

Understanding Personal Intention by Elaborating Speech Function Using Social Media International Whatsapp Group

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Abstract. English is a symbol of universality in communication. Most countries around the world communicate to each other using English. Yet, the countries using English as a second language find the problem in understanding the meaning, actually when the English learners make small talk in a conversation. The purpose of the study is finding out what speech functions the participants of Men's Club (MC) perform in casual encounters. The object of the study is MC participants in the international whatsapp group (IWAG). It is the online English learning and teaching, having more than twenty participants and having a different background of profession; doctor, journalism, teacher, postman, lecturer, housewife, accountant, business consultant, web designer, illustrator and so on. The research results are significant in the way that the results can be used as input for teaching English as a foreign language setting. Besides, the research on speech functions is indeed needed for teaching listening and speaking skills. The research is descriptive. Fourteen texts were collected and then analyzed by using the speech function network of Suzanne Eggins and Diana Slade. The unit of analysis is move. Move is part of the turn, which expresses speech functions. Most participants of MC prefer using questions and statements to other speech functions as initiations. The research findings, pedagogically it implied that English tutors should suggest other participants of MC how to perform questions and statements of facts or opinions by explaining interrogatives, wh-interrogatives, and declarative most of the time. Besides, they ought to teach them how to respond to such questions and statements appropriately.

Keywords: listening and speaking skill, online teaching and learning, speech analysis

1 Introduction

Human beings are social individuals in which they need to interact with other people. Most of us, as social individuals, spending time talking or having a chat with other people [1]. Conversation involves turn-taking when one speaker ends; the listener will take the next turn. The speakers know exactly when and where to take a turn. Only 5 percent or less of turn overlap takes place. [2] Communicating about oneself or about something relevant to oneself is a core part of human nature and a ubiquitous behavior. These conversations enable the spread of information [3], influence the others [3], and affect how they feel [4].

In conversation, there is short or small talk. Small talk consists of non-task-oriented conversations about topics whose primary functions are to mitigate facial threat, provide an initial gap in which the interlocutors may compare themselves, establish an interactional style, and consolidate some degree of mutual confidence and relationship[5].

A social meeting between individuals has never had a previous encounter or is not familiar with each other. It usually starts with small talk in which a light conversation is held about topics of general interest for both parts[6]. Schneider offers a perspective of small talk as having two basic functions: signaling positive face needs, fulfilling a social role; and signaling negative face needs, avoiding embarrassing situations or awkward silences before a stranger[7].

In understanding the context; it is not only in semantic but also in pragmatic meaning. In this case, we must know a basic strategy of an intentional stance treats the counterpart entity as an agent capable to predict and even to explain its actions and movements. It involves interpreting the counterpart's behavior as that of a rational being with beliefs and desires that rule its choices and decisions[8].

In the related review, there were some discussions about a cognitive assistant to enhance the credibility of a conversation expressed in natural language. It can provide the student with the knowledge needed to comprehend certain contents, which are organized into an ontology built to retrieve such contents on demand. However, to transform this approach from a simple "search" process into credible talks, the interaction must be permeated by other modes of speech, shifting to a more "human" conversation[5]. Pedagogically, in English Learning Teaching, there was a system in providing knowledge of a specific domain, previously stored and structured in ontologies, using a natural language interface that adapts itself to the questions formulated by the student. It is Training by Highly Ontology oriented Tutoring Host) in teaching and learning processes named that is capable of formulating and enunciating a well-defined set of small talk segments in a Q&A (Question and Answer) interaction (THOTH). The use of THOTH in given learning and teaching process is justified as a complementary tool, with its two basic cognitive objectives grounded on Bloom's taxonomy: remembering and understanding [9].

Recent research about Pragmatic in ELT was about the use of technology media inside; the effectiveness of using audio-video to understand the context pragmatically [10], new technology affected the interaction between educator-students and students-students in a teleconference mediated teaching environment from the students' perspective [11], online teleconference also connect distance education program across two continents and two institutions for over two years at little cost [12], The use of technology is able to change and stimulate community better [13].

Therefore, this study is about combining technology, pragmatics studies in ELT. The purpose of the study is to elaborate speech function inside the conversation among the participants. The analysis conducted in an online international whatsapp group (IWAG) named Men's Club (MC). It is a popular application for social and commercial communication. Here the application is for education; learning English based on community.

The focus of the study is speech functions. It is found in small talk of conversation, as we know this is the responses of someone based on Halliday [14].

