

CHAPTER II

REVIEW OF RELATED LITERATURE

In this thesis, the researcher rolls out some theories related. They are communication, spoken language, casual conversation, pragmatic study, phatic communication, native and non-native English speaker, and language and culture

Communication is needed to arise good social relations and avoid a misunderstanding between speaker and hearer. By doing good communication, people can share feelings, ideas, attitudes or change information. One of the way to be good communicator is by using spoken language. Spoken language happens face-to-face. Through spoken language, speaker can extend his or her ideas clearly because it is supported not only language itself, but also body language or intonation. This spoken communication among speakers is called conversation. The most conversation which is used in human society is casual conversation. It is happened because casual conversation has no tie with grammar rules. That's why, casual conversation is also called as everyday talk. In everyday talk, what the speaker wants to share will be known by the meaning that he or she gives. The study which learned people's intended meaning is called pragmatic. In pragmatic studied, people use many ways to maintain social relationship. This way can be shown by doing small talk. Small talk needed for managing interpersonal distance. In pragmatic section, small talk is one of the branches studied which is deepened in term phatic communication. The way to do phatic communication is not same between native and non-native English speaker.

Although they use the same language, it will be quite different because they come from different countries. Every place or country has different ways to do phatic communication. It is happened because those countries has different culture and custom to convey meaning. All the theories related are explained in the following points.

2.1 Communication

Language is used to communicate, to express ideas and to connect with the addressee. As defined by Lyons (1997:34), there are two further points having to do with the notion of communication which should be mentioned.

1. Communication deals with addresser and addressee. The addresser gives the signal which identifies the intended addressee and invites her/him to pay attention or respond to the signal.
2. A successful communication does not depend only upon the addressee's reception of the signal and her/his appreciation, but also upon her/his recognition of the addresser's communicative intention and an appropriate behavioral or cognitive response.

It means that communication minimal needs an addresser as transmitter and an addressee as receiver. Good communication happens if the transmitter gives a signal and the signal is received completely by the addressee.

Lyons (1997:34) showed a process or model of communication to build a communication. It is described in the following figure.

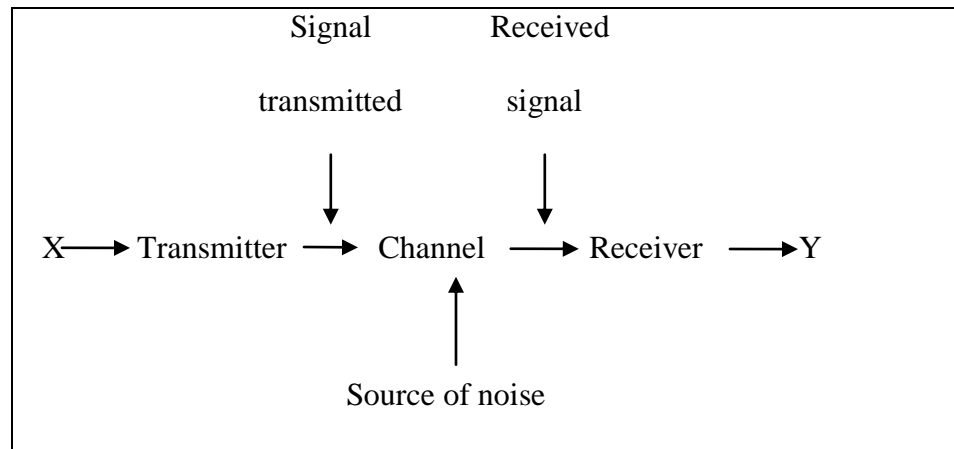


Figure 2.1 A Model of Communication

The figure 2.1 expresses that X is addresser and Y is addressee. X as a transmitter gives information or message through channel by giving signal transmitted and Y as receiver conveys the message by giving received signal first, then responding. There is a source of noise in a channel, the addressee cannot get the message clearly. Hence, the information or the message should be conveyed successfully to get in touch with people in a communication, so there is no misunderstanding in the conversation.

Having a good communication is very important. It can be happened if the signal or message from the speaker (X) is received clearly to the hearer (Y) and the source of noise is pressed to avoid misunderstanding.

Rod Windle and Suzanne Warren(1999:18) mentioned three important components in making good communication. They are sending messages, receiving messages, and barriers to effective communication.

