

Teachers' Gesture in Teaching EFL Classroom of Makassar State University

Agus Rahmat

STMIK Handayani Makassar, Indonesia

Abstract: *The objectives of this research were to find out the types of gesture and the gesture dominantly used by the teacher in EFL (English as a foreign language) classroom based on the types of gesture according to Ekman and Friesen. This research employed descriptive qualitative research design to analyze the teacher's gesture in teaching EFL at the English department, language and literature faculty of State University of Makassar. The subject of this research was the lecturer at the fourth semester of speaking class of State University of Makassar in academic year 2014/2015. The researcher selected one class to be a sample directly. The class was selected by the researcher was class B that comprises 35 students. Video recording was used to gather the pictures of the teacher's gesture. The result shows that (1) the teacher used all of the types of gestures that classified by Ekman & Friesen (1969) in teaching EFL classroom. The researcher found 18 images which were identified as illustrators gesture, 1 image which was identified as regulators gesture and also 1 image for emblems and two images which were identified as affect display; (2) the gesture dominantly used by the teacher in teaching EFL classroom was Illustrators gesture dealing with the using of natural hand and body gestures that accompany speech.*

Keywords: Teacher's gesture, Teaching, EFL (English as a Foreign Language)

1. Introduction

Nonverbal communication plays an important role in second language communicative competence, yet little attention has been given to practical teaching techniques that will help English language teachers incorporate this essential element into their classrooms. Many researchers show that the relationship between teachers and students can be improved if teachers make effective use of nonverbal communication. Besides, students' cognitive ability and efficiency in learning will be promoted (Cooper, 1988).

When we talk about means of communication, language perhaps is the first which occurs to us. Here, language is referred to as a sign of a combination of sound and meaning. The general trend of communication studies has largely been focused on language. But in fact, communicative means does not just involve verbal channel, it also encompasses varieties of nonverbal forms. Nonverbal, as the term suggests, does not involve any use of words or speech. Eisenberg and Smith (1971: 20) note that "nonverbal communication refers to all communication except that which is coded in words." Levine and Adelman (1982: 43) point out that "in some types of communication people express more nonverbally than verbally." Birdwhistell (1961) holds that information carried by verbal forms during an interaction accounts for no more than 30% while the rest is all sent through nonverbal means.

The importance of nonverbal communication can also be seen in the division of communicative language ability into language competence and strategic competence in teaching English, among which strategic competence refers to mastery of nonverbal communication in term of body language notably gesture. Samovar, L., et al (1981) positively express their view that most authorities believe that in a normal two-person conversation, the verbal rents carry less than 35% of the total social meaning of the situation and that more than 65% is carried on the nonverbal

band. That is to say, nonverbal communication plays a vital role as well as the oral counterparts.

This research regarding with nonverbal communication which is intended to analyze the teacher's body language that focusing on the teacher's gesture in teaching EFL (English as a Foreign Language) at the English Department, Language and Literature Faculty of State University of Makassar. This research also deals with the necessity and importance of using nonverbal communication in college English teaching as well as appropriate with the findings of Zhen Wang (2012) that the ignorance of nonverbal communication is one of the main reasons for low efficiency in college English teaching. Hopefully, this research in the future can be utilized in improving and evoking the quality as well as the effective teaching of the teachers in the classroom.

Based on the background above, the research questions of this research are formulated as follows (1) what types of gesture used by the teacher in Speaking class at the fourth semester of State University of Makassar? And what gesture dominantly used by the teacher in speaking class at the fourth semester of State University of Makassar?

2. Review of Related Literature

a) Related Research Findings

There were many researchers had conducted researches relating with non-verbal communication. They had sacrificed much time in observing and analyzing nonverbal communication in the classroom. The previous findings of this research were cited below:

Gregersen, Tammy (2011), in his research, "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, we have taken the first step in helping them to become not only bilingual, but bi- kinesics as well.

