

# The Analysis Of Gesture Used By The Students Of English Study Program In The Classroom Interaction At The University Of Sembilanbelas November, Kolaka

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**Abstract:** This research investigated “*The Analysis of Gesture Used by Students of English Study Program in the Classroom Interaction at University of Sembilanbelas November, Kolaka*”. The research problems were: 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? With the objective of the research were to figure out several kinds of gesture that the students used in the classroom and to find out functions of gesture which used by the students. The method that used of 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 schedule 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. It was to show the sign of the tough-minded and stubborn individual, the interest of the student in the conversation, the student was lacking in self-confidence, courtesy and good attitude, showed disagreement, showed self-controlling, authority when argue, the persons’ habitual, the persons’ forgetfulness, the person’s shy nature, the person’s confident, showed self, the person enthusiasm when respond something, showed the courtesy, to disguise nervousness, to illustrate numbers, to clarify, gave comment, to express kept the confidence, to express the student felt nervous and insecure.

**Keywords:** Analysis, Gesture

## INTRODUCTION

It is believed that communication is a human’s way to interact. People communicate in many different ways. One of the most we know is using the language. All of the people around the world are able to master and use language, which means that every human being has its own language and language too that distinguishes human from other God's creatures. Language is used as the most important ways to communicate and interact. In the absence of language, humans will have difficulty interacting. English, for example, as in the current development,

English is an international language that is used to connect people in the world<sup>1</sup>.

Furthermore, that the language is divided into two types, namely verbal and non-verbal (body language). In general, only a verbal language is known by most people. While the non-verbal language, perhaps only a few people know about it. According to Tai (2014)<sup>2</sup> body language is a term for different forms of communication using body movements or gestures instead of, sounds, verbal language, or other ways of communication. To support this, Hornby (2006)<sup>3</sup> stated that body language is the process of communicating what you are feeling or thinking by the way you place and move your body rather than by words.

Body language also plays an important role in interacting with fellow human beings. In addition, body language is considered as a cultural phenomenon that can represent the identity of a community. Therefore, according to Samovar (1981), body language appears in our communication both consciously or unconsciously<sup>4</sup>.

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. Not only has the English language, the use of Indonesian language, students also often used body language when communicating, especially in the gesture. The students always used the gesture to make their talk being completed when they interact each other. To support this, Kendon (2000)<sup>5</sup> stated that speakers often employ the gesture in such a way as to make something that is being said more precise or complete.

According to Codoban (2011)<sup>6</sup> stated that the body has been considered not only as a philosophy in some other disciplines. The body has currently we practice in our daily lives; wherever, whatever and whenever that is done there is always something that captures the attention of the body, such as; diet, exercise, massage, dance, beauty, fitness, therapy and techniques to shape the body. In addition, body language is one way to communicate. The language used in the body called non-verbal, which existed before the articulation of the language used. The language is still used even when the technology has been greatly developed and widely scattered. Likewise, the body language is always used as a communication tool. In short, Codoban concluded that "the language represents the social status of human. Language is one-way humans to communicate."<sup>7</sup>

Besides that, Saenong (2008)<sup>8</sup> also analyze the flexibility of the use of nonverbal communication in the learning process. He concluded that many of the speakers of English deliberately to use body language when they speak verbally, because of the greatness of

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<sup>1</sup> Muh Barid Nizarudin Wajdi, "Metamorfosa Perguruan Tinggi Agama Islam," *AT-Tabdzib: Jurnal Studi Islam dan Muamalah* 4, no. 1 (2016): 92–109.

<sup>2</sup> Y. Tai, *The Application of Body Language in English Teaching* 5, no. 5 (2014): 1205-1209.

<sup>3</sup> A. S. Hornby, *Oxford Advanced Learner's English-Chinese Dictionary* (Oxford: Oxford University Press, 2006).

<sup>4</sup> Muh Barid Nizarudin Wajdi, "Paradigma Pergeseran Educational Technology Menuju Instructional Technology" (2017).

<sup>5</sup> A. Kendon, *Language and Gesture: Unity or Duality?* ed. D. McNeill, *Language and Gesture* (UK: Cambridge University Press, 2000), 162-185.