1. Sending messages

In sending messages, there are three acts of communication involves:

- a. Verbal messages. Effective verbal messages must be brief, succinct, organized, and do not create resistance in the listener.
- b. Nonverbal message. It is a primary way to communicate emotions which is included by facial expression, postures, and gestures.
- c. Paraverbal messages: it refers to the messages that speaker transmits through the tone, pitch, and voices.

2. Receiving messages

Receiving message are included:

- a. Listening. It is a combination of hearing what another person says and desire to respect another's point of view.
- b. Giving full physical attention to the speaker. It is an attitude of fully attention to have a hunch that what the speaker saying is very important.
- c. Being aware of the speakers nonverbal messages. Pay attention to body language and paraverbal messages.
- d. Paying attention to words and feelings. It is necessary not to ignore the emotional aspect to avoid risk of missing important information.

3. Barriers to effective communication

People use communication barriers 90% in conflict situation. These barrier can exist into:

- a. Attacking: interrogating, criticizing, blaming, shaming.

- b. “You messages”: moralizing, preaching, advising, diagnosing.
- c. Showing power: ordering, threatening, commanding, directing.
- d. Other verbal barriers: shouting, name calling, refusing to speak.
- e. Flashing or rolling eyes.
- f. Quick or slow movements.
- g. Arms crossed, legs crossed.
- h. Gestures made with exasperation.
- i. Slouching, hunching over.
- j. Staring at people or avoiding eye contact.
- k. Excessive fidgeting with materials.

To avoid a misunderstanding in a communication, the message must be brief and organized. It is combined with the attitude and body language while the meaning is conveyed. Receiving message by giving full attention also influences the clarity of the information..

2.2 Spoken Language

Spoken language or oral language is language produced in its spontaneous form. It is different with written language. It is clearly better tool for communication in a vast majority of cases because speakers do talk face-to-face and they can ‘read’ the reactions of the listeners in realtime. This helps the speakers clarify terms and concepts when it is needed and adjust the communication according to how it is perceived.

Spoken language is ungrammatically and has more repetition. It is signed with the using of simple sentences in most conversation. Halliday (1989: 31) described characteristics of spoken language into:

1. Variation in speed. Spoken is generally faster than writing.
2. Loudness or quietness. Controlling voice depend with the intent which speaker wants to be perceived.
3. Gesture. Body language affects 50% to share meaning.
4. Intonation. It influences delivery of the message.
5. Stress. By the stress, addresser knows if the speaker conveys an information, asking question or command.
6. Rhythm. A true rhythm gives an exact conveying meaning.
7. Pitch range. It gives a change to speaker to share ideas clearly.
8. Pausing and phrasing. Spoken has more pausing and phrasing because it happens in real time and spontaneous.

Based on the characteristics above, it can be assumed that spoken language is communicated with two or more participants in the same place at the same time. They use language to do communication without preparing what is going to be said in informal way and everyday life. It is used to interact with other social people like friends, neighbors, co-workers to greet one another.

Another characteristics feature of spoken, Eggins (1996: 57) mentioned into:

1. Turn-taking organization and context dependent. It means that there are two or more participants in conversation or dialogues to recover the meaning in a certain context.
2. Dynamic structure. Spoken language needs interactive staging and open-ended structure.
3. Spontaneity phenomena. It is also spontaneity phenomena in which a lot of topics are discussed in spoken language included false starts, hesitations, interruptions, overlaps, and incomplete clauses.
4. Everyday lexis and non-standard grammar. People use everyday lexis and non-standard grammar like I ain't, I'm gonna, I wanna eat, etc.
5. Grammatical complexity and lexically sparse. Grammatical complexity and lexically sparse appear in spoken language to express something which is difficult to say, so it needs a lot of time to express feeling.

So, spoken language will be happened where there are two or more speakers. There will be a turn-taking and dynamic between them. It is spontaneous and has no any such grammar rules. It means that spoken language happens in a conversation which is most familiar is called casual conversation.

2.3 Casual conversation

Conversation for maintaining relationship is called casual conversation. It is usually not directed at any purpose other than to pass the time or to make or strengthen friendships. Casual form of information sharing typically is used in personal

conversations, more socializing with families, friends and co-workers. It disobeys many rules of grammar and sometimes new words and phrases are invented.

Suzanne Eggins and Diane Slade, in their book *Analysing Casual Conversation* (1997:6), states that:

“ . . . casual conversation is a critical linguistic site for the negotiation of such important dimension of our social identity as gender, generational location, sexuality, social class membership, ethnicity, and subcultural and group affiliations. . . casual conversation is concerned with the joint construction of social reality.”

