or classroom participation.

Future studies could incorporate classroom observations, detailed semi-structured interviews, and larger samples across different institutions. Such approaches would enable researchers to investigate how linguistic and non-linguistic communication characteristics operate in authentic instructional situations and how students explain their perceptions.

Overall, the findings highlight the importance of considering both linguistic and non-linguistic characteristics when examining EFL lecturers' classroom communication. The strong response frequencies suggest that students recognized clear verbal delivery, appropriate gestures, positive attitudes, and fluent communication as relevant aspects of their classroom experiences.

Editorial note: The thesis contains an internal discrepancy: the narrative following Table 4.2 reports 17 affected responses for attitude and 15 for voice volume, whereas the table, abstract, and conclusion report 18 and 14 respectively. The version above follows the table, abstract, and conclusion, which agree with the reported overall total of 143 affected responses. These figures should be verified against the original interview records before journal submission.

5. CONCLUSION

This study investigated students' perceptions of linguistic and non-linguistic factors in EFL lecturers' classroom communication at Universitas Muhammadiyah Sidenreng Rappang, Indonesia. Based on structured interviews with 20 third-semester English Education students, the findings revealed that both linguistic and non-linguistic factors were widely perceived as influential aspects of classroom communication. The linguistic factors included pronunciation accuracy, appropriate stress, tone and duration, word choice, and communicative appropriateness, while the non-linguistic factors comprised lecturers' calm and natural attitudes, appropriate gestures and facial expressions, voice volume, and speaking fluency. Among the eight indicators, pronunciation accuracy and appropriate gestures and expressions received the highest responses, with all participants (100%) identifying these characteristics as influential.

Appropriate stress, tone and duration, and communicative appropriateness were recognized by 95% of participants, followed by lecturers' attitudes and speaking fluency (90%), word choice (75%), and voice volume (70%). Overall, 143 of the 160 indicator-level responses (89.38%) indicated perceived influence, whereas 17 responses (10.62%) indicated otherwise. These findings suggest that students recognize both verbal and non-verbal communication characteristics as important elements of EFL classroom interaction, with linguistic factors receiving a slightly higher proportion of positive responses than non

REFERENCES

1. Brown, H. D. (2007). *Principles of language learning and teaching* (5th ed.). Pearson Education.
2. Burgoon, J. K., Guerrero, L. K., & Floyd, K. (2016). *Nonverbal communication*. Routledge.
3. Celce-Murcia, M., Brinton, D. M., & Goodwin, J. M. (1996). *Teaching pronunciation: A reference for teachers of English to speakers of other languages*. Cambridge University Press.
4. Creswell, J. W. (2009). *Research design: Qualitative, quantitative, and mixed methods approaches* (3rd ed.). SAGE Publications.
5. Derwing, T. M., & Munro, M. J. (2005). Second language accent and pronunciation teaching: A research-based approach. *TESOL Quarterly*, 39(3), 379–397. <https://doi.org/10.2307/3588486>
6. Dörnyei, Z. (2001). *Motivational strategies in the language classroom*. Cambridge University Press.
7. Ellis, R. (2008). *The study of second language acquisition* (2nd ed.). Oxford University Press.
8. Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (2012). *How to design and evaluate research in education* (8th ed.). McGraw-Hill.
9. Gass, S. M., & Mackey, A. (2015). *Input, interaction, and output in second language acquisition*. Routledge.
10. Harmer, J. (2007). *The practice of English language teaching* (4th ed.). Pearson Longman.
11. Horwitz, E. K., Horwitz, M. B., & Cope, J. (1986). Foreign language classroom anxiety. *The Modern Language Journal*, 70(2), 125–132. <https://doi.org/10.1111/j.1540-4781.1986.tb05256.x>
12. Krashen, S. D. (1982). *Principles and practice in second language acquisition*. Pergamon Press.
13. McNeill, D. (1992). *Hand and mind: What gestures reveal about thought*. University of Chicago Press.
14. Nation, I. S. P. (2001). *Learning vocabulary in another language*. Cambridge University Press.
15. Nussbaum, J. F. (1992). Effective teacher behavior. *Communication Education*, 41, 167–180. [Bibliographic details require verification.]
16. Richards, J. C., & Rodgers, T. S. (2014). *Approaches and methods in language teaching* (3rd ed.). Cambridge University Press.
17. Rost, M. (2011). *Teaching and researching listening* (2nd ed.). Pearson Education.
18. Thornbury, S. (2005). *How to teach speaking*. Pearson Longman.
19. Ur, P. (1996). *A course in language teaching: Practice and theory*. Cambridge University Press.
20. Walsh, S. (2011). *Exploring classroom discourse: Language in action*. Routledge.
21. Amalia, A. P., Hermansyah, S., Sadapotto, A., & Syahrir, L. (2024). Applying project-based learning to enhance students' English public speaking skills at MTs YMPI Rappang. *INTERACTION: Jurnal Pendidikan Bahasa*, 11(2), 960–968. <https://doi.org/10.36232/interactionjournal.v11i2.1199>
22. Apriyani, R. D., Hermansyah, S., Isumarni, & Syamsu, T. (2026). Enhancing students' speaking fluency through roleplaying segmented scenes from *Inside Out 2*: A descriptive qualitative study. *INTERACTION: Jurnal Pendidikan Bahasa*, 13(1). <https://doi.org/10.36232/interactionjournal.v13i1.5627>
23. Argeta, S., Hermansyah, S., Hikmah, N., & Isumarni. (2025). Strategies for one-on-one interaction to enhance English speaking skills among EFL students at MTs YMPI Rappang. *INTERACTION: Jurnal Pendidikan Bahasa*, 12(1), 1201–1211.

<https://doi.org/10.36232/interactionjournal.v12i1.3833>

INTERACTION: Jurnal Pendidikan Bahasa

24. Hermansyah, S., Astinah, A., Mohamed, S. H. S., & Nirmala, M. (2024). The improvement of English speaking skills for elementary school students through the role play method: A study at a course center in Sidrap Regency. *Civitas: Jurnal Pengabdian Masyarakat*, 1(2), 104–111. <https://doi.org/10.61978/civitas.v1i2.715>
25. Hermansyah, S., Usman, M., & Syamsu, T. (2026). Developing digital learning media for teaching public speaking to improve English skills of junior high school students. *International Journal of Special Education*, 41(16s), 502–509. <https://mail.internationalsped.com/index.php/ijse/article/view/5027>
26. Namirta, S. P., Syamsu, T., Nurhikmah, Buhari, & Hermansyah, S. (2026). Improving students writing skills through picture-based dictation method: A creative approach. *INTERACTION: Jurnal Pendidikan Bahasa*, 13(1), 981–994. <https://doi.org/10.36232/interactionjournal.v13i1.5934>
27. Usman, M., Sari, H., Hermansyah, S., Maming, K., Kahar, A., Hasan, & Elfahmi, F. K. (2025). Understanding Indonesian students' reading knowledge in digital literacy within socio-cultural of rural middle schools. *International Journal of Information and Learning Technology*, 42(5), 432–448. <https://doi.org/10.1108/IJILT-12-2023-0239>