



**AN ANALYSIS OF TEACHER'S GESTURES IN FACILITATING STUDENTS'
VOCABULARY MASTERY AT SMP N 1 REJANG LEBONG
(A MIXED METHODS SEQUENTIAL EXPLANATORY RESEARCH DESIGN)**

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Abstract:

The gestures used by teachers are crucial for both educators and learners, as they aid in better understanding spoken language. This research aims to elucidate teacher gestures' influence and identify the specific gestures used in vocabulary instruction. This mixed-methods research utilized observation, with note-taking and video recording as data collection techniques. The object of this research was first-grade students of SMPN 1 Rejang Lebong, which consisted of 34 students. The data were taken from the results of tests, questionnaires, interviews, and observations and analyzed with simple regression analysis in SPSS. The results of the analysis and discussion of this research showed a significant influence of teacher's gestures on students' vocabulary mastery. It is concluded that 84.8% of teacher gestures can facilitate students' vocabulary mastery, and 77% of teacher gestures can support verbal communication, reduce the ambiguity of language, and increase understanding of the concept. Additionally, five types of gestures were found in this study. It is facial expression, posture, gestures, touch, and eye contact. The results of all kinds of gestures are 20 gesture items. Facial expressions 6 items, posture 3 items, gesture 5 items, touch 2 items and eye contact 4 items

Keywords: *Gestures, Gesture's Influence, Type of Gestures, Vocabulary Mastery*

1. INTRODUCTION

In the context of language teaching, gesture has long been considered an important element in supporting communication and comprehension. The use of gestures by teachers can help clarify instructions, enrich the meaning of the words spoken, and increase student involvement in the learning process. In teaching English, which is a foreign language for many students, gestures can serve as a significant aid to bridge the language gap and improve students' understanding. According to Kusumawati (2016), the teacher who conveys a learning material with the right body language will make students easily capture the essence of the lesson. In addition, students will also be more courageous in expressing their wishes because they have seen the example shown by their teacher. A simple example in an English class at a low level is to teach the meaning of imperative sentences such as: Sit down! Stand up! Open the door! It will be easier for students to understand when the teacher does it by practicing directly demonstrating what is ordered rather than just writing it on the blackboard and asking students to read and memorize it. Gestures play a crucial part in the classroom, according to region in his explanation of gesture. Additionally, gestures can be utilized to present language material, give feedback, and manage the classroom; according to Elfatihi (2006), It is the responsibility of the teacher to direct classroom activities in a way that, through gesture, supports learning.

Given the value of gestures in the classroom, the researcher set out to identify the most common gestures used by teachers, the contexts in which they are most frequently employed, and the goals for which they are utilized when teaching English to young learners in elementary school, for example, teaching English to young learners differs



from teaching it to adults, said Manoharan et al. (2022). It takes preparation to educate young learners well; it is not simple. In order for young learners to comprehend the subject, the teacher must use approaches, methods, and teaching techniques that are suitable for them. Concern for a child's needs is one of the most crucial aspects of teaching English to children.

Gestures are a form of non-verbal behavior in hand movements, shoulders, and fingers. Gestures are also a combination of the movement of hands, arms, or body and the expression of face to convey a message from someone, as explained by Priyadharshni (2013). According to Kendon (2010), Gesture is a form of non-verbal communication with bodily actions that are seen to communicate certain messages, either as a substitute for speech or simultaneously and parallel with words. Gestures differ from non-verbal physical communication, which does not communicate a particular message, such as an expressive display, proxemic, or showing joint attention. Gestures are a form of non-verbal communication that employ physical motions either in addition to or in place of speech to communicate a message. There are two very important elements in communicating: verbal (verbal communication) and gesture (non-verbal communication).

