

## Using Iconic Gesture in Learning Vocabulary at MTs Muhammadiyah Sibatua Pangkep

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### ABSTRACT

This research aimed to find out the effect of using iconic gestures to memorize vocabulary at MTs Muhammadiyah Sibatua Pangkep. The researcher used experimental research which used statistical analysis consisting of descriptive and inferential statistical analysis. The SPSS 24.0 version used to analyze of data quantitatively. There were 64 populations. In this research, the samples taken were students of class VII A as a control group with a total of 20 students and class VII C students as an experimental group with a total of 20 students. In this case, the instrument was used fill-in test form there were 25 questions for the pre-test and post-test. The findings of this research showed that the use of iconic gestures can help students memorize vocabulary learning of the first grade at MTs Muhammadiyah Sibatua Pangkep. It implies that iconic gestures can be recommended to be applied to learn Vocabulary.

**Keywords:** Vocabulary, Iconic gesture, Learning



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### A. INTRODUCTION:

People communicate not only by producing sounds but also by using gestures when conveying information. The gesture is part of the communication form because it also serves to convey messages and as a complement to verbal communication. Gestures can be used anywhere. Usually, gestures are used by people without them realizing it, this happens to anyone because language is not enough to convey information or the person's intention, people will use both tone of voice, facial expressions, and body movements so that the meaning they want to say can be conveyed. As stated by Goldin and Meadow (2005), gesture is a term that includes many things, such as hand movements that occur

simultaneously with speeches but do not form a series. McNeill (1992) used the term 'gesture' which refers to hand movements that are directly related to speech.

Gestures are used in language, as well as in English. English is the second language and one of the main component languages that be mastered in communicating. It is also recommended to teach students that be mastered from an early age because communication requires collections of the vocabulary in master English so the educational program provides primary English material. Megawati (2016) said that English regulations make English subjects as compulsory subjects to study from elementary to high school level. As stated by Ratna (2002) claimed the importance of being able to speak English in the current era, but only a few students who accomplish this when learning English is not sufficient because it is caused by obstacles when studying in the classroom.

In English learning, students are not only required to know the rules in English, theories, and writing procedures. As is known, there are 4 aspects of learning a language, namely; reading, writing, listening and speaking. Of these 4 aspects, only reading and listening part are used when learning so that students do not feel like learning to speak, especially in English. This is confirmed by Megawati (2016) that in education, teachers use more voice and writing. Teachers should develop and use more nonverbal communication when teaching at school.

In the teaching process, teachers can use methods that do not make students feel bored, such as making students active in class, one of which is using the gesture method. This method is not only verbally but also activates body parts that can attract students' attention. Yang (2017: 2) said that in English teaching, teachers transmit information mainly rely on oral language but using gesture to attract student's attention exact and efficient. Therefore, it can be concluded that the teaching leaning process can be effective when the teachers teach in class, it should be better if they use gestures as a means of conveying information and can use as attraction for students.

Based on the researcher results of an interview with students and teacher of MTs Muhammadiyah Sibatua, most of the students do not to memorize vocabulary because there are factors such as lack of attention and interest of students to memorize vocabulary

because they had never studied English, students easily forget the vocabulary that learning all this time, and during the learning process, students only listen and write according to the teacher's directions. Finally, students aren't confident and are not enthusiastic about learning, especially in teaching through textbooks that are conceptual and not contextual. Using gestures, students can learn new vocabulary that is easier for students to understand. It is also ideal because it can attract students' attention.

Therefore, based on the research explanations and problems above, the researcher was excited to conduct the research by the title *The Effect of Using Iconic Gestures for Vocabulary Learning of the First Grade at MTs Muhammadiyah Sibatua Pangkep*.

## **B. RESEARCH METHOD**

The researcher used a quasi-experimental design as the method. A quasi-experimental design is a type of research that has two types of sample groups that are not randomly selected where the control group cannot control external variables that can affect the results of experimental research, Sugiyono (2010). The researcher used a quasi-experimental design because there were external variables that the researcher could not control. The researcher used a non-equivalent as design in this research. Galang (2020) said this design requires an experimental group and a control group where the experimental group is given treatment, but the control group is not given treatment. The experimental method using a non-equivalent control group design is shown below:

E =	O <sub>1</sub>	X
	O <sub>2</sub>	
C =	O <sub>3</sub>	-
	O <sub>4</sub>	

In the data collecting procedures, Kaharuddin *et al* (2018) claimed that there are three implementations in Discourse Analysis for English Language Teaching, namely pre-teaching or planning, while teaching or giving instructions, and post-teaching or the result of learning.

