



Delivering English Language Teaching Materials Through Hand Gestures: A View From Multimodal Perspective

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Abstract

The use of gestures is expected to be a way that can help teachers deliver the material presented. Students are capturing the movements that are produced by the teachers and maintaining their attention since the speech is linked with the environment (Valenzeno et al., 2003). This study aimed to investigate the gestures used by the teacher to deliver English teaching materials. It adopted qualitative content analysis as research design. The data were collected from non-participant observation and the entire classroom activity was recorded by a video camera. Moreover, the data of teacher's gestures were analyzed using Systemic Functional Multimodal Discourse Analysis (henceforth SFMDA) by the perspective of (Martinec, 2000) to reveal what are teacher's gestures represented during classroom activity and the meaning behind. Based on the findings, the researcher found several multimodal meanings represented in teacher's gestures while teaching learning process, they are: 1) gestures of raising hand and pointing student to emphasize the instruction during teaching learning process, 2) gestures of counting down finger, raising class object and open arms to encourage students' understanding of material during learning activities, 3) gestures of pointing classroom object, raising index middle finger and connecting thumb and index finger into a circle to engage students' attention during classroom activity, 4) gestures of giving thumbs up to praise students' learning process. Furthermore, this study provides the information to the readers of using gestures in facilitating students' understanding while teaching English material.

Keywords: Teachers Gestures, Multimodal Perspective, English Teaching Materials

INTRODUCTION

The ultimate goal of teaching is essentially gaining students' understanding of the instructions given by the teachers, specifically in terms of teaching materials. This understanding will help students obtain professionalism in the future since they are equipped with various skills that support their learning success (Valenzeno et al., 2003). In this respect, Felder & Brent (2005) argue that regardless of the students' interest, one aim of instruction should equip them with skills related to each category of learning style in order to function effectively as professionals. Moreover, the students' understanding is required in English courses, because good teaching mainly involves learning about students' understanding and how they teach it (Ramsden, 2003). A teacher has to prove the students' understanding, which may be challenging, since the students may say they understand the material delivered, but in fact, they do not. As a result, teachers should find another way of teaching in order to gain students' understanding.

The use of teachers' gestures is expected to help the teachers, especially when delivering English course material in EFL (English as a Foreign Language) classroom. Students are capturing the movements that are produced by the teachers and maintaining their attention since the speech is linked with the environment (Alibali, Young, et al., 2013; Rianti, Hidayati, Pertamina, Andriani & Abdullah, 2020). In this regard, the 3rd-grade students in one of the Junior High Schools in Tasikmalaya once experienced that material delivered by the teacher was easier to understand when it was accompanied by gestures. Other than that, a teacher from one of the boarding schools in Tasikmalaya states that using gestures while teaching-learning process contributes to the students' engagement and it stimulates them to play an active role in class. Thus, students and teachers are connected through non-verbal communication, and students have two opportunities to comprehend messages delivered which are expressed in both speech and gesture (Valenzeno et al., 2003). The phenomena showed that oral language affect students' comprehension as the teacher delivers material. Many factors could influence their comprehension while learning, for instance, the way a teacher delivers the instruction by using non-verbal communication (Valenzeno et al., 2003). This indicates that the development of gestures can improve their understanding of the lesson.

Gestures are a part of the language and communicative competence of multimodality. A multimodal approach shows how the teacher delivers the material and constructs meaning from a variety of perspectives. Gestures have been discovered to conduct linguistic activities such as conveying referential content to textual statements and distributing information across both modalities based on the spatial and visual aspects of the interaction (Gullberg et al., 2008; Rosmala, Hidayati & Abdullah, 2021). Alibali et al., (2013) stated that teachers shall obtain the appropriate education of gestures to enhance the instructional communication during the class meeting by increasing ideas multi-modally at the same time (i.e., utilizing both voice and gesture) and employing simultaneous gestures to linked ideas. In addition, as the study conducted by Lim (2017) showed that the multimodal classroom theory acknowledges that the utilization of multiple linguistic features by instructors enhances the classroom students' experiences. This statement demonstrates that teachers' gestures can be an effective strategy for assisting students' learning. Due to these reasons, the teacher ought to understand the multimodality of its gestures.

