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GESTUR GURU DALAM MENGAJAR BAHASA INGGRIS DI SEKOLAH MENENGAH PERTAMA

Teacher's Gestures In Teaching English At Junior High School

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Abstrak

Penelitian ini bertujuan untuk mengetahui tipe-tipe gestur guru yang digunakan oleh 2 (dua) orang guru bahasa Inggris di SMP N 1 Pariaman. Dalam menentukan partisipan, peneliti menggunakan total sampling teknik. Jadi, Peneliti menetapkan kedua orang guru tersebut menjadi partisipan dalam penelitian ini. Teknik pengumpulan data yang digunakan dalam penelitian ini adalah observasi dan vidio rekaman. Kedua instrument tersebut digunakan untuk melihat tipe-tipe gestur guru dan bagaimana cara penggunaanya oleh guru SMP N 1 Pariaman. Hal pertama yang dilakukan oleh peneliti adalah melakukan observasi dengan menggunakan vidio rekaman, observasi ceklis sebagai alat selama observasi. Berdasarkan observasi yang telah dilakukan ditemukan bahwa guru di SMP N 1 Pariaman menggunakan gestur guru dalam proses belajar mengajar. Gestur yang digunakan guru pertama adalah gestur ikonik, gestur deiktik dan gestur beat. Sedangkan guru kedua adalah gestur ikonik, gestur metafora, dan gestur deiktik.

Kata Kunci:
Komunikasi nonverbal
Gestur guru
Pengajaran bahasa Inggris

Keywords:
Communication nonverbal
Teacher's gesture
Teaching English

Abstract

This study aims to determine the types of teacher gestures used by 2 (two) English teachers at SMP N 1 Pariaman. In determining the participants, researchers used a total sampling technique. So, the researcher determined that the two teachers were participants in this study. Data collection techniques used in this study were observation and video recordings. Both of these instruments are used to see the types of teacher gestures and how they are used by SMP N 1 Pariaman teachers. The first thing the researcher did was make observations using video recordings, observation checklists as a tool during observation. Based on the observations that have been made, it was found that teachers at SMP N 1 Pariaman used teacher gestures in the teaching and learning process. The gestures used by the first teacher are iconic gestures, deictic gestures and beat gestures. While the second teacher is iconic gestures, metaphorical gestures, and deictic gestures.

INTRODUCTION

English teaching is a challenge for many teachers everywhere in the world (Ediger, 2003). English language teaching is a profession that is also known as teaching English to speakers of other languages or teaching English as a foreign language (Brandt, 2012). Moreover, teaching English begins by accepting this general notion of what imagination literature is and why we ought to approach it as something real and unique (Gutterrige, 2000). The teacher must use varied way or approaches wisely to teaching the English support to make students comfortable and interested learning process. Teaching English as second language for students is not easy because the teachers must improve their knowledge in learning English. Therefore, nonverbal communication has the essential role in the English foreign language classroom especially in assisting students' language communicative competence. In this case, nonverbal communication becomes a part of how teacher communicate verbally to the students.

Nonverbal communication is communication that uses gestures instead of words. According to DeVito and Hecht (1990, p. 4) nonverbal

communication as "all of the messages other than word that people exchange." In this definition, messages are seen as symbolic and therefore their use is intentional. Mehrabian (1972) claimed that 7% of message relating to feelings and attitudes is conveyed through words or verbally, and the rest 93%, is conveyed nonverbally. Witt & Wheeless (1999) state that Students are happier and learn more when teachers engage in nonverbal behaviors directly. it can be concluded that the gestures and word have a similar meaning and reinforce one another.

Gesture is a form of nonverbal behavior in the movement of the hands, shoulders and fingers. According to (Adler, R. B., & Rodman, 2006), gestures are a fundamental element of communication: movements that involve one part of the body. gestures communicate the meaning of a statement someone is saying. Having a relaxed body posture and proper gestures are positively and significantly associated with students' motivation to learn English. A gesture is one of the teacher's most commonly used nonverbal communication in the classroom (Annisah, 2013). The teachers' gestures can be very meaningful and helpful for the students in teaching and learning. This suggests that teachers who use their body language correctly in class increase students' levels of motivation, retention, and understanding; Students can easily understand through symbols and gestures rather than words.

In a teaching context, gestures and body language are used more consciously to fulfill various functions, which incites us to consider this type of gesture as teaching gestures. According to (Mcneill, 1992), classifies the types of gestures into four namely: iconic gesture, metaphoric gesture, deictic gesture and beat gesture. Iconic gestures, which are gestures that depict semantic content directly via the shape or motion trajectory of the hand(s) (e.g., tracing a triangle in the air to mean triangle). Metaphoric gestures, which depict semantic content via metaphor (e.g., cupping hands as if to "hold" an idea, which reflects the metaphor IDEAS ARE OBJECTS, discussed in detail later). Deictic gestures, which are gestures that serve to indicate objects or locations, often with an extended index finger but sometimes with other fingers or the entire hand (e.g., pointing to a cube in order to refer to that cube). Meanwhile, beat gestures, which are motorically simple, rhythmic gestures that do not express semantic content but that instead align with the prosody of speech.

RESEARCH METHOD

This research used a descriptive method with a qualitative approach. In this case, the researcher wants to analyze the types of teacher's gestures in teaching English at SMP N 1 Pariaman. This is supported by Gay & Airasian, (2000) who state that descriptive research determined and described what is. This means that in descriptive research it only explains phenomena or conditions related to what is observed. So, design relates to situations, events that occur in the field. documents or transcriptions or even recordings. This study attempts to investigate, to obtain data and to describe the gestures of teachers in teaching English at SMP N 1 Pariaman. Researcher used this sampling technique because participants are taken according to the needs of researcher in collected data and also the right technique for select participants. This study will use observation and video recording as the instrument.

