

**TEACHERS' HAND GESTURES AS NON-  
VERBAL COMMUNICATION IN ELT CLASSROOM  
AT SMP AL-KHAIRIYAH SURABAYA**

**THESIS**

Submitted in Partial Fulfillment of the Requirement for the Degree of

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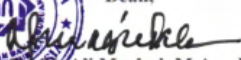
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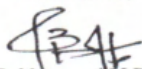
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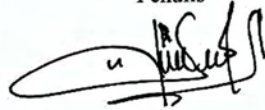
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## ABSTRACT

Lutfiyah, Diana, 2020, Teachers's Hand Gestures as Non-Verbal Communication in ELT Class at SMP Al-Khairiyah Surabaya. A Thesis. English Education Department, Faculty of Tarbiyah and Teacher Training, State Islamic University of Sunan Ampel Surabaya. Advisor: Dr. Hj. Arba'iyah YS, MA&Rakhmawati M.Pd

Key Word: *Hand Gesture, Non-verbal Communication, ELT Classroom.*

Hand gestures are one of technique commonly used by teachers in delivering speech. This study aims to investigate types of hand gestures as well as the benefit of using them that are used by teacher in teaching and learning process. This research is qualitative descriptive study that examines two teachers from two different eight grade classes. It takes four times observation for each class. From the interview conducted, this study resulted that there are two types of hand gestures generally used and three benefits of the use of them. The types of hand gestures are gesticulation and emblem types. While the benefits of using hand gesture are, teachers can easily clarify their ideas in explaining some difficult vocabularies, it can help students to understand the materials easily, and it reduces nervous toward the students and enjoy the class. This study hoped will be able to provide insight to teachers about the importance of using hand gestures in learning English by considering the benefits.

## ABSTRAK

Lutfiyah, Diana, 2020, Teachers's Hand Gestures as Non-Verbal Communication in ELT Classroom at SMP Al-Khairiyah Surabaya. A Thesis. English Education Department, Faculty of Tarbiyah and Teacher Training, State Islamic University of Sunan Ampel Surabaya. Advisor: Dr. Hj. Arba'iyah YS, MA&Rakhmawati M.Pd

Kata Kunci: *Gerakan Tangan, Komunikasi Nonverbal, Pembelajaran Bahasa Inggris.*

Gerakan tangan merupakan salah satu teknik yang biasa digunakan oleh guru dalam menyampaikan pidato. Penelitian ini bertujuan untuk mengetahui jenis gerakan tangan serta manfaat penggunaannya yang digunakan oleh guru dalam proses belajar mengajar. Penelitian ini merupakan penelitian deskriptif kualitatif yang meneliti dua guru dari dua kelas delapan yang berbeda. Penelitian ini membutuhkan empat kali observasi untuk masing-masing kelas. Dari wawancara yang dilakukan, penelitian ini menghasilkan bahwa ada dua jenis gerakan tangan yang umum digunakan dan tiga manfaat penggunaannya. Jenis gerakan tangan tersebut adalah gesticulation dan emblem. Sedangkan manfaat dari menggunakan gerakan tangan adalah, guru dapat dengan mudah menjelaskan ide-idenya dalam menjelaskan beberapa kosakata yang sulit, dapat membantu siswa untuk memahami materi dengan mudah, dan mengurangi rasa gugup terhadap siswa dan menikmati kelas. Penelitian ini diharapkan dapat memberikan wawasan kepada para guru mengenai pentingnya menggunakan isyarat tangan dalam pembelajaran bahasa Inggris dengan mempertimbangkan manfaat yang ada.



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## LIST OF ABBREVIATION

1. **NVC:** Non-verbal Behavior
2. **ELT:** English Language Teaching
3. **SMP:** Sekolah Menengah Pertama
4. **ASL:** American Sign Language
5. **EFL:** English Foreign Language
6. **TEFL:** Teaching English as a Foreign Language
7. **FSL:** French as Secondary Language
8. **STMIK:** Sekolah Tinggi Manajemen Informatika dan Komputer

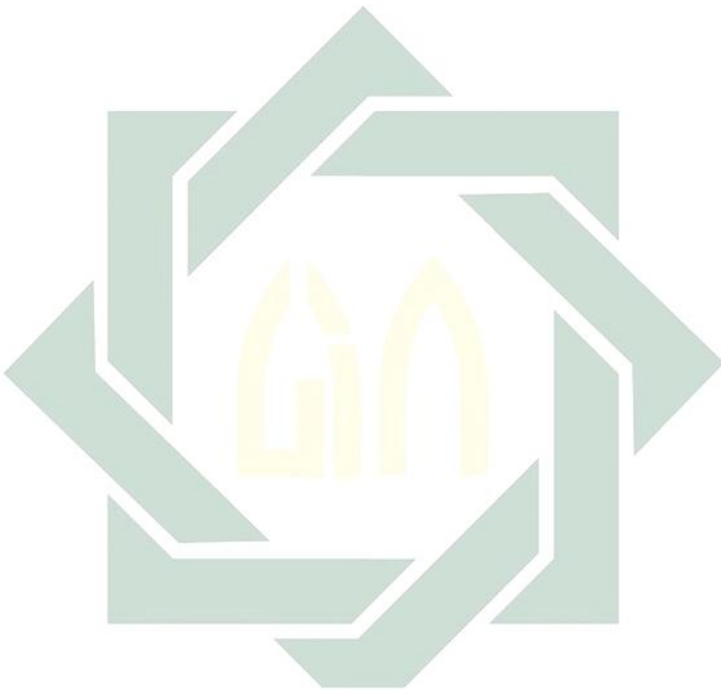


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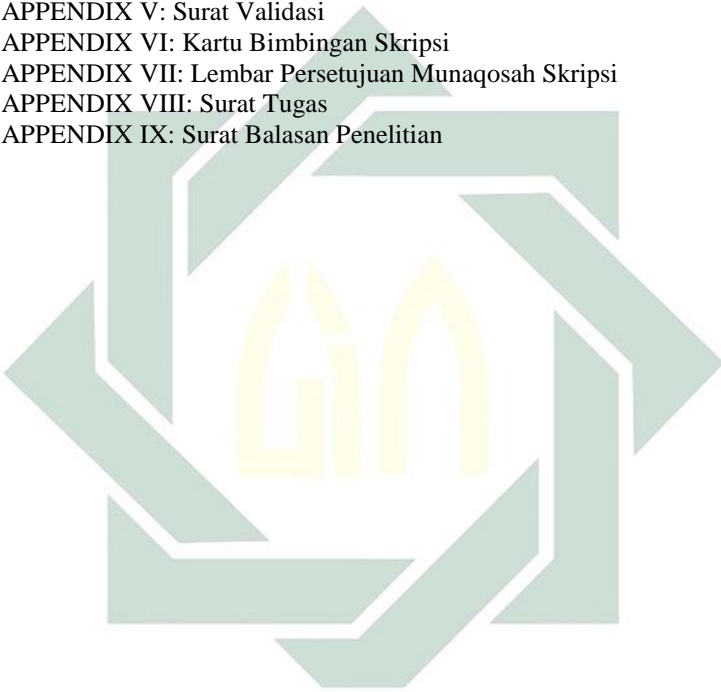
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## CHAPTER 1

### INTRODUCTION

This chapter provides an introduction that gives an overview in accomplishing this research accordance with title, research background, research questions, objectives of the study, significance of the study, scope and limitation of the study, and definition of key terms.

#### A. RESEARCH BACKGROUND

A research conducted by a television program showed mostly people can not understand either the signal or gesture which is included in non-verbal communication aspect.<sup>1</sup> Non-verbal communication is a process of generating meaning using behavior other than words.<sup>2</sup> Non – verbal communication is type of communication using body movement, gestures, facial expression, signs and others modes. Non-verbal communication is even more ambiguous.<sup>3</sup> Because the message is not conveyed using words or sentences, so the communication will be wasted if the receiver does not comprehend or understand what the sender really want to tell. However, non-verbal communication helps the receiver to feel the emotions of the sender. Gesture also helps the speaker in telling and clarifying something that can not be spoken.<sup>4</sup> Arif Rahman stated that people try to use every language types that they have been mastered to inform the listener what they mean during communication process.<sup>5</sup> This case often happened when tourist want to ask direction to local people so they used gesture for clarify what they mean. This phenomenon also happened during teaching and learning process in particular teaching foreign language like English. Indonesia does not exists using English language, so most of Indonesian students still unfamiliar with this language.

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<sup>1</sup> Barbara Pease – Allan, *Body Language: the Definitive book* (Australia: Pease International, 2004) introduction part.

<sup>2</sup> Victoria Leonard, (Eds.) *A Primer on Communication Studies v. 1.0* edited version, 181.

<sup>3</sup> Ibid, 185.

<sup>4</sup> Toastmasters International, *Gestures: Your Body Speaks*. (Toastmasters International, rev. 6/2011 , 2011), 08.

