

## **CHAPTER II**

### **LITERATURE REVIEW**

Literature review is an explanation of the findings generated from previous studies and an explanation of the predicted results of the upcoming research. Previous studies are chosen based on the similarity of the field with the upcoming research. Literature review has several functions, including emphasizing the differences between the upcoming research and previous studies, so that the work can be proven as original. It can introduce the previous researchers to the new researchers who will conduct research in the same field through their work. The literature review also provides an explanation of the concepts of thought in a study and gives an overview of the theories that will be applied in the research. Therefore, the literature review is created to help the author determine the focus of the research and the characteristics of the upcoming research. The entire explanation in the literature review section will be summarized into several parts, namely the findings of previous studies, theoretical framework, and conceptual framework.

#### **B.1 Previous Studies**

Research on the use of paralinguistic features has been widely conducted. Every research has its limitations, so further research is needed to complement the shortcomings of previous research. Relevant previous research includes studies by Ayuningsih (2019), Ayuningsih et al. (2022), Mahmud et al. (2023), Fatwassani et al. (2022), Girsang et al. (2021), Fatanti and Suyadnya (2017), and Khalifa and Faddal (2017).

Based on the results of research on paralinguistic features in the article 'Students' Perception Toward Teacher's Paralinguistic In Indonesia EFL Classroom' (Ayuningsih, 2019: 5), it is shown that the application of paralinguistic features by teachers contributes positively to improving the interaction in EFL classroom teaching and learning activities. In addition, students also have a positive perception of the use of paralinguistic features by teachers. Paralinguistic features used by teachers include voice qualities

(pitch, rhythm, rate) and vocalizations (vocal segregates and vocal characterizers). The discussion of the article begins with the transcript of interviews between researchers and students. The conversation contains interviews where researchers ask students for their opinions when the teacher is using a specific paralinguistic feature, and then students give responses containing their perceptions of the paralinguistic feature applied by the teacher. Then, the results of the interview are explained descriptively. Paralinguistic features are applied by teachers in certain situations, such as when the teacher raises the pitch of their voice so that students can understand the teacher's feelings. Then, when the teacher speaks at a slow pace to improve students' understanding of the message conveyed by the teacher. Similar to this research, both use DeVito's (1988) paralinguistic theory. The difference is that the previous research discussed the perceptions triggered by paralinguistic features and the functions of those paralinguistic features without mentioning whose theory it is, while this research applied the function of nonverbal communication theory by Knapp (1972). In addition, the difference also lies in the research data where the previous research focuses on teaching and learning activities in EFL classrooms, while this research focuses on the interaction of panelists who represent a country at an international economic forum. Furthermore, the use of paralinguistic features found in this study is also to uncover the speaking characteristics of each speaker.

Ayuningsih, et al. (2022) in their study titled 'Teachers' Paralinguistic in Classroom Interaction' also concluded that the paralinguistic features used by teachers help convey messages or meanings effectively. Therefore, the use of paralinguistic features in the classroom is an important aspect to support interactions between teachers and students. It was found that paralinguistic features applied by teachers include vocal qualities (pitch, rhythm, rate) and vocalizations (vocal characterizers and vocal segregations). Teachers use paralinguistic features to repeat information, regulate their sentences, accentuate, and for other functions. The findings in this study began with a transcript of conversations between teachers and their students that contained

paralanguage elements used by the teacher. Then, descriptive explanations of the situations and conditions in the interaction are provided after the transcript of the conversation. This research has similarities with previous research, as both apply DeVito's (1988) theory of paralanguage, which consists of vocal qualities (pitch, rhythm, resonance, rate) and vocalizations (vocal characterizers, vocal qualifiers, vocal segregations). The difference lies in the research data; the previous research used data from interactions between students and teachers in EFL classroom teaching and learning activities, which focused on the use of paralanguage in the field of education. Another difference found between those researches is that the previous research examined the function of paralanguage features without mentioned whose theory is it. While this research used Knapp's (1972) theory of the function of nonverbal communication, which consists of accentuation, repetition, regulation, substitution, contradiction, and complement to examined the paralanguage feature's function. In contrast, this research focuses on government officials attending an international discussion forum, emphasizing the use of paralanguage in the realm of politics. Additionally, this research also focuses on findings the speaking characteristics by each speaker through the application of paralanguage.

