A LECTURE HAND GESTURES IN A VIDEO LECTURE RECORDING TO TEACH ENGLISH DURING THE COVID-19 PANDEMIC

A Thesis

Presented to the Department of English Language Education as Partial Fulfillment
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Conveyed by

Anya Arasy Rachman

18322088

DEPARTMENT OF ENGLISH LANGUAGE EDUCATION

FACULTY PSYCHOLOGY AND SOCIO-CULTURAL SCIENCES

ISLAMIC UNIVERSITY OF INDONESIA

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APPROVAL SHEET

A LECTURE HAND GESTURES IN A VIDEO LECTURE RECORDING TO TEACH ENGLISH DURING THE COVID-19 PANDEMIC

By

Anya Arasy Rachman

18322088

Approved on 11 May 2022

By

Supervisor:

Intan Pradita, S.S., M. Hum

NIP: 123220403

RATIFICATION SHEET

A LECTURE HAND GESTURES IN A VIDEO LECTURE RECORDING TO TEACH ENGLISH DURING THE COVID-19 PANDEMIC

By

Anya Arasy Rachman

18322088

Defended before the Head of Examiners on Monday, 23 May 2022 and Declared Acceptable.

Board of Examiners

Chairperson   : Intan Pradita, S.S., M. Hum

First Examiner   : Irma Windy Astuti, S.S., M. Hum

Second Examiner   : Astri Hapsari, S.S., M. TESOL.

Yogyakarta,   , 2022

Department of English Language Education

Faculty of Psychology and Socio-Cultural Sciences

Islamic University of Indonesia

Head of Department

Irma Windy Astuti, S.S., M. Hum.

NIP: 062216005

STATEMENT OF WORK'S ORIGINALITY

I honestly declare I originally wrote this thesis. This thesis does not contain any work of others except those cited in quotation and references, as a scientific paper should.

Yogyakarta, May 2022

The Writer,

Anya Arasy Rachman

18322088

MOTTO

"Dream High. Instead of being satisfied with what I've done, I said this to myself, 'No, this isn't enough."

-Lee Jeno-

"Good things will happen. Work hard at trying new things and have confidence, and I believe that if you don't get too scared."

-Jeong Jaehyun-

DEDICATION

This thesis is proudly dedicated to me, my beloved parents, my grandma, sisters, friends, and lecturer's, who always stayed by my side and supported me during hard times while writing this thesis.

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Anya Arasy Rachman

18322088

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A LECTURE HAND GESTURES IN A VIDEO LECTURE RECORDING TO TEACH ENGLISH DURING THE COVID-19 PANDEMIC

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Anya Arasy Rachman

18322088

ABSTRACT

This research aimed to identify the types of lecture hand gestures in a video lecture recording during the COVID-19 pandemic. The data were collected by screenshotting the hand gestures made by the lecture. The data in this study were analyzed through a qualitative content analysis design. Based on the developed categories by Liu et al., (2020), this study found two main types of teacher gestures. The findings show that the habitual and beating gestures were the most frequent gestures that indicate built lecture engagement performed through a video lecture recording. The results also indicate habitual and beating gestures are perceived as the ideal gestures in one way the lecture communicates through a video lecture recording. The characteristics of the lecture hand gestures in this study show as the natural gesture that appears regularly as an attempt to interact with the video viewers and enliven the lecture presence with the students.

Keywords: hand gestures, lecture video recording

CHAPTER I

INTRODUCTION

This chapter is intended to justify how this research is important by emphasizing an empirical gap and highlighting empirical contributions.

1.1 Background of the Study

During the Covid-19 pandemic, the rapid development of technology has forced teachers to change teaching methods by switching from face-to-face learning to fully online learning. In order to strive to be present and engaged with the students in education, teachers have to create a lecture video recording. In recent years, the use of a lecture video recording in blended learning, especially online classes, has increasingly become popular since it is proven to present the teacher and deliver materials effectively. A lecture video recording has successfully represented the teacher pointing gestures to smoothen learning performances (Pi et al., 2017). To this extent, gestures play an important role in a lecture video recording. Too much or too few gestures tend to bring significant learning willingness for the students. Teacher hand gestures have been indicated as one of the various nonverbal behaviors that play a crucial role in second language learning (Wang & Loewen, 2016). Another study was conducted in the East Asia context in Japan (Sato, 2020). He found that teacher hand gestures also have a vital role in EFL classrooms. The need to describe teacher hand gestures was brought about a decade ago by (Liu et al., 2020), who highlighted that teacher hand gestures in classroom teaching contribute to developing the analytical framework of classroom interaction. Based on the studies above, it is concluded that teacher hand gestures in a lecture videos play an important role in improving students' understanding of the material. Hand gestures in a lecture video recording showed the fundamental aspect of learning that became one of the teacher's representative ways of communication.