The chronological data procedures are as follows: **Pre-teaching:** Nadzir, M (2013) Planning is a series of activities that are important for teachers before carrying out teaching materials. In this section, everything related to learning planning during research at MTs Muhammadiyah Sibartua Pangkep which was carried out for six meetings. The researcher started from the division of groups until the evaluation of the implementation of the post test. **While-teaching:** In the teaching section, the researcher provided teaching material that carried out in both groups, where the researcher provided the same material but different in the treatment section. The researcher prepared the stages in presenting teaching materials;

The steps for providing treatment: giving material, listening to the teacher's explanation and imitating the gesture, and demonstrate a gesture in front of the audience.

**Post-teaching:** pre-test and post-test

For data analysis technique, there are some steps: 1. Descriptive Statistical Analysis are statistics used to analyze data that serves to describe the object under study through sample data without analyzing and making conclusions that apply to the public. Ananda and Fadhli (2018) believed that descriptive statistics that use samples are not used to make conclusion from the data taken. This technique aimed to describe the effect of the use of gestures in improving students' vocabulary mastery consisting of the mean, standard deviation, maximum, and minimum value. 2. Inferential Statistical Analysis

### **Normality Test**

Normality test is a form of testing about the normality of data distribution. The purpose of this test is to determine whether the data taken is normally distributed data or not. The meaning of normally distributed is the data in which the data concentrates on the mean and median values. Ananda and Fadhli (2018) In this case the data normality test technique is by testing Chi Kuadrat ( $\chi^2$ )

The researcher used data analysis of the Simple Linear with SPSS applications, it is necessary to regard the basis for making decisions on the Kolmogorov-Smirnov and Shapiro-Wilk normality tests. If the significance value (sig.)  $> 0.05$ , it means the data is normally distributed, whereas if the significance value (sig.)  $< 0.05$ , it means the data is not normally distributed.

### Homogeneity Test

The homogeneity test is conducted to determine whether the data obtained is homogeneous or not. Homogeneous means that the data are compared of the same type. Ananda and Fadhli (2018) is using the formula:

The researcher used data analysis of the Simple Linear with SPSS applications, it was necessary to regard the basis for making decisions on homogeneity test. If the significance value (sig.) on the Based on Mean  $> 0.05$ , it means the research data is homogeneous, while if the value is significance (sig.)  $< 0.05$ , it means the research data is not homogeneous.

### Hypothesis Test

The hypothesis test is conducted to determine whether the proposed hypothesis can be accepted or rejected by using the t-test.

The criteria for testing the hypothesis are if  $t \text{ count} > t \text{ table}$  at  $\alpha = 0.05$  then  $H_0$  is rejected and  $H_1$  is accepted, so there is an effect of using gestures in increasing students' vocabulary mastery. On the other hand, if  $t \text{ count} < t \text{ table}$ , then  $H_0$  is accepted and  $H_1$  is rejected, meaning that there is no effect of using gestures in improving students' vocabulary mastery. Using the SPSS application must regard the Significance (Sig. (2-Tailed)  $< 0.0$

## C. FINDINGS AND DISCUSSION

The research result is the answer to the problems formulated that have been determined to strengthen the hypothesis.

Table 1. Classification of Students' Achievement

Classification	Score
Excellent	81 – 100
Good	61 – 80
Fair	41 – 60
Poor	21 – 40
Very Poor	0 – 20

Table 2. Descriptive Statistical Analysis.

