

CHAPTER I

INTRODUCTION

This chapter consists of some section. They are background of the problem, setting of the research, limitation of the research, formulation of the research, purpose of the research, significance of the research, and definition of the key terms. The researcher will discuss all of the contents that have been explained above.

A. Background of the Research

English is one of international languages. This language is used all over the world. But, in Indonesian English is becoming foreign language. English as foreign languages is taught in all of the various levels of education in Indonesia, starting from elementary school, junior high school, senior high school, and also at university. In learning English, there are four skills, those are speaking, listening, writing and reading skills (Crandall, 1989). These four skills must be understood by the students so they can learn these skills more easily.

Communication is important for everybody because they need to communicate to one another. Students also need communication to communicate with others in the classroom. According to Everett M. Rogers and D. Lawrence Kincaid (in Cangara, 2009: 20), "Communication is a process of two people or more which is formatted or exchanging information one another, it will occur a deep mutual understanding." Communication is conveying of ideas, though, feelings, and attitude both verbally and nonverbally. We know that the process of

communication is divided into two there are verbal communication and nonverbal communication. Verbal communication is a medium for communication that entails talking using the spoken word, such as talking face-to-face, on a telephone, or as a speech, while nonverbal communication is a medium for communication that entails using cues via body language to convey message content. Communication verbally means speaking. Everybody will speak when communicating with other people. Humans have capability for communicating using their body movements as a symbol or a signal while speaking. Henry H. Calero explains that for thousands of years, mankind has used wordless messages to communicate, thoughts, attitudes, ideas, and emotions, by using gestures, posture, facial expressions, sounds, and symbols (2005). Nonverbal communication is a type of communication which is delivered without uttering words. Zoric, Smid et al. (2007) defined nonverbal communication as all the aspects of message exchange without the use of words (as cited in, Barry, 2011). It mostly includes gestures, facial expression, body movement, posture, pitch of voice and some others.

Speaking is one of the basic skills that must be mastered by the students in learning the language, because from speaking activity, the students can express their ideas, opinion and information. According to Richard and Renandya (2002), speaking is one of the central elements of communication. In English teaching, speaking needs special attention and instruction. Speaking is an oral activity in producing sound that expression, opinion and constructs the meaning. Nunan (2003) state that speaking is the productive aural or oral skill, it consists of

producing systematic verbal utterances to convey meaning. Speaking relates someone to others in changing information. According to Powers (2010) states speaking is the basic communications, so it is the most important skill among the others language skills. From the definition, speaking is one of the basic skills that very useful for us to communicate with other people. The ability to speak English well can measure the success of learning language. In speaking activity the students not only practice about the theory that they have learned, but the students also build interaction with other. Rahayu et al., (2020) states that speaking skills are described as productive skills among the four basic language skills. These skills are considered as the ultimate goal of language learning and the most basic skills to be achieved. Then, Amanda & Donal (2019) indicates that speaking shows individual skill in mastering a language. Then, (Rahayu:2015) states that speaking is a language skill or a means of communication in which one can express his ideas or information in a good logical order and master the convention mechanics of speaking (pronunciation, grammar, vocabulary, fluency, and comprehension). Therefore, speaking activities have to be mastered by students in helping them to achieve the learning goals and to communicate well. Indonesian students are the non-native speakers of English. English is considered difficult to learn. So, most of the English study program's students use body language to help them speak English in front of the class.

The students always used the gesture when they are speaking with others in speaking class. Gesture as one of the nonverbal communication can make a successful communication between the speaker and listener. By using gesture as a

companion of verbal communication will help it easier to explain information to listener and listeners also easy to get the point. It also used to avoid a misunderstanding between them. According to McNeill in Quek et al. (2002) define that gestures are an important part of human conversational interaction.

This statement shows that gesture is important in communication. However, Verderber et al (2009) state that gestures are the movements of your hands, arms, and fingers that you use to describe or to emphasize”. Based on this theory gestures are hand, arms and finger movement that people use to support the utterances in speaking. According to Knapp and Hall (2006), gesture is part of body movements and position, including the use of legs, shoulders, hands, head and limbs. Furthermore, gesture is a movement of body utilized to communicate ideas, intention and feeling. These actions are performed primarily by using arms and hands; however the face and head are also used in gesturing (Barroso, Freedman, Grand & Van Meel, 1979; Poyatos, 1981; Thomas, 1991 in Damnet, 2008). Gestures are also helping the speakers to describe the speaker’s intention to the listeners. Based on the theories above, it can be concluded that gestures are natural movements of the body, such as arms, hands, finger, which are produced spontaneously to represent the speaker’s emotion and feeling. They always appear in human speaking, when students discuss something and to solve problems probably. When the students try to speak with others in the speaking class or their activity in the classroom, they produce gesture in the explanation. So it can conclude, that gesture is used to represent or imitate something in delivering ideas.

Based on the observation in second semester English Study Program in teaching and learning process, especially in speaking class, the researcher want to know about the gestures performed by the second semester students of the English study program. In this observation, there are many students use a gesture to help them speak English or help them to interact with others people in the classroom. Because gesture is important in their communication and gesture also helps them to describe the speaker's intention to the listener. Based on the difficulties above, the events that occur in the classroom, it can also occur in the teaching and learning process in class, between lecturers and students. It is caused the students use the gesture to respond to their lecturers' performance. Based on the explanation above, in this paper the researcher takes the title: *Gesture Performance In Speaking Practice By The Second Semester Students Of English Study Program University Of Pasir Pengaraian*

B. Setting of The Research

Based on the explanation above, the researcher can take the conclusion. There were the students used gesture and facial expression in teaching and learning process especially in speaking. In this observation, there are many students use a gesture to help them speak English to communicate with others and their lecturer. The students also used facial expression when their lecturer provided a task to convey them when speaking. That is where the researcher wants to know about the gesture used and the function of the gesture itself by the students when speaking.

C. Limitation of The Research

There some problem that researcher found in this research. But the researcher will limit them on *Gesture Performance In Speaking Practice By The Second Semester Students Of English Study Program University Of Pasir Pengaraian*.

D. Formulation of The Research

Based on the limitation of the problem above, the problem of this research can be formulated in the following question:

1. What kinds of the gestures used by the second semester students English Study Program University of Pasir Pengaraian in their speaking practice?
2. What the functions of the gesture that they used in their speaking practice?

E. Purpose of The Research

Based on the problems that have already told above, the researcher want to:

1. To find out the kinds the gestures are the students used and
2. To find the functions of the gesture in their speaking activity.

F. Significance of The Research

By doing the research, the researcher expects to give contribution to students and further researcher:

1. Readers

The students will know about nonverbal communication and body language, especially about gestures. Students will easily understand what type of gesture that is usually used by people when speaking. Then, students will be motivated in teaching and learning process especially in speaking.