<sup>6</sup> Aurel Codoban, *The Empire of Communication* (Cluj-Napoca: Idea Design and Print, 2011).

<sup>7</sup> Muh Barid Nizarudin Wajdi, "Kawasan Teknologi Pembelajaran" (2017).

<sup>8</sup> Ahmad Saenong, "The Usage of Nonverbal Language in Communication" (Thesis, Makassar: The State University of Makassar, 2008).

delivering a very clear message. Then, though Saenong research and this research are relevant, this research not only describes the speakers of English course as observed by Saenong but more than that. It further includes uses body language that is used by students in the classroom. Therefore, the researcher is wondering to figure out how the function of body language when the students interact in the classroom.<sup>9</sup>

Then, Alberts (in Hidayat 2013),<sup>10</sup> in his research, Alberts is doing research on the proximity of nonverbal in a classroom environment that aims to find a relationship between the use of non-verbal communication and the ability of the students in the discussion. In this section, the premise is made to show the students' ability to use body language to discuss matters with the teacher in the classroom environment. That really helps improve performance and understanding their language. So, body language and then set by the student when it comes to helping them convey a message very clearly. According to Miller and Cunningham (2014), classroom environment encompasses a broad range of educational concepts, including the physical setting, the psychological environment created through social contexts, and numerous instructional components related to teacher characteristics and behaviours. While this research discussed about classroom interaction. To support this, according to Dagarin (2004),<sup>11</sup> classroom interaction as a two-way process between the participants in the learning process. The teacher influences the learners and vice versa<sup>12</sup>.

Based on the observation in researcher's class. The seventh semester, at December 6<sup>th</sup>, 2016 on the A10. In this observation, there are many students use a gesture to help them speak English or help them to interact with fellow human beings. 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.

The background of this research emerges from several questions, including whether there are various about function in the gesture that occurs in the classroom when they interact each other. Moreover, it is also observed that the lack information about whether this gesture preference is understandable and effective to build interactive responses between lecturers and students or not.

Eventually, this research presumably has role at this angle to collect sufficient information about these phenomena of the gesture contacts by formulating the research title, namely "*The Analysis of Gesture Used by the Students of English Study Program in the Classroom Interaction at the University of Sembilanbelas November Kolaka*".

## LITERATURE REVIEW

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<sup>9</sup> Muh Barid Nizarudin Wajdi, "Landasan Historis Perkembangan Teknologi" (2017).

<sup>10</sup> S. Hidayat, "An Analysis of Students' Body Language Response to Teacher Talk at Speaking Class in UIN Alauddin Makassar" (Thesis, Makassar: The State University of Makassar, 2013).

<sup>11</sup> M. Dagarin, *Classroom Interaction and Communication Strategies in Learning English as a Foreign Language* 1, no. 1-2 (2014).

<sup>12</sup> Muh. Barid Nizarudin Wajdi, "المناهج التعليمية للغة العربية في تطوير المفردات لغير الناطقين بها", *At-Tajdid: Jurnal Ilmu Tarbiyah*; Vol 5 No 1 (2016): January 2016 (2016), <http://ejournal.stitmuhpactan.ac.id/index.php/tajdid/artide/view/15>.

## **Definition of Gesture**

Body language is the process of communicating what you are feeling or thinking by the way you place and move your body rather than by words (Hornby, 2006).<sup>13</sup> Although we may not realise it when we talk with others and send messages to the people around us, we make ourselves understood not only by words, but also by facial expressions and body movements. We call it body language, which studies the meaning of all parts of the body<sup>14</sup>. It includes much nonverbal behaviour, e.g., eye contact, gestures, postures, facial gestures, touch, and so on. Especially about gesture. According to Knapp and Hall (2006), gesture is parts 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).

## **Gesture in Sulawesi Culture**

In communicating, the people of Sulawesi in general did not interpret the speech only from the speech of a person. But also pay attention to the gesture of the speaker. For example, shaking hand signified disagreement.

