

CHAPTER I

INTRODUCTION

This chapter presents an introduction of the study that explains the reasons of accomplishing this research. In addition, it has the research questions that come up with some cases, goals of the study that show the aims of conducting this research, significance of the study. Furthermore, scope and limitation of the study are also presented in this chapter. Finally, definition of key terms defining the variables used in this research is also provided to avoid misunderstanding of those terms.

A. Background of the Study

Teacher is expected to establish effective teaching strategies to help students engage in learning, develop thinking skills, and keep students on task. Effective teaching will also lead to improved student achievements that matter to their future success. Coe stated that there are six components of effective teaching.¹ They are pedagogical content knowledge, quality of instruction, classroom climate, classroom management, teacher beliefs, and professional behaviours. Effective teaching will likely involve a combination of these components that manifested at different times. Therefore, effective teaching can be achieved by teachers only if they demonstrate all of the components.

Effective teaching is closely related with effective teacher and effective instruction because the terms have been used interchangeably in much of the research literature.² This reflects the fact that the primary nature of a teacher's work is teaching or instruction that generally carried out in the classroom. Rosenshine stated that the ultimate aim of identifying the generic components of effective teaching may influence the profiles of effective teachers. Furthermore, effective teachers ensured that their students effectively acquired, rehearsed, and connected by providing a good

¹ Robert Coe, et.al., "What makes great teaching?". *Review of the underpinning research - Durham University*, October 2014, 2.

² James Ko, et.al., *Effective Teaching* (Berkshire: Education Development Trust, 2014), 12.

deal of instructional support.³ Instructional support obviously affects the classroom activities because it involves giving the students information, telling them how they are going to do the activities, putting them into pairs or groups, and finally closing things down when it is time to stop. In addition, Harmer also argued that one of the most important teacher roles as organizer is to organize students to do various activities.⁴ It is vitally important for teachers to get this role right when it is required. If the students do not understand what they are supposed to do, they may not get full advantage from an activity. If teachers fail to give and explain the instructions to the students, chaos will ensue, and the activity may be wasted.

It is then very essential for teacher to convey clear instructions during teaching learning process. Smart and Marshall stated that teacher instructional practices influence student learning in a variety of ways⁵. Student outcomes such as achievement, motivation, and efficacy have been associated with multiple aspects of teacher instructional practices in the classroom. In particular, interactions between students and teachers have the potential to shape the course of student learning. In other words, student comprehension can be achieved through instructional conversation between teacher and students in the classroom.

Classroom management, classroom climate and instruction are the three factors to address in teaching that had statistically significant positive impacts on student academic outcomes. Ko argued that instruction is the most crucial factor among all.⁶ Teachers need to have specific techniques to give instruction. Scrivener argued that gestures and facial expressions are an important techniques to use in order to support instruction.⁷

³Barak Rosenshine, "Principles of Instruction (Research-Based Strategies That All Teachers Should Know)". *American Educator*, Spring 2012, 12.

⁴Jeremy Harmer, *The Practice of Language Teaching - Third Edition* (Edinburgh: Pearson Education Limited, 2001), 58.

⁵Julie B. Smart and Jeff C. Marshall, "Interactions between Classroom Discourse, Teacher Questioning, and Students Cognitive Engagement in Middle School Science". *Journal of Science Teacher Education*. Vol. 24 Issue 2, 2013, 249.

⁶James Ko, et.al., *Effective Teaching* 45.

⁷Jim Scrivener, "*Classroom Management Techniques*" (Cambridge: Cambridge University Press, 2012), 128.

Harmer also added that it is especially useful to use gesture to provide comprehensible input.⁸ Teacher requires themselves to perform the gesture as we may not deny that teacher is a kind of teaching aid. However, gestures as the teaching aid may seem acceptable in one situation or place, but it will not be appropriate in another. Teachers need, therefore, to use them with care in order to get the best advantage of it.