2. Further Researcher

The research can be used as the references to the researchers who conduct the similar studies. And this research could be useful for the readers to get information about what type of gesture that usually used by the people in speaking.

G. Definition of The Key Terms

a. Gesture

According to Knapp and Hall (2006), gesture is part of body movements and position, including the use of legs, shoulders, hands, head and limbs. Furthermore, gesture is a movement of body utilized to communicate ideas, intention and feeling.

According to McNeill in Quek et al. (2002) define that gestures are an important part of human conversational interaction. This statement shows that gesture is important in communication. However, according to Verderber et al (2009:44) state that gestures are the movements of your hands, arms, and fingers that you use to describe or to emphasize”.

b. Speaking

According to Nunan (2003) state that speaking is the productive aural or oral skill, it consists of producing systematic verbal utterances to convey meaning. Speaking relates someone to others in changing information.

According Richard and Renandya (2002), speaking is one of the central elements of communication. In English teaching, speaking needs special attention and instruction.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses about the review of the related literature. It consists of review of related theories of gestures and facial expression in speaking. In this chapter, the researcher compared the previous research and journals which took gesture and facial expression in speaking as their variable of the research, then to find out the differences between this research and other research. Conceptual framework also becomes part of this chapter.

A. Review of Related Theories

1. Non Verbal Communication

1.1 Definition Nonverbal Communication.

Nonverbal communication is a type of communication which is delivered without uttering words. According to Zoric, Smid et al. (2007) defined nonverbal communication as all the aspects of message exchange without the use of words (as cited in, Barry, 2011). It mostly includes gestures, facial expression, body movement, posture, pitch of voice and others. Body language is nonverbal communication that involves body movement. In Nonverbal communication, our human body expresses our feelings and intentions through conscious and unconscious movements and postures, accompanied by gestures, facial expressions, eye contacts and touch. Nonverbal communication includes most of the aspects of human communication except the verbal aspect. According to Doi (2009) states that nonverbal communication is the process of communication

through sending and receiving wordless (mostly visual) cues between people. It is sometimes mistakenly referred to as body language (kinesics), but nonverbal communication encompasses much more, such as use of voice (paralanguage), touch (haptic), distance (proxemics), and physical environments/appearance.

Furthermore, according to DeVito and Hecht (1990) describe nonverbal communication as “all of the messages other than words that people exchange.” In this definition, messages are seen as symbolic and therefore their use is intended.

According to Argyle (1988), in a book entitled “Nonverbal Communication” by Mrs. P. Sooriya (2017), there are five primary functions of nonverbal bodily behaviour in human communication:

- a. To express emotions,
- b. To express interpersonal attitudes,
- c. To accompany speech in managing the cues of interaction between speakers and listeners,
- d. Self-presentation of one’s personality,
- e. Rituals (greetings).

Humans use nonverbal communication because:

- a. Words have limitations: There are numerous areas where nonverbal communication is more effective than verbal (when explaining the shape, directions, personalities are expressed nonverbally)
- b. Nonverbal signals are powerful: Nonverbal cues primarily express inner feelings (verbal messages deal basically with the outside world).

- c. Nonverbal message is likely to be more genuine because nonverbal behaviours cannot be controlled as easily as spoken words.
- d. Nonverbal signals can express feelings inappropriate to state: Social etiquette limits what can be said, but nonverbal cues can communicate thoughts.
- e. A separate communication channel is necessary to help send complex messages: A speaker can add enormously to the complexity of the verbal message through simple nonverbal signals.

1.2 The Functions of Nonverbal Communication

Nonverbal communication, in fact constitutes most of what we intend to communicate. According to Capper (2000) in an Ali Bicki journal that entitle “*An Observation of Nonverbal Immediacy Behaviors of Native and Nonnative Lecturers*” (2008), said that the functions of nonverbal communication are followed:

- a. **Regulatory function:** When we engage in conversation with people of different linguistic, sociocultural etc. backgrounds, keeping the conversation on track requires lots of effort. Nonverbal clues serve a great deal here to regulate conversational behaviour.
- b. **Interpersonal function:** Nonverbal communication serves to express attitudes and emotions in interpersonal relations (also known as 'affect displays').
- c. **Emblematic function:** Largely the use of gestures to convey a specific message.

- d. *Illustrative function*: Nonverbal communication used to indicate size, shape, distance, etc.
- e. *Adaptive function*: Used as a means of reassurance, self-comforting; often involving unconscious acts such as playing with hair, beard stroking, playing with a pencil or cigarette, etc.

1.3 The Characteristics of Nonverbal Communication

Nonverbal communication has some characteristics that should be recognized to help people do the appropriate non-verbal signs in communication. According to Liliweri (1994, P.98-100), there are 4 main characteristics of non-verbal communication. They are:

- a. Every person cannot avoid communication, especially non-verbal communication
- b. Nonverbal communication expresses feeling and emotion
- c. Nonverbal communication conveys more explanation of verbal communication
- d. Sometime nonverbal communication is more reliant than verbal communication in human relations

1.4 Types of Nonverbal Communication

Nonverbal communication has a very wide range in the process of communication between humans. Different with verbal communication that very dependent with the use of the word as the code to transfer messages, nonverbal communication has more channel as the medium to transfer the message.

There are so many opinions about the types of nonverbal communication. According to Knapp and Tubbs in (Liliweri: 1994, P.112-113) stated that there are 7 types of nonverbal communication, they are kinesics, physical characteristic, body contact, paralinguistic, proxemics, artifacts, and environmental factors. In more simple point, according Barker and Collins in (Liliweri: 1994, P. 113-114) divide non-verbal communication into 4 types, they are communication atmosphere, self-expression elements, gesture, and paralinguistic. On the other point of view, Sugiarto (2013, P.1) says that non-verbal in public speaking can divided into 8 types. They are body, visual aids, silence, sounds, reaction, listening and the stage.