Francaviglia and Servidio (2011) explain that gestures are a source of important information because body movements support verbal communication, reduce the ambiguity of language, and increase understanding of the concept. Gestures are very important in communicating because gestures help the recipient of the information to understand what is submitted by the informant. From the description above, it can be concluded that gesture is non-verbal communication in the form of gestures that include expressions of face, hands, shoulders, fingers, or other body normally used simultaneously unconsciously or consciously when communicating to provide understanding at the time of communicating that also has certain messages. According to Hall (2011), there are some types of gestures, which are facial expressions (Proxemics), Posture (Artifacts), Gestures (Kinesics), Touch (Kinesthetics), and Eye Contact.

According to Collins (1979), Mastery is comprehensive knowledge or use of a subject or instrument. Mastery is derived from the word "master," which denotes the acquisition of entire information through comprehension and the development of skill or proficiency in its application. According to McCarthy (1990), mastery is defined as the competency to understand and apply something learned. This indicates that mastery involves more than just knowing the definitions of words; it also entails being proficient in their use.

According to Hiebert and Kamil (2005), vocabulary is the knowledge of the meanings of words. Vocabulary is defined as the ability to recognize words and understand their meanings. Additionally, they separated words into two categories: passive and active. According to Richards and Renandya (2002), vocabulary is a language's main element and provides the learners of the language with the ability to speak, write, read, and listen in a particular language. For this reason, vocabulary is essential to language learning and plays a big part in the process. Active and passive



vocabulary are the two categories of vocabulary according to Richards and Renandya, just like they were for the prior expert. According to the definitions above, vocabulary mastery is the ability to know a list or a group of words that make up a language that a specific person, class, or profession might employ.

Teaching English is an educational process that aims to develop English language skills in individuals who learn the language. Experts have deep knowledge of and research in this field, which helps shape effective teaching approaches. The following is an explanation of teaching English according to several leading experts:

Krashen (2008) is a linguist and educator known for his second-language learning theories. His main theory is the "Monitor Model," which consists of five elements: input, filter, acquisition, learning, and monitoring. Meanwhile, Diane Larsen-Freeman, an expert in second language education and action research, said that one of his main contributions is dynamic complexity theory, which emphasizes that language is a complex system and that language learning must include understanding these concepts through diverse and contextual experiences.

In addition, Nunan (1991), an expert in teaching English who is known for his communicative approach, said that he believes that the main objective of teaching English is to develop students' communicative abilities by providing opportunities to interact in real and meaningful situations. So, the Monitor Model and Dynamic Complexity Theory emphasize the importance of language learning through diverse and contextual experiences to develop students' communicative abilities.

Elise, in Henita's (2019) journal, explained some techniques to increase the vocabulary of students in learning English quickly: Preparing and monitoring, Learning words in context, and Practicing. There are numerous techniques for teaching at the beginning level. Therefore, teachers need to pay close attention when they are imparting knowledge:

- a. By showing real object: When the words like pen, chalk, table, chair, football, flowers, tomato etc.
- b. Using demonstrations: For example, words like jump, smile, cry, nap, sleep, and dance can be demonstrated.
- c. Showing pictures: The teacher has a picture of each of the following: a bus, a taxi, traffic, a policeman, and a mail box. Pictures that have been cut from magazines and newspapers.
- d. By drawing pictures: The teacher can draw pictures to represent the words flag, dish, cup, glass, ladder, and key

The researcher chose to conduct the research at SMP N 1 Rejang Lebong. The teacher of SMPN 1, Rejang Lebong, fulfills the gestures criteria based on experts' theories by Armstrong (2017) about what general criteria can be considered important in using gestures in English language teaching.

After all the information that have been explained above, the researcher find that it is important to be investigated. This study will involve teachers and students, the researcher will interview a teacher and students related to the teacher's gestures in transferring information. Therefore, the researcher conducted the research entitled "An

Analysis of Teacher’s Gestures in Facilitating Student’s Vocabulary Mastery at SMP N 1 Rejang Lebong.”

