

**AN OBSERVATIONAL STUDY ON AN EFL TEACHER GESTURES IN
INDONESIAN CLASSROOM CONTEXT**

A Thesis

**Presented to the Department of English Language Education as Partial
Fulfillment of the Requirements to Obtain the *Sarjana Pendidikan* Degree in
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STATEMENT OF WORK'S ORIGINALITY

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

Yogyakarta, 9 April 2022

The writer,



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MOTTO

“Educating the mind without educating the heart is
no education at all”

-Aristotle-

DEDICATION

This thesis is specially dedicated to my parents, Iriansyah Abdul Qodir and Nur Azizah, who always encourage me in my whole life and bring me back to the right path when I felt lost. They are my attentive and solutive listener whom I tell my story about up and down in my school and life.

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**AN OBSERVATIONAL STUDY ON AN EFL TEACHER GESTURES IN
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ABSTRACT

Verbal utterances and gestures are known to be semantically and pragmatically coexpressive. Besides, gestures have a positive impact on speaker's conceptual planning of messages and student's comprehension and learning motivation. This observational study aimed to describe an EFL teacher uses gestures during the teaching in the language classroom. The participant of this study was an Islamic senior high school teacher with a bilingual classroom. A video recording was placed on the back of the class to capture the teacher's gestures and interaction of the teacher and the students, and audio recording is put on the teacher's table in the front of the class, and the researcher was at the corner of the class to observe the class synchronously. The data gathered were transcribed and analyzed using the AS-Unit for the utterances and the categorization of gestures proposed by Wang and Loewen (2016). The finding elaborated thoroughly all types of gestures produced by the teacher in her utterances and presented the visual of the gestures. Hence, results of this study provide a teaching reflection or the teacher and can be utilized as a model to be applied in providing comprehensible input and establishing a better classroom atmosphere.

Keywords: Gestures; EFL Teachers; Observational Study; Classroom Utterances; Language Classroom.

CHAPTER I

INTRODUCTION

This chapter presents five sub-chapters, which are background of the study, Identification of the problem, formulation of the problem, objectives of the study, and significance of the study.

1.1. Background of the study

Providing the instructions in the target language that can be successfully understood by the listener is a fundamental aspect in the EFL classroom (Krashen, 1982). It has been advocated that EFL teachers provide high-quality instructions (accuracy, fluency, and complexity) in the target language. However, some EFL teachers found that it is complicated since the language system of some EFL countries (e.g., Japan) might be different in terms of phonological and grammatical systems (Narita, 2013). Therefore, to promote teacher competence, many researchers highly recommended to use gestures while speaking (e.g., Sueyoshi & Hardison, 2005; Rahmat, 2018; Sato, 2018, 2020).

Sato (2018) analyzed the use of gestures on Japanese EFL teachers and found that the teacher produced various kinds of gestures based on the situation and made more gestures in more productions of L2 utterances. In further research, Sato (2020) observed the effects of Japanese EFL teachers' gestures in their L2 speech quality (i.e., complexity, accuracy, and fluency). It revealed that Japanese English teachers' utterances were more complex and fluent while using gestures; however, accuracy was

equal with gestures. In addition, Sato discovered that some specific gestures such as metaphoric gestures were in the highest rank and emblems were in the lowest rank. Besides, Rahmat (2018) explored the types of gestures mostly used by an Indonesian EFL teacher and revealed that the teacher used all gestures that were categorized by Ekman and Friesen (1969), illustrators, regulators, emblems, and affect displays. Also, Indrawan, Nitiasih, and Piscayanti (2017) provided another insight of Indonesian EFL teachers' non-verbal communication referred to Burgoon, Buller, and Woodall (1994), they were facial expression, body movement, gestures, proxemics (proximity), haptics (touch), eye contact, and paralanguage. Nevertheless, in the same context, Indonesia, Ranta and Harmawati (2017) claimed that providing gestures in the language classroom was not only had positive impact, but it also had negative impact. They assumed that some students felt nervous when the teacher paid full attention or stood next to them during their speaking performance.

Despite numerous studies investigating the positive role of gestures in EFL classroom, research conducted in Indonesia is remarkably scarce (Indrawan, Nitiasih, & Piscayanti, 2017; Ranta & Harmawati, 2017 ; Rahmat, 2018). Therefore, the current research aimed to describe the gestures used by Indonesian EFL teacher in the language classroom.

1.2. Identification of the problem

In the teaching and learning environment, a teacher has become a particular model for the students and the one who gives the instructions to run the class. Besides, it has been considered that a good teacher-student relationship is required in the classroom.

Instinctively, a teacher involves some purposeful nonverbal behaviors while giving instructions, explanations, also responses aiming to give a high-quality input to the students.

1.3. Formulation of the problem

Regarding to the previous studies discussing the use of teacher gestures conducted in the context of EFL either in high schools or universities, the researcher is willing to discover the types of gestures used by Indonesian high school EFL teacher. The main question of this study is addressed:

How does Indonesian EFL teacher use gestures while teaching in the classroom?

1.4. Objectives of the study

This study aimed to describe how does Indonesian EFL teacher use gestures while teaching in the classroom.

1.5. Significance of the study

Regarding to present an observational study of the use of gestures by Islamic senior high school EFL teacher in classroom utterances this study can be beneficial in both aspects, empirical and practical. Empirically, this study will give insight on the use of gestures by Indonesian EFL teacher. Besides, the results of this study provide a teaching reflection for the teacher. Additionally, it is expected that the result of this study can be useful for the next researchers that study on exploring EFL teacher's gestures. Practically, the study sheds the light on how EFL teacher provides gestures while teaching. Also, the results of this study are expected can be utilized as a model

to be applied in providing comprehensible input and establishing a better classroom atmosphere.

