

CHAPTER I

INTRODUCTION

A. Background of the Study

Communicative competence according to Hymes (1966) is “what a speaker needs to know to communicate appropriately within a particular speech community” (Saville-Troike, 1966:362). It means that in doing communication people need to have a skill or an ability to do a communication properly. H.G. Widdowson (1989:135) states that communication competence is the ability to put language for communicative purposes. Moreover, he states that the communicative competence considers language as a tool used for communication. This competence, according to him, not only aims to focus on the development of four language skills, but also depends on the correlation between the skills. By doing so, the language learner will learn how to convey the right message to the audience (H.G. Widdowson, 1989: 135).

That is why, in many situations, people try to develop their abilities in speaking or communication in order to create good connections. Sometimes people just say “hello” or asking “hi, how are you, today?” to maintain his situation, with a purpose that the conversations are still running.

Language is not only for communicating, but also for establishing and maintaining relationship in our social life (Trudgill, 1974: 13). It is similar with Aitchison (1996) in his book “*The Seeds of Speech...*”, that language is

particularly good at promoting interaction between people. It is “*oils social wheel*”, even when nothing of substance is said (Aitchison, 1996: 23). He says that conversational interaction between friends often supplies a minimum of information, but a maximum of supportive chat. Meaningless words or even misunderstood words can also keep a conversation going (p.24).

Therefore, based on the previous statements, the writer connects to Malinowski (1935: 9) in Aitchison (1996: 23) who stresses the social importance of “talking for the sake of talking”, which he labeled as “phatic communion”. Here, this phatic communion is explained in situations such as ritual words and gestures are exchanged when people are meet, and there are standard topics of conversation, the weather, and in other cultures, it may be the health of relatives, for example (Aitchison, 1996: 23-24).

According to Malinowski (1923: 476-479) phatic utterance (and then called as phatic communion or small talk) is usually in a plethora of formulaic *expressions of greeting, or questions about the inter-locutor's health, well-being, family; a comment about topic that may seem obvious or trivial, such as the weather*. The use of phatic utterance or phatic communion in communication phase, according to Malinowski (1923) is to avoid silence which can originate an unpleasant tension that has negative consequences for social interaction.

In similar opinions, Lyons (1968) and Silva (1980) in Cruz (2005) say that phatic utterances contribute to the creation and maintenance of a feeling

of solidarity and well-being between interlocutors. It means that the using of phatic utterances in communicating phase just *to break the silence* among the interlocutors when they are communicating.

However, according to Abercrombie (1956, 1998), Leech (1974), or Turner (1973) in Cruz (2005: 2), argue that the propositional content of phatic utterances is completely *unimportant*, for the reason that these phatic utterances are the utterances which designed more to accommodate and acknowledge hearers than to carry an authentic meaning.

But, reacting against some of the studies mentioned before, Laver (1974/1975, 1981) in Cruz (2005: 6) defends that phatic utterances are extremely important linguistics devices for social interaction, since they convey indexical information about the interlocutors' social roles. These can be described in some phatic expressions which the speaker or the hearer has a solidarity relationship, such as:

- *What a beautiful blouse!*
- *Nice day for picnic*

(Adapted from Laver, 1974/1975).

Another author who defends the function of phatic utterances in social interaction is Senft (1995: 3) in *Phatic Communion*. He says that the terms “phatic communion” (or phatic communication) are generally used to refer to utterances that are said to have exclusively social, bonding functions like establishing and maintaining a friendly and harmonious atmosphere in interpersonal relations, especially during the opening and closing stages of social – verbal – encounters.

These utterances, according to Senft (1995: 4) are understood as a means for keeping the communication channel opens. More, he says that, phatic communion is characterized by not conveying meaning, by not importing information; thus, phatic utterances are described as procedures without propositional contents. *Greeting formulae, comments on the weather, passing enquiries about someone's health*, and other small talk topics have been characterized as prototypical examples of phatic communion.