<sup>5</sup> Arif Rahman. “Strategi Komunikasi Dalam Pembelajaran Bahasa Inggris.” *International Journal of Science and Research (IJSR)*. Vol. 6 Issue 4, April 2017. 143

Teaching is an activity where the teacher transfers knowledge to the student by sharing and explaining. This process can't be done without any interaction between student and teacher. Behavior and communication works contiguously when teacher's clarifying the topic. It also obtains on English Language class. Sometimes teacher felt difficult to explain the material that student can not understand the meaning. Gesture naturally works to deliver the message that the teacher want to reach.<sup>6</sup> Some gestures are arms signals, head gesture, and hand gestures. Hand gesture took the whole part of gesture in teaching. According to Alan & Barbara Pease, there are more contact among brain and hand instead of other parts of bodies. This reason made the researcher to conduct a research at gesture particularly on various types of hand gestures and also how it commits for teachers in ELT.

Several studies regarding to this topic have been widely conducted. A study from Valentino Jackšić investigated teacher' perception of using gesture in TEFL Classroom by analyzed three teachers from different schools. The result found those teachers are rarely planed gesture in their lesson plan. They also did not focus to the gesture during teaching. After doing some interviews, those teachers have agreed that gesture is very important and useful for them as TEFL teacher even they rarely used gesture in their teaching.<sup>7</sup> Another similar research was by Agus Rahmat from STMIK Handayani Makassar. The aim of this research is to identify the dominant types of gestures used by the teacher in EFL (English Foreign Language) classroom according to Ekman and Friesen ideas about gestures (Illustrators, regulators, emblems and Affect displays). The result showed that the teacher used all of those 4 gestures in EFL Classroom. From those four gestures, the most commonly appeared are illustrator gesture.<sup>8</sup> Both studies previously outlined before has similarities with this study in term of aims of study; general types of hand gestures used by teachers and the benefits of applying it.

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<sup>6</sup>Janak Singh Negi. "The Role of Teachers' non-verbal Communication in ELT Classroom". *Journal of NELTA*. Vol.14, 2009.102

<sup>7</sup>Valentino Jakšić. Graduation Thesis: "*Teachers' Perception of the Application of Gestures in TEFL Classroom*". (Kroasia: University of Zagreb, 2017).

<sup>8</sup>Arif Rahman. "Strategi Komunikasi Dalam Pembelajaran ...



The last study comes from Zubaydah from UIN Sunan Ampel Surabaya. She investigated types of conversational hand gestures commonly used by student teachers on giving instruction in microteaching class (deictic, iconic, beat, methaporic). The result showed student teachers mostly used three types of gestures during giving instruction. Those types are deictic, iconic, and beat.<sup>9</sup>In general, the previous study has similarity with this study, both investigate the types of hand gestures but in different perspectives, object and theories. If the previous study more focused on the use of hand gestures in giving instruction, this research was a bit broad by investigated the use of hand gestures during main activity and it includes on giving instruction.

The study analyzed the general types of hand gestures have used by teachers, also, the benefit of applying hand gestures in English teaching. This study held at SMP Al-Khairiyah Surabaya focused on 8<sup>th</sup> grade class in academic year 2019/2020. The school provides education practically and theoretically through several program including mastering English by holding “*English time*” every Friday (all students speak in English) and implementing communication in English during English class. Considering the program, every English teacher have to work doubly extra to make the program can be realized. This reason made the researcher selecting this school as the subject of this study. By considering the reason above, the selection of this school can help the researcher for conducting this study.

## **B. RESEARCH QUESTIONS**

Based on the background of the study sketched above, the research questions can be formulated as below:

1. What are the general types of hand gestures used by teachers in ELT classroom at SMP AL-KHAIRIYAH?
2. What are the benefits of hand gestures for teachers in ELT classroom at SMP AL-KHAIRIYAH?

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<sup>9</sup>Zubaydah. Graduation Thesis: “*Conversational Hand Gesture of Student Teacher to Give Instruction in Microteaching Class of English Teacher Education Department at Sunan Ampel State Islamic University Surabaya*”. (Surabaya: UIN Sunan Ampel Surabaya, 2017).

### **C. OBJECTIVES OF THE STUDY**

Based on the research questions above, the researcher defined objectives of study:

1. To find out the types of hand gestures are used by the teacher in ELT classroom at SMP AL-KHAIRIYAH.
2. To find out the benefit of hand gestures for the teacher in ELT classroom at SMP AL-KHAIRIYAH.

### **D. SIGNIFICANCE OF THE STUDY**

This study expected to provide a

1. For Student

The result of this study will be beneficially for student in term of using hand gestures in public speaking or speaking English. It can be a consideration before deliver speech in public or even class.

2. For English Teacher

The result of this study can provide some results from types of hand gestures and the benefits for English teachers in teaching. It is also to find out what type of gestures commonly used by English teachers at SMP Al-Khairiyah and can be a consideration before teaching English for the next time.

3. For the other researcher

The researcher hopes that the results of this study can be useful for researchers or the next researchers as the reference or useful information that can be learned by everyone. In addition, the researcher hopes this research can be used as an initial learning for prospective teachers who will teach English and provide a little knowledge about hand gesture to support their explanation.

### **E. SCOPE AND LIMITATION OF THE STUDY**

The scope of this study is English teacher and gesture particularly on hand gestures because brain and hand have more connection rather than brain with other parts of body. This study only focused on main activity especially on explaining section. The limitation of this study is two English teachers of SMP Al-Khairiyah who teach on the same grade (8th grade) but in different classes.

## F. DEFINITION OF KEY TERMS

In order to avoid misconception, the researcher defines the key terms as follow:

### 1. Hand Gesture

Gesture is the movement of the body, especially the hand and arms, that express an idea or emotion.<sup>10</sup> It is clearly defined that hand gestures are part of gesture which focused on hand sign and movement. This study defined hand gesture as a part of gesture which includes palm, arm, and hand movement used by teachers during teaching English.

### 2. Non Verbal Communication (NVC)

Knapp & Hall defined a communication that created without producing words through sound is called as non-verbal communication.<sup>11</sup> In this study, nonverbal communication is defined as type of communication which comes from other spoken or written language such as signal, body movement, gesture, facial expression and many more in ELT classroom.

### 3. English Language Teaching (ELT)

ELT is abbreviation from English Language Teaching. Özcan Demirel defined language teaching as an art in that it is a highly skilled activity which is learned with cautious perception and patient practice.<sup>12</sup> This study defined ELT as the subject of language learning for people whose do not use English as the first language in Indonesian context.

### 4. ELT Classroom

Bill Johnson defined English Language Teaching (ELT) as the teaching of English as a second or foreign language.<sup>13</sup> ELT Classroom is a learning space for teaching English language to people whose first language is not English.

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<sup>10</sup>Baden Ian Eunson. "Nonverbal Communication". (<https://www.researchgate.net/publication/275965639>, accessed on March, 17th 2019). 266

<sup>11</sup>M.L. Knapp – J.A Hall. *Nonverbal Communication in Human Interaction*. (Crawfordsville, IN: Thomson Learning, 2002) cited from Communication for Governance & Accountability Program (CommGAP)

<sup>12</sup>Özcan Demirel, *Elt Methodology*, (Ankara: Pegem A Yayıncılık Tic. Ltd, 2003), 01.

<sup>13</sup>Bill Johnston, *Values in English Language Teaching*, (New Jersey: Lawrence Erlbaum Associates, 2008), 1.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter presents the reviews of related literature with the study. There are four main points will be discussed, those are: ELT, non-verbal communication, types of hand gestures and the benefits of applying gestures. In addition, some previous studies relevant to this research have also presented on the last part of this chapter.

#### **A. ENGLISH LANGUAGE TEACHING (ELT) CLASSROOM**

ELT is abbreviation of English Language Teaching. It is a subject of language teaching with English as the second language or might as foreign language. Brown stated learning a second language is a long and complex undertaking.<sup>14</sup> Teaching English as second language is not easy enough. As Brown stated, teacher should teach the language, the pronunciation, and introduce the culture of English to the student. Teacher also has to select the appropriate method, approach, and media by considering class condition and students so the goals of the teaching can be achieved.

Every language around the world *-especially English-* have the basic four necessities. In English, people call as four basic skills, they are: speaking, writing, listening and reading. The four skills are integrated unit to make the speaker able to fluent in English. The skills above divided again into two: receptive and productive skills.

Receptive skill is a skill which formed a strong relation in order to receive the knowledge in verbal and written. The example of the skill in English are listening and reading. Meanwhile productive skill include on speaking and writing. Those two are highly interrelated as a product of the study. The student practicing the language through this two skills in verbal and written form.

#### **B. NON-VERBAL COMMUNICATION**

Communication is the key for communicating in society. Thomas Key and Judith N. Martin (2010) stated that communication happen whenever someone attributes meaning to

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<sup>14</sup> H. Douglas Brown, *Principles of Language Learning And Teaching* (San Francisco State University: Pearson Education, Inc), 12.

another person's words or actions.<sup>15</sup> Communication may be caught on a "symbolic process whereby reality is produced, maintained, repaired and transformed" (Carey, 1989, p. 23).<sup>16</sup> Basically, the process of communication is to transfer ideas and receiving feedback.<sup>17</sup> Automatically, verbal communication extends the biggest role in order to transfer the idea. It is also supported by gestures, body language and facial expression to offer the clear meaning. It differs from nonverbal communication which is a process of communication without producing words through sound. This type relies on facial expression, gestures, hand movement *etc.* Human brain pictured the right side of the brain as the control of nonverbal communication while the left is verbal.<sup>18</sup> It seems like those communication works simultaneously. They can not separate each other. Unconsciously, non-verbal communication actived when people were speaking or not. For example when teacher appreciates an active student, she/he will thumb up and said "good job". Another example is when two people separate with other, then they automatically wave their hand means farewell.