This issue has attracted the attention of countries in Asia, especially East Asia, such as China and Japan. On the other hand, in Southeast countries, Singapore has also examined the existence of using multiple representations theory to make the function of development and classification of teacher hand gestures more specific and meaningful (Liu et al., 2020). Using specific hand gestures could help the teacher develop students' comprehension of the materials. In the other study that examines teacher gestures in the discourse analysis approach, Lim (2017)

highlighted that the advancement of technology in this era would make it easier for teachers to use resources such as gestures, to design fascinating and unique student learning experiences. This indicates teacher hand gestures can also be a part of a student's learning process. In Japan context, Sato (2020) shows that using hand gestures effectively for EFL Japanese teachers would be better to establish their English lesson and serve advanced quality input to students themselves. Some of the studies above explain that teacher hand gestures could benefit students' comprehension to understand the materials, but on the opposite side, (Yeo et al., 2017) found that not always using many hand gestures will facilitate student understanding. He also said some hand gestures might be unhelpful, and some may even be detrimental. Furthermore, this issue is still relatively new in the Indonesian context, and not much in-depth research has been done. This happened as an impact of the Covid-19 pandemic; both teachers and students in Indonesia still need many adaptations to transition from face-to-face learning to online learning.

As to how the previous study shows us that although the number of studies about gestures in a lecture video recording is numerous in many developed countries like the USA, China, and Japan, by Wang and Loewen (2016), Lim (2019), Liu et.al (2020) and Sato (2020), there is a limited investigation of this issue researched in the Indonesian context; most of the research that has been done indicates only for blended learning, not for fully online learning. However, the current issue of this study attracted a lot of researchers' attention, especially for the improvement of method quality in education during the pandemic. Knowing how vital teacher hand gestures affect students' understanding in the learning process and the soft skill of the teacher itself. Thus, to fill the void, this research explored teacher hand gestures that were used in a lecture video recording during the pandemic era in the Indonesian context by observing the various gestures, especially hand gestures that show up during a lecture video recording during the learning process.

1.2 Formulation of the Problem

This research was conducted to answer a question:

What types of hand gestures do the lecture perform in a lecture video recording produced and used during the COVID-19 pandemic?

1.3 Objective of the Study

This research aimed to identify a lecture hand gestures in a lecture video recording during the COVID-19 pandemic.

1.4 Significances of the Study

This research is expected to be a preliminary observational study to identify hand gestures teachers performed in a lecture video recording.

CHAPTER II
LITERATURE REVIEW

The research positioning of this study was under conceptual and theoretical review of teacher gestures.

2.1 Conceptual Review on Hand Gestures in a Lecture Video Recording

The conceptualization of hand gestures was begun in the 19th century by McNeil (1992). People tend to use hand gestures when they have conversations with each other spontaneously. Thompson (2014) explained that hand gesture is a spontaneous movement of the human body, building perfect communication from ancient humans that could not be separated from speech. McNeill (1992) conceptualized those gestures as not only just a random movement of the human body, but gestures already have their pride as a symbol. As the statement mentioned, gestures and human speech in communication are an inseparable unity. In another theory, Kendon (1996) classified various human movements, especially upper body parts such as hand and arm gestures, that humans often use wherever they communicate and convey many meanings. He explained that a simple movement like fondling the hair is also part of a gesture related to it.

Another theory that defines gestures, McNeill (1992), explained that human hand gestures could be a tool to represent a character or object and express various meanings that arise from speakers. He also highlighted that those hand gestures would be produced as a symbol convincingly demonstrated by comparing them when different people describe the same events. This statement indicates that hand gestures are spontaneous not only as movements without meaning, but further research has proven that gestures provide many representations of meaning according to their conditions and needs.

On the other perception, Macedonia & Kriegstein (2012), in their study about word learning in a foreign language, explained that gestures could help learners improve their understanding of learning new vocabulary in foreign languages. This statement demonstrates that gestures positively affect learning English in an academic context.

Beer & Ochsner (2006) explained that socio or social cognition is the cognitive process of the human brain to explore the social world. Social cognition gathers all the information of the social world, such as people, including themselves. With this explanation, establishing learner social cognition means building students' cognitive process in the world of education they are living.

In the other theory of language development, Gullberg et al. (2008) constructed that role of gestures can be investigated further from three types of perspectives: gestures as a medium, gestures as reflection, and gestures as language development itself. In all of the philosophies he explains, gestures play a crucial role in developing a learner's spoken language. Gestures are giving positive benefits in establishing learner social cognition to process their language acquisition in learning English.

