

## **AN ANALYSIS OF PEDAGOGICAL GESTURE PERFORMED BY NOVICE TEACHER IN TEACHING ENGLISH**

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### **Abstract**

Gestures are one technique commonly used by teachers in delivering material. This study aims to investigate types of gestures as well as the benefits of using them that are used by novice teachers in teaching English and in the learning process. This research is a qualitative descriptive study that examines novice teachers from different schools. It takes four observations for each class. From the research conducted, this study resulted in four types of gestures generally used and five benefits for novice teachers and also three benefits for students. The types of hand gestures are deictic, iconic, metaphor, and beat gesture. While the benefits of using gestures are that teachers can easily clarify their ideas in explaining some difficult vocabulary, it can also help students understand the materials easily, and it reduces their nervousness toward the students and allows them to enjoy the class. This study is hoped to be able to provide insight to teachers about the importance of using gestures in learning English by considering the benefits.

**Key Word:** Gesture, Novice Teacher , Teaching English

### **Introduction**

In this era, English language already is known as a foreign language in this Indonesia country. Based on Budiharto's view (2019) "English, which is broadly employed in either spoken or written forms, has been a significant communication instrument in a multi-ethnic humanity and can be used for many different interests in a variety of fields, such as in the field of education, business, employment, etc". Learning English as a foreign language is very important, since "English is the key to the International currencies of technology and commerce" (Waters, 1999, P. 6). This means that, needs to prepare the future generations to learning English especially to face the development of the future era.

One of the main challenges Indonesian government encounters is to improve the quality of its human resources, especially in education sector. Quality of education must be supported by professional teachers as a strategy to develop the quality of human resources.

According to UNESCO (2018) defines teachers as one of the most influential and powerful forces for equity, access and quality in education and key to sustainable global development. However, their training, recruitment, retention, status, and working condition remain pre occupying.

In particular novice teachers, they still have less of teaching experience and have just implemented their teaching skills learned in a school. Sumarsono (2016) also found that novice EFL lecturers face internal challenges related to pedagogical, professional, and psychological aspect. In pedagogical aspects, they had no teaching experience so that they got difficulty in managing classroom especially handling students who are relatively similar ages as the lecturers. Besides, Sumarsono (2016) also uncovered that in professional aspect their knowledge about English subject grammar, vocabulary, etc. was good, but sometimes they still did some mistakes when it was applied.

Meanwhile, in psychological aspects, they are reusable or immature, their personality has not established well as they are still fresh graduates. Therefore, the efforts to develop the professional teachers become an absolute condition for the progress of the nation in terms of education. If the quality of teachers increases, it will encourage the improvement of the quality of education in both the process and the results.

According to Matsumoto and Dobs (2016) Pedagogical gestures that are used by teacher for explaining English temporal concepts, and those by students to respond to their teacher's gesture. This research the theory of McNeill (1992) his research about hand and mind offers four different categories of gestures (Iconic, Metaphor, Deictic, Beat) which is intended to analyze two novice teachers that focus on gesture in teaching English at SMP ISLAM AL ITTIFAQ and SMP MIFTAHUL ULUM SAMPANG.

Hopefully, this research in the future can be utilized in improving and evoking the quality as well as the effective teaching of the teachers in the classroom. Therefore, based on the previous findings above the researcher concludes that the using of gesture has an essential role in making the students more attracted or enthusiasm in learning English in the classroom. In this research, the researcher wants to conduct the similar area of the research about gesture but the novelty of this research more specific on the analyzing of novice teachers gesture in teaching English in the classroom.

### **Research Method**

This is a qualitative descriptive study using a case study approach. According by John W. Creswell (2007) "The case study is a research strategy which included researchers

investigated carefully a program, event, activity, process, or group of individuals. The cases are limited by time and activity, and researcher gather complete information using a variety of data collection procedures based on a predetermined time". This research was conducted in SMP Miftahul Ulum and SMP Islam Al Ittifaq used purposive sampling with the category teacher who have less than five years teaching experience

### **Results and Discussion**

#### **Result**

The research was conducted four times from each class by direct observation. The research was starting on May until June at SMP Miftahul Ulum and SMP Islam Al Ittifaq. The data gained from first grade in junior high school through video recording. There are four videos from each class to analyse the needs of its study. The related theories of gesture's types and benefits for teachers uses as guidance in examining the data that have been collected. Here the types for gesture used by novice teachers in teaching English.

#### **Teacher A**

##### **Deictic Gesture**



**Picture 4.5.**Novice Teacher show book as a object



**Picture 4.6.**Novice Teacher ask students to focus

### **Teacher B**

#### **Metaphoric Gesture**



**Picture 4.27.**Novice teacher say “free”

#### **Iconic Gesture**



**Pictures 4.28.**Novice Teacher say”prohibited”

The first research question discussed on this part is “What are the types of gesture used by novice teacher in teaching English?”. The researcher focused on gestures that appeared during main activity include explaining session, Q&A session, and tasking session. Hand gesture is a part of gesture which is focused on hand and arms movement or even signs. Hand gesture used in every learning process especially on English as foreign language subject. Hand gesture served as a media communication between teacher and student during learning process. Based on the result of direct observation of two English teachers from different school in junior high school especially at seven grade, showed that both teacher applied hand gesture during their teaching. In main

