TEACHER'S HAND GESTURES AS THE WAY TO REINFORCE VERBAL COMMUNICATION IN EFL CLASSROOMS

THESIS

Submitted in Partial Fulfillment of the Requirement for the Degree of Sarjana Pendidikan (S.Pd) in Teaching English



By:

Ahmad Wahyu Surya Dilaga

NIM. D95219055

ENGLISH LANGUAGE EDUCATION DEPARTMENT

FACULTY OF TARBIYAH AND TEACHERS TRAINING

SUNAN AMPEL STATE ISLAMIC UNIVERSITY

SURABAYA

2023

PERNYATAAN KEASLIAN TULISAN

Saya yang bertanda tangan dibawah ini:

Nama	: Ahmad Wahyu Surya Dilaga
NIM	: D95219055
Jurusan/Program Studi	: Pendidikan Bahasa Inggris
Fakultas	: Tarbiyah dan Keguruan
Judul Skripsi	. Teacher's Hand Gestures as the Way to Reinforce Verbal Communication in EFL Classrooms

Menyatakan dengan sebenarnya bahwa skripsi yang saya buat ini benar-benar merupakan hasil karya saya sendiri, bukan merupakan pengambilan tulisan atau pikiran orang lain yang saya akui sebagai hasil tulisan saya sendiri. Apabila kemudian hari terbukti atau dapat dibuktikan bahwa skripsi ini jiplakan, maka saya bersedia menerima sanksi atas perbuatan tersebut.

i

Surabaya, 20 Juli 2023

Yang membuat peryataan

NIM. D95219055

ADVISOR APROVAL SHEET

This thesis by Ahmad Wahyu Surya Dilaga entitled "Teacher's Hand Gestures as the Way to Reinforce Verbal Communication in EFL Classrooms" has been approved by thesis advisors for further approval by the Boards of Examiners.

Surabaya, 12 Juni 2023

Advisor I,

Rizka Safriyani, M.Pd

NIP. 198409142009122005

Advisor II,

<u>Fitriah, S.Pd., MA, Ph.D</u> NIP. 197610042009122001

EXAMINER APPROVAL SHEET

This thesis by Ahmad Wahyu Surya Dilaga entitled "Teacher's Hand Gestures as the Way to Reinforce Verbal Communication in EFL Classrooms" has been examined on July, 6th 2023 and approved by the Boards of Examiners



NIP. 197407251998031001

Examiner I,

Afida Safriani, <u>JI.A., PhD.</u> NIP. 197509162009122003

Examiner II,

Drs. Muhtarom, M.Ed, Gred, Dip. Tesol

NIP. 196512201992031005

Examiner

<u>Rizka Safriyani, M.Pd.</u> NIP. 198409142009122005

Examiner IV,

<u>Fitriah, PhD</u> NIP. 197610042009122001



KEMENTERIAN AGAMA UNIVERSITAS ISLAM NEGERI SUNAN AMPEL SURABAYA PERPUSTAKAAN

Jl. Jend. A. Yani 117 Surabaya 60237 Telp. 031-8431972 Fax.031-8413300 E-Mail: perpus@uinsby.ac.id

LEMBAR PERNYATAAN PERSETUJUAN PUBLIKASI KARYA ILMIAH UNTUK KEPENTINGAN AKADEMIS

Sebagai sivitas akademika UIN Sunan Ampel Surabaya, yang bertanda tangan di bawah ini, saya:

Nama	: Ahmad Wahyu Surya Dilaga
NIM	:D95219055
Fakultas/Jurusan	:Tarbiyah dan Keguruan/Pendidikan Bahasa Inggris
E-mail address :ahmadwahyusuryadilaga@gmail.com	

TEACHER'S HAND GESTURES AS THE WAY TO REINFORCE VERBAL COMMUNICATION IN EFL CLASSROOMS

beserta perangkat yang diperlukan (bila ada). Dengan Hak Bebas Royalti Non-Ekslusif ini Perpustakaan UIN Sunan Ampel Surabaya berhak menyimpan, mengalih-media/format-kan, mengelolanya dalam bentuk pangkalan data (database), mendistribusikannya, dan menampilkan/mempublikasikannya di Internet atau media lain secara *fulltext* untuk kepentingan akademis tanpa perlu meminta ijin dari saya selama tetap mencantumkan nama saya sebagai penulis/pencipta dan atau penerbit yang bersangkutan.

Saya bersedia untuk menanggung secara pribadi, tanpa melibatkan pihak Perpustakaan UIN Sunan Ampel Surabaya, segala bentuk tuntutan hukum yang timbul atas pelanggaran Hak Cipta dalam karya ilmiah saya ini.

Demikian pernyataan ini yang saya buat dengan sebenarnya.

Surabaya,21 Juli 2023

Penulis

(Ahmad Wahyu Surya Dilaga)

ABSTRACT

Surya Dilaga, Ahmad Wahyu. (2023). Teacher's Hand Gesture As The Way To Reinforce Verbal Communication In Efl Classrooms. A Thesis. English Education Department, Faculty of Tarbiyah and Teacher Training, Sunan Ampel State Islamic University, Surabaya. Advisors: Rizka Safriyani, M.Pd & Fitriah, S.Pd., MA, Ph.D

Key words: Hands Gesture, Verbal & Nonverbal Communication, EFL Classrooms

Hand gesture has essential roles in English teaching. It is proven by the fact that hand gestures can enhance students in learning English. This research aims to investigate the types of hand gestures teachers used and how they used hand gestures in their teaching practices. This research used a qualitative design by doing classroom observation and interviewed three English teachers. The findings showed that all English teachers used four hand gestures types in their teaching practices, namely beat, deictic, iconic and metaphoric gesture. The ways on how they used hand gesture are different one teacher to other teachers. For example some teachers used beat gesture for opening the class, giving instructions and ensuring the students understanding of the materials. Another teacher used gesture for giving punishment. These findings implied that teachers can use hand gestures depending on the condition and learning purposes and teachers are the one who know how to use the hand gestures appropriately effectively for their students.

ABSTRAK

Surya Dilaga, Ahmad Wahyu. (2023). *Teacher's Hand Gesture As The Way To Reinforce Verbal Communication In Efl Classrooms.* A Thesis. English Education Department, Faculty of Tarbiyah and Teacher Training, Sunan Ampel State Islamic University, Surabaya. Advisors: Rizka Safriyani, M.Pd & Fitriah, S.Pd., MA, Ph.D

Key words: Gestur Tangan, Komunikasi Verbal & Nonverbal, pembelajaran Bahasa Inggris

Gestur tangan mempunyai peran penting dalam pengajaran bahasa Inggris. Hal ini dibuktikan dengan gerakan tangan yang dapat meningkatkan siswa dalam belajar bahasa Inggris. Penelitian ini bertujuan untuk menyelidiki jenis-jenis isyarat tangan yang digunakan guru dan bagaimana mereka menggunakan isyarat tangan dalam praktik mengajar mereka. Penelitian ini menggunakan desain kualitatif dengan melakukan observasi kelas dan mewawancarai tiga guru bahasa Inggris. Hasil penelitian menunjukkan bahwa semua guru bahasa Inggris menggunakan empat jenis isyarat tangan dalam praktik mengajar mereka, yaitu isyarat beat, deiktik, ikonik, dan metaforik. Cara mereka menggunakan isyarat tangan berbeda antara satu guru dengan guru lainnya. Misalnya beberapa guru menggunakan isyarat beat untuk membuka kelas, memberikan instruksi dan memastikan siswa memahami materi. Guru lain menggunakan isyarat untuk memberikan hukuman. Temuan ini menyiratkan bahwa guru dapat menggunakan isyarat tangan tergantung pada kondisi dan tujuan pembelajaran dan gurulah yang mengetahui bagaimana menggunakan isyarat tangan dengan tepat dan efektif untuk siswanya.

TABLE OF CONTENTS

ADVISOR APROVAL SHEP				
EXAMINER APPROVAL SI	HEETI			iii
LEMBAR PERNYATAAN P	PERSETUJU	AN PUBLIKA	ASI	iv
мотто				v
ACKNOWLEDGEMNT	<u>// </u>	<u></u>		vii
ABSTRACT				viii
TABLE OF CONTENTSLIST OF PICTURES				

UIN SUNAN AMPEL CHAPTER I : INTRODUCTION

A.F	Research Background	<u> </u>	<u> </u>	<u> </u>	<u>A</u>	1
	Research Questions					
C.	Objectives of The Study	•••••	•••••	•••••		7
D.	Significance of The Study	•••••	•••••	•••••		8
E.	Scope and Limitation	•••••	•••••	•••••		8
F.	Definition of Key Terms	•••••	•••••	•••••		9

CHAPTER II : REVIEW OF RELATED LITERATURE

A.	Channels of the nonverbal communication	11
B.	Type of hand gestures	14
C.	The Use and Functions of Gestures	20

D.	Teacher Talk	22
F	Review of Provious Study	23

CHAPTER III : RESEARCH METHOD

А.	Research Design	
B.	Subject and Setting of The Research	
C.	Data and Source Data	
D.	Data Collection Techniques	
E.	Research Instrument	30
F.	Data Analysis	

CHAPTER IV : RESEARCH FINDING & DISCUSSION

A. FINDINGS	33
4.1. Type of Hand Gestures Teachers Used in Their Practices	33
4.2. Ways on How Teachers Use Hand Gestures	47
B. Discussion	50
4.1. Types of Hand Gesture Teachers Used in Teaching English	50
4.2. The Way How Teachers Use Hand Gesture to Reinforce Verbal	
Communication in EFL Classroms	52

S U R A B A Y A CHAPTER V : CONCLUSION AND SUGGESTION

A.	CONCLUSION	56
B.	SUGGESTION	58

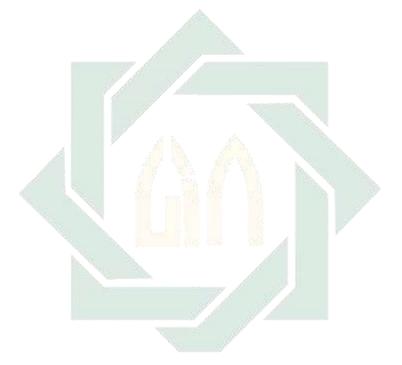
References	59
APPENDIX	59

LIST OF PICTURES

Picture 2. 1. The Shoulder Shrug	16
Picture 2. 2. The Thumb-Up gesture	16
Picture 2. 3. Palm Gesture	
Picture 2. 4. Palm Power	
Picture 2. 5. Rubbing The Palms Together	17
Picture 2. 6. Hands Clenched Together	
Picture 2. 7. Steepling Hands	17
Picture 2. 8. Gripping Hands, Arms and Wrists	18
Picture 2. 9. Thum Displays	18
Picture 2. 10. Chin Stroking	18
Picture 2. 11. Standard Arm-Cross Gesture	18
Picture 4. 1. The teacher 1 used the fingers and two hands in beginning of the	
	35
Picture 4. 2. The teacher made the open palm	36
Picture 4. 3. Teacher 2 used hands up and down during the explanation	37
Picture 4. 4. Teacher 3 adhered both of palms	
Picture 4. 5. Open palm gesture	38
Picture 4. 6. Teacher 1 pointed the picture on the LCD	39
Picture 4. 7. Teacher 1 pointed to the student.	40
Picture 4. 8. Teacher 2 pointed and directed the classroom	41
Picture 4. 9. Teacher 3 pointed to the student.	41
Picture 4. 10. Teacher 1 made iconic gesture.	
Picture 4. 11. Teacher 2 illustrated the shape of cigarette Picture 4. 12. Teacher 3 used iconic gesture.	43
Picture 4. 12. Teacher 3 used iconic gesture.	44
Picture 4. 13. Teacher 3 used two thumbs for appreciating the student	44
Picture 4. 14. Teacher 1 explained the concept of caption.	45
Picture 4. 15. Teacher 2 used Metaphoric gesture.	
reture in fet reacher = used interaprietie Bestaret	46

LIST OF TABLES

 Table 4. 1. Ways on how teachers use hand gesture.
 48



UIN SUNAN AMPEL S U R A B A Y A

CHAPTER I

INTRODUCTION

This chapter includes an introduction that provides an overview of the research process in line with the title, research context, research questions, aims of the study, importance of the study, scope and limitations of the study, and definitions of important terminology.