In the following year, another study on paralanguage was conducted by Mahmud et al. (2023). The research titled 'Functions of Teachers' Paralanguage in Online Classroom Interaction (Zoom Cloud Meetings)' aimed to examine the functions of paralanguage applied by teachers in online classes through Zoom Cloud Meetings. Through their research, Mahmud et al. (2023) stated that the use of paralanguage features by teachers serves several functions, namely to accent, complement, contradict, regulate, and repeat. Additionally, the study demonstrated that teachers use paralanguage features to emphasize their emotions, contradict situations in conversations, regulate the flow of conversation in the class, and support the verbal messages conveyed. To express dislike and astonishment, teachers used the pitch feature (rising tone), while for apologizing to students, they utilized the

pitch feature (falling tone). Teachers also employed the pitch feature (rising tone) to repeat verbal messages. Vocal characterizer features, such as laughter, were used by teachers to contradict the learning atmosphere. To regulate the flow of conversation, teachers used the vocal segregates paralinguistic feature (ee). The research revealed that the use of paralinguistic features by teachers had a positive impact on building effective interactions in the class. The discussion in the study began with a transcript of the conversation between the teacher and students, highlighting the paralinguistic elements used by the teacher. Following the conversation transcript, there was a descriptive explanation of the situations and conditions present in the interaction. This research shares similarities with the previous study, as both apply DeVito's theory (1988) on paralinguistic, including vocal qualities (pitch, rhythm, resonance, rate) and vocalizations (vocal characterizers, vocal qualifiers, vocal segregations). The difference lies in the research data, where the previous study used interaction data between students and teachers in EFL classroom teaching activities, focusing on the use of paralinguistic in education. Another difference found between those researches is that the previous research examined the function of paralinguistic features without mentioned whose theory is it. While this research used Knapp (1972) theory of the function of nonverbal communication, which consists of accentuation, repetition, regulation, substitution, contradiction, and complement to examined the paralinguistic feature's function. In contrast, this research focuses on the use of paralinguistic by politicians, with the research object being government officials attending international discussion forums. Additionally, by using paralinguistic, this research aims to determine the speaking characteristics of each speaker.

The study on the application of paralinguistic features conducted by Fatwassani, et al. (2022) with the title 'Implementing Multimodal Paralinguistic by the ELT Students in Presentational Activity' aims to reveal the use of paralinguistic aspects involving multimodal features to effectively convey meaning. The research gathered data from a group of representative

students conducting presentations at a university. Fatwassani, et al. argue (2022: 842) that the paralinguistic features applied by the students successfully improved their presentation performance. They used paralinguistic as an effective communication strategy. The paralinguistic features applied by this group of students include vocal qualities, vocal segregations, and vocal characterizers. The vocal qualities used by the students are standard pitch, clarity of voice, and smooth rhythm. Then, the vocal segregations are used to show a cautious attitude when conveying something. The paralinguistic strategy helps them improve the delivery of messages, ideas, and information to the audience. Moreover, the theory applied in the research is a combination of DeVito's (1988) paralinguistic theory and Kress's (2010) types of multimodal theory. The application of multimodal features in the presentation helps students improvise. The difference with this research lies in the application of theory, where that study used paralinguistic theory by DeVito (1988) and multimodal theory by Kress (2010), while this research used paralinguistic theory by DeVito's (1988) and functions of nonverbal communication theory by Knapp (1972). Another difference is the focus on the research object, the previous study took a group of students presenting, while this research takes politicians answering questions in an international discussion forum. This research aims to uncover speaking characteristics of each panelist as well. Meanwhile, the similarity between the two studies is in their examination of the use of paralinguistic features.

According to Girsang, et al. (2021: 14) in their article titled 'Paralinguistic Features in Students' Speaking Performance,' producing paralinguistic features can greatly enhance communication skills. The research conducted by Girsang, et al. (2021) aims to examine the paralinguistic features produced by students while speaking. The results of the study is there is a difference in pitch production between men and women. The study uses software called PRAAT to detect the production of these paralinguistic features. The similarity between that study and this research is

that both analyze the paralinguistic features used by speakers. However, the difference between these two studies lies in the analysis of the paralinguistic features themselves. This research analyzes paralinguistic features based on DeVito's (1988) theory, while that study only analyzed pitch and intonation features. Furthermore, that study did not explain the theory applied to analyze the data and tended to use the PRAAT software as a reference. Another difference is in the research object, where the previous study took videos of students' speaking projects as data. In contrast, this research uses videos from the YouTube platform, with the object being politicians. Additionally, the previous study only analyzed the differences in pitch and intonation features produced by each student and then concluded their differences. In this research, besides examining differences in paralinguistic features among officials, it also investigates when and under what circumstances officials use these paralinguistic features.

