

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This research used qualitative case study method to find out The Use of Facial Expressions in Classroom Interaction at Grade X of SMA Swasta Sinar Husni Medan. Moreover, after conducting the research, the researcher would like to conclude some points in order to answer problems of the study. They are as follow:

- 1) In order to answer the first problem, the researcher concluded that there were three categories of facial expressions that used by the teacher and students from six categories based on Ekman's theory. For happiness, it is 5 times (71.42%), anger 1 times (14.29%) and surprise 1 times (14.29%). Meanwhile, for students in the opening, it is 19 students (86.3%), observing 22 students (100%), questioning 12 students (54.6%), collecting 15 students (68.1%), associating 18 students (81.9%), communicating 16 students (72.8%), and closing 15 students (68.1%). Meanwhile, in the communicating activities, the researcher also found fear and surprise expressions. It was found that fear 4 students (18.1%) and surprise 2 students (9.1%). In this case, the researcher did not found sadness, anger, or disgust expressions. The highest category of facial expressions was happiness. It can be seen from the percentage of those expressions that it is 117 times (76%). In this case, the researcher did not found sadness and disgust expressions during the teaching and learning process.
- 2) To answer the second problem, the researcher concluded that happy was

dominantly in the teaching and learning process. It meant that the teacher is successful to make a positive classroom atmosphere from the positive impressions from their students. When the teacher deliver the material, the students mostly applied happy and fear expressions. But in communicating activities, the researcher also found surprise expressions, it is 2 students (9.1%). The students that hesitant with their paper applied fear expressions and the students who feel their tasks are appropriate and can read them fluently will get praise from the teacher as a kind of appreciation applied surprised expression. The teacher attempted to make his students being more involved in the class by giving questions for students and also he wanted to know the students' comprehension of the topic when the teacher delivers an explanation during the learning activities. Therefore, the teacher not only prepares the learning material but also their psychological and mental before starting the learning material. Because teacher's nonverbal communication has a big influence on establishing a successful classroom environment and making the students feel comfortable in the learning process.

B. Suggestion

From the research findings that the researcher has concluded, the researcher wants to suggest some points:

- 1) The teacher should enhance their understanding of facial expressions since it can allow the students to be more active during the teaching-learning process. And also to increase the quality of good teaching in English.

- 2) The students can develop their skills by an opportunity to communicate and explore their thoughts in the learning process, notably in reading. It is proposed to other researchers to perform future studies on English Classroom Interaction, notably facial expressions, which will be valuable as a reference to the teacher in teaching English.