

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the conclusion of the conducted research and the recommendations for the further research with the same topic.

A. Conclusions

The main purposes of this research were to find out what types of gestures mostly used, the situations in which gestures are mostly used, and the purposes in which gestures are mostly used. After analyzing and discussing the data, the results of this study show that teacher exhibited only four types of basic gestures proposed by McNeill (1999) in which concrete deictic is the most commonly used gesture in the classroom. That gesture was used to explain concrete object and ask for students' contributions. As well as concrete deictic, teacher used abstract deictic gesture in a significant number because there were many terms to be explained related to non-present objects. In addition, pictographic metaphoric also occurred frequently because it was used to support the game.

It can be found that gestures mostly used in eliciting situation. Teacher used gestures in that situation to initiate the communication and check for students' understanding. The other situation in which gestures occurred frequently was presenting. In this situation, the teacher presented certain information or materials to be given in the classroom. The teacher used simple words by supporting them with gestures. As well as in presenting situation, gestures in organizing situation were great in number. The teacher used gestures in this situation to create an environment conducive for learning.

The results for the third research question explain gestures observed in all classes occurred mostly when the lesson focusing on meaning. This is in line with Lazarton (2004) who assumed that the instructor observed in her study gestured with a greater frequency when the lesson focused on meaning as opposed to on form. This

implies that even the teacher was not asked by the students, she explained and clarified the words, terms, and sentences that were presented during the classroom. That result is similar to Hudson's (2011) study which found that gestures were used mostly in the purpose of lexical explanations.

These results are interesting because it appears that teacher adjusted her gestures when teaching English to young learners by using a lot of concrete deictic gestures. By mostly using deictic and iconic gestures, teacher elicited more to improve classroom interaction. In this elicitation, teacher used gestures to explain and clarified the words, terms, and sentences which can be beneficial to improve young learners' understanding in learning English.

It can be concluded that the use of media in the classroom is very helpful to improve students' language acquisition, particularly in teaching English to young learners. Therefore, teachers can use and design various media to support their teaching. However, students need more concretizations that can be given by gestures. Teachers' use of gestures may provide good input for students to understand what the teachers explain. Furthermore, using English to teach English, which is supported by gestures, will provide more exposure which is beneficial for the students. It is clear that gesture is an integral part in teaching English to young learners.

B. Recommendations

Several suggestions are put forward below focusing the conclusions above. These suggestions are offered for English teachers who teach English in young learners' classroom and for future researchers.

English teachers who teach English in young learners' classroom are expected to use short explanation with gestures following it so that the students can easily understood what the teachers say. Furthermore, they should use clear gesture in explaining new vocabulary so that the students do not get confused in understanding

the meaning. In addition, in using gestures, the teachers are suggested not to overdo it. The teachers must gesture as much as needed.

Future researchers, who are interested in this topic, are suggested to focus on more variables such as the students' gestures, types of language skill, different subject and the students' understanding. Additionally, it will be more beneficial to compare more than one teacher in the discussion of gestures in teaching English to young learners' classroom. The last, future researchers are recommended to make the quantitative research to see how effective the use of gestures on students' understanding.