Wang, Zhen (2012), in his research, "Enquiry into Cultivating Intercultural Nonverbal Communicative Competence in College English Teaching". He found that the ignorance of nonverbal communication is one of the main reasons for low efficiency in college English teaching. In modern classrooms where students are learning in teachers' accompaniment, teachers need to understand and apply the approaches and techniques to maintain a good atmosphere in class and enhance teaching with the use of nonverbal communications. As college English teachers, we must make students feel interested in their lessons. The use of nonverbal communication cannot only attract the students' attention, but also deepen their impression and imagination.

Both of researchers above had conducted some researches regarding with nonverbal communication notably body language in the classroom activities. Therefore, based on the previous findings above the researcher concludes that the using of nonverbal communication in relation with body language has an essential role in making the students more attracted or enthusiasm in learning English in the classroom. In this research, the researcher wants to conduct the similar area of the research about nonverbal communication but the novelty of this research more specific on the analyzing of teachers' gesture in teaching English in the classroom.

b) Nonverbal Communication

Andersen, (1999: 2) Simply stated, nonverbal communication includes "all communication other than language". Inherent in this definition is that language is solely a human endeavor and that arbitrary symbols are used to convey meaning. DeVito and Hecht (1990: 4) describe nonverbal communication as "all of the messages other than word that people exchange." In this definition, messages are seen as symbolic and therefore their use is intentional. For example, if a language learner extends his arm above his head in a stretching motion to relieve himself of a muscle cramp, this behavior was not intended as communication; however, if this same motion is done to signal his desire to answer a question in class, the movement symbolizes his willingness to volunteer, and would thus be considered nonverbal communication.

c) The category of Nonverbal Communication

Chinese scholar Bi Jiwan (1996), after sorting out and integrating different scholars' categorizations, puts forward his classifications of nonverbal communication which are taken as frame of reference in this paper since he incorporates other researchers' major categorizations within his classificatory system and presents comprehensive classifications of nonverbal communication. Bi classifies nonverbal forms into four categories, each of which includes some sub-categories. A brief description of Bi's classification system is presented below.

1) Body language

Body language includes movement of the whole body or certain parts of the body. Posture, head gesture, facial

expression, eye movement, hand gesture and touching behavior fit into this category.

2) Paralanguage

Paralanguage embraces silence, turn-taking, and vocal nonverbal sounds such as pitch, volume, intonation of the speech, etc.

3) Object language

Object language refers to those material things which have the effect of expressing some features about the displayer. Clothes, furniture, personal artifacts can all be used as objects for expressive display.

4) Environmental language

Environment is part of nonverbal communication, too. It includes space (crowdedness, proxemics, territoriality, seating arrangement), time, architectural arrangement and interior decoration, lighting, color, and signs.

The categorization of the expert above by Bi Jiwan, the researcher wants to limit this research just on body language because it's very essential in teaching in the classroom. The using of body language, it can show the enthusiasm, the spirit and the mastering of material of the teacher in teaching, especially English. According to Bi Jiwan (1996), He gives an explanation about body language below:

Body language refers to the facial and the movements of the speaker to transmit information. It is the reflective and non-reflective actions of the whole body or part of the body. Its main characteristic is that usually accompanied by oral sounds. The facial expressions, the body pose, the gestures, the movements are in accordance with the oral sounds. They are in harmony and complete the task to express the emotions and ideas of the communicators.

As a communicative form, body language seems to be significant in this research as verbal language. Anyone should use body language while he is speaking so as to have better communicative effects. In English teaching, teachers should use body language well so as to make the class lively and interesting. In the process of teaching, teachers usually use the following body language to show their mood or spirit.

1) Eye contact

As an old saying goes, "Eyes are the window of the soul". We communicate a great deal through our eyes, perhaps more than through any other part of the body. Mencius (1986) claims, "Of all the parts of a man's body, there is none more excellent than the pupil of the eye. The pupil cannot be used to hide a man's „wickedness"". A study indicates that the time of eye contact between two participants generally adds up to 30%-60% of the time of the whole conversation. If two are on familiar terms, the time can reach 70%.

Eye contact is one of the most important types of nonverbal signals in college English classroom. According to Harrison (1974), besides "looking", eyes can serve (1) to seek feedback or to monitor fellow interact ants; (2) to exercise control over communication channels; and (3) to convey

specific relationships—particularly dominance or submission, liking or disliking.

