THE USE OF NONVERBAL COMMUNICATION IN SUPPORTING THE REALIZATION OF BROWN AND LEVINSON POLITENESS STRATEGIES IN CLASSROOM INTERACTION AT UNIVERSITAS MUHAMMADIYAH PURWOREJO

THESIS

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MOTTO AND DEDICATION

Allah will not change the (good) condition of people as long as they do not change themselves. (QS. Ar-Radu: 11)
… remember Allah's blessings, so that, hopefully, you will be successful. (QS. Al-A'raf: 67)

To:

English lecturers and students of Pascasarjana Universitas Negeri Semarang.

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ABSTRACT

Nurmalasari, Inne. 2021. "The Use of Nonverbal Communication in Supporting the Realization of Brown & Levinson Politeness Strategies". *Thesis.* English Language Education Program. Pascasarjana. Universitas Negeri Semarang. Advisor I Prof. Dr. Januarius M., M. Hum., Advisor II Henrikus Joko Y., M. Hum., Ph.D.

One of the prominent issues in pragmatics is politeness. Politeness can manifest in two actions, verbal and nonverbal communication. This study aimed to analyze the lecturer's and the students' nonverbal communication in supporting the realization of Brown & Levinson's politeness strategies in English classroom interaction at Universitas Muhammadiyah Purworejo. This study explains the lecturer's and students' NVC in supporting the realization of bald on record strategy, positive politeness strategy, negative politeness strategy, off-record strategy, and do not do the face-threatening act strategy in English classroom interaction. In this study, the researchers applied qualitative research. The subjects were one English lecturer and students. The objects were the lecturer's and the students' utterances during the English learning process. The methods the researchers used to analyze the data were Brown & Levinson's (1987) politeness strategies theory and Novinger's (2001) NVC theory. The findings showed that politeness strategies were used by the lecturer and students with the total frequency of 559 times, namely bald on record, positive politeness (dominantly used), negative politeness, off-record, and don't do the FTA (the least used). Besides, in supporting the realization of politeness strategy, the dominantly used methods of NVC were chronemics, kinesics, and vocalic. In conclusion, politeness strategies are crucial in maintaining the relationship and creating a comfortable environment in the EFL classroom. NVC can support performance that cannot be expressed in words.

Keywords: Realization, politeness strategies, nonverbal communication, classroom interaction.

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CHAPTER I

INTRODUCTION

In this chapter, the researcher will formulate the introduction into several items. This chapter contains eight parts. They are the background of the study, the reason for choosing the topic, research problems, objectives of the study, significance of the study, the scope of the study, definition of key terms, and organization of the study.

1.1 Background of the Study

Communication is an important process when a person or people, organizations, and communities create or use the information to relate to the environment and other people. Therefore, communication is important for interacting with other people and is usually related to language. Here, language is a communication tool or medium used by humans in interacting with each other. It means that the act of transferring information from one person to another is called communication. As we know that communication usually does not just happen between two people in one place. It can happen in many places between some people.

Communication is the exchange of ideas and information (Richards & Schmidt, 2010). It means a process of sending and receiving messages to convey the information, ideas, feeling, knowledge, or attitudes among two people or more.

Communication will be effective if the sender and receiver understand the message. The purpose of communication is to get messages from other people in an unambiguous way, in a clear way. Communicating requires effort from both the sender and receiver. The main target in carrying out oral communication is actually how speakers can understand the culture of their interlocutors, especially in terms of ways of thinking, lifestyle, and beliefs, so that in turn speakers of these languages can use language following applicable social rules. That is, when we are talking with other people we must pay attention to the setting or context of the conversation that includes with whom, when, and where we talk.

Context is very closely related to culture that certainly is different. The context in daily communication is very important. It can help learners to establish meaning. It also can influence what to say and how to say it. So that, context is one of the base components of human communication. If a speaker does not understand the audience, then this will make the audience unable to receive messages from the speaker well. In addition, if the audience does not get the points referred to by the speaker caused by vocabulary limitations, the audience will lose all meaning of the message from the speaker. Related to this matter, everyone needs to learn pragmatics which is concerned with the study of language that is used in context (Illie & Norrick, 2018).