### C. TYPES OF NON-VERBAL COMMUNICATION

Non-verbal communication classified into several types. These are the following:

#### 1. Kinesics

Kinesic is the position of body movement, including facial expression (Wood, 2013).<sup>19</sup> The word kinesics derives from the word *kinesis*, which means "movement." Kinesics focused on posture of body, facial expressions such as smile, wrinkling the bow, the movements of head and limbs.

#### 2. Gesture

Baden Ian Eunson stated that gesture is a movement of body, particularly on hand or arm parts which express ideas or

<sup>15</sup>Judith N. Martin – Thomas K. Nakayama, *Intercultural Communication in Contexts: fifth Edition*. (New York: McGraw-Hill, 2010), 94.

<sup>16</sup>Ibid

<sup>17</sup>Nurudin, *Ilmu Komunikasi: ilmiah dan populer* (Jakarta: PT Raja Grafindo Persada), 118.

<sup>18</sup>Peter A. Andersen, *Nonverbal Communication: Forms and Functions* (Mountain View, CA: Mayfield, 1999)

<sup>19</sup>Nurudin, *Ilmu Komunikasi ...* 147.

emotions.<sup>20</sup> People communicate and convey thoughts through our hands and fingers movement. Gesture is part of body language which include on nonverbal behavior in communication. Peter A. Andersen divided gesture into three types: adaptors, emblem and illustrator.<sup>21</sup>

### 3. Haptics

Haptics is part of nonverbal communication which is focused on touching behavior. For human social development, touching is very important and can be welcoming, threatening, or convincing.<sup>22</sup> Touch has important function in order to build intimate in relationship. Even it is important, touch also more ambiguous at polite level. For example in a friendship level, too much touch your friend can be unfriendliness.<sup>23</sup> Beside to build intimate in relationship, touch also used in many context such as during playing (e.g. wrestling an arm etc.), during physical conflict (e.g. slapping, hitting, striking etc.), and during conversation (e.g. handshaking, getting someone attention etc.).<sup>24</sup>

### 4. Paralanguage

Janak Singh Negi stated on his journal that paralanguage is concerned with the non-verbal audio part of speech such as tone, pitch, intonation and pause *etc.* which come alongside spoken language.<sup>25</sup> Mehrabian and Ferris defined paralanguage as the most important type of nonverbal communication after facial expression.<sup>26</sup> Emotion and feeling transferred through paralanguage and verbal communication and supported by facial expression. Those aspect are related each other for successful communication. Paralanguage closely related with verbal content of speech such tone, speed, meaning, articulation, nasals, volume, pitch, dialect and how the speech

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<sup>20</sup> Baden Ian Eunson. "Nonverbal Communication ... 266.

<sup>21</sup> Peter A. Andersen, *Nonverbal Communication: Forms and Functions* (Mountain View, CA: Mayfield, 1999), 36.

<sup>22</sup> Victoria Leonard (Ed.). *A Primer on ...* 204.

<sup>23</sup> Ibid, 205.

<sup>24</sup> Stanley E. Jones, "Communicating with Touch". In Laura (Ed.). *The Nonverbal Communication Reader: Classic and Contemporary Readings*, 2nd ed.

<sup>25</sup> Janak Singh Negi. "The Role of Teachers' non-verbal ...102

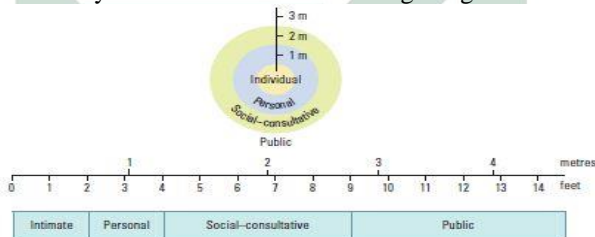
<sup>26</sup> Nurudin, *Ilmu Komunikasi* ...157.

give impression to others. Sometimes people indicate anger or an assertive person who speaks with a louder tone. Another example of paralanguage is when man whistled to a girl, and someone who keep silent during conversation.

## 5. Proxemics

Proxemics is study about the impact of space and distance in communication.<sup>27</sup> It discussed how people use the space or place for communication. Edward Hall classifies the distance into four types<sup>28</sup>, Intimate Distance (0 to 18 inches), Personal Distance (18 inches to 4 feet), Social Distance (4 to 10 feet), Public Distance (10 feet to infinity).

All of the types have certain feature. Intimate distance produces sound by whispering but sometimes using very soft voice because it only took 0 to 18 inches for people can listen. Next, personal distance (18 inches to 4 feet) produces soft voice and it is applied when people on conversation with friend. The third, social distance (4 to 10 feet) produces normal voice but sometimes little bit louder in communication. This distance can apply at the class when the teacher explains the lesson. The last, public distance (10 feet to infinity) produces louder voice if they are in a 10 feet to infinity distance with the audiences. This distance happened in public speaking at the hall, mass meeting *etc.* the distance diversity can be seen in the following image.



**Picture 2.1: Personal space zones for a middle-class North American of northern European heritage.<sup>29</sup>**

<sup>27</sup>Victoria Leonard, (Eds.) *A Primer on ...* 211.

<sup>28</sup>Edward Hall, "A First Look At: Communicatio Theory" ([www.afirstlook.com](http://www.afirstlook.com), accessed on March 21, 2019). 62.

<sup>29</sup>*Source: Adapted from Hall (1966)*



## 6. Chronemics

If proxemics discusses how space and distance influence communication, then chronemics discusses how time affects communication. Chronemics express a culture in society. For example western people are respect with time and it contrast with Indonesian culture. When a lecture's coming late to the class and the student do not angry to the lecture. The student expresses their anger by whispering to his friend. From the example above, timing can communicate a message. Andersen classified time into several parts:<sup>30</sup>

### D. HAND GESTURE IN TEACHING

When people talk, they often move their hands and their arms.<sup>31</sup> These movements are spontaneous, unwitting and regular accompaniments of speech that people see in moving fingers, hand and arms.<sup>32</sup> Sometimes people do not realize how their gestures work and how it accompanied the speech. It also happened to teachers during teaching and learning process. There are some considerations taken by teachers to achieve a successful learning process. In fact, the key of effective learning itself is the communication between teacher and student. Good communication must be supported by non-verbal behaviors in proper.<sup>33</sup> Gestures as a part of non-verbal behavior which works alternately with verbal speech. It is majorities appears in teaching process. A little example is when teacher sit and palm-up on the chair, it means that the teacher let the student know that she/he expected to be open to them.<sup>34</sup> Another familiar hand gestures that teacher commonly used are “thumbs up”, “palm-up”, “palm-down” and “pointing finger”. Mostly people mean “pointing finger” as negative gesture because if the teacher pointing finger to the student directly, it impact to mental of the student.

<sup>30</sup> Peter A. Andersen, *Nonverbal Communication* ... 65–66.

<sup>31</sup> Maricchiolo Fridanna, et.al. “Hand Gestures in Speech: studies of their roles in social interaction” (<https://www.researchgate.net/publication/239586939>, access on March 20, 2019), abstract.

<sup>32</sup> David MC Neil, *Gesture and Thought* (London: The University of Chicago Press, 2005), 03

<sup>33</sup> Janak Singh Negi. “The Role of Teachers’ non-verbal ... 103.

<sup>34</sup> To be open to them means the teacher feels open if the students want to ask or tell something. Barbara Pease – Allan, *Body Language: the Definitive book* ... 36.



Pease grouping hand gestures into some types, there are the following:

### 1. Arms Gesture<sup>35</sup>



**Picture 2.2:** Crossed-Arms-on-Chest means he's not coming out and you're not coming in



**Picture 2.3:** Fists-Clenched-Arms- Crossed means shows a hostility



**Picture 2.4:** The Double-Arm-Grip shows an insecure



**Picture 2.5:** Thumbs-Up means defensive, but he still thinks he's pretty cool



**Picture 2.6:** Partial-Arm-Cross means showing being comfortable and lacking in self-confidence.



**Picture 2.7:** Broken Zipper Position means feeling secure

<sup>35</sup> Barbara Pease – Allan, *Body Language: the Definitive book* ...93-100.

## 2. Hand and Thumb Gesture<sup>36</sup>



**Picture 2.8:** Rubbing the Palms Together means showing a positive energy or positive expectation.



**Picture 2.9:** Hands Clenched Together in High Position. It shows more frustration and anxious.



**Picture 2.11:** Hands Clenched Together in Lower Position. It shows little bit frustration and anxious.



**Picture 2.10:** Hands Clenched Together in Center Position means showing frustration and anxious.



**Picture 2.12:** The Raised Steeple. Showing the speaker' confident or self-assured attitude. It can be interpreted as giving ideas.



