

Analysis of Teacher's Gesture in Classroom Interaction at Madrasah Tsanawiyah Al-Washliyah Tebing Tinggi

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Abstrak

Peran guru dalam proses pembelajaran sangat bergantung pada efektivitas pembelajaran. Sikap guru merupakan salah satu dukungan pembelajaran bahasa. Tujuan dari penelitian ini adalah untuk mengetahui gerak tubuh guru dalam interaksi kelas. Metode yang digunakan adalah pendekatan kualitatif dengan observasi langsung terhadap pengajaran guru di Madrasah Tsanawiyah Al – Washliyah Tebing Tinggi. Hasil penelitian menunjukkan bahwa terdapat dua jenis gestur yang digunakan guru ketika mengajar, yaitu gestur tangan dan gestur kepala. Gerakan tangan terdiri dari menunjuk, mengajak, menghitung, bertepuk tangan, memukul meja, dan papan tulis. Sedangkan isyarat kepala terdiri dari anggukan dan gelengan kepala. Hal ini berfungsi untuk mengatur kondisi dan suasana pembelajaran, membangun interaksi, dan juga sebagai apresiasi kepada siswa agar lebih aktif dalam belajar

Kata kunci: *Sikap Guru, Pembelajaran Efektif*

Abstract

The teacher's role in the learning process is very dependent on the effectiveness of learning. Teacher's gesture is one of support language learning. The aim of this research is to determine teacher gestures in classroom interactions. The method used is a qualitative approach with direct observation of teacher teaching in Madrasah Tsanawiyah Al – Washliyah Tebing Tinggi. The results show that there are two types of gestures that teachers use when teaching, namely hand gestures and head gestures. Hand gestures consist of pointing, inviting, counting, clapping hands, hitting the table, and the whiteboard. Meanwhile, head gesture consists of nodding and shaking head. This functions to regulate the conditions and atmosphere of learning, build interaction, and also as an appreciation for students to be more active in learning.

Keywords : *Teacher gesture, Effective Learning*

INTRODUCTION

English is an important international language in global communication. In this era of globalization, mastery of English is more important than ever. In this context, the role of teachers in teaching English in the classroom becomes very vital. Teachers are agents who direct the learning process, and they not only use words to communicate concepts but also communicate through various gestures and body expressions. In the communication process, there are two types of communication used by teachers in teaching English in the classroom. The types of these communications are verbal communication and non-verbal communication. The employment of both spoken and written words is verbal communication (VC), a type of communication. On the other hand, Nonverbal communication (NVC) is the use of nonverbal cues—such as posture, gesture, voice, proximity, appearance, facial expression, and eye contact—in addition to verbal cues—such as paralanguage—to communicate without the use of words.

As we know gestures is including to non-verbal communication. Numerous studies demonstrate that teachers who effectively employ nonverbal communication can strengthen the relationship between themselves and their students. Additionally, the cognitive abilities and learning efficiency of the kids will be enhanced (Cooper, 1988). This was also said by According to Mehrabian (1972), 93% of messages pertaining to attitudes and sentiments are communicated nonverbally, and only 7% are expressed vocally or through words. "Nonverbal communication refers to all communication except that which is coded in words," according to Eisenberg and Smith (1971). According to Adelman (1982) and Levine (1982), "people express more nonverbally than verbally in some types of communication." According to Birdwhistell (1961), no more than 30% of the information conveyed during a conversation is done so verbally; the remaining 70% is done so nonverbally. This demonstrates the significance of nonverbal communication in the teaching and learning of English since it can transmit a variety of signals and influence the mood of the classroom. It might also have an impact on students' motivation and comprehension of the learning process. According to Richmond (2002), kids listen more intently, learn more, and have a more favorable attitude toward school when their teachers demonstrate good nonverbal conduct.