A. Research Background

In teaching activities, teachers interact with the students in many ways. teacher's interaction is the most vital point in determining how the class succeed.¹ Interaction can be conveyed through verbal and nonverbal communication. Verbal communication requires the utilization of language.² In teaching, a good educator in the area of education has to be conscious of the impact of words and their influence on the pupils, avoiding the use of words without consideration. Meanwhile, Nonverbal communication is conveying the meaning of a message without sounds.³ It means that the teachers transform the information through body

¹ Alfan Hariri et al., "The Analysis of Teacher's Interaction by Using Self-Evaluation Teacher Talk (Sett) In SMPN 13 Surabaya," *ETERNAL (English, Teaching, Learning, and Research Journal)* 8, no. 02 (December 31, 2022): 217–235, accessed July 20, 2023, https://journal3.uinalauddin.ac.id/index.php/Eternal/article/view/25293.

 ² Sukris Sutiyatno, "The Effect of Teacher's Verbal Communication and Non-Verbal Communication on Students' English Achievement," *Journal of Language Teaching and Research* 9, no. 2 (2018).

³ Mohd Ala Uddin Othman et al., "Non-Verbal Communication and Its Effectiveness on Teaching and Learning Arabic Language," *Journal of Critical Reviews*, 2020.

language movement, gesture, eye contact but the students can still understand the messages even though the teachers do not explain explicitly using the words.

EFL teachers typically utilize nonverbal communication when they are in English teaching. Nonverbal communication has crucial roles in language teaching. Through nonverbal communication, teachers are able to arouse pupils' interest, inspire them, and even enliven those who are bored.⁴ But Agus Rahmat stated that teachers still need to pay more attention to implementing strategies to assist English language instructors in integrating this critical component into the classroom.⁵ The use of nonverbal communication by instructors is challenging due to the difficulty of verbally conveying the message they wish to communicate to their students in an English classroom.⁶ According to Ahmad, kinesics or nonverbal communication conveyed the most powerful conversational messages from the students' perspectives.⁷

In the classroom, Sukris stated that nonverbal communication is typically subtler and more powerful than verbal communication; it may communicate information more efficiently than words.⁸ The significance of nonverbal

⁴ Fatemeh Bambaeeroo and Nasrin Shokrpour, "The Impact of The Teachers' Non-Verbal Communication on Success in Teaching.," *Journal of advances in medical education & professionalism* 5, no. 2 (2017): 51–59,

http://www.ncbi.nlm.nih.gov/pubmed/28367460%0Ahttp://www.pubmedcentral.nih.gov/article render.fcgi?artid=PMC5346168.

⁵ Agus Rahmat, "Teachers' Gesture in Teaching EFL Classroom of Makassar State University," *Metathesis: journal of English language, literature, and teaching* 2, no. 2 (2018): 236.

⁶ Rakhmidianarrafi Nuhwan, "The Use of Non-Verbal Aspects of Kinesics in Efl Classroom Language" 1, no. April (2019): 19–25.

⁷ I Putu Edi Sutrisna, "Kinesics in EFL Language Teaching," *Yavana Bhasha : Journal of English Language Education* 3, no. 2 (2020): 27.

⁸ Sutiyatno, "The Effect of Teacher's Verbal Communication and Non-Verbal Communication on Students' English Achievement."

communication may be observed in the strategic capabilities used in teaching English, one of which is the ability to communicate nonverbally, notably through gestures.⁹ Gestures defined the hands, arms, and fingers movement which describe or emphasize.¹⁰ In nowadays, Teachers frequently utilize gestures during classroom instruction and there are a variety of forms and purposes associated with these gestures.¹¹ Gesture is a fundamental aspect of language that offers distinctive and relevant information to a spoken communication and reveals the speaker's underlying knowledge and experiences.¹² Moreover, Nuhwan on his research found that the nonverbal parts of kinesics that teachers apply most frequently in the classroom are gestures.¹³ Gestures can represent some part of verbal content, describing objects, actions, and movements.¹⁴ In addition, Gestures are more successful at expressing information about tangible, visible occurrences than about abstract notions.¹⁵ It is believed that gestures assist English teachers when presenting course content in English or throughout the learning process. Using gestures in the English teaching process responds to the student's participation and

⁹ Agus Rahmat, "Teachers' Gesture in Teaching EFL Classroom of Makassar State University," *Metathesis: journal of English language, literature, and teaching* 2, no. 2 (2018): 236.

¹⁰ Rakhmidianarrafi Nuhwan, "The Use of Non-Verbal Aspects of Kinesics in Efl Classroom Language" 1, no. April (2019): 19–25.

¹¹ "Gestures in Learning & Teaching - ISLS," accessed March 2, 2023,

https://www.isls.org/research-topics/gestures-learning-teaching/.

¹² Sharice Clough and Melissa C. Duff, "The Role of Gesture in Communication and Cognition: Implications for Understanding and Treating Neurogenic Communication Disorders," *Frontiers in Human Neuroscience* 14 (August 11, 2020): 323.

¹³ Rakhmidianarrafi Nuhwan, "The Use of Non-Verbal Aspects of Kinesics in Efl Classroom Language" 1, no. April (2019): 19–25.

¹⁴ Maricchiolo Fridanna, Bonaiuto Marino, and Gnisci Augusto, "Hand Gestures in Speech : Studies of Their Roles in Social Interaction," no. January (2004): 1–14.

¹⁵ Amy Alexandra Wilson, Michael D. Boatright, and Melanie Landon-Hays, "Middle School Teachers' Discipline-Specific Use of Gestures and Implications for Disciplinary Literacy Instruction," *Journal of Literacy Research* 46, no. 2 (January 1, 2014): 234–262, accessed March 2, 2023, https://journals.sagepub.com/doi/full/10.1177/1086296X14532615.

encourages them to become more involved in class.¹⁶ Because they convey meanings in a holistic way that speakers usually find challenging to externalize solely through verbal speech, gestures are particularly effective thinking tools.¹⁷ Teachers frequently make gestures in second-language classrooms to ensure that the students will comprehend.¹⁸ In the classroom, teachers communicate their lessons through hand gestures. Hands assist us in conversing, thinking, and remembering, as well as revealing unusual notions that cannot be expressed in words.¹⁹ In EFL classrooms, teachers typically use illustrators gestures regarding the use of natural hand and body motions.²⁰ In the same way, Chikiwa on her study found that the teacher constantly connected their verbal communication with iconic and deictic gestures.²¹ Still many others hand gesture types teachers used in the classroom such as thumb up, raising and pointing hand, palm gesture, etc. This hand gestures is intriguing to examine more, as many individuals do not appear to completely get what others are attempting to say verbally.²² Regarding the issue in this topic in the school, it is possible that some teachers may not be aware of the

¹⁶ Nina Lisnawati, "Delivering English Language Teaching Materials Through Hand Gestures : A View From Multimodal Perspective" 20, no. 6 (2021): 1803–1819.

¹⁷ Stephen W. Littlejohn and Karen A. Foss, *Encyclopedia of Communication Theory* (California: SAGE Publications, 2009), 569.

¹⁸ Ning Cao and Guanying Chen, "The Role of Gesture in the Second Language Learning and Teaching," *American Journal of Applied Sciences* 14, no. 12 (2017): 1070–1074.

¹⁹ Sharice Clough and Melissa C. Duff, "The Role of Gesture in Communication and Cognition: Implications for Understanding and Treating Neurogenic Communication Disorders," *Frontiers in Human Neuroscience* 14, no. August (2020).

²⁰ Rahmat, "Teachers' Gesture in Teaching EFL Classroom of Makassar State University."

²¹ Clemence Chikiwa, "Gestures and the Spoken Language: A Crucial Semiotic and Symbiotic Relationship in Multilingual Mathematics Classes," *Eurasia Journal of Mathematics, Science and Technology Education* 17, no. 12 (2021).

²² I Putu Edi Sutrisna, "Kinesics in EFL Language Teaching," *Yavana Bhasha : Journal of English Language Education* 3, no. 2 (2020): 27.

benefits of using hand gestures in the classroom, and they may not be incorporating them into their teaching methods.

Teachers frequently use hand gestures in English teaching, one of them to reinforce verbal communication in the classroom. In addition, Gamble argued that hand gestures can reinforce or complement a verbal message.²³ For instance with the thumb up gesture, and announce, "you did it","good job", etc. Several studies found that hand gestures are essential in teaching, including when the researcher did preliminary research. According to observations done at SMAN 10 Surabaya, the researcher found that the teachers used hand gestures to reinforce verbal communication in the classroom. The teachers try to convey direction, manage the classroom activities and handle disciplinary concerns using hand gestures.

According to the previous observation, the researcher knew hand gestures are usually used in English teaching. Nonetheless, the researcher has yet to learn in what activities hand gestures are usually used, what hand gesture types are used to reinforce verbal communication in the classroom, and how the teachers use hand gestures to reinforce verbal communication in the classroom. Therefore, the researcher is interested in deeply knowing and understanding hand gestures used in the classroom.