According to K. Cherry (2014) in Athens Journal of Philology by Mária Bujalková and Petra Zrníková (2016), they are several types of nonverbal communication:

a. Facial expression

Facial expressions are responsible for a huge proportion of nonverbal communication. Consider how much information can be conveyed with a smile or a frown. While nonverbal communication and behavior can vary dramatically between cultures, the facial expressions for happiness, sadness, anger and fear are similar throughout the world.

b. Gestures

Deliberate movements and signals are an important way to communicate meaning without words. Common gestures include waving, pointing, and using

fingers to indicate numeric amounts. Other gestures are arbitrary and related to culture.

c. Para-linguistics

Para-linguistics refers to vocal communication that is separate from actual languages. This includes factors such as tone of voice, loudness, inflection and pitch. Consider the powerful effect that tone of voice can have on the meaning of a sentence. When something is said in a strong tone of voice, listeners might interpret approval and enthusiasm. The same words said in a hesitant tone of voice might convey disapproval and a lack of interest.

d. Body movements and posture

Posture and movement can also convey a great deal of information. While these nonverbal behaviors can indicate feelings and attitudes, research suggests that body language is far more subtle and less definitive than previously believed.

e. Proxemics

People often refer to their need for "personal space", which is also an important type of nonverbal communication. The amount of distance we need and the amount of space we perceive as belonging to us, is influenced by a number of factors including social norms, situational factors, personality characteristics and level of familiarity.

f. Eye Gaze

Looking, staring and blinking can also be important nonverbal behavior. When people encounter others or things that they like their rate, of blinking

increases and their pupils dilate. Looking at another person can indicate a range of emotions, including hostility, interest and attraction.

g. Haptics

Communicating through touch is another important nonverbal behavior. There has been a substantial amount of research on the importance of touch in infancy and early childhood. Touch can be used to communicate affection, familiarity, sympathy and other emotions.

h. Appearance

Our choice of color, clothing, hairstyles and other factors affecting appearance are also considered a means of nonverbal communication. Research on color psychology has demonstrated that different color can evoke different moods. Appearance can also alter physiological reactions, judgments and interpretations. Subtle judgements can be made about someone based on his or her appearance. These first impressions are important, which is why experts suggest that job seekers dress appropriately for interviews with potential employers.

2. Gesture

2.1 Definitions of gesture

Gestures are one of the types of nonverbal communication. Gestures include movement of the hands, face, or other parts of the body. The students always used the gesture when they are speaking with others in speaking class. By using the gesture, it can make a successful communication between the speaker and listener. By using gesture as a companion of verbal communication will help

it easier to explain information to listener and listeners also easy to get the point. It also used to avoid a misunderstanding between them. According to McNeill in Quek et al. (2002) define that gestures are an important part of human conversational interaction. This statement shows that gesture is important in communication. However, Verderber et al (2009) state that gestures are the movements of your hands, arms, and finger that you use to describe or to emphasize". Based on this theory gestures are hand, arms and finger movement that people use to support the utterances in speaking. According to Knapp and Hall (2006), gesture is part of body movements and position, including the use of legs, shoulders, hands, head and limbs. Furthermore, gesture is a movement of body utilized to communicate ideas, intention and feeling. These actions are performed primarily by using arms and hands; however the face and head are also used in gesturing (Barroso, Freedman, Grand & Van Meel, 1979; Poyatos, 1981; Thomas, 1991 in Damnet, 2008).

Gestures are also helping the speakers to describe the speaker's intention to the listeners. Based on the theories above, it can be concluded that gestures are natural movements of body, such as arms, hands, finger, which are produced spontaneously to represent the speaker's emotion and feeling. They always appear in human speaking, when students discuss something and to solve problems probably. When the students try to speak with others in the speaking class or their activity in the classroom, they produce gesture in the explanation. So it can concluded, that gesture is used to represent or imitate something in delivering ideas.

2.2 The Different Between Gesture and Body Language

Gesture and body language are part of daily activities which cannot be separated. Actually, both of them are different. Gesture used to refer to any of a variety of movements including movement of hands and arms, adjustment of posture, the touching of oneself (e.g., stroking one's hair), various (nervous) ticks, and other fiddling movements- that people use while talking (Kendon,1996). Some experts defined the differences, both gesture and body language. Ekman and Friesen (1969) classified nonverbal behavior into five categories: affect displays, regulators, adaptors emblems and illustrators.

First two types of this classification do not necessarily involve hand movements. The classifications of nonverbal behavior/communication are:

- A. *Affect displays*** are primarily centered in the facial expression. They are defined as the mimic muscle movements associated with primary emotions as disgust, anger, sadness, etc.
- B. *Regulators*** are hand movements or slight changes in the body made to facilitate a turn taking. They aim to maintain the back and forth nature of speaking and listening between interlocutors. These types of gestures show the speaker to continue, repeat, elaborate, hurry up, talk, etc. A typical regulator is a head nod, that is equivalent to the verbal.
- C. *Adaptors*** are hand movements that are maintained by habits, for example, smoothing hair, pushing the glasses up on the nose, holding one's chin. Normally, they are produced with no intent of communication and a speaker has limited awareness of gesturing.

D. Emblems. Emblems, however, have no tight alignment of speech, they can be easily produced without speech, as they are widely produced at places when the verbal communication is prevented, for example, by loud music, distance or agreement between speakers. They are nonverbal acts which have a direct verbal translation or dictionary definition. It can be a word or two or even a phrase. The definition of an emblem is known by a group, class or culture, because emblems are established forms that transmit their meaning even produced without any utterance. As emblems we can consider ‘thumbs up’ or ‘OK’ sign.

E. Illustrators are defined as movements, directly tied to speech, that serve to underscore what is communicated verbally. Illustrators are intimately interrelated with the concomitant verbal behavior on a moment-to-moment basis and they are directly tied to content, inflection and loudness. This type of gesture repeats, substitute, contradict or argument the information that has been provided verbally. Illustrators are informative like emblems, but the one who produces emblems is less aware of them in comparison to producing emblems.

2.3 The Types of Gesture

A. Type of gesture by Ekman and Friesen (1969)

Ekman and Friesen (1969) classified nonverbal behavior into five categories: affect displays, regulators, adaptors emblems and illustrators. First two types of this classification do not necessarily involve hand movements. The classifications of nonverbal behavior/communication are:

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- c. Adaptors* are hand movements that are maintained by habits, for example, smoothing hair, pushing the glasses up on the nose, holding one's chin. Normally, they are produced with no intent of communication and a speaker has limited awareness of gesturing.
- d. Emblems.* Emblems, however, have no tight alignment of speech, they can be easily produced without speech, as they are widely produced at places when the verbal communication is prevented, for example, by loud music, distance or agreement between speakers. They are nonverbal acts which have a direct verbal translation or dictionary definition. It can be a word or two or even a phrase. The definition of an emblem is known by a group, class or culture, because emblems are established forms that transmit their meaning even produced without any utterance. As emblems we can consider 'thumbs up' or 'OK' sign.
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interrelated with the concomitant verbal behavior on a moment-to-moment basis and they are directly tied to content, inflection and loudness. This type of gesture repeats, substitute, contradict or argument the information that has been provided verbally. Illustrators are informative like emblems, but the one who produces emblems is less aware of them in comparison to producing emblems.