## **RESEARCH METHOD**

This research was conducted throughout *the Descriptive-Qualitative Method*. Theoretically, the descriptive-qualitative method aimed to describe the found data much detail in a broader sentence explanation. Hancock (1998) stated that the qualitative research is concerned with developing explanations of social phenomena.

This research took place at University of Sembilanbelas November, Kolaka (USN Kolaka). The participants of this research, in particular, were a group of university students from the English Study Program. The lesson, as scheduled in the fourth semester, was Speaking Class. Regularly, chose one class in USN Kolaka approximately consisted of 30 students. Therefore, the whole participants of this research were a speaking class.

The items of this research were kinds and the functions in the use of the gesture. Following this, the participants of this research were the university students. They were majoring English Study Program. The lesson was English speaking class. Moreover, the classroom was the site of interaction among Lecturer-Students, Lecturer-Students/a group of student, Students-Lecturer and Students-Students.

Throughout this research, there were two kinds of instruments used to collect relevant data. As mostly in the qualitative research, the more instruments were the more data which could be widely explained. To start with, classroom recording and observation, which the camera was

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<sup>13</sup> Hornby, *Oxford Advanced Learner's English-Chinese Dictionary*.

<sup>14</sup> Dedit Etika Sari and Muh Barid Nizarudin Wajdi, "The Effectiveness Of The Method of GI With Electronic Workbench Study To Improve Activities and Results Student," *Educatio : Journal of Education* 2, no. 1 (May 30, 2017): 136–150, accessed October 24, 2017, <http://www.ejournal.staimnglawak.ac.id/index.php/educatio/artide/view/22>.

used to record and observe the activity of using the gesture by students in speaking class. In addition to this, interviews were used to find more accurate data and to support the two previous instruments which then aim in particular to find out the functions felt by students when using the gesture to interact.

The researcher then in collecting data firstly observed the classroom interaction process from the beginning. Afterwards, the researcher observed the speaking process among students and took a seat, for instance, in the back line to clearly watched and recorded the students' gesture activities by using a handy cam. While recording, the researcher, if necessary, filled the observation checklist during observed the students' activities in the classroom. The researcher estimated to observe three times, in the case found more data as possible. After that, the researcher transcribed, code, and label the data before analysing them. But, not all activities happen in the class have transcribed, only for relevant transcriptions, which closely related to the activities of using body used by the students while speaking orally to interact in the classroom. Afterwards, the interview's situated in the last meeting to strengthen the assumptions created by the researcher herself based on previous observations. The researcher invited some students and asked them few questions written on interview question lists to specifically figure out about the gesture<sup>15</sup>.

After collected and prepared the data, the researcher selected the gain data which were relevant to the core points of this research. For this reason, the irrelevant data were ignored and take out. Afterwards, the researcher then employee appropriate method which suited each instrument. For instance, the data gain from video observation has the code, then were transcribe and interpret. This context, the activity using the gesture among students will be particularly explained, demonstrate with pictures, and widely interpreted.

The interview's results, in particular, were used to ensure notes written by a researcher in the classroom interaction. This was transcribed, then the code to find out the relevant spoken answers by interviewers which answer interview questions.

## RESULT AND DISCUSSION

**Table 4.1.** The Function of Gesture

<b>Types of Gesture</b>	<b>Kinds of Gesture</b>	<b>Function of Gesture</b>
<b>Gesture</b>	Gesture by Arm Lock the Leg in Place	To show the sign of the tough-minded and stubborn individual
	Gesture by Hands	To show the interest of the student in the conversation
	Gesture by Disguised Arm-Cross Gesture	To disguise nervousness
	Gesture by Listing Something	To illustrate numbers

<sup>15</sup> Muh Barid Nizaruddin Wajdi, "Arabic Learning Skill," *AT-Tabdzib: Jurnal Studi Islam dan Muamalah* 3, no. 2 (2016): 32–47.