Often teachers will perceive hand gestures as an intermediary for students to convey their thoughts. The previous statement will undoubtedly help students and teachers to improve their language learning process. Both teachers and students tend to try to use similar gestures indirectly to convey their thoughts. This similarity results in multiple representations based on the teachers and the students' thoughts or knowledge. As found by (Liu et al., 2020), these representations of hand gestures have two main dimensions; functional gestures and random gestures. Functional gestures are the most used by the teacher to achieve a specific purpose in learning. Thus, in terms of gestures categorized that have been studied based on classroom observation, many categorizations of gestures have been adopted based on McNeill's (1992, 2005) theory of gestures categorize. McNeill (1992) conceptualized hand gestures into four major categories: iconic (related to a specific object), metaphoric (showing an abstract idea or thing), deictics (pointing to an object), and beats (movement with a rhythmic pulse).

From the discussion above, it is acknowledged that there are many conceptualizations of teachers' hand gestures. Those of which are categorized by McNeill (1992), Martinec (2004), Wang et al. (2004), and Lim (2017). Through these conceptualizations, (Liu et al., 2020) extended the discussion by adapting their concepts into nine categories of teachers' hand gestures. Liu et al. (2020) contextualized the categorizations in online classroom teaching that also connects with two dimensions in the previous findings by McNeill (1992). Thus, Liu's concept was justified to be the framework of this study since the focus of this study is to analyze teachers' hand gestures in a lecture videos recording used during online teaching. He classified the nine components: representational, metaphoric, evaluative, deictic, beating, emotional,

operational, negative, and habitual.

     a. Representational, movements of the fingers that imitate the shape of objects.

     b. Metaphoric, movements refer to something abstract like requiring students to do something.

     c. Evaluative, movements to respond to a student's behaviors.

     d. Deictic, movements in pointing an object.

     e. Beating, repetitive movements to emphasize something.

     f. Emotional, hand movements to express feeling and emotions.

     g. Operational, teacher movements with various equipment.

     h. Negative, teacher movements that give negative feedback to students.

     i. Habitual, the movements that become the teacher's habit but do not affect learning.

These components have different meanings for each gesture raised by the teacher in the classroom. Each component has been refined according to the teaching needs of teachers in the language learning process, especially for English learning as a foreign or second language. As with similar ways of thinking, all the previous statements already explain the various movements of the human body that we usually call gestures. Thus, gestures can be said as unnecessary movement without a beneficial meaning, but it has also implied that gestures were becoming the key to communication in language learning.

2.2 Empirical Review on Teacher Hand Gestures in a Lecture Video Recording During the Pandemic

Nowadays, blended learning has become a popular method of learning due to the COVID-19 pandemic. In addition, teachers are also required to adapt quickly to the rapid technological developments in education. Sato (2020), in his research about EFL teacher hand gestures with their second language utterances, also explains their relationship with complexity, accuracy, and fluency. He discovered that EFL teachers were more effective in delivering their material with gestures. Sato's (2020) study shows that most teacher hand gestures are metaphoric. Metaphoric is hand or arm movement to show an abstract object or ideas during the learning process. Sato (2020) also indicated that using hand gestures produces positive complexity and fluency in teacher utterances during the learning in terms of the teacher utterances.

In the other studies of multiple representations, (Liu et al., 2020) found that expert teachers with many teaching experiences would use various hand gestures during their teaching practice that depend on their situation in class. This result contrasts with novice teachers who tend to use slight variation in their movements during teaching, but they rarely use hostile gestures more than expert teachers. In this case, we can see that the teacher teaching experiences have also affected the variety of gestures that the teacher uses in class.