This topic has been the subject of several extensive investigations. Research from Rakhmidianarrafi Nuhwan on the use of non-verbal aspects of kinesics in EFL

²³ Teri Kwal Gamble and Michael Gamble, *Interpersonal Communication : Building Connections Together* (Thousand Oaks (Calif.): SAGE Publications, 2014), 154,

https://www.sagepub.com/sites/default/files/upm-binaries/53604_Gamble_(IC)_Chapter_6.pdf.

classroom language by finding the types of non-verbal aspects of kinesics used by the teacher in EFL classroom language. In addition, The research found that gestures, head movement, eye contact, facial expressions, and postures are the nonverbal parts of kinesics performed most frequently by teachers, according to the study.²⁴ Another research by Indrayani Simpuruh & Syamsinar Syamsinar, the use of gestures in improving students' vocabulary mastery in selected Indonesian junior high schools. The research explores The use of gestures to enhance students' word comprehension. The result found that the gesture had a positive impact to the pupils. They were engaged, and this method is appropriate for teaching English vocabulary.²⁵ The last study from Indah Sekar Pertivi found that As the source of motivation and focus, nonverbal interactions such as eye contact, mimicry, and body language take critical functions in classroom discourse.²⁶ Although hand gestures are crucial in language teaching, not many studies investigate the use of hand gestures as a way to reinforce verbal communication.

Previous studies tend to investigate the use of any other tools to reinforce verbal communication, but not specific on hand gestures. The previous studies have not yet investigated the specifics of the hand gestures to reinforce verbal communication and have not yet to discuss how the teachers use hand gestures to

²⁴ Nuhwan, "The Use of Non-Verbal Aspects of Kinesics in Efl Classroom Language."

²⁵ Indrayani Simpuruh, "The Use of Gesture in Improving Students' Vocabulary Mastery in Selected Indonesian Junior High School," *Utamax : Journal of Ultimate Research and Trends in Education* 3, no. 1 (2021): 9–13.

²⁶ Indah Sekar Pertiwi and Lilia Indriani, "EFL Learner's Perspective on The Importance of Non Verbal Communication Within Classroom Conversation," *English Journal of Indragiri (EJI* 5, no. 2 (n.d.).

reinforce verbal communication in teaching English. This study focuses on the more specific hand gesture teachers use to reinforce verbal communication.

B. Research Questions

According to previous discussion on research's background, the researcher formulated the research questions as the following:

- 1. What are hand gestures utilized by the English teachers to reinforce verbal communication in EFL classrooms in Indonesian senior high schools?
- 2. How do the teachers use hand gestures to reinforce verbal communication in EFL classrooms in Indonesian senior high schools?

C. Objectives of The Study

Regarding the problems above, there are two primary aims of this study as following:

- 1. To identify the hand gesture are utilized by the teacher in EFL classrooms to reinforce verbal communication at SMAN 10 Surabaya
- To investigate how the teachers use hand gestures to reinforce verbal communication with the students in the EFL classrooms at SMAN 10 Surabaya.

D. Significance of The Study

This research to identify the hand gesture types and how the teachers use hand gestures in teaching English at SMAN 10 Surabaya. This research hopes to have some benefits, as follows:

1. For the students

This research will benefit the students when they use hand gestures during public speaking in front of the class or outside of the class. It can be deliberation in delivering the speech and speaking English in public or the classroom.

2. For the teachers

The result of the research will provide some results from hand gesture types and the way the teachers deliver in teaching English. It also illustrates the hand gesture types and contexts most frequently applied by English teachers. It can be applied to future teaching.

3. For other researchers

The researcher expects the study results to be beneficial as literature or references for the next researcher examining hand gestures in English instruction.

E. Scope and Limitation

The focus of this study is the use of hand gestures in the English language classroom to reinforce verbal communication. Particularly, the data comes from English teachers in the classroom. The data will be analyzed using David McNeill's theory on gestures.

In addition, the research will be restricted to English Teachers at SMAN 10 Surabaya. There are three English teachers in the same grade. However, in separate classes.

F. Definition of Key Terms

To prevent misinterpretation and misunderstanding of the substance from several points in this research, the study specifies various points and terminology so that both reader and the researcher have the same interpretation and understanding.

1. Verbal and Nonverbal Communication

Verbal communication defined as the words individuals use to communicate and understanding of how to utilize those words to generate a meaningful message.²⁷ Nonverbal Communication is the message conveyed through movement and expression instead of words.²⁸ For this research, non-verbal communication is identified as conveying the meaning of a message without sounds, such as body language movement, gesture, eye contact and so on in the EFL classrooms.

2. Hand Gestures

²⁷ Denise Solomon and Jennifer Theiss, *Interpersonal Communication: Putting Theory into Practice* (New York and London: Routledge Taylor & Francis Group, 2013).

 ²⁸ I. N. P., Myartawan, I. P. N. W., & Agustini, D. A. E Budiartika, "Verbal and Nonverbal Communication Used by Teachers in Providing Positive Reinforcement in EFL Classes at SMPN 1 Mengwi," *Jurnal Pendidikan Bahasa Inggris undiksha* 5, no. 3 (2018).

Hand gestures are hand movements that carry meanings.²⁹ This study defined hand gestures as hand movements used by the teacher during the learning process for carrying meanings or reinforcing the verbal communication when teaching English.

3. EFL Classroom

EFL is teaching English to individuals whose first language is not English.³⁰ English Language Teaching is the acronym for EFL. This term defines an EFL classroom as the area for teaching the English language to Indonesian senior high schools.

4. Reinforce Learning

Reinforce Learning is to make something more substantial.³¹ In this study, reinforcement is defined as teachers' hand gestures that make verbal communication more substantial and more understandable to convey the meaning in learning

RABAY

 ²⁹ Rahmat, "Teachers' Gesture in Teaching EFL Classroom of Makassar State University."
 ³⁰ "EFL Definition and Meaning | Collins English Dictionary," accessed February 20, 2023, https://www.collinsdictionary.com/dictionary/english/efl#:~:text=EFL is the teaching of, for "English Language Teaching.

³¹ "REINFORCE | English Meaning - Cambridge Dictionary," accessed February 20, 2023, https://dictionary.cambridge.org/dictionary/english/reinforce.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter outlines detailed explanations of the theories which strengthen this study. It includes a theoretical framework of the contras of this study. It includes channels of the nonverbal communication, type of hand gestures, the use and functions of gestures, teachers talk. In addition, some previous studies relevant to this research have also presented on the last part of this chapter.

A. Channels of the nonverbal communication

Channel is the medium through which information is conveyed during communication.³² Solomon stated that there are several types of non-verbal communication, as follows:

Kinesics
 Kinesics is the study about human body movement.³³ It identifies five types:
 emblems, illustrators, affect displays, regulators, and adaptors (Ekman &

Friesen, 1969).³⁴

a. Emblems

Emblems are alternatives for words; they are body gestures with quite particular verbal translations, including the nonverbal signals for "okay,"

 ³² Solomon and Theiss, Interpersonal Communication: Putting Theory into Practice, 157.
 ³³ Ibid., 159.

³⁴ Joseph A. De Vito, *The Interpersonal Communication Book*, 14th ed. (Harlow: Pearson Education Limited, 2016), 136.

"peace," "come here," "go away," and "who, me?" "be quiet," "I am warning you," "I am tired," and "it is cold."

b. Illustrators

Illustrators complement and demonstrate spoken communications. Illustrators make the messages more engaging and aid in retaining the audience's attention. In addition, they aid in clarifying and emphasizing the speech statements. when saying, "Let us go up," for example, You will likely tilt your head and maybe your finger upward.

c. Affect displays

Affect displays are facial expressions that transmit emotional meaning, such as wrath, fear, enjoyment, surprise, and exhaustion. It is facial expressions that reveal secrets a misleading impression and cause people say, "You seem angry. What happened?" However, we can deliberately manage affective displays, much as actors do when performing a part. Unintentional (as when they give you away) or intended affect displays are possible (as when you want to show anger, love, or surprise).

d. Regulators

Regulators monitor, manage or regulate another individual's speech. For instance, facial expressions and hand movements can convey meaning. "Keep going," "Slow down," or "What else happened?".

e. Adaptors

Adaptors serve a need and typically occur without conscious knowledge; they are inadvertent, unrecognized motions—for example, Head-scratching, pencil-chewing, and adjusting spectacles.³⁵

2. Facial Expressions

A significant a proportion of nonverbal communication is conducted through facial expressions. Decide the amount of information sent with a grin or a frown. The expression on a person's face is frequently even before they talk, this is the first thing we notice.³⁶

3. Gestures

Movements and gestures are effective means of communicating meaning without words. Waving, pointing, and using the fingers to signify numerical quantities are frequent gestures. Other gestures are culturally specific and arbitrary.³⁷

4. Paralinguistics SUNAN AMPEL

Paralinguistics is the study of voice communication that is distinct from language. This paralinguistic includes pitch, volume, inflexion, and tone of voice. Consider the impact of tone of voice on the meaning of the sentences. The listener may comprehend approbation and eagerness from a loud tone

³⁵ Ibid., 137.

 ³⁶ C Kendra, "Types of Nonverbal Communication," *VeryWellMind* (2021): 1–1, https://www.verywellmind.com/types-of-nonverbal-communication-2795397.
 ³⁷ Ibid.

of voice. The exact words spoken with a hesitating tone may imply contempt and disinterest.³⁸

5. Haptics

Touching behavior involves shaking, cuddling, kissing, stroking the back, tickling or holding someone, and touching their own body, such as wiping the eyes to indicate fatigue.³⁹

B. Type of hand gestures

Nonverbal communication is crucial to the education process. One of the most prevalent classroom tools used by teachers is gestures.⁴⁰ The teachers' gestures in teaching and learning will be meaningful and helpful to the pupils. Applying gestures such as a thumbs up or hand clapping to reward a student's achievement might make students feel more appreciated for their efforts. A teacher's touch on a student's shoulder will reassure him or her that he or she can perform in front of the class when he or she appears scared or uncertain.⁴¹

Various teaching gestures with various functions are regularly employed in the classroom. Sime argued that instructional gestures serve three functions: organizational (to begin/end an activity, split group work, govern speech

³⁸ Ibid.

³⁹ Solomon and Theiss, Interpersonal Communication: Putting Theory into Practice, 158.

⁴⁰ Annisah, "The Analysis of Nonverbal Communication Used by Teacher in the Classroom Activities," *State University of Makassar, Makassar* (2013).

⁴¹ Nihla Afdaliah, "Teachers' Gestures in EFL Classroom," Al-Lisan 7, no. 2 (2022): 182–197.

turn, etc.), emotional, and cognitive (give an indication on syntax, underline specific prosody, explain new vocabulary, etc.).

All hand gestures are hand movements, but not all hand movements are gestures; hence, this is vital to differentiate between the many hand motions types that people make. Conversational gestures defined as hand motions that follow speaking and appear connected to the speech for which they are used. The link appears in several ways. There are three ways: First, unlike symbolic gestures, conversational gestures do not occur in the absence of words; only the person speaking makes gestures in conversation. Second, the temporal synchronization of conversational movements with speech. In addition, unlike adapters, at least some conversational gestures appear related to the semantic meaning of the accompanying discourse.⁴² Allan Pease divided several hand gestures as follows:⁴³

UIN SUNAN AMPEL S U R A B A Y A

⁴² Chen and Chawla Kraus, "Nonverbal Behavior and Nonverbal Communication : What Do Conversational Hand Gestures Tell Us?," *Advances in Experimental Social Psychology* (1996): 389– 450.

