CHAPTER I

INTRODUCTION

A. The Background of the Study

Students and teachers engage in classroom interaction as part of the learning process. Interaction might be used to accomplish the goals of teaching and learning. As Brown (2000) explained, "interaction" refers to exchanging ideas, attitudes, and thoughts among two or more individuals. As a result, classroom involvement is crucial to the teaching and learning process since it is the only method to accomplish the goals of both teaching and learning. Further, he emphasized that interaction is the core of communicative ability; communication is all about it (Brown, 2001).

Verbal and nonverbal communication are two of the most prevalent aspects of communication utilized in classrooms. Verbal and nonverbal communication are essential in establishing relationships, just as they are in a typical classroom setting or general conversation. Leathers (1992) claims that it is more effective and precise to communicate non-verbally than verbally (Barry, 2011, p.2). Furthermore, non-verbal communication makes it easier to communicate, whereas verbal communication could at times be inadequate in delivering a particular message (Barry, 2011, p.2).

Many communication experts believe that nonverbal communication accounts for most human interaction. The expressions on people's faces conveyed their innermost thoughts and feelings, as well as what they care most about (Santrock, 2001).

Eyes and facial expressions are essential nonverbal communication tools to transmit messages. Ergin and Birol (2005) indicated that when two people establish facial expressions as their means of communication, natural communication between them occurs. A lack of facial expressions, on the other hand, could be an indicator of a person's lack of confidence. Based on Gower and Walters (1983), teachers employ facial expressions primarily to tell a learner who is speaking that the teacher is paying to listen; Check that everyone is paying attention; suggest to a learner that you want to talk to him or that you want him to do anything; encourage participation when eliciting ideas; teacher only learns that students have something to say by looking at them and holds the attention of pupils (Snyder, 1998).

Additionally, Pollitt (2006) also explained the relevance of facial expressions, suggesting that a teacher's lack of self-assurance may be transmitted to pupils through their lack of eye contact.

In addition, Ekman and Friesen (1975) provided a list of facial expressions that are ordinary and global. These facial expressions include happiness, sadness, fear, anger, surprise, and disgust (Gregersen, p.56).

In fact, the teacher uses more verbal communication than non-

verbal communication in the learning process. In order to undergo the research, the researcher gathered the data from the English teacher and students of SMA Swasta Sinar Husni Medan; after observing the classroom interaction.

From the observation, the teacher of SMA Swasta Sinar Husni Medan, did not implement facial expressions to know the students' comprehension because the teacher usually asks the students how far they comprehend the topic. Meanwhile, most students ensure that facial expressions are an essential aspect that significantly influences their answers in the interview. Thus, it will have implications for the learning process and impact all the activities in the scientific approach. In the speaking class, the teacher is dissatisfied with the outcomes of the students' comprehension, such as their errors in employing tenses in sentences, their pronunciation, and so on. For example, students are affected when they try to read some text, but if the teacher shows their smile, it will make them feel brave enough to share their views. In this case, it will affect the experimental process because learners must have the ability to gain knowledge about the environment and scientific communication skills to answer the difficulties they face in everyday life, especially in the 2013 curriculum.

From the previous study, some researchers discuss facial expressions themselves. In the first previous regarding the effect of facial expressions on student's comprehension recognition in virtual educational environments by Mohamed Sathik and Sofia G Jonathan (2017), the goal is to evaluate

physical behaviors of the face that are related to emotional responses and also to identify how these emotional responses are correlated to student's comprehension. Then, the second previous about lecturer's facial expressions in EFL classroom at the University of Cokroaminoto Palopo by Sohriani (2019), this study attempts to find out the type of facial expression frequently transpires in the EFL speaking class or to discover students' perspective and the impact on lecturer's facial expression in EFL speaking class and students speaking performance. Lastly, the third previous about teacher smiles as an interactional and pedagogical recourse in the classroom by Jakonen and Evnitskaya is to examine the interactional unfolding and pedagogical orientations of teacher smiles during instructional IRE (initiation-response-evaluation) in schools in Finland and Spain.

Thus, as the previous references, all the results illustrate the implementation of facial expressions in the classroom through different elements. Therefore, this research will be focused on recognizing student understanding and examining how teachers engage with students in class and how teachers communicate information through facial expressions.

Based on the phenomenon above, the researcher decided to do the research entitled the use of facial expressions in classroom interaction at SMA Swasta Sinar Husni Medan.

B. The Problems of the Study

In line with the background of the study above, the writer establishes the problems of the study as the following:

1. What are the types of facial expressions in the classroom interaction at SMA Swasta Sinar Husni Medan?

2. How are facial expressions realized in classroom interaction at SMA Swasta Sinar Husni Medan?

C. The Objectives of the Study

The objectives of the study are as follows:

a. To discover the types of facial expressions used in English classroom interaction in SMA Swasta Sinar Husni Medan.

b. To elaborate the facial expressions realized in English classroom interaction SMA Swasta Sinar Husni Medan.

D. The Scope of The Study

To achieve the research goal, the researcher restricts the study to investigating the facial expressions of classroom interaction in the reading skills of descriptive text through 6 types of facial expressions based on Ekman's theory, namely: happiness, sadness, fear, anger, disgust, and surprise. The interaction will be observed and analyzed from the English teacher and students in the tenth grade at SMA Swasta Sinar Husni Medan.

E. The Significances of the Study

The findings of this research will be beneficial both theoretically and practically.

a. Theoretically, it is beneficial to provide valuable knowledge about the types of teacher's facial expressions notably and

how to build an effective classroom interaction through the types of facial expressions employed by the teacher.

b. Practically, the findings are useful for:

    i. The English teacher is anticipated to increase the efficiency of teaching English and to acquire much information linked to their classroom activities as well as to improve the instructor's performance.

    ii. For students are expected to develop their capabilities and methods of studying English so that they are interested and be inspired to participate actively in classroom activities.

    iii. For another researcher, this research can be utilized as a reference for other researchers.