Phatic Communication of Teacher-Students in English Foreign Language Classroom

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ABSTRACT

This study aims to investigate and identify the types of verbal phatic expressions used by teachers and students in the teaching process and determine the frequency of their use. This research was conducted using qualitative method and literature study analysis technique with Convenience sampling. The author analyzed the types and types from Jackobson 1960 theory elaborated by Jumanto 2014. The results and data are discussed through tabular presentation and explanation. From the results of the study, it was found that of the 12 types and functions found in the conversation between teachers and students. While in the frequency results, there are 6 uses of breaking the silence, 7 uses of starting the conversation, 6 uses of making small talk, 1 use of making gossip, 10 uses of keeping talking 4 uses of expressing solidarity, 4 uses of creating harmony, 5 uses of creating comfort, 3 uses of expressing empathy, 4 uses of expressing friendship, 4 uses of expressing respect, and 5 uses of expressing politeness. The use of these expressions by the student teachers has the purpose of facilitating the smoothness of classroom interactions. Implications This qualitative study presents relevant pedagogical implications for EFL student teachers and student teachers, as it highlights the importance of exposure to the use of phatic communication in educational learning process.

Keywords: *Classroom interaction, EFL, Phatic Communication*

INTRODUCTION

Language is a tool used by humans to enable individuals to articulate thoughts, express feelings, and share information with others. This involves the use of symbols, such as words, phrases and sentences, which have meanings that are understood by members of the community who speak the same language. Language functions as a tool for communication as well as a means for conveying identity, culture and knowledge from one generation to the next. Language plays a central role in everyday life, social interactions, education, and human cultural development. (Wiyanto, 2020) also said that it is important for us to learn language because language is needed to communicate with other communities.

Communication is the process of exchanging information, ideas and emotions between individuals or groups through a structured symbolic system, and language is the main medium for

achieving this goal. Language plays an important role in facilitating effective communication, both in verbal and nonverbal interactions. Through communication, individuals can communicate, express themselves, build social relationships, and acquire knowledge. In addition, communication also has an important role in education. Communication is used as the main tool in the learning process, both in the form of formal learning in schools and informal learning in everyday life. Communication has a central role in education, facilitating understanding, encouraging student participation, developing social skills, encouraging reflection and problem solving, and building positive relationships between teachers and students. Effective communication between teachers and students creates a positive learning environment, increases student motivation, and strengthens understanding of subject matter. Therefore, it is important for teachers to pay attention to their communication skills and create an environment that supports good interaction in the learning process.

Good learning must also have good communication. Communication also plays an important role in English as a Foreign Language (EFL) education, through interactions between teachers and students and practicing the knowledge of the language being learned. The importance of communication in EFL includes understanding language in real situations, encouraging active student involvement, and honing critical thinking skills. The aim of EFL education is to produce individuals who are able to communicate effectively in English, including conveying messages clearly and adapting through communication in various situations. It's the same as maintaining an interaction in various situations. People can talk about small easy things to show their willingness in order to open or keep a channel of communication open (Wardhaugh, 2002). Verbal communication is known as phatic communication.

Phatic communication or so called 'phatic communion' is said to be a kind of language used to create, to maintain and to strengthen the social bond between individuals (Sakinah Mawadda). Examples include greetings, asking how they are, and saying thank you. Although it does not bring substantial new information, phatic communication plays an important role in creating a positive social climate and strengthening relationships between individuals. Phatic communication occurs in a variety of contexts, such as everyday conversation and communication between teachers and students, and contributes to politeness, communication ethics, and mutual trust. Verbal phatic expression plays a vital role in establishing and maintaining positive teacher-student relationships (Jumanto, 2014). Through the use of phatic language, aspiring teachers have the ability to establish an environment in the classroom that is supportive and inviting, thereby nurturing a feeling of mutual understanding and connection with their students (Curtis, 2019; Kayzouri et al., 2021). This will form good interpersonal bonds between teachers and students. The establishment of interpersonal bonds enhances the creation of an optimal educational setting, wherein students experience a sense of ease, involvement, and enthusiasm to actively engage in classroom endeavors. The utilization of verbal phatic expressions in the interactions between student teachers and English as a Foreign Language (EFL) learners holds noteworthy significance in the realm of EFL teaching and learning (Curtis, 2019; Knežević et al., 2020; Nasiruddin & Hum, 2018; Sah, 2022).