Gesture by the Partial Arm-Cross Barrier	To show the student is lacking in self-confidence
Gesture by Raised Hand	To clarify, give comment and to show courtesy and good attitude
Gesture by Touched Head	To express kept the confidence
Gesture by Rubbing Nose	To express the student' feel nervous
Gesture by hands clenched	To show the student felt insecure and nervous
Gesture by shaking hand	To show disagreement
Gesture by the left hand in the back	To show self-controlling
Gesture by point in the air	To show authority when argue
The hand gripping wrist gesture	To show feeling frustrated and controlling self when arguing
Gesture by holding hands one self	To show a good attitude.
Gesture by holding an object	To show nervousness when speak
Gesture by hanging arms up down and left right	To show nervousness
Gesture by squeezing hands	To show discomfort, fear or nervous in speech
Gesture by hands on the chest	To show the persons' habitual
Gesture by hand on the forehead	To show the persons' forgetfulness.
Gesture by chuckled while close mouth by hand	To show the person's shy nature
Gesture by touching cheek	To shows the person habitual
Gesture by the thumb up	To show the person's confident.
Gesture by steeple hands	To show the person's confident
Gesture by me	To show self
Gesture by enthusiasm	To show the person enthusiasm when respond something.
Gesture by being cool	To show confidence
Gesture by waving left hand	To show the courtesy
Gesture by feet	To show nervousness

**Kinds of Gesture**

This discusses gesture forms applied by students toward interact in the classroom. It was especially found that the students employed gestures during the observation, not only the interaction with their friends but also their lecturer. The gesture, accordingly Miller (in Hidayat

2013),<sup>16</sup> represents the self-confidence, energy, fatigue and even status of the speakers themselves.

The first meeting, to start with, the first observation showed activities in the classroom where the whole student was debate about “*Expressing love by letter or face-to-face*”. This way, the student (speaker) were given preview and the brief description about the *Expressing love by letter or face-to-face*. As described above, the lecturer did not involve directly in speaking class, but the lecturer only gave the assignment to the speaker to coordinate the debate. It was repeatedly found that a lot of gesture had been utilized in their speaking performance. In particular, the gesture at this meeting was by arm lock the leg in place or figure four leg cross (figure 1) and gesture by hand employed by a boy. Additionally, in the using gesture by arm lock the leg in place, this gesture to show the sign of the tough-minded and stubborn individual. And in the using gesture by hand was to show his attention in the conversation. While he stated “*Masalahnya toh mam, jadi kalau umpama kan beda nanti kualitas yang lolos sama yang tidak lolos malah...*” (*The problem anyway ma’am, so if the example is different than the quality of the same pass that does not*). He gestured his hands. In relation to Knap and Hall (2006), gestures might be by means of the use of legs shoulders, hand, head and limb. Therefore, it could be surely interpreted that what he did at his conversation here was gesture. In addition, he did it few minutes during revealing her comment.

The third was gesture by disguised arm-cross (figure 3), employed by a boy, the student talked about same topic like above, it was captured from the observation recording, that the student used this gesture to disguise nervousness. Then, the use of gesture at this meeting was also found from students. In fact, it was also captured that students used gesture in the forms of gesture by listing something (figure 4). And from this gesture, the student illustrated numbers.

In the next figure, the student used gesture by partial arm-cross barrier (figure 5), then from this gesture showed that the student felt strange or lack of confidence.

Then, in the sixth figure, the student used gesture by raised hand, from this gesture showed that the student wanted to clarify, to show courtesy and good attitude. According to Jaskolla (2011)<sup>17</sup> said that the gesture which used by speaker and listener reflected their attitude. At this context, the gesture could be understood as the alternative to clarify ambiguous meaning because the students gestured their hand, when to clarify something. It just closely related to what Antes (in Hidayat 2013)<sup>18</sup> regarded that gesture is so effective to help in clarifying complex and ambiguous language.

In the seventh figure, there are two students did gesture by touched head, when the student did this gesture the student unconsciously did it, where it means that sometimes gesture was used in the beginning of our speaking to get relaxed. Furthermore, in the eighth figure, the female student used gesture by rubbing nose, there were many opinions regarding this gesture, but in this case, this gesture showed that the student expressed feel nervous.

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<sup>16</sup> Hidayat, “An Analysis of Students’ Body Language Response to Teacher Talk at Speaking Class in UIN Alauddin Makassar”

<sup>17</sup> Anna Jaskolka, *The Picture Book of Body Language; The Only Language in Which People Can’t Lie* (England: Martins the Printers Ltd, 2011).