2. METHOD

The researcher used a mixed methods sequential explanatory research design to conduct this research. Mixed methods research will provide a more comprehensive understanding of how teachers’ gestures facilitate students’ vocabulary mastery at the first-grade level, and most of them have never studied English in elementary school. This research combines quantitative and qualitative data. The population of this research is the first-grade students of SMPN 1 Rejang Lebong. There are eleven classes of first-grade students of SMPN 1 Rejang Lebong as the population of this research.

The researcher determined class VII I as the research sample because the teacher only provides gesture assistance when teaching English in that class. Students from that class need other input besides verbal language because most have not studied English in elementary school. The total number of samples is 34 people. Furthermore, the teacher who used the gesture method in teaching English in that class was also the subject of this study.

Tests were carried out to see the baseline and development of fresh students at the first-grade level. The first test is intended to determine fresh students' basic knowledge of English vocabulary, while the second test is intended to find out students' vocabulary improvement after treatment is given. The test is a vocabulary test consisting of 8 command words and 11 command sentences.

Table 1 Blueprint of vocabulary test

No	Indicators	Subindicators	Rated Aspect	Yes	No	Descriptions
1	Carry out/ demonstrate that movement ordered by the teacher	Children are capable of demonstrating that movement ordered by the teacher	<i>Listen to me and do what I say!</i> 1) Jump!			
			2) Run!			
			3) Stop!			
			4) Stand up!			
			5) Turn around!			
			6) Sit down!			
			7) Squat down!			
			8) Walk!			
2	Respond to some instructions simply in English, ordered by the Teacher	Children are capable of carrying out the teacher’s orders In English	<i>Listen to me and do what I say!</i> 9) Run to the door!			
			10) Jump to the chair!			
			11) Walk to the table!			
			12) Pick up the pencil!			



			13) Put down the book!			
	Children are capable of carrying out the teacher's orders simultaneously		<i>Listen to me and do what I say!</i> 14) Run to the table and pick up the book!			
			15) Pick up the pencil and walk to the window!			
			16) Jump to the table, put down the paper, and sit on the chair!			
	Children are capable of carrying out the teacher's orders simultaneously		<i>Listen to me and do what I say!</i> 17) Pick up the paper and pencil and put them on the chair!			
			18) Jump to the chair and put down the book!			
			19) Walk to the door, pick up the pencil, put it on the table, and sit on the chair!			
SCORE						

The questionnaire was given to determine the students' perceptions of the teacher's gestures in teaching English. The questionnaire used is a closed-ended questionnaire with a Likert scale design, containing positive statements with choices: Strongly Agree (SA), Agree (A), Disagree (D), consisting of 10 statements and arranged based on indicators.

Table 2 Blues print of statements questionnaire

Number of items	Statements	Type	Score			
			SA	A	DA	SD
1	I understand the meaning of new words more easily when the teacher uses hand/body movements.	Positive	4	3	2	1
2	The gestures (hand/body movements) used by the teacher helped me remember new vocabulary better.	Positive	4	3	2	1



3	I feel the teacher's gestures are less effective in clarifying the meaning of new vocabulary.	Negative	1	2	3	4
4	I am more interested in paying attention to the teacher's explanation when accompanied by gestures.	Positive	4	3	2	1
5	The teacher's gestures often confused me about the meaning of new vocabulary.	Negative	1	2	3	4
6	The teacher's use of gestures makes the explanation more lively and interesting.	Positive	4	3	2	1
7	I felt the teacher's gesture was excessive and unnecessary	Negative	1	2	3	4
8	The teacher's gestures helped me engage more actively in the vocabulary-learning process.	Positive	4	3	2	1
9	I prefer it if the teacher explains verbally without using gestures.	Negative	1	2	3	4
10	Overall, the teacher's gestures really helped me in understanding new vocabulary.	Positive	4	3	2	1
TOTAL 10 STATEMENTS						

The researcher conducted an interview with a teacher who applied this gesture method in class to continue research on the influence of teacher gestures. The instrument of this research was a structured interview.