CHAPTER II

LITERATURE REVIEW

This chapter provides references from relevant studies related to the topic. It also contains a theoretical framework to make this study comprehensible.

2.1. Gestures in EFL Classroom

Gestures are defined as the movements of the hands and arms that we can see people talk (McNeill, 1992). It has been used by language teachers as an important aspect of communication competence (Allen, 2000; Lazaraton, 2004). McNeill (1992) stated that unity of speech and gesture are synchronous also semantically and pragmatically coexpressive. Therefore, previous studies examined the role of gestures in language classroom. As the result, it has both speaker-external and speaker-internal functions which must be considered in L2 classroom, English (e.g., McCafferty, 2004; Lazaraton, 2004). As the speaker-external function, gestures were a crucial factor in providing a substantial amount of input to the students to make verbal input more comprehensible. Sueyoshi and Hardison (2005) endorsed the theory that the students who were investigated more comprehended when gestures were provided as visual cues supported memory encoding and information recall. McCafferty (2002) investigated the role of gestures and in relation to speech in establishing zones of proximal development (ZPD) for ESL/EFL teaching and learning. The finding signified gestures not only supporting language learning but also facilitating positive interaction, aiding

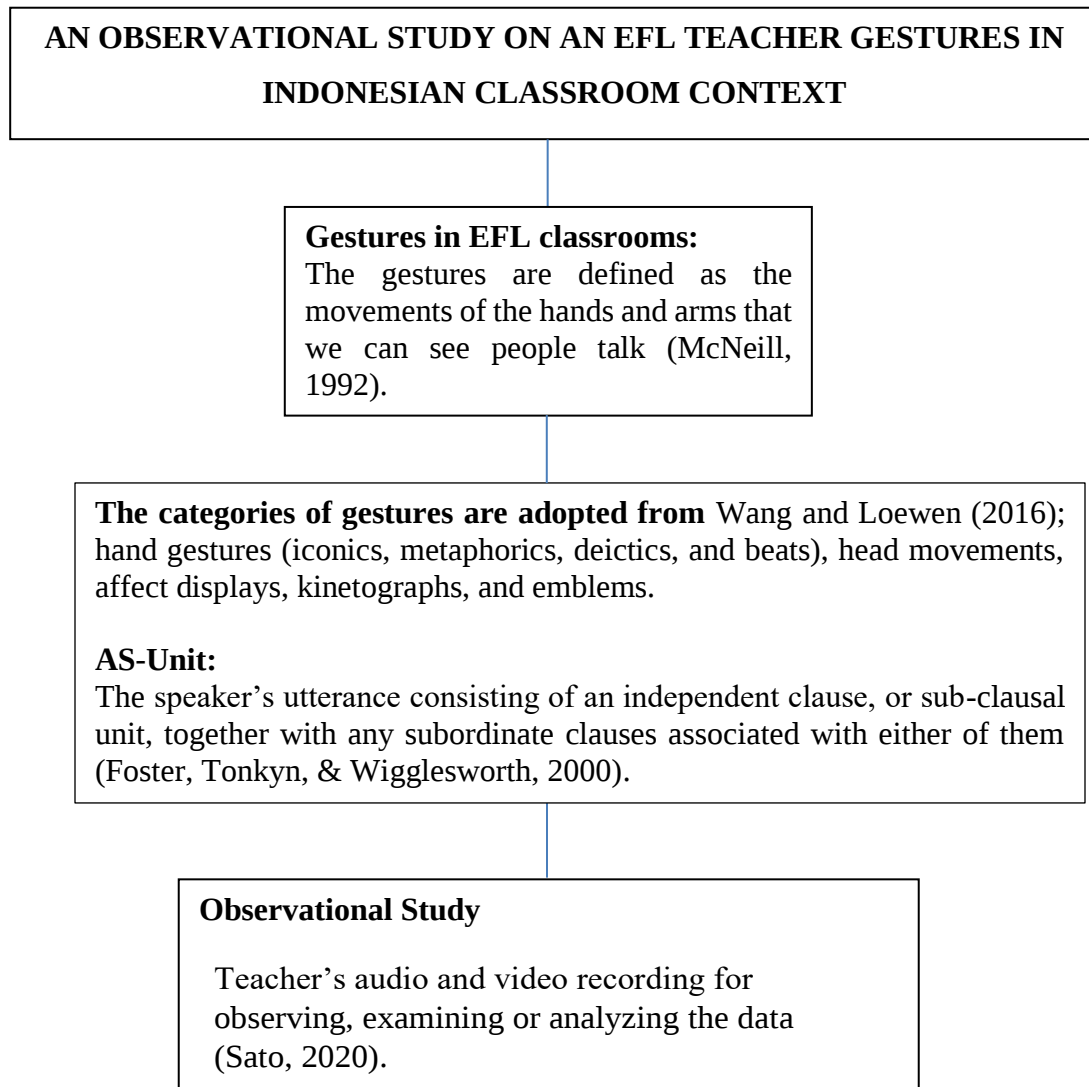
to build a sense of shared social, symbolic, physical, and mental space. The students implied that teacher's gestures and other nonverbal behavior had a crucial function in EFL learning, also affirmed that there were three functions played by the gestures, including cognitive, emotional, and organizational (Sime, 2006). Isnani (2021) identified that EFL teacher's nonverbal behaviors had significant influences on the students' perception of language learning. The students positively responded the teacher's gestures in the language teaching and learning, they showed interest, enthusiastic, happy, excited, proud, and eager to learn more (Ananda, Solihat, & Suryana, 2020; Simpuruh, 2021). Undeniably, gestures and other types of nonverbal behaviors could be utilized to explain unclear verbal words (Ranta & Harmawati, 2017). Dahl and Ludvigsen (2014) attempted to compare the effectiveness of gesture achievement using an experimental task between native English speakers and foreign language English students and discovered that gestures had positive effects on students recall and comprehension of the target language. Aside from gestures affecting learners' comprehension, it also had a significant positive effect on students' learning motivation (Hsu, 2006). Besides, Thompson and Renandya (2020) stated that gestures helped students noticing and correcting an error in their pronunciation. It was proved by the Iranian students themselves through observation and interview that teacher's gestures in language learning were effective to understand the context (Karim & Sotoudehnama, 2017). Kamiya (2012) also studied on the proactive and reactive Focus on Form (FonF) and gestures, and uncovered that in reactive FonF, the deictic gestures played a crucial role in an explicit correction of grammar. In other words, to facilitate students'

