



Using Body Gesture in Demonstrating and Understanding English Proverbs

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Abstract

Understanding proverbs in English is one of the materials that must be studied in English literature lessons at school. Proverbs are one of the oldest types of literature that have ever existed, and they are a type of literary work that must be mastered because proverbs themselves have meanings, goals, and values that are very beneficial to students. Through understanding literary material, students can learn valuable lessons in interpreting the meaning of the sentences conveyed. Therefore, this research aims to find out students' opinions on using body gestures to demonstrate and understand the meaning of proverbs in English. The method used in this research is qualitative research through a descriptive approach. The informants in this study were 36 students who took elective English literature subjects. Data were obtained through direct observation of learning activities and interviews to obtain more comprehensive information. After the data is collected, it is analyzed through three stages: data reduction, data display, and data conclusion. The results of the study show that utilizing body gestures in learning proverbs can help people more easily understand the meaning and significance of a proverb. In addition, students are also encouraged to be more active and motivated to be involved in learning activities because the learning situation becomes more enjoyable.

Keywords: Gesture, English, Proverb.

Introduction

English is one of the most widely used international languages in the world. English is also the language most taught in schools, both at the lowest level of education and the highest level of education (Prayudha, 2023). It is undeniable that English is a foreign language lesson that is most often taught and studied by many people because we can see that in almost all aspects of life, sometimes terms, words, or sentences that use English are often encountered, just for example in everyday life we often encounter words or sentences in the use of social media, the internet, bulletin boards, advertisements, health products to unexpected things that often use English (Prayudha, 2023). It means that mastery of English is not only to be studied as an academic goal but seeing so many things that are encountered in everyday life in the use of English shows that this is an opportunity for everyone to be connected in understanding a universal language used and understood simultaneously.



As an international language, everyone should be able to master and use it as a global language of communication. Maybe if you can't fully master it, at least you can understand its basic usage in understanding a sentence to avoid misunderstanding the meaning and purpose of an utterance. This is very important considering that the development of the era is so broad that it doesn't even have boundaries to be able to connect with people from all over the world so it is very necessary to be able to have foreign language competence that can help in connecting one individual to another from all over the world. Amrullah (2019) said that nowadays learning requires each individual to be connected. It is also necessary to understand that mastering English does not mean only to be used in making friends or just looking for relationships, but more than that mastering English can provide very broad opportunities for its users to do many things in life such as traveling around the world, doing business, studying, exploring a culture or just love learning a new language. This kind of thing will provide an increasingly broad nuance of a very broad horizon of knowledge for language learners.

The most evidence that people can see is that there are a lot of electronic products or literary books or other literature books that are written in English which requires readers to be able to understand that language in order to be able to take good meanings and messages according to what is conveyed by the instructions from the meaning of the language demanding anyone to be able to understand it through understanding English, this certainly requires us to be able to understand and master understanding English so that we don't experience problems when running or using a product. Furthermore, books printed using English must have extraordinary messages and knowledge that can be understood when someone can use and has a good understanding in translating messages from English so that when someone has good knowledge, information, and knowledge what you get will grow well too.

Therefore, anyone must be able to explore and hone communication skills globally so that they are aware of current developments and certainly will not be left behind by information that is happening in the world, especially at this time it is very necessary to improve and encourage students to use the language. English is good and right, because we are aware of it or not, now that the world is getting more sophisticated, there are no limits to global communication interactions, so if Indonesia's young generation cannot compete globally, our country will be left behind. Bicen & Kocakoyun (2018) mentioned that the current conditions allow everyone to be connected to each other without limits by seeing that there are no barriers to carrying out an interaction via digital. One way for the younger generation to compete is through international communication competence. Students need to be able to master foreign languages, especially English so that they can carry out greater interactions in building relationships and opportunities to progress and develop.