Table 1. Responses of the initiating moves

		Initiation	Expected response	Discretionary alternative
Give	<i>goods-and-services</i>	Offer	Acceptance	Rejection
Demand	<i>goods-and-services</i>	Command	Undertaking	Refusal
Give	<i>information</i>	Statement	Acknowledgment	Contradiction
Demand	<i>information</i>	Question	Answer	Disclaimer

As goods-and-services are being exchanged, listeners have limited choices; accept or reject the offer, obey or refuse the command. During childhood, the exchange of goods-and-services comes earlier than the exchange of information. As what people actually exchange is the information or goods-&-services, they, in fact, exchange a clause. One clause consists of one move while two moves can create an exchange. Therefore, what is most significant in conversation in casual encounters is the clause as it creates a speech function.

So I this study, we will investigate the speech function inside the conversation in IWAG among participants: what speech functions do participants of MC perform in casual encounters and its pedagogic implication for ELT. We make limitations for population here since there are many participants, which range from 20 people having a regular weekly speaking and discussing subjects. They have different background of profession; doctor, journalism, teacher, post man, lecturer, housewife, accountant, business consultant, web designer, illustrator and so on. In this case, they have one goal; learning English well. Yet, sometimes they not only learn about English but also the culture from a different country.

In learning English, there is a tutor called the administrator. The use of THOTH (Training by Highly Ontologyoriented Tutoring Host) in teaching and learning processes named that is capable of formulating and enunciating a well-defined set of small talk segments in a Q&A (Question and Answer) interaction. As the previous research, it is applicable and effective for online learning because there is a cognitive aspect included[5].

2 Group of Speech Acts

Group speech acts divide into (a) collective speech acts where all members participate at the time of the speech act and (b) group speech acts performed through proxies, such as a spokesperson, or a similar mechanism, e.g., a press release, or posting a notice on a board or website[15].

2.1. Collective speech acts

A paradigmatic example is the speech act verb agree, which signals a public act by two or more agents, rather than accordance in belief or feeling[16]. An agreement in this sense picks out a kind of speech act to which at least two people must make contributions for it to occur[17]. The concept of 'we-intention' has been popular. It is like, though not exactly like, a mutual promise, for neither of us is committed to anything unless we both agree[18]. We-intentions are the sorts of intentions individuals have when participating in joint intentional action (walking with someone or

playing tennis) as opposed to doing something by oneself (brushing your teeth or playing solitaire)[19]. Thus, it is a speech act. But it is not an individual speech act.

2.2. Collectivized individual speech acts

Collectivized individual speech acts are individual speech acts types that groups perform as a group. A simple example is a group singing a welcome song. Often the lyrics make clear that it is expressing the group sentiment in the use of the first person plural pronoun. Some welcoming songs have a call and response pattern, for example, the African song and dance Funga Alafia often sung as a call, 'Funga Alafia' (Welcome, blessings), and response 'Ashay, Ashay' (Let it be so)). The type of speech act is similar to that in the individual case. The subject differs in being the group and the utterance act is the sum of the utterance acts of the individuals involved. That the group is its subject doesn't mean that the group is an agent in its own right. Rather, the members of the group share an intention to represent themselves as all together being committed as members of the group to (for example) welcoming someone. Sharing an intention is a matter of each member of the group having a 'we-intention', an intention to do her part in their shared plan, and perhaps having certain beliefs about the conditions for success.

Similarly, an individual or a group can sing "Happy Birthday", sign a get well soon or thank you card, congratulate someone, etc. When the group does it as a group what makes it a group speech act is there doing it to intended to do it as a group, that is, their doing it with a shared intention in the sense just indicated. A group of people individually singing "Happy Birthday" to someone at the same time, though the product is indistinguishable, are not jointly wishing the recipient Happy Birthday but only individually.

3 Method

The participants' casual conversations are analyzed qualitatively on the basis of the speech function approach suggested by Suzanne Egging and Diana Slade [1]. The analysis is divided into two parts i.e. identification of speech functions and the analysis of move types. Sample and the population are significant to consider in research. The selection and sampling are to make these decisions; Selection chooses what to study and sampling is restricted and specialized[20]. The population in this research is all participants of IWAG in MC, which consists of more or less 20 participants. Since participants are from different background of occupation, the theme or topic of the conversation is not provided but it is based on their preference. They carried out a conversation on casual encounters. They could talk about social phenomenon, opinions, suggestions, or their own feelings. The conversations used as the data are natural since participants carry out a conversation on casual encounters without the interference.

The analysis would be carried out based on speech functions and moves.

3.1 Recognizing and analyzing speech functions

After the conversation was transcribed, I analyzed them by recognizing its turn, mood, move, and exchange. The speech functions would be categorized based on a conversation exchange into initiating, responding and feedback moves.

3.2 Analyzing move types

As each turn consists of at least one move, the analysis of the move will be carried out systematically. One turn can consist of more than one move. There are four major moves in the speech function network that must be taken into account namely opening, reacting, and continuing moves. Opening moves negotiate to give and demanding goods-and-services and information. Reacting responding moves are moves that complete the information in the prior moves while rejoinder moves tend to interrupt, postpone, abort or suspend the initial speech function sequence.