There are obviously many gestures produced that can contribute to the students' comprehension and maintain their attention while learning (Hostetter, 2011). For example, a study conducted by Cook et al., (2013) showed that gestures aid students comprehension and

enhance their attention while learning in the classroom, even the instruction presented via videotaped. Previous studies have shown that the use of gestures could facilitate learners' comprehension of Mathematics teaching material and indeed, teachers do some gestures in classroom settings (Flevaris & Perry, 2001). In addition, the result of previous research conducted by (Valenzeno et al., 2003; Abdullah, Tandiana & Saputra, 2020) in the mathematics course of elementary school, showed that students are dealing with some problems and eventually they obtain the solutions by watching and imitating teacher's gestures (cited in Wagner Cook & Goldin-Meadow, 2006) Thus, utilizing gestures is one way to facilitate students in learning mathematics. Furthermore, the knowledge that learners gain from teachers is indeed part of the overall classroom learning experience. It also contributes to the way students think and feel about what they have learned, and how they have learned it (Kelly & Goldsmith, 2004). Moreover, there is a suggestion of gestures study in mathematics classrooms within bilateral symmetry as a target concept. It refers to the effect of teacher gestures that can facilitate students' learning comprehension (Valenzeno et al., 2003). Hence, by studying gestures, a teacher will gain more knowledge of how to facilitate students' understanding while teaching and learning process.

Moreover, there are many other previous studies of using gestures in classroom settings. Such McNeill (1992) classified types of gestures that could be utilized by teachers while teaching. These classifications defined below:

1. Emblems. Speakers utilize hand and arm movements to represent visuals of actual things which all participants of the similar particular culture can understand (McNeill, 1992). For instance, in some cultures, encircling the thumb and index finger symbolizes "OK." (Sato, 2020).
2. Metaphoric. According to McNeill (1992) speakers show visuals of abstractions instead of actual items by raising their hands or arms. For instance, as conveying the thought of neglecting an infant, the teacher assists the student through her sentence construction and gestures (Wang & Loewen, 2016) .
3. Deictic. Speakers utilize their fingers to point the things that represent abstract or actual stuff (McNeill, 1992).
4. Iconic. Speakers present the real shape images of items by raising their hands or arms that are directly relevant to contextual information (McNeill, 1992).
5. Beats. Speakers raise their hands up and down or back and forth at the same time their speech (McNeill, 1992).

The Systemic Functional Multimodal Discourse Analysis (Henceforth SFMDA) approaches gesture study provides a detailed overview of discourse choices based on the meaning options spanning the ideational, interpersonal, and textual metafunctions. Martinec (2000) defines gestures as an action that produces metafunctional meaning based on formal measurable parameters. It is classified into three parts namely Presenting Action, Representing Action, and Indexical Action. Presenting Action commonly utilized for a particular purpose and conveyed non-representational meanings, which called Performative Gestures. Representing Actions constitute highly encoded representations, which named as Communicative Gestures. In particular, relation to language, it is also defined as Language Independent Gestures and Language Correspondent Gestures. Afterward, Indexical Action is also classified as Communicative Gestures and Language Dependent Gestures (Martinec, 2000). It co-occurs with speech and obtains its entire meaning, once one has direct exposure to the secondary order of context, which conveyed in indexical action as well as contemporaneous utterance at the same time.

METHODS

Research Design

This study adopted qualitative content analysis as a research design. Qualitative content analysis is a research method that allows users to create correct inferences from verbal, visual, or written data to define and measure particular occurrences systematically and objectively (Downe-Wamboldt, 1992). Qualitative content analysis allows the researcher to discover a depth examination of the meaning that is contained in the body of a message (Williamson et al., 2018). Thus, this method is appropriate to adopt as a research design since it is suitable with any content that needs to be interpreted in some way. Downe-Wamboldt (1992) stated that the purpose of content analysis is to enhance the inferential quality of the results by associating the categories to the context or environment in which the data collected. This research tried to investigate the phenomena of teacher's gestures in English language classrooms through the photographs that were taken from the video recorded.

