

# Teachers' Multimodal In Directive Actions On Classroom Discourse In The Public Elementary School Jombang East Java Indonesia

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# Teachers' Multimodal In Directive Actions On Classroom Discourse In The Public Elementary School Jombang East Java Indonesia

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**Abstract:** Multimodal is considered capable of strengthening lingual utterance because it is more concrete and extremely beneficial for understanding a passage. Multimodal can be in the form of table, picture, movement, voice, and color. However, usually it is only used as supporting data which its function is only as a complement in a passage. Multimodal is used more in computer or graphic design, but multimodal can be found in education especially during the learning process in the class.

**Keywords:** multimodal, lingual utterance, teacher language, directive action, classroom discourse, nonverbal communication, verbal communication

## 1. INTRODUCTION

The development of the use of language is very varied where the variation is in the form of spoken and written languages. Language can be verbal or nonverbal. Based on the tools used, communication can be divided into two, namely (1) nonverbal communication and (2) verbal communication. However in its use, most people do verbal communication using language without leaving three components, namely (1) the communicating party, namely the sender and recipient of the information being communicated, (2) the information being communicated, and (3) the tools used in that communication (Chaer and Agustina, 1995: 23). Verbal language is related to the use of lingual speech, while nonverbal is related to multimodal. Multimodal is considered to be able to strengthen lingual speech because it is more concrete and very useful for understanding a discourse. Multimodal can be in the form of tables, pictures, gestures, sound, and color. But multimodal is usually only used as supporting data whose function is only as a complement in a discourse. Multimodal is more widely used in the field of computer or graphic design, even though multimodal can also be found in the field of education especially when learning in class. Classroom learning is an activity that must be carried out in the field of education to achieve the desired goals. The realization of the learning objectives achieved in the classroom is evidenced by good student understanding, good student activity, good student creativity and competencies taught to students are achieved. This is strongly supported by the competence of the teacher as a facilitator in learning in the classroom. The teacher is very instrumental in achieving the learning objectives. Therefore, teachers must have good communication skills, both verbal (lingual) and nonverbal (multimodal). The use of communication skills that are very varied does not rule out the possibility that students will become more active, creative and interested in learning in class. Therefore, learning objectives will be easily achieved and can run very pleasant. In addition, according to the 2013 curriculum, student-centered learning (learning activities are dominated by students) and the teacher is only a facilitator whose job is to explore the ability of students to be active, creative, and have skills in accordance with learning objectives. In the learning process, the teacher is assigned as director of learning, facilitator, and learning motivator (Suhendar, 2008: 158).

One manifestation of the teacher's task is being able to stimulate students by using a variety of verbal and nonverbal communication skills. The variation, seen when the teacher is commanding, invites and prohibits. The teacher does not only use lingual (verbal) speech but with hand gestures (multimodal) which aims to be more concrete and support his lingual speech. The variety of teacher communication skills will make students more interested, more active and creative to carry out learning activities in class. Students will better understand the teacher's speech if verbal and nonverbal languages support each other. This is supported by the statement of Grice (1975) which states that communication is a process of cooperation between speakers (Pn) and speech partners (Mt) through the medium of language to create meaning. From some of the writer's statements above, the role of multimodal is very important in the field of education, especially in classroom learning activities. Multimodal is not only as a complement or supporting data, if juxtaposed with lingual speech. In addition, multimodal is rarely read or even not read at all because it is located in an attachment or list of supporters in an article. Therefore, the authors are interested in examining the use of multimodal in classroom interactions, specifically the use of teacher language. The title of this research is "Teachers' multimodal in Directive Actions on Classroom Discourse in Jombang Public Elementary School in East Java". The focus of this research problem is the teachers' multimodal in the directive act on class discourse. This study aims to describe or photograph teachers' multimodal in directive action on class discourse, especially class V Elementary School in Jombang. This research can be useful theoretically and practically. Theoretically, the results of this study can add to the wealth of theories about multimodal and directive actions in class discourse. Meanwhile, practically, the results of this study are expected to be a reference for designing learning that is able to foster creativity and student activity in developing potential.