Eye contact is the key point of reflecting the emotional communication between students and teachers. It is the most preferable nonverbal behavior in the classroom. The teachers “take care” of every student via eye contact. In a large classroom, this will shorten the physical distance between the teacher and students. A teacher usually confirms, assures, or encourages the students with eye contact. If the teacher can look at the students and cast his sight to every student equally and appropriately, it implies the concern of the teachers for all the students. And it also indicates that the teacher treats every student equally. The students can see the expectation and encouragement as well as the teacher’s confidence from the eye contact, which can arouse the students’ enthusiasm in learning and create great motivation and inspiration in them.

2) Facial expression

Face is the most noted part of our body. Facial expression is a look on a person’s face, and facial cue are the first information that we give to or receive from others. An effective college English teacher usually uses facial expressions to signal to his students how they should react to the material the teacher is discussing: when it is interesting the teacher raises his brows, when it is difficult to concentrate, and at exceptionally difficult points he looks puzzled to signal that he has just asked a difficult question which the students need to think about.

A smiling teacher is thought to convey warmth. Smith (1984) thinks that such a teacher promotes a supportive and non-threatening classroom atmosphere, which aids students’ positive attitudes and corresponding achievement. If a teacher smiles frequently, she will be perceived as more likable, friendly, warm and approachable. Smiling is often contagious and students will react favorably and learn more. In fact, most university students expect their teachers to have rich facial expressions and to smile from the beginning to the end in college English class. There is no doubt that the facial expression of the teachers should be kind and amiable. From their facial expression, we can find out that the good and responsible teachers are full of enthusiasm. They deliver the lectures with full emotions, which can arouse the emotional resonance in the students.

3) Posture

Posture refers to the general way we carry our body, especially the back, shoulders and head while standing, lying, etc. Posture, as the term suggests, can be in static state. The position of the entire body plays an important role in interpreting nonverbal communication. For a college English teacher, his/her posture can show his state of mind and his teaching enthusiasm. Standing or sitting in a relaxing professional manner is a positive posture, which can arouse students’ positive attitude. This kind of posture can show that the teacher is approachable, receptive and friendly. Being comfortably upright, squarely facing the students, and evenly distributing the weight are to move to change students’ mood, draw students’ attention, or reinforce some ideas.

4) Gesture

Gesture is the nucleus of the body language. In a broad sense, it refers to specific body movements that carry meanings; in a narrow sense, gestures are hand movements that are closely related to speech, illustrating or supplementing it. The gestures of the teachers have three functions: clarify and describe the facts; emphasize the fact; draw the students’ attention. So teachers should combine their oral sound and gestures to make the class lively and dynamic. However, whatever gestures the college English teachers use, they should be sure to have them come naturally from the material they are presenting. If the Chinese teacher imitates foreign gestures in an awkward way, the students will feel disgusted. Most students cannot accept the fact that their English teachers who are native Chinese behave exaggeratingly as foreign teachers. In general, they appreciate natural gestures.

Teachers should also observe their students’ gestures carefully and then decide what to do next in an English class. If a student frequently scratches his ear, or rubs his eye, or cups his head in his hands, it shows that the student is not interested in the lecture. Conversely, if a student presses his clenched hand close to his cheek, it is a sign of great interest in the lecture.

5) Movement

The psychological research suggests that compared to the static or motionless objects, the moving objects are more observable and can attract more attention from the people. The movement of the teachers should aim at concentrating the students in listening to the lecture, so the movement should be limited to a certain degree. Or else, it will result differently.

From explanation of the expert by Bi Jiwan above, the researcher intends to restrict this research just focus on the teacher’s gesture because the variable is unobtainable to be observed. Thus, the researcher will analyze the nonverbal communication that focusing on body language and restricted on the gesture of the teacher in teaching English in the classroom. The explanation of types of gesture will be discussed below:

d) Types of Gesture

According to Ekman & Friesen, (1969) there are four types of gestures important for effective communication:

1) 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. For an English language learner, these greatly aid in understanding a speaker’s message as they supply extra context clues for determining the meaning of an utterance. When asking for directions to a particular location, the speakers will most likely point in the appropriate direction as the verbal message is communicated. For example, Juanita may not know the meaning of “straight down the hall,” but close observation of

her interlocutor's illustrator gesture would send her in the correct direction.

