

CHAPTER V

CONCLUSIONS, IMPLICATION, LIMITATIONS AND RECOMMENDATIONS

This chapter presents the conclusion of the research and the suggestion for further research with the same or similar topic.

3.1 Conclusions

Based on the objectives of the research, this research is intended to answer two goals. The first objective is to find out how the gestural mode and the postural mode are used in the process of teaching and learning within the classroom. It is to see how the mode of posture and gesture assist the teacher's verbal mode in the 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.

The result shows the gestural mode helps the teacher to explain, to reduce teacher's talk, to give instruction, and to stimulate the discussion session in the process of teaching writing in the classroom. The forms of gesture used by the teacher are the open-palm gesture, the palm-up gesture, the palm-pointing gesture, the palm-pointing gesture, and the finger-counting gesture.

The result shows that the use of gesture to assist the teacher's speech changes following the type of activity within the genre-based approach. For example, the use of open-palm gesture in the building knowledge of text stage is to stimulate the students' opinion. Yet, the use of open-palm gesture in the modeling of text stage is to explain the material. The frequency of gesture also changes following the change of activity within the genre-based approach. The type of activity influences the interaction between teacher and students and their interaction affect the teacher's frequency of gesture.

The postural modes are the open-standing posture, the closed-standing posture, and the interested-sitting posture. The open-standing posture is frequently used by the teacher when communicating with the students. The teacher tries to keep her posture to be open-posture to maintain the friendly atmosphere toward the students.

The students responses' toward the teacher's use of gestural and postural mode show that the students agree that the teacher's should be aware of their gesture and posture. The students see the teacher as a role model, thus they expect the teacher to be aware of her gesture. The use of index-finger pointing is less preferred by the students. The students stated that they think the index-finger pointing does not appropriate within the Sundanese culture, thus they prefer to be pointed with other fingers or the teacher's palm.

Although most of the students do not pay attention to the teacher's posture as much as the teacher's gesture, the students agree that a teacher needs to maintain a good posture. The students mostly prefer the teacher to stand in the process of learning, thus they put more attention to the standing posture compare to the sitting posture. In conclusion, the majority of students agree that the teacher's gesture and posture can affect their mood in the process of learning and teaching.

3.2 Implications

The implication of this study is first, how teachers paying attention to their gesture and posture relate with their personal development as a teacher. Second, teachers need to understand and be aware of the cultural values the school and the students hold. Third, teachers awareness' of gesture and posture can meet the students' needs of how the teacher should behave and teach them in the classroom. Fourth, the teacher use of gesture and posture affects students' interest, mood, and motivation in the process of learning in the classroom. Based on the students' responses that teachers indeed need to pay attention to their gestures and postures in the process of language learning. Teacher's use of gesture and posture in the process of learning can affect the students mood and their perception regarding

the teacher's image. Teachers are expected to be aware of their gestures such as the pointing gesture used by the teacher. In this study, the students prefer the teacher to use the palm-pointing instead of the index-finger pointing. This local-culture, Sundanese culture, affects the students' preference. The students think it is more polite to use the palm-pointing instead of the index-finger pointing. Although the posture shown by the teacher does not affect the students as much as the gesture does, the result shows that the students prefer the teacher to position herself in a standing-posture in the process of teaching. Thus,

5.3 Limitations of the Study

There are some limitations in this study. First, this study is limited on the teacher's use of gestural and posture modes in the process of teaching analytical text within the genre-based approach in the Indonesian context. 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' responses toward the teacher's use of gestural mode are limited to the teacher's use of hand movement in the process of teaching. The students' responses toward the teacher's posture are limited to the standing and sitting posture.

3.4 Suggestion

For the research suggests, some suggestions are addressed to the teachers, future researcher, and EFL practitioners. This study suggests teachers and EFL practitioners to be more aware of their gestures and postures in the process of learning. It is better for the teacher to keep an open posture in the process of learning. This study suggests to future researcher to do a deeper research regarding this issue. The area of gestural mode can be expanded to the use of facial expression, eye-contact, and etc. The students' responses toward those mode also needed to enrich the information of mode of communication, especially in the EFL classroom.

