

**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



**UIN SUNAN AMPEL
S U R A B A Y A**

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

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Surabaya, 20 Juli 2023

Yang membuat pernyataan



Ahmad Wahyu Surya Dilaga


NIM. D95219055

ADVISOR 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 approved by thesis advisors for further approval by the Boards of Examiners.

Surabaya, 12 Juni 2023

Advisor I,

A handwritten signature in black ink, appearing to be 'Rizka Safriyani', written over a faint rectangular stamp.

Rizka Safriyani, M.Pd

NIP. 198409142009122005

Advisor II,

A handwritten signature in black ink, appearing to be 'Fitriah', written over a faint rectangular stamp.

Fitriah, S.Pd., MA, Ph.D

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



Prof. Dr. H. Muhammad Thohir, S.Ag., M.Pd.

NIP. 197407251998031001

Examiner I,

Afida Safriani, M.A., Ph.D.

NIP. 197509162009122003

Examiner II,

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

NIP. 196512201992031005

Examiner III,

Rizka Safriyani, M.Pd.

NIP. 198409142009122005

Examiner IV,

Fitriah, PhD

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

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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

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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

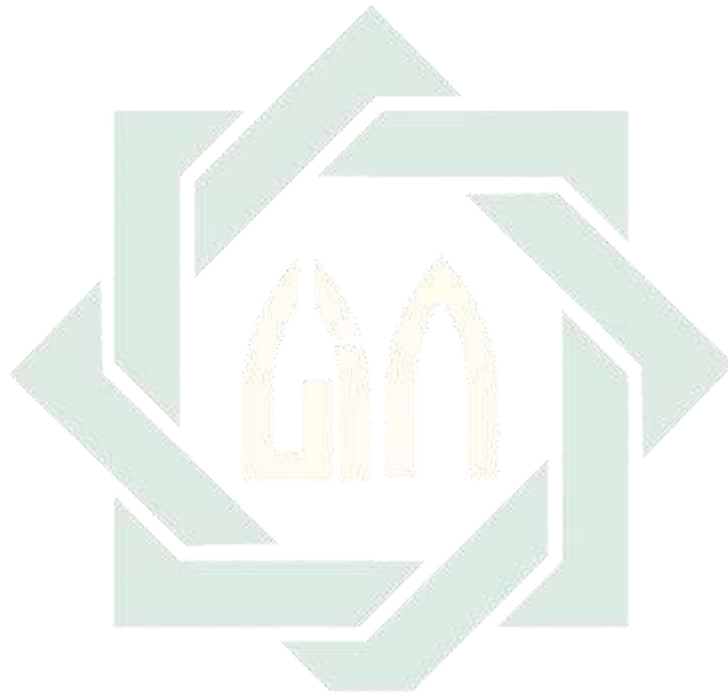
Gestur tangan mempunyai peran penting dalam pengajaran bahasa Inggris. Hal ini dibuktikan dengan gerakan tangan yang dapat meningkatkan siswa dalam belajar bahasa Inggris. Penelitian ini bertujuan untuk menyelidiki jenis-jenis isyarat tangan yang digunakan guru dan bagaimana mereka menggunakan isyarat 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.

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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 Alfani 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.uin-alauddin.ac.id/index.php/Eternal/article/view/25293>.

² Sukris Sutiayatno, "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.

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

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
2. To investigate how the teachers use hand gestures to reinforce verbal communication with the students in the EFL classrooms at SMAN 10 Surabaya.

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

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 contrast 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:

1. 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

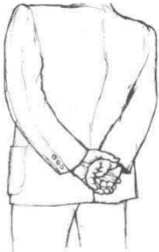



turn, etc.), emotional, and cognitive (give an indication on syntax, underline specific prosody, explain new vocabulary, etc.).

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

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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).

8	 <p><i>Picture 2. 8. Gripping Hands, Arms and Wrists</i></p>	It indicates a superiority/confidence gesture position.
9	 <p><i>Picture 2. 9. Thum Displays</i></p>	Thumb displays are positive signals, typically utilized by 'cool' teachers in the presence of subordinates in the usual 'cool' teacher position.
10	 <p><i>Picture 2. 10. Chin Stroking</i></p>	This chin-stroking motion indicates that the listener is about to make a choice.
11	 <p><i>Picture 2. 11. Standard Arm-Cross Gesture</i></p>	Both arms are crossed over the chest to 'hide' from an unfavorable circumstance.

(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.

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 differ 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 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. Video-recorded 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.

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 researcher used screenshot 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



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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.

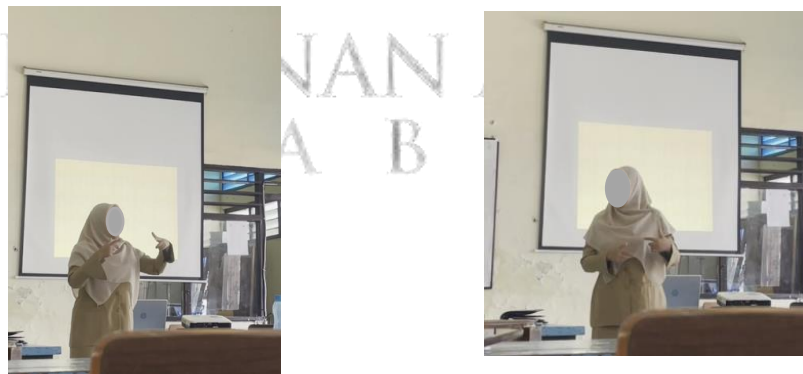
A. FINDINGS

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

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*

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. Teachers 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

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 intonation 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 Lisawati, 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 Lisawati, "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.

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.

1. 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

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

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