**Picture 2.13:** The Lowered Steeple. It indicates that the speaker better to listening rather than speaking.

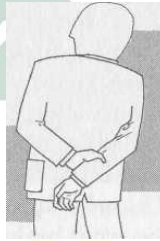
<sup>36</sup>Barbada Pease – Allan, *Body Language: the Definitive book ...* 12 8-134.

### 3. Hand-Gripping-Wrist Gesture<sup>37</sup>

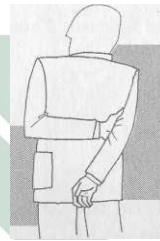
Allan Pease stated this position as a signal of frustration and attempt at self - control<sup>38</sup>. A hand locks closely behind the other wrist or arm tightly behind the back, like if in an effort by one arm to prevent the other from striking out. Every type of hand gripping-wrist gesture has different level of frustration. We can identify based on hand position itself.



**Picture 2.14:**  
The lower position



**Picture 2.15:**  
The Middle



**Picture 2.16:**  
The Upper

### 4. Mouth Cover Gesture<sup>39</sup>



**Picture 2.17:** The Mouth Cover type A. It means suppressing the deceitful words that are being said.



**Picture 2.18:** Mouth Cover type B: asking to keep silent, do not say something you're feeling.

<sup>37</sup>Barbara Pease – Allan, *The Definitive Book* ... 136-137.

<sup>38</sup> Allan Pease, *Body Language: How to Read Others' Thoughts by Their Gesture*(London: Sheldon Press, 1981)

<sup>39</sup> Barbara Pease – Allan, *The Definitive Book* ... 148-149.

## E. CONTINUUM GESTURE

Language is inseparable from imagery, a statement from Damasio (1994, 1999) that made McNeill to create his opus entitled “*Gesture and Thought*”. McNeill argued that language speech and imager/gesture are inseparable. He was distinguishing and specifying the type of gesture using Kendon’s ideas (1988) to prove the statement above. McNeill also was re-arranging those types into a continuum named “Kendon’s Continuum”. The type of the continuum gestures arranged by McNeill is not far as the previous one (the primarily concerned of this continuum is on the gesticulation aspect). The types are the following:

### 1. Gesticulation

Mc Neil defined gesticulation as a motion that embodies meaning relatable to the accompanying speech. Gesticulation took the primarily concerned on this continuum because it the most familiar type in daily use. This type also called as unwitting gesture. The application of this type dominantly focused on hands and arms others than part of body.

### 2. Speech-linked gestures

Mc Neil defined this type as a part of sentence itself. The gesture involves a syntactical slot in a sentence where the gesture completes the sentence structure.<sup>40</sup>

### 3. Emblems

Emblems are conventionalized signs<sup>41</sup>. Emblem is a culturally established morpheme (or semi-morpheme, because it does not usually have combinatoric potential)<sup>42</sup> such as thumbs-up or the ring (first finger and thumb tips touching, other fingers extended). These functions cleared phrases and do not depend on speech. Emblems also different with American Sign Language (ASL). ASL was formed for deaf mute so that is designed only for the eyes while emblem is not.

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<sup>40</sup>Ibid

<sup>41</sup>Ibid

<sup>42</sup>David MC Neil, Essay of *Gesture and*

*Thought*(<https://www.researchgate.net/publication/229068064> accessed on March 17, 2019), 05.

#### 4. Pantomime

Pantomime is a sequence of gestures that conveys a line of narration, with a story to tell, and it produces without speech.<sup>43</sup> The implementation of this type is gesturing without producing sound. Sometimes pantomime more ambiguous than other gesture because the audience trying to guess what the pantomimist<sup>44</sup> want to tell. The main point of pantomime is how the speaker's imagination works. Imagination takes part in practicing pantomime. For example when the teacher is trying to do story telling in pantomime, then the teacher must thinking by involving the imagination about what gestures would be suitable with the situation of the story.

#### F. THE BENEFIT OF HAND GESTURE IN ELT

Applying hand gestures in speech have some benefit for the speaker especially on educational. The researcher combines the theory from Toastmaster International and Hui Yang (2016) to explain the benefit of applying hand gestures. Those are the following:

##### 1. Clarifying and supporting the speaker's words.

The teacher can be helped to explain the topic to the students by using gestures. It will define the explanation of teacher so students can understand more what teachers want to say. Hand gesture has an effective role in order to emphasize and clarify what the speakers are going to inform.

##### 2. Dramatizing ideas.

When teacher is using body gesture particularly on hand parts, it will help the student to draw their imagination about the topic in their mind. Teacher as the speaker must be understood how to manage and control hand movement because every single person has different interpretation.

##### 3. Arousing students' interest in studying.

The best teacher can make the student interest and enjoy in learning process. Normally students are boring with

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<sup>43</sup>Ibid

<sup>44</sup>Pantomimist is a person whom pantomime

static presentation because they asked to be focus on the screen and teacher's explanation. Teacher as the speaker need to use nonverbal communication to stimulate students's visual sense to get their interest. It seems simple but also has a significant impact to arouse student's interest. Beside in explanation process, teacher can apply hand gestures in warming up activity. it can help them to stimulate the student's interest and catching student's attention so they will be more concentrate in studying.

**4. Lending pressure and vitality to the spoken word.**

Feelings and attitudes of the teacher can deliver in a clearway than using verbal words through hand gestures. According to Dr. Ralph C. Smedley, the founder of Toastmasters International, the speaker who stands and talks at ease is the one who can be heard without weariness. If his posture and gestures are so graceful and unobtrusive that no one notices them, he may be counted truly successful<sup>45</sup>. It can be concluded that nonverbal behavior has shown mannerism and normally audience do not notice them. Mannerism must be sustainable with the spoken message to call attention of students (back to point three).

**5. Dissipating nervous tension.**

When teacher feel nervous during their first time teaching a class, gestures will help them facing the nervous tension and make them more relax and confident. It should be noted that hand gestures can not work as well as possible in reducing nervousness. Teachers need to instruct their in self confident and train in public speaking.

**6. As visual aids.**

Teacher who uses hand gestures can gain more attention from the students. Gesture can increase student's memory either. Applying gestures offers visual support while a teacher addressing a large number of people, the whole audience can't see your eyes.

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<sup>45</sup>Toastmasters International, *Gestures: Your Body Speaks*. (Toastmasters International, rev. 6/2011 , 2011), 08.

The most important in gesturing, you must be natural and conversational. The most spontaneous, the natural you are. Teachers should express their feeling and thought and do not imitate your action and compare to other speakers because every teachers have their own way in speaking.

## **G. REVIEW OF PREVIOUS STUDIES**

Several studies regarding with this topic have been conducted. The first study have conducted by Janak Singh Negi which investigated the important of non-verbal communication used by teachers and finds out the impact of non-verbal communication in order to improve student motivation during learning process in ELT Classroom. The result from investigated 10 teacher and 80 students (40 boys and 40 girls) from 10 different higher secondary schools at Kathmandu Valley showed 100% students like teacher's smile especially female student and node their head during learning process. The student also became more active in studying if the teacher kept eye contact to them and also did some movement rather than standing toward the class. Mostly student was attracted by the pleasant personality and kindness of teachers rather than their visual appearances. The researcher recommends for teachers that standing position is very important to build student motivation. Other non-verbal communication aspects also need to be considered such as eye contact, facial expression and body movement because those can make student become motivate indirectly during teaching process.<sup>46</sup>

The second study has done by Valentino Jackšić. This study investigated teachers' perception to the gestures that used in TEFL classroom in Croatia. The researcher took the participant from three different English teacher in different three schools, they are XVIth Gymnasium, Primary school Cvjetno Naselje and Primary School Vrbani (all in Zagreb, Croatia). The data analysis was checking the answer of the questionnaire using Likert scale then compared with the result of interview and analyzed the teaching video. The result from investigated three teachers from different schools and background showed that all of three teachers from difference setting were agreed that gesture is important to apply in

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<sup>46</sup>Janak Singh Negi, *The Role of Teachers' non-verbal*....101.

teaching process even they rarely used gesture and never plan gestures in teaching. Those teachers never asked the student for paying attention to their gesture. It works spontaneously and made the students enjoy during the process. Finally, all of them have the same agreement about gestures that gesture is very influence and help them to teach foreign language.<sup>47</sup>

The third study conducted by Jordan Clark from Concordia University, Canada. This study discussed the use of gestures for teaching French vocabularies by planned gesture activity to introduce vocabulary. The target of this research was an upper – beginner FSL class of community center in Montreal, Canada. The student had lived in Canada for two weeks and three years. The researcher conducted the research in one setting, and discussed the use of gestures for vocabulary instruction in four weeks. The result showed both teacher- and student-generated activities can lead to word learning. The result showed both teacher and student were equal in generated gesture in overall. The student' response was very positive. They liked to learn with gesture activities because it made had fun and help them mastering vocabularies.<sup>48</sup>

The fourth study conducted by Zubaydah from Sunan Ampel State Islamic University Surabaya. Zubaydah has investigated the type of conversational hand gestures (Iconics, Methaporic, Deictics, and Beats) which commonly used by student teacher during giving instruction in microteaching class. The result shown that student teacher mostly used three types of gesture in giving instruction. And the result showed, a lot of student teacher applied hand gestures in their teaching, those gestures are deictic, iconic, and beat. The researcher found that the gestures are very meaningful and helpful in giving instruction during microteaching class.<sup>49</sup>