⁴³ Allan Pease, *BODY LANGUAGE How to Read Others' Thoughts by Their Gestures* (London: Sheldon Press, 1984).

No	Gestures	Description
1	Picture 2. 1. The Shoulder Shrug	The shoulder shrug is another example of a global gesture that indicates that someone does not comprehend or understand what is being discussed. It is a multi-part gesture consisting of exposed hands, slumped shoulders, and a lifted eyebrow.
2	Picture 2. 2. The Thumb-Up gesture	It is a typical thumbs-up signal used by teachers who are thumbing good students.
3	L A A A A A A A A A A A A A A A A A A A	Open palm has been connected with sincerity, loyalty, and obedience.
4	Figure 19 Aggressive palm position	The clasped palm becomes a fist, and the pointing finger becomes a symbolic club with which the speaker symbolically subdues his audience. The pointing finger is one of a person's most unpleasant movements while speaking,

		mainly when it beats time to the
		speaker's words.
5		Rubbing the hands together is a
		non-verbal technique for
		individuals to express optimism.
	Cyr.Co	
	Picture 2. 5. Rubbing The Palms Together	
		Hands clenched together are a
6		confidence gesture since those
		who utilize it frequently smile and
	Picture 2. 6. Hands Clenched Together	sound delighted.
	5	
		a contra da la companya report
		Steepling hands are extensively
		applied in interactions between
		superiors and subordinates, and it
7		may be an individual gesture that
	(A) X X A	conveys a self-assured or "know-
	Picture 2. 7. Steepling Hands	it-all" demeanor.

		T
		It indicates a
		superiority/confidence gesture
		position.
8	a too	
	Picture 2. 8. Gripping Hands, Arms and Wrists	
	riciare 2. 6. Grupping Hanas, Arms and Wrists	
9		Thumb displays are positive
		signals, typically utilized by 'cool'
		teachers in the presence of
		subordinates in the usual 'cool'
	a ap	
		teacher position.
	Picture 2. 9. Thum Displays	
		This chin-stroking motion
10		indicates that the listener is about
		to make a choice.
		A ren A A A rearran rearran
	UILENA	IN AMPEL
	Picture 2. 10. Chin Stroking	$\mathbf{P} \wedge \nabla \wedge$
	S Ficture 2. 10. Chin Stroking	DAIA
	the sta	Both arms are crossed over the
	26	chest to 'hide' from an unfavorable
		circumstance.
	E TO E	
11		
	Contraction of the second	
	K they	
	Picture 2. 11. Standard Arm-Cross Gesture	
	Theart 2, 11, Suman a Arm-Cross Gesture	

McNeill (1992) categorizes four distinct hand gestures: beat, deictic, iconic and metaphoric.⁴⁴ It explains as follows:

- 1. **Beat gestures** reflect the pace of speech or emphasize particular features of communication. such as tapping the hand on a table to emphasize a point, hands up and down while speaking, roll the palm in speech, etc.
- 2. **Deictics** are pointing gestures that convey both available and inaccessible physical items at the moment of gesturing. For instance, the instructor will point to artwork while lecturing about it.⁴⁵ In addition, point to specific people, objects, or locations, such as pointing to a building while giving directions, pointing to the whiteboard while explaining the picture or the writing.
- 3. **Iconic gestures** imitate actual occurrences, like hands held to indicate the form of a ball, and are often straightforward to comprehend. Furthermore, these gestures represent concrete objects or actions such as the shape or the size of the thing.
- 4. **Metaphoric gestures** convey an abstract concept but are harder to comprehend. These gestures convey abstract or complex ideas through physical movements or postures, such as using the hands to represent the concept of growth, concept of hortatory or analytical.

⁴⁴ Sandra Herbert and Mathematics Education Research Group of Australasia, "Gesture Types for Functions," *Mathematics Education Research Group of Australasia*, no. 2006 (2012), http://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=ED573247&site=ehostlive&scope=site.

⁴⁵ Dr. Zubaydah, Irma Soraya, and Rizka Safriyani, "Conversational Hand Gestures Of Student Teachers To Give Instruction In Microteaching Class Of English Teacher Education Department At Sunan Ampel State Islamic University Surabaya" 145, no. IconEFL 2017 (2018): 279–285.

C. The Use and Functions of Gestures

In the teaching process, instructors' bodies play an essential role in the classroom. Teachers use gestures to teach, present, and practice in teaching languages, including grammar, vocabulary, functional language and phonics.⁴⁶ Some of a teacher's pedagogical gestures are habitual and deliberate. Tellier identified three primary educational uses of classroom gestures during teacher discourses. They are (1) informing, (2) managing, and (3) assessing.⁴⁷

1. Gestures for informing about language

In the teacher's informative speech, lexical information gestures are utilized to clarify a term or notion and gestures of phonological and phonetic information designed to aid students in mastering pronunciation and prosody.⁴⁸ Gestures to inform people about language have been broadly studied in real classrooms. Verbal elucidation occurs when a misconception emerges in the classroom. In addition, a teacher explains the concept of a term in response to a student's request or because pupil feedback indicates a misunderstanding. Teachers demonstrate a phrase or notion from their oral discourse with a gesture. They may pick one term above another for two fundamental reasons

⁴⁶ Alex Case, "How To Use Body Language and Gestures in EFL Classes," *UsingEnglish.Com*, last modified 2019, accessed January 2, 2023, https://www.usingenglish.com/teachers/articles/how-to-use-body-language-gestures-in-efl-classes.html.

 ⁴⁷ Gale Stam and Marion Tellier, "Gesture Helps Second and Foreign Language Learning and Teaching," *Gesture in Language: Development Across the Lifespan* (2021): 335–363.
 ⁴⁸ Ibid.

(which can be merged): firstly, since they believe this term is crucial for comprehending the broader significance of the phrase. Moreover, they are expecting this term will be unfamiliar to the student and provide a challenge.⁴⁹

2. Gestures for managing the class

Management is a functional category of instructional gestures that includes both class management gestures (transition of activities, the beginning and end of the activities, placement of learners/material, punishment/scold / silence, delivering directions) and the management of interactions and participation (control flow/loudness, repeat, support, interrogate, provide voice).⁵⁰

3. Gestures for assessing

Evaluating (or assessment) involves gestures of approval, commendation, and incorrect reporting. Congratulatory/affirming gestures are more prevalent after the student's response, enabling the teacher to reinforce a positive evaluation of the answer. If there are problems in the statement, the instructor might interrupt the student and perhaps wait until the statement ends to interfere.⁵¹

⁴⁹ Ibid.

- ⁵⁰ Ibid.
- ⁵¹ Ibid.

D. Teacher Talk

Teacher speech is the primary source of information for pupils and the key to managing classroom and student behaviors.⁵² Furthermore, teacher speak is the essential component of language instruction. It is a language used by teachers while communicating with students in an educational context. Also, it is the source of linguistic input and has direct influence on results.

Teachers may address the entire class as an implementation of the IRF paradigm in the classroom. IRF stands for "Initiation-Response-Feedback," which is a common pattern of interaction in classroom discourse. The IRF model was first proposed by Sinclair and Coulthard 5 and has since been widely used to describe the structure of classroom talk. In the IRF model, the teacher initiates a question or statement, the student responds to the question or statement, and the teacher provides feedback on the student's response. This pattern of interaction is often used to check student understanding, elicit student responses, and provide corrective feedback. Here is an example of IRF in action:

Teacher: "What is the capital of France?"

Student: "Paris."

Teacher: "That's correct. Can you spell it for us?"

⁵² Omar Ali Al-Smadi, "A Theoretical Review of Classroom Discourse," *International Journal of Academic Research in Progressive Education and Development* 6, no. 3 (August 29, 2017).

In this example, the teacher initiates the question, the student responds with the correct answer, and the teacher provides feedback by asking the student to spell the answer.

E. Review of Previous Study

Numerous extensive research on this issue has been done. A study from Rakhmidianarrafi Nuhwan, the use of non-verbal aspects of kinesics in EFL classroom language by finding the types of non-verbal aspects of kinesics used by the teacher in EFL classroom language. In addition, The research found that gestures, head movement, eye contact, facial expressions, and postures are the nonverbal parts of kinesics performed most frequently by teachers, according to the study.⁵³

The second study from Indrayani Simpuruh & Syamsinar Syamsinar, the use of gestures in improving students' vocabulary mastery in selected Indonesian junior high schools. This research explores The use of gestures to enhance students' word comprehension. The result found that the gesture had a positive impact on the students. They were engaged, and this method is appropriate for teaching English vocabulary.⁵⁴

The third study was from Nina Lisnawati, Siliwangi University. The research investigated the use of gestures by the teacher to convey English

⁵³ Nuhwan, "The Use of Non-Verbal Aspects of Kinesics in Efl Classroom Language."

⁵⁴ Simpuruh, "The Use of Gesture in Improving Students' Vocabulary Mastery in Selected Indonesian Junior High School."

instructional materials. The research found several multimodal meanings in the teacher's gestures during the teaching-learning process. Firstly, gestures of raising a hand and pointing to students to emphasize the instruction during the teaching-learning process, the second is gestures of counting down the finger, raising class objects and open arms to encourage students' understanding of material during learning activities, the third is gestures of pointing classroom object, raising index middle finger and connecting thumb and index finger into a circle to engage students' attention during classroom activity. The fourth is gestures of giving thumbs up to praise students' learning process.⁵⁵

The fourth research was from Agus Rahmat. This research investigated gestures; according to Ekman and Friesen, the forms of gesture and the gesture most frequently used by teachers in EFL (English as a foreign language) classrooms are examined. The subject of this study is the lecturer in the fourth semester of speaking class. This research found that (1) the teacher used all types of gestures classified by Ekman & Friesen (1969) in teaching EFL classrooms. (2) In the EFL classroom, the dominating gesture utilized by teachers is the illustrator's gesture, which involves the use of natural hand and body motions that follow the speech.⁵⁶

⁵⁵ Lisnawati, "Delivering English Language Teaching Materials Through Hand Gestures: A View From Multimodal Perspective."
⁵⁶ Ibid.

The fifth study from Indah Sekar Pertiwi & Lilia Indriani. It investigates the EFL learner's perspective toward nonverbal communication in classroom communication. The study showed that as the source of motivation and focus, nonverbal interactions such as eye contact, mimicking, and body language play crucial functions in classroom discourse. Teachers may understand the significance of nonverbal communication to improve classroom engagement.⁵⁷

This research is comparable to previous research. All previous studies have the same concern on non-verbal aspects in the English classroom. On the other hand, this research has differences in some aspects, for instance, object, aims, method and focus. The first study focused on finding the types of non-verbal aspects of kinesics used by the teacher in EFL classroom language. The second study focused on Gestures in Improving Students' Vocabulary Mastery.

Moreover, the third study focused on gestures utilized by the teacher to convey English instructional materials. The next research focused on the gesture types and the most prevalent gesture used by EFL teachers. The last research focused on EFL learners' perspectives toward nonverbal communicatio

⁵⁷ Pertiwi and Indriani, "EFL Learner's Perspective on The Importance of Non Verbal Communication Within Classroom Conversation."