According to Scrivener, The most fundamental reason why teacher associates their instruction with gestures is because gestures can help reduce unclear teacher talk when giving instructions.⁹ Gestures are spontaneous, speech-related movements of hands which acquire a communicative value through the conjoint interpretive effort of teacher and students¹⁰. Riseborough also has attempted an investigation to prove that speech accompanied by gestures communicates more effectively than speech without gestures.¹¹ This means that the times when teachers can mediate the instructions with gestures are critical moments in any lesson. If students get them wrong, they will cause problems that ripple through the following activity and the rest of the lesson. Sadly, the real problem was actually the original instructions not the students who have failed to understand what they are expected to do.

Although gestures have been proven to mediate the instruction better, but teacher still pays little attention to it. Surkamp stated that English language classes have traditionally emphasized verbal instruction.¹² A combination of instruction and gesture in English language classroom can make students easier to interpret the messages or meanings of the instruction. Furthermore, it is also important for language students to become aware of the

⁸Jeremy Harmer, *The Practice of Language* 64.

⁹Jeremy Harmer, *The Practice of Language* 56.

¹⁰Daniela Sime, "What do learners make of teachers' gestures in the language classroom?". *International Review of Applied Linguistics in Language Teaching*. Vol. 44 Number 2, 2006, 212.

¹¹Margaret G. Riseborough, "Physiographic gestures as decoding facilitators: Three experiments exploring a neglected facet of communication". *Journal of Nonverbal Behaviour*, Vol. 5 Issue 3, March 1981, 172.

¹²Carola Surkamp, "Non-Verbal Communication: Why We Need It in Foreign Language Teaching and How We Can Foster It with Drama Activities". *Scenario (Language, Culture, Literature)*. Vol.8 Issue 2, 2014, 12.

gesture role in instructional conversation. Therefore, both teacher and students can actively and supportively engage in the classroom activities as they interchange the same desired meanings of the instruction.

This study focuses on conversational hand gestures. Krauss, Dushay, Chen and Rauscher defined conversational hand gestures as hand movement people often make that are synchronized with their speech, and to the listener some of these movements seem related to the meaning of the speech they accompany¹³. Furthermore, conversational hand gestures are made only by the person who is speaking. Those hand gestures provide visual support that helps students to understand what is being said. Moreover, the context of this study is about how teacher can give instructions, so the requirement to use the gestures belongs to the teachers. If teachers can associate their instructions with conversational hand gestures, it will promote students' better understanding which may lead to better achievement. They also allow teacher to say less, which by itself may help to make the instructions clearer. For example, the gesture of hand holding imaginary pen midair and wiggling along with the word 'write your answers' may well be sufficient to get the class organized. After using gestures a number of times, teacher can reduce the words they need to say – or even say nothing.

The subjects for this research are the students of microteaching class (PPL I) in English Teacher Education Department (ETED) at Sunan Ampel State Islamic University Surabaya (UINSA). They are in the 6th semester. Students have to pass this microteaching class in order to join the internship program at school (PPL II)¹⁴. The students of microteaching class are called student teachers.¹⁵ Microteaching class consists of 12

¹³Robert M. Krauss, Robert A. Dushay, Yishiu Chen, and Frances Rauscher, "The Communicative Value of Conversational Hand Gestures". *Journal of Experimental Social Psychology*, Vol. 31, 1995, 533.

¹⁴ Fakultas Tarbiyah dan Keguruan UIN Sunan Ampel Surabaya, "Pedoman Praktik Pengalaman Lapangan II (PPL II) Tahun 2016 Fakultas Tarbiyah dan Keguruan UIN Sunan Ampel Surabaya" (Surabaya: Fakultas Tarbiyah dan Keguruan UIN Sunan Ampel Surabaya, 2016), 1.

¹⁵Brian Garvey, "Microteaching: Developing the Concept for Practical Training". *British Journal of Educational Technology*, Vol. 9 No. 2, May 1978, 142.

student teachers. Their peers will play role as students when one practices teaching. Student teachers will have their teaching performances for 20 minutes. Microteaching class gives students the experiences of teaching before the real classroom teaching.