The fifth study by Daniela Sime explained the student' response toward teacher' gesture in EFL classroom. This study also investigated how learners in EFL classroom make sense of teacher gesture and other non-verbal behaviors. The result indicated that student argued the gesture appeared in EFL process is meaningful,

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<sup>47</sup>Valentino Jakšić, *Teachers' Perception of the Application of ...*

<sup>48</sup>Jordan Clark, *Teaching L2 Vocabulary with Student-and Teacher-Generated Gestures: A Classroom Perspective* (Canada: Concordia University, 2016)

<sup>49</sup>Zubaydah, Thesis Sarjana: "Conversational Hand Gesture ...



it such as gave them a message toward the teacher' speech. Also the teacher' gesture gave some influences to the self-regulation of student and provide an explanation for learners' progress and engagement.<sup>50</sup>

The last study have investigated by Agus Rahmat from STMIK Handayani Makassar. This study investigated kind of gestures that dominantly used by the teacher in EFL (English as a foreign language) classroom by using Ekman and Friesen ideas (Illustrators, regulators, emblems and Affect displays). The result showed that the teacher used all of those 4 gestures in EFL Classroom. From those 4 gestures, the most commonly appeared are illustrator gesture which is work naturally (The researcher found 18 images which identified as illustrators, 1 image which was identified as regulators and also 1 image for emblems and 2 images as affect display). The suggestion of this study is the teacher need to consider some non-verbal communication aspect particularly in gesture because gesture can help the teacher to clarify ambiguous meaning so the student will be easier to understand the topic. Also the teacher should be aware in using gesture because sometimes, student imitates what the teacher did.<sup>51</sup>

This research has similarities with the previous studies above. All above have the same focused in subject of research which is more concern on nonverbal aspect in English learning. Otherwise, this research has differences in some aspect such as the object, the aim, and the grade. The first study focused on the role of NVC in ELT. The second studies focused on teacher perception on using gesture in teaching. The third study analyzed the used of gesture in teaching vocabularies. The fourth study focused on analyzing the type of conversational hand gestures on giving instruction. The fifth study focused on the student response toward the gesture of the teacher. The last study investigated the dominantly gesture that teacher used in speaking class.

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<sup>50</sup>Daniela Sime, *What do Learners Make of Teachers' Gestures in the Language Classroom* (Skotlandia: University of Strathclyde, 2006)

<sup>51</sup>Agus Rahmat, *Teachers' Gesture in Teaching ....*

## **CHAPTER III RESEARCH METHOD**

In this chapter, the researcher provides about the aspects dealing with design of the study and analysis of data. The aspects consists of research design, subject of study, setting of study; including time and place of the study, data and sources of the data, research instruments, data collection technique, and data analysis technique, also research stages.

### **A. RESEARCH DESIGN**

This study used qualitative design to conduct the study. Creswell stated qualitative research as an approach which has purpose to explore and analyze the problem in human life whether is individual or society.<sup>52</sup> This research used qualitative because the data analyzed qualitatively. It also described about general types of hand gestures and the benefits for English teachers which all research are a phenomenon in natural setting. The researcher also used interpretivist approach to see people, and their interpretations, perceptions, meanings and comprehension as primary data sources.<sup>53</sup> From the result, the data must be presented descriptively because it can not be explained qualitatively.

### **B. SUBJECT OF STUDY**

This study centralized on the role of teacher's hand gestures in English Language Teaching. It analyzed the benefits for teachers after applying gesture. The study took an English teacher of SMP Al-Khairiyah Surabaya as the object of the study. There are two English teachers who teach on two different classes (VIII A and VIII B). The researcher observed both teachers during learning process and continued with an interview outside the class in academic year 2019/2020.

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<sup>52</sup> John W. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (California: SAGE Publications, 2014.), 04.

<sup>53</sup> Jennifer Mason, *Qualitative Researching: 2nd edition* (London: SAGE Publication, 2002), 56.

### C. SETTING OF STUDY

This study held at SMP Al-Khairiyah Surabaya. It is located at Sultan Iskandar Muda Street, 36, Semampir, Surabaya. The researcher took a consideration in selecting the setting. The school aligned education practically and theoretically through several program and one of these is mastering English<sup>54</sup>. Those program made English teachers must work harder to achieve the program. Additionally, time of the study conducted on the first semester in academic year 2019/2020 as the class is still undergoing the teaching process.

### D. DATA AND SOURCE OF DATA

Sutrisno Hadi defined data as all things that include information in the form of words or images. In this study, the researcher used two types of data and those are the following

#### 1. Data

The researcher investigated the use of hand gestures that have used by English teachers at SMP Al-Khairiyah as main data. The main data needed to combine with secondary in the form of theories books and scientific journals which relevant to this research because secondary data can help the researcher to answer research questions about general types of hand gestures used by English teachers and the benefits of applying hand gestures for teachers.

#### 2. Source of Data

Source of data gained from different way. The source of main data is teaching and learning process from two English teachers of SMP Al-Khairiyah. Regarding with the data which is important for this research, the researcher gathered video of teaching process and audio recording of interview as the documentation. While for secondary data sources was taken from books, *e-book* and internet.

### E. DATA COLLECTION TECHNIQUE

In this study, the researcher used observation and interview as the instrument to gather the data. The researcher also used the theory of Creswell for collecting the data with interviews,

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<sup>54</sup>The information got from <http://alkhairiyahsby.sch.id> access on March 22, 2019.

observations, and audiovisual information.<sup>55</sup> Creswell also stated that the collection procedures in qualitative research cover four basic types (observation, interview, document, audio visual material).<sup>56</sup> The researcher used observation and interview form to collect the data as explained below:

1. Observation was the first step did by the researcher have taken to collection techniques from the first research question about general types of hand gestures used by English teachers at SMP Al-Khairiyah. The researcher observed two English teachers from two different classes four times for each teacher. The observation started from 26<sup>th</sup> July to 23<sup>th</sup> August 2019 and observed general types of hand gestures used by both English teachers. The researcher also took field notes to support the observation data.
2. After having observation, the researcher interviewed both teachers one by one to collect the data from second research question about the benefits they got after using hand gestures in teaching. The researcher used audio recording for documentation.

This study using qualitative research and the data described in detailed and supported with images and tables. All the data presented more complex in this study and it did not need any numerical data such as quantitative research.

## **F. RESEARCH INSTRUMENTS**

Ary et.al stated descriptive qualitative research used field notes, interview transcript, audio recording, video data, reflections and information from document to get the data.<sup>57</sup> On this study, the researcher conducted the data by using these following instruments:

### **1. Field Notes**

Field notes is the notes that researcher has during observing something.<sup>58</sup> The field note was different with others. At the field, the researcher took the note broadly based on teachers behavior, teacher's activities at the research site and

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<sup>55</sup>Ibid, 189.

<sup>56</sup>John W. Creswell, *Research Design...* 240

<sup>57</sup>D.Ary, et.al., *Introduction to Research in Education Eight Edition*. (Belmont, 2010) 481.

<sup>58</sup>Ibid, 435

some additional information which is still related with this study to support the other data.

## **2. Observation Checklist**

The researcher observed the learning process directly at the class. After collecting the video, the researcher analyzed general types of hand gestures by using observation checklist. The observation combined with the field note that was obtained by the researcher during the observation.

## **3. Interview**

Interview used to gather the data from students or participants about opinion, beliefs and feelings about situation in their own words.<sup>59</sup> The researcher used interview to answer the second question about the benefits for teachers after applying hand gestures. The interview conducted face to face with the participants (teachers). As the documentation, the researcher used audio record to keep the data was saving. According to Creswell, interview bound unstructured and generally open-ended questions there were few in number and intended to elicit views and opinions from the participants.<sup>60</sup> There were 6 to 7 questions and each question is different depend on the need of the study.

## **4. Recorder**

All the data recorded in order to keep the real data so it will not be lost. The data from the first instrument recorded at the class when the teaching process was undergoing by using video recorder while the second instrument can be recorded outside the class using audio recorder.

# **G. DATA ANALYSIS**

The method used on this research is qualitative descriptive method and the data analysis technique did as follow:

1. The researcher was organizing and preparing the data that is gotten from observation at the class and interview teachers at SMP Al-Khairiyah Surabaya. The researcher also checked the data by combined the field note as supporting data.

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<sup>59</sup>Ibid, 438.

<sup>60</sup>John W. Creswell, *Research Design*...240

2. The researcher coding the data by grouping arguments from both teachers who agree or not from the result of interview for example on question about benefit of applying gestures to clarify meaning. Teacher A stated not all words can be explained in verbal so indeed hand gestures are very helpful. Meanwhile, teacher B has a quite similar answer with teacher A<sup>61</sup> so the researcher grouping those arguments agrees into the benefit of hand gestures of teachers in part of clarifying and supporting the speaker's words. The second coding did by the researcher was categorized the types of hand gestures mostly appeared during class observations. For example the researcher analyzed hand movements from both teachers based on definition of each type from McNeill's ideas. Coding is a process of grouping and giving mark in the similar data according to the type and categorizing with the theory of types of hand gestures by McNeill and the benefits of applying hand gestures by Toastmaster International and Hui Yang.