CHAPTER III

RESEARCH METHOD

In this chapter, the researcher discusses elements pertaining to the study's design and data analysis. The components include the research design, subject, and environment, as well as the time and location of the study, data and data sources, research instruments, data collecting and analysis techniques, and research phases.

A. Research Design

This research used a qualitative research methodology by observing the classroom to identify the hand gesture types and how they implement gestures to reinforce verbal communication and interviewing three English teachers. This design was suitable for this study as the researcher would obtain deep information about the way the teachers use hand gestures in the classroom. Qualitative content analysis has been known a research approach that enables researcher to draw accurate conclusions from verbal, visual or written data to describe and objectively assess certain occurrences (Downe-Wamboldt, 1992).⁵⁸ Crasswell stated that qualitative research aims to investigate and understand individual and societal problems in human existence.⁵⁹

⁵⁸ Lisnawati, "Delivering English Language Teaching Materials Through Hand Gestures : A View From Multimodal Perspective."

⁵⁹ John W. Creswell, *Educational Research*, 4th ed. (Boston: Pearson, 2012), 04.

This study used a qualitative design to analyze how teachers use hand gestures in teaching English at SMAN 10 Surabaya. This study was qualitative since the qualitative analysis was performed on the data. It also describes how the teachers used hand gestures to reinforce verbal communication in the classroom. The data must be descriptively provided based on the outcome.

B. Subject and Setting of The Research

The location of this research was conducted at SMAN 10 Surabaya is at Jl. Jemursari I No.28, Jemur Wonosari, Kec. Wonocolo, Kota SBY, Jawa Timur 60237. The decision to choose this school was because the researcher had observed this school and regarding the issue in this topic in the school, it was possible that some teachers might not be aware of the benefits of using hand gestures in the classroom, and they might not be incorporating them into their teaching methods. Thus, it was suitable for this study to know how the teacher uses hand gestures in class related to nonverbal communication.

The participants of this research were the English teachers at SMAN 10 Surabaya who applied hand gestures to reinforce verbal communication in the classroom during the teaching process. This research observed and interviewed three English teachers from SMAN 10 Surabaya. The researcher selected three participants as they are an English teacher in that school. Therefore, we involved all three teachers in the school. There was no specific reason why the researcher used all the English teachers as we believed that they used hand gestures and the way they used hand gestures might different from one teacher to another teacher.

C. Data and Source Data

The researcher categorized two data in this research. These are subsequent.

1. Data

The main data of this research was the example of teacher's hand gestures that teachers used when they teach. Additionally, teachers' responses about particular teachers used hand gestures and the reason why they use those gestures as the primary data. The primary data were combined with secondary data such as books and journals relevant to this study.

2. Source data

The primary data source was three English teachers at SMAN 10 Surabaya. Concerning the critical data for this study, as documentation, the researcher also collected video and photographs taken throughout the teaching process and an audio recording of the interview.

D. Data Collection Techniques

The researcher used various data collection techniques. There are three data collections that will do this research. Observation and interview.

Further example on how to collect observation and interview are explain in following:

1. Observation.

The observation was the initial phase of data collection. The researcher here was a non-participant observer. The researcher observed the English teacher used hand gestures to reinforce verbal communication in the classroom. The researcher observed three English teachers in once for each teacher's separate class. It depends on the necessity. The observation began in April, 2023. Additionally, field notes were taken to substantiate the observation. The observation was recorded by video recorder. Videorecorded observation also was used to collect the data. Thus, it could check again the activities and the teaching practice that the teacher used in the classrooms.

2. Interview J SUNAN AMPEI

After doing observational research, the researcher interviewed three teachers to obtain data for clarifying about how teachers use hand gestures to reinforce verbal communication in EFL classrooms. It was conducted in person and personal interview using a mix of English and Indonesia language and recording the interview by audio recorder. The interview conducted a semi structured interview by using interview guidelines.

E. Research Instrument

Ary stated that descriptive qualitative research utilized field notes, transcripts of interviews, audio recordings, and video data.⁶⁰ This research used the instruments as follows:

1. Observation field notes

The researcher observed and took note of the teacher's hand gestures used to reinforce verbal communication and also took note the type of hand gestures teacher used according to McNeill's and Allan pease theory. The researcher used observational field notes to answer the first and second research questions about the hand gesture types. The observations field note was developed by the researcher himself. The researcher included further data that was still pertinent to the study.

2. Interview Guideline

The researcher utilized the interview guideline to clarify what they did in the classrooms. The researcher interviewed three teachers using open-ended questions. The interview guideline consisted of three segments, they are opening questions, main questions and closing remarks. There were ten questions, each of which was distinct based on the research requirements about type of hand gestures, hand gesture functions and the way teachers use hand

⁶⁰ Donald Ary, Lucy Cheser Jacobs, and Chris Sorensen, *Introduction to Research in Education*, 8th ed. (Belmont: WADSWORTH CENGAGE Learning, 2010), 435.

gestures. The questions were adapted from theory McNeill and Tellier. In the documentation, the researcher recorded while interviewing the teachers.

3. Video data

The researcher used video log to know what teacher did in the classrooms. There were three video data from three English teachers. The video data was screenshoot of the pictures and given the quotations from the teachers.

F. Data Analysis

The researcher did descriptive qualitative analysis of the acquired data. In qualitative research, data analysis is systematically organized based on the result of observation and interview.⁶¹ The following describes the data analysis procedure:

Initially, The researcher sorted and compiled the data gathered from observation in the classroom and interviews with teachers at SMAN 10 Surabaya into file folders. Next is transcriptions. Transcription is the process of converting data from audio recorders into text data.⁶² The researcher transcripted the result of the interview and into text. Then, the researcher used a video log from video recordings during the observation to get the data of the hand gestures picture and quotation of the teachers said when used hand

⁶¹ R Raco, *Metode Penelitian Kualitatif Jenis, Karakteristik, Dan Keunggulannya* (Jakarta: PT Gramedia Widiasarana Indonesia, 2010), 121.

⁶² John W. Creswell, *Educational Research*, 4th ed. (Boston: Pearson, 2012), 239.

gestures. The researcher used screenshoot pictures to analyze the data. During the second is coding phase, the researcher classified the hand gestures types observed during teaching in classroom and video observations. To code the data, the researcher used an alphabet to categorize it. Next, do data analysis. Using the theoretical framework presented in Chapter II, the researcher might conduct data analysis. The researcher combined the results of observation, interview and video log. Next, explain the finding in the discussion section. The researcher was concluding the research findings. After analyzing and combining all the data, the researcher drew the study's conclusion based on the discussion of each segment

UIN SUNAN AMPEL S U R A B A Y A

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter presents the research findings and discussion about the type of hand gestures teachers use to reinforce learning and how they use the hand gestures. The discussion section will discuss main findings and relate to previous research and relevant theories. The detail findings and discussions are described in the following sections.

A. FINDINGS

As described earlier, this study aims to answer the two research questions, namely the types of hand gesture teachers use in the classroom and how they use hand gestures. To answer these research questions this study interviewed three English teachers and did classroom observation. The following are detail information about the types hand gesture teachers use and how they use in teaching their practices.

4.1. Type of Hand Gestures Teachers Used in Their Practices

To identify the types of hand gesture teachers used in the classroom this study observed their classes and interview three teachers. This study observed three different classes. The data is gained from SKS, X-IPA 4, and XI-IPS 2 class. This study decided to obtain the data from both observation and interview. As the two data collection have different purposes. The observation is done to identify directly the types of hand gesture teacher used and how they

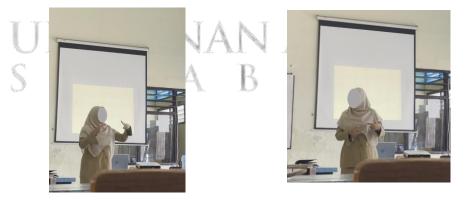
used it. For the interview is used to clarify what they did in the classroom. The result of interview and observation analysis indicated that teacher use four different hand gestures in teaching namely beat, deictic, iconic and metaphoric. The following of description types of hand gesture teacher used in the classrooms.

a. Beat Gesture

Beat gestures is the pace of speech or emphasize particular features of communication. For example tapping the hand on a table to emphasize a point, hands up and down while speaking, roll the palm in speech, etc. The result of observation indicated that all of the teachers used beat gesture. But, the way they used beat gesture are different each teacher. The following of example beat gesture teachers applied.

Teacher 1 used a beat gesture when asking the students. She used beat gestures in opening the class, particularly when she asked the students about the last assignment the teacher gave. While the teacher used a beat gesture, she asked the students to read the materials at home. The following is the example of a sentence teacher used. Teacher said," *Do you still remember what I asked you to read? And what chapter should you read at home?*". (Teacher 1). Here, the teacher's left and right hand lifted and the thumbs were up following the index fingers and the palms rotating. The teacher rotated the fingers to remind the students about the topic in the last meeting. The teacher emphasized the point of

remembering what students should do. She used standard intonation in that sentence, not too fast, to help the students understand what the teacher asked. The students tried to remember what they had read at home. In another form, teacher 1 used beat gestures, while she explained the material about caption. She asked the students in the sentence. Teacher said, "*Can you imagine the picture without words?*" (*Teacher 1*). The teacher opened both palms, then first, both of palms were facing up. Next, the palms facing in each other. Here, the teacher emphasized some words using beat gestures, and the intonation in particular words was slow while asking the students. She used it to make the students give more attention to the teacher and understand what the teacher asked. Using the beat gesture, the teacher asked the students to imagine the picture without words.



Picture 4. 1. The teacher 1 used the fingers and two hands in beginning of the lesson



Picture 4. 2. The teacher made the open palm

Teacher 2 used a beat gesture when she explained to the students about the thesis argument in analytical exposition. The following is the example of a sentence teacher used. The teacher said,"After you decide your opinions about why cigarettes should be banned, you write your arguments to strengthen and support your opinion" (Teacher 2). The teacher used her hand up and down during the explanation in front of the class. The right hand was writing on the whiteboard, while the left hand raised until row the chest then the palm moved up and down with the explanation. Her intonation followed the rhyme she speech, and the gesture accompanied it. The students thought about the arguments that they wanted to answer. The students gave attention to the teacher while teacher said and used the gesture. In another reason why the eacher used beat gesture, the teachers used beat gesture to engage the students in quickly understanding what the teacher conveyed.



Picture 4. 3. Teacher 2 used hands up and down during the explanation.

