

**TEACHER'S GESTURE TECHNIQUE ON TEACHING
SPEAKING IN SMP MUHAMMADIYAH 7 SURAKARTA**



**Submitted as a Partial Fulfillment of the Requirements for Getting
Bachelor Degree of Education in English Department School of Teacher
Training and Education**

By:

DESY ALVIANTRI

A320140008

**DEPARTMENT OF ENGLISH EDUCATION
SCHOOL OF TEACHER TRAINING AND EDUCATION
MUHAMMADIYAH UNIVERSITY OF SURAKARTA**

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by :

DESY ALVIANTRI

A320140008

Approved to be Examined by Consultant:

Consultant

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Fitri Kurniawan, M.Res.Ed.

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IN SMP MUHAMMADIYAH 7 SURAKARTA**

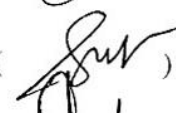
BY

**DESY ALVIANTRI
A320140008**

**Accepted by the Board of Examiner
English Department
School of Teacher Training and Education
Universitas Muhammadiyah Surakarta
on January 2020**

Team of Examiner:

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(Head of Examiner)
2. Susiati, M. Ed.
(Member I of Examiner)
3. Syahara Dina Amalia M. Ed.
(Member II of Examiner)

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DESY ALVIANTRI

A320140008

TEACHER GESTURE TECHNIQUE IN TEACHING SPEAKING IN SMP MUHAMMADIYAH 7 SURAKARTA

Abstrak

Studi ini mengeksplorasi persepsi guru tentang teknik gesture pada pengajaran berbicara di SMP Muhammadiyah 7 Surakarta. Masalah dalam penelitian ini adalah 1) apa saja teknik gerakan yang digunakan oleh guru dalam mengajar berbicara di SMP Muhammadiyah 7 Surakarta; dan 2) persepsi guru tentang teknik gerakan pada pengajaran berbicara di SMP Muhammadiyah 7 Surakarta. Tujuan dari penelitian ini adalah untuk mempelajari bagaimana perspektif guru menggunakan teknik gerakan dalam mengajar di sekolah. Metode penelitian ini menggunakan desain penelitian deskriptif kualitatif. Teknik pengumpulan data yang digunakan adalah transkrip wawancara. Berdasarkan hasil analisis yang telah peneliti lakukan, berdasarkan wawancara yang dilakukan dengan informan, penggunaan gerakan tubuh, baik ekspresi wajah maupun gerakan tangan sangat membantu menjembatani komunikasi antara guru-siswa, memudahkan siswa dalam memahami maksud yang disampaikan oleh guru, dan dapat meningkatkan kemampuan siswa untuk berbicara bahasa asing, terutama bahasa Inggris. Hasilnya menunjukkan bahwa: 1) Penggunaan isyarat ekspresi wajah dan gerakan tangan menjembatani komunikasi antara guru dan siswa; 2) Gerakan semiotic dan fungsional adalah gerakan yang paling sering digunakan.

Kata Kunci: persepsi, teknik gerakan, berbicara

Abstract

This study explores teacher's perception about the gesture technique on teaching speaking in SMP Muhammadiyah 7 Surakarta. The problem in this research are 1) what are the gesture technique used by the teacher on teaching speaking at SMP Muhammadiyah 7 Surakarta; and 2) the teacher's perceptions about Gesture Technique on teaching speaking at SMP Muhammadiyah 7 Surakarta. The purpose of this study was to learn how the teacher's perspective is using gesture technique on teaching in the school. This research method uses descriptive qualitative research design. Data collection technique used interview transcript. Based on the results of the analysis that researchers have done, based on interviews conducted with informants, the use of gestures, both facial expressions and hand movements greatly help bridge communication between teacher-students, facilitate students in understanding the intentions conveyed by the teacher, and can improve students' ability to speak foreign languages, especially English. The results show that: 1) The use of gesture, both facial expression and hand movement help bridging communication between teacher and students; 2) Semiotic and functional gesture are the most frequent gesture used.

Keyword: perspective, gesture technique, speaking

1. INTRODUCTION

Teaching speaking should be taught and trained to the students since they are in

the junior level. Speaking needs more complex practices in the implementation. The fact, most of students could not express and more often keeping silent when were asked to practice. It could be caused students are afraid of making mistakes or they do not understand about the materials taught. There are many kinds of different characters of students about their ability, acceptability and others. Teacher should know those problems then able to solve it by choosing the best way.

