

TEACHING ENGLISH VOCABULARY ACQUISITION THROUGH GESTURE

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Abstract: *Teaching vocabulary has been integrated in four skills: listening, speaking, reading, and writing. Most of the students always got low mark in the English test. It shows that the students of English subject I of Islamic Education at Institut Agama Islam Yasni Bungo academic year 2020 lack of the vocabulary. After the researcher interviewed them, the problem was that they do not understand about the meaning of the vocabularies in the text. This research was literature study. The main objective of this research was to explain how far the strategy of using Gesture. This research was conducted at first semester Islamic Education students of English Subject I at Institut Agama Islam Yasni Bungo. The data in this study were collected through observation, documentation book, journal, and internet. Based on the data analyzed, it can be concluded that gesture can be applied in teaching vocabulary. There are four categories using gesture; 1) Iconic Gesture; 2) Metaphoric Gesture; 3) Deictic Gesture; 4) Beat Gesture.*

Keywords: *Teaching English, Vocabulary Acquisition, Gesture.*

INTRODUCTION

Language is fundamentally symbolic system in human affairs and used as a meant of communication. People can interact with their environment and try to put their ideas, thoughts, feelings and opinions through language. Moreover, it is a medium to transfer the past information for next

generation. In other words, language plays an important role in human communication and indispensable in human live.

Teaching vocabulary has been integrated in four skills: listening, speaking, reading, and writing. Hence, there is no specifically in teaching vocabulary. The teachers only teach the

vocabulary that occurs in the text. As the result, the students lack of vocabulary. It influences the students' ability in oral and written skills. This is happening to the researcher's students.

Most of the students always got low mark in the English test. After the researcher interviewed them, the problem is they do not understand about the meaning of the vocabularies in the text. Because of that, the researcher wants to solve this problem. One of the possible solutions is using gesture for teaching vocabulary. Gesture is a part of psycholinguistic that includes into sign language.

Wikipedia (2008) explains sign language is a language which, instead of acoustically conveyed sound pattern, uses visual patterns, uses visually transmitted sign pattern (manual communication, body language and lip patterns) to convey meaning- simultaneously combining hand shapes, orientation and movement of the hands, arms, or body and facial expression to express fluidly a speakers' thought. Sign language commonly develops in a deaf community, which can include interpreters and friends and families of deaf people as well as people who are

deaf or hard of hearing themselves. However, recent year's sign language can be used for hearing community, but people call it gesture. Gesture is a simple sign language.

REVIEW OF RELATED LITERATURE

Teaching Vocabulary

Manser (1991) defines vocabulary as the words applied by people, and class of profession, which is required for communication.

Teaching vocabulary has to be given in an interesting way. The teachers should think about the suitable technique in order to make the students memorize English vocabularies easily.

Nation (1994) states some important reasons for teaching vocabulary:

1. The word becomes very necessary for the learners. When they learn a language, they have to know the language first. If they do not know the meaning of the words, she/he can't do anything.

2. The word brings on particularly difficult, if he/she does not understand the words of the language; she/he will find a problem in using it. For example, the learners can't get the ideas of the text.
3. The word is required for many activities. It is used for listening, reading, speaking and writing.
4. The words which are included in the features of regular pattern will assist learners to master the others word easily.

In memorizing the words, students usually pronounce the words and then find the meaning in the dictionary. Henning in Read (2000) explains that low level students of language learning keep the vocabulary based on the sound of words, whereas at advanced level learners words are kept based on the meaning of the words.

Vocabulary Acquisition

In recent years, English language researchers have concerned themselves with the acquisition of vocabulary and have distinguished between vocabulary that is acquired

incidentally and vocabulary that is acquired intentionally.

This incidental acquisition of vocabulary is explained by Krashen (1989) within the context and framework of his "Input Hypothesis." According to this hypothesis, new and unfamiliar vocabulary is acquired when its significance is made clear to the learner. Meaning is conveyed by providing extra linguistic support such as illustrations, actions, photos, and realia.

