CHAPTER V

CONCLUSIONS AND SUGGESTIONS

In this chapter, the researcher summarized the major findings of the study. It provides a conclusion concerning the data analysis and suggestions for further research and English practitioners.

5.1 Conclusions

This research is a study of 'The use of nonverbal communication in supporting the realization of Brown & Levinson's politeness strategies in classroom interaction at Universitas Muhammadiyah Purworejo'. It aimed to analyze the lecturer's and students' nonverbal communication in supporting the realization of Brown & Levinson's politeness strategies in English classroom interaction at Universitas Muhammadiyah Purworejo. The used of nonverbal communication skill, it had a positive and profound effect on the students. Nonverbal communication is used by the lecturer and the students, namely chronemic, kinesic, and vocalic. Here, nonverbal communication is highly reliable in the communication process. It can support the realization of politeness strategy in the classroom. Moreover, politeness strategies that used in this study, namely bald on record strategy, positive politeness

strategy, negative politeness strategy, off-record strategy, and don't do the FTA strategy. Given the findings of the data analysis from the previous chapter, it can be summarized as follows:

First, the research question is concerned with explaining the lecturer's and students' nonverbal communication in supporting the realization of the bald on record strategy in English classroom interaction at Universitas Muhammadiyah Purworejo. The findings showed that bald on record strategies were found in the data. It was approximately 7% during the classroom interaction with the frequency of 39 times. The data also showed that there were seven sub-strategies of bald on record realized in this research, namely: maximum efficiency (strategy 5); metaphorical urgency for emphasis (strategy 6); task-oriented/paradigmatic form of instruction (strategy10); power different between S and H (strategy 2); permission that H has requested (strategy 1); farewells (strategy 8); and offers (strategy 11). In the bald on record strategy, the lecturer and the students mostly used nonverbal communication, namely kinesics, and also vocalic to support their performance.

Second, the research question is concerned to explain the lecturer's and students' nonverbal communication in supporting the realization of a positive politeness strategy in English classroom interaction at Universitas Muhammadiyah Purworejo. The findings showed that positive politeness strategies were used in 63% during the classroom interaction with the frequency of 352 times. The data showed that there were eleven sub-strategies of positive politeness realized in this research,

namely: exaggerate (sympathy, interest, approval with H) (strategy 2); intensify interest to H (strategy 3); use 'in group' identity markers (jargon, dialect, addressed forms, slang) (strategy 4); seek agreement (repetition, safe topics) (strategy 5); Avoid disagreement (strategy 6); presuppose, assert common ground, raise (strategy 7); offer, promise (strategy 10); be optimistic (strategy 11); include both S and H in the activity (strategy 12); give/ask for reasons (strategy 13); and; assume/assert reciprocity (strategy 14). The use of positive politeness strategies in this classroom is crucial to maintain the positive relationship between the lecturer and the students. Besides, through the use of positive politeness, they can establish a respectful lecturer-students relationship and comfortable classroom atmosphere, which motivates each other. In the positive politeness strategy, the lecturer and the students mostly used nonverbal communication, namely chronemics, kinesics, and also vocalic to support their performance.

Third, the research question is oncerned to explain the lecturer's and students' nonverbal communication in supporting the realization of negative politeness strategy in English classroom interaction at Universitas Muhammadiyah Purworejo. The findings showed that negative politeness strategies were used in 23% during the classroom interaction with a frequency of 126 times. The data showed that there were eleven sub-strategies of negative politeness realized in this research, namely: be conventionally indirect (strategy 1); question, hedge (strategy 2); minimize imposition (strategy 4); give deference (strategy 5); apologies (strategy 6); and state

about the FTA as the general rule (strategy 8). Through the use of negative politeness strategies, the lecturer maintains the students' freedom action. Thus, this gave them a certain autonomy in managing their learning process. In the negative politeness strategy, the lecturer and the students mostly used nonverbal communication, namely kinesics, and vocalic to support their performance.