Another study by Fatanti and Suyadnya (2017) titled 'Politicians' Body Language in the Media Frame: Analysis of Surya Paloh's Non-Verbal Communication in Building Political Image' discusses how nonverbal communication can help politicians convey their ideas or speeches to the public, thus forming a positive political image. The study was conducted using the digital ethnography method, where the research was conducted online without regard to place and time. Data in the form of images of Surya Paloh engaging in nonverbal communication were captured using screenshot techniques on the internet. The analysis of the images considered facial expressions, eye contact, and gestures performed by Surya Paloh. On the other hand, the analysis of the article focused on voice intonation and speaking speed through video. Then, the analysis is explained descriptively and qualitatively. Paralinguistic is one type of nonverbal communication, and specific paralinguistic features were analyzed in the study. The findings revealed that there is always a political purpose behind the application of nonverbal communication by politicians. This proves that politicians utilize nonverbal communication when facing the public to gain attention and

sympathy from the audience. The similarity with this research is that both studies examine the application of nonverbal communication, including paralinguistic features. However, the difference is that this research narrows down its focus to only paralinguistic, while the previous study investigated nonverbal communication broadly, including aspects beyond paralinguistic.

According to Khalifa and Faddal (2017: 302), in their article titled 'Impacts of Using Paralinguistic on Teaching and Learning English Language to Convey Effective Meaning,' paralinguistic has a significant impact on the process of teaching and learning English as a Foreign Language (EFL). The research conducted by Khalifa and Faddal (2017) aims to evaluate the impact of using paralinguistic in EFL classroom teaching and learning activities. This study involved collecting data from teachers and students in EFL classes at the College of Science and Arts, Almandaq Branch in Albaha University. To achieve the research objectives, a questionnaire was used and distributed to EFL students to assess their opinions on the use of paralinguistic by teachers. The questionnaire consisted of 5 rating stages: strongly agree, agree, not sure, disagree, and strongly disagree. The similarity between this research and the previous one lies in both exploring the field of paralinguistic. The difference lies in the focus of the previous research, which examined the impact of paralinguistic, while this research investigates the features used, their functions, and the characteristics of an individual's speech. This research analyzes paralinguistic features based on the theory proposed by DeVito (1988), whereas the previous research did not specify the theory applied. The previous research only used a questionnaire as a tool to measure the impact of teachers' use of paralinguistic in the classroom. Another difference is in the research subjects; the previous research involved EFL teachers and students, while this research used videos from YouTube with politicians as subjects. Additionally, the previous research only analyzed the impact of using paralinguistic in EFL classes and used a questionnaire to conclude its positive effects. In contrast, this research examines the function of paralinguistic features using Knapp's (1972) theory, which consists of accentuation,

repetition, regulation, substitution, contradiction, and complement and the differences in paralinguistic features among officials, evaluates their functions, and identifies the speaking characteristics of each official through the use of these paralinguistic features.

## **B.2 Theoretical Framework**

This chapter explains the theory applied in this research. Theory helps the researcher to conduct the research. With the theory, ease the researcher to analyze the data based on the purpose of the research.

### **A. Paralinguistic**

The first theory applied in this research is paralinguistic theory by DeVito (1988). According to DeVito (1988) instead of focusing on the content of a statement, paralinguistic describes how it is stated. Paralinguistic, the vocalized yet nonverbal portion of a spoken message, is a vocal component of nonverbal communication. DeVito (1988) identified two primary domains of paralinguistic. They are vocalizations and voice qualities. The components of voice quality are pitch, rhythm, resonance, and rate. Vocal qualifiers, vocal segregates, and vocal characterizers are examples of vocalizations. According to Means (2004), paralinguistic refers to the nonverbal cues that go along with spoken communication and highlight the distinctions between the words and their delivery. Paralinguistic is a term used to describe vocal tones used in communication that can be interpreted in various ways. Means (2004) defined paralinguistic as the use of pitch, rhythm, intonation, loudness, stress rate, and pronunciation. Laughing, sobbing, sighing, grunting, yawning, belching, and coughing are also included. Even hesitancy, silence, and pauses are considered paralinguistic. This conclusion was furthered by Mortensen (1972), who claimed that paralinguistic is the meaning connected to vocal intonation and indications of vocal quality, such as pitch, tempo, timbre, and volume. People rely on the tone and quality of their voices to convey their personality, emotion, and mood. Vary paralinguistic features to communicate nuances of meaning and to

add interest and color to your messages. The elaboration about paralanguage theory by DeVito (1988) is as follows.