comprehension in language learning, gestures are a considerable aspect to be employed in the EFL classroom.

As mentioned above, gestures have a positive effect on students' comprehension, speaker external. Further, another function of gestures is for the speaker internal. Prior studies argued that gestures facilitated English speakers in organizing the thought while speaking. Krauss (1998) examined the means of gestures aiding speakers' speech and discovered that gestures assisted the speakers organized the fluency of speech by helping retrieve the difficult words from lexical memory. Therefore, the speakers would show disfluency when they were not utilizing gestures in their speech. According to Manchon, Murphy, and Roca de Larios (2007), the process of lexical access and retrieval was essential to produce a fluent and efficient target language. A study was conducted to examine to what point the gestures involved in the process of L2 production, and it exposed that the spontaneous gestures involved in the conceptual planning of messages and organization of spatial information that the gestures helped the speakers to conceptualize the information to be verbalized (Alibali, Kita, & Young, 2000). Accordingly, it suggested that gestures helped communication functions by speaker-internal (Alibali et al., 2001). Furthermore, several types of gestures positively affected the teachers' unplanned explanations of vocabulary in the classroom; also, it helped the teachers thinking while speaking and illustrating English meaning contextually (Lazaraton, 2004; van Compernelle & Smotrova, 2017). Antika and Ikhsan (2018) analyzed types of gestures used by an English teacher in junior high school in Indonesia and endorsed the theory of nonverbal communication by Schmitz

(2012). The gestures were Kinesics (movement), Vocalics (voice and intonation), and Proxemics (distance), but Haptics (touch) were not used by the teacher. Malnab and Humaerah (2021) analyzed teacher's gestures focused on kinesics, emblem, illustrators, affect displays, regulators, and adaptors, in ELT classroom. They found out that various categories of kinesics proposed by Ekman and Friesen (1969) were used by the teacher, however, some of them were more prominent, which are illustrators, regulators, emblems, and affect displays (happiness, smile, frown), hence, they realized that the communication running in the classroom felt more enjoyable, effective, and convincing. In addition, Wang and Loewen (2016) proposed that the English teachers used some gestures, hand gestures (iconic, metaphoric, deictic, and beat), head movements, affect displays, kinetographs, and emblems, during their corrective feedback. However, some specific gestures that mostly used were nodding, head shaking, and pointing at an artifact and person. In other words, some categories of gestures were used to help an English teacher to speak fluently through lexical retrieval.

Figure 2.1 Theoretical framework



CHAPTER III

RESEARCH METHODOLOGY

This chapter explains about the methodology employed in this study. It covers research design, data preparation, setting and participant, data collection, and data analysis.

3.1. Research Design

This research employed an observational study that involves direct observation of individuals in their natural setting (Carlson & Morrison, 2009). Therefore, to obtain the data, an observation was conducted by attentively watching and recording somebody or something in a systematic way to establish knowledge (Skaggs, 2005). In the current study, the lesson was audio and video recorded to capture the teachers' gestures and teacher-student interactions in the English classroom (Sato, 2020). Subsequently, the data collected would be transcribed to acknowledge the specific utterances related to the gestures production.

3.2. Data Preparation

3.2.1. Consent Form

Research that involves humans requires ethical conduct to obtain the participant's permission properly (Perlman, 2000). This research provided the informed consent that would be sent to the participant as the approval for conducting the observation as well as the official permission letter for the institution.

3.2.2. Data sources

The source of data was obtained through the classroom observation of an English teacher who used gestures while teaching.

3.3. Setting and Participant

To conduct this study, it was necessary to concern the appropriate characteristic of the participant in aim to reach the goal of this study. This study required the lessons were mainly conducted in English (Sato, 2020). It was decided to conduct this research in an Islamic high school in the province of Yogyakarta Special Region. The participant of this research was an English teacher who has mostly used the target language as the language of instruction in the classroom. As assumed that the teacher would be speaking in English and produced gestures while speaking. To protect the privacy of the participant, the name presented here was pseudonym. In this study, Ms. Winnie was teaching English in XI grade IPS Bilingual which consisted of 26 female students.

3.4. Data Collection

The data were collected through observation as previous studies on similar research objects used an observational study in gathering the data (e.g., Rahmat, 2018; 2018; Sato, 2018, 2020). Before conducting the observation, the teacher was contacted through WhatsApp message to obtain the participants' background information and determine the observations dates. After the dates were decided, the observations were carried out on the determined dates. The lessons were recorded, and the researcher joined the class to observe the teaching progress. The visual of teacher's gestures illustration would be presented and elaborated with the related utterances.

3.5. Data Analysis

3.5.1. Analysis of Speech unit (AS-unit)

The first step of data analysis was transcribing the data that were obtained through the audio and video recording of the observation. In this study, the teacher's individual utterances were categorized as L1 (Indonesian Language) and L2 (English). Besides, An utterance was defined as an individual sentence (Nakatsukasa & Loewen, 2015). Nevertheless, the statements that only contains one word were also assumed as utterances. In this study, the Analysis of Speech unit (AS-unit) was applied to recognize the speakers' utterances. The AS-unit is the speaker's utterance consisting of an independent clause, or sub-clausal unit, together with any subordinate clauses associated with either of them (Foster, Tonkyn, & Wigglesworth, 2000).