The unit of analysis is a move. The move is a unit of discourse organization, not of grammar, and is, therefore a separate unit from the clause [1]. Therefore, turn, move, and clause are then analyzed. It argues that they are also significant elements in a casual conversation.

Transcription and Coding, Transcription will be used since the IWAG is using Voice Note (VC) not in Text Note (TN). And coding is used for differing the clause and move.

4 Finding and Discussion

According to the collected data, I would like to analyze it by using speech function pairs and speech function network. It was found that the speech functions produced by 20 participants of MC are offer, command, statement, and questions. The tutor was a dominant one in turn-taking and interaction with other participants.

Table 2. Research findings

OFFERS	15 offers	11 acceptance (73%)
COMMANDS	15 commands	3 compliance (3%)
QUESTIONS	160 questions	100 answer (63%)
STATEMENTS	139 statements	60 acknowledgement (45%)

In opening moves, every text has opening moves. Opening moves consist of questions of opinion or fact, statements of opinion or fact, offers, and commands. As the tutor tends to use questions, it indicated that he is not the source and seeks the opinion as an offer. For example:

Table 3. Selecting data

O:I:question: offer	5	Marcelo	When... tomorrow? (T. 12)
O:I:question: offer in opinion	11/a	Emmanuel	I can imagine three conversations in one? (T.12)
O:I: offer a service	60	Marcelo	You can come here in my house. There will be a wonderful barbeque. (Text 16)
O:I: offer a service	63	Joe	(i)let me know the video, you can share me here and soon I will do it at home. (Text 21)
O:I:Command: offer	9	Fernando	Don't forget to remind me about French class, you are in. (T. 22)

Prolonging moves consist of elaboration, extension, and enhancement. Prolonging moves of elaboration is to clarify, exemplify or restate previous moves without any intervention of other speakers; those of extension are to offer additional or contrasting information while those of enhancement is to qualify previous move by giving details of time, place, cause and condition. For example

Tabel 4. Prolonging of elaboration

P:elaborate	1/b	Marcelo	(i)As long as I can do my obligations as an administrator (ii) I think it is no problem. (Text 8)
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Tabel 5. Prolonging of extension

P:extend	3b	Tyas	(iii) but it gives domino's effect to others, and of course the community, (Text 9)
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Tabel 6. Prolonging of enhancement

P:enhance	5	Marcelo	because there's a winter season, meaning having long vacation. (Text 7)
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There is a responding move that is a response toward completion; engaging, registering, complying, accepting, agreeing, acknowledging, answering, affirming, disagreeing, non-complying, withholding, disavowing and contradicting moves. In responding moves, participants are required to agree or disagree with statements, questions, offers or commands. For example:

Tabel 7. Responding move

Engage			
R:s:engage	2	Edi	Good Morning from my side (Text 8)
Register			
A:elaborate	8	Emmanuel	At home now.
R:register	9/a	Roselda	(i)Yes you are right. Marcelo (Text 1)
Comply			
R:s:comply	19/a	Mustafa	Today, I would try my best in English.(Text 9)
Agree			
R:s:agree	21	Adrian	That's a good idea. (Text 10)
Acknowledge			
R:s:acknowledge	12	Samerat	Oh yeah. He failed the test. (Text 11)
Answer			
R:track:clarify	37	Marcelo	And what <i>IWC</i> it stands for?
R:s:answer	38	Nandha	International World Camp. (Text 12)
Affirm			
R:track:clarify	42	Masha	Government?
R:s:affirm	43	Marcelo	Yeah government (Text 12)

Disagree			
O:I:give opinion	13	Marcelo	Oh it's difficult for me to pronounce.
R:c:disagree	14/a	Tyas	(i) Marcelo, no it is not difficult. (Text 13)
Non-comply			
O:I:demand goods&services	32	Roselda	Could you help me please?
R:c:non-comply	33	Joe	Help you what? I think you can help by yourself. (Text 13)
Contradict			
A:elaborate	7	Toshiki	Fashionable. It is fashionable.
R:c:contradict	8	Nata	Fashionable is different. Fashionable for the clothes or T-shirt, something. (Text 8)

The last speech function move is rejoinder; we call it walky talky conversation. It is to sustain the interaction. Participants use it to continue a talk. It consists of checking, confirming, clarifying, probing, resolving, detaching, rebounding, countering, refuting, and re-challenging. Participants under study prefer to use tracking moves such as checking, confirming, clarifying and probing. It suggests that they are really curious about additional information, clarification, and qualification. Participants using rejoinders are usually dependent on prior moves as they wait for responses. For example

