

CHAPTER I

INTRODUCTION

A. Background

Multimodality is an interdisciplinary approach that understands communication and representation to be more than not only linguistic dimension such as language, but also non-linguistic dimension such as visual, audio, audiovisual, kinetic, tactile, and gestural modes. More specifically gesture is a part of multimodality. Gestures can be recognized as a mode, a group of semiotic resources in communication context socially and culturally (Goodwin, 2003). Van Leeuwen (2004) defines gestures as semiotic resources are actions, material and artifact that use physiologically or technologically. It has meaning potential for communicative purposes represented in existing social context. Gesture in communicative modes (for example body posture, gaze, talk, facial expression, and so on) as a component that represented action in social interaction.

The communication represented on multiplicity of modes focusing on analyzing and describing the meaning making used. Language is the most dominant mode of communication and frequently worked by other semiotic resources and makes meaning in multimodal perspective (Lim, 2017). Although language has several lacks of utilizing, it should be incorporated with other semiotic resources (gestures) to convey the meaning effectively. Particularly on teaching and learning in an EFL context, it is

common practice for teachers to use body language, positioning, and facial expression to explain words or phenomena. The social theory of communication (Halliday, 1985) provided early sense for exploration of multimodal teaching and learning using nonverbal interactions with others which realized through a group of semantic system. Gestures contain meanings related to speech, illustrating or improving body movements (Jiwan, 1999). The meaning produced by gestures supports the way of person in communicating each other.

The idea in analyzing gestures have been explored in the research of scholars such as Taylor's (2014) study of children's use of gestures as part of multimodal meaning-making in the classroom, Norris' (2016) analysis of gestures as embodied modes from the perspective of multimodal interaction analysis, teachers' gestures studies in EFL classroom such as (Jaksic, 2017) and Rahmat (2017). There are several scholars with systemic functional theoretical perspective such as Hood (2007, 2011), Martinec (2000, 2001, 2004), and Cleirigh (2011) have developed studies in systematizing gestures. Many studies show gestures analysis to expose the meaning from the gestures and utterance. The Systemic Functional Multimodal Discourse Analysis (SFMDA) approach to the classification of gestures used by teachers reported is a part of larger study on two teachers' orchestration of multimodal resources to design their students' learning experience in the context of an ESL school. To fill this gap, the present study will investigate

how the teacher communicates meanings through his gestures while teaching and learning process in the classroom using appraisal theory.

Multimodality in gesture aspect less exist in some research, especially in the educational field (language teaching and learning process in the classroom). The previous research focused on gestures analysis and systemic functional analysis. While the issue of analysis in teachers' gestures is often to analyses, but in the multimodal perspective using systemic functional theory is rarely observed.

The current research investigated how the teacher communicates meanings through his hand gestures in the classroom with SFMDA approach specifically using appraisal theory from interpersonal meaning dimension.

B. Formulation of the Problem

The present research discussed about teacher's hand gestures analysis using SFMDA formulated in a question, how does the teacher communicate meanings through his hand gestures in the classroom?

C. Operational Definitions

Here are the operational definitions of each keyword to prevent misunderstanding:

1. English Teacher's : A person who teaches English as a foreign
Hand Gesture language using semiotic resources to

make meaning in classroom for communicative purposes.

2. SFMDA : Systemic functional perspective classifies according to the relations of ideational, interpersonal, and textual metafunctional meanings as a tool to analyse an English teacher's gesture in classroom.

D. Aim of the Research

This research aims to present the way of teacher communicates meanings through his hand gestures in classroom.

E. Uses of the Research

1. Theoretical Use

This research develops systemic functional theory (Halliday, 1994) oriented around ideational, interpersonal and textual metafunction; and SFMDA theory (O'Halloran, 2008).

2. Empirical Use

Through the present research, the writer knows how to make an academic writing and competent to analyses gesture of teaching and learning process in classroom context.

3. Practical Use

This research will present and represent systemic functional and multimodal analysis from an English teacher's gestures and knowing the

teaching style as a good model for teaching and learning in the classroom in the further related to all stakeholder in educational field.