

**TEACHER'S FACIAL EXPRESSION IN ELT CLASSROOM ACTIVITY:  
A SYSTEMIC FUNCTIONAL MULTIMODAL DISCOURSE ANALYSIS  
APPROACH**

**A THESIS**

Submitted to Fulfill one of the Requirements for *Sarjana Pendidikan* Degree  
at English Education Department of Faculty of Educational Sciences and  
Teachers' Training Siliwangi University



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**2020**

**APPROVAL SHEET**

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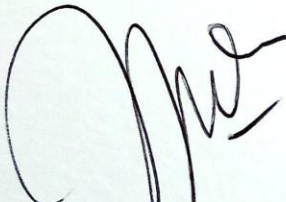
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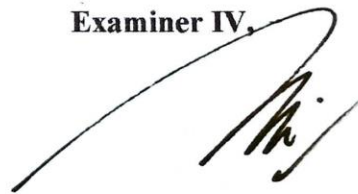
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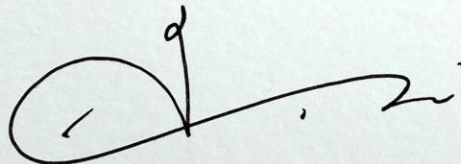
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## **PERNYATAAN**

Dengan ini saya menyatakan bahwa skripsi saya yang berjudul "*Teacher's Facial Expression in ELT Classroom Activity: A Systemic Functional Multimodal Discourse Analysis Approach*" beserta seluruh isinya adalah sepenuhnya karya saya sendiri, dan saya tidak melaksanakan penjiplakan atau pengutipan dengan cara-cara yang tidak sesuai dengan etika keilmuan. Atas pernyataan ini saya siap menanggung konsekuensi atau sanksi terhadap etika keilmuan atau ada klaim dari pihak lain terhadap keaslian skripsi ini.

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## ABSTRAK

AGITSNI HIKMATUN NAZILAH. 2020. **Ekspresi Wajah Guru dalam Kegiatan Kelas ELT: Pendekatan Systemic Functional Multimodal Discourse Analysis**. Jurusan Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan (FKIP), Universitas Siliwangi, Tasikmalaya.

Ekspresi wajah Guru sebagai aspek nonverbal merupakan aspek utama dalam mendukung dan menciptakan komunikasi kelas yang sesuai dan baik. Penelitian ini bertujuan untuk mengidentifikasi representasi ekspresi wajah guru dalam aktivitas kelas ELT dari sudut pandang *Systemic Functional Multimodal Discourse Analysis* (SFMDA) (Lim, 2017). Pendekatan SFMDA memberikan hasil analisis yang rinci tentang representasi ekspresi wajah dan makna dibaliknya. Penelitian ini mengintegrasikan *Qualitative of SFMDA* sebagai pendekatan analisis data dan metode penelitian. Data dikumpulkan dari hasil observasi non-partisipan. Dalam penelitian ini, ekspresi wajah guru dianalisis menggunakan *Facial Action Coding System (FACS)* (Ekman & Friesen, 1987) dan *Appraisal theory* (Martin & White, 2005) untuk mengetahui ekspresi apa saja yang direpresentasikan secara multimodal oleh guru dan makna dibaliknya. Berdasarkan penemuan penelitian ada beberapa ekspresi yang direpresentasikan secara multimodal oleh guru di kelas di antaranya 1) ekspresi bahagia sebagai sumber motivasi dan ekspresi untuk memberikan pujian terhadap siswa, 2) ekspresi terkejut sebagai cara untuk menkonfirmasi pengetahuan siswa, 3) ekspresi serius sebagai reaksi terhadap jawaban siswa, 4) ekspresi sedih sebagai strategi pendukung untuk membuat materi tersampaikan dengan jelas, 5) ekspresi marah untuk memperingati siswa berkelakuan buruk, 6) ekspresi jengkel sebagai tanda teguran guru kepada siswa nakal yang sengaja digunakan untuk memberlakukan pedagogi tertentu, untuk merancang strategi mengajar yang unik dan untuk membuat pengalaman belajar yang menarik bagi siswa. Kontribusi penelitian ini adalah memberikan informasi kepada guru untuk menggunakan ekspresi wajah yang tepat dalam aktivitas kelas ELT sebagai sarana untuk membantu guru meningkatkan kualitas proses Pendidikan di kelas Bahasa.

**Kata kunci:** Ekspresi Wajah Guru, *ELT Classroom*, *Multimodal Perspektif*

## ABSTRACT

AGITSNI HIKMATUN NAZILAH. 2020. **Teacher's Facial Expression In ELT Classroom Activity: A Systemic Functional Multimodal Discourse Analysis Approach.** English Education Department, Faculty of Educational Sciences and Teachers' Training, Siliwangi University, Tasikmalaya.