Research Site And Participants

This research conducted at one of the Madrasah Tsanawiyah schools in Tasikmalaya. In this case, the school chosen since the pandemic of Covid-19 has made most schools in Tasikmalaya conducted online learning, but this school has still held a shifted offline learning with the approval of certain parties. The participant of this study was an English teacher. She is a woman around 25 years old and graduated from the English Education Department. She is a multilingual person, Sundanese as her first language, Bahasa Indonesia as her second language, and English as her foreign language. The participant was chosen because of several considerations, 1) The teacher has more confidence in conducting English language teaching than the other one based on the information from the other teachers. 2) The teacher has been an English teacher for 4 years in one of the madrasah tsanawiyah schools in Tasikmalaya. Moreover, the participant also is an English teacher in another junior high school in Tasikmalaya, 3) The school recommended her as a teacher to be the participant of this study. The teaching material delivered by the English teacher was about the Degree of Comparison and the method of teaching mostly used a teacher-centered method where a teacher explained the whole material at once.

Data Collection And Analysis

This research required the data of the English language teaching process directly, so the researcher conducted an observation to collect the data. In particular, non-participant observation was chosen since the researcher was not participating in this study. William (2008) stated that non-participant observation is a technique for acquiring data on a certain area of the social environment without interacting with the participants directly. The entire activity of English language teaching in the classroom was recorded by a video camera during the observation. Video recording offered contextual data by capturing what occurred in the classroom. The researcher was able to replay the occurrence due to the usage of video recording. Replaying the video allows more time to analyze the data and avoid quick interpretation (DuFon, 2002). The whole activity was recorded until the end of the teaching-learning process by using a cellular phone, which was positioned in the middle right of the class.

After the observation, the researcher conducted a video transcript. A video transcript in this study entails collecting photographs, namely framing for selecting data that is compatible

with communicative gestures. Furthermore, data chosen through the suitable data for specific purposes.

After acquiring the data required, which is the teacher's gestures while teaching English in the classroom, communicative gestures as source of the data were analyzed using the SFMDA approach (Martinec, 2000) notably in ideational meaning which elaborated with (McNeill, 1992). It started from watching videos, capturing images from videos, then analyzing the gestures found with existing theories. This approach formulates the action processes that include improvement and proxemics (as cited in Lim, 2017). This research was looking at the gestures produced by the teacher while delivering English teaching materials.

Findings And Discussion

The findings of this study showed that there were several multimodal meanings represented in teacher's gestures while teaching learning process, as follow: 1) gestures of raising hand and pointing student to emphasize the instruction during teaching learning process, 2) gestures of counting down finger, raising class object and open arms to encourage students' understanding of material during learning activities, 3) gestures of pointing classroom object, raising index middle finger and connecting thumb and index finger into a circle to engage students' attention during classroom activity, 4) gesture of giving thumbs up to praise students' learning process.

Gestures Of Pointing Classroom Object, Raising Hand And Pointing Student To Emphasize The Instruction During Teaching Learning Process

Gesture of raising hand to emphasize instruction during teaching learning process

The findings of this study showed that there were several multimodal meanings represented in teacher's gestures while teaching learning process, as follow: 1) gestures of raising hand and pointing student to emphasize the instruction during teaching learning process, 2) gestures of counting down finger, raising class object and open arms to encourage students' understanding of material during learning activities, 3) gestures of pointing classroom object, raising index middle finger and connecting thumb and index finger into a circle to engage students' attention during classroom activity, 4) gesture of giving thumbs up to praise students' learning process. Another instruction given by the teacher during teaching learning activity was raising a hand. This instruction occurred when in the session of question and answer.



Figure 1. 1 Gesture of Raising a Hand

As shown in the figure 1.1., there is a teacher who raises her right hand during the teaching learning process. These gestures occurred when the teacher gave the instruction during the question and answer session. It was accompanied with a utterance [“Raise your hand if you want to answer my question please..”] (April 22nd, 2021, 49’.15”). A form of this gesture belongs to Language Dependent Gestures in Indexical Action as it needed the language to interpret the meaning of it (Martinec, 2000). In particular, based on the (McNeill, 1992) this gesture is classified as beats, where the teacher was raising her hand to emphasize the instruction conveyed. In this case, the utterance accompanied the raising hand gestures as a teacher’s requests for students to answer the question delivered by raising their hand first. Nevertheless, there were no students who wanted to answer the question and they were just silent at the time. In a second chance, the teacher kept raising her right hand along with her utterance and ultimately students raised their hands to answer the question. This scenario means that students need repetition to engage the teacher’s instruction as well and the gestures support the teacher’s utterance. In this sense, the utilization of hand raising gestures by a teacher serves to test students’ courage and confidence in answering questions. Students are skilled at shifting among spontaneously answering the questions and raising their hand while waiting to be chosen by the teacher to speak. As Aigner et al., (2012) stated that hand-raising demonstrates students’ to organized dependency, requesting permission from their teacher, so every individual has an equal opportunity to contribute. Hence, this gesture facilitates the teacher to emphasize the instruction while teaching and learning process. Corevelia (2016) claimed that teachers can use gestures to provide the instructions, so students can see what their teacher expects of them.