3.5.2. Analysis of Gestures

The videos were analyzed based on the categories of gestures that was proposed by Wang and Loewen (2016), which were hand gestures, head movements, affect displays, kinetographs, and emblems. Further, the hand gestures were sub-classified into iconic, metaphoric, deictic, and beat gestures.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

This chapter presents the finding of this study that answers the research question and the discussions. The data collected is presented and analyzed in the findings section and is explained in the discussions.

4.1. FINDINGS

The observations were conducted twice within two weeks because the skill taught was speaking, which was the learning more focused on the students. In the first observation, the teacher did not speak very much, only gave instructions and examples and produced fewer gestures. In the second observation, the teacher gave additional material, so there was a brief explanation before instructing the students to do the next speaking activities. After the data were collected, the researcher transcribed the two videos to confirm that the lessons were conducted mainly in English and to recognize the teacher's utterances related to the gestures, and the gestures were categorized into each type of gestures.

4.1.1. Analysis of Speech Unit (AS-Unit)

It was confirmed that the teacher mainly used English as a medium of instruction by seeing the frequency of L2 utterances after AS-Unit level one had been conducted. It was displayed in table 4.1, in which the total Ms. Winnie's English utterances were 97%.

	Ms. Winnie	
	Frequency	Percent
L1 (Indonesian)	2	1%
L2 (English)	206	97%
L1 and L2 mixed	4	2%
Total	212	100%

Table 4.1 Frequency of L1 and L2 use in the lessons

4.1.2. Analysis of Gestures

The gestures produced by the teacher in her classroom utterances were categorized into eight types of gestures and were presented in table 4.2.

Name: Ms. Winnie			
No.	Gesture	Frequency	Percent
1.	Iconic	3	4%
2.	Metaphoric	4	5%
3.	Deictic	9	12%
4.	Beats	3	4%
5.	Head movements	28	37%
6.	Affect display	16	21%
7.	Kinetographs	10	13%
8.	Emblems	2	3%
	Total	75	100%

Table 4.2 Categories of gestures

The data revealed that the teacher produced 75 gestures in total and indicated the highest rank of types of gestures used were head movements (37%), affect displays (21%), and kinetographs (13%) with emblems as the lowest (3%). The elaboration of the research question would be put in the discussion section.

4.2. DISCUSSION

This section would elaboratively describe how the teacher produced each type of gesture in the classroom utterances while teaching. The categorization of gestures, in this study, was adopted from Wang and Loewen (2016) that was adapted from Allen's

(2000) five types of gestures (hand gestures, head movement, affect display, kinetograph, and emblem) and McNeill's (1992) sub-division of hand gestures (iconic, metaphoric, deictics, beats).

a. Iconics

McNeill (1992) described iconic gestures were when the speaker used hands or arms to present images of concrete entities or actions. In excerpt 1, derived from the current data, the teacher gave an addition to her verbal utterance "move the tab" by illustrating the shape of a tablet.

Excerpt 1 (for the transcription symbols of verbal and nonverbal would be provided in the Appendix)

W: [Elsa, move the tab to your other friend]

((T moves both pointing fingers to make a square shape while saying "the tab" in front of her chest)) [iconic]



Figure 4.1 Iconic Gesture

b. Metaphorics

Metaphoric gestures were similar to iconic gestures, however, metaphoric presented the images of an abstract concept (McNeill, 1992). In excerpt 2, the teacher demonstrated the word “vertical” by directing the horizontal tab on her both hands to the vertical while saying “like this”.

Excerpt 2

W: [Mumtaz, can you help miss again to record your friend |

|vertical like this|

((W holds a tab with both hand and makes it vertical exemplifying the movement while saying “like this”)) [metaphoric]



Figure 4.2 Metaphoric Gesture

c. Deictics

Deictic gestures were used when the speaker’s finger or other body parts pointed to objects, either concrete or abstract entities (McNeill,1992). In excerpt 3, the teacher pointed to the student that was presenting on the front of the class with left opened

palm facing the ceiling. Besides, in excerpt 4, the teacher pointed the tablet by outstretching her both hands open towards the tablet while saying “take your tab here”.

Excerpt 3

W: |Listen to your friend|

((W points the presenting student with left opened palm that facing the ceiling)) [deictic]



Figure 4.3 Deictic Gesture

d. Beats.

Beat gestures were the movement of the speaker’s hand(s) moving up and down or back and forth along with the rhythm of the speech (Wang & Loewen, 2016). In the data of this study, the teacher moved the left hand up and down repeatedly along with the rhythm while saying “Don’t forget to sign your story telling link to my email”. Also, it was found that she stressed the word ‘don’t’ as the beginning of the beat gestures.

Excerpt 4

W: |Don’t forget to sign your storytelling link to my email. |

((W holds a pen on the left hand and move it up and down along with the rhythm)) [beats]



Figure 4.4 Beat Gesture

e. Head Movements

McNeill (2005) considered head movements as an extension of hand gestures. However, Wang and Loewen (2016) recognized that nodding, shaking the head, or tilting the head to one side were involved. Also, it was found, in the current data, that the teacher produced many head movements, particularly nodding. In excerpt 6, the teacher tilted the head up from facing the laptop screen to the student that was being called. In excerpt 7, the teacher elicited the students' answers about the last material, and when the students correctly answered the teacher's question, she nodded as confirming it and echoing the students' answer.