Student teachers who utilize suitable phatic language showcase their abilities in interpersonal communication and cultural awareness, fostering an inclusive and empathetic environment among diverse student populations (Amira Mahmoud Mohamed Elsayed, 2017; Zakareya & Alahmad, 2019). Gaining insights into the various types, functions, and frequency of phatic language employed by student teachers can guide the creation of curriculum and instructional approaches that purposefully integrate these linguistic elements (Rahardi, 2019).

Recent studies and previous research have started to provide understanding about phatic communication. Here are some noteworthy recent and previous results to be considered; The first

previous study, titled An Analysis of Phatic Communion Employed by The Characters in The Movie Entitled Juno by (Parastika, 2009), focused on examining the utilization of phatic communion in the movie. The study aimed to identify the various forms of phatic communion portrayed in the dialogue and explore the underlying reasons behind the characters' use of such communication. The researcher uses the theory from (Jean, 1996) which states that there are four forms of phatic communication, namely ritual words that are exchanged when people meet, standard topics of conversation, supportive chats between friends, meaningless words or even misunderstood words. Researcher employed a qualitative approach, specifically descriptive analysis, by analyzing the movie's script to gather the necessary data. The study revealed four distinct forms of phatic communion in the dialogue and identified the use of speech acts in social relationships as the primary motivation for the characters to engage in phatic communication.

(Jumanto, 2014) study explored "Phatic communication: How English native speakers create ties of union." The findings revealed the multifaceted nature of phatic communication among English native speakers, highlighting its functions and specific expressions used to establish affiliations. The researcher uses a phatic communication theory framework developed from several speakers namely Malinowski and Jakobson. The study established a significant relationship between phatic communication, politeness, and other theories in verbal human communication. It emphasized the practical implications of phatic communication in English language instruction, where teachers can utilize such strategies to enhance teaching and learning. By incorporating phatic expressions into classroom interactions, teachers can improve students' communication skills, enabling them to navigate diverse linguistic contexts while minimizing cross-cultural misunderstandings. Recognizing the importance of phatic expressions is vital for fostering fruitful teacher-student dynamics in education.

The next study conducted by (Mawadda, 2021) the focus was on exploring phatic communion as a unifier in the context of the comedy-drama film 'Wonder'. The study identified four types of phatic communication in the film, namely greetings, small talk, agreements, and jokes. These types were found to serve the functions of expressing friendship, fostering solidarity, and creating a sense of harmony and comfort. The research also highlighted the significance of phatic communication in unifying individuals, particularly in the case of Auggie, who was in need of support. These findings suggest that the model of phatic communication developed in this study can be applied or further enhanced by future researchers examining phatic communication in different data sources and languages.

The above findings provide a basis for understanding the broader implications of phatic expressions beyond in-class interactions among EFL student teachers. Although this study offers valuable insights, further research is needed to explore the specific contexts, functions, and consequences of phatic language use among EFL student teachers. In addition, such research should focus on developing strategies and practical recommendations to improve EFL student teachers' communicative competence in the classroom (Rahardi, 2019; Wardhaugh, 2002).