But here, pragmatics is not able to reach the diversity of contexts caused by cultural differences. Therefore, sociolinguistics is needed here to examine this matter deeply. Sociolinguistics describes how social norms constrain appropriate language

use (Illie & Norrick, 2018). We know that sociolinguistics refers to the study of the relation between language and society. In other words, it can be interpreted as to why the speaker (S) says the same thing to people in different ways.

The merger between sociolinguistics (sociology and linguistics) and pragmatics is sociopragmatics. This consists of a combination of the two sciences, examining the purpose of the speech of a particular language with paying attention to aspects of the language community. Therefore, sociopragmatics not only focuses on language but also on the social environment which supports that language.

In classroom interaction, communication between the interlocutors, especially between the lecturer and the students, does not just have linguistic competence.   Here, communicative competence is also necessary. Competence strategies are crucial, especially in verbal and nonverbal communication. It can overcome some problems in communicative goals; it also can keep the communication still alive, and students will entirely give their attention to their lecturer. Social distance can influence communication in classroom interaction, and the lecturer has more power than the students (Carniasih, 2011).

In the education field, the lecturers/teachers can improve ethical dimensions that exist in the human self for students. Then actually implanting ethical values from an early age is necessary to create a good generation. It means that it can educate students to become capable adult human beings and useful in the future.

The success of English language teaching is still a principal issue in the educational system. In reality, in learning, there are some lecturers as a determiner

just guided by doing their job, filling in the attendance list, and considering that they have already done their duty. Whereas, well-guided teaching and learning process will produce positive effects for students' success to absorb the learning process.

The lecturer's role is a crucial thing in the education field to create effective classroom interaction. Effective communication happens when both verbal and nonverbal messages are synchronous (Ali, 2011). They can use languages both verbal and nonverbal ways to communicate. It might not make the students only pay attention to the content of the information, but also the ways of transferring it also. The lecturer should create solidarity and intimacy by applying positive or negative politeness strategies. The use of politeness strategies can shorten the distance. So that, the learning process in the class between the lecturer and the students will be interesting.

1.2 Reasons for Choosing the Topic

The researcher chose this topic because it is interesting to discuss. There are several reasons for choosing this topic about the relation between verbal and nonverbal communication in realizing politeness strategies between lecturer & students in classroom interactions. The reasons are:

First, in reality, there are some lecturers as a determiner just guided by doing their job, filling in the attendance list, and considering that they have already done

their duty. They are unconscious that the teaching and learning process guided by them will bring some influence, also impact on students, especially success in absorbing the learning process. Lecturers' role is a crucial thing in the education field, even they are the determinant of their students' success in receiving learning materials at universities.

Second, we know that Indonesia is one of the third-world countries, in which most schools teach English as a foreign language, especially in formal Schools/Universities. But, there are some obstacles as the barricade that make the students feel complicated, even hard to master. Besides that, those obstacles make students lazy to learn English more thoroughly in their Schools/Universities. Also, teachers/lecturers teach the English language when they deliver material or provide some classroom instructions. This often makes students think or makes them confused because of their limited mastery of vocabulary or grammar. Many teachers/lecturers do not care about this, because they have no strategies. From these cases, in this regard, the teacher/lecturer needs several strategies here. Then, these strategies that they chose are one of the keys to making foreign language learning for learners in the classroom successful, especially in oral communication.

Third, here long distances between lecturers and students should be avoided, especially by the lecturer. If the relationship between lecturers and students is not close, for example, they feel estranged from each other, it will make the teaching and learning atmosphere less comfortable. Moreover, if the lecturer is not friendly, it will

make the atmosphere feel dry. Students will be reluctant to follow lessons. They will prefer occupying themselves by doing other things or ignoring their lecturers because they think another thing is more interesting than the unpleasant atmosphere. If it happens, it will cause the learning process inappropriate to what it should be. Because of that, lecturers must be able to make the atmosphere of the learning process comfortable. The way they teach must be able to make their students understand what they want to convey. Therefore, the message that they deliver must be clear.

Fourth, interpersonal communication is expanding and receiving information explicitly and implicitly that is expressed nonverbally. Nonverbal communication will be understood not only through words but also by facial expressions or body language. Verbal and nonverbal expressions in communication can symbolize politeness or immodesty. It is crucial to avoid unconditional faces. Sometimes people do not want to convey the true meaning of communication to smooth the conversation. It can also occur in the teaching and learning process between lecturers to students when delivering information, feelings, or knowledge to students in the classroom. The politeness strategy in non-verbal communication used by the lecturer in the class will have a positive impact. They can use positive or negative politeness to convey information in the learning process.