In the implementation of learning at school, there are still many students who are not optimally able to carry out communication using English properly. This is evidenced by the low mastery of English experienced by students. There are still many students who rarely use English in everyday life, causing mastery and fluency in communication also does not provide good progress, even though when someone wants and is learning a language, he must often practice speaking so that his communication skills and language do not suffer. Prayudha (2022) argue that when students understand the use of English, the confidence in expressing something can happen at any time. Here, the teacher has a very important role in supporting and encouraging students to be able to develop their English communication skills so they don't decline. Teachers play a very important role in developing the potential of students. They also have a great responsibility in shaping the character and competencies possessed by students so that they can encourage students to continue learning and progress in developing their potential and competencies.



In learning English at school, students are often found with low interest and motivation, which is not a new thing. It is also almost common to find students who have low interest and motivation when learning certain subjects. Taqwa & Sandi (2019) investigated that sometimes students want to convey something but the language barrier makes students reluctant to express it. This becomes a lot of problems for teachers to be able to handle them properly so that students can turn into better students in developing themselves. One of the materials studied at school in English literature is about proverbs. Proverbs themselves are the oldest type of literary work that has ever existed in the world and almost every country has proverbs in different languages and cultures. Proverbs themselves are studied so that students have broad insight into understanding the meaning of an utterance that is often used in a country. By studying proverbs students can understand cultural boundaries that occur in a country, besides that students will also have a good understanding of the rules, manners, values of life, and traditions of a country. Through proverbs, students will also learn a lot about the meaning of life from several countries, especially from Western countries that use English.

Several studies show that many students do not understand English proverbs well. Many of them are still confused about the nature of a proverb, especially English proverbs. Research conducted by Abbasova (2018) states that there are still many students who do not understand proverbs, so it is necessary to use effective techniques to help them. Furthermore, the teacher must be able to use various dancing media so that students can find out the meaning and value contained in a proverb. So that in this study the researchers used the body gesture method to provide a good understanding of the material in a more fun and interesting way. Sometimes proverbs are often found that have the same meaning in Indonesian so it is necessary for the teacher to explain the implied meaning and provide a good understanding of the values contained in these proverbs. Studying proverbs does not merely explain the semantic meaning of the proverbs, but the teacher must be able to encourage students' critical thinking to interpret the meaning of the proverbs themselves. Here the teacher only needs to direct students in determining the meaning contained in the proverbs so that the teacher does not need to explain directly but students will determine for themselves the intent and meaning of the proverbs they find in everyday life (Prayudha, 2023).

Sometimes many students do not understand the meaning of a proverb, and the teacher must determine the right method in giving students a good understanding of the meaning of a proverb. To make it easier for students to understand and get the meaning of a proverb, the teacher needs a method that is right and right for students. The teacher must use a fun way and can give students deep insight into the meaning conveyed in proverbs (Rudy, 2017). The teacher can use the guess body gesture method in conveying a proverb. The teacher can give the gesture method to students by guessing the style or form of the demonstration that is displayed in front of the class so that students can guess the sentences and meanings contained in the proverbs. This allows students to be able to think critically and deeply about the meaning displayed in a proverb so that students will form individuals who think critically and don't give up easily. The gesture method will also provide students with a fun learning atmosphere because students will guess proverbs in a lively way. Here the teacher must be careful to be able to manage learning so that students can be more focused on developing their understanding. Thus, this study examines the use of the gesture method in providing students with an understanding of the meaning related to learning proverbs.



Method

This study applies a qualitative method using a descriptive approach related to the use of the body gesture method in learning English proverbs. Qualitative research was used because want to find out and describe the use of the body gesture method in learning English proverbs. Qualitative methods are also used because they relate to explaining the object under study comprehensively in the form of a description without data in the form of numbers. According to Nassaji (2015) qualitative is a type of research that can be used to obtain a detailed description of an event under study. In addition, the approach used in this study is to use a descriptive approach. The descriptive approach relates to appropriate and interrelated material components in the use of the gesture method in learning English. The descriptive approach is a way to explain comprehensively what is being studied in detail (Sugiyono, 2014). In this regard, this research examines the use of body gestures to help students understand English proverbs to make them more interesting and fun.