### **1. Vocal Qualities**

One of the aspects of paralanguage mentioned by DeVito is vocal qualities, which specifically consist of pitch, rhythm, resonance, and tempo. Vocal qualities in terms of paralanguage refer to the voice characteristics that someone employs while giving a speech. Voice quality simply describes how someone's voice sounds. While every person's voice is different, they all share certain traits. Vocal qualities can add more nuance to the conveyed message, giving information about someone's feelings and emotions. Below are the elaborations of the vocal qualities' aspects:

#### **a. Pitch**

In relation to voice qualities, the highness or lowness of the vocal tone (DeVito, 1988: 362). Pitch is the vocal characteristic that controls speech prominence and accentuation. It has the same importance whether it is a single word or an entire sentence. Any voice's typical pitch is determined by the vocal cord in use and the frequency at which it vibrates. The length, thickness, and tension of the vocal cord are the only factors that affect its vibration frequency. The pitch change has also been demonstrated to improve sociability and competence perceptions (Scherer, 1982). Pitch is one of the vocal elements that contributes to the overall communication and expression of emotions.

According to Re (2012: 2) in his research on preferences for very low and very high tones in humans, he states that the average pitch range for men typically ranges from 60 Hz to 180 Hz, and the average pitch range for women generally ranges from 160 Hz to 300 Hz. Therefore, based on the results of this study, it can be said that the normal pitch for men is 110 Hz – 130 Hz and for women is 220 Hz – 240 Hz. In the production of pitch by men, if

the resulting pitch is less than 110 Hz, it is categorized as low pitch, and if it is more than 130 Hz, it falls into the high pitch category. Meanwhile, in the production of pitch by women, if the result is less than 220 Hz, it is considered low pitch, and if it is more than 240 Hz, it is considered high pitch. In this study, pitch measurement is assisted by PRAAT software. In PRAAT, the pitch parameter for men is a minimum of 50 Hz and a maximum of 300 Hz, while for women it is a minimum of 100 Hz and a maximum of 600 Hz.

#### **b. Rhythm**

In terms of paralinguistics, rhythm refers to the pattern used by someone in a speech. This statement is supported by DeVito by said that rhythm is the recurring pattern of emphasis in a stream of speech (1988: 365). Rhythm can be either smooth or jerky pattern. Maintaining rhythm in speech makes the speech sound natural and fluent. It can also make the listeners more understand the intended meaning of the speech.

In jerky speech, the created rhythm is an irregular pattern that can be seen through several aspects, such as excessive pauses in the middle of the speech like "uuh, ee, uhm," repetition of syllables or words like "ho ho ho how much is it?," excessive use of revisions like "do you see – have you try the pizza?," excessive coarticulation like "ridiculshh" for the word "ridiculous," and combining two words into one, for example, "turn the radion" instead of "turn the radio on." (American Speech-Language Hearing Association, 1993). On the other hand, in smooth speech, some of these disturbances may still occur but not excessively.

#### **c. Resonance**

In paralinguistics, resonance is related to the quality of a person's voice that is determined by the vibrations in the vocal tract. Resonance describes voice ranging from thick resonance to

thin resonance. For instance, your voice may become tighter when you're anxious. Resonance contributes to the overall tone and timbre of the voice. Resonance also affects the clarity of speech. Well-modulated resonance can contribute to clear and articulate communication. Through resonance, the researcher can see the richness and quality of someone's voice. In this study, resonance measurement is assisted by PRAAT software.

Based on Wolfe et al. (2009) in their research on vocal tract resonance in speech, singing, playing musical instruments, the lowest vocal resonance frequency typically ranges from 300 Hz to 800 Hz. Meanwhile, according to Nave (2017) in his research on the maximum sensitivity frequency in human hearing, it ranges from 3500 Hz to 4000 Hz. This relates to resonance in the auditory canal.