2) 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. A practical requisite of every conversation is the determination of who speaks when, and this is usually done unconsciously and quite smoothly because of regulators like the termination of a gesture, changes in gaze direction, or the speakers' looking away from the hearer as an utterance ends (Duncan, 1972, 1974). Turn-taking in conversations is guided by transition signals. The signals that end an L1 English speaker's contribution might not be recognized by non-native speakers which may result in unwanted interruptions in communication and confusion among language learners, thus affecting their participation in a conversation.

3) 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. The sideways movement of the head by an Australian indicating a negative response would need to be relearned by the Turkish English language learner who previously believed that that head movement meant *yes*!

4) Affect displays

Affect displays 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. The norms for expressing emotion differ among cultures. Russian students studying in the U.S. often complain that their professors smile too much, and professors teaching Russian students sometimes believe that their Russian students do not enjoy their classes! Miscommunication of emotional states can result when affect displays (or lack thereof) are not understood in cross-cultural interactions.

3. Research Method

This research employed descriptive qualitative research design to analyze the teacher's gesture in teaching EFL at the English department, language and literature faculty of State University of Makassar. The researcher applied a descriptive method in order to answer the research questions above. Nevertheless, the main purpose of this research were to find out the types of gesture used by the teacher and what gesture dominantly used by the teacher in speaking class at the fourth semester of State University of Makassar based on the types of gesture according to Ekman and Friesen.

The participant of this research was the lecturer of speaking class of fourth semester of English Department, Language and Literature Faculty of State University of Makassar in academic year 2014/2015. The researcher selected one class to be a sample directly. The class was selected by the researcher was class B that comprises 35 students. The procedures of collecting the data, firstly the researcher asked permission to the lecturer concerned. After getting the permission, the researcher recorded the learning teaching process and took photograph of the lecturer in the classroom as many as three meetings based on the schedules of the lecturer that was considered as adequate for representing the teachers' gesture in teaching EFL. At last, the researcher identified the images based on the types of gesture according to Ekman and Friesen.

4. Result and Discussion

The list of these teacher images below took on May 8, 2015 started from 09:00 am up to 10.30 am. The participants of this learning and teaching process were the fourth semester students of Language and Literature Faculty of English Department of State Makassar University in speaking class. The types of the teacher's gesture images were represented as follows:

a. Illustrators Gesture(IG)

As Explanation above Illustrators gesture which is abbreviated by the researcher (IG) here 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. The list images below refer to the using of illustrators gesture by the teacher in the classroom in teaching English.

(IG 1)



(IG 2)



(IG 3)



Extract 1

The images above showed that the teacher was standing behind the table by using his hand naturally in teaching English. The first image (IG 1), *the teacher took up the right hand to give instruction to the students. When he did this gesture, he said@ Next week mid semester and after that group five will present.....*Besides, the gesture of the second image (IG 2) was done by *pasting on his left hand to his neck at the left side also*. He did this gesture after saying

the utterance in (IG 1) above, so that the students responded and said@No sir, Group eight will present. Then, *the teacher said ohh yes..group eight and directly put his left hand in his neck reflexively*. The third image (IG 3), *the teacher used his left hand straight forward and he asked@So...what have you been doing?* (the students' answer are not clear because they answered it together).

(IG 4)



(IG 5)



(IG6)



Extract 2

The list of images above showed that the teacher used his hand naturally as gesture in teaching English. It can be seen at the first image (IG 4) *the teacher holded his head by using his left hand. This gesture was done when the teacher gave a question to the students and said @So, What have you been doing?* after asking the question, *he directly holded his head with left hand reflexively..*The second image (IG 5) *also used his hand but using his right*

hand, he took up his hand to the right side two times because it refers to the using of conjunction (after that) two times also. At the time he said@after that, group eight and after that group nine...okay!. The third image (IG 6) *the teacher also used his right hand but this time, he holded his mouth not his head after saying this statement @ because today is bonus you only get five points from me.* (The students responded by clapping their hand and said thank you sir!)