Teacher's facial expression as nonverbal aspect is the main aspect in supporting and creating a good and genuine classroom communication. The present study aims to identify the representation of the teacher's facial expression in ELT classroom activity viewed from Systemic Functional Multimodal Discourse Analysis (SFMDA) (Lim,2017). SFMDA offers a detailed analysis of the teacher's facial expression representation and meanings. This study integrated the qualitative of SFMDA as an approach to analyse the data and as a research method. The data were collected from non-participant observation. In this present study, teacher's facial expressions were analysed using the Facial Action Coding System (FACS) (Ekman & Friesen, 1987) and Appraisal theory (Martin & White, 2005) to find how are the teacher's facial expressions represented and the meanings behind them. Based on the findings of the study, several expressions represented multimodally by the teacher such as 1) happy expression as a source of motivation and to provide praises, 2) surprise expression as the way to confirm students' knowledge, 3) serious expression as the reaction to the student's answer, 4) sad expression as supporting strategy to make the lesson delivered clearly, 5) angry expression to warn the students with behavioural problem, 6) annoyed expression as a teacher's sign to reprimand the clown students which purposely used to enact specific pedagogy, to design a unique teaching strategy and to make an interesting learning experience of his students. In the end, the contribution of this study is to give some information for the teachers how to use facial expression sufficiently in ELT classroom activities as a means of helping the teachers improve the quality of the educational process in the language classroom.

**Keywords:** Teacher's Facial Expression, ELT Classroom, Multimodal Perspective.

## PREFACE

All praises and thanks are due to Allah *swt.* for His blessing and mercy that the thesis entitled “Teacher’s Facial Expression in ELT Classroom Activity: A Systemic Functional Multimodal Discourse Analysis Approach” finally has finished. This thesis is submitted to English Education Department, Faculty of Educational Sciences and Teachers’ Training, Siliwangi University to fulfill one of the requirements for *Sarjana Pendidikan* degree.

This thesis cannot be accomplished without supports from several people around the writer. In this occasion, the writer would like to express the sincere gratitude to them, especially to the honourable:

1. Head of English Education Department, Faculty of Educational Sciences and Teachers’ Training, Siliwangi University, Tasikmalaya;
2. *Dr. H. Soni Tantan T., S. Pd.* as the first supervisor;
3. *Yusup Supriyono, S. Pd., M. Pd.* as the second supervisor;
4. All lecturers of English Education Department;

Lastly, the researcher realizes that this research is still far from being perfect. Thus, the researcher would be pleased to receive some suggestions and constructive criticisms from the readers. Hopefully, this thesis can be useful both for the readers and the researcher herself.

Tasikmalaya, September 2020

The Researcher



## ACKNOWLEDGEMENT

*Alhamdulillahirabbil'aalamiin.* Finally, after intensive guidance, I can accomplish my thesis. This thesis could not be composed without help and support from superb people around me. Therefore, I would like to express a bunch of thanks to these following people:

1. For myself, thank you for being a person who never gives up even though you often feel like you are fail and defeat. You have defeated your ego and being grateful every time. Thank you for believing that you are able to complete this thesis. Stay strong huh! your journey is still long, see you on top, Myself!
2. My beloved family for their everlasting love, prayer and support, so that I can finish my thesis. To my father Jajat Jaenudin and my mom Cucu Rohimah, who never give up supporting me whatever problem I faced, they always encourage me to focus on my study. Also, my big brothers and my sisters as your little sister, I will always be thankful for your support and motivation, it makes me feel stronger than before.
3. My best friends, Dzulhijrania, Rama, Desy, Gina, Adit, Dodo and Ogan, for being my permanent friends and who always motivate me to finish this thesis.
4. My lovable friends, SWAG (Shofia, Alif, Yunita, Elma, Rahmadita, Jihan, Nia, Anita, Nargis). All of you are the best partners, team and sisters in

every project of assignments and in writing the thesis since we studied at this university. Cannot wait to see all of you on top!

5. My second family, English Department Students' Association Committee 2017, 2018 and my beloved friends, BUMBLE-B 2016, TETRA Band, MANEEDWATER Band, SANADASTRA and KKN 41 Cikupa. Thank you for being with me this whole time until now I finished my study. I feel comfortable to be with all of you.
6. My talented idols, Linkin Park, Got7, Day6, Stray Kids, Seventeen, Why Don't We, New Hope Club, 5SOS, Pentagon, Suho, Winwin, and Ateez, thank you for being beside me when I wrote this thesis. Because of your beautiful songs and your energetic dance, I can reveal my stress during writing this thesis.

Finally, I extend my gratitude to every single person who has a precious contribution to my thesis that cannot be mentioned one by one. May Allah *swt.* bless you, for your kindness.

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