Table 3 Blues print of statements interviews

No	Indicators	Sub indicators	Questions	Descriptions
1	Facial expressions	Serious, Disappointed, Laugh, Anger, Disgust, Smile	1) Do you use <i>Facial expressions</i> while teaching English?	
			2) What <i>Facial expressions</i> do you use?	
			3) How do you use <i>Facial expressions</i> , and to what extent can <i>facial expressions</i> facilitate students' understanding?	
			4) Do you have any difficulties using <i>facial expressions</i> ? What are they?	
2	Posture		1) Do you use <i>Posture</i> while teaching English?	



			2) What <i>Posture</i> do you use?	
		Walking, standing, and sitting	3) How do you use <i>Posture</i> ? To what extent can posture facilitate students' understanding?	
			4) Do you have any difficulties using <i>Posture</i> ? What are they?	
3	Gesture	Illustrators, regulators, emblems, affect display	1) Do you use <i>gestures</i> while teaching English?	
			2) What <i>Gestures</i> do you use?	
			3) How do you use <i>gestures</i> , and to what extent can <i>gestures</i> facilitate students' understanding?	
			4) Do you have any difficulties using <i>Gesture</i> ? What are they?	
4	Touch	Hand shaking, hand movement.	1) Do you use <i>Touch</i> while teaching English?	
			2) What <i>Touch</i> do you use?	
			3) How do you use <i>touch</i> , and to what extent can <i>touch</i> facilitate students' understanding?	
			4) Do you have any difficulties using <i>Touch</i> ? What are they?	
5	Eye contact	Close eyes, open eyes, direction, and eye movement.	1) Do you use <i>Eye contact</i> while teaching English?	
			2) What <i>Eye contact</i> do you use?	
			3) How do you use <i>Eye contact</i> , and to what extent can eye contact facilitate students' understanding?	
			4) Do you have any difficulties using eye <i>contact</i> ? What are they?	

The observation was held in order to get data about the types of teacher gestures in teaching English at SMP N 1 Rejang Lebong; it was to identify the types and dominant

types of teacher gestures. It is useful to get data about the type of teachers' gestures in the classroom. The indicators adopted from Edward Hall's theory:

Table 4 Blues print of observations checklist

No	Indicators	Subindicators	Yes	No	
1	Facial expressions	Serious, Disappointed, Laugh, Angry, Disgust, Smile	1) Serious		
			2) Disgust		
			3) Angry		
			4) Disappointed		
			5) Laugh		
			6) Smile		
2	Posture	Walking, standing, and sitting	7) Sitting		
			8) Standing		
			9) Walking		
3	Gesture	Illustrators, regulators, emblems, affect display	10) Illustrators		
			11) Regulators		
			12) Emblems		
			13) Affect display		
4	Touch	Hand shaking, hand movement.	14) Hand movement		
			15) Handshaking		
5	Eye contact	Close eyes, open eyes, direction, and eye movement.	16) Close eyes		
			17) Open eyes		
			18) Direction		
			19) Eye movement.		

In analyzing the test data, the researcher used SPSS 22 to analyze validity, reliability, Normality, and Linearity. Furthermore, the mean scores and standard deviations of the tests were calculated using Regression analysis. The researcher also analyzed the data from the questionnaire and used statistics to count the total percentage score. After the data from the test and questionnaire was analyzed and described, then the researcher conducted the interview to confirm the validity of the results from the regression analysis. The Interview data was analyzed using content analysis by Miles and Huberman (1994). The researcher analyzed this research by using three steps. They were reducing the data, preparing the data, and concluding and verifying of the data.