Gesture of Pointing Students to Emphasize Instruction during Teaching Learning Process

The last instructions shown in the data collection is pointing to the students. In this case, classroom activity was still a question and answer session. Thus, the gesture is utilized repeatedly as a way to give instruction.



Figure 1. 2 Gesture of pointing students

According to figure 1.2, the teacher was pointing at a student who wanted to answer the question using her right hand. The gesture occurred with the language “Ya, silahkan L.” [Yes, please L] (April 22nd, 2021, 49’.17”). It belongs to Language Dependent Gestures and categorized to Representation of Relation in Indexical Action (Martinec, 2000). As explained back in figure 1.1 that Language Dependent Gestures require a language to interpret the meaning. Meanwhile, according to McNeill (1992) this gesture is classified into deictic type of gestures, where the teacher pointed students to emphasize the instruction. In this case, gesture mediates among teachers as an actor and students as the object pointing. It presented the teacher’s utterance and gesture produced to give a chosen student instruction to answer the question. Afterwards, student’s responded right after being chosen. This instruction

produced from pointing student and teacher utterance straight to the target as well. It means that the teacher wants a student after being chosen, then has to give their answer. It does not matter whether the answer is right or not, they only need to be confident. This pointing to student gestures provided a disciplined way to give the answer of the question, thus the class activity was well-handled (Halley et. al., 2005; Tandiana, Abdullah & Komara, 2018). Therefore, pointing to students facilitates teachers to give direct instructions during the teaching learning process.

According to the data above, utilizing gestures of raising hands, and pointing students for the instruction of the learning process facilitates students to gain a clear understanding of the material that is given by the teacher. According to Glenberg & Robertson (2000) students comprehend teachers' speech by pointing something, or connecting phrases and words to physical representations of objects (e.g., images of objects, or more formally, perceptual symbols as described by Barsalou, 1999). These gestures produced by the teacher during the teaching-learning process clearly facilitate students to understand the material through the instruction. In this regard, Goldin-Meadow et al., (1999) claimed that teachers' gestures provide students with relevant information about learning material. Furthermore, students understand lecturers' speech quite easily based on the gestures they use while speaking. These gestures allowed students to do something in a specific way and prevent misinterpretations of the teacher's directions in the classroom. In addition, gestures were employed by teachers to establish theoretical constructs in the external reality and to create tangible relationships across previously taught and new information (McNeill, 1992). It aligned with Valenzeno's et al., (2003) assumption that gestures are particularly important in instructional contexts since it frequently introduces new concepts and employs sophisticated language that can be difficult for students to comprehend. Therefore, all those gestures produced by the teacher in a form of instruction are beneficial for students in comprehending teaching materials.

Gestures of Counting Down Finger Movement, Raising Class Object and Open Arms to Encourage Students' Understanding of Material during Learning Activities

Gesture of counting down finger to encourage students' understanding of material during learning activities

According to the data collected, the teacher gave encouragement during the teaching learning process and it showed in the counting down the finger.



Figure 2.1 Gesture of counting the number

The effect detected from figure 2.1 is a teacher did a counting number gesture by using her finger. In this case, the gesture occurred when the teacher gave encouragement to students through raising her index finger as number one, then raising index and middle finger as number, after that raising the middle, third and little finger as number three for counting. Along with it the verbalized is [Let's repeat, so the Degree of Comparison is divided into 3, one..., two..., three...]. This gesture belongs to Language Correspondent Gestures because gestures need a language to interpret the meaning at the same time (Martinec, 2000). As Lim (2017) stated that Language Correspondent Gestures can imitate a semantically articulated entity in a different language. In particular, these gestures are a part of Representing Action which is the meaning of a sign that can be stated in its own terms. On the other hand, the meanings created by corresponding entities frequently contextualize and strengthen the meanings created by the teacher (Martinec, 2000). In addition, McNeill (1992) classified counting down gestures into beats as a type of gesture. In this case, these utterances and gestures mean that students have to remember again the material that they just learned. Moreover, this kind of counting down finger movement showed the sequence of material that students have to remember to get better comprehension for the next stage of material. The encouragement given by the teacher provided a stimulus for the students to bear in their mind the material then revealed it out loud together. They seemed enthusiastic while revealing those three sequences of material, it means they understand the material and are ready to move to the next material. Although there might be students who did not engage in the classroom activity, they can still join along because the teacher did it twice. Therefore, students can be interpreted to understand a part of the material. As Appleton et al., (2006) stated that these statements mean students might be encouraged to participate in academic assignments by counting down finger motions. Engaged students have more power, which leads to better academic results.