Muhammad and Ismail (2001) say “the way teachers conduct the classroom matters has a deep influence upon their own teaching and learning of the students, because classroom is a place where the closest interaction between the students and the teachers takes place”. Teacher should be affective in the teaching process. it makes the aims of learning can be reached. Sardiman, (2011) states that one of the functions the teacher “is as a motivator that can increase the passion and the development of student’s learning activities”. Students also have many characters; therefore the teachers have to know the teacher from each student.

In the era of globalization, English becomes important in many aspects of life. Patel and Praveen (2008) claimed that English “is the language of the global village. It is used for trade and industry. English is full of knowledge and information”. It is the language used for connecting people having different tongues.

Richard and Renandya (2002) said that speaking “is one of the central communication elements”. Pollard (2008) states that speaking “is one of the most difficult aspects for students. This is hardly surprising when one considers everything that is involved when speaking: ideas, how to say, language, how to use grammar, vocabulary and pronunciation as well as listening to and reacting to the person you are of the most demanding skills in the daily life”.

In the teaching speaking there is a technique which can be directly used in the implementation of teaching. Gesture becomes one of technique which appropriate with speaking skill. Morris et al., (1979) has also claimed that Gestural information “is even more important than verbal ... without gestures,

human life would become a cold and mechanical process". Gestures also play an important role in the classroom.

Darn (2005), "gestures reduce unnecessary teacher talking time and increase learner participation; this in turn develops learner's confidence. In addition, gestures reduce fear of silence, make teacher's instructions clear and help the teacher in classroom management. Furthermore, they improve performance in group work and pair work as well as self and peer correction. Gestures also help in avoiding misunderstandings". In the English classroom, teacher's gestures can scaffold learner's understanding of the language. Gestures can be used to support different aspects of language such as vocabulary and grammar.

Hostetter et.al. (2006) also added that "teacher's gestures affect the information that students take up from a lesson, and given that teachers can alter their gestures if they wish to do so, it may be worthwhile for teachers to use gesture intentionally, in a planned and purposeful fashion, to reinforce the message they intend to convey".

Those statements above about the use of gesture technique in the teaching process can be understood that gesture is really needed by teacher. Many teachers sometimes were wasting time by explaining a material to the students spoken, but the students could not understand clearly about it. In addition, teacher's explanation sometimes did not get to the core of material. Aside from gesture technique more shows body moving, it also turns to the students' confident in the practice. It also after the teacher accords information of the teaching materials indirectly.

The example of the implementation of gesture technique has been applied in SMP Muhammadiyah 7 Surakarta. The English teachers had implemented gesture during the teaching activities. The teacher said that the use of gesture during the teaching could help the students in understanding what the teacher explained. She also said that by using gesture could make the teaching class more active and also made the students more interest. The students of SMP Muhammadiyah 7 Surakarta had many problems in mastering speaking. Most of

them had limited vocabularies. They were also afraid of making mistakes. It made them keeping silence. By those problems, the teachers combined the teaching learning activities especially in speaking used gesture.

The differences between the theoretical of gesture technique explained above and the gesture applied by the English teacher in SMP Muhammadiyah 7 Surakarta are the gesture can help teacher to alter the purpose of material taught and give a way to students in understanding the material easily. While the conditions of students of SMP Muhammadiyah 7 Surakarta have many problems in the teaching learning English, it made the English teacher to cover those problems by making innovation in teaching technique. The English teacher of SMP Muhammadiyah 7 Surakarta combined the gesture technique used in teaching learning with media. The media used were such as picture, video, etc. Its way could more motivate the students in teaching activities indirectly.

Therefore, there is still gap in implementation of gesture in the teaching speaking of SMP Muhammadiyah 7 Surakarta. The students sometimes were rather keeping silence in teaching learning. They were afraid to deliver their opinion even the teacher had been had asked them. The developments of the student's vocabularies were also unmeasured. Actually by using gesture as state by experts that vocabulary can improve straightly. Those are gaps which happen in the implementation of gesture technique in SMP Muhammadiyah 7 Surakarta. Hence, the researcher is interested to do the research about the teacher's perspective using gesture technique. The researcher wants to know about the teacher's view on the use of gesture. Therefore, the researcher chooses SMP Muhammadiyah 7 Surakarta as the object study to do the research because the many characteristics of student problems in mastering English especially speaking skill. Based on the explanation above the researcher wants to conducts a research under the tittle: **Teacher's Gesture Technique on Teaching Speaking in SMP Muhammadiyah 7 Surakarta.**

2. METHOD

The data of this research were analyzed by using descriptive qualitative research.

