AN ANALYSIS OF EXPRESSIVE SPEECH ACTS IN ONLINE DISCUSSION THROUGH WHATSAPP GROUP

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Abstract: This study aimed to investigate an analysis of students' expressive speech acts in online discussion through Whatssapp group. The method used was descriptive qualitative research, and the data source contained expressive speech acts between teacher and students in online teaching and learning. The data came from online teaching and learning interactions between teachers and students for Indonesian language in class VIII at SMP Negeri 35 Makassar with total of 246 students consisted of nine classes and a total of 56 students as respondents. The results found that expressive speech acts can be found everywhere, including in learning Indonesia subject through apologizing, tempting, motivating, hoping, praising, gratitude, thanking, congratulation, criticizing forms and functions of teacher and students' expressive speech acts. It can be concluded that many expressive speech acts are used in the interactions between teachers and students in online discussion. This research can contribute to the interaction between students and teacher regarding the expressive speech acts in online teaching and learning interactions through WhatssApp group discussion.

Keywords: expressive speech acts, interaction, online discussion, WhatssApp group

When online learning in progress, a teacher will use easy diction to convey material to the fullest so that it can be understood by students. Currently, teachers are faced with new policies related to distance learning systems during and after the Covid-19 pandemic. Then, learning activities that were previously done by the face to face method in the classroom switched to the online learning system (Sujarwo et al, 2020).

Online social media interactions have been incredibly popular and significant during the past ten years. The phenomenal growth of websites is revolutionizing how individuals engage and communicate with friends, family, coworkers, total strangers, businesses, and people from nearly all ages, ethnicities, and regions (Ludwig & Ruyter 2016). To get involved in online debates enabled by social media or specialized web-based communication platforms, such as app stores, user forums, mailing lists, wikis, newsgroups, and blogs, in the form of succinct comments and rankings (Morales et al, 2019). This can better understand how new instruments for communication affect the interchange of messages and meaning by investigating the

communicative utility of new media technologies as they emerge (Carr et la, 2012).

The relationship between the teacher and students is connected to the meaning both spoken and nonverbal signals. When online teaching and learning exchanges take place, the issue with the meaning of these symbols can be successfully resolved depending on class administration (Nurhikmah, et al., 2023). When teachers are adept at controlling interactions, the classroom can be managed effectively (Meidini et al, 2023).

The most important component of human communication is language (Sujarwo, et al., 2022). People use language to do things as well as to speak things, according to language studies (John et al, 2019). Speech acts are what are meant by this (Argyris et al, 2021). Speech acts are not just common in daily life (Chaka, 2020; Abdel-Raheem, 2023), they are also present in written texts like online evaluations, which is the focus of this study (Nasser, 2022). The speech act is essential to communication. We (the speaker/writer and the hearer/reader) use speech act to express a message and comprehend the message being received every time we interact with another person. Even while oral communication has historically dominated discussions of speech act, the same ideas can be applied to written texts as well (Mavridis, 2015; Grundlingh, 2018). The three sorts of acts that make up a speech are locutionary, illocutionary, and perlocutionary acts. A locutionary act is the act of "saying something," an illocutionary act refers to the manner and context in which locutions are utilized (Searle, 2014), and a perlocutionary act refers to the potential impact on the listener (Morales-Ramirez and Perini 2014).

In addition, Yu et al (2023) was divided into five groups. He created these categories because he disagreed with how Austin had categorized these behaviors. Searle criticized them for focusing more on categorizing English illocutionary verbs than illocutionary acts. Searle consequently proposed the following division of illocutionary acts: Assertives: commit the speaker to the truth of an expressed proposition, e.g. asserting, concluding. Directives: they are characterized by their attempts by the speaker to get the hearer to do something, e.g. ordering, requesting. Commissives: they are illocutionary acts whose point is to commit the speaker to

some future course of action. Promising, offering. Expressives: are used to specify the psychological state. Congratulating, apologizing, welcoming. Declarations: they suggest that successful performance guarantees that the propositional content corresponds to the world, they bring about some change. I resign, you're fired.

Moreover, this research chooses one illocutionary act, that is expressive speech. Expressive speech is often found in daily interactions in social life. There are many speech acts attracts attention from linguists because it not only contributes to the main essence in question of an utterance, but rather expresses the speaker's attitude towards an object or situation (Hess, 2018). These expressions are related to feelings, intentions, responses, words, attitudes, emotions, or speech that have the meaning of doing something that the listener expects as a result of the conversation. This expressive speech is related to the psychological condition of the speaker such as anger, sadness, happiness, surprise, and other expressions of feelings (Riana et al, 2018).

Expressive speech forms in the form of the use of words that are full of emotions which can be positive and negative emotions, the use of exclamatory sentences (e.g. "how interesting!"), the use of copulative sentences (combining equivalent words or sentences) to express speaker's feelings and emotions (e.g. "I feel + adjective"/ "I + adjective"), use of interjections (e.g. "oh", "shit"), lexical reduplication, words work and verb + particle construction (Riemer & Foolen, 2017).

Expressive (effaluative) speech is a speech act that expresses feelings the speaker, the speech used to express the speaker's psychological feelings related to a certain mood (thank you, congratulate, praise, express satisfaction, complain, blame, agreement, hoping or wishing, make small talk, humor, etc.). In this era of globalization, communication does not only occur verbally, but through social media. Speakers and speech partners do not have to meet face to face when communicating via social media. A lot of communication occurs on social media, such as uploads, captions or comments. One of the social media that plays a role in this communication is WhatsApp (Sasabone et al, 2022). WhatsApp application which includes WhatsApp Groups that can be

used text, to send picture messages (Sujarwo, et al, 2020). Many people currently use WhatsApp as a social media for socializing purposes and to convey messages by both individuals and groups.