B. Type of gesture by McNeill (1992)

According to McNeill (1992) and Based on Adam Kendon's work (1988), Kendon's Continuum has been elaborated by David McNeill (1992 and 2000). They classify gesture movements into five major categories, as follow:

- a. Iconic gesture** refers to concrete event, object, action that is also referred to in speech at the same time. Iconic gestures or *illustrators* are closely related to speech, illustrating what is being said, painting with the hands. For example when a person illustrates a physical item by using the hands to show how big or small it is. Iconic gestures are different from other gestures in that they are used to show physical, concrete items. Iconic gestures are useful as they add detail to the mental image that the person is trying convey. They also show the first person or second person viewpoint that the person is taking. The timing of iconic gestures in synchronization with speech can show you whether they are unconscious or are being deliberately added for conscious effect. In an unconscious usage, the preparation for the gesture will start *before* the words are said, whilst in conscious usage, there is a small lag between words and gesture

(which can make the speaker appear manipulative). *For example*: making a throwing movement when talking about throwing something, and when a person illustrates a physical item by using the hands to show how big or small it is.

b. Metaphoric gestures is similar to iconic in that they present imagery, but present an image of an abstract concept, such as knowledge, language itself, the genre of the narrative. Metaphors are, therefore, intrinsically more complex than iconic. When using metaphoric gestures, a concept is being explained. Gestures are in three-dimensional space and are used to shape and idea being explained, either with specific shapes such as finger pinches and physical shaping, or more general waving of hands that symbolizes the complexity of what is being explained. *For example*: when we speak, saying “next, we went,....” and accompanying that sentence with swipe of the hand to the left.

c. Deictic gestures are pointing movement, which are prototypically performed with the pointing finger, although any extensible object or body part can be used, including the head, nose, or chin, as well as manipulated artifacts. Deictic gestures refer to things by pointing with the hand, the finger, the chin, etc. They can be either concrete pointing to someone, something or somewhere. But it can also be abstract pointing when referring to something/someone absent or a place or even a moment in time. Abstract deictic can be shaped by cultural characteristics as geographical and time references differ between languages and cultures.

For example: someone may point off into the distance to reference, a place or time, like when one says “your glasses are here on the table” while point towards the table and the glasses.

- d. **Beats gesture** are defined as movement that do not present a discernible meaning, and they can be recognized positively in terms of their prototypical movement characteristic they are typically biphasic (two movement components), small, low energy, rapid flicks, of the fingers or hand; they lack a special gesture space, and are performed indeed wherever the hands happen to find themselves, including rest position (the lap, next to cheek). The beats are hand movements that emphasize the spoken discourse itself, the function of speech, and convey minimal or no extra information. *For example:* up and down or back and forth hand movements that coincide with spoken clauses, breaks, or instance ends.
- e. **Emblems**, Emblems are conventionalized gestures used in a specific community, they have a defined meaning. For instance, the thumb up meaning OK in some countries such as the USA or the forefinger pulling down the skin under the eye and which means in the French culture: I don't believe it (“Mon oeil”). Emblems are most of the time associated with a fixed expression, but can be used without speech.

C. Type of gesture by Kendon continuum

Based on Adam Kendon's work (1988), Kendon's Continuum has been elaborated by David McNeill (1992 and 2000). McNeill placed on a continuum four kinds of gestures: gesticulation, pantomime, emblems and sign language.

a. Gesticulation

Gesticulation refers to “idiosyncratic spontaneous movements of the hands and arms accompanying speech” (McNeill, 1992: 37), they are also called co-speech gestures and will be detailed below.

b. Pantomime

Pantomime is used to define those gestures that mime an action or an object, a profession, etc. and that are mainly used when it is impossible to speak (because of the noise, distance, need to be discreet...) or in games of miming.

c. Emblems

Emblems are conventionalised gestures used in a specific community, they have a defined meaning. For instance, the thumb up meaning OK in some countries such as the USA or the forefinger pulling down the skin under the eye and which means in the French culture: I don't believe it (“Mon oeil”). Emblems are most of the time associated with a fixed expression, but can be used without speech.

d. Sign language

Sign languages are “full-fledged linguistic systems with segmentation, compositionality, a lexicon, a syntax, distinctiveness, arbitrariness, standards of well-formedness, and a community of users” (McNeill, 1992:38). Indeed, sign languages (no matter if they are languages used by the deaf or ritual and cultural languages used by the North American Plain Indians or by Central Australia Aborigines, for instance) are languages of their own and are mainly used without speech.

D. Type of gesture by Toastmasters (2011:10)

According to Toastmasters, (2011:10) states that there are four types of gestures as follow; *descriptive gesture, emphatic gesture, suggestive gesture, prompting gesture.*

a. Descriptive gestures

Clarify or enhance a verbal message. They help the audience understand comparisons and contrasts, and visualize the size, shape, movement, location, function, and number of objects.

b. Emphatic gestures

Underscore what's being said. They indicate earnestness and conviction. For example, a clenched fist suggests strong feeling, such as anger or determination

c. Suggestive gestures

Suggestive gesture is symbols of ideas and emotion. They help a speaker create a desired mood or express a particular thought. An open palm suggests giving or receiving, usually of an idea, while a shrug of the shoulders indicates ignorance, perplexity, or irony.

d. Prompting gestures

Prompting gestures are used to help evoke a desired response from the audience. If you want listeners to raise their hands, applaud, or perform some specific action, you'll enhance the response by doing it yourself as an example.

Based on all of these theories, it can be concluded that gestures is very important in students speaking presentation, because gesture have many functions in speaking such as gesture can be used to emphasize speakers' explanation, to

represent something, to make the explanation clearly and understandable for the students and also can improve the speakers performance in presenting. However, every type of gesture has a specific function on gesture production.

2.4 The Function of Gesture

According to McNeill, the function of gesture are:

a. Iconic gesture

According to McNeill (1992), the iconic gesture refers to hand gestures, that represent meaning that represent meaning that is closely related to the semantic content of the segments of speech that they accompany. The functions of iconic gesture is to know the spontaneous movements of the hands that we produce while we are speaking. Example rapid hand movement up and down may indicates some action when speaking.

b. Methaporic gesture

Methaporic gesture is a visual representation of abstract ideas and categories. The function of Methaporic gesture is to put an abstract idea into a more literal concrete form. For example, making your hands into a heart shape and placing them on your chest might indicate your affection for a loved one. And when you are displaying an empty palm hand may indicate you presenting a problem.

c. Deictic gesture

Deictic gesture or pointing gesture is pretty basic connecting speech to another idea, object of location that points to the time, place, or situation in which a speaker is speaking.

d. Beat gesture

Beat gesture according to McNeill (1992), is a rapid movement of the hand, usually up and down, produced with the rhythm of the current speech. Beat gestures are gesture that does not carry any speech content. They convey non-narrative content and are more in tune with the rhythm of speech. According to Alibali et al (2001), beat gestures are used regardless of whether the speaker could see the listener or not. The function of beat gesture has accentuated the topic that is being conveyed without directly referring the topic, emphasizing certain words and phrases during speech. Basically, these just keep the rhythm of speech, and they convey no semantic content what's over.