(IG 7)



(IG 8)



(IG 9)



Extract 3

Based on the images above, it could be seen that the teacher used his hand naturally as his gesture that followed by a statement. The first image (IG 7) *the teacher raised his right hand up in the class room. At the time he used this gesture, He said like this@ (the students are noisy in the classroom) listen..listen! it's five...out of twenty five and next week, you come for mid semester and you just looking for twenty points.* Next, the second image *the teacher also used his hand naturally, he took up his left*

hand and the right hand pointed the wrist watch that was set in the left hand and also said@ okayy...I think, time is up!. This gesture want to show that the time is over and learning teaching process has to be stopped. At last, the third image (IG 9) by and by the teacher used his right hand and pointed toward the students and he said@I need your list attendance...does it already go around? (the students looked each other and replied @yes sir! The list attendance already go around).

(IG 10)



(IG 11)



(IG 12)



Extract 4

The images above showed that the teacher used his hand naturally to express something or to communicate with the students in the classroom. At the first image (IG 10), *the teacher propelled both of his hand, the left hand was pointing the office whereas the right hand also went to the right side of his body and he said@then, when I went to the office, I changed my cloth, took a shower and put on this dress and I am still sweaty from the exercise* (He went to the campus by bicycle at the time). Besides, at the second image (IG 11) *the teacher raised his right hand up and the*

left one was put on the pocket of his pants at the same time he said@See you next week, Yahhh!. At last, the third image (IG 13) was taken on May 15, 2015 at the same room before but that day the teacher did a mid test orally in the center of the classroom. So that, *he just sat down face to face with the student. At the time, the teacher asked the student@ when you were a child..did u play a special game? (While the teacher was listening the answer of the students, he scratched his elbow until the palm of the left hand by using right hand, so that both of hand were touched and he rubbed his hand each other).*

(IG 13)



(IG 14)



(IG 15)



Extract 5

The list of images above was taken on May 15, 2015 when the teacher did a mid test orally in the classroom at 09:00 until 11.30 am. The first image (IG 13) The teacher asked the students@ *What happen with the wayang while your palm was touched each other with your friends' palm? (He expressed this question while he did this gesture so that the students could understand with the question).* Next, The second image (IG 14) The teacher asked about friendship@*Can the boy and the girl become truly friends? Just.....(after word just, the teacher did this gesture that*

intended to give more explanation about the question but the students cut it and directly answered the question. The teacher just nodding while listening the students' answer). At last image (IG 15), the teacher asked the student@*What do you think about the students exam parade after finishing their exam? (The teacher did this gesture while he was listening the students' answer of the question above. He puts both of his hand behind his head and lean on the chair at the same time, he was listening the answer of the student).*



Extract 6

The three of images above were taken on May 8, 2015 at 09:00 until 10:30 am when the teacher did a mid test in the classroom. The first image (IG 16), the teacher asked the student that *@ Is the friendship important for everyone? Why? (the teacher did this gesture while listening the answer of the student also..He used his right hand to fix the place of wrist watch but he did it a glance approximately just three seconds)*. Besides, the second image (IG 17) the teacher asked the student *@ when you were a child, did you play a game? (He did this gesture when the teacher was listening the answer of this question. His left leg was on the right thick. Afterward, both of his hands were put on his left knee)*. Thus, the teacher looked like enjoy listening the explanation of the students by doing this gesture). At last image (IG 18), The teacher was listening the answer of the question and suddenly, *He yawned at the time by using his left hand for closing his mouth*.

b. Regulators Gesture (RG)

Based on the explanation above, Regulator gesture is abbreviated with (RG) by the researcher that dealing with that serve to control turn-taking and other procedural aspects of interpersonal communication. Turn-taking in conversations is guided by transition signals. The researcher took an image about Regulator Gesture as follow:



Extract 7

The image above was taken on May 8, 2015 at 09:00 until 10:30 am at English Department of Language and Literature Faculty of Makassar State University. At the time, The teacher did transitional signal to the students as a turn-taking. After the teacher give a question, *he moved his right*

hand forward as a sign in giving the student chance to answer the question.

c. Emblems Gesture (EG)

As the previous explanation about Emblem Gesture, this term regarding with nonverbal behaviors that can be translated into words and that are used intentionally to transfer a message cause these gestures can substitute words, their meaning is widely understood within a culture and the meaning of these emblems are quite different in another country. The researcher abbreviated this term with (EG). Furthermore, the researcher has taken an image that can be showed below:

(EG 1)



Extract 8

This image was taken on May 8, 2015 at 09:00 up to 10:30 am at English Department of Language and Literature Faculty of Makassar State University. *The teacher raised his thumb up by using right hand after listening the answer of the students and his left leg was on the right thick. At the time he said that@good....thank you.*

d. Affect Display (AD)

The Affect Display that is abbreviated by the researcher with (AD) has been explained that Affect Display dealing with 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. The images of AD can be seen as follows:

(AD 1)



(AD 2)



Extract 9

The first image (AD 1) was taken on May 8, 2015 at 09:00 up to 10.30 am at English Department of Language and Literature Faculty of Makassar State University. At the time the teacher did a facial expression with smiling, he said that *Every body in this classroom will get five points except Bahrn...* (The students were laughing at the time). *But Bahrn will get some points from mam Murni (After saying that the teacher was smiling)*. Besides, the second image (AD 2) was taken on May 15, 2015 at 09:00 until 10:30 am when the teacher did a mid test. At first, the teacher asked about friendship but afterwards the teacher asked like this *do you like him?* Yes (the students' answer) *do you think he also like you?* Yes, because he always keep me (the students' answer). After the students answered his question, **he was smiling directly while touching the paper in front of him.**

Based on the result above, the researcher illustrates the result of data collection that taken from the teacher of speaking skill in the classroom at the fourth semester students of English Department, Language and Literature Faculty of Makassar State University. In this Part, Ekman and Friesen (1969) divide the gesture into four types which is very important for effective communication, they are illustrators gesture, regulators gesture, emblems and the last is affect display.

a. Illustrators Gesture (IG)

Most individuals 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. 'It is possible that L2 learners' gestures reflect their attempts to reduce the processing load of keeping words, grammar, and the relationships between entities in mind at the same time as planning what to say next. In this sense, gestures may help learners to keep talking' (Gullberg 2008: 293). 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 results of illustrators gesture above, (See IG 1 till IG 17 or extract 1 up to extract 6) Most of the lecturers' gesture wether in learning teaching proces or in conducting a mid test to the students in the classroom, he always uses his natural hand in representing his speech.

Based on extract 1 above, when the lecturer 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. Moskowitz (1976) Although researchers have long claimed that teachers' gestures enhance second language instruction for learners. same with in giving question he also raises his hand but this time he uses his left hand parallel with his arm. Besides, when the lecturer forget something and make a small mistake, reflexively he puts his left hand to his neck.

As the result of extract 2 above, the lecturer still using his natural hand that accompany speech. Knapp and Hall (2006) discuss several ways that nonverbal messages function in conjunction with the verbal ones. Nonverbal behavior substitutes, complements, accents, regulates, and contradicts the spoken message. It can be seen in IG 5, he uses his right hand and accompanied by speech to use a conjunction (after that) two times. Similar with IG 4 and IG 6 when the lecturer waits for responding by his students' answer, he always uses his hand wether left or right hand depend on what hand that used before to be put in his head, neck and mouth as a characteristic of the gesture of this lecture while teaching English in the classroom.