The correlation between the data and the theory of types of hand gestures by McNeill and benefits of applying hand gestures by Toastmaster International and Hui Yang have analyzed by the researcher. The researcher combined the data from the video, picture and the interview result in order to get valid data. It can be called as triangulation data. Furthermore, the researcher examined the result of the analysis with supervisors or lecturers whom expert in English teaching field especially in this topic.

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<sup>61</sup> See Appendix II; interview result

## **CHAPTER IV**

### **RESEARCH FINDINGS AND DISCUSSION**

In this chapter provides findings of the research and discussion about general hand gestures used by teachers and the benefits itself. It is intended to resolve the study issue. In addition, the data analysis is classified on the basis of the types and the benefits of applying hand gestures in discussion part. Finally, the general hand gestures used by teachers and the benefits itself shall be decided on the basis of the following findings and discussion.

#### **A. RESEARCH FINDING**

The research was conducted four times from each class by direct observation. The research was starting on July until August 2019 at SMP Al-Khairiyah. The data gained from VIIIA and VIIIB through video recording. There are four videos from each class to analyze the needs of its study. The related theories of gesture's types and benefits for teachers uses as guidance in examining the data that have been collected. Furthermore, the brief explanation shows below through the researcher's analysis.

##### **1. The Common Types of Hand Gestures Used by Teachers in ELT Classroom**

The hand gestures are a part of nonverbal communication which include on unpredictable gestures. Unpredictable gestures mean these gestures work naturally and automatically without any plans from the speaker. This research focused on the common types of hand gestures used by teachers in English Language Teaching (ELT) classroom. The researcher used observation form for gathering the data by observed teachers directly at the class while giving marks and some notes for additional information. In this observation, the researcher limited the activity into main activity which is focused on explaining, tasking, feed backing, and questioning. The researcher also did not forget to take some documentation just like video record, photos and audio record (for interview).

From the observation, not all of types of hand gestures mentioned by McNeill can be found. However, the researcher finds two types of common hand gestures expressed both of teachers which have taught on different classes.

### a. Gesticulation

Gesticulation is one of the common types appeared during observation. Teachers often used this type on delivering materials. Mostly people particularly teachers often use this type because it is the most very natural types and include many usages. The application itself only takes over part of hands and arms, but, it also allows other limbs to take parts as well for accompanying speech.

There were four meetings from each class with different teachers.

#### 1) Teacher A

##### a) First Observation

The first observation was conducted on July, 26th 2019 with the topic *asking and giving attention*. During explaining section, teacher used gesticulation gestures in explaining and giving example of the topic. At the first, before entering the main topic, teacher explained the situation first with using hand gestures.



**Pictures 4.1 The Teacher Made a Square Shape Gesture to Support his Explanation.**

T: *"You have a good news and you want to tell your family about it. But, your family is busy with their phones."*

From the explanation above, the teacher was trying to demonstrate the situation clearly through hand movement. The teacher not only provided an



overview of the phone's shape but he also demonstrated they were positioned when playing phone. Besides these, the teacher was also pointing every side of class as the interpretation of the home's side (every family member was busy in the different place and position).

Another gesticulation is when the teacher explained the function of *asking and giving attention*.



**Picture 4.2 The Gesticulation Gesture to Interpret Hand Gesture of Screaming.**

T: *"The purpose of the expression is to get noticed by someone. How about you? What will you do for catching attention?"*

S1: *"Crying."*

S2: *"Screaming."*

T: *"Crying, laughing, screaming? (brainstorming these opinions) What do you mean by screaming? Like this? AAAAAAAAAA!!!"*

The teacher raised his arms up to the shoulders and supported with the wide-open mouth expression as the interpretation of screaming gestures. The example of gesticulation performed by teacher A is not merely a movement with no purpose, however, it has visual function.

### b) Second Observation

Second observation conducted on July, 31st 2019 which focused on tasking activity especially on speaking aspect (*asking and giving attention*). The teacher asked the students to practice dialogue from the book or create their own dialogue and practicing in pair. Teacher allowed the students choose their own partner by themselves. During giving instruction, the teacher showed gesticulation gesture by moving his palm slightly open with repeatedly.



**Pictures 4.3 Both palm of the teacher slightly open with repeatedly.**

*T: “Yesterday, you have learned about giving attention. Now, what you have to do is **pairing**. What is pairing? (giving a space for student to answer the question) Pairing is work with your partner or your desk mate”*

Because the teacher gave instruction in English, he tried to emphasize the main point of the task by using hand movement on the word “pairing”. Another gesticulation types appeared during practicing section.



**Picture 4.4 The Teacher is Gesturing of writing.**

*T: "If you feel confuse to speak English, try to create the conversation in Indonesian and **write down** in your book. You can translate it with your dictionary and then practice it."*

The hand gesture showed teacher's fingers pursed like holding a pen then moved in the air as the interpretation of writing. Next, the teacher listened and corrected them one by one if there were some mistakes. Feedback was given directly during tasking activity but, not all students got the same feedback from the teacher.

### **c) Third Observation**

The third observation was conducting on August, 2nd 2019 with *expression of praising* as the topic. To introduce the topic, the teacher mentions some examples of *praising expression* on the book (absolutely the teacher asked student to heed his explanation on the book). After mention all the example of *giving praise*, the teacher explained the function of the expression and how to apply these expressions in daily life. During giving examples, teacher showed some gesticulation type.



#### 4.5 The teacher was hand-gesturing during the class

*T: "For example, you met someone whom smart on speaking and **writing** Javanese."*

The hand movement from the teacher showed the fingers pursed like holding a pen then moved in the air as interpretation of writing. Then the teacher continued,



#### 4.6 The teacher gave a situation example and supporting with hand gesture.

*T: "You know Javanese? Ha Na Ca Ra Ka (giving example of Ha Na Ca Ra Ka whiteboard. I **don't** know does it correct or wrong."*

Based on the dialog and support with the picture, the teacher was trying to pointing himself and both palms was moving in-out as the demonstration of "I don't know"

#### d) Four Observation

The fourth observation conducted on August, 9<sup>th</sup> 2019 with “*Asking and Giving Opinion*” as the topic. At the beginning of explaining section, the teacher gave an overview about the topic. Like the previous meeting, the teacher gave an example of the implementation of asking and giving opinion by showing a phone and book. During giving example, teacher showed gesticulation hand gestures such as:



**Picture 4.7 Gesticulation type**

*T: “What do you think about my new phone?”*

On the word “phone”, the teacher was left-handed a phone while pointing the phone’s screen.

Another hand gesticulation types were appearing when the teacher explain the function of asking and giving opinion.



**Pictures 4.8 The teacher used gesticulation gesture indirectly**

*T: “The function of these expressions are how to **answer and asking** about opinion.”*

Both palms of the teacher were upright and rotate into open. The hand gestures were interpreting and interrelation of asking and giving. Next, the teacher gave another example in written on the board and explained it next. The third gesticulation type was appearing during this section.



**Pictures 4.9 Gesticulation type appeared when both palms of the teacher are forming round as the interpretation of ball.**

*T: “What do you think of this ball? It is **round**. Do you know the meaning of **round** in Indonesian?”*

In here, the teacher was trying to check student's vocabularies through his explanation. The teacher often speaks in English and also asked students about the meanings of the vocab he mentioned. He also asked what his explanation means to check do student understand him or not.

The next gesticulation types appeared during tasking section. Because the time was up, the teacher did not give any task to do at class. Otherwise, the teacher gave homework in pair to practice conversation without open the book.



**Pictures 4.10 Thumb and middle fingers are standing aside.**

*T: "Next week, you must be ready to practice the dialogue in front of the class with your group. I will not divide the group, just choose it by yourself. The group must consist of **2 peoples**. Got it?"*

Thumb and middle point are standing aside as the symbol of number 2 in counting. After giving homework's instruction, the teacher continued into while activity.

## **2) Teacher B**

There are around 30 female students with a female English teacher in this class.

### **a) First Observation**

The first observation in B class was conducting on 26th July 2019 with the topic "Asking and Giving Attention". During the observation, the researcher only found a gesticulation type that appeared in learning process.



**Pictures 4.11 A gesticulation type appeared during 1st meeting.**

*T: “When there’s a speaker or a teacher stand forward, but **the audiences** is crowded, there is a group in a group, so the speaker need to use these expression.”*

The hand gesture showed that the teacher opened her arms and hands widely as the interpretation of crowded place (a place that full of audience).

#### **b) Second Observation**

The second observation conducted on 31st July 2019 with the topic “*Checking Understanding*”. At the beginning, the teacher did stimulation by asking the students about what they already know about the topic. The teacher also did not use any specific media like the previous meeting. After that, the teacher explained the topic and continued with the questioning section. During this section, the researcher found a gesticulation type used by the teacher.





**Picture 4.12 The teacher raise her right hands**

*Teacher : “Does anyone know what is checking understanding?  
If you know, **raise your hand.**”*

The teacher always gave emphasis verbally during her explanation and this is one example that appeared during the second observation. The teacher raised her right hands to support her verbal action in questioning.

