

## CHAPTER IV

### FINDINGS AND DISCUSSION

This chapter presents finding and the discussion in order to answer some questions in the problem statements. In the previous chapter, the researcher stated that the data of an analysis of teacher's gestures in teaching English to young learners at SDN Pangambangan 9 Banjarmasin.

#### **A. Findings**

The research problem that would like to be answered in this research are (1) the types of gesture used by the teacher in teaching English to young learners (2) the types of gesture most frequently used by the teacher in teaching English to young learners of the second grades at SDN Pangambangan 9 Banjarmasin.

In order to answer the first research problem, the researcher did observation and interview. Observations were done from Desember 04<sup>th</sup>2017 until February 04<sup>th</sup> 2018 by noting down all the things in the class in field note form.

Interview given to a English teacher on January 26<sup>st</sup> 2018 in the teacher at SDN Pangambangan 9 Banjarmasin. To answer the second research problem, the researcher analyzing with interview data and documentation.

#### **1. The Types of Teacher Gestures in Teaching English to Young Learners of the second grade at SDN Pangambangan 9 Banjarmasin.**

The researcher used four types of gestures important for effective communication by Ekman and Friesen (1999) to answer the research question

about the types of gesture used by the teacher in teaching English to young learners and the types of gesture most frequently used by the teacher in teaching English to young learners of the second grades at SDN Pangambangan 9 Banjarmasin. The types are Illustrators Gesture (IG), Regulators Gesture (RG), Emblems Gesture (EG), and Affect Display (AD). From the collecting the data, this research recorded five meetings of classroom teaching English by the field note with interview as the reinforcement data.

#### **a. Illustrators**

Those behaviors that complement or accentuate the verbal message are called *illustrators*. For most individuals, these are the natural hand and body gestures that accompany speech, such as gesturing, smiling, frowning, or pointing to illustrate a point. These nonverbal cues convey the same meaning as the verbal message, and either complete or supplement it. Here is a picture of the teacher using the Illustrators with 55 gestures.

(IG 1)



(IG 2)



(IG 3)



(IG 4)



(IG 5)



(IG 6)



(IG 7)



(IG 8)



(IG 9)



(IG 10)



(IG 11)



(IG 12)



(IG 13)



(IG 14)



(IG 15)



(IG 16)



(IG 17)



(IG 18)





(IG 19)



(IG 20)



(IG 21)



(IG 22)



(IG 23)



(IG 24)



(IG 25)



(IG 26)



(IG 27)



(IG 28)



(IG 29)



(IG 30)



(IG 31)



(IG 32)



(IG 33)



(IG 34)



(IG 35)



(IG 36)



(IG 37)



(IG 38)



(IG 39)



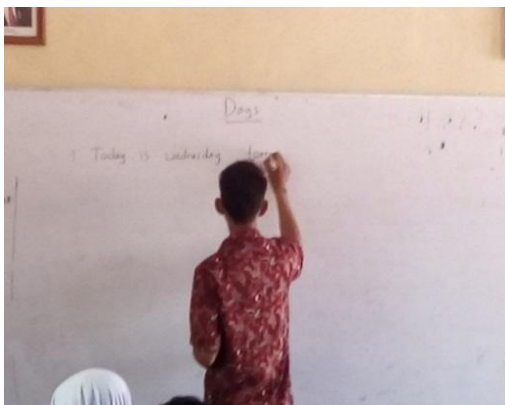
(IG 40)



(IG 41)

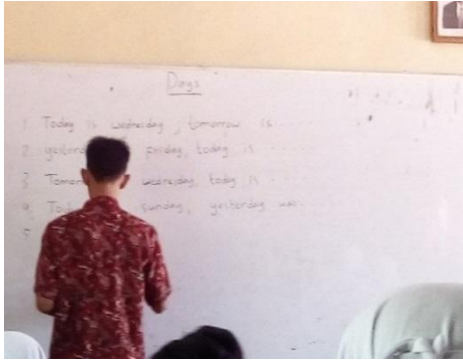


(IG 42)





(IG 43)



(IG 44)



(IG 45)



(IG 46)



(IG 47)



(IG 48)



(IG 49)

(IG 50)



(IG 51)



(IG 52)



(IG 53)



(IG 54)



(IG 55)



## **b. Regulators**

Body language cues that serve to control turn-taking and other procedural aspects of interpersonal communication are called *regulators*. As turn-taking is one of the fundamental organizations of conversation and interaction patterns, it plays a key role in the process through which participants interpret each others' meanings and intentions. Here is a pictures of the teacher using the Regulators with 5 gestures.