<sup>18</sup> Hidayat, “An Analysis of Students’ Body Language Response to Teacher Talk at Speaking Class in UIN Alauddin Makassar”

Likewise, the extract 2 showed the use of illustrator gesture through hands clenched (figure 9), where the student said "Oke, well. Assalamualaikum Wr. Wb!" Following this, the male student also found that used gesture by shaking hand while saying "No, no, no!" From the gesture showed that the student shows his disagreement.

Furthermore, the male student used gesture by the left hand in the back and gesture by point in the air when he argues in front of the class. Then, in the same student, he used gesture by the hand gripping wrist, when he explained about his opinions. Then, the student employed gesture by holding hands of one self while he stated the extract 4, from this figure, the student expressed his good attitude. In figure 15, the student used gesture by holding an object, from this gesture the student just wanted to do her best in front her friends. Additionally, the figure 16 showed the gesture by hanging arms up down and left right and from this gesture, the student showed her nervousness.

Furthermore, the male student in the figure 17, the student used gesture by squeezing hands. Then, in the figure 18, the student used gesture by hands on the chest. Additionally, in the figure 19, the female student used gesture by hand on the forehead, this gesture showed the student's forgetfulness. Meanwhile, in the figure 20, the students used gesture by chuckled while closing mouth by hand.

In the second meetings, the used of gesture in this meeting was also found repeatedly. In this point, the students talked about the speaking topic "Using Traditional Language or International Language". Where the students were given time to discuss with their groups then talked and expressed their ideas in front of their friends. The reality talked that there were many students who had been observed doing gesture.

To start with, three females used gesture by touching check, gesture by enthusiasm, gesture by waving left hand, and gesture by feet. While the male students used gesture by the thumb up, gesture by steeple hands, and gesture by being cool.

### **The Functions of Gesture Used by the Students**

This particularly discusses the functions stated by the students to mix gesture to their verbal language performance especially when they were just given time to interact with their friends in the classroom.

**Figure 1, Gesture by arm lock the in the place**, this gesture to show the sign of the tough-minded and stubborn individual. According to Pease (1988),<sup>19</sup> the person who has a hard and fast attitude in an argument or debate will often look the figure four or gesture by arm lock the in the place into place with one or both hands, using them as a clamp. This is a sign of the tough-minded, stubborn individual who may need a special approach to break through his resistance. While in the local culture, the gesture like this indicated listening or responding to a person's conversation.

**Figure 2, Gesture by hands**, this gesture to show the interest of the student in the conversation. According to Markman (2009),<sup>20</sup> he stated that the hand movement indicated

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<sup>19</sup> A. Pease, *Body Language; How to Read Others' Thoughts by Their Gestures* (London: Sheldon Press, 1988).

<sup>20</sup> Markman, "Why Do We Move Our Hands When We Talk I: Finding the Right Words." Last modified 2011. Accessed July 31, 2017. [https://www.psychologytoday.com/blog/ulterior-motives/200904/why-do-we-](https://www.psychologytoday.com/blog/ulterior-motives/200904/why-do-we)

interesting gesture that can help people to find a word. In another hand, in the local culture, this gesture signifies the student responding to the conversation.

**Figure 3, Gesture by disguised arm-cross**, this gesture to disguise nervousness. According to Pease (1988)<sup>21</sup> stated that the gesture by disguised arm cross is a dead giveaway because they achieve no real purpose except as an attempt to disguise nervousness. Whereas in the local culture, this gesture signified a person's habit in speaking.

**Figure 4, Gesture by listing something**, this gesture to illustrate numbers. According to Edward (2015),<sup>22</sup> the easiest and most basic hand gesture is numerical. And listing used to illustrate number. While in the local culture, this gesture signifies giving instructions.

**Figure 5, Gesture by the Partial Arm-Cross Barrier**, this gesture to show the student is lacking in self-confidence. This is supported by Pease (1988),<sup>23</sup> The partial arm barrier is often seen at meetings where a person may be a stranger to the group or is lacking in self-confidence. Meanwhile, this gesture indicated the student was confused.