2.3 Theoretical Framework

Through the review of the conceptual and empirical literature on teacher hand gestures, this research focuses on identifying the characteristics of Indonesian teacher hand gestures in teaching English during the pandemic. Theory categorizes teacher hand gestures in classroom teaching by Liu et al., (2020). The components accommodated a critical analysis of the data in this study and are related to the be used both in an online context or face to face learning.
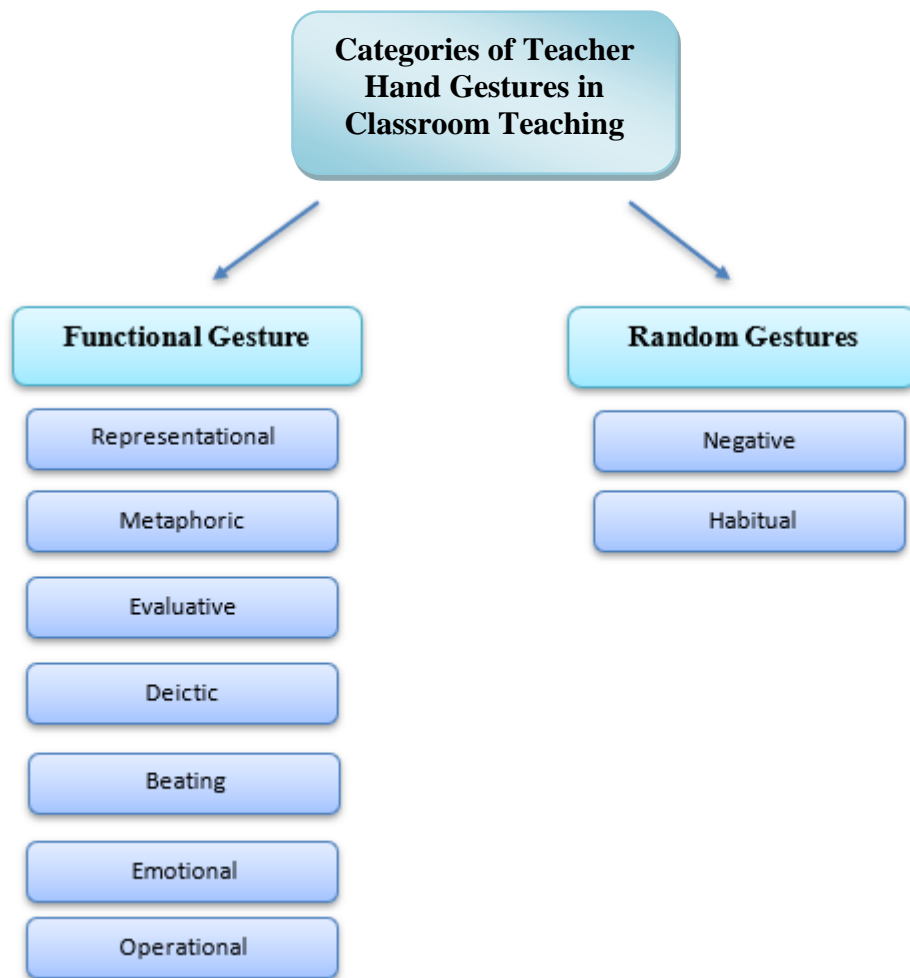
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                    ┌──────────────────────────┐
                    │   Categories of Teacher  │
                    │      Hand Gestures in     │
                    │    Classroom Teaching     │
                    └──────────────────────────┘
                       ╱                      ╲
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        ┌──────────────────────┐      ┌──────────────────────┐
        │  Functional Gesture  │      │    Random Gestures    │
        └──────────────────────┘      └──────────────────────┘

          ┌──────────────────┐          ┌──────────────────┐
          │ Representational  │          │     Negative     │
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          ┌──────────────────┐          ┌──────────────────┐
          │    Metaphoric     │          │     Habitual     │
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          │    Evaluative     │
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          │     Emotional     │
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          │    Operational    │
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Figure 2.3 Hand Gestures Theoretical Framework

CHAPTER III
RESEARCH METHODOLOGY

In this chapter, the researcher discusses the research design, research instrument, settings and participants, data collection method, and data analysis.

3.1. Research Design

This study aims to identify the characteristics of teacher hand gestures in a lecture video recording during the pandemic COVID-19 in the Indonesian context through a qualitative content analysis design. Content analysis is a qualitative research method that provides a structured and objective means to create accurate hypotheses from verbal, visual, or written data to represent and quantify the specific phenomena (Downe-Wamboldt, 1992). Content analysis is an ideal research design since this study will reveal that teacher hand gestures in classroom teaching refer to various gestures that the teacher uses in a video lecture recording (Liu et al., 2020).
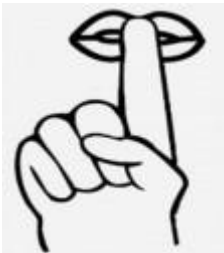
3.2. Source of the Data

The data of this study were taken from a lecture video recording made by a lecture in the English Language Education Department in one of the private universities in Yogyakarta. The video was uploaded to the YouTube channel. There are 37 videos already uploaded in total, consisting of 13 lecturing videos recording and 24 learning videos recording. This amount of a lecture video recording shows that the lecture is productive in creating a lecture video recording. The video that became the source of the data in this research is the video entitled "Physical Design of the Classroom," with a duration of 5'39". It was made in 2020 and launched in March 2021 (https://youtu.be/TmYhw5-hcXE). This video was chosen based on considering the frequency of hand movements produced by a lecture in the video recording. The researcher screenshotted hand gestures made by the lecture. The lecture was informed of the purpose of this research and gave their full consent to a lecture video recording being used for this purpose (Liu et al., 2020).

3.3. Research Instrument

This study was adapted from Lim (2017), Sato (2020), and Liu et al. (2020). The instruments of this study referred to Liu et al. (2020) to analyze the characteristic of teacher hand gestures that appears in a lecture video recording. The components of teacher hand gestures were required to be applied in coding to the characteristics of teacher hand gestures that were shown in a lecture video recording.