FINDINGS

1. Teacher 1

In the process of teaching in class VII, teacher 1 explains learning to students accompanied by gesture to motivate and facilitate students in learning. On the first and second day the researchers found that teacher 1 used three types of gestures which included iconic gestures, deictic gestures and beat gestures.

1) Iconic gesture

The researcher found that teacher used this type of four time. Gestures used by the teacher namely:

a) The teacher uses gestures to explain the number five seconds.
b) The teacher moves his hand up explaining the teacher's greeting to raise the emoji.
c) The teacher raises his hand by showing a thumbs up by saying very good explaining the teacher appreciates the student's performance.
d) The teacher greets and asks how the students are doing, when replying to the student's greeting the teacher raises his hand by pointing at himself along with the sentence I am fine too. this self-pointing gesture explains the sentence 'i am'.

2) Deictic gesture

The researcher found that teacher used this type of four time. Gestures used by the teacher namely:

a) The teacher directs his hands backwards by saying what our material was yesterday, the gesture used by the teacher explains the word yesterday.
b) The teacher directs his hand to the students to allow students who are able to answer questions about the purpose of the material presented earlier.
c) The teacher pointed at the blackboard and asked about the descriptive text that was there.
d) The teacher asks the students about the purpose of the material presented.

3) Beat gesture

The researcher found that teacher 1 used this type of one time. Gestures used by the teacher namely the teacher asks if the students don't know what good afternoon is accompanied by the rhythm and head shake that the teacher uses.

2. Teacher 2

In the process of teaching in class VIII, teacher 2 explains learning to students accompanied by gesture to motivate and facilitate students in learning. On the first and second day the researchers found that teacher 2 used three types of gestures which included iconic gestures, metaphoric gestures, and deictic gestures.

4) Iconic gesture

The researcher found that teacher used this type of four time. Gestures used by the teacher namely:

a) The teacher explains the sentence get out by using hand gestures leading out the door.
b) The teacher moves his hands from front to back explaining the sentence take out your book where it is as if the teacher took out a book.
c) The teacher uses body gestures to explain the differences between wake up and get up verbs.
d) The teacher moves his hands like brushing his teeth explaining the verb brush my teeth

2) Deictic gesture

The researcher found that teacher used this type of four time. Gestures used by the teacher namely:

a) The teacher points to the words steward and stewardess on the blackboard by explaining one by one the differences in the use of these words.
b) The teacher asks the students if they understand the text in front accompanied by the teacher pointing to the text on the monitor.
c) The teacher moves his hands back to explain last week's sentence that the teacher said.

d) The teacher points to the blackboard explaining that the material they will discuss is about group phrases of verbs.

3) Metaphoric gesture

The researcher found that teacher used this type of one time. Gestures used by the teacher namely the teacher raises his hands above his head as if explaining the word understand that the teacher asks students about the material that has been presented.

Teacher 1, who teaches in class VII, explains the lesson to students using various gestures. On the first and second days, the researcher found that Teacher 1 used three types of gestures: iconic gestures, deictic gestures, and tapping gestures. These gestures are used to motivate and facilitate students in learning. Teacher 1 uses iconic gestures on four occasions, such as explaining the number five seconds and giving appreciation to students by giving a thumbs up. Deictic gestures are used on five occasions, such as throwing his hand behind his back when explaining "yesterday" and pointing at the blackboard to ask questions about a descriptive text. Meanwhile, the tapping gesture was used once when Teacher 1 asked whether the students knew the meaning of "good afternoon" by accompanying the rhythm and shaking their heads.

Teacher 2, who teaches in class VIII, also uses various types of gestures in the teaching process. On the first and second days, the researcher found that Teacher 2 used three types of gestures: iconic gestures, metaphorical gestures, and deictic gestures. These gestures are also used to motivate and facilitate students in learning. Teacher 2 uses the iconic gesture on five occasions, such as explaining the word "out" with a hand gesture pointing out the door. Deictic gestures are used on four occasions, such as pointing to the words flight attendant and flight attendant on the blackboard to explain the difference in usage, and pointing to text on the monitor when asking students for understanding. In addition, Teacher 2 also uses one metaphorical gesture, namely raising his hands above his head to explain the word "understand."

Overall, both teachers used various types of gestures as additional communication tools in the teaching process. These gestures help visualize concepts, motivate students, and clarify messages conveyed in learning. In this observation, it appears that teachers understand the importance of using gestures in creating an effective learning environment

CONCLUSION

This research is about an analysis of the teacher's gestures in teaching English at SMPN 1 Pariaman, this research is conducting qualitative research where researchers need to analyze, observe and describe the teacher's gestures in class at SMPN 1 Pariaman. The participants in this study were two English teachers who taught class VII and VIII at SMPN 1 Pariaman. In addition, this research is to describe teacher gestures in class and the effect of teacher gestures on students in class at SMPN 1 Pariaman. In searching for data, researchers used observation as an instrument in the form of observation checklists and video recordings. Based on the results of this instrument, the researcher used an observation checklist and video recording to collect data and the researcher found the teacher used four types of gestures such as iconic gestures, metaphoric gestures, deictic gestures and beat gestures. Researchers found that teachers use gestures in learning English.

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