It means that casual conversation makes sense to everyday society and the conversation itself tells something about social life. It is the kind of talk that is engaged in just for the sake of talking. In a casual conversation, people share meaning and ideas. The study which learned people's intended meaning is learnt in a branch of language study called pragmatic.

2.4 Pragmatic Study

Speakers and hearers use language to communicate meaning in real life discourse contexts. The course will deal with two broad issues, those are how language meaning can depend on the context of use and the contrast between what is *said* and what is *communicated*. All these are studied in pragmatics section. In language studies, pragmatics is a very wide field. It examines the using and understanding of the language which the speakers speak and hear, read and write.

According to George Yule (1996:3), there are four areas that pragmatics is concerned with. They are explained as follows:

1. Pragmatics is the study of speaker meaning.

It is concerned with the study of meaning as communicated by a speaker (writer) and interpreted by a listener (reader). It has, consequently, more to do with the analysis of what people mean by their utterance than what the words or phrases in those utterances might mean by themselves.

2. Pragmatics is the study of contextual meaning.

This type of study necessarily involves the interpretation of what people mean in particular context and how the context influences what is said. It requires a consideration of how speakers organize what they want to say in accordance with who they're talking to, where, and under what circumstances.

3. Pragmatics is the study of how more gets communicated than is said.

This approach also necessarily explore how listeners can make inferences about what is said in order to arrive at an interpretation of the speaker's intended meaning. This type of study explores how a great deal of what is unsaid is recognized as part of what is communicated. It is the investigation of invisible meaning.

4. Pragmatics is the study of the expression of relative distance.

This perspective then raises the question of what determines the choice between the said and unsaid. The basic answer is tied to the notion of distance. Closeness, whether it is physical, social, or conceptual, implies shared experience. On the

assumption of how close or distant the listener is, speakers determine how much needs to be said.

Based on the different meaning of pragmatics studies, it can be conclude that it is the study of language meaning in social phenomenon. The advantage of studying pragmatics is that one can talk about people's intended meanings, assumptions, purposes or goals, and the kinds of actions they are performing when they speak.

Phatic is included one of the social phenomenon whose primary purpose is not about the content so much as its effects in social solidarity. It is one of the branches of pragmatics.

2.5 Phatic Communication

Phatic Communication/communion (small talk) is a conversation for its own sake or is spoken communication that is intended more to share feelings or establish an atmosphere of sociability so that they can communicate facts and ideas.

The phenomenon of small talk was initially studied in 1923 by Bronislaw Malinowski, who coined the term phatic communication to describe it. He argued that the ability to conduct small talk is a social skill. It also communicates both in verbal and nonverbal. Verbal is speaking act. Nonverbal is gestures like a warm handshake or a wave, facial expression like a smile or a worrisome expression and tone of voice.

Phatic communication or phatic speech also refers to a form of relationship communication which opens the channels of communication. It is a kind of preface to the main business to be discussed. It is the small talk that precedes the big talk. It

relates with an opinion by Timothy Bickmore in “A Computational Model of Small Talk” (1999) who mentioned that:

“... small talk ... is made about topics of general interest (e.g., weather, current event) or in which personal experiences, preferences and opinions are shared.”

Phatic communication has function to open the channels of communication, to say that normal communication rules operate here, and that someone wants to communicate. This is just a way to be friendly and to create harmony or maintain social relationship.

In creating phatic communication, people should know the ontology theory to explore the specific functions of phatic communication. Kridalaksanaas quoted by Jumanto (2008:12) drew the following figure.

Phatic communion

Malinowski (1923)

3 functions of language Buhler(1934):

Expressive ,Appellative, Representative

**6 functions of language** Jakobson (1960):

Emotive, Conative, Referential, Phatic, Multilingual, Poetic

**Phatic Communication**

Richard et al (1992);

Leech (1983), Cook (1989), Holmes (1992), Kridalaksana (1994, 2004),

O'Sullivan et al (1994), Renkema (1994), Schiffrin (1994), Abercrombie (1998),

Verschueren (1999), Coupland (2000), Saville-Troike (2003), Mey (2001)

**12 functions of phatic communication**

(to break the silence, to start the talk, to give chit-chat, to make gossip,

to sustain or keep the talk, to show solidarity, to create harmony,

to create comfort, to express empathy, to express friendship,

to express hospitality, to express politeness)