**Figure 6, Gesture by raised hand**, this gesture to clarify and to show courtesy and good attitude. According to Jaskolla (2011)<sup>24</sup> said that the gesture which used by speakers and listeners reflected their attitude. In the local culture, this gesture signified to interrupt something or refuted something.

**Figure 7, Gesture by touched head**, this gesture to express kept the confidence. This is supported by Hidayat (2013),<sup>25</sup> he stated that touching hand is used to keep the students speaking confidence in case to make their slightly relax while speaking. Gesture at this context aimed to strengthen the students speaking and encourage feeling. Whereas according to the local culture, the gesture was used by students when they thought what they wanted to say.

**Figure 8, Gesture by rubbing nose**, this gesture to express the student feel nervous. This is supported by According to Eggert (2010), if a person touch or rub their nose, it cannot be interpreted with just one meaning, but with this gesture can have various meanings, for example: they have an itch, they have a pimple, they want to breathe through a particular nostril, they are nervous and they do this all the time, when they are happy, nervous or angry. In the local culture, this gesture showed that the student was not confident.

**Figure 9, Gesture by hands clenched**, this gesture to show the student felt insecure and nervous. According to Nierenberg and Calero (in Pease 1988), "on the hands-clenched position brought them to the conclusion that this is a frustration gesture, signalling that the person is holding back a negative attitude". In the local culture, the student used this gesture because of the habit.

**Figure 10, Gesture by shaking hand**, this gesture to show disagreement. Saenong

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move-our-hands-when-we-talk-i-finding-the-right-words.

<sup>21</sup> Pease, *Body Language; How to Read Others' Thoughts by Their Gestures*.

<sup>22</sup> V. V. Edwards, "20 Hands Gestures You Should be Using." Accessed May 18, 2017. <http://www.scienceofpeople.com/2015/08/how-to-speak-with-your-hands/>

<sup>23</sup> Pease, *Body Language; How to Read Others' Thoughts by Their Gestures*.

<sup>24</sup> Jaskolla, *The Picture Book of Body Language; The Only Language in Which People Can't Lie*.

<sup>25</sup> Hidayat, "An Analysis of Students' Body Language Response to Teacher Talk at Speaking Class in UIN Alauddin Makassar."

(2008),<sup>26</sup> shaking hands might address a message of disagreement. In another hand, this gesture is used by the student to show disagreement.

**Figure 11, Gesture by the left hand in the back**, this gesture to show self-controlling. According to Pease (1988),<sup>27</sup> he stated that gesture with the hand behind shows a greater attempt at self-control. In the local culture, this gesture showed the student's habitual and the student's confidence in speaking.

**Figure 12, Gesture by point in the air**, this gesture to show authority when argue. According to Allison (2011),<sup>28</sup> he stated that pointing in the air is generally used to add emphasis to a person feeling in authority or power. Whereas in local culture, this gesture was used to convince something when speaking.

**Figure 13, The hand gripping wrist gesture**, this gesture to show feeling frustrated and controlling self when arguing. According to Pease (1988),<sup>29</sup> the hand gripping wrist gesture which is a signal of frustration and an attempt at self-control. Whereas according to local culture, this gesture showed the confidence of someone who used it.

**Figure 14, Gesture by holding hands one self**, this gesture to show a good attitude. According to Jaskolla (2011)<sup>30</sup> said that the gesture which used by speakers and listeners reflected their attitude. In the local culture, this gesture showed the student's habitual when speaking.

**Figure 15, Gesture by holding an object**, this gesture to show nervousness when speak. According to Pease (1988),<sup>31</sup> "the use of two hands (holding an object in front of the chest) allows the nervous person to form an almost undetectable arm barrier". In the local culture, this gesture showed that the student was not mastering the material.