Similarly, the next extract starts from extract 3 untill extract 6, by and by the teacher used his natural hand as his body language or gesture while teaching English. Pozzer-Ardenghi and Roth (2007) have recently studied teacher-student interactions during high school biology lessons and found that for many concepts, hand gestures provided additional clarifying input for students. They reasoned that hand gestures and other visual aids might help students who are struggling with advanced concepts that are not easily represented and taught through speech alone and Gullberg (2006) outlined several reasons why hand gestures may be a crucial tool in helping struggling learners master a new language. It can be seen above (IG 8, IG 9, IG 10, IG 3) the lecturer is using his natural hand again but he uses it in pointing something, IG 8 image is pointing the wrist watch in the left hand to show the time is already over while IG 9 and IG 3 is pointing toward the students to ask the list attendance of the students wether already go around or not and IG 3 to ask the students about their activity before he comes whereas IG 10 is pointing the English office to tell the activity there before coming to the classroom. Furthermore, the use of natural hand in pointing something often used by this lecturer in teaching English in the classroom.

On the other hand, the using of natural hand gesture also employed by the lecturer while the lecturer was sitting to

conduct mid test in the classroom (It can be seen from IG 12 up to IG 17). There are two images above (It can be seen in IG 13 and IG 14), the lecturer used both of his hand to give more explanation about the previous question in order the students more understand the main point of the question whereas the others images (It can be seen in IG 15, IG 16, IG 17 and IG 18) there were many gestures that employed by the lecturer while listening the answer of the students, He puts both of his hand behind his head and lean on the chair (See IG 15), He also used his right hand to fix the place of wrist watch but he did it a glance approximately just three seconds (See IG 16). Besides, the lecturer enjoyed listening by putting his left leg on the right thick. Afterward, both of his hands were put on his left knee (See IG 17). At last (See IG 18) He is yawning by using his left hand for closing his mouth. We can conclude that there were many gestures that can occur wether deliberately or undeliberately while listening someone in the classroom.

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 type also can control turn-taking in conversations is guided by transition signals. Based on the data collection above the researcher has found an image about regulators gesture to show the transition signal in communication (See RG 1). After giving the question, the leturer directly moves his right hand forward as a sign in giving the student chance to answer the question. It proves that the teacher has done a transition signal in interacting with his student.

Based on the extract 8 above, the researcher has found an image also reagarding with emblem gesture (EG). It can be seen in EG 1, the lecturer gives a praise to his students by saying good...thank you at the same time the teacher raised his thumb up by using right hand after listening the answer of the students. Ekman (1969) said that Thumbs-up in the United States this gesture means "all right", but it can have a totally different meaning in other countries. In a communication process you have to be aware of these cultural differences. In many countries throughout Europe "Thumbs-up" is an insulting gesture, standing for "up yours...". The last extract is dealing with affect display, the researcher has found two images based on the extract 9 above. The affect display is behavior that express emotion such us smiling, laughing or crying. But, this time the researcher just found smiling image by the lecturer (See AD 1 and AD 2) because laughing and crying in teaching in the classroom is so difficult to be done in teaching and learning process in the classroom.

5. Conclusion

Teachers' gesture in teaching EFL at the fourth semester students of Language and Literature Faculty of English Department of Makassar State University regarding with the types of gesture, they are illustrators gesture, regulators gesture, emblems and affect display. Based on discussion and data collection, the researcher wants to draw two conclusions in answering the research question above. They are as follows:

- a) The teacher used all of the types of gestures that classified by Ekman & Friesen (1969) in teaching EFL classroom. The researcher found 18 images which were identified as illustrators gesture, 1 image which was identified as regulators gesture and also 1 image for emblems and two images which were identified as affect display.
- b) Based on the conclusion number one above, the gesture dominantly used by the teacher in teaching EFL classroom was Illustrators gesture dealing with the using of natural hand and body gestures that accompany speech.

6. Suggestion

Related to discussion above, the researcher wants to pose some suggestions are as follows:

- a) The teacher should use non-verbal communication notably gesture in teaching and learning process in order to the students more understand what the teacher's purpose and intention as well as what the teacher has said while teaching EFL in the classroom
- b) The teacher should be careful with the gesture that is employed in the classroom because it can be imitated by the students.
- c) The teacher should use affect display gesture such us smiling as much as possible in the classroom in order the students feel comfortable, enjoyable, enthusiastic in following the learning and teaching process.

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