Figure 2.2 The Ontology Theory

Based on the ontology theory in figure 2.2, the functions of phatic, communication can be summarized as follows:

1. To break the silence.

It is used to make a talk in a quiet situation. It expresses:

- a. Greetings, for examples: *Hoo, what's happening?; Hello!*
- b. Farewells, for instance: *Oh, it was good to see you, thank you verymuch.*
- c. Name or title, for examples: *Doctor Longford!; Liz!*
- d. Comments, for examples: *Well, you look well today!; Oh, it's a terribleweather!*

2. To start the talk.

It functions to start making a conversation or dialogue by:

- a. Expressing greetings, for examples: *Hello, how are you doing?;Hello!*
- b. Expressing farewells, for instance: *Thank you for meeting with me because I won't have chance to have a meeting with you soon.*
- c. Calling the name or title to the person who has been known or evenunknown. The examples are *Sir!; Mr. Walter!*
- d. Giving comments, for examples: *Oh, it's hot today!; Oh, look at therain, pouring down really hard!*
- e. Interrupting, for instance: *Excuse me! Can I borrow your time for a minute?*

- f. Expressing sorry to open the conversation or dialogue, for examples:

Excuse me. Sorry to interrupt; Oh, I'm sorry.....

3. To make chit-chat.

It is used to be friendly to the person in an informal talk. To make chit-chat, there should be:

- a. Opening

It is used to start making chit-chat, for examples: *It's a nice day, isn't it?; How are you doing?*

- b. Middle or content

It contains a safe and unimportant topic. The topics may be about family, holiday, weekend, TV program, job, school, weather, etc. The examples are *How is it going?; Did you have a pleasant weekend?*

- c. Closing

It is used to end chit-chat, for examples: *Excuse me. Sorry, I have something else to do.*

4. To make gossip.

It talks about other people or people's private lives. It is informal situation when there is no the third person in a talk. There are three stages to make gossip. They are:

a. Opening

It is used to start gossiping, for instance: *Did you hear about.....?; Wanna tell me? I only heard this. I don't know if it's true.*

b. Middle or content

It contains any kind of topics. They are about friends, classmate, public figure, etc. The example is *Have they broken up yet?*

c. Closing

It is used to end making gossip, for instance: *Goodbye. I have to get back to work.*

5. To sustain or keep the talk.

It functions to keep something alive or existence by:

- a. Interrupting the talk, for instance: *Hey, can I ask you something?*
- b. Avoiding silence while speaking, for examples: *Let me think about it; Ehm....; Cck, what do you call it?*
- c. Changing the topic, for examples: *Oh!; Ssh!; How about this.....?*
- d. Giving a sign that people are still listening to what someone is saying, for examples: *Ehm; Aha; Really?, Oh, yeah?*

6. To express solidarity.

It is used to show support by one person or group to another because they share opinions or aims by:

- a. Giving hopes, for examples: *I hope you.....; Good Luck!*

- b. Congratulating, for examples: *Good job!; Well done! I knew you could do it.*
 - c. Agreeing something, for examples: *Yes, exactly!, Yeah, I go along with that.*
 - d. Expressing sorry, for instance: *If I'm wrong, I'm sorry.*
 - e. Thanking, for instance: *Thanks a lot! That's a big help!*
 - f. Giving praise, for examples: *Happy birthday!; Well I like your hair style.*
 - g. Giving criticism, for instance: *I think you should have.....*
 - h. Expressing taboo words, for examples: *Fucking useless! Did you see that game last night?*
 - i. Mocking, for instance: *Ah, you're so fat!*
 - j. Making jokes, for instance: *Hey, since you don't have enough to do, I'm going to give you some work!*
7. To create harmony.

It states a peaceful existence by:

- a. Giving hopes, for instance: *I hope that the situation works out well.*
- b. Congratulating, for instance: *Congratulations. That's great news!*
- c. Agreeing something, for instance: *I think that's a good idea!*
- d. Expressing sorry, for instance: *I'm sorry. I'm messed up.*
- e. Thanking, for instance: *Thank you so much. I really appreciate it.*