## 2. RESEARCH METHODS

The research approach used in this research was qualitative research. This is in accordance with the characteristics of qualitative research, namely (1) this study used a natural setting or in the context of a wholeness that came from multimodal teachers in the classroom who

wanted reality as wholeness that could not be understood if separated from the context and the data in research this was obtained by natural ways (in natural situations) and is not engineered; (2) researcher was as the main (key) instrument in obtaining data, understanding data, analyzing data, interpreting data, and concluding data; (3) this research was descriptive because the research data were in the form of words or sentences and not numbers that provide a detailed description; and (4) data analysis was done by describing the data obtained. This research used Stivers and Bolt model multimodal discourse analysis research which is oriented to lingual speech and teacher gestures in the classroom. In accordance with the formulation of the problem, this type of research was intended to view the use of teacher language in the classroom in various contexts. The data of this research were lingual speech, hand drawing, and the context of the teacher's language use in classroom learning. This research was conducted at SDN Jombatan IV which is located at Jalan KH. Ahmad Dahlan 09 Jombang which is focused on class V. There were 2 teachers who were the object of this research consisting of class teacher and subject teachers. The data collection was carried out by using the Free Engage Simultaneous (SBLC) technique (Sudaryanto, 1988: 3), where the researcher only observed the speech and gestures of the teacher and students without being directly involved in their interactions. The data collection methods in this study were recording, observation, and interview. Recording was done by using camcorders and field notes to get the context of the speech. After the data was collected, the next step was to analyze the data to find out the quality of the problem of the object being studied. These problems include the actions and gestures of the teacher when learning in class. For more detailed data analysis guidelines in this study with the focus of research was used.

### 3. RESULTS AND DISCUSSION

Teachers' multimodal in directive actions on class discourse include: (1) teachers' multimodal in directive actions in the form of instructions, (2) teachers' multimodal in directive actions in the form of prohibitions, and (3) teachers' multimodal in directive actions in the form of invitations. First, teachers' multimodal in directive actions in the form of instructions, including: (a) writing activities, (b) raise the hand up, (c) applause, (d) pointing using the index finger. Second, teachers' multimodal in directive action in the form of prohibitions include: (a) waving of hands, and (b) palm opens up. Third, the teachers' multimodal in the directive action in the form of an invitation, includes: (a) pointing by using an open palm to the side and (b) pointing to student worksheets.



Figure 1: Hand Writing Activities

Teachers' multimodal in the form of writing activities in the act of commanding learning in class shows the interaction between teacher and students. The interaction is manifested in the form of lingual speech and is supported by gestures. This can be seen in the following data excerpt.

#### Speech Quotes (1)

Teacher : About food huh?  
Student : Yes

**Teacher:** About food, food is also in the thematic. So that later you can connect or be related, if you don't have the book you can use other books. It is no problem. Later we will discuss it, if there you have some questions, then you can discuss with your friend sitting next to you, or I help you take notes. Take your book out and write it down first. Or take a blank sheet of paper and then later you put it together in your science book. Take the paper from the middle of the book then later ..... Please, discuss with your friend later and then write the results. After writing it, we will discuss it together, if not with your friend sitting next to you, you can discuss it with other friends. (TD/TGN/01/02.00)

**Context:** The teacher asks students to discuss with their classmates and the results of the discussion are written down. The teacher asks students to write down the results of the discussion by giving examples of hand gesture doing writing. Speech quote (1) is an utterance in the form of directive actions that indicate the existence of instructions from the teacher which are delivered to students in verbal language. Verbal language is characterized by bold speech, which instructs students to write the results of the discussion on the paper of each group where after that the results of the discussion will be discussed together. Verbal language will be more meaningful if supported by nonverbal language (hand gestures). In Figure 1, the hand gestures of writing activities that indicate the reinforcement of the commands of a teacher's speech are by using limbs in the form of hands that appear to be writing activities whose purpose is to emphasize that the students' activities after discussion with their classmates immediately write their answers on paper. The combination of command directive speech with gestures shows reinforcement to interpret an order accompanied by tangible hand gestures such as writing.



Figure 2: Hands Up Gesture

Speech Quotes (2)



Teacher : Yes enough, is advertising a piece of news?  
 Student : Information or message  
 Teacher: For those who want to answer, please raise your hand. Who wants to answer? if don't; it means you are less responsible, should be responsible to yourself and to the group.  
 Student : (raise his hand)  
 Teacher : (points to students who raise his hand)  
 Students : advertisements, news messages or information ... (student raises his hand)

(TD / TGN / 01 / 26.27)

