

## CHAPTER I

### INTRODUCTION

#### A. Background

Interpersonal meaning is a tool based on multimodal perspective that focuses on how social relationships between people are built up, including how they feel certain emotions. Kress and Van Leeuwen (1996) investigate more details to reveal the concept of interpersonal meaning based on multimodal perspective such as gesture, image, sound, speech and music. More specifically, their gestures are known by facial expressions. Martinec (2001) proposes for the interpersonal meanings in actions tend to discussion on proxemics (distance), body gestures, and facial expressions.

Facial expressions are the primary source of information, next to words, in determining an individual's interpersonal communication because they are created based on one purpose and goal. Busso et al, (2004) stated that interpersonal human communication includes not only spoken language but also non-verbal cues such as hand gestures, facial expressions and tone of the voice, which are used to express feeling and give feedback. In particularly on teaching and learning in the classroom, it is common practice for students to use body language, positioning, facial expression to explain words or phenomena. The impact of facial communication is very powerful because the face is able to provide information about individual identity, individual mood and individual mentality being accessible windows into

the mechanisms governing our emotions (Sathik, 2011). All people, thus certainly teachers and students use facial expressions to form impressions of another. Hence, Facial expressions are quite important for developing of interpersonal relationships. There have been various studies on facial expressions. First, Negi (2009) studied the role of the teachers' nonverbal communication in ELT classroom, the results established teachers' non-verbal behaviors play a highly important and essential role on learners' motivation in language classroom. Second, Sathik & Sofia (2011) studied the category of the facial expressions of the students in the given image into two basic emotional expression states comprehensible, incomprehensible. Additionally, Saneiro, Santos, Majadas, & Boticario (2014) investigated emotion detection in educational scenarios from facial expressions and body movements. They reported that an annotation methodology to tag facial expression and body movements conforming to changes in the affective states of learners while dealing with cognitive tasks in a learning process. Currently, Zhang, Zhang, Ma, Guan & Gong (2015) studied facial expressions recognition. They indicated that structured regularization (SR) was employed to enforce and learn the modality-specific sparsity and density of each modality, respectively which can not only handle the subtle expression but also perform robustly to different input of facial images.

Although there have been various studies researching facial expressions on the other hand, an attention has been given to the interpersonal meaning of the students' facial expressions in the classroom especially in English language learning. To fill

this gap, this study aims at analyzing how are the student's facial expressions communicated during English Language Learning in the classroom

## **B. Formulation of Problem**

A research question in this study is “How are the student's facial expressions expressed during English language learning activities in the classroom?”

## **C. Operational Definitions**

To avoid misunderstanding about the terms set out in this study, the investigator provides some definitions related to the study, as follows:

1. Interpersonal Meaning : It refers to meaning making of students' facial expression as a social relation by using appraisal theory. Appraisal theory is divided into three parts; engagement, attitude, graduation. Facial expressions are included into attitude as affect in appraisal theory.
2. Facial Expression : Facial expressions are included into gestures category especially affective display. Affective display of facial area are consisting of brow/forehead, the eyes/lids, and the lower face.

**D. Aim of the Research**

The present study aims to identify how the student's facial expressions are represented multimodally during English language learning activities.

**E. Significance of the Study****1. Theoretical contributions**

This study expands the multimodal perspective of the interpersonal meaning of students' facial expression in English language learning.

**2. Practical contributions**

The study serves potential technique of interpersonal meaning in students' facial expression.

**3. Empirical contributions**

This study provides valuable of interpersonal meaning of student's facial expression in English language learning activities.