More, Zegarac (1998) in *Phatic Communication*, says, that phatic utterances which also called as the *small talk*, precedes the big talk. Although the utterances are aimless and shortly, these utterances could have large meaning. Take an example in one situation where there is no light in your room. Maybe your mother will ask you (to light on). Then she just says, "Don't you feel so dark, dear?", or she says, "I can't see you in the dark".

Then, based on the above statements, the writer has an opinion, phatic utterance is not only functioned to avoid silence in social interaction, but it is also a kind of preface to the main business to be discussed. So, based on these views, she identifies about phatic utterance as a form of relationship of communication which opens the channels of communication among people and the purpose of it is to communicate openness for communication. Shortly, it is said that in understanding about the term of phatic utterance, and if the channel of communication are open, let's express the phatic utterances.

Well, talking about phatic utterances is quite interesting, since people become understand about what is phatic utterance and the implications. Many

researchers have judged about phatic utterances and viewed these in many theories. They have elaborated the understanding of phatic utterances negatively or positively. They talk about phatic and its function, and how the phatic is applied in communication phase between the speaker and the hearer.

There have been some studies of phatic utterances, such as Gunter (1995), Zegarac (1998), Nicole and Clark (1998), Coupland, Coupland, and Robinson (2000), Mykhailenko and Pompush (2010), and Parastika (2009), which view phatic utterances in their functions as social demands to establish and maintain a friendly and harmonious atmosphere in interpersonal relations. Besides, these researchers also judge phatic utterances from the communication intention to get the balance if there are found misunderstandings among the speakers and the hearers when they are communicating each other. By understanding the meanings of those previous researches done, the writer tries to elaborate the phatic utterances in teaching learning activity in Muhammadiyah 's school environment in Klaten. She judges the functions of using phatic utterances in communication which done by the English teachers in Muhammadiyah Vocational High School in Klaten, in order to get the clearness of using phatic utterances among the language users which is viewed from the education angle or social one.

Here, the writer analyzes phatic utterances used by the English teachers at Muhammadiyah Vocational High School in Klaten. In choosing the phatic utterances' topic, the writer considers some aspects; firstly, in social function of phatic utterances; to open a communication between speaker and hearer

and to maintain the communication between those speakers and the hearers are still on. Secondly, analysis about phatic utterances is rarely observed so it is a challenging for the writer to take a research about phatic utterances. Thirdly, phatic utterances is focused on speaking ability, so it can be a way to improve the English speaking ability in simple expressions or in special situation, for example when there is an MGMP for English Teachers at Muhammadiyah Vocational High School in Klaten. Therefore, by these reason the writer takes a Research Study for her Final Assignment about *Phatic Utterances by English Teachers at Muhammadiyah Vocational High School in Klaten*.

B. Problems Statements

Problems statements of this research study are as follows:

1. What types of phatic utterances are used by the English at Muhammadiyah Vocational High School in Klaten?
2. What politeness strategies are included in phatic utterances used by English teachers at Muhammadiyah Vocational High School in Klaten?

C. Objectives of the Study

The Objectives of the study are as follows:

1. to describe the types of phatic utterances used by the English teachers at Muhammadiyah Vocational High School in Klaten.
2. to explain the relationship between phatic utterance and politeness strategy used by English teachers at Muhammadiyah Vocational High School in Klaten.

D. Significances of the Study

The writer formulates the significance of this research proposal in two ways, as follows:

1. The first is theoretical significance. The researcher expects that this study will be a guidance source in teaching the functional language in interpersonal skills that focused on phatic utterance and its use, especially for English teachers at Muhammadiyah Vocational High School in Klaten. That is based on the situation that the materials of English language which usually taught at Vocational High School are focused on the materials that should be mastered well based on the syllabus or curriculum demand. The learners have to get good score in English since they must follow the final assessment which is called as UN (Ujian Nasional/the National Examination), and it becomes a measurement of understanding about English. Moreover, considering to the fact that the understanding about how the learners connect or communicate with their friends at school or are able to comprehend the speaking ability well, not only speak but also understand the meaning applied, will improve the learners' skills more than they expected. So, taking the benefit of her research study, the writer assumes that analyzing the phatic utterances in the politeness strategies, will give good contributions in understanding about the language function in daily conversation situation use. For, using the English knowledge is not only at school or when people study that, but also in connecting others. Hopefully this study will also be

beneficial for the learners and the readers; the ones who want to know about phatic utterances or small talk in communication.