- f. Giving praise, for instance: *I thought you did a really good piece of work.*
 - g. Giving criticism, for instance: *You know, I don't think it's going to work.*
 - h. Expressing taboo words, for instance: *Didn't you think that latest message we got from.....was bloody stupid?*
 - i. Making jokes, for instance: *Is that an executive decision?*
8. To create comfort.
- It shows pleasant feeling by:
- a. Giving hopes, for instance: *I really hope you feel better.*
 - b. Congratulating, for instance: *Congratulations for having production meet the quota for the month.*
 - c. Agreeing something, for instance: *I agree totally!*
 - d. Expressing sorry, for instance: *I wanna say sorry.*
 - e. Thanking, for instance: *Thank you for listening to me.*
 - f. Giving praise, for instance: *I know you can do it!*
 - g. Giving criticism, for instance: *With all due respects, I don't agree.*
 - h. Expressing taboo words, for instance: *Shit, yeah!*
 - i. Making jokes, for instance: *Why are so happy today?*
 - j. Making people calm, for instance: *Take it easy!*
 - k. Giving spirit, for instance: *Don't worry. You can do it.*
 - l.

9. To express empathy.

It is able to imagine and to share feelings or problems by:

- a. Giving hopes, for instance: *I hope that you pass the exam.*
- b. Congratulating, for instance: *Congratulations on passing your test!*
- c. Agreeing something, for instance: *Ah, don't worry. They don't understand.*
- d. Expressing sorry, for instance: *Look, I made decision. I said this and I was wrong. I'm sorry.*
- e. Thanking, for instance: *Okay, thanks for the job you did.*
- f. Giving praise, for instance: *Yesterday you were a fantastic woman!*
- g. Giving critics, for instance: *Well, I understand what you're trying to say, I don't agree with you. Perhaps, there's another way to look at this.*
- h. Expressing taboo words, for instance: *Yeah, you're fucking right!*
- i. Making jokes, for instance: *Have you finished your dinner, guy? Okay, then you have to wash the dishes.*
- j. Making people calm, for instance: *Maybe it's none my business, but you don't look very well today, are you okay?*
- k. Giving spirit, for instance: *Well, you know, your boss is mad because you didn't make the production. Let's put it in this way. It's already past! Next month we can do better. We can try the production by doing this, this and this.*

1. Expressing sympathy, for instance: *I think I understand how you feel because I've experienced something recently, and I felt very depressed, very sad.*

10. To express friendship.

It is used to make friendly relationship by:

- a. Giving hopes, for instance: *Break a leg!*
- b. Congratulating, for instance: *Way to go!*
- c. Agreeing something, for instance: *Yes, it's so hot.*
- d. Expressing sorry, for instance: *I'm such an idiot!*
- e. Thanking, for instance: *Thanks for doing that for me.*
- f. Giving praise, for instance: *I've found in you.....*
- g. Giving critics, for instance: *Why did you say that.....?*
- h. Expressing taboo words, for instance: *Bloody stupid, wasn't it?*
- i. Mocking, for instance: *Well, you look gorgeous!*
- j. Making jokes, for instance: *Is that your very beautiful dress?..... It's like me, beautiful.....*
- k. Making people calm, for instance: *Cool down!*
- l. Giving spirit, for instance: *You're much better than them.*
- m. Expressing sympathy, for instance: *Sorry to hear that. I feel terrible.*

11. To express hospitality.

It shares responsive and kind behavior towards people by:

- a. Giving hopes, for instance: *I hope that you get the promotion.*

- b. Congratulating, for instance: *Well done!*
- c. Agreeing something, for instance: *Don't worry. You're in the right.*
- d. Expressing sorry, for instance: *I apologize that I was taking the wrongway, I said the wrong thing.*
- e. Thanking, for instance: *Thank you. I really appreciate you doing that.*
- f. Giving praise, for instance: *Congratulations. I really thought that speech was effective.*
- g. Giving critics, for instance: *Black shirt is nice, but the pink tie is probably better with something else.*
- h. Making jokes, for instance: *I just have mineral water to drink.*
- i. Making people calm, for instance: *You look and sound very upset. This is not good for you. I think it'd be better for you to calm down. Try to calm down.*
- j. Giving spirit, for instance: *Don't worry. You're an amazing person. Some other faculty will take you.*
- k. Expressing sympathy, for instance: *Well, I'm here. Let's have a look at where we are. I might be out to help you.*

12. To express politeness.

It shows good manners. They are:

- a. Breaking the silence, for examples: *Hello!; Oh, it was good to see you, thank you very much; Oh, it's a terrible weather!*