This research was carried out for two months by providing and emphasizing learning English proverbs by playing roles using body gestures. Participants in this research were 36 students who learn English literature in school. The research was carried out through observations regarding learning activities through the body gesture method. Students are grouped into several small groups then the English teacher will provide proverbs that must be understood by each group, after understanding the intent and meaning of the proverbs, the group will come to the front of the class by demonstrating the meaning of the proverbs they get then students from other groups guess and analyze the meaning of the proverbs. Then to get more detailed information, the data in this study were obtained by collecting material from journals, articles, or books related to the use of body gestures in learning English. Next, to obtain data in the form of opinions, several simple interviews have been conducted with several students related to opinions on the use of the gesture method in learning English proverbs. Furthermore, after the data has been collected, the data is analyzed based on the three stages proposed by Miles, Huberman, & Saldana (2013) they are data reduction, data display, and conclusion.

Findings and discussion

Learning proverbs is one of the materials in the elective subject of English literature at school. In this subject, students study various forms of old literature in the form of proverbs. Proverbs itself is one of the oldest literary works in almost all over the world where when someone uses or expresses a proverb, it will contain the value or meaning of life as a moral message that can be taken and understood by someone. Understanding a proverb is very useful in not only knowing the meaning of the proverb but also being able to retrieve the implied message contained in a proverb. The learning process is carried out for one month by exploring and understanding the proverbs material. Students are asked to understand the introduction regarding proverbs and then proceed with understanding the structure and purpose of a proverb.

Students are also asked to form small groups of four to five people who then understand material related to proverbs. Students are given the task of understanding each structure of language and the types of proverbs that exist. After students work together in small groups, they will be asked to explain their understanding in front of the class. Each group has its idea to explain and present the understanding of the



meaning of proverbs material. After the group learning through the presentation of the material is over, students will be given the task of choosing proverbs that have been made by the English teacher, and each group must find out the meaning and implied meaning contained in the sentence. Teachers need to make observations and analyze what needs are needed by students so they can provide better teaching (Rahayu et al., 2020). Learning through proverbs can teach and provide examples, values, and messages that must be understood and mastered by students so that they can teach not only English material but also life values that are very closely related to everyday life.

The gesture method is a method that the teacher can apply to provoke students' critical thinking in determining and answering the problem being studied. Through this method, students will move their limbs and demonstrate according to the context of the meaning contained in the proverbs. Learning will be more fun because based on the results of observations it can be seen that most students try to give movements or demonstrate funny and strange movements so that other students are very enthusiastic about participating in learning through movements played by students who are in front of the class. Andrä et al. (2020) explained that through the gesture method, the teacher can ask students to demonstrate movements by the instructions given so that students can critically guess the intent and meaning requested. Learning through gestures also makes the learning atmosphere livelier, because students with their curiosity guess answers from demonstrating proverbs that are exemplified in front of the class so the teacher needs to anticipate noisy and noisy classes. English teachers really need to understand how learning goes well so that students don't make too much noise when studying. Fun learning will certainly form a livelier classroom atmosphere and this needs to be considered by the teacher in attracting student interest and learning motivation. Through the gesture method, the teacher can be more focused on how students pay attention in observing and interpreting the meaning of the movements displayed by other students in front of the class so that the teacher does not need to make a big effort to explain the various types of material being studied by students. Teachers need to ensure that students can follow the lesson well and can develop their critical thinking skills.

Figure 1

The learning process using body gestures



Learning by applying the gesture method in proverbs material gives a fun learning feel. Many students felt very enthusiastic about participating in the activity of guessing proverbs that were demonstrated by students in front of the class. Seen in picture one where students are competing to guess the proverbs exhibited by students in front of the class. The students raised their hands to give answers based on what was demonstrated in front of the class. Students really enjoy learning by guessing and thinking critically about the material or sentences from a proverb. The results of observations also show that the majority of students can be more confident in expressing or expressing an opinion using English



when learning about proverbs. This allows the teacher to improve students' speaking skills based on what they see and feel when someone demonstrates a style in front of the class. Through fun learning using the gesture method, students will think more critically about what they see in front of the class so that the ability to determine and compose a good understanding related to the meaning of proverbs can be carried out properly (Zhu et al., 2017). In this way, the teacher can become more able to increase students' confidence in conveying a message or a statement in English. Thus, like the old saying "while diving and drinking water", it means that the teacher is not only giving teaching material about proverbs but also there is an increase in students' self-confidence in speaking when students are given real examples in the form of demonstrations in front of the class related to the meanings and messages that have been conveyed. through demonstration.