**Context:** The teacher explains to students about advertising. The teacher asks about the meaning of advertising, but students simultaneously answer questions from the teacher that give rise to unclear answers. The teacher directs students to raise their hands if they want to answer (the teacher gives a gesture in the form of raise her hand) and students raise their hands. Speech quotes (2) are included in the directive act in the form of commanding which shows the existence of instructions from the teacher to students which are delivered in verbal language. Verbal language is characterized by bold speech, where the teacher orders students to raise their hands when answering questions from the teacher which aims to train students to be brave in answering questions from the teacher. Verbal language will be more meaningful if supported by nonverbal language (hand gestures). In Figure 2, the gesture of a show of hands shows the reinforcement of the commands of a teacher's speech. that is by using limbs in the form of hands that ostensibly carry out a show of hands whose purpose is to emphasize that students need to raise their hands when answering, so that answers can be heard clearly. The combination of command directive speech with gestures shows reinforcement to interpret an order accompanied by tangible hand gestures such as raising a hand.



**Figure 3.** Applause

Speech Quotes (3)  
 Teacher : Okay, it is done. Is your answers is the same as the answers from the discussion results of group seven?  
 Student : Yes, it is.  
 Teacher : Alright, good. Let's give applause for group seven  
 (TD / TGN / 02 / 29.36)

**Context** : Students present the results of the discussion in front of the class. Students complete the presentation. The teacher directs students to give applause to the groups who have made presentations. Speech quote (3) includes directive action in the form of instructions indicating the existence of instructions from the teacher to students delivered in verbal language. Verbal language is marked by bold speech, which is telling students to give an applause when the group finishes their presentation in front of the class. Verbal language will be more meaningful if supported by nonverbal language (hand gestures). In Figure 3, the applause that shows the reinforcement of a teacher's speech is to use a limb in the form of a hand, a gesture of applause representation whose purpose is to emphasize that students need applause when the other group has finished making a presentation. The combination of directive speech with gestures shows reinforcement to interpret an order accompanied by tangible hand gestures such as applause.



**Figure 4** Gesture of Pointing with the Index Finger

Speech Quotes (4)  
 Teacher : The other one please find it in the UKS room, a small place like this.  
 Student : Yes, ma'am.  
 (TD / TGN / 01 / 07.14)

**Context:** The teacher asks students to take a sculpture of organs in the UKS by pointing use the index finger to the desired place Speech quote (4) is a directive action in the form of an instruction indicating the existence of an instruction from the teacher to the student which is conveyed in verbal language. Verbal language is characterized by bold speech, where the teacher orders students to take a statue or a human skeleton in the UKS room. Verbal language will be more meaningful if supported by nonverbal language (hand gestures). In Figure 4, the gesture of pointing using the index finger indicates that there is an order reinforcement of a teacher's speech by using the limbs in the form of a hand with the index finger to indicate the place where the teacher is lightening in order to emphasize that students immediately carry out the teacher's instructions as desired. The combination of directive directives' speech with gestures in the form of a hand (index finger) indicates a reinforcement to interpret an order accompanied by pointing to the desired place.



**Figure 5:** Gesture of Palm Opens Up

**Speech Quotes (5)**

Student : I will read the answers from group one, the bladder's digestive organs, the place where the feces and toxins come out ...

Teacher : Maybe you can help, Yasmin?

Student : When it comes out with automatic excrement, there is a contraction to excrete feces from the anus

(TD / TGN / 02 / 32.21)

**Context:** The teacher instructs students to present the results of the discussion in front of other students. The teacher orders one student from a group member to answer the question. Speech quote (5) includes directive action in the form of instructions indicating the existence of instructions from the teacher to students delivered in verbal language. Verbal language is characterized by bold speech, where the teacher orders students to deliver the results of the discussion in front of the class. The teacher orders one student from a group member to answer the question. Verbal language will be more meaningful if supported by nonverbal language (hand gestures). In Figure 5, the open palm upward shows the reinforcement of the teacher's speech, namely by using the limbs in the form of an open palm up with the aim to emphasize that students need to immediately carry out the teacher's instructions as desired. The combination of directive speech utterances with gestures in the form of open palm ups aims to strengthen the meaning of an order accompanied by open palm ups.



**Figure 6** Gesture of Waving Hand

**Speech Quotes (6)**

Teacher: Please, don't do this! Can you? Okay stop, this is ... we don't discuss it. That's good, the belt.

Student : Green belt, huahahaha

Teacher : The green belt is like in taek wondo. Like your extra curricule, Taek Wondo.