- b. Starting the talk, for examples: *Hello!*; *Thank you for meeting with me because I won't have chance to have a meeting with you soon;*
Mr.Walter!
- c. Giving chit-chat, for examples: *How are you doing?;* *Did you have a pleasant weekend?;* *Excuse me. Sorry, I have something else to do.*
- d. Sustaining or keeping the talk, for examples: *Hey, can I ask you something?;* *Let me think about it;* *Ehm....;* *How about this.....?*
- e. Showing solidarity, for examples: *Good Luck!;* *Good job!;* *Yes, exactly!;* *Yeah, I go along with that.*
- f. Creating harmony, for examples: *I hope that the situation works out well;* *Congratulations. That's great news!;* *I think that's a good idea!*
- g. Creating comfort, for examples: *I really hope you feel better;*
Congratulations for having production meet the quota for the month;
I agree totally!
- h. Expressing empathy, for examples: *I hope that you pass the exam;*
Congratulations on passing your test!; *Ah, don't worry. They don't understand.*
- i. Expressing friendship, for examples: *Break a leg!;* *Way to go!;* *Yes, it's so hot;* *I'm such an idiot!*
- j. Expressing hospitality, for examples: *I hope that you get the promotion;* *Well done!;* *Don't worry. You're in the right;* *I apologize that I was taking the wrong way, I said the wrong thing.*

The descriptions about the functions of phatic communication expose that making gossip in conversations or dialogues is not used to express politeness since it talks about people's private lives. It is only for those who are close in a friendship. The key is to be polite with people in order to make a good social relationship in conversations or dialogues. At this point, making conversations or dialogues also needs some ways to start, to sustain and to end it. Fine (2005:4) described:

“Small talk serves an extremely important function. Without it, someone rarely gets to the real conversation. Small talk is the ice breaker that clears the way for more intimate conversation, laying the foundation for a stronger relationship. People who excel at small talk are experts at making others feel included, valued, and comfortable then it goes a long toward furthering a business relationship, closing a deal, opening the door for romance, or making a friend”.

Fine agrees that small talk has very important function for people to make good social relationship in making good interaction each other so they can have friends and get into the real conversation softly. Through small talk, people can be able to make communication in pleased way and it is a strategy for managing interpersonal distance.

2.6 Native and Non-native English Speaker

It is not a secret if almost all countries in the world use English as their language. But, there are different English competence between native and non-native speaker. Native speaker is a person who has spoken a certain language since early childhood. It is related with Paikeday and Bloomfield's definition of native speaker. Paikeday (1985:58) mentioned that “everyone is a native speaker of the particular

language states that the person has ‘grown’ in his/her mind/brain.” Bloomfield (1933:43) stated that “the first language a human being learns to speak in his native language; he is a native speaker of this language.” So, native is he or she who accept a certain language since his or her born.

Based on the definition of who is native above, it can be concluded that English native speaker is a speaker who uses English as his or her first language or mother tongue. Native speakers of English are people whose first language is English. They learned English when they were children. They think in English. They use it naturally. Native English comes from American, Australian, British, Canadian, New Zealand and Scottish.

In the development, people who learn English as International language increase rapidly. It creates such people who able to speak English even they do not come from countries which use English as their mother tongue. These people is called by non-native English speaker. A non-native English speaker is a speaker who comes from countries where English is generally not a local medium of communication. He or she has another native tongue. Kachru (1992:2) drew a circle which is called Kachru’s three circle model. It has been accepted for years as the most accurate representation of the spread of English language. It can be shown in following figure.

