

CHAPTER 1 INTRODUCTION

This chapter contains the basic consideration, the previous study, the research question, the research objective, the research scope, and the significances of study.

Basic Consideration

Students of English Department in the State of Gorontalo University come from different backgrounds and have different ways of expressing their ideas in communication. Communication is passing information and understanding or transmitting the information from one to another. Communication is not only verbal but also non-verbal. Non-verbal communication was introduced by Weldon Kees and a psychiatrist Jurgen Ruesch in 1956 in their book called *Non-verbal Communication: Notes on the Visual Perception of Human Relations*. According to Nordquist (2020), in that book, non-verbal communication is the process of sending or receiving messages by substituting spoken or written words.

Conversation is one of the interactions that often occurs non-verbal communication in it. According to Brennan (2010), conversation is an activity involving two or more participants use linguistic forms and non-verbal signals to communicate interactively. In other words, conversation is an exchange of ideas or information use both verbally and non-verbally words. This activity can be done anytime and everywhere whether it is directly which is face to face or indirect using assistive media. The participant in a conversation is required to be

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able to convey and receive the ideas or information has been given, including gesture, one of the non-verbal communications.

Gesture is identified as one of non-verbal communication based on Bargoan (1994). According to Hornby in Farianti, et.al (2017, p. 4), gestures are the process of communicating what you are feeling or thinking by the way you place and move your body rather than using words. Hand movement, eye gazing, facial expression, body posture, and so on are the examples of gesture. Gesture can be use to substitute the spoken or written words in communication and it does not hinder the process of conveying ideas and it can help the process of receiving the ideas so that the ideas become clearer and easier to understand.

Gesture can occur due to situations that require gestures to be used. For instance, lacking of vocabulary, feel anxiety, to simplify or shorten the idea, clarify the idea, get fiat by interlocutor, and so on. For example, the “OK” sign with the index finger and the thumb connected forming a circle and the other three fingers is sticking up means agreeing or another way to say “yes”. This gesture comes from whether to simplify or shorten the idea or maybe from clarify the idea. Another example, when someone gets nervous they often shows the feeling by scratching their part of body.

With those explanations above, there are several questions that arise in the mind of the researcher. The question is, where is it come from? What is the type of the gesture? What can affect our decision of choosing which one gesture to use? It does not suddenly appear itself, although it usually occurs spontaneously,

there must be a reason how we select and set up a gesture. Unconsciously, it may be arises because of some factors. Those factors maybe can influence a person in determining a gesture they want to use. Although much is known about when and in what ways speakers gesturing, little is known about where they got it from and what the affect factors to decide which one the gesture to use.

Based on Iverson and Goldin-Meadow (1998), there are two possibilities why people gesture when they speak. The first is because speakers see other gestures and learn to move their hands as they talk from the model they see. The second is because they understand that gestures can convey useful information to the listener. Based on those possibilities, the researcher found that the reason why people gesture when they speak can be concluded as the two major factors. These two major factors are the determinants of a person in choosing or setting which gestures to use. Each factor is a process by which humans get information about all things, including gestures.

The researcher named the two major factors that Iverson and Goldin-Meadow once postulate as experience and understanding to simplify. It is because in the first possibility, Iverson and Goldin-Meadow postulate that people get gestures from *seeing* what other people are doing. This can be categorized as the experience referred to by the researcher. Experience refers to events that have been experienced by a person through the five senses. Meanwhile, in the second possibility, Iverson and Goldin-Meadow explain that someone understands that gestures can represent the ideas they want to convey. It is similar to what is meant by the researcher who categorized the second possibility described by Iverson and

Goldin-Meadow as the understanding which is refers to information that has been combined with understanding and potential to act on something.

Furthermore, the researcher's assumption about the gesture comes from two possibilities, namely experience and understanding which can be proven by the explanation from Jujun Suriasumatri. Based on Suriasumatri's book, there are four sources of knowledge, two of which are experience and understanding. The knowledge based on experience or known as empirical is the knowledge that occurs by using the experience that people got before. Suriasumatri explained that the adherents of this concept argue that knowledge is not obtained from ordinary reasoning (rational thought), but through concrete (empirical) experience. Something that is felt by humans through the five senses is concrete according to adherents. They use the inductive method and it is believed that by using this method a new knowledge can be compiled by paying attention to the symptoms that humans feel through their five senses.

Hereafter, knowledge that is comes from understanding. It means the knowledge that is obtained through a way of thinking or understanding something that is based on the logic of human thinking. This concept is also called knowledge that comes from the rational mind according to Suriasumatri. The rationalists use the deductive method in constructing their knowledge. The premise used in this reasoning is obtained from ideas that according to clear and acceptable assumptions. This idea according to rationalists is not a creation of the human mind. The principle itself existed long before humans even tried to think about it. This understanding is also known as idealism. Suriasumatri further

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explained that the function of the human mind is only to recognize the principle which then becomes knowledge. The principle itself already exists and is a priori and then be known by humans through their rational thinking abilities.

Thus, according to Suriasumatri explanation, the acquisition of knowledge can be obtained from experience that has been experienced or understood first. Yet, the researcher assumes that the explanation above is still on the edge part of the factors to be sought. The possibility of several lesser factors still remains. Those certain lesser factors can be the specific reason which related to the two major factors above. That is the priority that the researcher looking for. The choice of gesture can be affected by something that someone has been through, either experience or understanding. Those specific factors will later affect the decision of choosing gesture feature. Moreover, the specific factors the researcher assuming for, could be something close to a person to the point where it becomes the basis for them to behave. For example, the culture they belong to, where they associate, who they talk with, what they do for living, who are they in society, etc. Those all previous examples are exist in everyone. It called people background. Briefly, the background contains culture, ethnicity, social status, environment, education level, etc. This is what the researcher assumes are the specific factors that later can affect the choice of gesture in conversation.