Krashen further states that the amount of comprehensible input is proportionate to the amount of vocabulary acquired. Thus, vocabulary is incidentally acquired through stories because familiar vocabulary and syntax contained in the stories provide meaning to less familiar vocabulary.

THE CONCEPT OF GESTURE

Based on the explanation above related to gesture, the other experts also give their definitions and suggestions about gesture. (Kendon 1986; Scheglof 1984) explains "gestures are related to speech production when a speaker concerned about transmission condition, such as when communicative circumstances make

speech reception difficult, or about interpretative adequacy, such as when a speaker wants to enhance a spoken utterance or express things that are not easily represented in speech”.

The language of gesture allows individuals to express a variety of feelings and thought, from contempt and hostility to approval and affection.

However varied the definitions of gestures, but they always contain the same element: a gesture is a combination of a body movement (or a bodily posture) and a meaning and it has function as a mean of communication.

McNeil (1992) in his seminar about *hand and mind* offers four different categories of gestures, they are:

1. **Iconic gesture**: which depict to the content of speech, both objects and action
2. **Metaphoric** gestures: Similar to iconic gesture, these gesture may be *kenetographic* or pictographic, but they represent an abstract idea rather than a concrete object or action.
3. **Deictic gestures**: are pointing gestures, which indicate either

concrete entities in the physical environment.

4. **Beat gesture**: these are gestures in which the hand moves with a rhythmical pulse that lines up with the stress peaks of speech.

It can conclude that, there are many kinds of gestures that can be applied in communication, but the main concept of gesture is; the use face expression and body movement to express our ideas message if the situations and places that do not permit us to use language.

METHODOLOGY OF STUDY

This research was literature study. The technique of collecting the data was used by theory that related to the study. This study was conducted by doing observation, internet, journal, book for the data. This reasearch was conducted at first semester Islamic Education students of English subject I at Institut Agama Islam Yasni Bungo.

In analyzing the data, descriptive analysis was used. It was done by combining the fact and analyzing, then understanding and explaining the discussion related to the study.

RESULT AND DISCUSSION

Vocabulary is the main aspect in learning language. In this case the researchers focused about learning English vocabulary. Based on the fact above, the researchers got a problem in teaching English, because most of the students have lack of vocabulary. Therefore, the researchers want to solve this problem. The possible solution is using gesture.

Gesture is very helpful in enhancing students' vocabulary, because the teacher/lecturer do not need to translate the vocabulary like the old method where the teachers always gave and wrote the translation of the difficult vocabulary or sometime asked the students to find in their dictionary.

This old method makes the students were lazy to improve their vocabulary. Besides, most of the students did not have and want to bring their dictionary. Therefore, using gesture can make the students are interesting to enhance their vocabulary.

The researchers have used gesture in teaching vocabulary. When teaching the vocabulary, the researchers seldom give the translation of the difficult vocabulary. The researchers only used the above techniques of gesture, such as: hand

gesture, body gesture and head/face gesture. The example as follow:

- The students asked about the translation of the word "eat". Then the researchers only use hand gesture to, like putting her hand to her mouth, and the guess and mention the translation easily = makan.

As the result, the students were enthusiast in teaching and learning English and when the researchers reviewed about the vocabularies next week, the students can mention the translation of the vocabularies.

Finally, the researchers made some creation about learning vocabulary using game by asking each of students to prepare the gesture about the vocabularies that they found in the text. Therefore, teaching and learning process is more fun.

CONCLUSION

Vocabulary is essential in learning language. Without mastering the vocabulary, we will fail in mastering a language. This is happening almost of the students when they learned English language, especially in the researchers school.

Most of the students have less of vocabulary. They are very lazy to improve their vocabularies. Therefore, the researchers want to find the solution, and the possible solution was using gesture.

There are so many types and categorize of gesture. But the point is: gesture involves the body movement to express our ideas, feeling and thought.

Finally, after the researchers used gesture in teaching English vocabulary, the result showed that the students were very enthusiast in learning process and can remember the vocabulary for a long time.

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