**Figure 16, Gesture by hanging arms up down and left right**, this gesture to show nervousness. According to Hidayat (2013),<sup>32</sup> moving the hands up down or left right while speaking could effectively make speaker's memory going relax and easy. But in this case, that female student did not seem to relax and easy, but the student saw nervous when the student expressed her statement. Not all the hand movements indicated going relax and easy. However, looked at the contextual the speaker while doing the gesture, the researcher concluded the speaker condition felt nervous. It was similar to the local culture, the gesture that the student used showing that the student was nervous when giving her opinion

**Figure 17, Gesture by squeezing hands**, this gesture to show discomfort, fear or nervous in speech. According to Navarro (2011),<sup>33</sup> he stated that squeezed hands are a universal sign of worry, care or fear. It was similar to the local culture, that this gesture showing that the student was felt nervous.

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<sup>26</sup> Saenong, "The Usage of Nonverbal Language in Communication."

<sup>27</sup> Pease, *Body Language; How to Read Others' Thoughts by Their Gestures*.

<sup>28</sup> Allison, *Body Language Translation Guide* (Change Management Institute, 2011).

<sup>29</sup> Pease, *Body Language; How to Read Others' Thoughts by Their Gestures*.

<sup>30</sup> Jaskolka, *The Picture Book of Body Language; The Only Language in Which People Can't Lie*.

<sup>31</sup> Pease, *Body Language; How to Read Others' Thoughts by Their Gestures*.

<sup>32</sup> Hidayat, "An Analysis of Students' Body Language Response to Teacher Talk at Speaking Class in UIN Alauddin Makassar."

<sup>33</sup> J. Navarro, *Cara Cepat Membaca Bahasa Tubuh 2* (Change Publisher, 2010).

**Figure 18, Gesture by hands on the chest**, this gesture to show the persons' habitual. According to Allison (2011),<sup>34</sup> he stated that the gesture hands on heart may be indicating the person seeking to be believed or the person just did them habitual. It was similar to the local culture, this gesture showed that the student's habitual when speaking.

**Figure 19, Gesture by hand on the forehead**, this gesture to show the persons' forgetfulness. According to Pease (1988),<sup>35</sup> he stated that the person slapping of the head communicate forgetfulness. The person signals how feels about the situation by the position used when they slap their hand on their head. According to the local culture, this gesture showed that the student who uses it was feeling tired or dizzy.

**Figure 20, Gesture by chuckled while close mouth by hand**, this gesture to show the person's shy nature. According to Pease (1988),<sup>36</sup> "If the person who is speaking to use this gesture, it indicates that he is telling a lie. If, however, he covers his mouth while speaking, it indicates that he feels you are lying!" But, as the researcher observed that the female student in the classroom, when they spoke in front of her friends, they always did chuckle, then they closed their mouth. And it showed that the female student had a shy nature. In another hand, in the local culture, this gesture indicated the student was realizing his mistake while speaking.

**Figure 22, Gesture by touching cheek**, this gesture shows the person habitual. According to Grandhi, Joue, and Mittelberg (2011),<sup>37</sup> they stated that the user habitually use gesture to perform their actions so that they to be easier and more natural than gesturing while communicating it as an instruction. Whereas in the local culture, this gesture signified a person's habit in speaking.

**Figure 23, Gesture by the thumb up**, this gesture to show the person's confident. According to Allison (2011), "Thumb(s) up indicated positive approval, agreement, etc. It depends on context, because every country has different meaning about this gesture." According to local culture, this gesture showed an approval.

**Figure 24, Gesture by steeple hands**, this gesture to show the person's confident. According to Navarro (2010),<sup>38</sup> stated that a movement to form pyramids or steeple show a sense of confidence and focus. It is one of the most effective moves we can use to convince others of our self-beliefs. In another hand, in the local culture, this gesture signifies listening or focuses on something.

**Figure 25, Gesture by me**, this gesture to show self. It supporting by Edward (2015),<sup>39</sup> stated that gesture by me usually want to indicate to ourselves. Whereas in the local culture, this gesture signified the student maintains their argument.

**Figure 26, Gesture by enthusiasm**, this gesture to show the person enthusiasm when respond something. Moreover, Miller (1998) stated that body movements are frequently

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<sup>34</sup> Allison, *Body Language Translation Guide*.

<sup>35</sup> Pease, *Body Language; How to Read Others' Thoughts by Their Gestures*.

<sup>36</sup> Ibid.