3. FINDING AND DISCUSSION

Finding

The purpose of this analysis is to find out to what extent the teacher's gestures can facilitate students' vocabulary mastery; the researcher carried out a simple linear regression analysis test. In other words, this analysis will answer the first research question in this research. As explained in the table below:

Table 5 Simpler linear regression analysis test result
ANOVA^a

	Model	Sum of Squares	df	Mean Square	F	Sig.
	Regression	373.927	1	373.927	179.106	.000 ^b
1	Residual	66.808	32	2.088		
	Total	440.735	33			

Based on the results of the Simple Linear Regression Test above, if the calculated F value = 179.106 with a significance level of $0.000 < 0.05$, then the regression model can be used to predict the participation variable or in other words, there is an influence of the teacher gesture on the student's vocabulary mastery, this certainly proves that teacher gestures can facilitate students' vocabulary mastery. Then, the researcher wanted to know what percentage of teacher gestures can facilitate students' vocabulary mastery, so the researcher presented it with the following table:

Table 6 Coefficient of determination test results
Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.921 ^a	.848	.844	1.445

Based on the summary model table of the simple linear regression test above, it can be explained that the correlation value (R) is 0.921. From the output, the coefficient of determination (R square) is 0.848, which means that the influence of the independent variable (teacher gestures in teaching English) on the dependent variable (student vocabulary mastery) is 84,8%. This indicates that the teacher's gestures greatly influence the understanding of vocabulary and phrases of fresh students at first-grade level, and most of them have never studied English in elementary school. Furthermore, to verify the results of the previous regression analysis, the researcher also explained the results of the questionnaire data given to students. The questionnaire, which was distributed to 34 respondents and has 10 items, was completed by 34, too. The result can be seen in the table below:

Table 7 Results of the questionnaire to students

No	Statements	Total (%)
1	The teacher's gestures facilitate to understand the meaning of new words	77,21%
2	The teacher's gestures facilitate memorizing vocabulary	80,14%
3	The teacher's gestures were effective in clarifying the meaning of the new vocabulary	77,94%
4	The teacher's gestures make explanations more interesting	79,41%
5	The teacher's gestures eliminate ambiguity in understanding new vocabulary	76,47%
6	The teacher's gestures make the explanation more enjoyable	72,05%
7	The teacher's gesture was not excessive and necessary	82,35%



8	The teacher's gestures facilitate students become more active in the learning process	78,67%
9	The teacher's use of gestures is more attractive to students	77,20%
10	The teacher's gestures can facilitate student's vocabulary mastery	76,47%
Average		77%

Based on the table above, it can be seen that 77.21% of students can understand the meaning of new words more easily when the teacher uses hand/body movements, 80,14% of students feel the gestures used by the teacher help them remember new vocabulary better, for statement number three, it can be seen that 77,94% the teacher's gestures are effective in clarifying the meaning of new vocabulary. Then, 79,41% of students feel more interested in paying attention to the teacher's explanation when accompanied by gestures. Next, in statement number five, it can be seen that 76,47% of the teacher's gestures made students understand the meaning of new vocabulary. Next, 72,05% of students feel the teacher's gestures make the explanation more lively and interesting, and 82,35% think the teacher's gesture was not excessive and necessary. Next, 78,67% of students feel the teacher's gestures helped students engage more actively in the vocabulary learning process; in statement number nine, it can be seen that 77,20% of students prefer the teacher explain using gestures, and the last 76,47% of students feel the teacher's gestures really helped students in understanding vocabulary.

Based on the results of the questionnaire, there are 5 types with 14 sub-indicators of gestures used by teachers to assist student's vocabulary mastery. The researcher provided 19 statements that were used to find out what types of gestures teachers use to assist students' vocabulary mastery, especially for fresh students at first-grade level at SMP N 1 Rejang Lebong. which will be detailed below:

Table 8 Results of the questionnaire to the teacher

No	Types	Representations	Form
1.	Facial expression	Smile, Serious, Angry, Laugh	These types of gestures are used by teachers
		Disappointed, Disgust	These types of gestures are not used by teachers.
2.	Posture	Walking, Standing, Sitting	These types of gestures are used by teachers
3.	Gesture	Illustrators, Regulators	These types of gestures are used by teachers
		Emblems, Affect Display	These types of gestures are not used by teachers.
4.	Touch	Hand Movement, Hand Shaking	These types of gestures are used by teachers
5	Eye Contact	open eyes, close eyes, and eye movement	These types of gestures are used by teachers