Based on the description above, according to the explanation above, it is necessary to know and investigate the lecturer's speech and style or strategy during the learning process in the classroom. The researcher wanted to know and analyze the

use of nonverbal communication (NVC) in supporting the realization of Brown & Levinson's politeness strategy between lecturers and students in English class interactions at Muhammadiyah University of Purworejo.

1.3 Research Questions

Based on the background of the study, the researcher formulates: How do the lecturer's and students' nonverbal communication support the realization of Brown & Levinson's politeness strategies in English classroom interaction at Universitas Muhammadiyah Purworejo?

a. How do the lecturer's and students' nonverbal communication support the realization of bald on record strategy in English classroom interaction?

b. How do the lecturer's and students' nonverbal communication support the realization of positive politeness strategy in English classroom interaction?

c. How do the lecturer's and students' nonverbal communication support the realization of negative politeness strategy in English classroom interaction?

d. How do the lecturer's and students' nonverbal communication support the realization of off-record strategy in English classroom interaction?

e. How do the lecturer's and students' nonverbal communication support the realization of don't do the FTA strategy in English classroom interaction?

1.4 Objectives of the Study

Based on the research questions, I formulated the objective of this study related to the problems above, as follows: 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.

a. To explain the lecturer's and students' nonverbal communication in supporting the realization of bald on record strategy in English classroom interaction.

b. To explain the lecturer's and students' nonverbal communication in supporting the realization of positive politeness strategy in English classroom interaction.

c. To explain the lecturer's and students' nonverbal communication in supporting the realization of negative politeness strategy in English classroom interaction.

d. To explain the lecturer's and students' nonverbal communication in supporting the realization of off-record strategy in English classroom interaction.

e. To explain the lecturer's and students' nonverbal communication in supporting the realization of don't do the FTA strategy in English classroom interaction.

1.5 Significance of the Study

There are several benefits expected from this research, they are explained and classified theoretically, practically, and pedagogically to see the full benefits of this research, namely:

First, this study explains the nonverbal communication of lecturers and students in supporting the realization of a balance on record strategy in English class interactions. Theoretically, there are several problems regarding the lack of vocabulary and everything related to English proficiency. This finding is helpful for lecturers who did not want to minimize the threat to their students' faces. Practically, this research can help lecturers to convey something directly. Besides, it also does not attempt to reduce the face threats by students during the learning process in class. Pedagogically, in this study, the bald on record strategy can help lecturers provide solutions to problems faced by students to provide clear directions on what students need to do in the learning process.

Second, this recent study explains the lecturer and the students' nonverbal communication supporting the realization of a positive politeness strategy in English classroom interaction. It is the strategy that English lecturers may use in classroom interaction with their students. Theoretically, a positive politeness strategy is used in conversation between the participants who want to satisfy the hearer's positive face and minimize the threat of FTA. The findings are necessary for lecturers to recognize the students, respect them, create a good relationship, confirm those friendly relationships, and group reciprocity. So, this strategy allows social relations to be smoother. Practically, this research can help lecturers make students comfortable with themselves, their interest, and their possessions. After that, using positive politeness forms confirm closeness between lecturers and students. It can be known as a

solidarity strategy. Pedagogically, this strategy helps lecturers to appreciate, appreciate their students more, build closer relationships with students, and get to know each other well enough to make the learning process successful. This strategy is intended to avoid offense by accentuating friendliness.

Third, this recent study explains the lecturer's and students' nonverbal communication supporting the realization of negative politeness strategy in English classroom interaction. Theoretically, a negative politeness strategy is used in conversation between the participants who want to satisfy the hearer's negative face. It avoids the threat and also faces loss. The findings are helpful to reducing or avoiding students feeling bad in the classroom process. Practically, this research can help lecturers to minimize coercion when having conversations with their students. It also makes students' freedom unimpeded. After that, the use of negative politeness forms between lecturers and students' right to freedom. It also can be known as the deference strategy. Pedagogically, in this study, the strategies may help the lecturers to redress the distance and wariness when teaching in the classroom.