The subjects of this research are only one teacher SMP Muhammadiyah 7 Surakarta. The object of this research is the perspective of the teacher using gesture technique on teaching speaking in SMP Muhammadiyah 7 Surakarta. In collecting data, the researcher uses observation and interview. The researcher observed the when the teacher used gesture in the class at eight student of SMP Muhammadiyah Surakarta. The observation in the class focuses on the teacher with the students and the responses of the students when the teacher leaning some material in the class. The researcher observe for 40 minutes during the learning process in the classroom, and observation do for three times. Interview is used to know the teachers' perspective about the use of gesture during the teaching speaking process. The credibility data was checked by the triangulation technique. It is done by checking data to the same source by using different technique.

3. FINDING AND DISCUSSION

This research focuses on the question in the problem statement, they are : (1) What are the gesture technique used by teacher on teaching speaking at eight grade students in SMP Muhammadiyah 7 Surakarta. (2) How is the teacher's prespective using gesture technique on teaching speaking at eight grade students in SMP Muhammadiyah 7 Surakarta. In that period the researcher observed the teacher teaching in class VIII Muhammadiyah 7 Junior High School Surakarta and observed 14 times. Data were obtained during the observation period on June 4 to 6 July, 2019 for two weeks. Data analyzed by researchers as many as 25 gestures. Consisting of 9 facial gestures and 16 hand gestures. These data are analyzed using Gullberg's theory (2010).

3.1 Use of gesture

In this study found 26 forms of gesture that are used in learning to speak English by using facial expressions, gestures and postures effectively, with the use of these gestures can be conveyed congruent messages (congruent) which will strengthen communication, agree with the theory supported by the theory Another expert is Burgoon's theory (2011) which outlines, the use of gestures

are of two kinds, namely dynamic gestures and static gestures. Dynamic gestures are usually associated with body movements, such as body language and parts and movements, head language and parts and movements, hand language and parts and movements. Static gestures are usually associated with body parts, objects attached to the body, social status in society, and objects owned by someone.

3.2 Characteristics of Gesture Use

Based on the data obtained by researchers found 26 data that have seven characteristics in accordance with the theory According to Jude Burgoon, David Buller and W. Gill Woodall (1989) which includes gestures that are communicative, behavioral similarity, artifactual, contextual, package, reliable, and controlled by rules. The data obtained by researchers at Surakarta 7 Muhammadiyah Middle School each contained these seven characteristics. Data on the use of gestures that have been obtained by researchers contain the above characteristics.

3.3 Gesture Use Factors

There are several factors obtained by researchers based on data that has been analyzed. In this study researchers used Dale G. Leather (1976). Researchers found six factors, namely, nonverbal factors determine the meaning of interpersonal communication, feelings and emotions more accurately conveyed through gestures than verbal messages, messages using gestures convey meaning and intent that are relatively free of fraud, distortion and confusion, messages using gestures have metacomunicative function that is needed to achieve high quality communication, the use of gesture is a more efficient way of communication compared to verbal messages and the use of gesture is the most appropriate means of suggestion. Researchers obtained data based on the results of interviews, that the above factors are things that cause a person or teacher to use additions by using gestures when communicating.

4 CONCLUSION

Based on the results of the analysis and discussion carried out in the previous

chapter, the conclusions that the author can give are as follows: Gestures that are used in learning to speak a foreign language use more semiotic and functional gestures, while for the classification of gestures that are used include iconic, metaphorical, deitic, and beats. In the learning itself, the gestures used include gestures used to clarify intentions verbally, gesture as a deictic reference and gestures to change speech that has been conveyed.

Based on interviews conducted with informants, the use of gestures, both facial expressions and hand movements greatly help bridge communication between teacher-students, facilitate students in understanding the intentions conveyed by the teacher, and can improve students' ability to speak foreign languages, especially English.

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