

CHAPTER II

THEORETICAL BACKGROUND

A. Interpersonal Meaning

Interpersonal meaning is distributed in waves of semiosis, including interconnections among waves and between language and attendant modalities (action, image, music etc.). Halliday (1994) identifies four types of meaning potential, which calls the metafunctions of language: (a) experiential meaning for constructing experience; (b) logical meaning for three establishing logical relations; (c) interpersonal meaning for enacting social relations; and (d) textual meaning for organizing the message. The focus is only on interpersonal meaning where interpersonal meaning is a social relationship that is distributed into language. Martin (1995, 2000) and Martin & White (2005) develop the appraisal theory to more comprehensively describe the interpersonal meanings made in language. The systems of appraisal are located on the stratum of discourse semantics. According to Martin, J.R., & White, P.R.R. (2005) appraisal theory is divided into three parts, the first is Attitude which is to interpret and know emotional reactions, Engagement where assessment agreements are assessed through sound and attitudes in discourse, the last is a graduation to assess phenomena in which the feelings expressed are strengthened.

Martinec (2001) proposes for the interpersonal meanings in actions tend towards a discussion on proxemics (distance), body postures and facial expressions. Hood (2011) stated that systems of interpersonal meanings are

adopted instead specially for gesture. In particular, Hood (2001) argues that gesture can embodied and express feelings and values in attitude, they grade meaning along various dimensions in graduation and they expand or contract space for others during interaction in engagement.

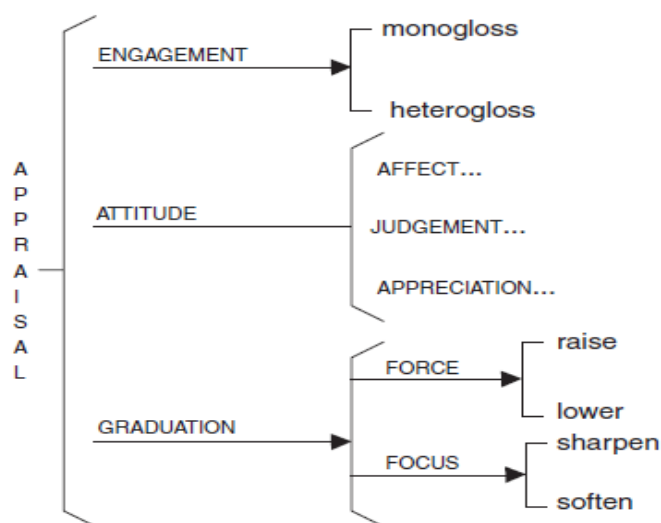


Figure.1 Dimension of Appraisal

(reproduced from Martin & White, 2005: 38)

Unlike gestures, according to Ekman & Friesen (1978), Ekman & Rosenberg (2005), Hood (2011) and other have observed that facial expression is generally acknowledged as the primary means by which Attitude, in particular, the sub-categorization of Affect, is embodied. There are several parts that are in attitude such as affect, judgement, appreciation. According to Martin, J.R., & White, P.R,R (2005) stated that Affect is related to resources to interpret emotional reactions, Judgment is related to resources to assess behavior according to various normative principles, and

appreciation views resources for interpreting the value of something, including natural phenomena and semiosis (either as a product or process). In this situation, interpersonal meaning especially the system of appraisal in facial expressions is affect in attitude. While in gestures, facial expressions also include into the affect category, it is called affect display.

B. Affective Display of Gestures

Gestures mostly help in language learning while giving instructions. Barry (2011) claims that the use of hand movements and facial movements help students to express themselves and clarify questions and verbal responses. Some gestures that signify certain expressions such as "raising hands". It refers to that students can find several solutions. While "ignoring shoulders" refers to that students lack sufficient knowledge and "folded arms on arms" which refers dominance (Barry, 2011, p. 7). Cook and Meadow (2006) also claim that teachers' gestures help students to get words related to certain gestures and facial expressions; listeners are mostly able to pick up words that have been spoken and are also presented in motion as well (p. 232). The attitude of students is just as affective in language learning. Teachers' attitudes have an impact on students so that they become motivated in language learning and also follow their teachers (Cook & Meadow, 2006, p.233).