3. Speaking

3.1 Definitions of Speaking

Speaking is an important skill that students must have to master because through speaking students can communicate, share information, knowledge or idea. It is active of language use to express the meaning in order to get the response. According to Nunan (2003) state that speaking is the productive aural or oral skill, it consists of producing systematic verbal utterances to convey meaning. Speaking relates someone to others in changing information. According Richard and Renandya (2002), speaking is one of the central elements of communication. In English teaching, speaking needs special attention and instruction. Rahayu et al., (2020) states that speaking skills are described as productive skills among the four basic language skills. These skills are considered as the ultimate goal of language learning and the most basic skills to be achieved. Then, Amanda &

Donal (2019) indicates that speaking shows individual skill in mastering a language. Then, (Rahayu:2015) states that speaking is a language skill or a means of communication in which one can express his ideas or information in a good logical order and master the convention mechanics of speaking (pronunciation, grammar, vocabulary, fluency, and comprehension).

According to Tarigan (1981), speaking is a form of human behavior that utilizes very intense physical, psychological, neurological, semantic and linguistic factors. Furthermore Tarigan (1986) argues that speaking is the ability of a person to pronounce articulation sounds or words that aim to express, express and convey the thoughts, ideas and feelings of the person. It can be said that speaking as the activity to share the ideas and feeling to get a response from the other person by speaking the language. In performance, the students should confident to speak fluently. Brown (2001) cites that when someone can speak a language, it means that he can carry on a conversation reasonably competently. In addition, he states that the benchmark of successful acquisition of language is almost always the demonstration of an ability to accomplish pragmatic goals through an interactive discourse with other language speakers.

While Brown and Yule in Nunan (1989) argue that speech is to use an oral language consisting of a short, incomplete or fragmented utterance in the sphere of pronunciation. The pronunciation is closely related to the reciprocal relationship made between one speaker and the listener. Meanwhile, according to Djago Tarigan (1995) speaking is a skill to convey the message through spoken language. The link between the message and the spoken language as the medium

of delivery is very heavy. The message received by the listener is not in the original form, but in another form that is the sound of language. The listener then tries to divert the message in the form of the language into its original form. Speaking requires that learners not only know how to produce specific points of language such as grammar, pronunciation, or vocabulary (*linguistic competence*), but also that they understand when, why, and in what ways to produce language (*sociolinguistic competence*). Nawshin (2009) states that speaking is a productive skill. There are two important aspects of speaking. They are accuracy and fluency. Accuracy is the extent to which students' speech matches what people actually say when they use the target language. Besides, fluency is the extent to which speakers use the language quickly and confidently, with few hesitations, unnatural pauses, false starts, word searches, etc.

Finally, speech has its own skills, structures, and conventions different from written language (Burns & Joyce, 1997; Carter & McCarthy, 1995; Cohen, 1996). A good speaker synthesizes this array of skills and knowledge to succeed in a given speech act. According to Nunan (1989) successful oral communication involves:

- 1) The ability to articulate phonological features of the language comprehensibly
- 2) Mastery of stress, rhythm, intonation patterns
- 3) An acceptable degree of fluency
- 4) Transactional and interpersonal skills
- 5) Skills in taking short and long speaking turns

- 6) Skills in the management of interaction
- 7) Skills in negotiating meaning
- 8) Conversational listening skills (successful conversations require good listeners as well as good speakers)
- 9) Skills in knowing about and negotiating purposes for conversations
- 10) Using appropriate conversational formulae and fillers

Therefore, speaking skill basically is an activity having a conversation with others. It is important to pay attention to several things when speaking, such as accuracy, fluency and others successful oral communication factors.

3.2 The Aspects of Speaking Skill

1. Pronunciation

Pronunciation is the way for students to produce clearer language when they are speaking. It means that the student can communicate effectively when they have good pronunciation and intonation even though they have limited vocabulary and grammar. Pronunciation refers to the traditional or customary utterance of words. With that statement can be concluded that pronunciation is the way for students to produce the uttered words clearly when they are speaking (Kline, 2001). English pronunciation does not amount to mastery of a list of sounds or isolated words. Moreover, pronunciation includes all those aspects of speech which make for an easily intelligible flow of speech, including segmental articulation, rhythm, intonation and phrasing, and more peripherally even gesture, body language and eye contact (Fraser, 2001). Based on the statement above can be concluded that Pronunciation includes many aspects that include articulation,

rhythm, intonation and phrasing, and more peripherally even gesture, body language and eye contact.

2. Grammar

Grammar is needed for the students to arrange correct sentences in conversation both in written and oral forms. Grammar is defined as a systematic way of accounting for and predicting an ideal speaker's or hearer's knowledge of the language. This is done by a set of rules or principles that can be used to generate all well formed or grammatical utterances in the language (Purpura, 2004). Moreover, the other definition of grammar stated by Greenbaum and Nelson (2002) argues that Grammar refers to the set of rules that allow us to combine words in our language into larger units. Thus, from the statement above can be concluded that grammar is a rule that is needed for the students to combine correct sentences in conversation both in written and oral forms. Grammar refers to the fundamental principles and the structure of the language, including clear and correct sentence construction and the proper forms of words (Batko, 2004).

3. Vocabulary

Vocabulary is essential for successful second language use because without an extensive vocabulary, we will be unable to use the structure and function we may have learnt for comprehensible communicative. It can be said that one key the success in communicative, which is the power of words. Vocabulary means the appropriate diction or the most important thing in a language, especially in speaking; furthermore, knowing many vocabularies we

will be easier to express our ideas, feeling and thoughts both in oral or written form. In spoken language, the vocabulary tends to be familiar and everyday (Turk, 2003). It means that in spoken language or speaking, the vocabulary used must be very familiar and it is used in everyday conversation in order to understand the spoken discourse. Vocabulary is a basic building block of language learning. Students need to know words, their meanings, how they are spelled and how they are pronounced. Thus, when teaching vocabulary, the teachers have to make sure that they explain the meaning as well as the spelling and pronunciation. Vocabulary is the knowledge of the meanings of words. What complicates this definition is the fact that words come in at least two forms: oral and written

4. Fluency

Fluency is defined as the ability to speak communicatively, fluently and accurately. Fluency usually refers to expressing oral language freely without interruption. In teaching and learning process, if the teacher wants to check students' fluency, the teacher allows students to express themselves freely without interruption. The aim is to help students speak fluently and with ease. The teacher does not correct immediately, whereas the idea being that too much correction interferes with the flow of conversation (Pollard, 2008).