Gesture of Raising Classroom Object to Encourage Students' Understanding of Material during Learning Activities

Based on the data, one of the ways for the teacher to encourage students' understanding of material was raising classroom objects. This figure 4.5 showed that a teacher raised two board markers as illustrations of materials delivered.



Figure 2.1 Gestures of raising two board markers

In figure 2.2, the teacher was raising two board markers with the arms a bit opened. These gestures occurred when a teacher gave an additional understanding for students with the

language [Blue board marker and black board marker, and the result is the same] (April 22nd, 2021, 06.15). A form of this gesture belongs to Language Dependent Gestures which is part of Indexical Action. As explained before, Language Dependent Gestures describe gestures that need language to interpret the meaning (Martinec, 2000). In addition, McNeill (1992) stated that this gesture is classified as iconic, where the teacher was raising her hands while holding classroom objects in actual form. In this case, the teacher's utterance accompanied with raising two board markers aimed to give a clear explanation in order for students to get better understanding. The material of the teaching learning process was Degree of Comparison. There was a time when the teacher ought to illustrate a part of material (Positive Degree) by raising two different color board markers to show the real comparison of it. Through this real comparison of things students will gain more understanding of Positive Degrees. It showed as the teacher asked them to explain it again and they did it out loud. This encouragement of students' understanding through raising classroom objects provides a convenient way to comprehend the material as well since the object was real and was around the class environment. As Rusek (2016) stated, explaining material with relevant phenomena or things around based on real life provide strengthening students' logical thinking, and leading students to generalize through inductive judgment. It leads to the clarification of interrelationships, as well as the demonstration and justification of claims. Hence, raising object classrooms such board markers facilitates teachers to encourage students' understanding of material during the teaching and learning process.

Gesture of opening arms to encourage students' understanding of material during learning activities

In figure 2.3, a teacher slightly raised and opened her arms forward to illustrate an adjective word of materials.



Figure 2.3 Gesture of open arms

As shown in figure 2.3, a teacher was encouraging students' understanding of material by using gestures of slightly raised and opened her arms forward. This form of gesture aimed to illustrate an adjective word of material. Along with it, the adjective word suited for these gestures is short. Moreover, it also occurred with language "iya, arti short itu apa? ... pendek" [alright, what is the meaning of short? ... short] (April 22nd, 2021, 48'.02"). The gesture belongs to Language Correspondent Gestures in Representing Action since it can be used to explain the meanings on its own (Martinec, 2000). In addition, according to McNeill (1992) this gesture classified into metaphoric type of gestures, where the teacher was raising her hands to visualize the abstract object. Moreover, the teacher's gesture and the utterance occurred during the classroom activity of question and answer session. The teacher made a gesture of

slightly raising and opening her arms during the explanation of an answer, where the 'short' word came as the illustration of that gesture. There was a time when 'short' was the question and students have to answer it in a form of positive, comparative, and superlative degree of comparison. After the question was answered by a student, the teacher re-explained it and that gesture occurred at the same time. This gesture produced by the teacher stimulated students to understand the word 'short' in Bahasa Indonesia and students immediately responded by saying 'pendek'. As Valenzeno et al., (2003) claimed that such gestures can serve to capture students' understanding precisely, since it linked speech to relevant actions. Similarly, the benefits of the message can guide students' attention to key aspects of teacher-generated actions. Hence, the use of such gestures can help the teacher to encourage students' understanding of material while teaching.