From some of the journals and theses above, there are similarities and differences. The similarity is that both analyze phatic. Then the difference lies in the object and type of phatic taken. Therefore, this study aims to investigate and identify the types of verbal phatic communication used by teachers and student in the teaching process and determine the frequency of their use. By examining the types and prevalence of phatic language use by learner teachers, this study contributes to a thorough understanding of the linguistic and pedagogical strategies used in English as a Foreign Language (EFL) classrooms. However, in this article the researcher focuses on types and function analyzed using the phatic communication theory by (R. Jakobson, 1960) which was elaborated by (Jumanto, 2014) into 12 types and functions, namely (1) breaking the silence, (2)

starting the conversation, (3) making small talk, (4) making gossip, (5) keeping talking (6) expressing solidarity, (7) creating harmony 8) creating comfort (9) expressing empathy, (10) expressing friendship, (11) expressing respect, and (12) expressing politeness. In addition, this study aims to bring innovation in the existing literature by underscoring a rarely explored aspect of EFL teaching.

METHOD

Methodology research is very important to determine of validity and accuracy of the research. In this article, the researcher uses case study research design with qualitative approach to analyze the phatic communication from interaction between teacher and student in EFL. The qualitative is used by the researcher because "Qualitative approaches to data collection, analysis, interpretation, and report writing differ from the traditional, quantitative approaches"(Creswell, 2014). The qualitative approach was considered appropriate for capturing the intricate details and subtleties of the phenomena being studied, enabling a thorough investigation and comprehension of the types and frequency of phatic expression utilized by EFL student teachers in their classroom interactions (Christoper Pole & M. M., 2023; Patton, 2002). (Rukminingsih et al., 2021) "Qualitative research is carried out in natural conditions and is of a discovery nature". So, the qualitative research this time is both discoveries in nature in the sense of finding kind and frequency phatic communication.

According to (Rosidah, 2021), there are several ways to obtain qualitative data, such as interview notes, various types of text (eg field notes, journals, documents), and images (photos or videos). Data will be obtained by direct observation in class and video recording. Through the method of observation, researchers had the opportunity to directly witness and record the verbal phatic communication employed by student teachers during their classroom interactions. This approach enabled real-time data collection, capturing the spontaneous use of verbal phatic expression by the student teachers in genuine teaching contexts. Simultaneously, data collection through video recordings aimed to capture the interaction between the teachers and students, the dynamics within the classroom, instructional techniques utilized, and the level of student engagement. This method allowed for the observation to be reviewed again at a later time, enabling a more detailed analysis of the recorded classroom interactions (Christoper Pole & M. M., 2023).

Sampling in this study used *convenience sampling* where researchers chose samples based on availability and ease of access to respondents. In this method, the researcher chooses schools and classes that are the easiest to reach or available to serve as research samples, without considering the overall representativeness of the population. In this case the researcher chose SMPN 1 Kudu as the place to carry out the observation because of the availability of schools and school schedules according to the established research. The data analysis technique in this method is the translation of data into information.

In collecting data, there are two steps taken by the researcher, namely 1) transcribing the videos that have been obtained 2) recording and underlining data related to phatic expressions in the form of types and functions of phatic expressions. After being collected, the data were analyzed in four steps, namely 1) data were identified as phatic expressions, 2) tabulation of data were classified based on the types and functions of phatic expressions, 3) interpretation, and 4) conclusion. In this context, a qualitative descriptive analysis method is used to analyze the data in a more detailed and descriptive manner.

RESULT AND DISCUSSION
3.1 RESULT

Based on the transcript text that has been analyzed by the researcher, the data can result in the table below:

Table 1. Types and function Phatic Communication between teacher and student in 8E SMPN 1 Kudu

Types	Function	Word/Phrase/Sentence
1. Breaking the silence	To initiating an interaction with someone in some way.	6
2. Starting a conversation	To avoid or mitigate awkwardness.	7
3. Making small talk	To be friendly, cultivate relationships without being too familiar.	6
4. Making gossip	To talk about things goes on around or within social circle	1
5. Keeping talking	To maintain or extend a topic of conversation.	10
6. Expressing solidarity	To show someone that you agree with them or support them.	4
7. Creating harmony	To follow up on your compatibility with someone, or diffuse a tense interaction.	4
8. Creating comfort	To make people feel comfortable or relaxed in your presence.	5
9. Expressing empathy	To show someone you care about them or their situation.	3
10. Expressing friendship	To build meaningful relationships with others, and maintain them.	4
11. Expressing respect	To show someone that you really appreciate them and value them.	4
12. Expressing politeness	To use manners and be conscientious.	5

