

Teacher's Use of and Students' Responses to Teacher's Gesture and Posture in the Teaching of Writing within the Genre Based Approach.

THESIS

Submitted in partial fulfillment of the requirements for the Master's Degree in English Education



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APPROVAL PAGE

This thesis entitled “Teacher’s Use of and Students’ Responses to Teacher’s Gesture and Posture in the Teaching of Writing within the Genre-Based Approach.” has been approved by the supervisors.

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ABSTRACT

Gesture is no longer an acts of moving the hand only but to assist people utterance. Simillary, the way people position their body means something and can affect the other people. In a classroom context, it is important for teachers to be aware of their gesture and posture in the process of teaching in the classroom. This study is a case study of how gestural and postural mode are used by the teacher in the teaching of writing within the genre-based approach. The students' responses toward the teacher's use of gestural and postural mode are analyzed. The study used observation, questionnaire, and interview to obtain the data. This study involves a senior high school teacher and a class of eleventh-grade students. The finding shows that the type of gesture used and its frequent follows the type of activity done within the genre-based approach stage. The gestural mode helps the teacher to explain, reduce teacher's talk, give instruction, and stimulate the discussion session within the classroom. The students responses' toward the teacher's use of gestural and postural mode show that the students agree whether the teacher's should be aware of their gesture and posture. The local-culture, the *Sundanese culture*, affects their opinion on the way teacher's point the students. The students agree that the teacher's gesture and posture can affect their mood in the process of learning and teaching.

Keywords: mode of communication, gestural mode, postural mode, genre-based approach.

Table of Content

APPROVAL PAGE	Error! Bookmark not defined.
DECLARATION	Error! Bookmark not defined.
ACKNOWLEDGMENT	Error! Bookmark not defined.
Table of Content	V
List of Figures.....	VIII
List of Table	IX
List of Pictures.....	X
Chapter I.....	1
Introduction	1
1.1 Background	1
1.2 Objectives of the Research.....	3
1.3 Research Questions.....	3
1.4 The Scope of the Study	4
1.5 The Significance of the Study	4
1.6 Definition of Terms	4
1.7 The organization of the paper.....	5
CHAPTER II	7
LITERATURE REVIEW.....	7
2.1 Mode of Communication	7
2.1.1 The Mode Of Gesture	8
2.1.1.1 Gesture Typology	9
2.1.1.2 Performative Gesture	10
2.1.1.3 The Discoure Gesture	10
2.1.1.4 Referential Gestures.....	11
2.1.2 The Mode of Posture.....	12
2.2 Reasoning for the Analysis of Teacher’s Gestural and Postural Modes. 15	
2.3 Genre Based Approach	15
2.3.1 Stages in Genre Based Approach	17

2.3.2	Type of Text in Genre Based Approach	19
2.4	Previous Studies	20
CHAPTER III.....		23
RESEARCH METHODOLOGY		23
3.1	Research Design	23
3.2	Research Site and Participants	24
3.3	Data Collection Method	25
3.3.1	Observation	25
3.3.2	Questionnaire.....	25
3.3.3	Interview	25
3.4	Data Analysis	26
CHAPTER IV.....		28
FINDING AND DISCUSSION.....		28
4.1	Teacher’s use of gestural and postural mode	28
4.1.1	Teacher’s use of gestural mode	31
4.1.1.1	Gestural mode in Building Knowledge of a Text Stage	36
4.1.1.2	Gestural Mode in Modeling Knowledge of Text Stage.....	44
4.1.1.3	Gestural Mode in Joint Construction of a Text Stage	49
4.1.1.4	Gestural mode in Independent Construction of text stage	53
4.1.2	Teacher’s use of Postural Mode	60
4.1.2.1	The postural mode in Building Knowledge of field stage	63
4.1.2.2	The Postural mode in the modeling of text stage	65
4.1.2.3	The postural mode in Joint Construction of Text	67
4.1.2.4	The postural mode in Independent Construction of Text	69
4.1	Students’ Responses on teacher’s gestural and postural mode	71
4.1.1	Students’ Responses On Teacher’s Gestural Mode.....	71
4.1.1.1	The Use of Teacher’s Hand Movement in Explaining	74
4.1.1.2	The Use of Teacher’s Pointing	78
4.2	Students’ Responses on Teacher’s Postural Mode	82
4.3	Discussion	85

CHAPTER V	90
CONCLUSIONS, IMPLICATION, LIMITATIONS AND RECOMMENDATIONS	90
5.1 Conclusions	90
5.2 Implications	91
5.3 Limitations of the Study	92
5.4 Suggestion	92
REFERENCE	93