Positive effects on students' affective and cognitive learning depend on the teacher-student dynamic in the classroom. Research has been done on this topic in the past. According to Rahmat's (2018) research, teachers most frequently use their hands to naturally accompany spoken words. Conversely, Cao and Chen (2017) demonstrated how the use of gestures in ESL instruction and classroom management can benefit students and serve as a useful teaching tactic. Therefore, teachers are expected to be able to use good gestures in the teaching and learning process so as to increase students' understanding, help them feel more involved in learning, and create a dynamic and interactive classroom environment.

Conversely, though, the teacher's gesture could also get in the way of the student's ability to learn (Mahmud, 2014). However, the reality in the classroom is often more complex than expectations. Teachers' use of gestures can vary significantly, and their impact on student learning may not always be as clear as we imagine. Teachers can use various types of gestures, including hand movements, facial expressions, and body postures, but not all of them are always effective. On the other hand, there are situations where these gestures can

be a source of confusion or distraction for students. In delivering learning material, there are some teachers who use gestures that are not adapted to the students' backgrounds, and use ambiguous gestures so that this can interfere with students' understanding of learning. When a class is seen to be excessively rowdy, some teachers will hammer the table to attempt and settle the pupils down. It's time to break this type of habit. Instead of slamming the table or whiteboard, it will be preferable for the instructor to place his finger in front of his mouth or clap his hands while asking the pupils to remain quiet. Given that gestures are often utilized in everyday communication and are intricately related to spoken language, it is crucial to comprehend their function. So let's say a teacher has to be aware of how crucial appropriate gestures are when instructing. Apart from that, the reality of teaching English in the classroom is also influenced by other factors, such as the level of student ability, the teaching methods used, and the learning environment. Teachers may face challenges in adapting their gestures to the needs of diverse students or in managing the classroom effectively. This reminds us that teaching English in the classroom is about more than just gestures; it involves complex communication skills and a deep understanding of student needs. In this case, Any student who wants to master a foreign language must also become skilled at deciphering the gestures that go along with it (Antes, 1996).

Although these gestures are frequently used by teachers in English language teaching, questions remain about the extent to which these gestures are effective in helping students understand the material and whether different types of gestures have different impacts on their learning. Therefore, an in-depth analysis of the role of teacher gestures in classroom English teaching is important. In this context, this article aims to provide a deeper understanding of the role of teacher gestures in teaching English in the classroom. We will delve further into how these gestures are used by teachers, how students respond to them, and to what extent these gestures are effective in helping students understand and learn English. This research will reveal the complex relationship between teachers' use of gestures and students' learning experiences, and highlight the importance of better understanding these dynamics in diverse English language teaching contexts..

Social interaction is the reciprocal impact between people and groups in human relationships. According to Ferrante-Wallace (1992:162), "social interaction is events involving at least two people in whom they communicate through language and symbolic gestures to affect one another's behavior and thinking." Meanwhile, "Social interaction occurs when two or more people influence each other, verbally, physically, or emotionally." According to Sears, Peplau, and Taylor (1991:207). When two or more people engage in verbal, physical, or emotional interactions with one another, it is called social interaction. Social contact is a mutually beneficial relationship in which individuals or groups respond to one another and influence one another's behavior and thoughts through spoken, nonverbal, physical, or emotional communication—whether or not through media. Social connection plays a vital and significant function in a person's life. According to Mueller et al. (2003:1), "social interaction is of the utmost importance for the well-being of individuals as well as society as a whole." Principal relationships are the processes by which social contact is developed. The statement emphasizes how understanding participant interactions and their intended outcomes is necessary for the process to succeed. According

to Soekanto (1982:58), social interaction happens when people communicate and make social contact. Moreover, Soekanto clarified that social interaction depends heavily on communication and social touch since engagement without communication is meaningless. Social contact and communication are characteristics of social interaction.