3.2 DISSCUSSION
1. Breaking the silence

Breaking the silence is done by someone in a way of greeting, mentioning their name, profession, or title, or saying goodbye in both formal and informal situations. Bbreaking a silence is a way to avoid or reduce the feeling of awkwardness or stiffness in a situation. When there is silence or silence occurring in a conversation or social situation, breaking the silence refers to a person's actions to start a conversation or break the silence with the aim of making the situation more comfortable and smooth. In this context, when there is an awkward moment or silence,

breaking the silence can be done by greeting, making comments, asking about certain topics, or taking other actions that aim to create interaction and reduce social tension that may arise due to prolonged silence. The goal is to create a more relaxed atmosphere and eliminate any awkwardness that may be felt by those around you. The following is the finding of phatic communication, the type of breaking silence, there are 6 times of use; *(1) Assalamualaikum wr. Wb, (2) Hallo?, (3) Hai?, (4) Do you get it?, (5) The next step…, (6) Ayok, time reminds seven minutes….*

2. Starting the conversation

    Starting a conversation is that when people initiate a conversation, they do it with the intention of preventing or lessening any uncomfortable or awkward situations. By engaging in conversation, individuals can create a more relaxed and comfortable atmosphere, making it easier to connect and communicate effectively with others. Starting a conversation can serve as a social tool to break the ice and establish rapport, particularly in situations where there might be initial tension or unease. The following is the finding of phatic communication, the type of breaking silence, there are 7 times of use*; (1) Today, we have a special guess, let me introduce for you…, (2) Last meeting, I ask you to memorized about?, (3) Okay, aaa I had a name…, (4) Okay the next question…, (5) Okay questionnya sudah habis yah, (6) Okay just enough for today, (7) Kemarin bu Ana belum nyatet yah siapa saja?.*

3. Making small talk

    The sentence means that "making small talk" refers to engaging in casual and light conversation with others in a friendly manner. The purpose of small talk is to build rapport and foster relationships without becoming overly personal or intimate. It is a way to create a comfortable atmosphere and establish connections with people without delving into deep or sensitive topics. Small talk is often used in social situations or when meeting new people to break the ice and establish a pleasant interaction. The following is the finding of phatic communication, the type of breaking silence, there are 6 times of use*; (1) How are you today? (2) Hello, you can call her? (3) Are you ready for this? (4) Diulang dari awal yah bu? (5) Title itu apa bu? (6) Apa itu artinya bu?*

4. Making gossip

    Making gossip means that gossip is created when people talk about events or information that is happening in or related to their social group. Gossip typically involves discussing personal or private matters of others, and it often spreads rumors or speculations about people's lives, actions, or relationships within that specific social circle. The following is the finding of phatic communication, the type of breaking silence, there are 1 time of use*;(1) Barusan katanya anak kelas delapan C manggil siapa tadi?*

5. Keep talking

    Keep talking means refers to the act of continuing or prolonging a discussion on a particular subject. It suggests that someone is actively participating in the conversation and ensuring that the topic under discussion remains ongoing, either by adding more information, sharing personal experiences, or expressing opinions to keep the conversation flowing. The goal is to prevent the conversation from ending abruptly and to keep the communication going smoothly. The following is the finding of phatic communication, the type of breaking silence, there are 10 times of use*; (1) I'm fine too and you? (2) After we sing together, (3) Guys, true or false? (4) If you open handphone I give you a punishment, (5) Ayok, who the lyric song for? (6) One more, (7) Okay any request again? (8) Okay, Rasha siapa lagi? (9) Untuk pertemuan selanjutntya kita mereview materi yang lalu yah? (10) I have question about this song.*