Excerpt 5

W: |What our :: what our last material? |

Ss: |Story telling|

W: |Story telling|

((nodding as confirming the students answer)) [head movement]



Figure 4.5 Head Movement

f. Affect Displays

Allen (2000) defined affect displays as nonverbal movements showing emotions (e.g., happiness, sadness, fear, distrust, etc.). It was found in the current study that affect displays mainly were made through facial expressions. As shown in excerpt 8, the teacher attempted to confirm the statement of a student said with frowned eyebrows while saying “are you sure?”.

Excerpt 6

W: |Are you sure? |

((W frowns both eyebrows)) [affect display]



Figure 4.6 Affect Display

g. Kinetographs

Kinetographs were acknowledged when the speaker used the entire body to mime the various acts that people performed (Allen, 2000). In the current data, it was found that the teacher made kinetographs several times. In excerpt 9, while saying “you know right”, Ms. Winnie made multiple movements which were considered as kinetograph as straightened the back, put both elbows on the table with the intertwined fingers, and looked at the student.

Excerpt 7

W: |I always amazed the way how Adinda pronounce every word|

|pretty good|

|you know right|

((W's back straightened, both elbows on the table with the intertwined fingers, and looking at the student)) [Kinetograph]



Figure 4.7 Kinetograph Gesture

h. Emblems

The definition of emblems came from Gullberg (2006) which emblems are movements that are conventionalized and culture specific. Putting the thumb and the index finger into a circle means ‘ok’ or ‘good’ in many Western cultures. Excerpt 10 presented that the teacher showed the right opened palm towards students with the tips of the fingers facing the ceiling as stressing the word “wait”.

Excerpt 8

W: |now we are continue our presentation about storytelling|

|but wait a minute. |

((W shows the right opened palm towards students with the tips of the fingers facing ceiling while saying “wait a minute”)) [Emblem]



Figure 4.8 Emblem Gesture

In the current study, all types of gestures categorized by Wang and Loewen (2016) were identified with head movements that were the most prominently occurred since the teacher often gave small responses during the interaction with the students by nodding and head shaking. It was comparable with Wang and Loewen's (2016) findings; however, it contrasted with Sato's (2018, 2020) findings that head movements were not prominent but metaphors.

Then, it was followed by affect displays as the second highly used gesture that the teacher frequently provided emotional state through facial expressions, for instance, smiling with a slight nodding when some students showed hesitation in pronouncing some words during the speaking activity, so the students were encouraged to continue speaking. Also, frowning when the teacher noticed students made some errors during their performance or when the teacher did not understand the students' sentences.

In the last row of the least appeared gestures, there were emblems which merely be discovered two in total. It was when the teacher translated the word 'wait' with opened

right palm facing the students and when the teacher emphasized the word 'so' by slightly punching the left palm. It was comparable with Sato (2020) that Emblem was the least implemented gesture in the teaching process. Regardless of the class observed was bilingual class, the students' proficiency level was still categorized as beginning level; hence, the teacher preferred to adjust the word choices based on their level. During the teaching, the teacher used common phrases to instruct, explain, and respond with L1 manners, which was expected that many emblems would be made since they had a direct translation from verbal to nonverbal utterances. Gregersen, Olivares-Cuhat, and Storm (2009) also believed that the lower-level speakers (beginning level) tended to produce emblems than the higher level (intermediate and advanced). In this study, it was assumed that there was a lack of emblems production was because the learning was focused on the students' speaking performances.

Aside from the findings describing each type of gesture used by an Islamic senior high school teacher as the purpose of this study, it also exposed a clear sample of the gestures' role in language teaching. Several gestures were indicated to help the teacher convey messages while speaking, particularly all sub-categories of hand gestures, which were iconic, metaphoric, deictic, and beat. The teacher effectively used iconic and metaphoric gestures to help illustrate the concrete and abstract entities being discussed (Wang and Loewen, 2016). Deictics were purposefully used when the teacher aimed to make sure that the students understood the objects that were being discussed by pointing them (McNeill, 1992). Beat gestures were produced when the teacher meant to emphasize particular words by moving the hands along with the

rhythm of her speech (Wang & Loewen, 2016). It was because beat gestures acknowledged to help her English production or embodied English linguistic structure (McCafferty, 1998).

The head movements were produced by the teacher to provide specific responses to the students' utterance erroneous (Wang & Loewen, 2016). In this study, the teacher nodded her head to confirm the students' English production is correct or agreeing the students' statements, and the teacher shook her head to indicate that the students made an error in their English utterances.

Affect displays were used by the teacher to express the teacher's negative and positive emotion through facial expression, and it was helpful for the students recognizing the teacher's simple responses. Teacher showed her positive emotion through smiling to make the students dismissed their hesitations once they faced pronunciation problems in their speaking performance (Karim & Sotoudehnama, 2017) and to sense a supportive atmosphere and encouragement (Sato, 2018). Then, the teacher could use it to react when facing a psychological distance to build a good relationship between teachers and students (Burgoon, Birk, & Pfau, 1990). Subsequently, the teacher expressed the negative emotion by frowning to make the students aware at a very specific time that they made errors. It was convinced that this kind of gesture was used by the teacher for confirming or disconfirming students' English production (Wang & Loewen, 2016).

Kinetographs occurred when the teacher made some movements involving multiple body parts. Wang and Loewen (2016) found kinetograph, in their study, was when the

teacher moved the back, head, and eyes to mime a surprise act. However, in this study, the teacher utilized her back, hands, and head to express her certainty in her utterances.

Furthermore, the teacher used Emblems to illustrate the conventionalized and culture-specific gestures (Gullberg, 2006), in which the students already know the meaning of it. In this case, the teacher showed the right opened palm towards the students with the tips of fingers facing the ceiling and assumed that the students understood that gesture was used to translate the stressed word ‘wait’ in the phrase ‘wait a minute’.

