

Chapter I

Introduction

This chapter discusses background of the study followed by research questions attempted to be answered, objectives of the study, significances of the study, scopes of the study, and clarification of key terms.

1.1 Background

Mode of communication has attracted much attention from researchers in the language field, especially within a classroom context (Jewitt, 2008). Teachers need to understand that when they communicate and explain the material, mode like gesture assists and affects their utterance (Barnett, 1983; Goldin-Meadow, 2002; Valenzano, Alibaba, Klatzky; 2003; Roth, 2001). It is also the same with the use of posture. The way teachers hold their bodies while communicating with the students is essential (Elfatihi, 2006; Zabetipour, Pishghadam, and Ghonshooly, 2015). Thus, in the process of learning, teachers need to be aware of their gestures and postures.

People use their gestures to assist their speeches (Bavelas, Kenwood, and Johnson, 2002). There is a relation between teacher's gesture and learning process (Goldin-Meadow, 2004). Gesture facilitate students' comprehension of teacher's instructional discourse or teacher's instruction in the classroom (Valenzano, Alibaba, & Klatzky, 2003). In the relation of gesture and language learning, gesture complements speech and vice versa (Emmorey & Casey, 2001). Gesture helps students' memorization of vocabulary (Tellier, 2005). Gesture helps as a tool for classroom management (Sime, 3006). In the classroom context, teachers need to understand that effective communication is no spoken words only but to include the right gesture. Thus, the use of gestural mode to assist our speech is essential. A teacher cannot separate the use of gesture and speech in the process of teaching and learning.

The use of posture also matters in the process of language learning (Elfatihi, 2006; Zabetipour, Pishghadam, and Ghonshooly, 2015). The teacher's posture in the classroom might affect students' mood. For example, the teacher's closed-posture gives a negative feeling to the students compares to the open-posture in the process of language learning (Zabetipour, Pishghadam, and Ghonshooly, 2015). A teacher with an open-posture seems to be more approachable from the students' perspective (Elfatihi, 2006). An approachable teacher sends a positive signal of friendliness to the students. The positive signal can lead the teacher to build a relationship with the students. A good posture like a wide-open hand, the open-posture, within an interaction with the students is indeed essential (Restuningrum, 2018). Therefore, both the gestural and postural modes used by the teacher are important in the classroom language learning.

A study of gestural mode within the Indonesian context reports that the gestural mode such as the open-palm gesture plays as a controller, prompter, resource, participant, and tutor within classroom language learning (Kamelia, 2017). This study also focuses on to find out the type of gesture and how the teacher use the gesture to assist the teacher's utterance. The gap of this study from the previous research is this study focuses on the teacher's use of gestural and postural modes in EFL classroom but in the teaching of writing within the genre-based approach in the Indonesian context. The genre-based approach is used in the 2013 curriculum, which is now used by the majority of schools in Indonesia. The role of a teacher in the implementation of the genre-based approach is essential. The teacher's ability to communicate with the students is important (Hyland, 2018; Elashri, 2013). The genre-based approach employs four different stages in its implementation. In this study, the study wants to see how does gesture function and facilitate each stage in the process of teaching of writing within the genre-based approach. Therefore, this study analyze the gestural mode used by the teacher in the context of using the genre-based approach. A study reports that a teacher should be able to communicate and explain the material using a combination of modes. Especially within the genre-based approach used in the

Indonesian context. In order to help the students move from each stage in the genre-based approach, starting from the building knowledge of field stage into independent construction of the text stage (Suherdi, 2015). Yet, the study focuses on the use of visual and aural mode. Thus, this study focuses on the mode of gesture and posture.

The second gap of this study focuses on the students' responses toward the teacher's use of gestural and postural mode. It is suggested by Kamelia (2017) that a further study is needed to see the students' perspective regarding the teacher's use of gestural mode within an Indonesian context. This study assumes that it is necessary to find out the students' responses. This study focuses on whether the students do pay attention on the teacher's gesture and posture in the process of language learning, and whether they agree that teacher's should be aware of their gesture and posture. How does the teacher's gesture either the teacher's posture might affect the students in the process of learning. Thus the students' responses are analyzed in this study.

1.2 Objectives of the Research

The study focuses on to find out what forms of gestural and postural mode are the teacher used in teaching writing within the genre-based approach. It is also to see how the mode of posture and gesture assist the teacher's verbal mode in teaching writing within the genre-based approach. The second objective of this study elaborates on the students' responses regarding the gestural and postural mode used by the teacher.

1.3 Research Questions

1. How are gestural and postural modes used in the teaching of writing within the genre-based approach for senior high school students?
2. What are the students' responses regarding the teacher's use of gestural and postural modes in the teaching of writing within the genre-based approach?

1.4 The Scope of the Study

This study acknowledges some limitations. First, the focus of this study is limited on the teacher's use of gestural and posture modes in the process of teaching analytical text. Thus, this study does not focus in the teaching writing of all text types. Second, the gestural mode is limited to the teacher's hand movement. This study does not include the analysis of other gestural modes like gaze, facial expression, etc. The data are taken from the observation and interview.

The students also participated in this study. The students' responses toward the teacher's use of gestural and postural mode are obtained using a questionnaire. The analysis focuses on whether the students' pay attention to the gestural and the postural mode used by the teacher. The students' responses are analyzed.

Thus, the contexts of this study are the teacher's gestural and postural modes and the students' responses toward those modes in an Indonesian classroom within the genre-based approach.

1.5 The Significance of the Study

This study is expected to make the following contributions for EFL teachers, EFL practitioners, and future researchers.

For EFL teachers and practitioners, the result of the study is expected to give information regarding the forms of the gestural and postural modes used by the teacher and how those modes beneficial for the teacher as well as the students. The students' responses toward the modes used by the teacher can help teachers practitioner to be more aware of their use of modes of communication.

For future researchers, the study is expected to give contribution to the growth of multimodal literacy. This study is expected to enrich the information on how multimodality benefits both the teacher and the student.

1.6 Definition of Terms

In this research, there are some definitions given to the context of this study to avoid misunderstanding of terms found in this study as follow:

- **Mode of communication:** A way of transferring information or exchanging meaning in a communication process. The term mode in this context refers to the teacher's ways of communicating and delivering the material to the students. How the teacher makes use of her gesture and posture to communicate with the students in the process of language learning.
- **The Gestural Mode:** The use of gesture to assist verbal or utterance in the process of communication with other people. In this study, the gestural mode is limited to the hand's movement. The gestural mode in this study refers to the teacher's use of her hand movement to communicate with the students in the process of teaching.
- **The postural mode:** The way we position our body when communicating with the other people. There are two major type of posture. The open-posture and the closed-posture.
- **Genre Based Approach:** an approach in the teaching of writing based on the genre type. Each genre has its function to deliver information and knowledge, to communicate with a certain structure, language feature, and grammar with certain purposes

1.7 The organization of the paper

This thesis is divided into five chapters. Chapters one, two, three, four, and five. Chapter one presented the background of the study, the objectives of the study, the research questions, the scope of the study, the significance of the study, the definition of terms, and the organizations of the thesis.

Chapter two presented the theoretical issues underlying the theories used in this thesis. The theories consist of mode of communication concept. The gestural mode theories, such as the gestural mode typology. The postural mode theories. The genre-based approach concept and the previous studies related to this study.

Chapter three presented the research design of this study. The research site and the participants. The data collection techniques, data collection procedures, and data analysis.

Chapter four presented two main sections of the study, the research findings and discussions.

Chapter five covered the conclusions, implications, limitations of the study, and recommendations of the study.