Fourth, this recent study explains the lecturer's and students' nonverbal communication in supporting the realization of off-record strategy in English classroom interaction. Theoretically, an off-record politeness strategy is used in the conversation between the participants who want to avoid responsibility for the potentially face-threatening interpretation. This finding can help the lecturers' utterances that their use of language with precise meaning has to be interpreted

indirectly. Practically, this study can help the lecturers avoid the responsibility for some potential to threaten the face when having conversations with their students. Pedagogically, in this study, the strategies may help the lecturers to give more than one interpretation about what the lecturers' utterances are.

Fifth, this recent study explains the lecturer's and students' nonverbal communication in supporting the realization of don't do the FTA strategy in English classroom interaction. Theoretically, this finding of the don't do FTA strategy is simply that the speaker avoids offending the hearer at all. Practically, this study can help the lecturers not to make students feel threatened, and agreed that social harmony will be established during the learning process in the classroom. Pedagogically, in this study, the strategies may help the lecturers to provide some solution to the students' problems about the learning process in classroom interaction without oppressing their students.

1.6 Scope of the Study

To focus on the research problem that had been formulated, the researcher formulated the scope and limitation. In this study, I focused on analyzing the lecturer's and students' nonverbal communication in supporting the realization of Brown & Levinson politeness strategies in English classroom interaction at Universitas

Muhammadiyah Purworejo about bald on record strategy, positive politeness strategy, negative politeness strategy, off-record strategy, and don't do FTA strategy.

1.7 Definition of Key Terms

To make it easier for readers to understand the contents of this research, here are the terms related to the topic used in this research, namely:

Realization refers to relationships of language abstraction the stratification of language (Eggins and Slade, 2006). It consists of semantics, phonology, lexical grammar, or phonetics that link in a system. So that, realization is defined as the act of realizing something or making/being made real of something imagined, planned, etc.

Language, be known as the most pervasive means of human communication. Verbal communication is the communication of the action of sharing information between individuals by the use of speech. Every conversation that makes use of the spoken/written word is considered verbal communication. In oral communication that is transmitted with spoken language, the use of sounds and words to express an idea, feeling, opinion, knowledge, etc. It is the production of spoken language which conscious to send messages to the hearer.

Nonverbal communication means a group of messages that are unexpressed in words. It is like meanings that can be decoded and complete. They accompany,

contradict, replace, or accentuate the message transmitted through words. Signals in nonverbal communication need to be understood, especially in face-to-face interactions that can interpret someone correctly. They also meant to identify how well some words were received. More often nonverbal communication occurs unconsciously (Haneef, et al., 2014). The use of verbal communication must be appropriate with nonverbal expressions. The crucial thing of politeness norm in verbal communication, and it has a big influence on thenonverbal aspect. The kinds of nonverbal communication (Hickson, 2010), namely: kinesics, proxemics, paralanguage, and chronemics. Nonverbal parts are known as paralanguage, including voice quality, emotion, and speaking style as well as prosodic features such as rhythm, intonation, and stress (Payatos, 1981). There are processes of nonverbal communication by Novinger (2011), namely: context, chronemics, kinesics, proxemics, immediacy, physical characteristics, and vocalic.

Politeness strategies are strategies of redressive action taken to counter-balance the disruptive effect of face-threatening acts (Brown & Levinson, 1987). They stated that some politeness strategies could be S's choices to reduce or minimize the possibility of damaging H's face or damage S's own positive/ negative face for performing/doing FTA. Therefore, politeness strategies here can be interpreted as the way people use language when interacting or communicating, planning actions on how to use the language, and having conversations fluently.

1.8 Organization of the Study

This thesis consists of five chapters, as follows:

Chapter I, Introduction, is divided into eight parts. They are the background of the study, reason for choosing the topic, research problems, objectives of the study, significance of the study, the scope of the study, the definition of the key terms, and organization of the study.

Chapter II, The Review of Related Literature, is divided into three parts. They are the review of previous studies, theoretical review, and theoretical framework.

Chapter III, Research Methodology, is divided into eight parts. They are research assumptions, research design, subjects and objects of the study, roles of the researcher, methods of collecting data, the instrument of data collection, procedures of analyzing the data, and triangulation.

Chapter IV, Findings and Discussion, is divided into two parts. They are findings and discussions.

Chapter V, Conclusions and Suggestions, contains two parts. They are conclusions and suggestions.