List of Figures

Figure 2	The Discourse Gesture (in Ciengki & Muller, 2008)	10
Figure 3	The Referential Gesture (Ciengki & Muller, 2008).....	10
Figure 4	Level of Appropriateness (Calbriss, 2011).....	11
Figure 5	The Uninterested Sitting Posture	12
Figure 6	The Interested Sitting Posture.....	13
Figure 7	The Open Standing Posture (Nienrenberg & Calero, 1971)	13
Figure 8	The Close Standing Posture (Nienrenberg & Calero, 1971).....	14
Figure 9	The Genre Based Approach Stages (Hammond et al., 2001).....	14
Figure 10	Frequency Pattern	18
Figure 11	Frequency Pattern in each activity	32
Figure 12	Gestural mode rank of frequency.....	33
Figure 13	The Frequency pattern.....	35
Figure 14	Gestural distribution in the BKOF stage	36
Figure 15	Gestural mode - rank of frequency	37
Figure 16	The gestural mode frequency pattern in the pre,while, and post-activity of the BKOF stage	43
Figure 17	Rank of Frequency	44
Figure 18	Rank of Frequency	45
Figure 19	Frequency Pattern	48
Figure 20	Rank of Frequency	49
Figure 21	Rank of Frequency	50
Figure 22	Frequency Pattern	53
Figure 23	Rank of Frequency	Error! Bookmark not defined. 4
Figure 24	Rank of Frequency	Error! Bookmark not defined. 5
Figure 25	Frequency Pattern	Error! Bookmark not defined. 7
Figure 26	Calbriss's (2011) configuration of pointing	Error! Bookmark not defined. 9

List of Table

Table 1 Type of Genre and its Text Type (Hyland, 2006).....	19
Table 2 The Gestural Mode Result in all stage	31
Table 3 Rank of Frequency	31
Table 4 The Distribution of Gesture	34
Table 5 Gestural mode in the BKOF stage	37
Table 6 Rank of Frequency in the pre-activity.....	38
Table 7 rank of frequency in the while-activity	42
Table 8 Rank of frequency in post-activity.....	43
Table 9 Gestural Mode Distribution	45
Table 10 Rank of Frequency	46
Table 11 Rank of Frequency	47
Table 12 Rank of Frequency	48
Table 13 Gestural Mode distribution	50
Table 14 Rank of Frequency	51
Table 15 Rank of Frequency	52
Table 16 Rank of Frequency	52
Table 17 Gestural Mode Distribution	54
Table 18 Rank of frequency	56
Table 19 Rank of frequency	57
Table 20 Postural Mode Distribution.....	62
Table 21 Postural Mode Distribution.....	62
Table 22 Students responses on teacher's gesture.....	72
Table 23 Students responses on teacher's hand movement.....	75
Table 24 Students responses on hand movement	77
Table 25 Students responses on teacher's pointing.....	79
Table 26 Students responses on teacher's posture	82
Table 27 Students responses on teacher's posture	84
Table 28 Students responses on teacher's posture	85

List of Pictures

Picture 1 The Open-palm gesture	28
Picture 2 The Palm-up gesture	29
Picture 3 The Discourse Gesture	29
Picture 4 The Palm-Pointing Gesture	30
Picture 5 The Finger-pointing gesture	30
Picture 6 The use of performative: palm up gesture	39
Picture 7 The palm-up gesture.....	40
Picture 8 The Finger counting gesture	41
Picture 9 The Open-Palm Gesture	42
Picture 10 The use of open-palm gesture to emphasize teacher's opinion.....	42
Picture 11 The Open Palm Gesture.....	46
Picture 12 The Finger-pointing gesture	47
Picture 13 The finger-counting gesture.....	51
Picture 14 The Open-palm gesture	56
Picture 15 The Open-Standing Posture.....	60
Picture 16 The Closed-Standing Posture	61
Picture 17 The Interested Sitting Posture.....	61
Picture 18 Sitting in Open Posture.....	63
Picture 19 The Open-standing posture.....	64
Picture 20 The Open-standing posture.....	64
Picture 21 The Open-standing posture.....	65
Picture 22 The Open-standing posture.....	65
Picture 23 The Open-standing posture.....	66
Picture 24 The Open-standing posture.....	66
Picture 25The Open-standing posture.....	67
Picture 26The Open-standing posture.....	68
Picture 27 The Closed-standing posture	68
Picture 28 An open sitting posture.....	70
Picture 29 Sitting Posture - Undefined	70

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