5. Comprehension

Comprehension is an ability to perceive and process stretches of discourse, to formulate representations the meaning of sentences. Comprehension of a second language is more difficult to study since it is not; directly observable and must be inferred from overt verbal and nonverbal responses, by artificial

instruments, or by the intuition of the teacher or researcher. Comprehension refers to the fact that participants fully understand the nature of the research project, even when procedures are complicated and entail risks (Cohen et al., 2005).

6. Interactive Communication

Thornbury (2005) Interactive communication refers to the ability of a candidate to interact with the interlocutor and the other candidates by initiating and responding appropriately and at the required speed and rhythm to fulfil the task requirements. Brown (2001) The most difficulties faced by students in speaking is the interactive nature of communication. In speaking, especially when they are having a conversation they are engaging in a process of negotiation of meaning. Thus, learners usually have problems in how to say things, when to speak, and other discourse constants. Although they have difficulties in with this aspect, assessing students through the way they interact is good to train them to have natural speaking.

7. Appropriateness

Harmer (2001), the term of appropriateness is related to some variables. When people are communicating they have to see what effects to achieve the communicative purpose. Those variables are:

- a. Setting
- b. Participants
- c. Gender
- d. Channel
- e. Topic

8. Complexity

Halliday (1985) it is wrong that written language is highly organized, structured, and complex while spoken is disorganized, fragmented, and simple. Brown, Anderson, Shillock, and Yule Nunan (2004) What made speaking difficult were related to the type of information that had to be conveyed and were concerned the scale of the task and interrelationships among the different elements involved. The spoken language is complex in a different way. The complexity of the written language is static and dense, while spoken is dynamic and intricate.

4.1 Public Speaking

Public speaking is an oral presentation that is given live before an audience. According to Slagell and Amy (2012) Public speaking refers to the communication, practice of a speaker sharing ideas with an audience primarily through speech. Public speeches can cover a wide variety of different topics. The goal of the speech may be to educate, entertain, or influence the listeners. A public speaking presentation is different from an online presentation because the online presentation may be viewed and or listened to at the viewers, while a public speaking is typically limited to a specific time or place. Based on the explanation, we can conclude that public speaking is a technique to communicate or have a conversation with a group of people the purpose to transfer ideas or inform, persuade, influence, give a motivation, educate and entertain the listeners.

3.2 Types of Speaking Performance

There are several types of speaking performances that can be used in speaking class. Brown (2004) describes six categories of speaking skill area. Those six categories are as follows:

1) Imitative

This category includes the ability to practice an intonation and focusing on some particular elements of language form. That is just imitating a word, phrase or sentence. The important thing here is focusing on pronunciation. The teacher uses drilling in the teaching learning process. The reason is by using drilling, students get the opportunity to listen and to orally repeat some words.

2) Intensive

This is the students' speaking performance that is practicing some phonological and grammatical aspects of language. It usually places students doing the task in pairs (group work), for example, reading aloud that includes reading a paragraph, reading dialogue with partner in turn, reading information from chart, etc.

3) Responsive

Responsive performance includes interaction and text comprehension, but at the somewhat limited level of very short conversation, standard, greeting and small talk, simple request and comments. This is a kind of short replies to teacher or student-initiated questions or comments, giving

instructions and directions. Those replies are usually sufficient and meaningful.

4) Transactional (dialogue)

It is carried out for the purpose of conveying or exchanging specific information. For example, here is the conversation which is done in pair work.

5) Interpersonal (dialogue)

It is carried out more for the purpose of maintaining social relationships than for the transmission of facts and information. The forms of interpersonal it is carried out for the purpose of conveying or exchanging specific information. For example, here is the conversation which is done in pair work.

6) Interpersonal (dialogue)

It is carried out more for the purpose of maintaining social relationships than for the transmission of facts and information. The forms of interpersonal speaking performance are interviewed, role play, discussions, conversations and games.

7) Extensive (monologue)

Teacher gives students extended monologues in the form of oral reports, summaries, and story telling and short speeches. Based on the theory above, it can be concluded that there are some points that should be considered in assessing speaking. The students need to know at least the pronunciation, vocabularies, and

language function that they are going to use. When the students were ready and prepared for the activity, they can use the language appropriately.

3.3 Types of Speeches

According to Natasha (2017), the types of speeches are

1. Informative speech

Informative speech provides new information, new insight, or new ways of thinking about a topic. Informative speech that is meant to inform the audience.

2. Persuasive speech

The goal a persuasive speech is to influence the attitudes, beliefs, values and act of others. Unlike an informative speech, persuasive speeches are intended to influence or convince the audience to agree with a particular point of view and to take specific actions.

3. Commemorative and APT speech

Such as presenting the speaker, giving and receive prizes, commemorative speeches, eulogy, inauguration, welcoming , in exhibitions, etc.

B. Review of Related Findings

Review of related theories is a part where the research will be compared with other research. Actually, this research has many studies are related that have been done by many researchers which have some point to be observed, such us: speaking, gesture, and facial expression.

First, the research conducted by Fyrooz Binte Mohsin (Aug 6, 2015) in the thesis entitled *“Use of Gestures and Facial Expressions in Language Acquisition”* the aimed of this thesis was to compare the influence of teachers’ gesture and facial expression in language acquisition of both typical young learners and special young learners. The result of this thesis is non-verbal communication like gestures and facial expression is not only beneficial for special young learners, but also helpful for typical young learners to demonstrate verbal communication.

Second, Muhammad Naeem Butt (2011) entitled *“Impact Of Non-Verbal Communication Onstudents' Learning Outcomes”* the aimed of this thesis was to know the importance of non-verbal communication in the subject of English (Compulsory) of classes (IX-X), further it explored the impact of non-verbal communication on students' learning by observing teachers and students in classrooms and; finding out how this mechanism contributed to better learning outcomes of students.

Third, Ainun Nur Farlianti, Roslina, and Hariadi Syam (2017) in the journal entitled *“The Analysis of Gesture Used By The Students Of English Study Program In The Classroom Interaction At The University Of Sembilanbelas November, Kolaka”*. The purpose of this research is to know what kinds of gesture that used by the students in the classroom interaction and what are the functions of gesture which used by the students. They analyze what the gesture used and the function of the gesture by the students in their classroom interaction. The method that used in this research was *The Descriptive-Qualitative Method*.