From the data above, the finding revealed that counting down finger movement, raising classroom objects and open arms gestures produced by the teacher are beneficial for encouraging students to understand the material. It aligns with Hostetter's (2011) statement that in the context of empirical results, teacher's gestures are the key significance for communication. The teacher utilizing classroom objects to accompany the gestures produced becomes a way to encourage students' comprehension of the material delivered. Such the gestures above are important for comprehension since many concepts and their perceptual qualities are well before and must be learned through interaction with the environment (Schyns et al., 1998; Afifah, Abdullah, Hidayati, & Andriani, 2021). In addition, McNeill (1992) pointed out language and gesture combined to create as one intelligence, language communicated the linguistic components of knowledge, while gesture conveyed the illustration of the material. Moreover, Valenzeno et al., (2003) claimed that such gestures above can assist students to comprehend in the learning activity by connecting the abstract, verbal utterance to the concrete, physical surroundings. In addition, recent studies revealed that gestures are beneficial in encouraging students' understanding during language learning (Apriliyanti, Hidayati, Supriyono, & Abdullah, 2021).

Gestures of Raising Index and Middle Finger, and Connecting Thumb and Index Finger into a Circle as the Instruction to Engage Students' Attention during Classroom Activities

Gesture of pointing classroom object to as an instruction to engage students' attention during classroom activities

Based on the data, the teacher gave many instructions to engage students' attention while teaching the learning process. For instance, it showed through pointing classroom objects.



Figure 3.1 Gesture of pointing classroom object

Figure 3.1 presents gestures in the form of pointing to the whiteboard as a classroom object. In this case, the teacher pointed her index finger to the whiteboard repeatedly as a tool of

instructions to engage students' attention. This gesture occurred along with verbalized "The next is open your book page 21, disana ada positive, comparative, dan superlative degree" [The next is open your book page 21, there are positive, comparative, and superlative degree] (April 22nd, 2021, 09'.41"). This kind of gesture belongs to Language Dependent Gestures in Indexical Action, which requires language to interpret the meaning behind (Martinec, 2000). The act of pointing with an index finger to an object is a part of Representation of Relation since there is a relation between the object pointed out and the goal of teacher's utterance. As Martinec (2000) claimed that Representation of Relation demonstrates how gestures, both physical and vector via extension, acts as a medium between the actor and the object or goal to which he refers. In addition, according to McNeill (1992) this kind of gesture is classified into deictic, in which the teacher used her index finger to point the classroom object. This gesture drew the attention to the actor's stated objectives. In this sense, it represented that the teacher's utterance and pointing out with index finger to the whiteboard means to give the instruction to students, as they have to see on the material that has been written in the whiteboard. As presented in the figure 4.7, the whiteboard was a bit full of it. Along with it, the teacher's utterance of an instruction to open the book also means to re-check if the material written was appropriate or not. After being asked the students opened their book, then directly looked as a paid attention at the whiteboard, at the same time the teacher said "disana ada positive, comparative, dan superlative degree", while she was pointing at the whiteboard. In addition, the act of pointing with the index finger not only has high specificity, but it also serves as an imperative ideationally and interpersonally to demand engagement (Lim, 2017; Andriani & Abdullah, 2017). Kendon (1994) stated the utilization of appropriate pointing gestures with index finger in conjunction with instructions made the students comprehended far better than when they were not. Therefore, pointing the classroom objects such as a whiteboard can facilitate students to pay more attention due to get a better understanding of the materials.

Gesture of raising index and middle finger as an instruction to engage students' attention during classroom activities

One of the ways the teacher engaged students' attention shown in data collection is raising index and middle fingers. In this case, the classroom activity was a question and answer session. It presented in the figure 3.2.



Figure 3.2 Raising index and middle finger

As shown in figure 3.2 the teacher was raising her left index and middle finger as it symbolized number two. This gesture occurred as the teacher attempted to engage students' attention during the teaching-learning process. However, it is followed by language such as "I just read it twice, OK" (April 22nd, 2021, 44'.15"). The gesture belongs to Language Dependent Gestures in Indexical Action, where the meanings of gestures are obtained through the associated language. Although the emergent meaning has a mutually reinforcing impact, this may be a

