

CHAPTER I

INTRODUCTION

A. Background of the Study

Gestures are an important part of communication, not only in the gestural language of ordinary face-to-face communication, but also in the development of words and writing and typing behaviors, as well as in many other ways. McNeil (1992) claimed that gestures are natural gestures, usually from people's hands and arms. It allows people to better understand speech processes since speech and gestures are closely linked. Moreover, they are considered products of a single cognitive process (Kusanagi, 2015). Based on the theoretical perspectives above, gesture and speech in communication have a tightly integrated relationship meaning and function to enrich the communicative context.

Many studies explaining the meaning of gestures and words have been conducted. In the educational environment, gesture research was studied from various theoretical perspectives. Yuanyuan (2014) in his study explains the application of the body language in english teaching, Kusanagi (2015) explains the roles and functions of teacher gesture in foreign language teaching, and Norris (2016) explains the analysis of gestures as embodied modes from the perspective of multimodal interaction analysis.

Regarding the context of this study, the researcher conducted a personal communication with one of the students taking Literature in ELT course. The findings reported that by applying the gestures while teaching

Literature in the ELT, students gain more benefits than the rest of the methods, because the gestures can clearly help people to gain a better understanding of speech while the teacher explains the material. It is related to present research where the researcher found out that there is a unique phenomenon that happened while she joined the class. The teacher practiced using gestures that the researcher thinks are different from other teachers. Here the researcher noticed that hand gestures and facial expressions emerge more frequently than other gestures. Hand gestures are often used by the teacher to accompany her speech to emphasize the topic of teaching materials. However, this study only focuses on hand gestures to explore deeper and comprehensive roles of such gestures through the students' engagement while learning the literature in ELT course. Pavlovic, Sharma, & Huang (1997) claims that "Human hand gestures are a form of nonverbal communication between people. They range from simple actions like pointing to objects to more complex ones like expressing ourselves or allowing us to interact with other people" (p.1).

Although past studies have focused on the employment of gestures in teaching and learning practices, notably in English language pedagogy (e.g. Martinec, 2000; Cleirigh, 2011; Kusanagi, 2015; Norris' 2016; Lim, 2017), less attention has been addressed to the roles of gestures in teaching literature, particularly in engaging students to learn. Therefore, this study aims at exploring the teachers' hand gestures to engage students while learning the Literature in ELT course.

B. Formulation of the Problem

The research question addressed in the present study is "How do the teacher's hand gestures engage the students while learning Literature in ELT course?"

C. Operational Definitions

Literature in ELT Course	: A course that is designed to raise the awareness of students regarding
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theories and practices of integration of literary works into ELT context.

Hand Gestures

: Part of body movement used by the teacher during the teaching activity. Such as waving hand, raising hand, hands up, pointing, etc.

(SFMDA)

: Systemic Functional Multimodal Discourse Analysis (SFMDA) is a tool to analyze social semiotic discourse.

D. Aim of the Study

The purpose of this study is to identify the teacher's hand gesture engage the students while learning Literature in ELT Course.

E. Significance of the Study

1. Theoretical Use

The theoretical contribution of this research is to expand Martinec's (2000) framework to a teacher's gesture in Literature in ELT subject.

2. Empirical Use

This research will inform the readers how teachers engage their students through hand gestures while learning the Literature in ELT course.

3. Practical Use

The practical contribution of this research is to tell that when we were teaching the students, gestures play an important role for teachers in engaging students learning activities