Those kinds of implemented gestures facilitated the teacher to deliver the message in the language teaching. Besides, the students felt the impact of them in their language learning. The use of gestures in teaching language with their different functions made the interaction between the teacher and the students more contextual and efficient (Karim & Sotoudehnama, 2017). It was in line with the findings discovered by McCafferty (2002) that gestures not only facilitated language learning but also enhanced positive interaction, aiding to build a sense of shared social, symbolic, physical, and mental space. Moreover, they could be a device for the teacher to take and maintain students’ attention (Zeki, 2009). The students showed interest in the teacher’s teaching technique, enthusiastic, happy, excited, proud, and eager to learn more (Ananda, Solihat, & Suryana, 2020; Simpuruh, 2021). Hence, it was confirmed that the teacher’s gestures supported both speaker-internal and speaker-external functions and helped to establish good teaching and learning atmosphere in the language classroom (AlGhamdi and Alghamdi, 2017).

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter provides a conclusion of the findings of this study and the suggestion for future research related to the implementation of gestures by EFL teachers in classroom utterances.

5.1. CONCLUSION

This research was aimed to give an insight into how an Indonesian Islamic senior high school EFL teacher use gestures while teaching in the classroom. Based on the data, Ms. Winnie produced 75 gestures for all types of gestures proposed by Wang and Loewen (2016). Those gestures were iconic, metaphoric, deictic, beat, head movement, affect display, kinetograph, and emblem. Nevertheless, Ms. Winnie majorly produced head movements, affect displays, and kinetographs with emblems as the least. In addition to the findings that revealed how Ms. Winnie utilized all types of gestures in her language teaching, it also provided clear examples of the role gestures played for both speakers' internal and external functions. All sub-categories of hand gestures were indicated to help the teacher convey explicit messages while speaking. Iconics and metaphorics were effectively used to help illustrate the concrete and abstract entities being discussed. Deictic were purposefully used when the teacher aimed to make sure that the students understood the objects that were being discussed by pointing them. Beat gestures were produced when the teacher meant to emphasize particular words by moving the hands along with the rhythm of her speech. Affect displays were expressed

through facial expressions, smiles and frown, for confirming or disconfirming the students' L2 production, also made the students sense a supportive atmosphere and encouragement during their performance, so the students did not feel any psychological distances from the teacher. Kinetographs occurred when the teacher made several movements involving multiple body parts in an utterance, including her back, hands, and head to express her certainty in her utterances. The teacher used emblems to sign any conventionalized and culture-specific gesture, showing the right opened palm towards the students with the tips of fingers facing the ceiling, and assumed that the students understood that gesture was used to translate the word 'wait' in a phrase 'wait a minute'.

Implementing these movements was justified to support the teacher to retrieve the complex lexical while speaking in aim to provide a high-quality input in EFL classroom.

5.2. SUGGESTION

The current research findings reveal several suggestions for future research and pedagogical implication. It is highly recommended for future researchers who are willing to study on the implementation of EFL teacher gestures in the classroom to explore on the other language skills instead of speaking, in which the teacher will produce more utterances than the students. Furthermore, it is hoped that the results of this study can be useful for future researchers and teachers to use it as a model in providing understandable instructions and building a better classroom atmosphere.

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APPENDICIES

Appendix 1 Informed Consent

SURAT PERNYATAAN

Yang bertandatangan di bawah ini:

Nama : Sri Winarti, S.Pd.
Umur : 31 tahun
Jenis kelamin : perempuan
Pekerjaan : Guru Bahasa Inggris
Alamat : Sangurejo, Wonokerto, Turi, Sleman, Yogyakarta.

Sehubungan dengan surat pengajuan izin penelitian yang telah disetujui oleh Program Studi Pendidikan Bahasa Inggris UII tertanggal 13 Oktober 2021 untuk dapat mengikuti rangkaian proses dalam penelitian skripsi S-1 Pendidikan Bahasa Inggris oleh mahasiswi Aulia Urrohimah dengan judul *Gestures of Islamic Senior High School EFL Teachers in Classroom Utterances: An Observational Study*; maka untuk itu saya dengan ini menyatakan bahwa:

1. Saya membuat surat persetujuan atas kemauan sendiri, agar saya bisa menjadi partisipan dalam penelitian *Gestures of Islamic Senior High School EFL Teachers in Classroom Utterances: An Observational Study*.
2. Saya mengetahui, mengerti, dan bersedia meluangkan waktu untuk secara kooperatif mengikuti segala persetujuan yang sudah saya buat bersama dengan peneliti.
3. Saya bersedia meluangkan waktu saya untuk diwawancarain minimal satu kali sebelum dilaksanakannya observasi.
4. Saya mengizinkan peneliti untuk merekam pembelajaran yang sedang diobservasi menggunakan dua perangkat.
5. Saya sangat mengizinkan peneliti untuk merahasiakan nama saya.
6. Saya mengetahui dan menyetujui semua data yang telah disampaikan dan diberikan kepada peneliti akan menjadi data acuan peneliti di dalam skripsinya yang nanti akan di publikasikan.

Demikian surat pernyataan ini dibuat, ditandatangani, dan diberikan dalam keadaan sadar, tanpa ada tekanan atau paksaan dari pihak manapun dan dalam bentuk apapun terhadap saya, dimana surat pernyataan ini dapat dianggap sebagai suatu kesepakatan yang mengikat untuk digunakan sebagaimana perlu, dan segala pernyataan yang dibuat dalam surat pernyataan ini tidak akan dicabut, kecuali jika sudah terdapat persetujuan sebelumnya.