#### **d. Rate**

Rate discusses the tempo or the speed of someone's speech. In relation to voice qualities, the speed at which you speak is generally measured in words per minute (DeVito, 1988: 364). According to Barnard (2022), the normal speech rates for an adult English-speaking person in terms of conversational is between 120 and 150 words per minute (WPM). The rate of someone's speech can be increased or decreased minute by minute. Research indicates that individuals who speak to groups at a moderate speed are perceived as more credible and authoritative. Through rate, the researcher can interpret the speed of speech by panelists whether is fast, normal, or slow.

## **2. Vocalizations**

The second aspect of paralanguage is vocalizations. In the context of paralanguage, vocalizations refer to the nonverbal aspects of communication that involve vocal sounds or utterances, aside from the actual words being spoken. It consists of vocal

characterizers, vocal qualifiers, and vocal segregations. Here is the explanation of vocalization aspects.

#### **a. Vocal Characterizers**

Vocal characterizers refer to the non-linguistic sounds produced by someone while communicating. For instance, vocal characterizers can be laughing, groaning, yelling, whispering, crying, etc (DeVito, 1988: 363). According to Gogoi, based on his research in paralinguistic communication said that vocal characterizers include *things like yawning, laughing, crying, and moaning, which convey meanings to an audience*. When someone laughs that can indicate that somebody expressing joy or a positive reaction toward something. Another example is when someone crying while speaking it is a sign that they are not in a good feeling or a good mood. So, vocal characterizers can support the actual meaning of the utterance and also can help people interpret their characteristics.

#### **b. Vocal Qualifiers**

Vocal qualifiers are the intensity or the volume of the voice, which is overly loud or overly soft sound. This statement is supported by Trager who state that vocal qualifiers are variations in intensity (overloud, oversoft), pitch height (overhigh, overlow), and extent (drawl, clipping) (1961: 18). The unit of measurement for loudness is the decibel (dB). According to Williamson (2014), based on research he conducted on sound intensity, intensity levels can vary from overly soft around 10 dB, normal 50 – 70 dB, and overly loud reaching 90 dB. The research also found that the mean result for male speakers was 63 dB and for female speakers was 65 dB. So, both were included in the normal category. In this study, vocal qualifiers measurements were assisted using PRAAT software and the intensity parameter both

for men and women are minimum of 10 dB and maximum of 100 dB.

### **c. Vocal Segregations**

Vocal segregations are the sound combinations that are not words. In particular, vocal segregations are “uh-uh”, “sh”, “hmm”, “ee”, “um”, etc (DeVito, 1988: 148). They are the sounds that separate the unfinished utterance. When someone uses vocal segregation, there are several conditions and situations they may be dealing with at the moment. For example, when someone pauses their speech and is suddenly silent in the middle of their speech, they might be confused about what diction they would like to pick to finish their sentence. Vocal segregation can be used when someone feels hesitant and careful about what they are supposed to say. Another example is when someone says “uh-uh” or “hmm”, it can indicate an agreement or disagreement about something.

## **B. Nonverbal Communication**

The second theory applied in this research is the theory of functions of nonverbal communication by Mark L. Knapp (1972). There are various forms of nonverbal communication, such as touch, eye contact, facial expression, body language, and paralanguage. Dr. Albert Mehrabian asserts that nonverbal communication makes up 65–93% of all forms of communication. This claim demonstrates the powerful influence that nonverbal cues have. Nonverbal communication has several functions identified into six functions by Mark L. Knapp (1972), including repetition, substitution, accentuation, contradiction, complement, and regulation. The elaboration about function of nonverbal communication theory by Knapp (1972) is as follows.

### **1. Repetition**

The function of repetition in nonverbal communication is to repeat or reformulate the meaning of the verbal message. For instance, after

verbally agreeing to something by saying “Yes.”, this agreement is further emphasized through vocalizations such as “uh-uh.”

## **2. Substitution**

The function of substitution in nonverbal communication is to convey meanings that cannot be expressed by words. For example, without saying a word, someone can express their agreement simply by making vocalizations like “uh-uh”.

## **3. Accentuation**

The function of accentuation in nonverbal communication is to add intensity or strength to verbal words. For example, it is when expressing enthusiasm upon the arrival of an old friend by saying “I’m so happy to see you again!”, the verbal communication is spoken with a louder voice to express someone’s joyful emotion.

