

## CHAPTER I

### INTRODUCTION

#### A. Background of Study

There are many languages in the world; one of them is English. English is an International language a foreign language in Indonesia. It is also taught as compulsory subject in senior and junior high schools. It is also taught in some elementary schools and pre- schools as a local content subject. Learning English as a foreign language is very important, since “ English is the key to the International currencies of technology and commerce” (Waters, 1999, P. 6).

To prepare student for facing globalization, the teacher in elementary school need good way to teach students to master English. The teaching of the English at elementary schools, the so-called English for Young Learners (EYL), in Indonesia which was introduced formally since 1994 through the Decree No. 1702/104/M/1994 is interisting to discuss because English is a foreign language for elementary students. To teach English in that level, a teacher who can teach well in teaching is badly required. As it is written in Holy Qur’an Al Baqarah, Verse 31

وَعَلَّمَ آدَمَ الْأَسْمَاءَ كُلَّهَا ثُمَّ عَرَضَهُمْ عَلَى الْمَلَائِكَةِ فَقَالَ أَنْبِئُونِي بِأَسْمَاءِ هَؤُلَاءِ إِنْ كُنْتُمْ صَادِقِينَ

صَادِقِينَ

This verse explains that Allah taught names to Adam, these names can be said to be part of the language symbol. There is no description of how the teaching-learning process took place between Allah and the Prophet Adam a.s, but it is clear that the first human being, Prophet Adam a.s, learned languages through the process of learning, not created an automatic tool. However, language tools that have been created by God and installed in the human body, including: mind, hearing, vision, mouth, throat, etc.

Teaching English to young learners at elementary school is different from that to adults. Teaching young learner is not easy, teacher must prepare materials to teach well. The teacher must using approaches, methods, and techniques appropriate to young learner so they can understand material. One of important factors in teaching English to child is caring about what they need.

When in the sixth semester, there was an English for Young Learner course. At that time there was a final project that was asked to research English for elementary schools. At that time I saw the teacher did not use movements when teaching English to students, the teacher seemed to only sit when giving explanations to students and made the class not look active. While the teacher should often use movements in teaching so that students are easy to understand the lesson. From the result of study and fact in field, it is shown that teaching English to children contains many febleness and sparseness (Suyanto, 2007, p.102).

When teaching young learners (Harmer,2001, p.64) explains teachers are pieces of teaching equipment in their own right. Therefore, they can use themselves to support the teaching process verbally and nonverbally. Related to teacher's nonverbal communication, he adds one way that teachers can do on the spot is by using gestures, mimes, and expressions, to convey meaning and atmosphere.

Gesture are important in human life, especially to be used in teaching and learning process. In the discussion of gesture, (Region, 2007, p. 27) state the use of gestures plays an essential role in the classroom. In addition, (Elfatihi, 2005, p.52) say that gesture can be used in presenting language item, providing feedback, and managing classroom. Teachers are responsible to manage classroom activities so that by using gesture they can create supporting condition for learning. Furthermore, using gesture in managing classroom activity becomes so important to help students understand the material, with the intention that they can achieve the expected learning objectives and positive educational outcomes (Reschly, 2007, p.1).

Considering the importance of gestures in the classroom, the researcher aimed to find out the types of gestures mostly used by a teacher, in what situations he mostly used his gestures and for what purposes he used his gesture in teaching English to young learners. The title of this research is "An Analysis of Teacher's Gestures in Teaching English to Young Learners at SDN Pangambangan 9 Banjarmasin".

There are some previous studies conducted to analyze of teacher gestures. The first study was done by the student of Education Indonesia University, Novianti Patroli (2013), entitled **“The Use of Gestures in Teaching English to Young Learners of fifth grade classroom in SD Laboratorium UPI in the academic year of 2013/2014”**. The writer analyzed Gestures in Teaching English. There were five meetings during the observation. Each lesson took 70 minutes per meeting. The writer found out why English language are not more difficult to children compared to adult. Finally, writer examined what type of teacher gestures used when teaching English to young learner, when to use geastures for young learner, and the purpose of using gesture in teaching English to young learners.

Therefore, they do not use English language but use gestures when teaching English to young learner in classroom. The similarity of this research with the present study is both of them analyze gesture in teaching English to young learners at elemantary, whereas the difference is in the site of research. This research focused used mostly in eliciting situation to initiate the interaction in the classroom. The teacher always tried to explain and clarify the words, terms, and sentences she used during the classroom. This means that gestures were used mostly for lexical explanation purpose.

The second study was done by the student of University of Chicago, Miriam Novack (2015), entitled **“Learning from Gesture: How Our Hands Change Our Minds in the academic year 2015/2016”**.Novack (2015), analyzes some phenomenon why children difficult to understanding teacher when teaching mathematics. The writer found out the teachers can give students opportunities to

gesture by asking them to explain their answers to problem (which tends to spontaneously elicit gesture) and by explicitly encouraging them to use their hands during these explanations. Teachers can gesture themselves when teaching.

Teachers gesture can guide childrens attention and scaffold verbal information. Finally to conclude this article, gestures can be particularly helpful in a classroom setting when other tools are not available. The similarity of this research with present study is both of them influence gesture in teaching English to young learners. Meanwhile, the difference is in the focus of research. This research focused how gesture supports learning across development, and ends by offering suggestions for ways in which gesture can be recruited in educational settings.

## **B. Research Question**

This study investigates analysis of teacher gestures in teaching English to young learners at SDN Pangambangan 9 Banjarmasin. Several specific research questions addressed by this study are:

1. What are the types of gesture used by the teacher in teaching English to young learners?
2. What are the types of gesture most frequently used by the teacher in teaching English to young learnersat SDN Pangambangan 9 Banjarmasin?

### **C. Objectives of Study**

Based on the statement of the problem above, the objectives of the research aim:

1. To know the types of gesture used by the teacher in teaching English to young learners.
2. To know the types of gesture most frequently used by the teacher in teaching English to young learners at SDN Pangambangan 9 Banjarmasin.

### **D. Significance of Study**

Based on the statement of problems above, the purposes of this research were:

1. Enrich the knowledge and experience of researchers in this research.
2. As the information for English teacher and educational decision makers to take appropriate strategies to improve the successfulness of teaching and learning process to young learner.
3. The study also opens opportunity for the other researcher to do research in different point of view.

### **E. Definition of Key Terms**

The definition of terms in this research which are necessary to avoid any misinterpretation toward the title adopted in this research, the writer explained the terms as follow:

### 1. Gesture

According to Andersen (1999, p. 2), gesture includes all communication other than language. Inherent in this definition is that language is solely a human endeavor and that arbitrary symbols are used to convey meaning. Gesture in this study is the researcher analyzes types and gesture dominantly used by the teacher in teaching English to young learners.

2. Teaching is action to point learning toward desired to accomplishment by learners Haskew&McLendo( 2000, p. 11).

### 3. Young Learner

According to Kasihani K.E. (2007, p. 15), young learner in this study is students of elementary school between ages 6-12 years. They are divided into two groups: younger group 6-8 years old and older group 9-12 years old. Researcher observed the second graders at SDN Pangambangan 9 Banjarmasin.