Table 3.3 – 1 Characteristic of Teacher's Hand Gestures

No	Dimension	Categories	Code	Example of Gesture	Function of Gestures
1	Functional Gestures	Representational Gestures	A		Imitating the shape or motion of an object
2	Functional Gestures	Metaphoric Gestures	B		Referencing an abstract idea
3	Functional Gestures	Evaluative Gestures	C		A feedback act of a student's behavior

No	Dimension	Categories	Code	Example of Gesture	Function of Gestures
4	Functional Gestures	Deictic Gestures	D		Pointing to directions and objects
5	Functional Gestures	Beating Gestures	E		Repetitive gestures to emphasize a point
6	Functional Gestures	Emotional Gestures	F		Using hand movements to express inner feelings and emotions
7	Functional Gestures	Operational Gestures	G		Teachers' interaction with various tools
8	Random Gestures	Negative Gestures	H		Teachers' gestures that are not related to teaching and produces negative effects in teaching process
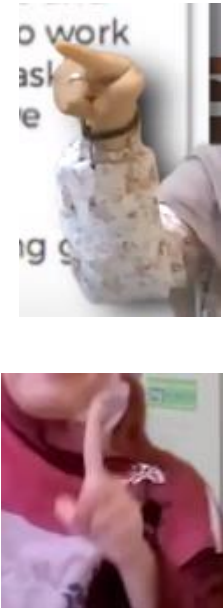
No	Dimension	Categories	Code	Example of Gesture	Function of Gestures
9	Random Gestures	Habitual Gestures	I		The habitual gestures of teachers that does not affect teaching.

3.4. Data Collection and Data Analysis

The instrument of data collection consists of one lecture video recording. They are the screenshot of the gestures, which means the visual data was collected based on the image of the screenshot from a lecture video recording. Furthermore, to collect the data, the researcher used a table of characteristics of teacher hand gestures that were adapted from the research by (Liu et al., 2020). The artifacts are organized into the table of categories, code, visual gestures, and descriptions. Based on the Liu et al., (2020) study, he stated that the use of a lecture video recording is a true reflection of teachers' teaching. It causes minimal interference with teachers' teaching, supports replay, and improves class learning situations.

Table 3.4 – 1 The Sample of Data Collection

No	Categories	Code	Sample of Hand Gestures	Description of Gestures	Description of Function
1	Beating gestures	E		both hands clenched	repetitive hand gestures to assert a point

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No	Categories	Code	Sample of Hand Gestures	Description of Gestures	Description of Function
2	Deictic gestures	D		finger-pointing something	hand gestures pointing something

While rewatch the data source, the researcher took screenshots of relevant hand gestures as presented by the lecture. The screenshotted data were then resorted and codified into the two main categories; functional and random gestures. Further codification was also conducted by referring to the sub-category of gestures (Liu et al., 2020).

3.5. Data Trustworthiness

Erlina et al. (2019) stated that establishing trustworthiness plays a vital role in validating the data in qualitative research. To build the trustworthiness of the data, the researcher will use three establishment techniques: the expert's judgment with our lecture supervisor and peer debriefing with fellow friends who are also researching content analysis. The last is rich and thick descriptions, providing a detailed description of each screenshot of the lecture gestures (Erlina et al., 2019; Mukminin et al., 2019; Qoriah 2020).

CHAPTER IV
FINDINGS AND DISCUSSION

This chapter presents all the data findings based on collected data and its analysis. The findings of this research will be elaborated on with previous studies in the discussion.

4.1 Findings

From the data, after rewatching fourteen times of a lecture video recordings and taking a screenshot of fifty hand gestures that the participant made, it was found that the most frequent gestures that teachers do in a lecture video recording were *Habitual* (I) and *Beating* (E) gestures. In these 5 minutes and 39-second lecture rvideo recordings, five gesture categories referred to Liu et al. (2020) appeared in a lecture video recording. There are also *Deictic* (D), *Evaluative* (C), and *Representational* (A) gestures following *habitual* and *beating* gestures. These five categories also found a few gestures that appear but are not included in the nine categories. From the observer's point of view, the participant tends to show habitual gestures due to the kind of materials that she explained in a lecture video recording. Most of the hand gestures that she made gave an overview that related to what she said and the participant's materials. Even though the frequency of the rest of the three categories is not much as habitual and beating gestures, these gestures also represent the lecture hand gestures in their specific way to explain to the participant the video.

The teacher spontaneously carries out many habitual hand movements. Habitual gestures itself is a category of gestures that is part of the random dimension in classroom teaching from the perspective of multiple representations (Liu et al., 2020). Beating gestures also regularly appear during this a lecture video recording. Beating gestures are a different dimension category from the habitual; the beating was in functional gestures. Both habitual and beating gestures give a lot of meaning, making it easier to express the teacher's explanation while explaining the materials. Three of the rest categories appear from the same dimension, like beating; it was functional gestures. In his research, Sato (2020) explained that the differences in the frequencies and types of gestures could be of great interest. He also explained that it does not matter even if the teacher only produces five categories from the nine existing categories because that is enough to confirm that the teacher can use lecture gestures well in the video.