Teacher 3 used beat gesture while opening the class particularly when she greeted the students by asking the condition. The teacher said "how are you today?" (Teacher 3) and the students responded: "I'm fine". Teacher used hands clenched together. Both palms adhered each other. The teacher emphasized by using beat gesture that is adhere both palms. She gave emphasis in the sentence in order to develop students motivation in the beginning of the lesson. Additionaly, her intonation was lot of enthusiasm. Beat gesture by clenched together it was also a confidence gesture since those who utilized it frequently smile and sound delighted. The students felt spririt in the opening the class. In other form of beat gesture teacher 3 used when she asked the students for opening the book. The following is the example of a sentence teacher used. Teacher said,"look at your note!". Teacher opened both palms while asking the students to open the note. The hands upward and the both palms were facing on top. She asked then reinforced by opening the palms. It purposed in order to the students opened the book in hurry. Then, the stuents hurried up opening the book.

In other word open palms also indicated that it connected with sincerity, loyalty, and obedience.



Picture 4. 4. Teacher 3 adhered both of palms



Picture 4. 5. Open palm gesture

b. Deictic

Deictics are pointing gestures that convey both available and inaccessible physical items at the moment of gesturing. For instance, the teacher will point to artwork while lecturing about it.⁶³ In addition, point to specific people, objects, or locations, such as pointing to a building while giving directions, pointing to the whiteboard while explaining the picture or the writing. Th result of observation found that all English teachers used deictic gesture. But, the way they used deictic gesture are different each teacher. The following of example deictic gesture teachers applied.

⁶³ Dr. Zubaydah, Irma Soraya, and Rizka Safriyani, "Conversational Hand Gestures Of Student Teachers To Give Instruction In Microteaching Class Of English Teacher Education Department At Sunan Ampel State Islamic University Surabaya" 145, no. IconEFL 2017 (2018): 279–285.

Teacher 1 used deictic gesture when she explained the picture about caption. Then, the teacher asked to the students using the sentence "what is the picture on the screen?" (Teacher 1). While she raised the left hand, she pointed the picture appreared on the screen by using five fingers and asked to the student about the picture on the screen. Next, the teacher repeted the question and pointed the picture using index finger. The teacher reinforce her question and directed her fingers to the picture on the screen. Teacher needed the sudents to focus and look at the picture and guessed what the picture is. The students' attention followed the the teacher's gesture that pointed on the screen. The use of deictic gesture in order to point the spesific object paricularly the picture on the screen. Thus the students knew what the picture was and followed the teacher direction to look at the picture. In other form of deictic gesture teacher used, when the teacher asked the students "what is called the information that we have discussed?" (Teacher 1). Then, the teacher used right hand and pointed to the student using index finger. Next, the student answered with the word "caption". The teacher asked to answer according to the material had discussed that was about caption. When the teacher pointed the students, the students answered well. the teacher's expression is happy. Using deictic gesture to address the student who teacher pointed previously.





Picture 4. 6. Teacher 1 pointed the picture on the LCD



Picture 4. 7. Teacher 1 pointed to the student.

Teacher 2 used deictic gesture to give punisment to the students. When the condition in learning english was noisy, the teacher said aloud to the students. She said in sentence "silent please! If you don't listen my explanation and you just talk with your friend. Back to the class and don't join my class" (Teacher 2). When she said back to the class she pointed and directed the classroom using right hand. The palm opened facing on top and asked them back to the classroom. After the teacher asked back to the class the teacher lower the palm. Teacher said and used diectic gesture to direct the position of class, and afterward the class condition became more stable and silent. Students who had made noise in the class directly became silent and back to listen the teacher's explanation. Then the teacher continued the explanation.



Picture 4. 8. Teacher 2 pointed and directed the classroom.

Teacher 3 used deictic gesture when there were a student answer the teacher's question. While she pointed the student, the teacher said in sentence "yes, how about you" (Teacher 3). Teacher pointed the student with left hand then fingers clenched except the index finger pointed to student who answers the teacher's question. The teacher pointed to address the spesific student who wanted to answer. After the teacher allowed and pointed the student, the student answered the question well.



Picture 4. 9. Teacher 3 pointed to the student.

c. Iconic

Iconic gestures is imitating actual occurrences. Furthermore, these gestures represent concrete objects or actions such as the shape or the size of the thing. The result of observation indicated that all teacher used iconic gesture. But, the steps they used iconic gesture are different each teacher. The following of example iconic gesture teachers applied.

Teacher 1 used iconic gesture if she illustrate the shape of the thing. Here, the teacher illustrate the shape of newspaper. She used in sentence "have you ever read newspaper? In newspaper there are some pictures, in every picture threre is information beside of the picture" (Teacher 1). In illustrarting the shape of the newspaper and representating the picture, the teacher used two index fingers. The first, both index fingers raised in line pointing on top. Then, the right palm form alphabet C facing on top. In other side, the left hand hanged in line with the stomach. With the use of iconic gesture the students could imagine the shape of newspaper itself and for the teacher it will help her to conveyed the point in explanation.



Picture 4. 10. Teacher 1 made iconic gesture.

While teacher 2 used iconic gesture when she illustrate the pack of cigarette. She asked the students the price of cigarette in a pack. She asked in sentence "*cigarette is expensive*. *What is the price of cigarette in a pack?*" (*Teacher 2*). While in word *pack* the teacher used thumb and index finger forming box was like alphabet C facing on top to illustrate the shape of pack of cigarette. The teacher used iconic gesture in order to make the students understand more the shape of cigarette pack. For students, they imagined and knew the shape of cigarette pack.



Picture 4. 11. Teacher 2 illustrated the shape of cigarette.

Teacher 3 used iconic gesture when she explained about playing handphone during learning. The following is the example of a sentence teacher used "*If your teacher takes your handphone while he/she explain in the class. It shows that you have broken the rules*". When she represented the handphone she used iconic gesture. Firstly, both hands raised in line with the chest then the thumb and index finger face to face each other form a square. The other fingers were clenched. teacher made it to illustrate the shape of handphone. The students looked at the gesture

to represent the phone in the explanation. It helped the students to pay attention when teacher was explaining. In other form teacher 3 used iconic gesture, when she giving appreciation to the students as representative of good. Teacher used the expression "good!". She wanted to make sure whether the student understood and the answer student was correct. Thus, she made the OK sign to indicate that the students fully understood and good answer. The teacher gave two thumbs as the appreciation to the student who answer well. The student who received two thumbs enjoyed with that gesture.



Picture 4. 12. Teacher 3 used iconic gesture.



Picture 4. 13. Teacher 3 used two thumbs for appreciating the student.

d. Metaphoric gesture

Metaphoric is conveying an abstract concept but are harder to comprehend. These gestures convey abstract or complex ideas through physical movements or postures, such as using the hands to represent the concept of caption, concept of hortatory or analytical. The result of observation indicated that all the teachers used beat gesture. But, the steps they used Metaphoric gesture are different each teacher. The following of example iconic gesture teachers applied.

Teacher 1 used metaphoric gesture when she explained about caption. The following is the example of a sentence teacher used "*caption is a single information or a short piece of text that follows an image, a graph, or other visual media and gives additional description and explanation" (Teacher 1).* While she explained she used the hand gesture. The first teacher used her hands are facing each other and bend the finginger facing each other. Next, open the left hand in front and the right hand is still as previously. She tried to use that movements to make easier the explanation of the concept of caption. While the students addressed their attention on the teacher speech and the hand gesture. Thus, the explanation could be more understanding to the students.



Picture 4. 14. Teacher 1 explained the concept of caption.

Teacher 2 used metaphoric gesture when she explained about arguments in analytical exposition. She used the sentence "*in argument section, you will provide some arguments to support your thesis. If you disagree with the thesis you should provide the strong arguments and vice versa*". While she said, the teacher used both hands were raised in line with the neck. The palms were facing each other. Then, those hands moved from the right side to left. The teacher used that gesture to make students understand with the explanation. She moved both hands to show the agree and disagree arguments. Therefore, the students' attention will focus on the teacher explanation.



For teacher 3, she opened a right palm as receive somehing and the left hand gripped when the teacher explain the concept of hortatory/the purpose of hortatory exposition. She used metahoric gesture in sentence "*the purpose of hortatory exposition is to persuade the reader or listener about something should or should not be the case*" (Teacher 3). She moved their palms in order to make the students attention keep focusing on the teacher.



Picture 4. 16. Teacher 3 used Metaphoric gesture.

The results of the study indicated that the teachers used all the type of hand gesturues, namely beat, deictic, iconic and metaphoric. These findings provided valuable insights into knowing the specific hand gestures that enhance learning and engagement can aid teachers in effectively delivering their lessons and improving student comprehension. The data collected and analyzed during this research process offered a deeper understanding of different types of hand gestures in EFL classrooms.

MPEL.

4.2. Ways on How Teachers Use Hand Gestures.

There are several ways on how teachers used hand gestures. As discussed earlier, there are four types of hand gesture that teachers use namely beat, deictic, iconic and metaphoric. However, the ways how they used those four hands gesture are different from one teacher to other another teacher. Table 4.1 described the ways on how three English teachers used four types of hand gesture.

Table 4. 1. Ways on how teachers use hand gesture.

No	Hand Gestures	Functions
1	Beat	1. Opening the classroom.
		2. Giving the instructions.
		3. Ensuring students understanding what teacher explains.
		4. Giving feedback.
		5. Asking to the students to remember the last material.
		6. Controlling the intonation while speaking.
		7. explaining the material while writing on the whiteboard.
		8. Giving assignment to the students.
		9. Asking the attention.
		10. Complimenting to the students who have answered well.
		11. Closing the activities and concluding the material.
2	Deictic	1. To point the students for answering the question and asking the
		students come to the in front of the class.
		2. Explaining and mentioning the picture on the LCD.
		3. Giving punishment to the student and directing to get out of the class.
3	Iconic	1. Illustrating the shape of the thing teacher speaks.
		2. Instructing to make the group.
		3. Mentioning the number of arguments.
		4. Appreciating "good" to the students who answered well.
		5. To help the students for understanding the meaning of vocabulary.
4	Metaphoric	1. Explaining the concept of the picture on caption.
	~	2. Giving students' understanding the concept of pros and cons in
		analytical exposition.
		3. Giving understanding the concept of hortatory exposition.

The first is beat gesture, the teacher used beat gesture for emphasizing on the particular topics of the speech. For example teacher 1 and 3 had the same purposes in using beat gesture. They used beat gesture for opening the class, giving the instruction, ensuring the students understand what teacher explained, giving feedback and complimenting to the students progress. Furthermore, teacher 1 used beat gesture for controlling the intonation while speaking and closing the activities or concluding the material. Additionally, teacher 2 used beat gesture for giving assignment to the students and asking the attention.

Another hand gesture is deictic gesture, teacher used deictic gesture to point the object to make it clear the object that teacher means. Teachers used deictic gesture for different purposes. For example for asking the students to answer the questions, pointing the pictures and giving students punishment. For example teacher 1 and 3 used deictic gesture for asking the students to answer the questions and asking the students come to the in front of the class, mentioning the picture on the LCD/whiteboard and describing on powerpoint. Teacher 2 also used deictic gesture to punish the student and directing to get out of the class as they don't want to listen the teacher and make noise in the class.