Fourth, the research question concerned to explaining the lecturer's and students' nonverbal communication in supporting the realization of off-record strategy in English classroom interaction at Universitas Muhammadiyah Purworejo. The findings showed that off-record strategy was realized in the classroom interaction. The frequency was 41 or 7%. It indicates that the lecturer enables his students to decide the interpretation when he gave instructions. The data showed that there were eleven sub-strategies of off-record realized in this research, namely: give hints (strategy 1); give association clues (strategy2); presuppose (strategy 3); understate (strategy 4); tautologies (strategy 6); contradictions (strategy 7); be ironic (strategy 8); use metaphors (strategy 9); ambiguous (strategy 11); be vague (strategy 12); displace H (strategy 14); and be incomplete, use the ellipsis (strategy 15). Off-record strategies are considered as the politest strategies among the strategies. Through off-record, the speaker could avoid the effect of face-threatening acts. In the off-record strategy, the lecturer and the students mostly used nonverbal communication, namely kinesics, and vocalic to support their performance.

Fifth, the research question is concerned to explain the lecturer's and students' nonverbal communication in supporting the realization of don't do the FTA strategy in English classroom interaction at Universitas Muhammadiyah Purworejo. The findings showed that there was one don't do the FTA strategy realized. This strategy was the least strategies occurring in interaction that happened in the zoom meeting class, it was 0,2% with frequency 1 time. The don't do the FTA strategy, the one student used nonverbal communication, namely kinesics to support her performance.

5.2 Suggestions

Based on the conclusion above, there are some suggestions to the study on politeness strategies and nonverbal communication. The first suggestion is intended for future researchers, the second suggestion is intended for English lecturers and EFL learners, and the pedagogical implications will be present afterward.

First, for future researchers, when they want to take research that focuses on the use of nonverbal communication in supporting the realization of Brown & Levinson politeness strategies in classroom interaction. It is expected to future researchers can analyze the use of politeness strategies in many cultures and situations. They can compare politeness between cultures as politeness in one culture can differ greatly in other cultures. After that, the use of nonverbal communication can support it. There are many kinds of nonverbal communication, and all of them are crucial to support

smooth communication. So, it will enable us to incorporate effective methods of teaching politeness strategies supported by non-verbal communication and in the EFL classroom.

Second, the importance of politeness strategies, and also nonverbal communication can support the English lecturers and EFL learners. Generally, people who use polite language are usually maintained self-respect and respect for others and themselves. The more indirect the way of delivery, the more polite the language will be. Politeness is a crucial element in daily social life. By showing a polite attitude, a person can be appreciated and enjoyed as a social being anywhere, including in schools/universities, between teachers/lecturers and students. For this reason, it is necessary to speak politely so that someone does not misunderstand what we say. Sometimes when we speak disrespectfully, someone can judge that we lack ethics. It can cause someone to be offended by the words we have said. It can also be seen how human interaction is considered polite or disrespectful, as well as in the context of what something is considered polite or disrespectful when communicating. Therefore, by the teachers/lecturers applying the theory of politeness in teaching too, students will feel, namely through the teachers/lecturers' words and expressions, etc. If students feel valued, they will be humble and respectful towards the lecturer. Then, the students will happily accept any material, suggestions, criticism, input from the lecturer. On the other hand, the teachers/lecturers also will be happy. The learning process can go well. Teachers/lecturers can also teach their students to be polite,

starting from the basics. Because, by being polite, they are also increasingly appreciated by their environment. If since childhood students are accustomed to being polite, they will be easy to socialize and adapt to new environments. They are always respectful of others, full of confidence, and have a good social life. Teachers are people who have imparted knowledge to their students. So, if students are not polite to them, maybe the knowledge that has been given/taught by teachers/lecturers is useless and does not bring benefits to their lives. The researcher would like to present suggestions for them to acquire the proper use of English in utterances, especially in speaking class. Both the lecturer and the learners need to be aware of pragmatic competence, especially in politeness strategies and nonverbal communication in maintaining a positive relationship and establishing a comfortable learning atmosphere. When we find it difficult to express something through words, we can express it using nonverbal expressions. It can avoid threatening the face of other persons. Therefore, the process of learning can go smoothly, and the learning activities can be achieved.

Further, there are two pedagogical implications of this study. First, politeness is crucial in classroom interaction. It can work as the teaching in the classroom. The lecturers can be good model in the classroom. The lecturers also can educate the students on how politeness can work across cultures. It is especially in English culture. Second, nonverbal communication is crucial to express implicit messages. The message can be decoded. Besides that, lecturers' gestures, posture, appearance,

voice, face, eye contact, touching also proximity will play important role in the lecturers-students relationship. It may affect the students' understanding also motivation in the learning process in the classroom.