From the fifty screenshots of the hand gestures, two interesting points about gestures appear in the video. First, the participant did not demonstrate any of the hand gesture tools yet. Hand gestures that participants do mostly, in general, were habitual, that have meant these movements were only a habit that the teacher regularly does during the explanation of the materials. Not only that, but the participants also did not demonstrate yet four categories of gestures in Liu et al. (2020) theory in a lecture video recording; these gestures are *Methaporic* (B), *Emotional* (F), *Operational* (G), and the last are *Negative* (H) gestures. These four gestures represented the gestures tools explained by Liu et al. (2020) categories but did not demonstrate in a lecture video recording because the participant positioned herself as a keynote teacher or the presenter in a lecture video recording itself.

The frequency of various teacher hand gestures shown in this lecture video recording was dominated by habitual and beating categories. From the fifty pictures of data that have been collected, the frequency distribution of the highest gestures was the habitual gestures with twenty-two pictures. The second most frequent was beating gestures with seventeen pictures. The rest of the data was eleven pictures, with the seven images of deictic gestures, evaluative and representational gestures, one picture each, and two pictures left with unknown categories of gestures.

Another result of the teacher's hand gestures screenshot found that two gestures were not related to any categories, even in lecture hand gestures or tools gestures. These hand gestures were probably the communication gestures that reflect appearance. The participant is only the rigid lecture that gives rise to movements, not in that category to Liu et al. (2020).

Table 4 -1 The Most Frequent Data

No	Categories	Code	Sample of Hand Gestures	Description of Gestures	Description of Function	Numbers
1	Habitual gestures	I		both hands open	natural hand gestures when explaining the materials	22
2	Beating gestures	E		both hands clenching	repetitive hand gestures to assert a point	17
3	Deictic gestures	D		fingers pointing something	hand gestures pointing to something	7
4	Evaluative gestures	C		fingers showing an example of students act	In the form of feedback example, the lecture tries to explain	1
5	Representational gestures	A		fingers imitate objects	imitating an object in the video	1

4. 2 Discussion

On the other hand, these results contrast with the current study results. In this case, a lecture video recording made by the participants is in the form of one-way communication. There are no students directly, so it is purely the teacher who explains the material in a lecture video recording. Based on a lecture video recording, participants were indicated to use habitual movements naturally or unintentionally because they were only limited to lecture habits. Habitual gestures are identified as part of random gestures (Liu et al., 2020). His research also stated that habitual only the dimension of spontaneous gestures does not affect the learning process. At the same time, the participant used habitual gestures regularly when she tried to illustrate something or when she was doing the intermezzo explanation in the video. In fact, every teacher has other movement characteristics in a lecture video recording, and this difference has a positive impact which turns out to help develop teacher professionalism (Liu et al., 2020).

The other previous study by Liu et al. (2020), in his research on the multiple representations' perspective, found that the teacher hand gestures they used were metaphoric gestures from three different teachers. Metaphoric was the abstract gestures that the teacher made; in this case, the teachers used metaphoric gestures to adjust the common subject that they teach. The teacher must use metaphoric gestures to express particular meanings of the subject. This result is also inversely proportional to the research findings that have been done. The participant only faced the learner in one way because this lecture video recording was only made as one of the learning tools in an online class in the pandemic era. These things make the teacher's hand movement limited, and there is no interaction between teacher and students to create various gestures that might happen during the learning process.

Those previous studies also have different views on recording their lecture video. Both Lim (2017) and Liu et al. (2020) recorded the video while the conditions were still in the face-to-face class. The teachers will undoubtedly be able to produce a lot of hand movement because the position of the course is still in normal condition, and there are students directly to interact with and implement the teacher's hand gestures that have been made.

4.2.1 The Most Frequent Hand Gestures Identified

The teacher's hand gesture types in a lecture video recording during the pandemic have been shown in a participant's lecture video recording. The distribution of the types of teacher hand gestures spread almost into habitual and beating categories. Habitual gestures from Liu et al. (2020) explained that the movements that become the teacher's habit but do not affect learning. The participant tends to repeat these gestures regularly during a lecture video recording.

Figure 4.2.1.1 Habitual Gestures

Based on the Liu et al. (2020) categories, these hand movements were the gestures that would not affect the learning process because of only a teacher's habit. But the participants tend to use these gestures as the primary movements in the video. Even though these gestures did not specifically have meaning to express something, the participant tends to use these kinds of gestures periodically.
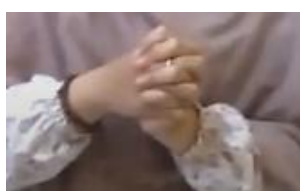
Figure 4.2.1.2 Beating Gestures

Beating gestures are repetitive hand gestures to emphasize a point (Liu et.al, 2020). In this lecturelecti video recording, the participant also regularly makes the beating hand gestures when she does a monolog during the video. In his research, Liu et al. (2020) stated that beating and deictic gestures were the hand gestures that were difficult to determine. But in his category, he classified these hand gestures as functional gestures. This means beating gestures have a specific function but are a little bit hard to determine.

