

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

This chapter discusses about the conclusion of this research regarding the analysis of student teachers' conversational hand gestures in giving instruction. Furthermore, this chapter also contains the suggestion regarding the research for students, lecturers, and also the next researchers.

#### **A. Conclusion**

Based on the data in research findings which were presented in the previous chapter, there are several points that can be concluded as following description:

Student teachers enacted the conversational hand gestures to give instruction in microteaching class. The finding showed that the gestures supported the verbal elements in every step of instructions in order to give clearer understanding and active involvement of the students in the process of language learning. Student teachers used beat and iconic gestures to attract the students' attention that resulted the increasing time of students' focus on listening the teacher and task. In delivering the directions of the instruction, student teachers used deictic, iconic and beat gestures to manage the speech turn, organize group work, and assign various roles to students. Furthermore, student teachers mediated the expectation by gesturing to provide the meaning of particular lexical items of the instruction by eliciting the students with iconic, deictic and beat gestures. They next implemented deictic, iconic and beat gestures to restate the instruction whether the students had fully understood the instruction well. Lastly, student teacher followed up the instruction by monitoring the class in order to check the students' involvement in activities and to provide help for students who may be having difficult. The deictic and beat gestures were enacted to constantly observe the activities of the students.

There were only three out of four gestures that commonly used by student teachers to give instruction. The most chosen one was the deictic gestures. This gesture served different function in three steps: to deliver the directions, to restate the instruction, and

to follow up the instruction. In delivering directions, the deictic gestures served all the desired functions in this step such as managing the speech turn, organizing group work, and assigning various roles to students. Furthermore, the deictic gesture also helped teacher in restating and following up the instruction by checking the students' understanding about the instruction. Next, iconic gestures were mostly related with the students' catchment of the lexical items of the verbal instruction, so students would interpret the instruction correctly only if the gestural cues existed. Lastly, beat gesture aimed to attract the students' attention by providing repetitive hand action which also made sound to make the students immediately turn their head to it and start to listen and concentrate more to the teacher.

## **B. Suggestion**

The findings showed that the student teachers have already enacted the conversational hand gestures when they want to give instruction. However, the data also further suggested that the student teachers do not really take the gestures into account as the beneficial support for their instruction. Therefore, there are some suggestions from the researcher stated as follow:

1. For student teachers, they need to highlight and give serious consideration to incorporating instruction that raises awareness of the pedagogical role that gesture can play. Although someone may argue this recommendation by saying that gesture accompanying speech is generally produced unconsciously and spontaneously, but the planned and intentional use of teacher's gesture may influence the instructional conversation.
2. For the lecturers, they need to highlight this issue because the student teachers they taught in the microteaching class will later deal with the foreign language environment in which they need to provide any necessary support to make their real students comprehend the activities holistically. So, lecturers may inform the student teachers that there are several kinds of gestures they may employed intentionally in the real class to result students' better understanding.

3. For further researchers, as this study has a lot of weaknesses, it would be glad if some developments are made. Therefore, for the next researchers, completing the research by analyzing the real classroom situation will be interesting. Besides, relating the gestures with other functions beyond the organizational function such as cognitive function or emotional function is also remarkable to help English teachers in doing their responsibility. Moreover, if it is related with the students' perception of the teacher's gestures, the research will be so challenging to do.