repetition of the same meaning expressed in language (Martinec, 2000). In addition, this gesture is classified into beats type of gestures, where the teacher raises her hand related to the information of the speech (McNeill, 1992). The classroom activity was a question and answer session while this 'twice sign' occurred. It can be seen from the language verbalized and gesture simultaneously, it showed that the teacher asked students to pay attention to the questions given, since it will read only twice. Those can also be interpreted as a soft warning for students that there will be no repetition for the questions and requires full attention to it. If it's not, they will leave behind no excuse. Therefore, students should be able to avoid other stimulants which capture their attention and do not contribute to the classroom activities during this procedure, and they should make an attempt to stay engaged in the activity. Continuous stimulation is expected to perform the task of selectivity for an extended period of time and to maintain concentration on the preferred stimuli of attention (Cicekci & Sadik, 2019). As claimed by Hostetter (2011) that utilizing gestures can contribute to students in maintaining their attention while teaching and learning process. Hence, this form of gesture facilitates the teacher at engaging students' attention during the classroom activities.

Gesture of connecting thumb and index finger into a circle as an instruction to engage students' attention during classroom activities

The last gesture produced by the teacher to engage students' attention during classroom activity found in data collection is connecting the thumb and index finger into a circle.



Figure 3.3 Connecting thumb and index finger into a circle

As shown in figure 3.3, the teacher produced a gesture of connecting her thumb and index finger into a circle during the teaching learning process. In this case, the gesture symbolized the "OK" sign and occurred without accompanying language. However, before it occurred the verbalized was "I just read it twice, OK" (April 22nd, 2021, 44'.16"), then the gesture produced after it. The gesture belongs to Language Independent Gestures in Representing Action (Martinec, 2000). To put it another way, the teachers' actions convey the entire ideational burden (as cited in Lim, 2017). In addition, this gesture is classified into emblems type of gestures, where the students in the same cultural background understood the gesture as a sign of "OK". Moreover, this gesture is connected with the previous explanation, since it occurred right after raising index and middle finger. In particular, classroom activity was still in a question and answer session and the gesture was a form of agreement between students and teacher that the question will not be read by the teacher more than twice. Therefore, students have to pay attention due to not being left behind. Students agreed with the statement as they answered the gesture with an "OK" sound together. They understood the meaning behind the gesture without accompanying language. This form of language is quite familiar among students or people out there as an "OK" sign as agreement of something, so it is still understandable even without the verbal language. Martinec (2000) claimed that the "OK" sign is considered as a speech-independent type of gestures which can have direct verbal

translation. However, it depends on the context of conversation, which also can symbolize number three. As Alibali et al., (2013) stated that utilizing gestures are valuable for teaching and learning process, since sight provides significantly more information than human mind can analyze in detail, people selectively arrange their attention, paying much attention to only a several of the items in the visual field at any given time. Therefore, it is all considered as a teacher's way to engage students' attention while teaching and learning.

According to the data above, the gestures of pointing classroom object, raising the index middle finger and connecting the thumb and index finger into a circle were supposed to help students to maintain their attention during question and answer sessions. It linked with Valenzeno's et al., (2003) statement that gestures can serve to assist students' attention since it connected the speech to the physical environment. Likewise, the advantages of repeated communications may stem from attentional processes, in the sense that repeated messages better direct students' attention to crucial features of the physical surroundings. Goldin-Meadow & Sandhofer (1999) pointed out that gestures can be used to direct a student's attention to specific parts of the process (e.g, raising the index and middle fingers while saying "I will read the question twice right") or to create concepts within the problem concrete (for example, connecting thumb up and index fingers to symbolize the agreement between students and teacher). The use of gestures as the instruction to emphasize students' attention is defined as a teacher's way to engage students' participation in the learning activity. Since the teachers incorporate their gestures into their communication, and students incorporate the gestures they perceive into the message they heard (McNeill, 1992). This finding aligns with Valenzeno et al., (2003) theory that teachers' gestures can be an effective technique for assisting students in their learning and encourage student concentration in the classroom activities.

Gesture of giving thumbs-up to praise students' learning process

Praise becomes the basic and effective ways to engage and motivate students. As Firdaus (2015) said that praise is defined as anything that provides in return for students' excellent performance or hard effort. If praise is used correctly, it can help students overcome disciplinary issues and enhance their attitudes toward learning. It emphasizes the importance of genuine and well-deserved praise. Here, Al-Ghamdi (2017) stated that giving praise for students' accomplishments combined with effective guidance may be adequate for building good social relationships with teachers, as well as it can help to create a welcoming and pleasant atmosphere in the classroom. A teacher's praise to the students can be in the form of verbal or non-verbal language. Based on the data collected, the teacher praised students through giving a thumb up gesture.