However, according to several studies that Lim has carried out (2017), Liu et al. (2020) and Sato (2020) have not indicated anything related to habitual gestures. The main factor is the different situations in which every teacher in this research and previous research. While the previous study was in a regular class with a normal condition, the participant in my research took a lecture video recording during the online learning during the pandemic era. Several factors indicated to be the cause of the participant making a lot of habitual gestures were the lack of interaction with students as in the videos of Lim (2017) and Liu et al. (2020). Participants tend to do monologue explanations, resulting in limited hand movements like habitual because participants only act as giving material during a lecture video recording itself.

Throughout the discussion, the number of hand gestures performed by the participants in this research was limited to characteristics of habitual and beating gestures. In the references of Liu et al. (2020), this finding shows that the teacher performs an ideal hand gesture because they suggested that using fewer hand gestures will affect to build students' focus. On the opposite, many hand gestures will distract the student's attention to the materials themselves.

CHAPTER V
CONCLUSION

This chapter summarizes this research based on the research findings and discussion in the previous chapter. Also, in this chapter, the researcher will give the recommendation of further research related to the construct of teacher hand gestures in a lecture video recording.

5.1 Conclusion

This study aims to describe the characteristics of teacher hand gestures in a lecture video recording during the pandemic in the Indonesian context. From the previous discussion, this study found that the characteristics of teacher hand gesture in a lecture video recording, especially in Indonesia, is habitual and beating gestures. The teacher's hand gestures indicate that the habitual gestures were the categories of random gestures. Habitual gestures are also indicated as the teacher's natural gestures to build an engagement performed. The beating gestures were shown as repetitive gestures to strengthen a point or explanation. Beating is also found as one of the difficult hand gestures to determine. However, this research was limited to one lecture video recording in one educational context. Thus, further studies can elaborate similar construct with numerous lecture video recordings. Although the research findings did not specifically elaborate on the impact of the hand gestures on the students, the lecture already showed an interactive hand gesture in a lecture video recording.

5.2 Suggestions and Recommendations

The further recommendation in the future, if the teacher wants to develop a lecture video recording, could explore the habitual and beating gestures so that the teacher will be more engaging rather than just sitting and no gestures. Further studies were recommended to the teacher to explore habitual and beating gestures from the participant video. Concerning adding more experiences to the lecture video recording in the future, further studies can add more than one to three hand gestures to the better quality of a lecture video recording.

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APPENDICES

Appendix 1. Letter of Permission

FAKULTAS PSIKOLOGI & ILMU SOSIAL BUDAYA

Gedung Dr. Soekiman Wirjosandjojo
Kampus Terpadu Universitas Islam Indonesia
Jl. Kaliurang km 14,5 Yogyakarta 55584
T. (0274) 898444 ext. 2106, 2114
F. (0274) 898444 ext. 2106
E. fpisb@uii.ac.id
W. fpsb.uii.ac.id

Tanggal   : 31 Desember 2021

Nomor   : 4345/DPS/70/DURT/XII/2021

Hal   : Permohonan Izin Pengambilan Data Skripsi

Kepada :

Yth. Dekan Fakultas Psikologi dan Ilmu Sosial Budaya

Universitas Islam Indonesia

Yogyakarta

AssalamualaikumWr. Wb

Dalam rangka mengantarkan mahasiswa untuk menjadi sarjana, maka setiap mahasiswa diwajibkan membuat skripsi/tugas akhir.

Sehubungan dengan hal tersebut di atas diperlukan data, baik dari Instansi Pemerintah, Badan Usaha Milik Negara, Perusahaan Swasta dan Lembaga maupun individu. Selanjutnya kami mohon izin penelitian/pengambilan data mahasiswa Fakultas Psikologi dan Ilmu Sosial Budaya Universitas Islam Indonesia tersebut di bawah ini :

Nama Mahasiswa   : Anya Arasy Rachman

Nomor Induk Mahasiswa : 18322088

Program Studi   : Pendidikan Bahasa Inggris

Pembimbing Skripsi   : Intan Pradita, S.S., M.Hum

Judul Skripsi   :

"Teacher Gestures in Academic Video to Teach English During The Pandemic."

Demikian permohonan kami, atas perhatian dan bantuan Bapak/Ibu/Saudara/i kami ucapkan terimakasih.