6. Expressing solidarity

Expressing solidarity involves demonstrating your agreement with or support for someone's views, opinions, actions, or causes. It is a way of letting the other person know that you stand with them, share similar beliefs, or empathize with their situation. When you express solidarity with someone, you are essentially saying that you are on their side and are willing to back them up in their beliefs or actions. This can be done through words, actions, or gestures that convey understanding, support, and unity. It helps to strengthen relationships, foster trust, and create a sense of belonging, especially in situations where individuals or groups face challenges or adversity. The following is the finding of phatic communication, the type of breaking silence, there are 4 times of use; *(1) Saya tau kalian, bahwa kalian adalah orang-orang yang bersemangat, so lests we try this test, (2) Gapapa bu, kita loooss kok, (3) Nggeh bu, siap, (4) Dicoba dulu, pasti bisa.*

7. Creating harmony

Creating harmony refers to the use of language or patterns of communication primarily aimed at establishing or maintaining social bonds, politeness and friendliness rather than conveying certain information. It is often used to create a sense of harmony and connection between individuals. The phrase also refers to following through on your compatibility with someone, or defuse a tense interaction. That is, fatigue communication can be used to assess the level of compatibility or rapport with someone. By engaging in friendly and casual conversation, individuals can gauge how well they connect with one another on a personal level. In addition, phatic communication can serve as a tool to defuse tense or awkward situations. When a conversation gets tense or tense, using friendly, non-controversial language can help defuse the tension and make the interaction more enjoyable. The following is the finding of phatic communication, the type of breaking silence, there are 4 times of use*; (1) Okay lumayan mendekati, (2) Gapapa, saya kasih imbuhan pertanyaan, (3) Okay no problem I understand, (4) Sak kelas gapopo ya bu?.*

8. Creating comfort

Creating comfort to make people feel comfortable or relaxed in your presence suggests that one of the primary purposes of phatic communication is to put others at ease and foster a sense of comfort when interacting with them. This can be achieved through various means, such as using polite greetings, expressing interest in the other person's well-being, or engaging in light-hearted conversations that help break the ice. By engaging in phatic communication and creating comfort, individuals can establish a positive and warm social environment, making it easier to connect with others, build relationships, and enhance the overall communication experience. This type of communication is particularly useful in social settings, networking events, or when meeting new people, as it helps create a sense of friendliness and openness. The following is the finding of phatic communication, the type of breaking silence, there are 5 times of use*; (1) I hope Riko can answer, (2) Intinya saja sudah cukup kok, (3) Kalian bisa request lagu, then we will sing together, (4) Terserah lagu apapun yang kalian inginkan, (5) Hayo coba tebak apa makna dari lagu ini?*

9. Expressing empathy

Expressing empathy is to show someone you care about them or their situation, phatic communication is used as a means to demonstrate empathy and concern for someone. When someone is going through a difficult or emotional situation, expressing empathy through phatic communication can be a way of showing support and understanding. It involves using phrases like *"I'm sorry to hear that," "I understand how you feel,"* or *"I'm here for you."* These expressions may not necessarily offer detailed solutions or advice, but they are meant to convey emotional

support and let the person know that you care about their well-being. Phatic expressions in this context are used to connect on an emotional level and show compassion without delving into deep discussions or problem-solving. It's a way of acknowledging the other person's feelings and offering comfort during challenging times. The following is the finding of phatic communication, the type of breaking silence, there are 3 times of use*; (1) I think is difficult, so listening with carefully, (2) Maaf kurang tepat, benar tapi ada tambahan, (3) Gapapa, bu Ana kasih dua kali kesempatan yah.*