Yogyakarta, 17 November 2021

Yang membuat Pernyataan:


(.....)
Sri Winarti, S.Pd.

Appendix 2 The Transcript of Two Observation Videos and AS-Unit

Transcription Keys

...	Upright slashes for marking an AS-unit boundary
((...))	Double Parentheses for marking a description of the teacher's gestures production
[...]	Square brackets for marking the type of gestures used by the teacher

The class: XI Bilingual

First Observation - 21 November

T: |Good morning|
Ss: Good morning
T: |How are you guys? |
Ss: I'm fine, thank you, and you?
T: |I'm fine|
T: |Are you ready joining my class today? |
Ss: Ready
T: |What our last material? |
Ss: Story telling
T: |now, have you write your storytelling text? |
Ss: Yes
T: | Maybe you have to take your tab here? |
((Y outstretches her both hands open towards the tablet)) [Deictic]
Ss: *taking the tabs*
T: |one group one tab|, |remember that|
T: |Today each of you will read the story. |
T: |Okay everyone|,
|I always amazed the way how Adinda pronounce every word|
((Y puts her both elbows on the desk and holds her both palms and points S with her left thumb towards S while saying "Adinda Pronounce every word"))

[Deictic]
 ((Moves both hands back and forth twice when the hands were released)) [Beats]
 T: |pretty good|
 |you know right|
 ((back straightens, both elbows on the table with the intertwined fingers, and looking the student)) [Kinetograph]
 |the way Dinda pronounce the words|
 S: |thank you|
 T: |Safa Aulia, which one is your link|
 ((Points laptop screen)) [Deictic]
 T: |where's my pen|
 ((moving right hand back and forth)) [Beats]
 T: |time is up|,
 T: |thank you for joining my class today and prepare yourself for next week and see you|
 T: |bye bye|.
 Ss: See you miss thank you
 T: |Hey, everyone|
 ((Tilts head up and face the students)) [head movement]
 T: |bring back the tab to me|
 ((points a crowd of students that still scrolling over the tab with right hand))
 [Deictic]
 ((makes the hand facing the ceiling while saying "bring back")) [metaphoric]

Second Observation - 25 November

Ss: Sorry miss
 T: |It's okay|
 T: Wait a Minute.
 T: |OK| |good morning, everyone|
 Ss: Morning miss
 T: |how was your day? |
 Ss: Good miss
 T: |OK| |Are you ready for my class today? |
 ((Smile)) [affect display]
 Ss: Yes
 T: |Now we're still going to learn about our last material. | |What our... what our last material? |

Ss: Story telling

T: |Storytelling|,
((nodding)) [head movement]

T: |now we are continue our presentation about storytelling|

T: |but wait a minute|.
((shows the right opened palm towards students while saying “wait a minute”))
[Emblem]
|Okay| |Miss wanna check the present list first|.
|What date today? |
((smile)) [affect display]

Ss: 25

T: |OK|

T: |Today we're going to continue our storytelling class so now I will call one of
you hmmm Nida Farida|.
((tilt the head up to the called student)) [head movement]

T: |Right Now Right Now. |
((nodding)) [head movement]

T: |Mumtaz, can you help miss again to record your friend vertical|

T: |like this|
((holds a tab with both hand and makes it vertical)) [metaphoric]

Ss: I will... I will.... I will...

T: |I'm going to tell the story about|
((nodding)) [head movement]

T: |It's like funny thing|
((shake head)) [head movement]

T: |last meeting I already correct about that... |

T: |you better say... I'm going to tell the story about...|

Ss: Judulnya ya miss

Ss present their story

T: |I'm going to tell the story about...|

T: |Listen to your friend|
((points the presenting student with left opened palm that facing the ceiling))
[Deictic]

T: |Elsa Nadifa, Elsa Nadifa please come to the stage|.

T: |Give applause|.

T: |Fina Agis. Fina Agis it's your turn|.

T: |Fina, loudly please so your friend can your hear your voice|

T: [It's okay].
 T: [Give applause please].
 T: [Elsa, move the tab to your other friend]
 T: [Janit. Janit, which link yours? Which link yours]
 T: [Have you send the link to my email].
 T: [The first or the second one? |
 Ss: The first
 T: [The first one? |
 T: [What happen with my connection? |
 T: [It's okay],
 T: [you may start].
 T: [Introducing your nam... yourself first]
 T: [Janit can you please read this loudly].
 T: [It's Okay]
 T: [Miss made mistake]
 T: [It's okay]
 T: [Dwi sabila, it's Okay],
 T: [Give applause to your friend]
 T: [Which link yours? Which link yours? |
 T: [The first or the second one? |
 Ss: The first
 T: [The first one? |
 T: [What happen with my connection? |
 T: [It's okay, you may start]
 T: [I'm going to tell the story about...]
 T: [Introducing your fir... your... self first]
 T: [Ainudefla? |
 Ss: Sick
 T: [huuuh I forgot]
 T: [Thank you Anisa]
 T: [Thank you Qila].
 T: [Najwa, loudly ya Najwa, loudly]
 ((nodding)) [head movement]
 Ss: natul
 T: [It's okay].
 ((smile)) [affect display]
 T: [Thank you Najwa even though short].