(RG 1)



(RG 2)



(RG 3)



(RG 4)



(RG 5)



### c. Emblems

Emblems are nonverbal behaviors that can be translated into words and that are used intentionally to transmit a message. Because these gestures can substitute words, their meaning is widely understood within a culture. The meaning of these emblems, however, can be quite different in another country. English language learners must learn the meaning of the emblems just as surely as they learn the new vocabulary of spoken English. Here is a picture of the teacher using the Emblems with 1 gesture.

(EG 1)



#### **d. Affect Display**

Affect display are another type of body language necessary for language learners to process. These are behaviors that express emotion. Most commonly, these displays are communicated through facial expression, like smiling, laughing or crying. Posture is also a conduit through which emotion can be communicated. Here is a picture of the teacher using the Affect Display with 1 gesture.

(AD 1)



## **2. The Types of Gesture Most Frequently Used by The Teacher in Teaching English to Young Learners.**

To find out the types of teacher gesture in teaching English to young learner, the researcher analysis of teacher gesture in classroom were documented by observation sheet. There were five meeting in the analysis teacher gesture in teaching English to young learner taken as the data of this research. Then, an analysis of teacher gestures in teaching English to young learner were analyzed and classified to find out, whether they were included into four types of teacher



gestures by Ekman and Friesen (1999). They are illustrators gesture, regulators gesture, emblems and the last is affect display.

To get the result, the total number of teacher gesture to young learner were calculated. Then, how many teacher gesture in the form illustrators gesture, regulators gesture, emblems and the last is affect display were calculated. The last step was counting the percentage of teacher gesture. The data of the type of teacher gesture in teaching English to young learner are presented below:

**Table 1. Types of Gesture**

No	Types of gesture	Total	Percentage (%)
1	Illustrators Gesture	55	88,71
2	Regulators Gesture	5	8,06
3	Emblems Gesture	1	1,61
4	Affect Display	1	1,61
	Total	62	100

Table 1 shows the preferences of teacher gesture in teaching English to young learner as well as the total distribution of each gestures. The single largest category is illustrators gesture, which accounts for over half (88,71 %) of the total number of teacher gesture in teaching English to young learner. The other of teacher gesture are distributed in decreasing frequency as follows: regulators gesture (8,06%), both emblems gesture and affect display have the same proportion (1,61%). It means that the teacher gesture in teaching English to young learner is mostly in form of illustrators gesture. The teacher clearly indicates

gesture natural hand and body gestures that accompany speech, such as gesturing, smiling, frowning, or pointing to illustrate a point for most individual.

The frequency of teacher gesture in teaching English to young learner found illustrators gesture with 55 data or about 88,71%, regulators gesture 5 data or about 8,06%, emblems gesture and affect display have the same proportion 1 data or about 1,61%.

The dominant type of teacher gestures used by the an analysis teacher gestures to young learner at SDN Pangambangan 9 Banjarmasin is illustrators gesture where that was found 55 data. The finding matches with the interview result with teacher. He also explained that explicit used teaching gestures useful for learning to young learner. According to the teacher, this way is useful to make students more easy to learning English. (interview result on Friday, January 26, 2018).

## **B. Discussion**

The researcher's problem statements are: "What are the types of gesture used by the teacher in teaching English to young learners? And what are the types of gesture most frequently used by the teacher in teaching English to young learners?". Hence, the question looked for the answer. To answer the problems of study above, the researcher has done the observation, interview and documentation to the subject in this research. Based on the observation, the teacher gave gesture to all students either individually or collectively. It is in line with Tammy's opinion (2011) language learning

beyond words: Incorporating body language into classroom activities. He found that by using methods and techniques that raise learners consciousness about the integral role of body language in speaking and listening in a second or foreign language.