Figure 2

Students actively provide answers



Teaching and learning activities must be able to support the activeness of students in carrying out various activities in the classroom. Teachers need to apply learning that involves student activities in carrying out and doing something so that students will be more creative in solving problems in learning. Afdaliah (2022) states that the involvement of students in learning is very important so that students can develop thinking skills and potential in learning. Here, when the teacher uses the gesture method in teaching proverbs material in English literature subjects, it will form the enthusiasm of students to think critically in determining implied meanings and messages based on the style demonstrations displayed in front of the class by classmates. Therefore, teachers need to occasionally teach students to play while learning through activities that support learning interest in carrying out various learning activities while in class. Then, when studying a proverb, you will also ask students to be brave in giving interpretations of the meaning of the proverb messages they get when displayed by other students in front of the class so that when students give answers with their version the teacher needs to respect and value the opinions of each student wisely. The answers given by students can be used as a result of students' critical thinking so they need to be accepted and appreciated (Matsumoto & Dobs, 2017). In this way, it will form the character of students who are more courageous in expressing ideas, creativity, and enthusiasm for learning. Then, to add to the treasures regarding the use of the gesture method in learning proverbs, several students were interviewed about their opinions when learning to use the body gesture method.



Question 1. Is the body gesture method fun in learning English proverbs?

“Using body gestures in learning proverbs is more fun because, through the style or demonstration shown in front of the class, it motivates me to give ideas and answers regarding the meaning and meaning of the proverbs. I find it easier to understand what other friends convey when they use the body gesture method in front of the class.”

Question 2. Is learning becomes more active when using the body gesture method?

“When my friends demonstrate movements in front of the class that represent the meaning and meaning of proverbs, it makes me want to always guess the meaning and meaning of the proverbs being demonstrated. I always want to participate actively when giving demonstrations about proverbs besides that I also become more enthusiastic in guessing the meaning exhibited by my friends in front of the class so that I become more actively involved in participating in learning”.

Question 3. Am I more confident when speaking English using body gestures?

“Expressing opinions when other friends demonstrate movements in front of the class is something I really want to do. The movements given by friends in front of the class really grew my interest in giving answers about the proverbs that were displayed. I become more excited when learning becomes more fun by demonstrating a funny and fun style that encourages me to be more confident in speaking and expressing opinions”.

Based on the results of interviews about students' opinions when learning English on proverbs using the body gesture method, shows that learning in a fun way can shape students' interest and motivation to learn better. Besides that, by creating fun learning, students are also able to form and develop critical thinking skills in solving learning problems so that by applying this learning the teacher is not only able to provide an understanding of the material but is also able to shape the character of confident students, think critically, and work together good in-group members in solving a problem in learning.

Conclusion

The use of body gestures to hone students' critical thinking in guessing the meaning of proverbs can help students develop rational thinking about the value of meaning contained in proverbs. English teachers really need to determine learning methods that are fun and can help students to be able to develop students mindsets so that they develop deeper by utilizing the gesture method. The gesture method can demonstrate the sentence form of a proverb so that students can clearly determine how the message is contained in a proverb in English. Here the teacher only needs to direct how to make movements that are by the meaning contained in the proverb so that other students can guess the meaning and can develop students' thinking skills in associating the values contained in the proverb according to these values. life. Through the demonstration method, the teacher can form critical thinking and can encourage students to be able to work together in solving a problem in learning. from the results of research that has been carried out that the body gesture method has an important influence in making it easier for students to understand and interpret English proverbs. Thus, students are not only able to understand English which is available in the form of proverbs but also students can determine meaning, values, and procedures, and



improve critical thinking skills and good cooperation with fellow group members. Furthermore, researchers who have an interest in this study are suggested that they can conduct studies using other methods that can make students more able to understand learning English proverbs in a simple, easy, and fun way.

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