The instruments that used in this research, those were observation and interview. The research participants in this research was the students of English Study Program and amounted to about 30 students, the lesson, as scheduled in the fourth semester was Speaking Class, at the University of Sembilanbelas November, Kolaka. The results of this research concluded that, there were 29 kinds of the gesture which used by the students in the classroom interaction. And the functions of gesture were used by the students was also variously. But the functions of gesture were used by the students almost all of them were same.

Fourth, is the journal from Tammy S. Gregersen from university of Northern Iowa. The title of the journal is ***“Language Learning Beyond words: incorporating body language into classroom activity.”*** The journal explains about the indispensable role of non-verbal communication in the overall communication process. It considers the interplay of body language, particularly gesture, facial expression and gaze behavior, among interlocutors and gives special consideration to the second language learner and the obstacle that can be encountered in communicating cross-culturally. Subsequently, specific activities that bring the visual and auditory channels together through video, drama and role play, and interviews are shared with the purpose of stimulating teachers’ creativity in producing their own classroom activities to raise students’ awareness of how to encode and decode the visual as well as auditory cues in communicative exchanges.

Fifth is the journal from Kristia Amanda, Suharni, Astuti Pratiwi Ramadhani, entitle ***“STUDENTS’ GESTURE IN SPEAKING***

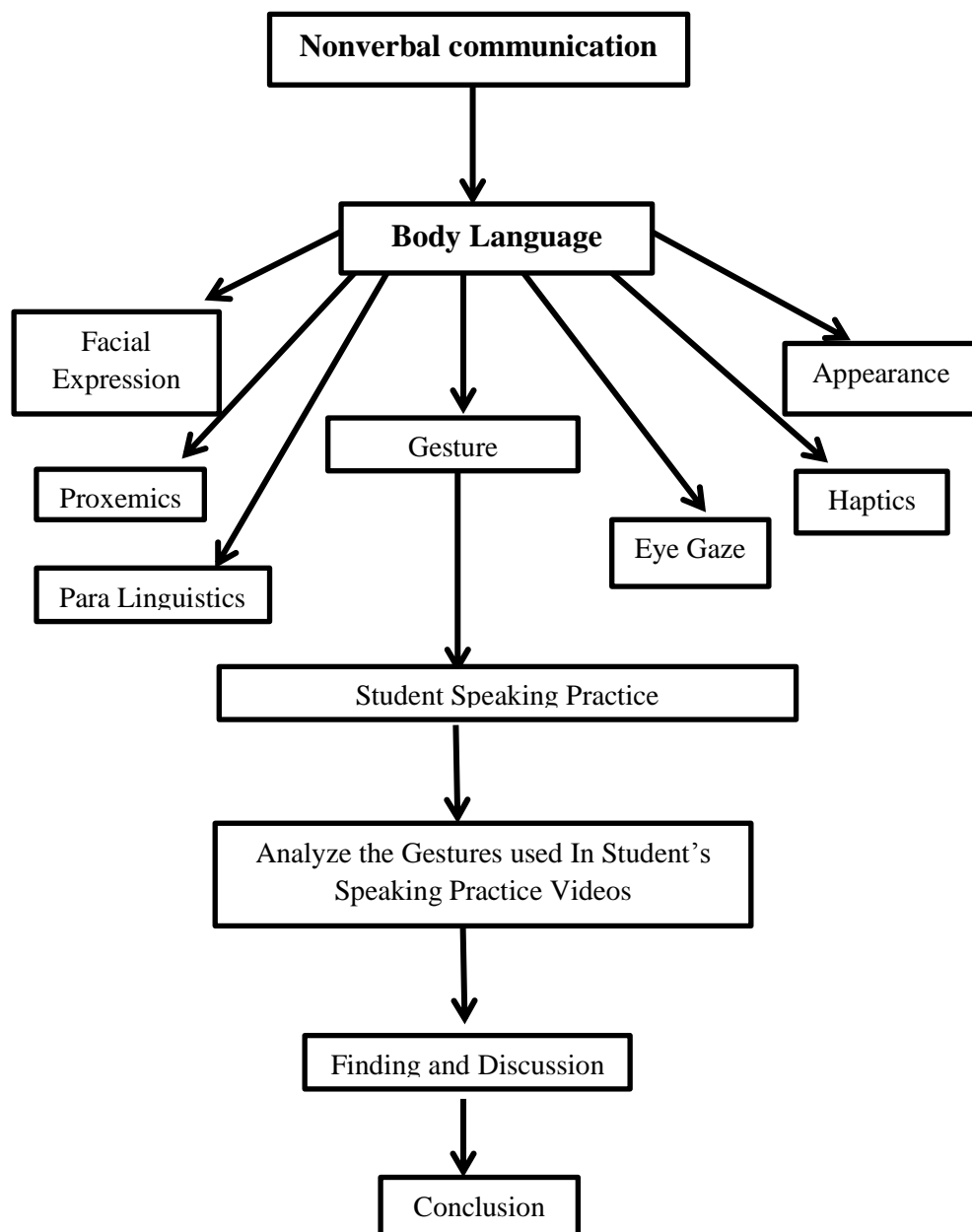
PERFORMANCE AT SMA NEGERI 1 LENGAYANG PESISIR SELATAN". This research is identifying the gesture that students used in speaking performance. The result of this research is there are a fourth type of gestures that students use when they practice to speak, there are descriptive gesture, emphatic gesture, suggestive gesture, and prompting gesture.

Sixth is the thesis from Wulandari Nur Safitri, entitle "***GESTURE TECHNIQUE IN TEACHING SPEAKING AT THE TENTH GRADE STUDENTS OF ICT CLASS OF SMA MUHAMMADIYAH 1 KARANGANYAR IN ACADEMIC YEAR 2018/ 2019***" the pupose of this research is to to describe the process of teaching and learning speaking using gesture done by the teachers, to identify the kinds of gesture used by teachers in teaching speaking and to describe the students' responses through teaching speaking skill using gesture at the first grade students of ICT class of SMA Muhammadiyah 1 Karanganyar. The researcher used the descriptive qualitative research design. It was conducted at the tenth grade of ICT class in SMA 1 Karanganyar. The subjects of the research were two women English teachers and the students of ICT class. The data were collected by using observation, interview, and document. The result of the research showed that, teacher 1 taught English Wajib. She was observed for two meetings. In the first meeting, the teacher taught about Introduction, while in the second meeting taught reviewed the previous material taught. Teacher 2 taught English Peminatan. She also observed for two meetings. In the first meeting, the teacher taught about Asking and Offering Helps. Then, in the second meeting, she taught about Telling about Indonesian Tourism Places. The English teachers

implemented 2013 curriculum. The teacher uses gesture techniques and combines with some technique or models such as discussion Group, the students' responses through gesture technique used by the teachers also showed that the students give positive responses. The gesture techniques used by teachers are Metaphoric, Deictic and Beat techniques. A teachers' gestures technique in teaching, speaking really help the teacher in explaining the material. It completes the teachers' explanations of materials taught. Teachers' gesture also makes the students of tenth grade of ICT in SMA Muhammadiyah 1 Karanganyar more enthusiastic and enjoys the teaching learning processes.