Student teachers are required to deliver clear instructions during the practice teaching, so their students will understand what they want them to do. The preliminary research data, on the other hand, shows that student teachers are confused to construct clear instructions. Moreover, they actually try to support their instructions with hand gestures, but the hand gestures do not really match with the instructions which make the students more confused and take much longer time to deliver a single instruction. There are only 4 from 12 student teachers in that microteaching class that are able to associate their instruction with appropriate hand gestures. It makes the activity go faster and smoother because the students understand what to do. As that problem occurred, it is essential to have further research and analysis to know how hand gestures can mediate the instructions given by student teachers. In other word, it is expected that the more frequent the gestures are used, the better instruction will occur. Thus, if student teachers can deliver instructions well during their practice teaching, they can have fundamental experience to help their professional development in real teaching.

ETED has accredited with A mark since 2015. This means that the students of ETED need to fulfill the expectation of upgraded teaching skills. This fact also goes hand in hand with the conversion of UINSA from institute to university that requires their students to enhance their quality into higher and better level. Furthermore, Sunan Ampel State Islamic University is in ongoing process to become World Class University. Salmi stated that becoming world-class university is not just simply for improving the quality of learning and research in tertiary education but also, more important, for developing the capacity to compete in the global tertiary education marketplace through the aquisition, adaptation, and creation of advanced knowledge.¹⁶ He added that there are three complementary factors to fulfill in order to become

¹⁶Jamil Salmi. *The Challenge of Establishing World-Class Universities*. (Washington, DC: The world bank, 2009), 3.

world-class university. They are a high concentration of talents (faculties and students), abundant resources to offer a rich learning environment and to conduct advanced research, and favorable governance features that encourage strategic vision, innovation, and flexibility. Thus, it is very essential for UINSA to meet those complementary factors to become world-class university.

The foremost determinant of world-class university is the presence of a critical mass of top students and outstanding faculty.¹⁷ UINSA is required to select the best and the most academically qualified students. The qualified students are expected to play an essential role in doing their research and resulting noteworthy outcomes from their faculty. When public sees the outcomes of UINSA qualified students, especially the teacher candidate in Tarbiyah and Teacher Training Faculty, it will have an irresistible appeal to any young person entering the field.

Several researches regarding to this issue have been widely conducted. In Ukraine, Tetyana Smotrova and James P. Lantolf have conducted the research entitled *The Function of Gesture in Lexically Focused L2 Instructional Conversations*. The study investigated the mediational function of the gesture-speech interface in the form of catchments in the instructional conversation that emerged as teachers attempted to explain the meaning of English words to their students in two EFL classrooms in the Ukraine. Teachers integrated gesture into their instructional talk as a way of remediating and improving student understandings. Students then signaled their modified understandings by appropriating and using the teachers' gestures in their own expressive moves.¹⁸

Another similar research is done by Daniela Sime entitled *What do learners make of teachers' gestures in the language classroom?* This study explored the gesture performance in EFL classroom, viewed mainly from the language learners' perspective¹⁹. Learners interpreted teachers' gestures in a functional manner and use these and other non-verbal messages

¹⁷Jamil Salmi. *The Challenge of Establishing* 20.

¹⁸ Tetyana Smotrova and James P. Lantolf, "The Function of Gesture in Lexically Focused L2 Instructional Conversations". *The Modern Language Journal*. Vol. 97 Issue 2, 2013, 397.

¹⁹ Daniela Sime, *What do learners make* 212.

and cues in their learning and social interaction with the teacher. Learners identified three types of functions that gestures play in EFL classroom interaction: cognitive, emotional, and organizational.

The third study comes from Khoirun Nisa Pesesa entitled *Student Teachers' Ability in Giving Instruction during Teaching Learning Process of Practice Teaching at UIN Sunan Ampel Surabaya*. This study focused on analyzing student teachers' ability in giving instruction and identifying the problem when they gave instruction. The result of the study showed that there are five steps used by student teacher in giving instruction, but not all student teachers applied the complete steps in giving instruction²⁰.