Research on school-aged kids and kids just starting to acquire a language reveals that kids' gestures frequently reveal knowledge they already know but are unable to articulate, giving us a glimpse into their unsaid thoughts. But now there is new evidence showing that cues not only reflect thoughts, but also play a role in changing them. First, because of their communicational consequences, gestures can influence changes in knowledge. When a child's body language reflects their level of understanding, it can be used as an indicator of whether the youngster is prepared to learn something new. In response, listeners who are perceptive to these signals might modify their interactions with the child by delivering information that is appropriate for the child's level of understanding. Because gestures allow kids to influence the information they are exposed to, they can therefore indirectly contribute to changes in knowledge. Second, because of their cognitive impacts, gestures can influence changes in knowledge. By externalizing ideas through objects, cognitive effort can be spared for other purposes (Clark, 1999). One way to interpret gestures is by having the speaker express their ideas with their body. Furthermore, it has been demonstrated that gestures reduce the cognitive load of speakers (Goldin-Meadow, Nusbaum, Kelly, & Wagner, 2001; Wagner, Nusbaum, & Goldin-Meadow, 2004). As a result, cues have the power to directly alter knowledge by affecting the cognitive state of the learner.

The idea that learning is essentially a social activity (Dewey, 1963; Lindeman, 1926) and the notion that the person doing the work is the one doing the learning (Hurst, 1998) are directly at odds with the notion that teachers should be the ones talking all the time in the classroom. Instructors put a lot of effort into planning their lessons. They must read a variety of materials, synthesize the information, identify the key ideas and arrange them coherently, compose lecture notes, and then impart the knowledge to the students, many of whom sit quietly and pay little attention to what the teacher is saying. Since the classroom is where students and teachers contact each other the most closely, "The way teachers conduct the classroom matters has a deep influence upon their own teaching and learning of the students," according to Muhammad and Ismail (2001). A teacher's role in the teaching process should be positive. It enables learning objectives to be accomplished. According to Darn (2005), "gestures increase learner participation and reduce needless teacher talking time; this in turn develops the learner's confidence." Furthermore, gestures help teachers regulate the classroom, lessen students' fear of silence, and clarify their instructions. They also enhance performance in couple and group work, as well as peer and self-correction. Additionally, gestures aid in preventing miscommunications. Teachers' gestures in the English classroom can support students' language learning. Language can be supported in a variety of ways by gestures, including vocabulary and syntax.

METHOD

One kind of scientific study is qualitative research. Qualitative research methods are gaining popularity outside of the traditional academic social sciences, particularly in the sectors of international development and public health. Previously, these domains were dominated by quantitative research methodologies, but academics are now starting to use a wider range of approaches as they address global public health issues. In-depth. In this more comprehensive approach to applied research, methodologies have grown to be significant instruments. in part because they offer insightful information about the local viewpoints of the study populations. When it comes to presenting detailed textual accounts of people's experiences with a certain research topic, qualitative research shines. It provides information about the "human" side of an issue, or the frequently contradictory attitudes, relationships, actions, and emotions of individuals. Qualitative techniques can also be used to successfully identify intangible variables such as societal norms, socioeconomic position, gender roles, race, and religion that may not be immediately obvious in the research topic. When used in conjunction with quantitative approaches, qualitative research may be a helpful tool for understanding and interpreting both the complex reality of a given scenario and the implications of quantitative data.

This type of research includes field research with a qualitative approach, namely research that involves work in the field. The qualitative approach is a research work mechanism that is guided by non-statistical subjective research where the value measure used is not a number but rather a category of value or quality results. In terms of results, the qualitative approach provides specific and detailed guidance on research results which are also subjective and transferable because generalization is impossible in qualitative research. Sugiyono (2010:298-299) explains that qualitative research does not use populations, because qualitative research starts from certain cases that exist in certain social situations and the results of the study will not be applied to the population, but transferred to other places in social situations that are similar to the social situation at hand. case studied. Samples in qualitative research are not called respondents but as resource persons, or participants, informants, friends, and teachers in research. Samples in qualitative research are also not called statistical samples, but theoretical samples, because the aim of qualitative research is to produce theory. The data source in this research is one of the teachers who teach at Madrasah Tsanawiyah Al- Washliyah and the sample in this research is teachers and students of seven grade at Madrasah Tsanawiyah Al- Washliyah Tebing tinggi.