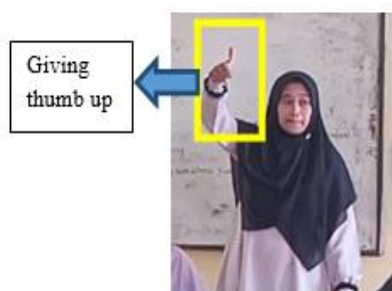


Figure 4. Giving thumb up to students as praising

As shown in picture 4. a teacher giving her thumb up gesture to students as a form of praise for their performance in the learning process. These gestures occurred along with verbalized language “S kamu betul semua?... hebat” [Your answers all correct, S? .. good job] (April 22nd, 2021, 52’.06”). According to Martinec (2000), it is classified into Language Dependent Gestures in Communicative Gestures. He claimed that Language Dependent Gestures co-occurs with speech, and the access to the second context reflected concurrently in indexical action and contemporaneous speech, that is required to retrieve its complete meaning. In addition, this gesture is classified into emblems type of gestures, where the gestures produced by teacher was culturally known by the students (McNeill, 1992). In this sense, the classroom activity was after cross assessed the answers with students sitting next to each other. Then teacher asked students who were answers the questions within all correct, and one student raised his hand signed he was the student of that. It obviously presented that teacher utterance and gesture produced a means to praise students’ tasks result of the classroom activity. As mentioned in Al-Ghamdi (2017) that a praise given by a teacher will build a positive relationship between teacher and students. A teacher who gave a thumbs up to students as a prize to motivate students to maintain their achievement and encourage other students to learn more.

Praising is a form of teacher appreciation to students who make an effort for their learning. Murtiningrum (2009) stated that praising the teacher builds a positive interaction with students. In this finding, the teacher was raising a thumb-up gesture as praise to them since there was a student who answered all questions correctly. Once, they will be more motivated in learning while being praised by teachers (Corevelia, 2016). In this study, the way teacher conveys an appreciation to students by giving a thumbs up. This gesture was addressed to students who have finished the task and the result was higher than other students. This finding aligns with Valenzeno et al., (2003) statement that gestures produced by teachers mean to facilitate students’ comprehension of learning material and maintain them to stay motivated. Therefore, giving students a thumbs-up gesture as a prize was beneficial for students to stay motivated of learning English language in classroom activities (Fauziyah, Hidayati & Abdullah, 2021).

CONCLUSION

This study aims to investigate gestures as a multimodal representation produced by teacher to deliver the English teaching materials. The multimodal perspectives recognized that teacher gestures contribute to the teaching-learning process, especially in English Language Teaching. Based on the finding, there are several multimodal meanings represented in teacher’s gestures while teaching-learning process, they are: 1) gestures of raising hand and pointing student to emphasize the instruction during the teaching-learning process, 2) gestures of counting down a finger, raising class object and open arms to encourage students’ understanding of material during learning activities, 3) gestures of pointing classroom object, raising index middle finger and connecting thumb and index finger into a circle as the instructions to engage students’ attention during classroom activity, 4) gesture of giving thumbs up to praise students’ learning process. These four gestures to the teaching learning process create a particular pedagogy and help the teacher to arrange the strategies of delivering the materials. Specifically, students the teacher’s instruction, understanding the materials, engaging students’ attention, and build positive interaction between the teacher and the students accompanied by several gestures. In conclusion, the utilization of gestures, especially in delivering material, can support more effective activities.

The limitations of this study can be developed by providing several improvements.

First, in future research, it should be covered by the entire categories of non-verbal communication (e.g. facial expression, body movement, etc.) to gain a more accurate non-verbal communication produced by English language teachers in the classroom, since the focus of this study was only focused on teacher's hand gestures. Second, to obtain richer and confirmable data, the next study should employ a variety of data collection procedures, such as interviews, questionnaires, and stimulated recall, since this study only encompassed a single data collection technique called non-participant observation. Furthermore, the utilization of gestures in the classroom explores different strategies of teaching and engages students' learning activities to improve the quality educational process. Therefore, teachers are suggested to utilize gestures effectively to support students in understanding English teaching material and lessons can be readily scheduled by teacher.

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