<sup>37</sup> S. A. Grandhi, Joue, and Mittelberg, "Understanding Naturalness and Intuitiveness in Gesture Production: Insights for Touchless Gestural Interfaces," *Natural Media and Engineering, HumTec* (Germany: RWTH Aachen University, 2011).

<sup>38</sup> Navarro, *Cara Cepat Membaca Bahasa Tubuh 2*

<sup>39</sup> Edwards, "20 Hands Gestures You Should be Using."

indicators of self-confidence, energy, fatigue, or status. In the classroom context, for instance, the students are keen to receive body message of enthusiasm and boredom about the subject matters being taught can sense confidence or frustration from the unconscious behavior of the teachers. Whereas in the local culture, this gesture signified convincing something.

**Figure 27, Gesture by being cool**, this gesture to show confidence. According to Haden (2013), stated that body position affect attitude, make a good posture when the person talking, etc will dramatically increase your confidence. It was similar to the local culture, this gesture showed that the student's confidence when speaking.

**Figure 28, Gesture by waving left hand**, this gesture shows the courtesy. According to Jaskolla (2011)<sup>40</sup> said that the gesture which used by speakers and listeners reflected their attitude. In another hand, in the local culture, this gesture signified moving the conversation to someone else who was on the side.

**Figure 29, Gesture by feet**, this gesture to show nervousness. According to Hidayat (2013),<sup>41</sup> he stated that the use of foot movement when speaking could reflect and reduce nervousness. It was similar to the local culture, this gesture showed that the student's felt nervous when speaking.

## **CONCLUSION**

This research reported about the gestures were used by the students in the classroom interaction. The aimed of this research were to figure out several kinds of the gesture that the students used in the classroom and to find out the functions of the gesture which used by the students. From the results and discussion mentioned previously, it could be concluded into few points as follows:

The gesture was repeatedly employed in speaking class. In fact, the students used many forms of the gesture to respond interact in the classroom. To specify, gestures could be tracked since some students arm to lock the leg in place, gesture by hands, disguised arm-cross, listing something, raised hand, touched head, partial arm-cross barriers, touched head, rubbing nose, hands clenched, gesture by shaking hand, gesture by the left hand in the back, point in the air, the hand gripping wrist gesture, holding hands one self, holding an object, hanging arms up-down and left-right, squeezing hands, hands on the chest, hand on the forehead, chuckled while close mouth by hand, touching check, the thumb up, steeple hands, gesture by me, gesture by enthusiasm, Gesture by being cool, gesture by waving left hand and gesture by feet.

The second, the function of the gesture that used by the student in the classroom interaction was also various. It was to show the sign of the tough-minded and stubborn individual, the interest of the student in the conversation, the student was lacking in self-confidence, courtesy and good attitude, showing disagreement, showing self-controlling, authority when argue, the persons' habitual, the persons' forgetfulness, the person's shy nature, the person's confident, showing self, the person enthusiasm when respond something, showing the courtesy, to disguise nervousness, to illustrate numbers, to clarify, to give comment, to express kept the confidence, to express the student feel nervous and insecure.

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<sup>40</sup> Jaskolla, *The Picture Book of Body Language: The Only Language in Which People Can't Lie*.

<sup>41</sup> Hidayat, "An Analysis of Students' Body Language Response to Teacher Talk at Speaking Class in UIN Alauddin Makassar."

Based on the research results mentioned previously, the researcher gave some suggestions to the lecturer and also to the future researcher. To the lecturer, in the classroom interaction, it should be understood by English lecturers or teachers that the gesture is a common thing used in verbal language and it must be valued since the gesture strongly gives aids to make the verbal language much interesting and clearer. Then, in daily communication, the lecturer should be understood that the gesture also should be regarded as very crucial thing as the gesture represents the feeling, habits, and intention of the students. To the future researchers, the researcher also hopes that this research contributes as an additional reference for the next researchers, which discuss the similar area to this research. To sum up, from all suggestions mentioned above, the researcher strongly expected that the gesture could improve the speaking quality of both lecturers and students which then was very helpful to create an effective and interactive communication among lecturers and students in the classroom interaction.

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