FINDING AND DISCUSSION

Findings

Kinds and Function of Teachers' Gesture

In this research, the researcher has analyzed a recording in the form of a learning video carried out by teacher S in class..... from the results of the recording that has been analyzed, it can be seen that teacher S often uses gestures in the learning process to help students make it easier understand the learning process. Apart from that, teacher S gestures are also used as a substitute for words/commands and also sometimes follow the message she conveys to the students. For more details, see the table below:

Teacher	Kinds of gestures	Hand gesture	Head gesture	Function	Function related to Verbal Message
Teacher S	Pointing	☐		Management	Complementing Substituting
	Beckoning/ Inviting	☐		Arrangement	Complementing
	Counting	☐		Input	Complementing
	Clapping Hand	☐		Management	Accenting
	Knocking on the table	☐		Management	Complementing
	Hitting the Whiteboard	☐		Management	Complementing
	Nodding		☐	Regulation Management	Complementing
	Shaking head		☐	Input	disagreement

From the table above we can see the types of gestures used by teacher S and their functions in the learning process. After knowing that, the researcher also gave the number of presentations of each gesture that was most dominantly used by teacher S in the learning process. For more details, look at the table below:

Teacher	Kinds of Gesture	Hand Gesture	Head Gesture	Percentage
Teacher S	Pointing	☐		41 %
	Beckoning/ Inviting	☐		31 %
	Counting	☐		5,2 %
	Clapping Hand	☐		5,2 %
	Knocking on the table	☐		4,1 %
	Hitting the Whiteboard	☐		2 %
	Nodding		☐	9,3 %
	Shaking head		☐	3,1 %

After looking at the two tables above, it can be concluded that there are two types of gestures that are often used by Teacher S in the learning process, namely hand gestures and head gestures.

a. Hand Gesture

Hand gestures are one of the gestures most often used by teacher S to regulate class conditions and also in the process of explaining subjects. In this study, researchers have classified several types of dominant hand gestures that are often used by teacher S.

a) Pointing

Pointing is one of the most dominant or frequently used gestures by teacher S in a lesson. This can be seen from the presentation presented in the table, reaching up to 41%.

Teachers use this gesture to manage the classroom or give orders. At the beginning of the lesson, she pointed to one of the students and said, "Please, you will lead the prayer." Teacher S also did the same thing, she pointed to student B and said, "Please read the material we studied yesterday."

In the second hour of class, Teacher S also made a pointing gesture when a student wanted to excuse himself to go to the toilet, while at that time she was checking the exercises she had given her students. At that time she immediately pointed at the student using her left hand with the intention of giving a signal for the student to return to her seat without saying a word or sentence.

From the several incidents above, it can be seen that pointing gestures can be used as complementary verbal message and also as substitutes for verbal message.

b) Inviting

This is one of the gestures that is often expressed by teacher S in her lessons. This can be seen from the presentation presented in the table, reaching up to 31%. The number reaches second place after the pointing gesture. This is often done by teacher S because it can encourage student activity in learning so that the learning process becomes more active.

In the first hour, teacher S tried to repeat by asking about the material that had been studied previously. She asked the students "What was our topic last week?", student C answered, "Our topic was about grammar much and many". Teacher S asked again, "What do you know about much and many?". Then student A answered, "To count something". Teacher S was not satisfied with this answer, so she raised both hands and asked each student to open the book and read again the meaning of much and many. All students said, "To find out how much there is of an object".

From the incident above, it can be seen that teacher S did this as an incentive to invite students to talk together. In this case, teacher S used inviting gestures as a complement to the verbal message she delivered.

c) Counting

Counting is one of the gestures used by teachers in delivering lessons. This can be seen when the teacher explains the degree of comparison material. She raised her finger and said "There are 3 types of degrees of comparison". For more details, here is a short conversation between teacher S and students:

Teacher: pay attention to this blackboard, there are 3 types of degrees of comparison which we will discuss together. So, what's first? Read together!

Students: positive degree mem

Teacher : next, second?

Students: comparative degree.

Teacher : okay, next the last!