(TD / TGN / 01 / 09.11)

**Context:** The teacher explains to students the heartbeat that sounds jedug jedug but it is associated with falling in love between male and female students. Teacher forbids it by showing gesture of waving her hands. Speech quote (6) includes directive action in the form of a prohibition which indicates a prohibition from the teacher that is delivered in verbal language. Verbal language is marked by speech printed in thick ie the teacher forbids students from falling in love or playing with feelings. Verbal language will be more meaningful if supported by nonverbal language (hand gestures). In Figure 6, the gesture of waving shows the reinforcement of the prohibition of a teacher's speech by using the waved limbs to emphasize students must not do prohibited things. The combination of directive speech utterances with hand gestures shows reinforcement to interpret a prohibition accompanied by gestures that should not be done.



**Figure 7.** Gesture of Pointing Using the Open Palm to the Side

**Speech Quotes (7)**

Student : What is mechanically digested food like?

Teacher: What is mechanically digested food like? Come on, anyone can help to answer it, it has been explained, you already mentioned it, maybe there are other groups who want to help, to help group three? Please, no one is facing back. Yes, what is your name? Say your name!

(TD / TGN / 03 / 25.21)

**Context:** Students present the results of their discussion with the group in front of the class. The teacher asks other groups, are there any questions. Another group asked the group presenting. The teacher orders the present group members to respond to or answer questions raised by other groups (pointing the group members who are presenting with the open palm to the side) Speech quote (7) includes directive action in the form of an invitation that shows the existence of an order / invitation from the teacher to students that is delivered in verbal language. Verbal



language is characterized by bold speech, in which the teacher orders the present group members to respond or answer questions from other groups. Verbal language will be more meaningful if supported by nonverbal language (hand gestures). In picture (7), that is pointing gestures with palms open to the side which shows the reinforcement of the prohibition of a teacher's speech that is by using a pointed limb using the palm of the hand open to the side. The combination of directive speech commands / invitations with gestures in the form of a pointed hand shows the existence of reinforcement to interpret an order accompanied by gestures pointing using open palms to the side which must be immediately carried out by students.



**Figure 8** Gesture of Pointing to Student Worksheets

Speech Quotes (8)

Student : Number one, digestive organ of the mouth, function of digestion of food mechanically and chemically. Number two....

Teacher: You just need explained one answer, please explain this one ... try, to explain the function of ... this one ... try again

Student : The function of the digestive organs of the mouth, where food is digested mechanically and chemically  
(TD / TGN / 02 / 17.35)

**Context** : Students present the results of the discussion in front of the class. The teacher orders the students to repeat the explanation given by the group during the presentation. Speech quote (8) includes an invitation to directive action that indicates an order / invitation from the teacher to the student which is delivered in verbal language. Verbal language is characterized by bold speech, where the teacher orders the students to repeat the explanation given by the group during the presentation. Verbal language will be more meaningful if supported by nonverbal language (hand gestures). In figure 8, gesture of pointing to the student worksheet that shows the reinforcement of the prohibition of a teacher's speech, namely by using a limb, ie the hand points to the student worksheet. The combination of directive orders / invitations uttered by gestures in the form of a pointed hand indicates that there is reinforcement to interpret an order accompanied by gestures which must be immediately carried out.

#### 4. CLOSING

#### Conclusion

Teachers' multimodal in directive acts in classroom discourse include: (1) teachers' multimodal in directive acts in the form of instructions, (2) teachers' multimodal in directive acts in the form of prohibitions, and (3) teachers' multimodal in directive acts in the form of invitations. First, teachers' multimodal in directive acts in the form of instructions, including: (a) writing activities, (b) raise the hand up, (c) applause, (d) pointing using the index finger. Second, teachers' multimodal in directive action in the form of prohibitions include: (a) waving of hands and (b) palms open up. Third, the teachers' multimodal in the directive act in the form of an invitation includes: (a) pointing by using open palms to the side and (b) pointing to student worksheets.

#### Suggestion

The results of this study are expected to be used by elementary school teachers in choosing and using multimodal in classroom learning. Thus, the teacher's behavior towards students will appear as an effort to build healthy and communicative communication, avoiding a boring atmosphere and truly grow and develop students' potential to the fullest. In addition, it can provide input to principals to motivate and request commitment from teachers to always plan, develop, and implement teaching and learning activities by utilizing the potential for multimodal use in classroom learning. For the next researcher, it is expected to be able to conduct multimodal-related research in classroom interactions that focus on the study of the language used by students toward teachers and students toward students in class interactions.

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