

CHAPTER 1

INTRODUCTION

A. Background of the Study

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 was 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 on the teacher “is as a motivator that can increase the passion and the development of students’ 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.

Gesture is thought to have appeared as one of the earliest forms of communication. Corballis (1999) has suggested that gesture survives today as a “behavioral fossil” that is intricately connected to speech. In reality it would be very difficult to prove that language evolved from gesture, but it may be logical to surmise that both gesture and speech could have been combined and still exist concurrently in language use Kelly (2008). In fact, it is so well assimilated into everyday communication that the majority of people have never considered the multitude of functions they are capable of accomplishing as gestures can be fleeting and varied, and contain multiple forms for communicating different emotions and thoughts. Gesture has been strongly associated with playing an essential part in the communicative process whereby it can either accompany or act independently of speech

Iverson & Goldin-Meadow (2000). Some gestures are more idiosyncratic and difficult to recognize than others due to their cultural specificity, for example, 'la mano caliente' (the hot hand) is considered to be extremely offensive in Guatemala Neuliep (2009), but would pass unnoticed in other parts of the world. Other gestures are more discernable and universal, such as the 'thumbs-up' gesture.

Gestures, is the symbolic movements that speakers perform while they speak, form a closely interconnected system with speech, where gestures serve both addressee-directed ('communicative') and speaker-directed ('internal') functions. This article aims (1) to show that a combined analysis of gesture and speech offers new ways to address theoretical issues in second language acquisition (SLA) and bilingualism studies, probing SLA and bilingualism as product and process; and (2) to outline some methodological concerns and desiderata to facilitate the inclusion of gesture in SLA and bilingualism research. The studies examined previously support the fact that gesture can play a role in learning, but the mechanisms that underlie all of the processes involved is not yet fully understood. Research is beginning to suggest that "gestures are multi-functional and serve both addressee-directed, communicative and speaker directed internal functions Gullberg (2010). Nonetheless studies into gesture have suffered a large amount of neglect over the past few decades and it is undoubtedly an area that would benefit from further research

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 development of the students' vocabularies 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.**

B. Limitation of the Study

The researcher limits the scope of the research to focus on the research problems. The researcher focuses on the teacher's gesture technique applied during the teaching speaking activities. The researcher also only focuses on the English teacher who teaches English at eight grade of SMP Muhammadiyah Surakarta.

C. Problem Statements

Based on the background of the study above, the researcher formulates problem statements as follows:

1. What are the gesture techniques used by the teacher on teaching speaking at eight grade students of SMP Muhammadiyah 7 Surakarta?
2. How is the teacher's perspective using gesture technique on teaching speaking at eight grade students of SMP Muhammadiyah 7 Surakarta?

D. Objective of the Study

Based on the problem statements explained above, the objectives of the study are follows:

1. To describe the teacher's perspective using gesture technique on teaching speaking at eight grade students of SMP Muhammadiyah 7 Surakarta.
2. To identify the gesture technique used by the teacher on teaching speaking at eight grade students of SMP Muhammadiyah 7 Surakarta.

E. Significance of the Study

The researcher hopes that the results of the research have benefit to others, such as:

1. Theoretical Significance

The researcher hopes that the result of this research can be useful for additional information in teaching and learning process.

2. Practical Significance

- a. Teacher

The researcher hopes that the result of this research can give additional information about teacher's perspective using gesture technique, especially to teach student's speaking skill.

- b. Other Researcher

The result of this research can be used for additional information and reference to other researchers who are interested in same field of the research.