Ekman & Friesen (1969) mentioned that there are four types of gestures used for effective communication in the classroom, namely illustrators,

regulators, emblems and affective displays (as quoted in, Gregersen, n.d., p.54). But this time the gesture will focus more briefly on the affective display.

Affective display is the last gesture that refers to the body language needed by students to be processed (Gregersen, n.d., p.55). These gestures express emotions or feelings and help precede all forms of communication. It has been mentioned previously that, the feelings, emotions or facial expressions of students have an important impact on the learning process. Like other movements' symbols, this movement also varies from one culture to another. Therefore, Gregersen (n.d.) claims that miscommunication of emotional states can occur when affective displays are not understood in cross-cultural interactions (p.5).

In a class situation, the display of affective gestures is often used to establish effective communication between teachers and students. Basically, it can be said that, using gestures may have different meanings in classroom situations to create bonds between teacher and students especially in facial expressions. Hence, by studying facial expressions, it will give teacher more knowledge about students' facial expressions in English language learning activities.

C. Meaning in Facial Expressions

Research in interpersonal meaning of facial expressions have been called as primary affect by Ekman and Friesen (1969, cited in Martinec, 2001). Primary affect is categorized into two groups: action based affect and value based affect. Action based affect involves dimensions of open motion such as the mouth and eyes, and dimensions of back and forth of head movements. Martinec (2001) mentioned that action based affect has two parts: active affect and reactive affect where this activity is represented by the open-closed dimension movement, and back and forth dimension movement. While on the other hand, value-based affect more prefers to up and down movement and the most often involved is the corner of the mouth and eyes. Similar to action based affect, according to Martinec (2001) value based affects are classified into positive affect and negative affect where the resulting facial dimension movements are up and down.

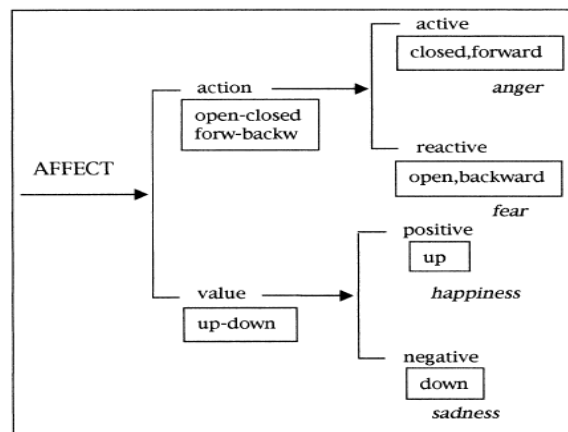


Figure.2 Martinec's Coding System for Facial

Expressions that enter into the primary affect are happiness, sadness, fear, surprise, anger, disgust and interest (Martinec,2001).

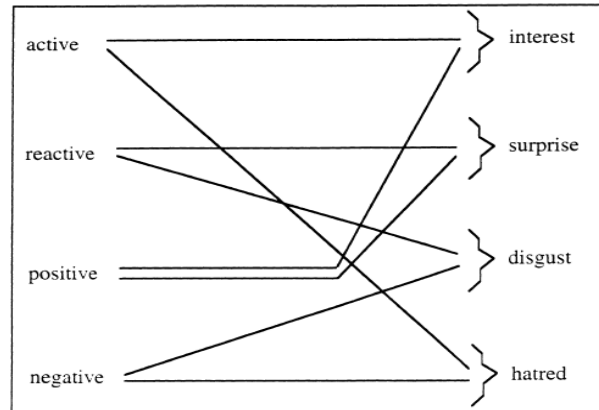


Figure. 3 Primary Effects---interest,surprise,disgust,hatred

The other primary affects are interest, surprise, disgust, and hatred are expressed by combinations of action based affect and value based affect. First, interest is a combination of active affect and positive affect. The forehead moves up, the head moves forward and the mouth is open. Second, the combination of reactive and positive results in surprise. Mouth and eyes of surprise are open and the forehead moves upward. Third, the combination of reactive affect and negative affect. The corners of the mouth, eyes move downwards, and the nose is open. Last, hatred is also combination affect of active affect and reactive affect.