2. The second significance of this study is practical significance. Practically, the use of phatic utterance in conversation can be done by not only the researcher in opening or closing the communication phase with others, but also by the English teachers, in this case, the English Teachers at Muhammadiyah Vocational High School in Klaten. They also can apply these phatic utterances in many situations which deal with using the language functions in daily activities, such as; greetings, telephoning, welcoming guest, requesting, complaining, and others. Besides, since the use of phatic utterance are in communication mostly, many language operators, the secretary, the receptionist of an institution also can practice this phatic utterance in doing the conversation or communication in their office. Finally, by understanding the needs of the learners and the benefits of quality phatic utterances viewed in politeness strategies practically, there will be an effort of the learners and the researchers to create or to produce the utterances in phatic forms and accomplished them in communication channel arisen.

E. Reserach Paper Organization

This research consists of five chapters that explain phatic utterances by English Teachers at Muhammadiyah Vocational High School in Klaten.

Chapter I provides background of the study, problem statements, objective of the study, the benefit of the study, and reserach paper organization.

Chapter II discusses Literature Review which explains about Previous Study and Underlying Theory. The Underlying Theory covers Pragmatics for the first Theory which consists of Notion of Pragmatics and Aspect of Pragmatics; then second is Speech Acts which talk about Notion of Speech Acts and Austin's Three Facets of Speech Acts; the third is Phatic Utterances or Small Talk which explains about Notion of Phatic Utterances or Small Talk, The Language Function, The Phatic Function of Language, The Functions of Phatic Utterances which consists of Social Function and Business Function; The Last Theory is Politeness Strategy which says about Notion of Politeness Strategy and Politeness Strategy in Phatic Utterances.

Chapter III discusses the research method. It deals with Type of the Research, Participants of the Study, Data and Data Sources, Technique of Collecting Data, and Technique for Data Analysis.

Chapter IV presents Data Analysis of Problem Statements of this Research as follows: Firtsly, it presents "*What Phatic Utterances are Used by the English Teachers at Muhammadiyah Vocational High School in Klaten?*" This part covers the analysis of Phatic Utterances which is explained based on the 7 DCTs that are set in different kinds of situation as follows: a) DCT1 in situation "Doing Collegiality" b) DCT2 in situation "To be the Icebreaker that clears the way for more intimate conversation" c) DCT3 in situation "To send

or to receive informative communication” d) DCT4 in situation “To maintain the contact with the person we are talking to” e) DCT5 in situation “To create or maintain “bonds of sentiment” between speakers” f) DCT6 in situation “To express the addressor’s intention to install, to continue, or to finish the contact” g) DCT7 in situation “Phatic is more interesting and more diverse in special settings”. Secondly, it explains “*How do Phatic Utterances used by The English Teacher at Muhammadiyah Vocational High School in Klaten connect to the Politeness Strategy?*”. This part covers the analysis of Politeness Strategy found in each DCT stated; a) DCT1 “Doing Collegiality” b) DCT2 “To be the icebreaker that clears the way for more intimate conversation” c) DCT3 “To send or to Receive informative Communication” d) DCT4 “To maintain the contact with the person we are talking to” e) DCT5 “To create or maintain “bonds of sentiment” between speakers” f) DCT6 “To express the addressor’s intention to install, to continue, or to finish the contact” and g) DCT7 “Phatic is more interesting and more diverse in special settings” Next, There is the Finding of Data Analysis and Discussion.

Chapter V is closing. It covers conclusion, suggestion, and pedagogical implication.