The last study is from Ni'matul Illiyun under the title *Teacher's Instructions Elements in English Outdoor Class at MA Bilingual Krian*. This study examined the English teacher's instructions elements applied in activities especially in students' working English outdoor class and the problems faced by English teacher in delivering the instructions such as students' attention, noise, voice and time in English outdoor class at MA Bilingual Krian.²¹

In general, the first and second previous researches commonly focused on the students' view about the teacher's gestures. While the third and fourth studies focused on the instructions without addressing gestures as the mediational strategies. Therefore, this research will investigate how gestures mediate teachers' instructions. This research will not only discuss about students' perspective but teachers' perspective of the gesture mediated instructions in classroom environments. This study is taken under consideration that the subjects of this research need to prepare their teaching skills before the real classroom practice.

All of above-mentioned reasons of this study, the researcher is trying to examine gesture-speech interface enacted in instructional conversation of student teachers in microteaching

²⁰ Khoirun Nisa Pesesa, Undergraduate Thesis: "*Student Teacher's Ability in Giving Instruction During Teaching Learning Process of Practice teaching at UIN Sunan Ampel Surabaya*" (Surabaya: UIN Sunan Ampel Surabaya, 2016), Viii.

²¹ Ni'matul Illiyun, Undergraduate Thesis: "*Teacher's Instructions Elements in English Outdoor Class at MA Bilingual Krian*" (Surabaya: UIN Sunan Ampel Surabaya, 2015), vi.

class of English Teacher Education Department at Sunan Ampel State Islamic University Surabaya in academic year 2016/2017 in order to find out the specific gestures in giving instructions used by student teachers in their teaching practice.

B. Research Questions

In relation to the background of the study previously outlined above, the problem of the study can be formulated as this following question:

1. What type of conversational hand gestures are commonly enacted by student teachers to give instruction in microteaching class?
2. How is conversational hand gesture enacted by student teachers to give instruction in microteaching class?

C. Objectives of the Study

Derived from formulated problem above, this paper will cover these cases:

1. To describe the types of conversational hand gesture enacted by student teachers to give instruction in microteaching class.
2. To illustrate the way how conversational hand gesture can help student teacher to give clearer instructions during the microteaching class.

D. Significance of the Study

The result of the study is expected to give contribution for both English learners and teachers. In particular, this study can be one of sources in recognizing and realizing gesture-speech related with the instructional conversation in the classroom setting.

For students who take English Teacher Education Department, this study can guide them and increase their awareness of gesture-speech interface that play essential role in the

instructional conversation in the classroom. Besides, this research can give extra information about one of students' strengths and weaknesses in implementing gesture-speech interface in the instructional conversation that can help their students understand the instructions better if they become the real teacher in the future.

Furthermore, this study can show alternative ways in conveying instructions in the classroom. As student teachers are possibly trapped by conventional and confusing way in giving instruction in the class, lecturers can begin to give explanation about the importance of gesture-speech interface when student teachers give instructions.

Additionally, this study can be the alternative way to upgrade professional development in teaching for students in Tarbiyah and Teacher Training Faculty because they will have longer internship program in the school in the next academic year.

E. Scope and Limitation of the Study

This scope of this study is hand gesture in instructional setting of teaching practice in English Language Learning. Specifically, the data is taken from students who do teaching practice in microteaching class through video recording to examine their conversational hand gesture when they give instructions. Purposely, there will be ten videos from five microteaching classes, so two videos of teaching practice from one class. The data will be analyzed with the theory of David McNeill about gestures and the theory of Donald C. Orlich about the instructions.

Furthermore, the study will be limited to 6th semester students of English Teacher Education Department in Sunan Ampel State Islamic University of Surabaya. They are called as student teachers. They enroll in Microteaching class in academic year 2016/2017. There are nine microteaching classes with four different lecturers, but the data is only taken from five classes with two different lecturers.