		Direction	These types of gestures are not used by teachers.
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The researcher provided 19 statements to determine what types of gestures teachers use to assist students' vocabulary mastery, especially for fresh students at the first-grade level at SMP N 1 Rejang Lebong. Based on the results of a questionnaire with a total of 19 statements, 14 answers were found to be "yes," which was interpreted as the type of gesture used by the teacher, and 5 answers were "no," which was interpreted as the type of gesture that the teacher did not use to assist student's vocabulary mastery. Then, 14 answers "yes" in the questionnaire are included in the sub-indicators of smile, serious, angry, laugh, walking, standing, sitting, illustrators, regulators, hand movement, handshaking, open eyes, close eyes, and eye movement. Besides that, 5 answers "No" in the questionnaire are included in the sub-indicator of disappointed, disgust, emblems, affect display, and direction.

The researcher also conducted observation and interview with a teacher, and the results were that, according to the teacher, giving gestures could facilitate students' vocabulary mastery because students would be able to immediately understand the instructions the teacher conveyed even in a language they did not previously understand, students would also be able to understand the lesson material explained by the teacher.

Table 9 Results of the interview

No	Types	Representations	Form
1	Facial expression	To what extent <i>facial expressions</i> can facilitate students' understanding?	Students can directly understand the situation that is happening even though the teacher speaks in a language they don't understand
2	Posture	To what extent <i>can posture</i> facilitate students' understanding?	Students will be able to directly understand the instructions that are conveyed, even if it is in a language that they did not understand before
3	Gesture	To what extent <i>gestures</i> can facilitate students' understanding?	It will be able to encourage students' ability to understand sentences in English for beginner English language learners.
4	Touch	To what extent <i>touch</i> can facilitate students' understanding?	Students will be able to understand the lesson material that the teacher explains



5	Eye Contact	To what extent <i>eye contact</i> can facilitate students' understanding?	It can help build a strong emotional connection between two individuals.
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Based on the results of observations and interviews, there are 5 types with 14 sub-indicators of gestures used by teachers to assist student's vocabulary mastery. The first type of gesture, namely facial expressions, includes serious, angry, laughing, and smiling. The second type of gesture, namely posture and items, is walking, standing, and sitting. The third type of gesture, namely gestures and items, includes illustrators and regulators. The fourth type of gesture, namely touch and items, includes handshaking and hand movement. The fifth type of gesture, namely eye contact and items, includes closed eyes, open eyes, and eye movement.

Based on the data taken from tests, questionnaires, and interviews, it can be concluded that the teacher's gestures significantly influence students' understanding of the vocabulary; this proves that teacher gestures can facilitate students' vocabulary mastery.

Discussion

In this section, the researcher discussed several things regarding the findings of this research. Because this research uses a mixed methods explanatory design, the order in which the discussion is presented is preceded by quantitative data followed by qualitative data. The researcher presented the discussion from the test, questionnaire, observations, and interview that distributed 34 fresh students at first-grade level and a teacher of SMP N 1 Rejang Lebong.

3.1 The Extent to Which Teacher's Gestures Facilitate Students' Vocabulary Mastery

Based on the results of the Simple Linear Regression Test there is an influence of the teacher's gesture on the student's vocabulary mastery variable. This is aligned with Sarra's (2016) study of using gesture as a teaching strategy for acquisition of vocabulary items. In other word this finding implies that the expansion of students' word repertoires in Sarra's study is supported by this finding.

Based on the summary model table of the simple linear regression test means that the influence of the teacher's gestures on the student's vocabulary mastery is 84,8%. This indicates that a teacher's gesture can facilitate students' vocabulary mastery, especially for fresh students at the first-grade level, and most of them have never studied English in elementary school. This finding supported Al-Morsy's (2021) study, in which he stated that there is value in employing various body language techniques in the classroom to assist the students in quickly finding vocabulary meanings. In other words, the value that Morsy implies in his study is 84,8%.