#### **c) Third Observation**

The third observation conducted on 2nd August 2019. During the third observation, the teacher focused on tasking activity about “*Checking Understanding*”(continue the last meeting). During the third observation, the researcher did not find any gesticulation type because it was tasking day where the teacher asked the student to make a dialog about checking understanding and practice dialog with her/his deskmate.

#### **d) Fourth Observation**

The fourth observation conducted on 23 August 2019. On this meeting, the teacher reviewed all topics on the first chapter before

moving to the test. During review activity, the researcher found some gesticulation types such as the following below.



**Picture 4.13 A gesticulation type appeared during review section**

*T: "Anyone who still remember what kind of expression of asking attention?"*

*SI: "Me, miss."*

*T: "Ok, you (**pointing the student**)"*

The teacher raised her right hand as the interpretation of questioning expression "who knows?" and then continue with pointing the students who raised her hand following the instruction "yes you". It is mean that the teacher allowed the student who raised her hand to answer the teacher's question.

Another gesticulation appeared when the teacher pointed the student to give an example of asking and giving attention:



**Picture 4.14** The teacher ask the student by pointing and calling her name.

*T: "Najmi, give me three example expression of asking attention."*

The next gesticulation type appeared when the teacher would check the student's understanding by asking students randomly to give example about expression of asking attention.



**Picture 4.15** The teacher raised her hand and continue with pointing the student.

*T: "Who can give some example of responding to people who ask attention?"*

*S: "Me, miss."*

*T: "Yes, you, please."*

The teacher raised her right hands up as the interpretation of "who knows" then continued with pointing student who raised her hand as the

interpretation of “yes you, please”. The same hand gesture appeared as follow:



**Picture 4.16 Hand gesture of asking question used by the teacher.**

*T: “Any question so far?”*

Next, the teacher continue to review expression of praising.



**Picture 4.17 Counting hand gesture used by the teacher**

*T: “So, when people keep using these expression?*

*First, the moment when someone got his/her bachelor degree. Second, when the student got a the highest score in test.”*

## b. Emblems

Emblems are conventionalized signs.<sup>62</sup> Emblem is a culturally established morpheme (or semi-morpheme, because it does not usually have combinatoric potential)<sup>63</sup> such as the “OK” sign and others. Some examples are thumbs-up or the ring (first finger and thumb tips touching, other fingers extended) for “OK.”. The findings on this type are not many as the previous types and the finding presented as below:

### 1) Teacher A

The first emblem type appeared on the second meeting. The teacher **thumbs up** (sometimes followed with praising expression such as *good job, and good*) to the student who answered his question correctly. Here an example of emblem appeared during observation:



**Picture 4.18** The process of teacher gave thumbs up to compliment the student.

An emblem type only appeared on the second observation. The researcher found an emblem type used by the teacher when there's a student was answering his question by using English language. The teacher looked so proud and he gave compliment to the student by thumbs up

<sup>62</sup>Ibid

<sup>63</sup>David MC Neil, Essay of *Gesture and Thought* ...05

### 1) Teacher B

The first emblems appeared on second day of observation like the following picture:



**Picture 4.19** The teacher was complimenting the student who answered the question correctly by thumbs up.

*T: "Expression of prising is used in any situation, anyone knows?"*

*S: "When someone got a medal for math competition"*  
*T: (thumbs up and smiling)*

The teacher tried to collect students' opinions through brainstorming and every correct answers said by students will be given a thumbs up.

Another emblem appeared when the teacher gave some question to the student dealing with the topic and the students answered correctly.



**Picture 4.20** Another emblem appeared on the second observation

*T: “(thumbs up to all students)  
Give applause for you all.”  
S: (applause)*

## **2. The Benefit of Hand Gesture that Used by Teachers in ELT Classroom**

Based on interview result<sup>64</sup> which did on 22-23 August 2019 from twoteachers in two different classes, the benefit of hand gesture used by teachers in ELT classroom have quite similar answer. The researcher presented the data as follows:

### **a. Clarifying and supporting the speaker’s words.**

At this point, both teachers have similar answer about the need of hand gestures in the foreign language classroom especially for English Subject. A teacher stated that there are some vocabularies that can't be explained verbally during teaching English especially for Indonesia students who used English as their foreign language. So, the use of hand gestures in here gave them some positive impact to explain those hard and abstract vocabularies.

### **b. Dramatizing student’s ideas.**

Both teachers have a quiet similar argument dealing with the use of hand gesture to dramatize student’s ideas during learning process. A teacher stated that learning foreign language subject is not quite understood with verbal explanation and textbook only. It is also need a help from gestures especially hand gesture for better understanding and it support with the opinion from B teacher, “... *but when there is a difficult vocab to explain, most of student can understand the meaning based on my demonstration (using hand gestures)*”.

### **c. Arousing student’s interest and attention in studying.**

In this aspect, A Teacher has disagree if hand gestures can attract students 'attention during learning process because based on their teaching experience,

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<sup>64</sup>The first interview for A teacher conducted on 23th August 2019 while B teacher on 22th August 2019 at SMP Al-Khairiyah Surabaya.

attracting students' attention can be any steps or tips. For example, like using loud voice of a teacher that asking his students to be quiet. Another example that he was did by staying quiet in front of the students and listening to the noise and paying attention to the crowd then students will feel sorry for the teacher and start silence by themselves. While B Teacher agreed that hand gestures can help to arouse and get students' attention.

d. **Lending emphasis and vitality to the spoken word.**

A and B teacher argued that there are hand gestures that looks familiar at the class. For examples when student make some noise while teacher explaining some topics, the teacher just tap the whiteboard with a marker for many times and then some students who know it meaning immediately kept silence. The hand gestures can be a signal for students. Another example is when the teacher feel amazed with their effort and achievement, the teacher just give them thumbs up, without give them some compliments.

e. **Dissipating nervous tension and visual aids.**

Both teachers feel a little more relaxed if their hands move. Its can reduce their nervousness especially for B teacher who is fresh graduated and does not have enough experience in teaching at school.

The hand gesture used by teachers did not planned before, it is reflected and automatically during explains the material. Hand gesture also helpsboth teachers to build good vibes during learning process so it will not be monotonous.

## B. Discussion

In this section, the researcher discussed the findings by reflecting based on theories that have been presented in chapter III. Moreover, it discussed about kind of hand gesture that generally used by English teachers during teaching and learning process at SMP Al-Khairiyah Surabaya and the benefit for teachers dealing with use of hand gesture itself.



## 1. General Types of Hand Gestures Used by Teachers in ELT Classroom at SMP AL-KHAIRIYAH.

The first research question discussed on this part is “What are general types of hand gestures used by teachers in ELT classroom at SMP AL-KHAIRIYAH?”. The researcher focused on hand gestures that appeared during main activity include explaining session, Q&A session, and tasking session. Hand gesture is a part of gesture which is focused on hand and arms movement or even signs. Hand gesture used in every learning process especially on second language subject like English. Teaching and learning second language is a long and complex undertaking.<sup>65</sup> So hand gesture served as a media communication between teacher and student during learning process. Based on the result of direct observation of two English teachers from different classes showed that both teacher applied hand gesture during their teaching. There are two types that are most often used during the learning process; gesticulation type and emblem type.

### a. Gesticulation types used by A and B teachers.

In main activity, A and B teachers have implemented explaining, questioning and answering, also tasking session. In terms of methods and approaches, both teachers use different methods and approaches. Their teaching's styles was also different, but there was one similarity between them that is media of teaching. Neither of them used specific media to support their teaching process like using videos, posters or audio. Both of them only used textbooks, realia things and verbal explanations accompanied by hand gestures. Hand gestures were very important during learning process because every time teachers had difficulties in explaining words, hand gestures would help them naturally. This is also in line with the theory about gesticulation from McNeill (2005).

As stated from the journal by McNeill, Gesticulation is motion that embodies a meaning relatable to the

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<sup>65</sup> H. Douglas Brown, *Principles of Language Learning and Teaching* (San Francisco State University: Pearson Education, Inc), 12.

accompanying speech<sup>66</sup>. Gesticulation is the most familiar type in daily use. It is also called as unwitting gesture because it works naturally. This type made with the hand and arms and there's no restriction on those parts. The application of this type was different between A teacher and B teacher. In main activity, A teacher was gesturing more than B teacher during explaining, questioning, and tasking section (the result could be seen on the findings). During the observation, the researcher found that A and B teachers explained the topic in a very natural style even though B teacher sometimes seemed nervous. The hand gestures that have applied by those two teachers were unplanned before. It seemed real and unexpected for example when A teacher asked the students to work in pair during second observation. Because the teacher gave an instruction in English, so he gave emphasis in each words and gesturing with palms slightly open in repeat to support his words about "*work-in-pair*" (pictures 4.3). A teacher was trying to explore student's vocabulary by speaking in English. It also happened to B teacher.

**b. Emblem types used by A and B teachers.**

According to McNeill (2005) Emblems is the second type was found by the researcher during observation. Emblems itself was identical with conventionalized signs<sup>67</sup>. It is a culturally established morpheme (or semi-morpheme, because it does not usually have combinatoric potential)<sup>68</sup> such as "OK" sign and others. Some examples are thumbs-up (first finger and thumb tips touching, other fingers extended) for "OK." According to the characterization, emblem is gestures that can typically take place independently of the verbal language, and that is purposely made with a full communicative intent. McNeill stated an "OK" emblem can be made with speech or not because it is optional presence of speech<sup>69</sup>.