10. Expressing friendship

Phatic communication is a type of communication that focuses on social pleasantries, small talk, and maintaining social bonds rather than conveying specific information. Types expressing friendship is to build meaningful relationships with others, and maintain them. That suggests that phatic communication serves the purpose of expressing warmth, friendliness, and positive feelings towards others to establish and nurture meaningful connections with them. When people engage in phatic communication, they often exchange simple greetings, compliments, or other polite expressions to create a friendly and comfortable atmosphere in social interactions. This kind of communication is essential for building rapport, trust, and mutual understanding between individuals, which are the foundation for establishing lasting and meaningful relationships. By expressing friendship through phatic communication, people can foster a sense of connection and belonging in their social interactions, helping to maintain and strengthen their relationships over time. The following is the finding of phatic communication, the type of breaking silence, there are 4 times of use*; (1) I know you are spirit, (2) I give you wishing together, (3) Kalian seperti bu Ana, just know about the lyric, (4) Daffa, Satria nanti permennya dibagi dua yah.*

11. Expressing respect

Expressing respect is used to show someone that you really respect them and value them. In phatic communication it means that expressing respect involves showing genuine appreciation and respect for someone. This can be in the form of giving appreciation or acknowledging the truth of what has been disclosed. sometimes people can also give something to appreciate. When someone engages in phatic communication, such as small talk or casual conversation, expressing respect becomes an important aspect of the interaction. This involves using polite language, showing an interest in the welfare of others, and acknowledging their presence and importance in conversation. By expressing respect, individuals can foster a positive and respectful atmosphere, which strengthens social relationships and promotes harmony in social interactions. Overall, it is a way of showing courtesy and consideration towards others during informal and friendly exchanges. The following is the finding of phatic communication, the type of breaking silence, there are 4 times of use*; (1) If you can answer my question, I give you a present, (2) Bu Ana will give you the gift, (3) Okay good job, (4) Give applause for*

12. Expressing politeness

Expressing politeness involves using courteous and considerate behavior when interacting with others. It refers to the act of showing respect, consideration, and good manners in one's communication and actions towards others. When someone is expressing politeness, they may use phrases like *"please," "thank you," "excuse me,"* and "you're welcome" to show respect and consideration for others. They might also be attentive to the needs and feelings of others, trying not to offend or hurt anyone with their words or actions. Being conscientious in this context means being aware of how one's behavior and language can impact others and making an effort to ensure that they are acting in a respectful and thoughtful manner. The following is the finding of phatic communication, the type of breaking silence, there are 5 times of use*; (1) Stand up please,*

(2) Sorry, I think you are false, (3) Eh, sorry, (4) If you can answer, please raise your hand, (5) Yohan silahkan.

CONCLUSION AND SUGGESTION
4.1 CONCLUSION

After analyzing the different types of phatic communication and the frequency of their use, the researcher classified the data. The use of verbal phatic expressions by teachers and students in EFL classroom interactions has a very important role in building effective communication, creating good relationships, and creating a positive and inclusive learning environment. The results show that out of 12 types of phatic communication, all of them occur in the learning process. It is evident that these expressions have specific functions and provide benefits. From the results of this study, it can be concluded that it is important to incorporate phatic communication into the pedagogical practices of EFL teachers and students, as this can improve the quality of classroom interactions and ultimately support students' language learning as well as the educational experience as a whole. Understanding its impact, empowers teachers and students to effectively engage students, build positive relationships, and create an environment conducive to successful language learning and overall academic growth. Therefore, EFL teachers and students can take valuable insights from this study to enhance their ability to build positive relationships, increase motivation, confidence, and create an inclusive learning environment, especially in the context of teaching and learning.

4.2 SUGGESTION

Based on the findings from the data, it is recommended that both EFL teachers and student teachers actively incorporate phatic communication in their classroom interactions. This will allow them to effectively improve their abilities in establishing positive relationships, encouraging motivation and confidence among students, and fostering an inclusive learning environment. Particular attention should be given to using greetings, pleasantries, compliments, apologies, expressions of gratitude, farewells, polite expressions, affirmative expressions, hedges, and filler words, as these expressions have been proven to play a significant role in successful communication and engagement within the classroom.

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