		The Scores of Experimental's Pre-test	The Scores of Experimental's Post-test	The Scores of Control's Pre-test	The Scores of Control's Post-test
N	Valid	20	20	20	20
	Missing	0	0	0	0
Mean		40.40	82.00	39.60	65.60
Median		40.00	86.00	38.00	68.00
Std. Deviation		8.792	15.492	7.667	11.119
Minimum		28	48	28	52
Maximum		56	100	56	88

**Inferential Statistical Analysis**

**Normality test**

Table 3. Tests of Normality

	Group	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	Df	Sig.
Pre-test Result	Experiment	.130	20	.200*	.939	20	.226
Post-test result	Experiment	.151	20	.200*	.908	20	.058
Pre-test result	Control	.181	20	.086	.937	20	.209
Post-test result	Control	.156	20	.200*	.906	20	.053

\*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

**Homogeneity Test**

Table 4. The Test of Homogeneity of Variance

		Levene Statistic	Df <sub>1</sub>	Df <sub>2</sub>	Sig.
Pre-test Results	Based on Mean	.373	1	38	.545
	Based on Median	.310	1	38	.581
	Based on Median and with adjusted df	.310	1	37.544	.581
	Based on trimmed mean	.354	1	38	.555
	Based on Mean	1.951	1	38	.171
	Based on Median	1.335	1	38	.255

Post-test Results	Based on Median and with adjusted df	1.335	1	33.378	.256
	Based on trimmed mean	1.629	1	38	.210

Based on the normality and homogeneity data testing, the parametric statistical requirements have been fulfilled. Thus, the parametric statistics used in statistical analysis in inferential statistics will be used by the t-test.

### Hypothesis Test

From the results of the independent sample t test using the SPSS 24 application, it can be seen that sig. (2-tailed) = 0.00 < 0.05 so it can be concluded that there were

Table 5. The Independent Sample Test

		Levene's Test for Equality of Variances		T-test for Equality of Means						
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Result Outcomes	Equal variances assumed	1.951	.171	3.846	38	.000	16.400	4.264	7.768	25.032
	Equal variances not assumed			3.846	34.469	.000	16.400	4.264	7.739	25.061

differences in the average student learning outcomes between using gestures in memorizing vocabulary and without using gestures.

Based on the descriptive analysis before applying the learning method using gestures, the category of students' ability to memorize vocabulary was in the low category which could be seen from the mean of pre-test results between the experimental group and the control group. The experimental group showed a mean got 40.40 and a standard deviation got 8.792, in the control group the mean got 39.60, and the standard deviation got 7.667.

After analyzing of pre-test and post-test, there were increases students' memorization abilities. These results indicated an increase that can be seen from the post-test results

differences between the experimental group and the control group, namely 82.00 for the mean score and 15,492 for the standard deviation score in the experimental group. On the other hand, in the control group, there was 65.60 for the mean score and 11,119 for the standard deviation that used gestures and not used gestures. This means that the average post-test score of the experimental group on the effect of using gestures is far superior to the average of the control group. To strengthen the results of the descriptive analysis above, an inferential statistical analysis was carried out to prove the proposed hypothesis. Before carrying out the t-test, the data must come from a population that is normally distributed and homogeneous. The results of the tests carried out using the normality test and homogeneity test were obtained from the learning outcomes of the two classes with the normal and homogeneous distribution. From the results of the normality test in using the SPSS application, the value of the significant level (sig) must be bigger than 0.05 so that the data can be said to be normally distributed.

The normality test results obtained from the pre-test and post-test results from the experimental class and control class were above 0.05 so the data from both group could be said from a normally distributed population. Thus, the homogeneity test was conducted on the results of the pre-test and post-test of each class, the basis for making decisions in the homogeneity test using the SPSS application, namely if the significance value (sig.) on the Based on Mean  $> 0.05$  means the research data was homogeneous, if the value was significance (sig.)  $< 0.05$  means the research data is not homogeneous. The results of the normality test were obtained above 0.05 or  $(0.05 < 0.545 < 0.171)$  so that the data from both classes can be said to be homogeneous.

The results of the test carried out using the normality test and the homogeneity test was obtained from the learning outcomes of the two classes which were normally distributed and homogeneous so that the hypothesis could be carried out using the t-test. Based on the results of the data using the independent t-test test on the SPSS application. Using the SPSS application must regard the Significance (Sig. (2-Tailed)  $< 0.05$  or without using SPSS  $t_{\text{count}} > t_{\text{table}}$ . The results of inferential analysis using the t-test obtained a value of (2-tailed) = 0.00 which the result is smaller than 0.05. Finally, it



concluded that there is the effect of using gestures to memorize vocabulary to class VII students of MTs Muhammadiyah Sibatua

Based on the findings above, there was a significant increase between the experimental group and the control group. There were differences in the increase in the used of gestures and without the use of gestures due to several factors, one of which is the experimental group added new insights that the vocabulary around students can make it easier to memorize using gestures, while in the control class, students only memorize vocabulary passively, and almost all of the students forgot the vocabulary they had memorized.