B. Conceptual Framework

In this research, the conceptual framework of the research explained how the researcher will be collected the data from the students' second semester English study program in their speaking presentation. The form of picture below will be described the conceptual framework.



Based on the picture above, the researcher try to explain the outline of this research by analyzed the gestures that the students used in their speaking presentation. In this study, the researcher uses speaking practice video from students to analyze the data. The researcher asks the students to send their speaking practice video and then the researcher will be using the theory from McNeill to find out the type and function of the gestures that they used when they practice to speak.

CHAPTER III

RESEARCH METHODOLOGY

This chapter explains the description of research methodology used in this study. It is consist of the research design, setting of the research, instrumentation of the research, procedure of the research, technique collecting the data, and technique of analyzing the data. This chapter also discusses about the population and sample of this research.

A. Research Design

In conducting the research, we need research design. Research design refers to the strategy to integrate the different components of research projects in a cohesive and coherent way. According to Creswell (2009), “research design is planned and the procedures for research to detailed methods of data collection and analysis.” According to Creswell and Plano Clark (2007,) “a research design is the procedures for collecting, analyzing, interpreting, and reporting data in research studies”. Meanwhile, according to Gray (2014), “it is the overall plan for connecting the conceptual research problems with the pertinent (and achievable) empirical research. In other words, the research design sets the procedure of the required data, the methods to be applied to collect and analyze this data, and how all of this going to answer the research question.” The research design used in this study was descriptive qualitative. The descriptive method is implemented because the data analysis is presented descriptively, the data collected in words rather than numbers. According to Sherman and Webb (1988) assume that “qualitative

research is concerned with the meaning as they appear to, or are achieved by persons in living social situations.” Meanwhile, Bogdan and Biklen (1982) state that “qualitative research is descriptive which the data is collected in the form of words or pictures rather than numbers. Data in the form of quotes from documents, field notes, and interviews or excerpts from video tapes, audiotapes, or electronic communications are used to present the findings of the study.” The researcher analyzed the kinds of gesture and the function of gesture that students’ used in their speaking presentation at second semester English Study Program University of Pasir Pengaraian.

B. Setting of The Research

This research was conducted at University of Pasir Pengaraian which located on JL.Tuanku Tambusai, Desa Rambah, Kec. Rambah Hilir. The researcher was conducted this research towards the second semester students of English Study Program.

C. Population and Sample

1. Population

A population is all the subject research. According to Arikunto (2010) population is a set or collection of all elements processing one or more attribute of interest. According to Polit and Hungler (1999) refer to the population as an aggregate or totality of all the objects, subject members that conform to a set of specifications. Meanwhile, according to Satori and Komariah (2012) population is an object or subject in the area of the research topic address and certain conditions

related to the research problem. Furthermore, according to Bluman (2009) stated that a population consists of all subjects (humans or otherwise) that are being studied. Thus, the population is all of the subject or object can be human or other related of the studied. The population in this research is the second semester students of English Study Program, University of Pasir Pengaraian in academic year 2019/2020 now they are still studying speaking 2. There were 14 students. The total population of this research can be seen in the following table:

Table 3.1 Population of The Research

No	Name of Students
1.	Arnis Marsita
2.	Dewi Ratna Sari
3	Dwi Ahlunnisa
4	Fatimah Zahara
5	Halmida
6	Lestari Anugrah
7	Mus'ab Ali Safi'i Lubis
8	Neneng Sonia
9	Resmi Ayu Lesti
10	Rizki Zahra' Rafifah
11	Rutmaida Tambunan
12	Sesti Nasution
13	Sri Bulan
14	Widya Andini

2. Sample

The sample is part of the amount and characteristics of the population. According to Sugiyono (2014) the sample is part of the number and has characteristics of the population. Sampling is the process of selecting a number of individuals in a study in such a way that the individuals represent the larger group which they were selected. The purpose of sampling is to gain information about a population; rarely is a study conducted that includes the total population of interest as subject (Gay, 1992).

In this research, the researcher was used Purposive Sampling. According to Sugiyono (2016) purposive sampling is sampling technique of data sources with certain consideration, for example, those that are considered the most knowledge about what to express. Purposive sampling means that the researcher got the samples according to the needs of the indicators in answering the research questions. The sample that should have been in this research was 23 samples, caused by Covid19, the sample of this research being 14 samples.

D. Instrumentation of the Research

In the research, the researcher needed tool to solve the problem of the research. Instrumentation of the research was very significant for collecting the data accurately. According to Gay (2012) an instrument is a test or tool used for data collection, and the instrumental section of a research plan describes the particular instrument to be used in the study. The instrument of this research used interview and video recording of students in speaking presentation.

1. Interview

The interview helped the researcher to gather the data about the teaching and learning process occurred in the classroom by interviewing the researcher or the students. According to Sugiyono (2008) stated that the interview is a meeting of two persons to exchange information and idea though, and responses, resulting in communication and joint construction of meaning about a particular topic.

2. Video Recording

Video recording is a tool to record of storing images or event. According to Haw and Hadfield (2011), video is normally used to provide data about the specific social interaction capture, participants' understanding of the interactions, the interpretation of those involved in creating the video and frameworks though which individuals view the video. In this research, the researcher would use the video recording to get and analyze the data, the video about the students speaking presentation and was being held by the students itself.

E. Technique of Collecting the Data

According to Sugiyono (2014) data collection techniques are the most strategies step in the study, because the purpose of the study is to get the data. The test of this study was conducted at University Pasir Pengaraian, in second semester students of English Study Program of the Faculty of Teacher Training and Education. This method is carried out by some steps :

1. First, the researcher interviewed several second semester English Study Program students University of Pasir Pengaraian.
2. The researcher asks students to send the videos of student's speaking practice to the researcher's email.
3. The researcher watches the video recording of student's speaking practice that they send before in the researcher's email.
4. The researcher take a note by filling the observation sheet to categorize the types of Gesture that they used in videos of student's speaking practice.
5. The last is the researcher analyze the function of the gesture that they used in the videos of student's speaking practice.

F. Technique of Analyzing the Data

After collecting the data, the researcher analyzed the data. The researcher categorized the kind of gesture that used by the second semester students of English Study Program University of Pasir Pengaraian in their speaking practice based on the theoretical of gesture techniques classified by McNeil (1992). The data will be analyzed based its aim and context showed. Then, researcher draws the conclusion.