Based on the results of the questionnaire, with a percentage value of 77%, it shows that the teacher's gestures have an influence in facilitating students' vocabulary mastery; the most dominant is the statement that students feel that



the teacher's gestures are necessary and students feel that they are necessary. They are necessary. Using teacher gestures can help students remember new vocabulary better. These findings align with the study by Martha and Mitchell (2014), which found that teachers who used hand gestures were able to emphasize student understanding.

Furthermore, according to the teacher, based on the results of the interview, giving gestures could facilitate students' vocabulary mastery because students would be able to immediately understand the instructions the teacher conveys even in a language they did not previously understand. Students would also be able to understand the lesson material explained by the teacher. These findings align with Morsy's study, which found that teacher gestures assisted students in understanding vocabulary. These findings also align with Ramdani's study, which stated that body language increased their English vocabulary, especially in verbs or action words.

3.2 Types of Gestures the Teachers Used to Assist Student's Vocabulary Mastery

The researcher also analyzed the types of gestures that teachers used to assist student's vocabulary mastery. The indicators are adopted from Edward Hall's theory. The indicators consisted of facial expression, posture, gesture, touch, and eye contact. The researcher found out all types of teachers's gestures; there were five types. Based on the research findings, the researcher found that teachers used facial expressions, posture, gestures, touch, and eye contact in teaching and learning vocabulary. Because it makes it easier for teachers to make students understand the materials and to make it easier for teachers to communicate with students, when teachers use gestures, they must explain the materials clearly and monitor to control them to be active in class. The teacher must ask the students some questions to know whether the students understand the material the teacher conveyed. First, the result of this research was the same as that of Sarra Harrath (2016). She discussed using body language as a teaching strategy for the acquisition of vocabulary items. The results showed that the experimental treatment involved teaching learners vocabulary through the implementation of body language (gesture, eye contact, facial expression, and body movement).

Teachers need to actively employ gestures. For example, they should walk about the classroom, explain the lesson with their hands, use their entire body, and ask the kids whether they understand what they are supposed to do. It can be difficult for teachers to keep their students using English in the classroom since, occasionally, kids grasp what their teachers say. Sometimes, students find studying boring since they struggle with the English language and get tired while learning.

In conclusion, based on the discussion above, it can be concluded that the teachers used gestures on students' vocabulary mastery directly at the time and the types of the teachers' gesture on student's vocabulary mastery that the English teacher used facial expressions, gesture, posture, touch, and eye contact



to teach English vocabulary in SMP N 1 Rejang Lebong. The teacher did not keep silent about the students' English, but the teacher changed by perfecting it using the teacher's gestures; the teacher knew how to use the right gestures when the students did not understand the materials. In short, the teacher has to know about the types of gestures and when to use them appropriately.

The researcher determined the different sorts of teaching gestures based on the data findings. When teaching vocabulary, the English teacher primarily employed direct gestures. According to the interview, the teacher used gestures because the students always had trouble understanding the material. Using gestures, the teacher helped the students recognize their mistakes in vocabulary instruction and helped them develop their vocabulary skills so they could teach vocabulary more effectively the next time. The teacher used gestures directly to make the students realize and revise their vocabulary mistakes. They also said that when using gestures, sometimes, when students try to revise their mistakes, they need to repeat the incorrect word several times because they say it completely is not necessarily true. The English teacher mostly used all types of gestures in Edward Hall's theory to correct the student's utterance in teaching vocabulary.

4. CONCLUSION

Regarding the aim of the study and based on the findings, data analysis, and discussion, it can be concluded that the researcher found a significant influence between teacher gestures on students' vocabulary mastery, and the effect reached 84.8%; this certainly proves that teacher gestures can facilitate students' vocabulary mastery. Based on the results of the questionnaire, with a percentage value of 77%, show that the teacher's gestures have an influence in facilitating students' vocabulary mastery.

The researcher found five types of gestures that were repeatedly employed in teaching class. In fact, the teachers used some gestures to teach their students, which varied from facial expressions to gestures, postures, touch, and eye contact.

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