activity, A and B teachers have implemented explaining, questioning and answering, also tasking session. In terms of methods and approaches, both teachers use different methods and approaches. Their teaching’s styles was also different, but there was one similarity between them that is media of teaching. Both of them only used textbooks, realia things and verbal explanations accompanied by hand gestures. Hand gestures were very important during learning process because every time teachers had difficulties in explaining words, hand gestures would help them naturally. This is also in line with the theory about gesticulation from McNeill (2005). As stated from the journal by McNeill, Gesticulation is motion that embodies a meaning relatable to the accompanying speech. Gesticulation is the most familiar type in daily use. It is also called as unwitting gesture because it works naturally. This type made with the hand and arms and there’s no restriction on those parts. The application of this type was different between A teacher and B teacher. In main activity, A teacher was gesturing more than B teacher during explaining, questioning, and tasking section (the result could be seen on the findings). During the observation, the researcher found that A and B teachers explained the topic in a very natural style even though B teacher sometimes seemed rarely to approach students when explaining the material. The hand gestures that have applied by those two teachers were unplanned before.

Teacher A as a novice teacher in SMP Miftahul Ulum as my object in this research is used all of the types gesture in fourth observation by using different types in each meeting. In first observation Teacher A used all of the types of gesture except iconic gesture,

because in her explanation novice teacher often to pointing the object to explain the student about the example of the material, in first observation , researcher also found that novice teacher used facial expression to support her explanation, here facial expression is a part of non verbal communication same as gesture. In second observation, researcher didn't find metaphor gesture because in this meeting , novice teacher focused on describing a thing by using her hand and the types of gesture commonly used by novice teacher in this meeting is iconic gesture. In third observation, researcher didn't find iconic gesture because in this meeting rare to use hand gesture to explain the material. This meeting novice teacher explained the topic about "job" and ask the student with question "what do you do?" and the students will answer "I am student", and etc. Here novice teacher used metaphor gesture to explain about beat gesture to, and deictic to pointing gesture. In fourth observation, researcher almost not found types of gesture that used by novice teacher in explaining the material, but here researcher only found two iconic gesture .

Teacher B as a novice teacher in SMP Islam Al Ittifaq as my object in this research is used all of the types gesture in fourth observation by using different types in each meeting. In first observation researcher didn't find beat gesture and metaphor gesture , but here the researcher found deictic gesture and also iconic gesture which is help novice teacher to explained the material. In second observation researcher found all the types of gesture except metaphor and deictic gesture in teaching process, and here in second meeting novice teacher discuss about the material only focus on homework of the students that related with topic last week. In third

observation researcher almost not found the types of gesture but here researcher only found one of beat gesture which is novice teacher explain the meaning of only about topic simple present continuous tense. In fourth observation researcher found all the types of gesture except deictic gesture, in this meeting novice teacher often to used hand gesture in explaining the material , the topic of this meeting is notice which is explained the students about notification.

Based on research all types of gesture is already used by novice teacher in each meeting . In fourth observation Teacher A using beat gesture 4, metaphor gesture 2, deictic gesture 5, iconic gesture 6. For Teacher B using beat gesture 2, metaphor gesture 2, deictic gesture 2, iconic gesture 6. Researcher can conclude for all of the types of gesture using by novice teachers is beat gesture 6, metaphor gesture 4, deictic gesture 7, and iconic gesture 12. Here the most frequently used by novice teacher is iconic gesture because it help teacher to imitated a thing that should tell for the students, and also it make students easier to understand about the material.

The second research question discussed on this part is "What are the benefits of gestures for novice teachers and students in Teaching English?". The researcher focused on the benefit that faced or got by teachers based on the benefits of hand gestures according to Toastmaster International (2011) and Hui Yang (2016), and The researcher focused on the benefit that faced or got by students based on the benefits of using gesture is "gesture can be less useful in a domain (and, in some cases, can even be detrimental) for children with low-competence in that domain" (Post, van Gog, Paas, & Zwaan, 2013; Wakefield & James, 2015). The benefit for teacher by using

gesture in teaching process is related with the theory , but here the benefit for student it's not related with the theory that researcher used because by using gesture it can help student with low competence to understand the material easier, the others benefit by using gesture for students it help student's memorization, and also can make students enjoyed the learning process.

## **Conclusion**

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

1. All of the types of gesture is already used by novice teachers at SMP Miftahul Ulum and SMP Islam Al Ittifaq. This gesture took half part of teaching because both novice teachers mostly used this gesture during learning process. Both teachers used this type during explaining and giving example related to the topic . In this research gesture that most frequently used by novice teacher is iconic gesture because it help teacher to explaining the material for exemplify something through hand gesture.
2. The benefits of using hand gesture are: both teachers can explain and demonstrate vocabularies that difficult to explain, clarifying and supporting the speaker's words, dramatizing student's ideas, arousing student's interest and attention in studying ,lending emphasis and vitality to the spoken word ,and also dissipating nervous

tension and visual aids. The benefit for students it's not related with the theory that researcher used because by using gesture it can help student with low competence to understand the material easier, the others benefit by using gesture for students it help student's memorization, and also can make students enjoyed the learning process.

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