((smile)) [affect display]
T: |After agita, Ayesa|.
T: |After Ayesa, Ayanda|.
T: Agita come to the stage|
((points to the left side as the stage)) [Deictic]
T: |Don't forget to sign your story telling link to my email|.
((holds a pen with the left hand and move it along with the rhythm)) [beats]
T: |Do you still remember my email? |
Ss: Yes
T: |Sad story, right? |
((nodding)) [head movement]
T: |Who's next? | |And which one your link? |
T: |Putri Emely, have you sent your email... your link to my email? |
Ss: *Udah*
T: |Okay|.
T: |What's the title? |
Ss: the ugly mouse
T: |the ugly duckling? |
T: |Oo the ugly mouse|
T: |short story|
T: |Linda. Which one your link? |
((Points the laptop screen)) [Iconic]
T: |Scroll up? |
((flicking right pointing finger up)) [Metaphoric]
T: |Scroll down? |
((flicking right pointing finger up)) [Metaphoric]
T: |And what the title? |
T: |The ant and...? |
T: |okay|,
T: prepare your book.
((nodding) [head movement]
T: |We are going to learn about how to say how are you in another way and how to respond it in another phrases also|.
((nodding) [head movement]
T: |Start from elementary school until now, you still use how are you and I'm fine, right? |
T: |Now we are going to learn another phrases|.

T: |How to say how are you in another phrases|.

T: |One|

T: |you can use... what? |
 ((tilts head up)) [head movement]

T: |How's everything, and the second? |
 ((nodding)) [head movement]

T: |Okay|,

T: |third? |
 ((flicking right three fingers, pointing, middle, and ring finger, and nodding))
 [kinetograph]

T: |Forth? |
 ((flicking right three fingers, pointing, middle, and ring finger, and nodding))
 [kinetograph]

T: |Fifth? |
 ((flicking right three fingers, pointing, middle, and ring finger, and nodding))
 [kinetograph]

T: |Sixth? |
 ((flicking right three fingers, pointing, middle, and ring finger, and nodding))
 [kinetograph]

T: |Seventh? |
 ((flicking right three fingers, pointing, middle, and ring finger, and nodding))
 [kinetograph]

T: |Eighth? |

T: |Nine? |
 ((flicking right three fingers, pointing, middle, and ring finger, and nodding))
 [kinetograph]

T: |Yes|.

T: |You may write in your book|.

T: |So, no how are you again|.
 ((slightly shakes the head)) [head movement]

T: |Finish? |

Ss: Finish

T: |Now, how to say how are you in formal way. |

T: |You can use... What... Are you well? |
 ((nodding when Ss answering the elicited question)) [head movement]

T: |How... have you been? How are the things going? |

T: |Finish? |

T: |And Now How to respond|

T: |I'm good, pretty good, I'm well, I'm great, I'm okay|.

T: |So next time when miss say how are you doing? |

 ((put a right fist in the left fist with a slight punch while saying "so")) [Emblem]

T: |You may respond... I'm good, pretty good, I'm well, I'm great, and another phrases, I'm okay, not too bad|

T: |you also can use so-so|.

T: |It means *biasa aja*|.

S: Apa? Apa?

T: |So-so|

T: |Same old same old|

T: |now pay attention to the dialogue and read it|.

T: |Adinda, can you please read that text? |

T: |Adinda and Ayesa|

 ((nodding)) [head movement]

T: |Who's to be Linda? |

T: |Okay|.

S: dah

T: |Dinda do you wanna try? Do you wanna try to read? |

T: |Dinda and safal|.

 ((smiles)) [affect display]

T: |Okay|.

T: |Lina and Aqila|.

T: |Where is Lina? |

T: |Who's to be Linda? |

T: |Putri Emely and Dinda|.

T: |Linda not to be dinda|

 ((smiles)) [affect display]

T: |*Hayoo...*|

T: |olin with Ayadifa|

T: |Mumtaz and abda|.

T: |Who's to be linda? |

T: |Najwa with Irma. |

T: |Please change same old same old to be another phrases|.

T: |You may use not too bad, I'm okay, I'm well|.

T: |Okay|,

T: |Start right now|.

T: |Don't use same old same old again|,
 T: |another phrases|.

T: |Yeah change... use another phrases|,
 T: |you can use not too bad, I'm okay or up to you|.

T: |You alright change to be are you well? How have you been? |
 T: |Right now|.

T: |You got it? |
 ((raises eyebrow)) [affect display]

T: |Do you understand what I mean? |
 ((nodding)) [head movement]

T: |Angel, Come here|.

((smiles)) [affect display]

T: |Saida with lida|,
 T: |use another phrases|.

T: |Change You alright to be hmm how are things or how's everything, what's up
 up to you|.

T: |Okay start right now|

T: |Use another same old same old... another phrases|.

T: |Scroll up? |
 T: |Scroll down? |

T: |Okay|,

T: |Before we close our class Let's sing together|.

T: |What song? |
 ((raises eyebrow)) [affect display]

T: |I like you so much Hmm? |

T: |No|
 ((shake the head)) [head movement]

T: |What is *Jamet*? |

T: |Can you hear the voice? |

T: |What should we do? |

T: |Can you please go to office|,

T: |thank you|.

T: |Let's sing|.

T: |Ow it's okay|.

T: |Again? |
 ((raises eyebrow)) [affect display]

T: |Which one? |

T: |Olin, you have a nice voice *loh*|. ((points the stated student with a phone in the right grip)) [iconic]

T: |Dinda you too|.

T: |Are you sure? | ((frowns both eyebrows)) [affect display]

T: |It's okay| ((Nodding)) [head movement]

T: |now your turn| ((points S with left pointing finger)) [Deictic]

T: |Okay|.

T: |Time's up|.

T: |Don't go easy on my|

T: |what is that? |

T: |Yeah| ((nodding)) [head movement]

T: |*Santai saja Pada ku*|.

T: |Okay|,

T: |than you for joining my class today|,

T: |stay happy and healthy|,

T: |see you|.

T: |bye bye| ((shake the head)) [head movement]

Ss: thank you miss

T: |Anytime| ((smiles)) [affect display]

T: |so full of English|

T: |Don't forget next meeting bring your dictionary|

T: |Translate your story telling|.