In iconic gesture is usually used teacher for illustrating the concrete objects. All the teachers used this gesture for illustrating the shape, size of the thing. Tecahers used iconic gestures in different purposes. For example teacher 1 used iconic gesture to instruct the students to make a group and give complimenting to the students. While teacher 2 used iconic gesture for mentioning the number of arguments in analytical exposition. Teacher 3 used iconic gesture to help students understanding about the meaning of vocabulary.

Metaphoric gesture is used for conveying the abstract concept or idea. All the three teachers used metaphoric gesture when they were explaining and giving understanding the concept of the material such as caption, hortatory exposition and analytical exposition.

The results of the study indicated that the ways on how teachers used hand gestures were different each other. These findings provide valuable insights into the function in each types of hand gesture, such as the function beat gesture, deictic, iconic and metaphoric gesture. The data collected and analyzed during this research process offered a deeper understanding of the way how the teacher used hand gestures to reinforce verbal communication in EFL classrooms.

B. Discussion

In this section, the researcher reflected on the theories presented in chapter II while discussing the findings. In addition, it discussed the common hand gestures used by English teachers during the teaching and learning process at SMAN 10 Surabaya, as well as how the teachers implemented hand gestures to reinforce their verbal communication in their teaching. Following is an explanation of the discussions.

4.1. Types Of Hand Gesture Teachers Used in Teaching English

The first research question is about the types of hand gesture to reinforce verbal communication in EFL classroom. The analysis indicated that the gestures are indeed effective meditational instruments for enhancing teacher verbal communication. Based on research findings teachers in classroom used for types of hand gestures namely, beat, deictic, iconic and metaphoric. Beat gesture is to emphasize on the particular topics of the speech. This findings confirm with previous studies which also find the same hand gesture teacher used in their teaching practices. Teacher quick flip of the hand or a quick back and forth, hands up and down the palms. As like research from Rintaro's researcher, he found that in beat gesture the teacher quickly moves his right palm up and down while speaking in the claassroom.⁶⁴ In addition, according to McNeill, beat used and

⁶⁴ Rintaro Sato, "Gestures in EFL Classroom: Their Relations with Complexity, Accuracy, and Fluency in EFL Teachers' L2 Utterances," *System* 89 (2020).

appeared to synchronize the rhythm in speech.⁶⁵ Thus, beat gesture is often used by teachers to emphasize a point or to convey enthusiasm. It involves a rhythmic movement of the hand or head, usually in time with speech, to emphasize the importance of what is being said. Beat gesture helps the teachers to control their intination when they are speaking. Therefore, the meanings or the messages what teacher conveyed will be clear and ease to understand. Additionally, This gesture can help to make the lesson more engaging and memorable for students, as well as helping to keep their attention focused on the topic at hand. Overall, the beat gesture can be an effective tool for teachers to use in order to enhance their communication and teaching skills in the classroom.

Based on the findings previously, the teacher used deictic to poin the picture on the LCD using index finger to make the students keep focusing on the teacher's instruction. As study from Nina Lisnawati, the teacher pointed her index finger to the whiteboard repeatedly as a tool of instructions to engage students' attention.⁶⁶ These gestures are often accompanied by words or phrases that help to clarify the intended meaning, and they can be used to establish a shared understanding between communicators. Teachers used deictic gestures to point to or indicate something specific. For example, a teacher might use a deictic gesture to point to a specific word on the board or to indicate a location in the school. Deictic gestures are an important part of nonverbal communication, and they can help to reinforce the

⁶⁵ David McNeill, Why We Gesture (Cambridge: Cambridge University Press, 2015).

⁶⁶ Nina Lisnawati, "Delivering English Language Teaching Materials Through Hand Gestures : A View From Multimodal Perspective" 20, no. 6 (2021): 1803–1819.

information that is being presented in a lesson.

Iconic gestures represent concrete objects or actions such as the shape or the size of the thing. They are often used in speech to enhance communication and help the listener better understand the message being conveyed. Manuela et al. study was discovered that iconic gestures generate substantially superior memory performance than meaningless gestures for word acquisition in a foreign language.⁶⁷ Iconic gestures are commonly used by teachers to help students visualize and remember important things. For example the teacher illustrated the shape of pack of cigarette and also gave "OKE" sign as the appreciation to the students. By using iconic gestures, teachers can reinforce the information being presented and help students retain the information more effectively.

Based on the findings, the teacher used all the types of hand gesture. Teachers used hand gesture to make the concept more accessible and easier to understand, and can also make learning more engaging and memorable. Additionally, hand gestures can help maintain students' attention and create a more dynamic learning environment.

4.2. The Way How Teachers Use Hand Gesture to Reinforce Verbal Communication in EFL Classrooms.

The second research question is about the ways how teacher used hand gesture to reinforce verbal communication in EFL classrooms. Hand gestures are a common tool used by teachers to enhance their teaching. All the teachers have different ways

⁶⁷ Ning Cao and Guanying Chen, "The Role of Gesture in the Second Language Learning and Teaching," *American Journal of Applied Sciences* 14, no. 12 (2017): 1070–1074.

to use hand gesture in their teaching practices. For example beat gestures are used in several activities in teaching. It has important role in teaching. Beat gesture commonly used to control the intonation while the teacher is speaking. Sandra Herbert stated that beat gestures reflect the tempo of speech or emphasize aspects of speech.⁶⁸ Thus, the teachers tend to use beat gestures while explain the material in the class. They control the intonation in order to the meaning conveys can be understood by the students. Furthermore, beat gesture has some function in teaching. Such as used for opening the classroom, giving the instructions to open the note, giving students understanding what teacher explains, Asking the attention, etc. beat gesture is the most teachers used in their teaching practices because beat gesture sometimes is just unconscious gesture to control the intonation. So, when teacher speaking can be clear and not to fast.

In the ways teacher used deictic gesture when they pointing in specific object. Sime stated that deictic were the most efficient types of hand movements that maintained their focus of attention on the task for a longer period of time, and resulted in a higher rate of success in accomplishing the task.⁶⁹ As this study the teachers used deictic to point the picture on the LCD. By using deictic the students can be more focus while the teachers explaining. In addition, Nina in her research found that index finger into a circle to engage students' attention during classroom

⁶⁸ Sandra Herbert and Mathematics Education Research Group of Australasia, "Gesture Types for Functions," *Mathematics Education Research Group of Australasia*, no. 2006 (2012), http://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=ED573247&site=ehostlive&scope=site.

⁶⁹ Daniela Sime, "What Do Learners Make of Teachers' Gestures in the Language Classroom?," IRAL - International Review of Applied Linguistics in Language Teaching 44, no. 2 (2006): 211–230.

activity.⁷⁰ This study found that teacher sometime used deictic gesture to point the students using index finger. Pointing the students using index finger in the classroom is not good and is not recommended. Pointing used index finger is unpleasant gesture.⁷¹ In line, abuyusuf stated that pointing at students using index fingers needs to avoid.⁷² Because this makes the students uncomfortable. When asking to the students answer or ask them to come in front of the class, it will be high recommended using all finger and the palm is open. Nevertheless the use of index finger is not good to apply in teaching, in some places and contries it is still allowed to use it. Therefore, deictic is important to be applied by teachers during teaching practices in the classroom.

As discussed earlier in the previous section there are several reasons of why the teacher used iconic gesture in teaching. That is for illustrating the concrete object in important point. In this this case teacher illustrate the shape of the picture while explaining the caption. In addition, the teacher also used their finger to demonstrate the size and shape of the pack and handphone. In line with Zubaydah, iconic gesture makes the students' initiation understanding about the expectation.⁷³ Therefore, it helps a lot the students understanding the meaning of vocabulary than they just imagine the shape of the object without the illustrating the shape of that object.

⁷⁰ Lisnawati, "Delivering English Language Teaching Materials Through Hand Gestures : A View From Multimodal Perspective."

⁷¹ Allan Pease, *BODY LANGUAGE How to Read Others' Thoughts by Their Gestures* (London: Sheldon Press, 1984).

⁷² Shady R. Abuyusuf, "Classroom Management: Gestures 1" (Britishey Training Centre, 2020), https://youtu.be/80Zz-IPvhsw.

⁷³ Dr. Zubaydah, Irma Soraya, and Rizka Safriyani, "Conversational Hand Gestures Of Student Teachers To Give Instruction In Microteaching Class Of English Teacher Education Department At Sunan Ampel State Islamic University Surabaya" 145, no. Iconelt 2017 (2018): 279–285.

According to Brendan students who were taught using iconic hand gestures scored higher on achievement tests and rated their teachers more positively.⁷⁴ It looked when the teacher explains the some vocabulary the students understanding what the teacher means.

As discussed in previous section there are several functions why the teacher used metaphoric gesture that is to help student more understanding the concept of the topic that teacher conveyed. Metaphoric help students understand complex concepts by comparing them to something more relatable or familiar. But, the use of metaphoric gesture in teaching is little known about the function teachers' metaphors in practice.⁷⁵ It seemed when the teacher practiced in classroom, they still little used metaphoric gesture in their teaching. However, one disadvantage of using metaphoric gestures is that they may not be effective for all students, as some students may not be visual learners or may not understand the metaphor being used. By using metaphoric gestures, teachers can enhance students' comprehension and learning processes.

⁷⁴ Brendan Bentley et al., "Using Iconic Hand Gestures in Teaching a Year 8 Science Lesson," *Applied Cognitive Psychology* 37, no. 3 (May 1, 2023): 496–506, accessed May 17, 2023, https://onlinelibrary.wiley.com/doi/full/10.1002/acp.4052.

⁷⁵ Andreas Larsson and Karin Stolpe, "Hands on Programming: Teachers' Use of Metaphors in Gesture and Speech Make Abstract Concepts Tangible," *International Journal of Technology and Design Education* (July 19, 2022): 1–19, accessed May 17, 2023, https://link.springer.com/article/10.1007/s10798-022-09755-0.

CHAPTER V

CONCLUSION AND SUGGESTION

This section discusses the conclusion of this study regarding the analysis of teacher hand gestures to support verbal communication. Additionally, this chapter includes research recommendations for teachers and future researchers.

A. CONCLUSION

The purpose of this study was to determine the answer to the research question regarding types of hand gestures and how teachers use them in the teaching and learning process. Based on discussion and data collection, the researcher wants to draw two conclusions in answering the research question previously.

 There are four types of hand gesture that teacher used to reinforce verbal communication during teaching in the classroom namely beat, deictic, iconic and metaphoric. It stated that the use of hand gesture to reinforce verbal communication is essential in teaching English. Especially beat gesture that the most teacher used in their teaching practices to emphasize the particular topic. 2. The ways on how teachers used hand gesture is different one teacher to other teachers. However, they have different purposes in using hand gesture as describe in this study for example beat gesture has a function for opening the classroom, giving the instructions, giving students understanding what teacher explains, giving feedback, asking to the students to remember the last material, controlling the intonation, giving assignment to the students, asking the attention, appreciating to the students who have answered well, closing the activities or concluding. Whereas, deictic gesture usually teacher used for asking the students to answer the question and asking the students come to the in front of the class, explaining and pointing the picture on the LCD and punishing to the student and directing to get out of the class. Additionally, teachers used iconic gesture when they were illustrating the shape of the thing teacher speaks, instructing to make the group, mentioning the number of arguments, appreciating "good" to the students who answered well and helping the students for understanding the meaning of vocabulary. The last type is metaphoric, the teacher used metaphoric when explaining the abstract concept. However, all hand gestures can be applied in the similar way, particularly when explaining the materials and giving the students' understanding about the materials. These functions support previous findings that hand gesture is essential to reinforce learning particularly when the teachers are able to use properly as showed in these findings.