F. Definition of Key Terms

In order to have the same idea and concept in this study, the researcher clarifies the terms used in this study, as the details are:

1. Microteaching

Savas defined microteaching is when student teachers teach 15 minutes of their lesson in class to peers who assumed the role of learners in an EFL classroom²². Bell also defined microteaching as the common practice of having student teachers in educational method courses “teach” a lesson to their peers in order to gain experience with lesson planning and delivery.²³ In this study, microteaching is teaching practice done by 6th semester students of ETED with 20 minutes duration and their friends as the students followed by feedback from peers and lecturer at UIN Sunan Ampel Surabaya.

2. Student Teacher

Garvey defines student teachers as college students who practice the discrete skills of teaching in short teaching exercises with a small number of learners and a limited teaching objective.²⁴ The term ‘student teacher’ is also borrowed from Dewi²⁵. She defines this term as the sixth semester students of ETED of UINSA Surabaya who take a course of teacher training (PPL) and practice teaching in PPL classrooms. Student teachers in this study are the sixth semester students who take PPL course in academic year 2016/2017. They will do practice teaching for 20 minutes with their peers as students. There will be 12 to 15 student teachers in one microteaching class.

3. Conversational Hand Gestures

Krauss, Dushay, Chen and Rauscher defined conversational hand gestures as hand movement people often make that are synchronized with their speech, and to the

²² Perihan Savas, *Micro-teaching videos in EFL teacher education methodology courses: Tools to enhance English proficiency and teaching skills among trainees* (Turkey: Procedia, 2012), 732-733.

²³ Nancy D. Bell, “Microteaching: What is it that is going on here?”. *Journal of Linguistics and Education*, Vol.18, 2007, 24.

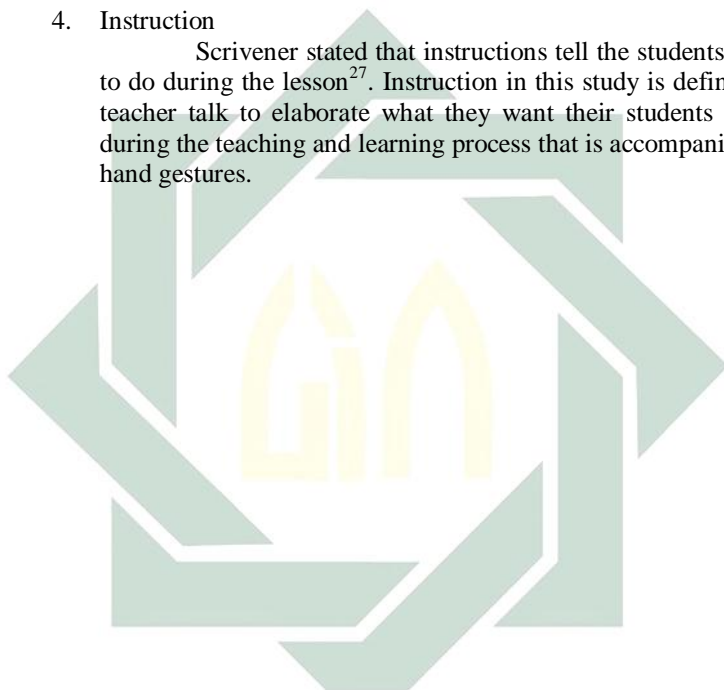
²⁴ Brian Garvey, “Microteaching: Developing 142.

²⁵ Sri Surya Dewi, Undergraduate Thesis: “*The Pedagogical Competence of Student Teachers at English Education Department of State Institute for Islamic Studies Sunan Ampel, Surabaya*” (Surabaya: IAIN Sunan Ampel Surabaya Press, 2013), 10.

listener some of these movements seem related to the meaning of the speech they accompany²⁶. Conversational hand gestures in this study means the hand gestures that accompany and are tied to speech to elaborate the content of instructions given by student teachers.

4. Instruction

Scrivener stated that instructions tell the students what to do during the lesson²⁷. Instruction in this study is defined as teacher talk to elaborate what they want their students to do during the teaching and learning process that is accompanied by hand gestures.



²⁶Robert M. Krauss, Robert A. Dushay, Yishiu Chen, and Frances Rauscher, "The Communicative Value 533.

²⁷ Jim Scrivener, *Classroom Management* 128.