## **4. Contradiction**

The function of contradiction occurs when there is a lack of synchronization between verbal and nonverbal communication. For example, when someone compliments another person’s appearance by saying “I like your hair!”, but with a tone that sounds disparaging. Another example is when someone says, “I really miss you,” but with a flat tone. Both examples illustrate that the function of contradiction in nonverbal communication is very powerful in conveying the true meaning of the message.

## **5. Complement**

The complement function is defined as an effort to complement and enrich the meaning of verbal messages. The complement function occurs when there is synchronization between verbal and nonverbal messages. For example, when someone wants to apologize by saying “I’m sorry...”, the verbal message is spoken with a low tone and slow voice rhythm.

## **6. Regulation**

The regulation function in nonverbal communication is to regulate verbal communication. Nonverbal messages serve to control an interaction in a manner that is appropriate and natural. Regulators are defined as acts that maintain and regulate the back-and-forth nature of speaking and listening between two or more interactions by Paul Ekman and Wallace Friesen (1969: 82). For example, when someone speaks with a smooth rhythm to convey a sense of speaking calmly and not rushing.

### **B.3 Conceptual Framework**

Through the phenomenon of the application of paralanguage by panelists in the World Economic Forum discussion space, there are differences in the use of paralanguage features by each panelist, namely Luhut Binsar Pandjaitan and Anutin Charnvirakul. This then refers to the speaking characteristics possessed by each panelist. The paralanguage features use by the panelists also had its functions. The conceptual framework of this research based on the use of paralanguage features by panelists Luhut Binsar Pandjaitan and Anutin Charnvirakul in the World Economic Forum, including the following:

The World Economic Forum is an international organization that fosters cooperation between governments and businesses. The forum discusses many issues currently or soon to be faced by the world. The forum is held annually and adopts a discussion or question-and-answer session among moderators, panelists, and the audience.

In 2023, the World Economic Forum invited Luhut Binsar Pandjaitan and Anutin Charnvirakul as panelists. Both are government officials serving as ministers. Luhut Binsar Pandjaitan represented Indonesia, while Anutin represented Thailand. In the forum, they were asked for their opinions on the discussion topic, and both expressed their opinions in English.

When arguing, a government official must be able to convey messages and meanings to the public. A government official must also have good

communication skills to convince the public of their integrity, especially when attending international forums and representing their country of origin. Government officials not only need to maintain their reputation but also need to uphold the reputation of the country they represent through their communication.

Good communication is not only through verbal messages but also nonverbal communication. One type of nonverbal communication is paralinguistics. Paralinguistics is a type of nonverbal communication that can be seen from the speech process or how someone delivers their speech. Paralinguistics can reveal the true meaning of a conversation.

In this study, paralinguistics is narrowed down to DeVito's paralinguistics theory (1988), which consists of vocal qualities and vocalizations. Vocal qualities include pitch, rhythm, resonance, and rate. Vocalizations include vocal characterizers, vocal qualifiers, and vocal segregations.

The use of paralinguistics features by each individual undoubtedly has its differences. Therefore, this study examined the use of paralinguistics features between the two panelists. Then, the researcher observed the differences in feature usage and conclude the characteristics between the two panelists when speaking. In addition, this study also examines the functions and situations in which paralinguistics features are used. To examine the functions of the paralinguistics features, this study using theory the functions of the nonverbal communication by Knapp (1972), which consists of repetition, substitution, accentuation, contradiction, complement, and regulation.

Previous research on the use of other paralinguistics features has been conducted by many researchers, such as Ayuningsih (2019), Ayuningsih et al. (2022), Fatwassani et al. (2022), and Girsang (2021). By applying paralinguistics in communication, it has been proven to greatly help convey meaning in conversations. Furthermore, the use of paralinguistics also has its functions, such as to accent, to repeat, to regulate and others. Moreover, previous research has also revealed differences in the production of paralinguistics features among individuals.

Previous paralinguistic studies have been widely conducted in the realm of teaching and learning activities in the classroom, with teachers and students as subjects. However, many interactions are created, such as in debates, interviews, and other interactions. Then, the subjects who have applied paralinguistic are not only teachers but also many other important subjects. Therefore, in this study, the researcher examined paralinguistic features with government officials as subjects. Besides, government officials are important figures in a country; their communication styles are often taken as examples by many of their constituents.