B. SUGGESTION

As the following explication, the researcher suggests various kinds of recommendations based on the findings of the study.

1. For teachers

The researcher believes that the outcome of this study will allow teachers to learn from one another in order to improve the teaching and learning process through the use of hand gestures. Even if students are in the same grade, this does not imply that they have the same level of comprehension. Therefore, instructors should be aware of which hand gestures are most appropriate for their students. In order to avoid monotony, it is preferable for the teacher to use a variety of hand gestures dependent on the circumstance in the classroom.

2. For further researchers AN AMPEL

S Researchers emphasized on the types of hand gestures teachers used and how they used hand gestures in EFL classrooms. Researchers emphasized on the types of hand gestures used by teachers of EFL and how they applied them. Unless other researchers will be researching the same topic as the researcher, it would be preferable if class management were to add hand gestures, or they could implement other forms of hand gestures based on his theory

References

- Abuyusuf, Shady R. "Classroom Management: Gestures 1." Britishey Training Centre, 2020. https://youtu.be/80Zz-IPvhsw.
- Afdaliah, Nihla. "Teachers' Gestures in EFL Classroom." *Al-Lisan*. Vol. 7, No. 2 (2022): 182–197.
- Al-Smadi, Omar Ali. "A Theoretical Review of Classroom Discourse." International Journal of Academic Research in Progressive Education and Development 6, no. 3 (August 29, 2017).
- Annisah. "The Analysis of Nonverbal Communication Used by Teacher in the Classroom Activities." State University of Makassar, Makassar (2013).
- Ary, Donald, Lucy Cheser Jacobs, and Chris Sorensen. *Introduction to Research in Education*. 8th ed. Belmont: WADSWORTH CENGAGE Learning, 2010.
- Bambaeeroo, Fatemeh, and Nasrin Shokrpour. "The Impact of The Teachers' Non-Verbal Communication on Success in Teaching." *Journal of advances in medical education* & *professionalism* 5, no. 2 (2017): 51–59. <u>http://www.ncbi.nlm.nih.gov/pubmed/28367460%0Ahttp://www.pubmedcentral.n</u> <u>ih.gov/articlerender.fcgi?artid=PMC5346168</u>.
- Bentley, Brendan, Kylie Walters, | Gregory, C R Yates, Adelaide Australia, and Australia Correspondence. "Using Iconic Hand Gestures in Teaching a Year 8 Science Lesson." *Applied Cognitive Psychology* 37, no. 3 (May 1, 2023): 496–506. Accessed May 17, 2023. https://onlinelibrary.wiley.com/doi/full/10.1002/acp.4052.
- Budiartika, I. N. P., Myartawan, I. P. N. W., & Agustini, D. A. E. "Verbal and Nonverbal Communication Used by Teachers in Providing Positive Reinforcement in EFL

Classes at SMP N 1 Mengwi." *Jurnal Pendidikan Bahasa Inggris undiksha* 5, no. 3 (2018).

- Cao, Ning, and Guanying Chen. "The Role of Gesture in the Second Language Learning and Teaching." American Journal of Applied Sciences 14, no. 12 (2017): 1070– 1074.
- Case, Alex. "How To Use Body Language and Gestures in EFL Classes." UsingEnglish.Com. Last modified 2019. Accessed January 2, 2023. https://www.usingenglish.com/teachers/articles/how-to-use-body-languagegestures-in-efl-classes.html.
- Chikiwa, Clemence. "Gestures and the Spoken Language: A Crucial Semiotic and Symbiotic Relationship in Multilingual Mathematics Classes." *Eurasia Journal of Mathematics, Science and Technology Education* 17, no. 12 (2021).
- Clough, Sharice, and Melissa C. Duff. "The Role of Gesture in Communication and Cognition: Implications for Understanding and Treating Neurogenic Communication Disorders." *Frontiers in Human Neuroscience* 14 (August 11, 2020): 323.
- De Vito, Joseph A. *The Interpersonal Communication Book*. 14th ed. Harlow: Pearson Education Limited, 2016.
- Fridanna, Maricchiolo, Bonaiuto Marino, and Gnisci Augusto. "Hand Gestures in Speech : Studies of Their Roles in Social Interaction," no. January (2004): 1–14.
- Gamble, Teri Kwal, and Michael Gamble. Interpersonal Communication: Building Connections Together. Thousand Oaks (Calif.): SAGE Publications, 2014. <u>https://www.sagepub.com/sites/default/files/upm-binaries/53604_Gamble_(IC)_Chapter_6.pdf.</u>
- Hariri, Alfan, Rizka Safriyani, Zulidyana D Rusnalasari, Stkip Al-Hikmah, Uin Sunan, and Ampel Surabaya. "The Analysis of Teacher's Interaction by Using Self-Evaluation Teacher Talk (Sett) In SMPN 13 Surabaya." ETERNAL (English,

Teaching, Learning, and Research Journal) 8, no. 02 (December 31, 2022): 217–35. https://doi.org/10.24252/ETERNAL.V82.2022.A1.

- Herbert, Sandra, and Mathematics Education Research Group of Australasia. "Gesture Types for Functions." *Mathematics Education Research Group of Australasia*, no. 2006 (2012). http://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=ED573247&sit e=ehost-live&scope=site.
- Hutagalung, Dyan Yosephin. "Teachers Language Style in English Course Class." Aisteel (2017): 98–100.
- John W. Creswell. *Educational Research*. 4th ed. Boston: Pearson, 2012.
- Kendra, C. "Types of Nonverbal Communication." *Very Well Mind* (2021): 1–1. https://www.verywellmind.com/types-of-nonverbal-communication-2795397.
- Kraus, Chen and Chawla. "Nonverbal Behaviour and Nonverbal Communication: What Do Conversational Hand Gestures Tell Us?" Advances in Experimental Social Psychology (1996): 389–450.
- Larsson, Andreas, and Karin Stolpe. "Hands on Programming: Teachers' Use of Metaphors in Gesture and Speech Make Abstract Concepts Tangible." *International Journal of Technology and Design Education* (July 19, 2022): 1–19. Accessed May 17, 2023. https://link.springer.com/article/10.1007/s10798-022-09755-0.
- Lisnawati, Nina. "Delivering English Language Teaching Materials Through Hand Gestures : A View From Multimodal Perspective" 20, no. 6 (2021): 1803–1819.
- Littlejohn, Stephen W., and Karen A. Foss. *Encyclopedia of Communication Theory*. California: Sage Publications, 2009.
- Mcneill, David. *Gesture and Thought*. London: The University of Chicago Press, 2005. McNeill, David. *Why We Gesture*. Cambridge: Cambridge University Press, 2015.

- Nuhwan, Rakhmidianarrafi. "The Use of Non-Verbal Aspects of Kinesics in Efl Classroom Language" 1, no. April (2019): 19–25.
- Othman, Mohd Ala Uddin, Zawawi Ismail, Che Mohd Zaid, and Mohammad Rusdi Ab Majid. "Non-Verbal Communication and Its Effectiveness on Teaching and Learning Arabic Language." *Journal of Critical Reviews*, 2020.
- Pease, Allan. *Body Language How to Read Others' Thoughts by Their Gestures*. London: Sheldon Press, 1984.
- Pertiwi, Indah Sekar, and Lilia Indriani. "EFL Learner's Perspective on The Importance of Nonverbal Communication Within Classroom Conversation." *English Journal of Indragiri (EJI* 5, no. 2 (n.d.).
- Raco, R. Metode Penelitian Kualitatif Jenis, Karakteristik, Dan Keunggulannya. Jakarta: PT Gramedia Widiasarana Indonesia, 2010.
- Rahmat, Agus. "Teachers' Gesture in Teaching EFL Classroom of Makassar State University." *Metathesis: journal of English language, literature, and teaching* 2, no. 2 (2018): 236.
- Sato, Rintaro. "Gestures in EFL Classroom: Their Relations with Complexity, Accuracy, and Fluency in EFL Teachers' L2 Utterances." *System* 89 (2020).
- Sime, Daniela. "What Do Learners Make of Teachers' Gestures in the Language Classroom?" IRAL - International Review of Applied Linguistics in Language Teaching 44, no. 2 (2006): 211–230.
- Simpuruh, Indrayani. "The Use of Gesture in Improving Students' Vocabulary Mastery in Selected Indonesian Junior High School." Utamax: Journal of Ultimate Research and Trends in Education 3, no. 1 (2021): 9–13.
- Solomon, Denise, and Jennifer Theiss. *Interpersonal Communication: Putting Theory into Practice*. New York and London: Routledge Taylor & Francis Group, 2013.

- Stam, Gale, and Marion Tellier. "Gesture Helps Second and Foreign Language Learning and Teaching." Gesture in Language: Development Across the Lifespan (2021): 335–363.
- Sutiyatno, Sukris. "The Effect of Teacher's Verbal Communication and Non-Verbal Communication on Students' English Achievement." *Journal of Language Teaching and Research* 9, no. 2 (2018).
- Sutrisna, I Putu Edi. "Kinesics in EFL Language Teaching." Yavana Bhasha: Journal of English Language Education 3, no. 2 (2020): 27.
- Wilson, Amy Alexandra, Michael D. Boatright, and Melanie Landon-Hays. "Middle School Teachers' Discipline-Specific Use of Gestures and Implications for Disciplinary Literacy Instruction." *Journal of Literacy Research* 46, no. 2 (January 1, 2014): 234–262. Accessed March 2, 2023. https://journals.sagepub.com/doi/full/10.1177/1086296X14532615.
- Zubaydah, Dr., Irma Soraya, and Rizka Safriyani. "Conversational Hand Gestures Of Student Teachers To Give Instruction In Microteaching Class Of English Teacher Education Department At Sunan Ampel State Islamic University Surabaya" no. 145, IconEFL 2017 (2018): 279–285.
- "EFL Definition and Meaning | Collins English Dictionary." Accessed February 20, 2023. https://www.collinsdictionary.com/dictionary/english/efl#:~:text=EFL is the teaching of, for "English Language Teaching.
- "Gestures in Learning & Teaching ISLS." Accessed March 2, 2023. https://www.isls.org/research-topics/gestures-learning-teaching/.
- "REINFORCE | English Meaning Cambridge Dictionary." Accessed February 20, 2023. <u>https://dictionary.cambridge.org/dictionary/english/reinforce</u>