Students: superlative degree

Teacher: okay, nice

In this case, teacher S raised her fingers from one to 3 when the students read out the types of degrees of comparison.

d) Clapping hand

In the learning process, teacher S occasionally clapped her hands. This movement was carried out until it reached 5.2%. This is done as a form of teacher appreciation for students who are active and participate in learning. This can be seen from the conversation between teacher and student:

Teacher: okay my students, I want to ask! Who knows about positive degrees? Raise your hand!

Student A : me mem, positive degree is a comparison that shows there is no difference between the two objects

Teacher : okay nice answer, thank you. Give up plus to student A

From the conversation above, it can be seen that teacher S gave appreciation in the form of clapping hands with the aim of encouraging student A and motivating other students to be more active in learning.

e) Knocking on the table and the whiteboard

During the learning process, teacher S occasionally made gestures, this can be seen from the presentation presented in the table, reaching 5.3% of knocking on the table and 2% of knocking on the whiteboard. The teacher's aim in making this gesture is to manage the classroom atmosphere and conditions that are not conducive.

Teacher S hit the blackboard while saying *"be silent, please! Write down this material, what happened there."* In the second hour, the teacher also hit the table so that the students would be quiet and focus more on listening to the explanation being given by teacher S.

b. Head Gesture

a) Nodding

Nodding is a head gesture made by teacher S in a lesson. Nodding gesture reached 9.3%, which means that this gesture is more often used by teacher S in learning, whose function is to approve, provide support, and invite interaction.

In the second hour, teacher S asked students to give examples of comparative degrees orally and student B answered with hesitation because she was afraid of being wrong. Teacher S immediately nodded and said to student B "Yeah, don't be afraid! You're almost clear, just repeat once again."

From the incident above, it can be concluded that when students answered feeling doubtful, teacher S immediately gave a signal in the form of nodding to convince or provide support that student B's answer was almost correct.

b) Shaking head

This is a gesture made by teacher S in the lesson. During the learning process, shaking head reached up to 3.1%. One of the functions of this gesture is to express disagreement as a substitute for a verbal message or as a complement to a verbal message.

At the end of the lesson, two students wanted to be excused to go to the toilet, teacher S immediately shook his head and told the students "Just one person". For more details, you can see the short dialogue below:

Student : Excuse me mem, can we go to the toilet?

Teacher : no (while shaking head), just one person!

Student A : okay, thank you

Teacher : student B back to your seat!

Student B : okay mem

From the sentence above, it can be concluded that its function is as a complementary expression to a verbal message to express disagreement or prohibition so that students do not go to the toilet at the same time.

Discussion

Based on the findings above, there are two gestures used by teachers, namely hand gestures and head gestures. In the learning process, most of the gestures made by teacher S are hand gestures such as pointing, inviting, counting, clapping hands, hitting the table, and the whiteboard. The second gesture is head gestures such as nodding and shaking head.

The teacher uses these gestures to help him convey learning and also functions to improve the atmosphere and conditions of the class. Apart from that, these gestures also act as a substitute and complement to the verbal message delivered by teacher S.

Based on the results of video analysis conducted by researchers, most teachers use hand gestures more often than head gestures. This is done because its function is quite active in regulating learning conditions and atmosphere, building interaction, and also an appreciation for students so that they are more active in learning. Meanwhile, head gestures are made because their function is more about agreeing and disagreeing and also to provide support to students.

CONCLUSION

Based on the explanation above, it can be concluded that teacher gestures are a form of non-verbal communication with bodily actions that appear to communicate certain messages, either as a substitute for speech or in conjunction with words. In this study, researchers analyzed that there are two types of gestures used by teachers in the learning process, namely hand gestures and head gestures. Hand gestures consist of pointing, inviting, counting, clapping hands, hitting the table, and the whiteboard. Meanwhile, head gestures include nodding and shaking head. In this case, researchers found that teachers used gestures in learning in regulating learning conditions and atmosphere, building interaction, and also an appreciation for students. In other words, gesture plays a very important role in the learning process. In this study, researchers learned that teacher gestures are very important in the learning process. Suggestions that can be given by researchers, researchers suggest that teachers use more gestures in learning so that learning will be more effective with teacher gestures

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