#### **B.4 Definition of the Key Terms**

To avoid misconceptions, the researcher defines the key terms in this study with the following mapping:

##### **1. Paralinguistic**

Paralinguistic is a type of nonverbal communication that involves aspects of sound such as pitch, intonation, speech rate, volume, and other vocal elements that color the communication message. Although paralinguistic does not include actual words, these elements play a crucial role in conveying the meaning and nuances of the message. In this study, the researcher uses DeVito's (1988) paralinguistic theory, which consists of vocal qualities and vocalizations. Vocal qualities include pitch, rhythm, resonance, and rate. Vocalizations include vocal characterizers, vocal qualifiers, and vocal segregations. This theory is employed to analyze the paralinguistic features used by panelists and their functions. Differences in paralinguistic can lead to different interpretations of the same message.

Below are the aspects of vocal qualities.

- a. Pitch, which refers to the highness or lowness of the vocal tone. In the production of pitch by men, the normal category of pitch is 110 Hz – 130 Hz. The normal category here serves as a measurement for the lowness and highness of pitch.
- b. Rhythm, is the pattern used by someone when speaking. Rhythm is divided into two categories, smooth and jerky rhythm. Jerky rhythm can

be seen from several factors such as the use of excessive pauses, repetition of syllables or words, revisions, coarticulation, and combining two words into one. On the other hand, in smooth speech, some of these disturbances may still occur but not excessively.

- c. Resonance, refers to the voice ranging from thick resonance to thin resonance. Normal resonance for humans ranges from 800 Hz – 3500 Hz. If someone's resonance falls between 300 Hz - 800 Hz, it is considered thin resonance. Whereas if someone's resonance falls between 3500 Hz – 4000 Hz, it falls into the category of thick resonance.
- d. Rate, is the number of words spoken per unit of time (WPM/words per minute). The normal rate for adults is between 120 and 150 words per minute (WPM) on average. If someone speaks less than 120 words in one minute, it is considered a slow rate, if more, then it's a fast rate.

As for the aspects of vocalizations.

- a. Vocal characterizers are non-linguistic sounds produced by someone while communicating, for instance laughing, groaning, yelling, whispering, crying, etc.
- b. Vocal qualifiers refer to the intensity or volume of the sound, which can be overly loud or overly soft. In the intensity of vocal production, normal sound falls between 50 – 70 dB. The normal intensity itself is used for the measurement of overly soft and overly loud sounds.
- c. Vocal segregations are sounds that separate unfinished speech, such as 'uh', 'sh', 'hmm', 'ee', and 'um'.

## **2. Nonverbal Communication**

Nonverbal communication is a form of communication other than verbal or speech. Examples of nonverbal communication include body movements, facial expressions, eye contact, body language, paralanguage, and other wordless elements to convey meaning or messages. Nonverbal communication plays a significant role in communication as it can enhance or even contradict the meaning of verbal messages. In this research, the

nonverbal communication referred to is paralanguage, which focuses on various vocal characteristics possessed by each individual.

Nonverbal communication has its functions. According to Knapp's (1972) theory of nonverbal communication functions, which consists of six functions: 1) accentuation, to emphasize or stress what is being said, 2) repetition, to repeat or reformulate the meaning of verbal messages, 3) substitution, to express feelings or emotions that cannot be articulated with words, 4) complement, to support or complement statements that are deemed incomplete, 5) contradiction, to contrast verbal messages with nonverbal ones, and 6) regulation, to regulate and control the flow of verbal messages.

### **3. Speaking Characteristics**

Characteristics are the qualities or distinctive features that differentiate or describe a particular thing or entity. The characteristics referred to in this study are the speaking characteristics, which pertain to the distinctive features of the way someone speaks. This includes various paralanguage features such as 1) highness and lowness pitch, 2) smooth and jerky rhythm, 3) thick and thin resonance, 4) slow, normal, and fast rate, 5) vocal characterizers such as, laughing, yelling, whispering, crying, etc. 6) overly loud and overly soft vocal qualifiers, and 7) vocal segregations such as, 'ee', 'uh', 'uhm', 'shh', 'eh', '...', and etc. Speaking characteristics provide insight into communication style and affect how messages are conveyed and received.