Learning with the method of memorizing vocabulary learning using gestures helped students to develop skills in memorizing vocabulary effectively and quickly, especially for students who have difficulty memorizing vocabulary and feel bored while learning English. It was said to be effective because when compared to the two groups, students in the control group memorize vocabulary monotonously that is just sit and memorize vocabulary without doing other activities. After memorizing, students did not dare to appear in front of their friends to memorize vocabulary again. Some students also forgot some of their memorizations when performing in front of their friends. While in the experimental group, students were very enthusiastic about learning because students thought this lesson was the same as learning while playing games, there were also students who said that this lesson was more enthusiastic about learning and not boring, this was evidenced when some students appear in front of the class, they compete to display their memorization results.

Based on the research results, there were also differences in learning methods between the experimental group and the control group. The experimental group was carried out contextually so that students were active in the class. The experimental group used gestures as a learning method and then used gestures taken from vocabulary in textbook or in classroom. After that, students connected it with movements that match the vocabulary. The gestures are used in accordance with the results of the agreement so that students can also exchange ideas about the gestures and be active in learning activities. While in the control group, it was textually only, students used direct learning

with a conventional approach, where students carried out the learning process and memorized words without doing other activities with the result that students were passive in the learning process. So that from the research results, contextual learning is suitable for use in learning.

Increasing learning when giving treatment also occurs, the students were active in class because students provided ideas about gestures that were suitable for memorizing, examples of gesture ideas that match vocabulary based on an agreement with other students namely; fat, intelligent, slim, handsome, silent, and run and there were also the vocabularies that have more than one gestures, such as; run, home, and handsome. In giving treatment, there were incidents where some students did not really follow the researcher's instructions, these students must always be controlled because some students at the time memorizing vocabulary always interfere with other students. Some other students feel ashamed because they rarely perform in front of their friends. From the results of previous preliminary research, the teacher also said that there were some students who lacked confidence in class, but when presenting treatment, the students were trained to appear in front of their friends and trained to be active in class.

From the results of research in the experimental group, students can adjust between words and their meanings because the gestures used help students remember the words and their meanings because the gestures match the meaning of the vocabulary. It is also confirmed in the theory of Clark (1991) said that learning is strengthened when people use verbal and non-verbal occur together. this is reinforced by the results of research data on pre-test experimental groups. It is also claimed Rezkianti (2021) that students have various difficulties in memorizing vocabulary starting from word meanings, and pronunciation which is only stored in short-term memory, so students make several efforts to overcome the problem such as using gestures, expressions, and dictionaries that are used to make it easier for students to memorize vocabulary.

The research results obtained are supported by the results of related research on gestures in memorizing vocabulary from the results of research by Gusman (2018) which stated the results of the data obtained from the respondents, it was concluded that gesture is effective for improving students' vocabulary. The research from Hasmiati (2017)

showed an increase in student learning through gestures made by the teacher which can motivate students when learning English in class. So it can be concluded that the results using iconic gestures are very effective in increasing English vocabulary learning among MTs Muhammadiyah Sibatua Pangkep students. The results of this research are said to be effective because the learning objectives set related to vocabulary learning using iconic gestures have been achieved as expected. This can be seen from the statistical data where the results of the SPSS analysis obtained the average value is not much different when compared between the experimental group and control group before giving treatment.

## **E. CONCLUSION**

The results of this research indicate that the use of iconic gestures is very effective in increasing English vocabulary learning among MTs Muhammadiyah Sibatua Pangkep students. The results of this research are said to be effective because the learning objectives set related to vocabulary learning using iconic gestures have been achieved as expected. This can be seen from the statistical data where the results of the SPSS analysis obtained the average value is not much different when compared between the experimental group and control group before giving treatment. After applying the treatment, the average value of the experimental group increased significantly. Then, it continued with calculating the results of data analysis using SPSS 24.0 version to know the descriptive statistical analysis and inferential analysis. After fulfilling the requirements above, then proceed with the independent t-test to prove the hypothesis. From the results of the t-test, it was obtained that Significance (Sig. (2-Tailed) < 0.05 (0.00 < 0.05) means that  $H_1$  is rejected and  $H_0$  is accepted.

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