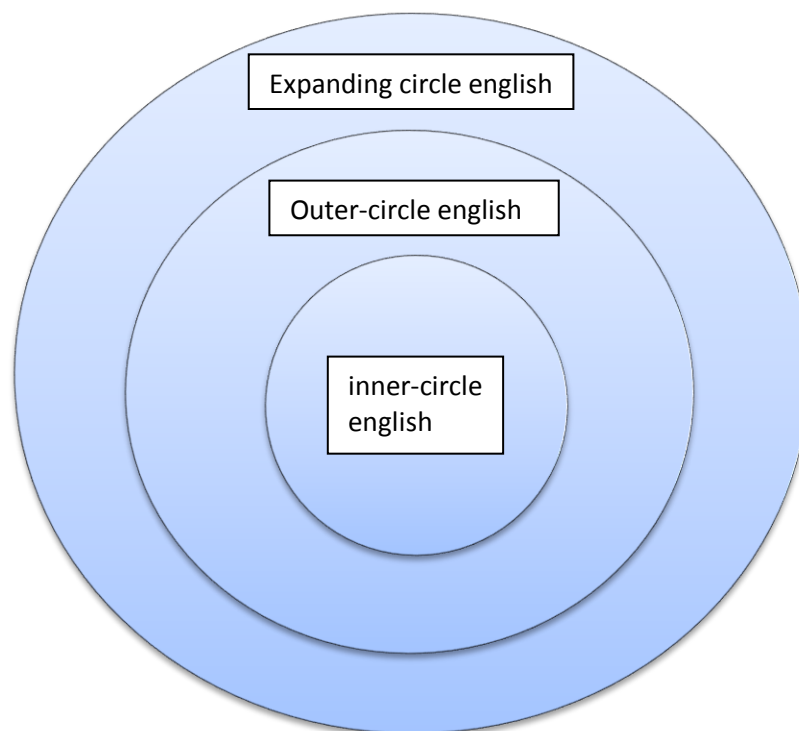


Figure 2.3 Kachru's three circle model

On the figure 2.3, inner circle is for countries which use English as their first language or native language (ENL). They are USA, UK, Canada, Australia and New Zealand. Outer circle mentions is for countries where English is used as a second language (ESL). They are Singapore, Malaysia, India, Philippines, Nigeria, Sri Lanka, etc. Expanding circle English stands for countries where English is a prominent or most foreign language (EFL) used. They are included China, Japan, Russia, Indonesia, Korea, Nepal, etc.

Based on the Kachru's circle, the nationalities included in inner circle are they who can be called as native English speaker. People who are in outer circle and

expanding circle are called as non-native English speaker. They speak and learn English, but not as their first language. They adopt English from the native.

How the native and non-native in using English is not same. They have different competence and pronunciation. Medgyes (1992:341) claimed that the differences of English competence between native and non-native are very substantial. It cannot be outweighed by other factors prevalent in the learning situation, whether it be motivation, aptitude, perseverance, experience, education, or anything else. In other words, for all their effort, non-native speaker can never achieve a native speaker's competence. This assumption is made clearer by Medgyes' interlanguage continuum which is shown into figure 2.4 below.

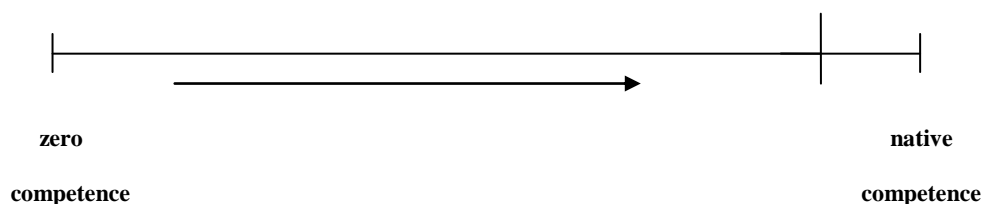


Figure 2.4 The Interlanguage Continuum

Figure 2.4 illustrates that non-native speakers constantly move along the continuum as long as they learn-to-use / use-to-learn English. A select few come quite close to native competence, but sooner or later they are halted by a glass wall. The main reason why non-natives cannot turn into natives lies in the fact that they are, by their very nature. Their use of English is but an imitation of some form of native use. Non-native speaker can never be as creative and original as whom they have learnt to copy.

It has been clear that however non-native English speakers copy the natives' language, it cannot be as clear and original as like natives themselves. It is because for who non-natives are. They use English as imitation. They learn English as second language, not the original like native who learns since birth.

2.7 Language and Culture

It is generally agreed that language and culture are closely related. Language, of course, is determined by culture and culture is determined by language. Language can be viewed as a verbal expression of culture because language provides human with many of the categories they use for expression of their thoughts. So, it is therefore natural to assume that their thinking is influenced by the language which they use.

Culture is the ideas, customs, and expression of a belief as a way of life of a community in a society that develops as a distinct art and taste. Language is the medium of expression in distinct vocalized or written form as social interact that gives the cultural identity.

Therefore, everyone's views are dependent on the culture which has influenced them, as well as being described using the language which has been shaped by that culture. The understanding of a culture and its people can be enhanced by the knowledge of their language. Emmitt and Pollock (1997:47-48) argued that even though people are brought up under similar behavioural backgrounds or cultural situations, but they speak different languages. Their world view may be very different.

So, language is rooted in culture and culture is reflected and passed on by language from one generation to the next.