#### 1. Type of Gesture used by the Teacher in Teaching English to Young Learners

The result of observation for five meetings on January 16<sup>th</sup>2018 until February 1<sup>th</sup>2018, observation and interview showed that there was evidence indicating the all of type of teacher gestures used by the teacher, the researcher pointed out that the teacher used all of the types of gestures that classified by Ekman and Friesen (1999). There are four types of gesture namely illustrators gesture, regulators, emblems and affect displays. The four are gestures that teachers use when teaching English to young learner.

##### a. Illustrators gesture

Most individual use their gesture in communication when they don't know how to speak it into words or they want to speak while accompanied by speech. This illustrators gesture is dealing with the natural hand and body gestures that accompany speech such as smiling, frowning or pointing something to illustrate a point. The teacher is often seen using these illustrators gesture during class learning because the gesture are related to natural hand and body gestures.

When the teacher wants to give an instruction to his students, he raises his right hand parallel with his arm which aimed to show that this instruction for all the students in the classroom. This illustrators gesture it can see in first meeting there were 15 gesture from teacher when he explaining about animal. In the first meeting the teacher often uses this illustrators gesture.

This illustrators gesture it can be seen in second meeting there were 8, third meeting there were 18, fourth meeting there were 6 and the last meeting there were 8 gesture from illustrators gesture. This data shows that indeed the illustrator is an easy and frequent gesture of the teacher to use because this gesture is related to natural hand and body gestures.

#### b. Regulators, Emblems and Affect Display

In conversation and interaction patterns, the regulators gesture plays key role in the process of interpreting and understanding the meaning and the intention of the participants. This types also can control turn-taking in conversations is guided by transition signals. Based on the data collection above the researcher has found an images about regulators gesture to show the transition signal in communication (See RG 1 first meeting). After giving the question, the teacher used both hands to give movement in explaining to students about animal and ask students to answer the question.

Based on the extract (See EG second meeting), the teacher gives a praise to his students by saying good... thanks you at the same time the

teacher raised his thumb up by using right hand after listening the answer of the students. Ekman (1999) said that Thumbs-up in the the United Stated this gesture means “all right”, but it can have a totally different meaning in other countries. In many countries throughout Europe “Thumbs-up” is an insulting gesture, standing for “up your...”.

The affect display is behavior that express emotion such as smiling, laughing or crying. But this time the researcher just found smiling image by the teacher (See AD 1 fourth meeting) because laughing and crying in teaching in the classroom is so difficult to be done in teaching and learning process in the classroom.

## 2. The Types of Gesture most frequently used by the Teacher in Teaching English to Young Learners

Based on the data taken from field note as the result of observation and interview with the teacher, the result are most of the teacher gesture in teaching English to young learner was illustrators gesture (IG) with 55 data or about 88,71% . This illustrators gesture is easily practiced by the teacher each time he teaches. Teacher often used gesture such as pointing, raising their hands to give cues to all students, or just frowning. These signs certainly make students learns English feel happy, because the teacher is not rigid and focused on the material.

Because illustrators gesture is regarding with the natural hand and body gestures that accompany speech, such as gesturing, smiling,

frowning, or pointing to illustrate a point for most individual. These nonverbal cues convey the same meaning as the verbal message, and either complete or supplement it.

For an English language learner, these greatly aid in understanding a speaker's message as they supply extra context clues for directions to a particular location, the speakers will most likely point in the appropriate direction as the verbal message is communicated. For example, Fira may not know the meaning of "straight down the hall," but close observation of her illustrator gesture would send her in the correct direction. When teacher used illustrators gesture he used right hand to make gesture, while take flashcard and make question to all students about animal then asked students to give answer together.

From the explanation and example above illustrate that in this study, researcher found that of the four gestures namely illustrators, regulators, emblems, and affect displays that most frequently when the teacher teaching English to young learner is the illustrators gesture. This can be seen from the result of researcher's observations and interview with the teacher.

The researcher can conclude why teacher always uses the illustrators gesture every class meeting because the illustrators gesture that was very natural and body gesture. The teacher helped very much in teaching English to young learner. Gestures is very easy to be used by

teacher teaching English to young learners. Besides, making it easier to teach and also doesn't make the class boring. Finally students keep feel focus during learning process.