

CHAPTER 1

INTRODUCTION

This chapter presents wide-ranging of the description of the research. It comprises the background, formulation of the problem, operational definitions, aim of the study and significances of the study.

1.1 Background

Facial expression as a nonverbal communication can be recognized as a mode (a group of semiotic resources) in a communication context. This semiotic resource can be incorporated with speech to convey meaning in multimodal perspective (Lim, 2017). Therefore, it can be said that facial expression has a potential meaning for communicative purposes represented in an existing social context. Particularly, in ELT classroom with the advent of communicative language teaching, the practice of teaching languages has changed. Thus, more focus is on interaction and genuine communication in the classroom (Cowie, 2011). One of the major aspects of classroom communication is the nonverbal aspects and facial expression as one of them.

Previous studies capitalized on the importance of this aspect for improving the teaching practice and enhance the learning process, especially in beginners' language classes. This aspect influences the quality of the teacher in the language classroom like anger and smile could help students to understand the messages which would be helpful to change their behaviour according to the learning requirement in the classroom during the teaching-learning process. The teacher exerts a profound influence on the demeanour students either positive

or negative is undeniable. If the teacher's nonverbal communication like facial expression is positive, students will enjoy the learning process and become highly motivated to the teacher and the subject matter. On the other hand, if the facial expression is negative, students will feel discomfort and may not be motivated to the subject matter and the teacher (Burk & Leblanc, 1993; Hassan, 2007; Negi, 2009; Butt & Iqbal, 2011).

Some researchers provided an early sense for exploration of multimodal teaching and learning using nonverbal interaction with others which realized through a group of a semantic system such as Hood (2007) studied about the use of gesture and multimodal meaning-making in a face to face teaching. Not only that, Hood (2011) also explored body language in face to face teaching and the focus of his study is on textual and interpersonal meaning. While Lim (2017) proposed a Systemic Functional Multimodal Discourse Analysis (SFMDA) approach to multimodal classroom orchestration and recognizes that the teacher use of various semiotic resources contributes to students' classroom experience.

Concerning on those previous studies, multimodality in facial expression aspect is less exist in some study. There is the previous study about facial expression by Feng and O'Halloran (2012) but it just examined how embodied semiotic resources like facial action, touch and body orientation are used to represent emotion in visual images such as comics and graphic novels. While the issue of facial expression in an educational environment using systematic functional theory is often to be studied. To fill this gap, the present study emphasizes on the multimodal representation of teacher's facial expression

in ELT classroom activity to gain a better understanding of classroom communication and helping the teacher to improve the quality of the educational process.

1.2 Formulation of the Problems

A research question addressed in this present study is the researcher identifies, “How are the teacher’s facial expressions represented in ELT classroom activity viewed from the SFMDA approach?”

1.3 Operational Definitions

To avoid misinterpretation of this study, here are the operational definitions of each keyword:

1.3.1 Teacher’s Facial Expressions : The movement of facial’s muscles produced by the teacher of Vocational High School influenced by emotions and indicated as signals to control interaction in teaching English.

1.3.2 Systemic Functional Multimodal Discourse Analysis (SFMDA) : It is an approach that looks ability to construct the interpersonal meaning of a teacher’s facial expression in the ELT classroom.

1.4 Aim of the Study

The present study aims to identify the representation of the teacher's facial expression in ELT classroom activity viewed from SFMDA approach, particularly in interpersonal meaning.

1.5 The Significances of the Study

- 1.5.1 **Theoretical:** This study develops systemic functional theory (Halliday, 1994) oriented around ideational, interpersonal and textual metafunction; and SFMDA theory (O'Halloran, 2008) to construct the interpersonal meaning of the teacher's facial expression in ELT classroom activities.
- 1.5.2 **Practical:** This study provides valuable information for the teachers to use facial expression sufficiently in ELT classroom activities.
- 1.5.3 **Empirical:** This study will improve the researcher's knowledge about the teacher's facial expressions in ELT context.