One of the gestures that most obvious to shows the influence of two main factors related to their background is the gesture of telling direction. This gesture has three different movements that can be affected by the specific factors that possessed by a person (student). For instance, telling direction using thumb which

indicates that the person has knowledge or experience related to the culture that is possessed by them. As we all know that the use of the thumb to point out something in Javanese culture is a habit that refers to manners to show politeness to others. Henceforward, telling direction using all fingers. This gesture is usually done by someone who has understanding of the manners used in formal activities. Next, telling direction by using index finger. This gesture can be seen everywhere, can be done by everybody, and can be done every time when someone asks direction. This action can be done by a person because maybe they have seen that gesture before and they understood that movement can be used for telling direction and lastly they imitate it. With those previous examples before, it shows that the selection of a gesture can be influenced by two factors that are related to the specific factors that are owned by a person. So, what factors can effects the students' decision to choose a gesture in conversation? This phenomenon is what makes the researcher interested in finding out.

There is a lot of studies of gestures that have been done before. Generally, the issue of gesture in the language is not remarkably very new. This topic has been studied by numerous studies with different aspects and models for sure. Such as Hidayat (2013) discussed the body language response in his research, an Analysis of Students' Body Language Response to Teacher Talk at Speaking Class in UIN Alauddin Makassar. The aims of this study clearly figure out several forms of body language used by students in speaking class, what are the reasons they used body language, and what implications the student feel towards using body language.

Hidayat found the data and concluded three points as follows: (1) the body language was repeatedly employed in speaking class. There are six forms of body language students used to respond to their teacher talk which varied from gestures, postures, actions, body movement, eye contact, and facial expression. (2) the reason why students doing body language was to emphasize their verbal language, to ease, to clear, and to enhance the speakers' self-confidence. In case, the students wanted to make their speaking more enjoyable. In addition, another reason why the students using body language was to make their speech more interesting, exciting, and understandable. (3) the effects of using body language are varied. Mostly said that body language is so effective and influential to respond their teacher talk.

Farianti, et.al (2017) "The Analysis of Gesture Used by The Students of English Study Program in The Classroom Interaction at The University of Sembilanbelas November, Kolaka" discussed about gesture that students of English study program used in the classroom interaction. The objectives of this research were to figure out several kinds of gesture that the students used in the classroom and to find out functions of gesture which used by students.

They found that gesture was repeatedly employed in speaking class. In fact, the student used numerous forms of gestures to respond to the interaction in the classroom. They also found the function of gestures that were used by the students in the classroom interaction was also various. The functions of the gesture was to show the signs of the though-minded and stubborn individual, the interest of student, student lacking self-confidence, courtesy and a good attitude,

showing agreement, showing self-controlling, authority when arguing, persons habitual, person forgetfulness, persons' shy nature, persons confident, showing self, persons enthusiasm when responding something, showing courtesy, to disguise nervousness, to illustrate numbers, to clarify, to give comment, to express kept the confidence, the express the student feel nervous and insecure.

Furthermore, Tai (2014) that discussed the application of body language in English teaching. This paper aims at helping English teachers understand the application of body language in teaching, and encouraging them to try using body language in classes in order to assist their teaching. The teachers should understand why using body language is important when teaching. Tai explains that body language can be an advantageous tool for improving student's imaginations and helping teacher express their idea points more vividly. Also, by body language, the teacher can express some connotation of language that is difficult to express by mouth.

Conversely, there is a lot of studies about gesture have done, and the most common focused in this issue is the usability and the importance of the gesture. None of those studies focuses on what factors that students have when choosing a gesture to represent their idea in conversation. Thus, the researcher is interested to find out the factors related to their background that can influence the student's decision to choose a gesture to represent or to further clarify the idea they want to convey, especially students in the English Department of the State Gorontalo University because they are the closest sources that suitable for this study in the researcher's around. Scientifically, the student is more reasonable, because they

have more excuses that can be suspected as the factors compared with other sources. For instance, all of the students in the English Department of State Gorontalo University have different backgrounds to one another. Specifically, they are different in culture, social status, ethnicity, environment, and education.

Therefore, in order to make this study narrow and easier to understand, the researcher provides the research question, research objective, research scope and limitations, and significance of the study below:

Research Question

Based on the research background above, the researcher provides a research question as follows:

1. What are the types of gesture the students use in their conversation?
2. What factors can affect the students' decision to choose gesture in their conversation?

Research Objective

Regarding the research problem above, this research aimed to find out:

1. To discover the type of gesture the students use in conversation.
2. To find out what factors can affect the students' decision in English Department of the State Gorontalo University to choose a gesture in their conversation.

Research Scope

To make this research focus, the researcher utilizes scope and limitations for the research. Hence, to limit the investigation, this research focuses on investigating what factors can effects the decision of choosing gesture in conversation by students in English Department of the State Gorontalo University.

Significances of the Study

There are two significances of this study. Those are theoretically significance and practically significance. Theoretically, this study provides an analysis of a certain topic in the linguistic field. The expectation of this study is to give a contribution to the cultivation in the field of linguistics itself, particularly in study of gesture. Practically, this study expectantly can help the readers to enlarge their knowledge about a certain study in the linguistics. Hopefully, this study can be used for the learning process by either students or lecturers, either inside or outside environment of the English Department of the State of Gorontalo University and also perhaps can assist other researchers which have an interest in the linguistics, chiefly in studying gesture.

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