WassalamualaikumWr. Wb

Dosen Pembimbing Skripsi

Intan Pradita, S.S., M.Hum

Appendix 2. Hand Gestures Screenshot

OBSERVATIONAL SHEET
Video: "Physical Design of the Classroom"
Duration: 5 minutes 39 second
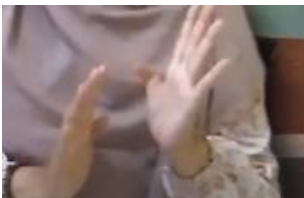
No	Categories	Code	Sample of Hand Gestures	Description of Hand Gestures	Description of Function
1	Habitual gestures	I		both hands open	hand illustrate seating arrangement
2	Beating gestures	E		both hands clenching	repetitive hand gestures to emphasize a point
3	Habitual gestures	I		both hands open forward	repeated hand habits when explaining points
4	Habitual gestures	I		both hands are holding each other	repeated hand habits when explaining points
5	Habitual gestures	I		both hands open up	repeated hand habits when explaining points
6	Evaluative gestures	C		fingers showing a feedback gesture	hands show an example of students responding in the video

No	Categories	Code	Sample of Hand Gestures	Description of Hand Gestures	Description of Function
7	Deictic gestures	D		finger-pointing something	hand gestures pointing to something in the materials
8	Deictic gesture	D		finger-pointing something	hand gestures pointing to something in the materials
9	Habitual gestures	I		both hands open up	repeated hand habits when explaining points
10	Habitual gestures	I		both hands open up	repeated hand habits when explaining points
11	Habitual gestures	I		both hands closed	repeated hand habits when explaining points
12	Beating gestures	B		both hands clenching	repetitive hand gestures to emphasize a point
13	Deictic gestures	D		fingers pointing something	hand gestures pointing to something in the materials

No	Categories	Code	Sample of Hand Gestures	Description of Hand Gestures	Description of Function
14	Beating gestures	B		both hands clenching	repetitive hand gestures to emphasize a point
15	Beating gestures	B		both hands clenching	repetitive hand gestures to emphasize a point
16	Habitual gestures	I		both hands open up	repeated hand habits when explaining points
17	Beating gestures	B		both hands clenching	repetitive hand gestures to emphasize a point
18	Beating gestures	B		both hands clenching	repetitive hand gestures to emphasize a point
19	Habitual gestures	I		both hands open up	repeated hand habits when explaining points
20	Deictic gestures	D		fingers pointing something	hand gestures pointing to something in the materials
21	Deictic gestures	D		fingers pointing something	hand gestures pointing to something in the materials

No	Categories	Code	Hand Gestures Screenshot	Description of Hand Gestures	Description of Function
22	Habitual gestures	I		both hands open up	repeated hand habits when explaining points
23	Habitual gestures	I		both hands open up	repeated hand habits when explaining points
24	Habitual gestures	I		both hands open up	repeated hand habits when explaining points
25	Habitual gestures	I		both hands open up	repeated hand habits when explaining points
26	Beating gestures	B		both hands clenching	repetitive hand gestures to emphasize a point
27	Habitual gestures	I		both hands open up	repeated hand habits when explaining points
28	Habitual gestures	I		both hand closing	repeated hand habits when explaining points

ac	Categories	Code	Hand Gestures Screenshot	Description of Hand Gestures	Description of Function
30	Deictic gestures	D		fingers pointing something	hand gestures pointing to something in the materials
31	Beating gestures	B		both hands clenching	repetitive hand gestures to emphasize a point
32	Beating gestures	B		both hands clenching	repetitive hand gestures to emphasize a point
33	Beating gestures	B		both hands clenching	repetitive hand gestures to emphasize a point
34	Beating gestures	B		both hands clenching	repetitive hand gestures to emphasize a point
35	Habitual gestures	I		both hands open up	repeated hand habits when explaining points
36	Beating gestures	B		both hands clenching	repetitive hand gestures to emphasize a point
37	Beating gestures	B		both hands clenching	repetitive hand gestures to emphasize a point

No	Categories	Code	Hand Gestures Screenshot	Description of Hand Gestures	Description of Function
38	Beating gestures	B		both hands clenching	repetitive hand gestures to emphasize a point
39	Habitual gestures	I		both hand open up	repeated hand habits when explaining points
40	Beating gestures	B		both hands clenching	repetitive hand gestures to emphasize a point
41	Circle hand movements	-		circle movements	showing a circle movement
42	Representaional gestures	A		hand show the specific	imitating shape object
43	Habitual gestures	I		both hands clenching	repetitive hand gestures to emphasize a point
44	Habitual gestures	I		both hands open up	repeated hand habits when explaining points
45	Habitual gestures	I		hand clenched	repeated hand habits when explaining points

No	Categories	Code	Hand Gestures Screenshot	Description of Hand Gestures	Description of Function
46	Habitual gestures	I		both hand open up	repeated hand habits when explaining points
47	Habitual gestures	I		both hands clenching	repeated hand habits when explaining points
48	Habitual gestures	I		both hand open up	repeated hand habits when explaining points
49	Beating gestures	B		both hands clenching	repetitive hand gestures to emphasize a point
50	Deictic gestures	D		fingers pointing something	hand gestures pointing something in the materials