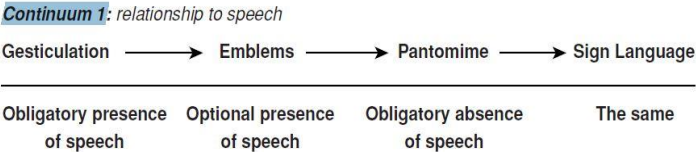
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<sup>66</sup>David MC Neil. *Gesture and Thought* ...05

<sup>67</sup>Ibid

<sup>68</sup>David MC Neil, *Essay of Gesture and Thought* ...05.

<sup>69</sup>Ibid.7



**Picture 4.21 Relationship to speech**

It also happened in the field that I found on emblems that have used by teachers. The emblems mostly not presence during the speech such as thumbs-up gesture. Both teachers gave compliments to students only by thumbs-up and smiling. It is also related with the journal from Agus Rahmat that emblems can be translated into words and that are used intentionally to transfer a message because these gestures can substitute words, their meaning is widely understood within a culture.<sup>70</sup>

**2. The Benefit of Hand Gestures for Teachers in ELT Classroom at SMP AL-KHAIRIYAH.**

The second research question discussed on this part is “What are the benefits of hand gestures for teachers in ELT classroom at SMP AL-KHAIRIYAH?”. The researcher focused on the benefit that faced or got by teachers based on the benefits of hand gestures according to Toastmaster International (2011) and Hui Yang (2016).

**a. Clarifying and supporting the speaker’s words.**

In this point, the researcher realized that both teachers often used hand gesture in order to clarify some ambiguous meaning of vocabularies. As stated by Catherine Anderson on his book “*Essentials of Linguistics*”, Ambiguous is when there are two or more distinct meanings available on a word. It also have relation with the theory from Toastmaster International (2011) which stated that hand gesture strengthen the audience’s comprehend of verbal message.

<sup>70</sup>Agus Rahmat. *Teachers’ Gesture in Teaching*...87.

**b. Dramatizing student's ideas.**

Both teachers used hand gestures to support their speech because when the speakers deliver the speech, they send two kinds of messages to the audience. While the voice transmits a verbal message, a vast amount of information is physically transmitted by your presence, your -manner, and your physical behavior.<sup>71</sup> As stated from the journal by Jordan Clark, language, mind and body are interconnected as most linguistics occasion additionally include tangible and body encounters.<sup>72</sup> The way teachers were gesturing could convey and dramatize student's ideas to make the lesson clearer and prevent ambiguity in the class. It was lined at Toastmaster International's theory that hand gestures can help paint vivid pictures in the audience's mind.

**c. Arousing student's interest and attention in studying.**

At this point, teaching in a class with many students is difficult. There will be students who are busy and the rest will be distracted so they become unfocused. When both teachers present the lesson, they rely on verbal explanation, but it can't be denied that hand gestures also help them to catch student's interest and attention in studying just like what A and B teachers was did. According to Toastmaster's theory, gestures help the speaker to indicate the response you seek from the listeners<sup>73</sup>. It has matched as the phenomenon on the class observation. Also on the journal by Janak Singh explained, If teachers non-verbal behaviors are positive students enjoy the lecture and highly

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<sup>71</sup>Toastmasters International, *Gestures: Your Body Speaks...*03

<sup>72</sup>Jordan Clark, *Teaching L2 Vocabulary...*01

<sup>73</sup>Toastmasters International, *Gestures: Your Body Speaks...*03

motivated to teachers and the subject matter, on the other hand, if the nonverbal behaviors are negative, students feel discomfort and may not be motivated to the subject matter and the teacher.<sup>74</sup>As the result, students could re-focus to the subject and the teaching process worked very conducive.

**d. Lending emphasis and vitality to the spoken word.**

On this point, both teachers sometimes hand gesturing without following verbal speech. There were hand gestures looked familiar with the students, also they have known what is mean. This condition called as substitution which is stated on the journal by Janak Singh. Substitution occurs when a non-verbal cue is used instead of verbal one.<sup>75</sup> For example like what both teachers did in implementing emblem sign by thumbs up. In addition, Toastmaster's theory was in line with teachers hand gestures that can convey teacher's feeling and attitude clearer than verbal message.

**e. Dissipating nervous tension and visual aids.**

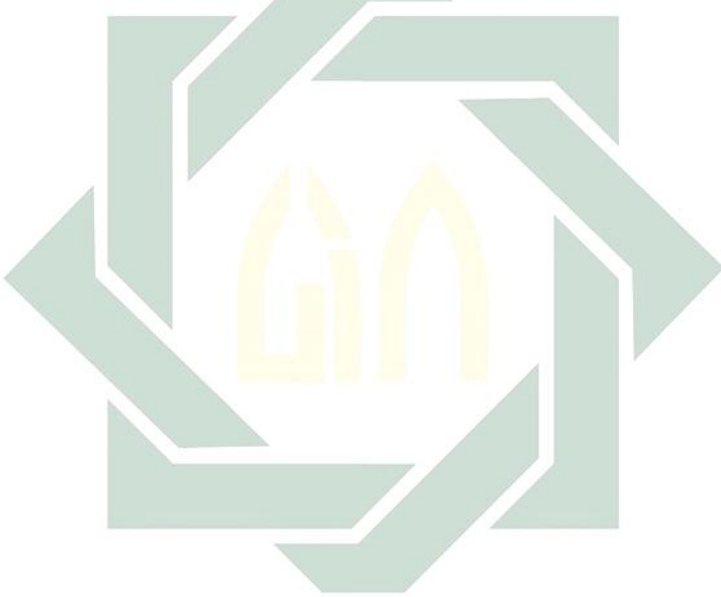
During five days research, the researcher found that B teacher was always moving his hand during teaching and it did not have any special meaning dealing with her speech or even her teaching. Studies show that nonverbal communication has an a lot more noteworthy effect and dependability than the verbally expressed word. When the teacher explaining, students will use their visual sense to determine if the teachers nervous or not, believe what they are explaining or not and also showing the teacher's interest to student's or not because hand and body movement can not be lied. As the previous study (J.R. Pijperset.al, 2003)

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<sup>74</sup>Janak Singh Negi, *The Role of Teachers' non-verbal...*104

<sup>75</sup>Ibid. 102

anxiety indeed changed people's movement behavior.<sup>76</sup> When B teacher got nervous, the nervousness changed her hand movement and it can decrease the nervous tension that faced by B teacher as a fresh graduated teacher. It has the same line on Toastmaster International theory which is stated that hand gestures it a good outlet for the nervous energy inherent in a speaking situation and enhance audience attentiveness and retention.




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<sup>76</sup> J.R. Pijpers, et.al. *Anxiety-induced Changes in Movement Behaviour during the Execution of a Complex Whole-body Task*. (Psychology Press, 2005) 429

## CHAPTER V

### CONCLUSION AND SUGGESTION

In the fifth chapter, the researcher presents a conclusion and suggestions dealing with the problems that examined by the researcher. The conclusion part summarizes the result of data analysis. Meanwhile, the suggestion is also made with a view order to support the application of hand gestures as well.

#### A. Conclusion

This study was supposed to know the outcome of the research question about types of hand gesture and the advantage that faced by teachers in using hand gesture during teaching and learning process. Based on observation result about type of hand gestures that mostly use by teachers and the advantages and interview with the English teacher, the following conclusion can be drawn.

1. There are two general types of hand gesture that mostly used by teachers at SMP Al-Khairiyah Surabaya. Those types are gesticulation and emblems types. Gesticulation itself only takes over part of hands and arms, but, it also allows other limbs to take parts as well for accompanying speech. This gesture took half part of teaching because both teachers mostly used this gesture during learning process. Both teachers used this type during explaining and giving example related to the topic. The next type after gesticulation is emblem. Emblem is a type of hand gesture which is culturally established morpheme (or semi-morpheme, because it does not usually have combinatoric potential).<sup>77</sup> This type appeared not much as gesticulation. Both teachers used this type for complimenting students by giving thumbs-up for them.
2. The benefits of using hand gesture are: both teachers can explain and demonstrate vocabularies that difficult to explain, also it can make students understand the topic easier.

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<sup>77</sup>David MC Neil, *Essay of Gesture and Thought*...05

**B. Suggestion**

Based on the result of the study, the researcher makes a range of suggestion as the following explanation.

1. For English Teacher

It is not that easy to be a teacher, particularly teaching English language as the subject. To make students understand is not easy because of the language, teachers should make students understand about the meaning. In this research, there are some types of hand gesture that teachers can recite, realize, improve and can be adjust in the classroom when faced with any difficulties during teaching and learning process.

2. For Further Researcher

The researcher focused on types of hand gestures used by teachers and the benefit of using hand gesture in ELT classroom. Unless there is further researcher who will be working on the same subject as the researcher, it will be safer if the classroom management is extended to deal with hand gesture, or they can take the other type of hand gesture based on the theory that the researcher mentioned.



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