Tabel 8. Rejoinder

Check			
R:track:check	23	Nora	Who? The last one (Text 10)
Confirm			
R:s:answer	18	Nandha	Yeah well holiday during vacation I went to Bandung.
R:track:probe	19	Ali Ghadi	You went to Bandung. (Text 11)
Clarify			
R:s:answer	27	Masha	West Java
R:track:probe	28	Karen	Would you go there with your own private car? (Text 11)
Probe			
R:s:answer	26	Toshiki	I just hang out with my friends.
R:track:probe	27	Aisya	Refreshing? (Text 6)
Resolve			
O:I:give opinion	7/d	Subhajib	Oh yeah "without sound". I just think about that. Oh my god.
R:register	8	Deden	What? Don't just.
R:s:resolve	9/a	Jose	I have to look up in the dictionary. To look up in the dictionary I think. (Text 9)

There were 20 participants of MC took for the analysis namely Jose, Masha, Roselda, Tyas, Aisya, Samerat, Subhajib, Edi, Nora, Fathia, Toshiki, Jewel, Emmanuel, Noured, Mashahisa, Marcelo, Joe, Adrian and Nandha. While carrying out a casual conversation, they created speech

function moves. Before analyzing the moves, it is needed to count number of turns, number of moves and number of clauses. The speech function moves being analyzed are opening, continuing, and reacting moves. Opening moves include questions:fact, question:opinion, state:fact, state:opinion, offer and command while continuing moves comprises monitoring, prolonging:elaborate, prolonging: extend, prolonging: enhance, appending: elaborate, appending:extend, and appending:enhance. Finally, reacting moves have two kinds namely responding and rejoinder. Responding moves consist of registering, developing:elaborate, developing:extend, developing:enhance, replying:supporting, confronting moves while rejoinder moves include tracking:clarify, confirm, check, probe, reacting: resolve, challenging:detach, rebound, counter, refute, and re-challenge.

Tabel 9.Summary of speech function choices in text 1

Speech function	Marcelo	Roselda
No of turns	12	12
No of moves	17	13
No of clauses	53	16
Open		
Question:fact	1	3
Question:opinion	-	2
State:fact	1	1
State:opinion	1	2
Command	1	-
Total	4	8
Continue		
Prolong:elaborate	-	1
Prolong:extend	8	2
Prolong:enhance	19	-
Append:elaborate	1	-
Append:extend	1	-
Append:enhance	2	2
Total	21	5
React:responding		
Replying:supporting	3	1
Total	3	1
React:rejoinder		
Tracking:clarify	1	-
Tracking:confirm	2	-
Challenging:refute	-	1
Total	3	1

5 Conclusion

There are four speech functions in this study: question, statement, offer, and command. Most participants used one of the speech functions above, they tried to negotiate meanings, in which they gave or demanded goods-and-services or information. According to the study findings, the

frequent use of questions and answers indicated that what they needed to exchange was actually information exchange. They would not demand goods-and-services quite often; rather, they did demand information by using interrogatives and wh-questions most of the time.

Besides the four speech functions above, there are other speech functions as their response; acceptance, rejection, undertaking, refusal, acknowledgement, contradiction, answer, and disclaimer. Acceptance and rejection refer to an offer while undertaking and refusal refer to a command. As participants demanded goods-and-services while they used offers or commands, the responses can be verbal and non-verbal.

In conversation, they did small talk, for individual has never had a previous encounter or are not familiar with each other [5]. It has a goal for signaling positive face needs, fulfilling a social role; and signaling negative face needs, avoiding embarrassing situations or awkward silences before a stranger [7]. It is a process to demand information. Often they responses are verbal. The frequent use of questions and statements indicated that information exchange is the needs of people when they have a casual conversation. Participants used statements and questions of fact or opinion most of the time. It indicated that they demanded information on facts and opinions as they used statements and questions on their casual encounters. Initiations usually have longer clauses while responses have shorter responses or non-verbal action.

6 Pedagogical Implications

The tutor should understand that start and advance level of English will use them anytime when they carry out a casual conversation as the most members of IWAG. They seemed to play a role as peer teaching and viewingby understanding on how to use questions and statements rather than offers and commands. As questions demand information, students must be able to perform making questions by using non-interrogatives or wh-questions to express their opinion or to tell about facts. Besides, students are supposed to know how to respond questions by providing answers or disclaimers. The same thing applies to statements. The members must be able to understand, make statements and respond to them as statements of facts or opinions also demand responses. Also, they have to know how to give an acknowledgement or a contradiction to a statement.

In brief, the administrator/ tutor should give the participant a way on how to use questions of facts or opinions while explaining non-interrogatives or wh-interrogatives and at the same time, they should give statements and how to respond them by providing acknowledgements and contradictions.

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