As a result, one option to enhance learning activities during the epidemic is through online learning. This is accomplished via auxiliary software, like WA Group. The platform is the best way to prevent students from losing their academic standing throughout the pandemic. Despite several drawbacks, this online approach can help the school system. However, while utilizing a program like WhatsApp group for online learning, digital screens with predetermined size restrictions should prevent the exchange of symbols (Meidini et al, 2023).

Various previous studies stated that decoding both function and content word choice in social media communication by customers can improve the effectiveness of identifying possible effects of customer reviews, sentiment strength, the quality of contributions, consumers' impressions of socialization in online communities, and misleading messaging (Ludwig & de Ruyter 2016). Contextual factors including age, linguistic ability, multiculturalism, and group size appear to have a significant impact on the expressive used by each group (Carretero et al, 2015). Because some memes (especially image macros) function as speech acts and are recognized as such by internet users, they are effective tools for communication (Grundlingh, 2018). Four forms of expressive speech were found, namely anger, criticism, praise, and expression of desires. Second, the function of expressive speech includes expressing feelings of annoyance, offense, protest, regret, evaluation, pride, gratitude, acceptance, hope and belief. Third, direct and indirect delivery strategies (Hartinah et al, 2021).

Some previous studies are described by researchers above found about speech acts and are recognized communication tools, the expressive used by each group, the consumers' impressions of socialization in online communities or social media communication. Nevertheless, this study has a gap in investigating the expressive speech acts in online discussion through WhatsApp Group for junior high school students and teachers. Both utterances and discourse interactions were employed in the school online teaching and learning interactions, together with speech acts from students and teachers.

This study aims to investigate an analysis of expressive students' speech acts in online discussion: a study in students' learning interaction with the ultimate goal of discovering requirements-relevant information through WhatsApp group. WhatsApp is a messaging service that allows for the text and picture messaging of WhatsApp Groups. Currently, a large number of people use WhatsApp as a social media platform for communication between individuals and groups to discuss all materials that sharing both students and teacher in WhatsApp Group.

METHOD

A qualitative descriptive method was adopted for the research design (Creswell & Creswell, 2017). In order to improve data analysis, qualitative research places an emphasis on meanings and processes that are not rigorously studied or measured, emphasizing the social construction of reality, the close bond between the researched and the research, the pressure of the investigation's context, and the pressure of the situation itself (Norman, 2018). The purpose of this stage was to outline the traits of the research sample.

The data came from online teaching and learning interactions between teachers and students for Indonesian language classes in Class VIII at SMP Negeri 35 Makassar with total of students were 246 students consisted of nine classes. The research participants were students in classes VIII.3 (28 students) and VIII.6 (28 students) with total of 56 students as respondents. In this instance, a teacher was also the focus of the investigation.

The information can be gleaned from teacher-student interactions in online teaching and learning activities. From March 19 to June 11, 2023, data were collected through online utilizing the Whatsapp. Documenting an online teaching and learning engagement through Whatssapp group discussion between students and teacher. Speech acts with online speech acts from teachers and students were used as well as utterances with discourse interactions in online teaching and learning interactions at the school.

The data analysis included the intralingual equivalent and triangulation methods (Mills & Gay, 2019). The intralingual equivalent analysis connects lingual elements in many languages. The utterances used in online teaching and learning encounters could be connected and compared using this technique. Additionally, it stated that information may be gathered through triangulation using a variety of methods and sources to confirm its veracity.

Technical triangulation includes obtaining data from the same source using various collection approaches. The data that had been studied by researchers and carried out by using the same technique so that, it can produce a synthesis from these data sources. This synthesis can be useful for data that strengthens the main data that has been obtained.

Furthermore, triangulation techniques were used to examine the credibility of the data by finding data with different techniques. The technique was carried out by observing several times to ensure that the research subjects actually carry out similar speech acts even though they use different sentences. Once everything has been collected and confirmed to be valid, the data obtained was indeed accurate. In order to identify speech actions, we used Searle's speech acts taxonomy (1979). They consist of Directive, Commissive, Expressive, Representative/Assertive, and Declaration. Speakers and writers may employ several clauses to carry out the same illocutionary act during communication in students' expressive speech acts in online discussion through WhatsAapp group.

RESULTS AND DISCUSSION

Research Results

Analysis of the data used by using a descriptive method, namely a method that presents facts regarding data obtained by understanding the phenomena experienced by the subjects studied. This research focuses on conversations between teachers and students which produce expressive speech acts which can be categorized into several types. This data collection procedure starts from observation, interviews and documentation. Observation is used to observe the learning process by taking notes and recording the entire learning process. In this research, several types of expressive (effaluative) speech acts were found. These expressive are expressions of complaint, enthusiasm, hope, sadness, gratitude, boredom, admiration or amazement, disapproval, and approval.

The function of expressive speech acts is also found in learning. The function of the expressive speech act of apologizing is a speech act to express an apology by the speaker for a mistake committed by someone. Saying sorry is a way to convey regret for a mistake that We had made. When someone apologizes, they are expressing regret for anything they have done incorrectly, creating an issue, or informing others that they are unable to attend a meeting or must leave early, to put it another way, attitude refers to the social functions of comprehension that involve apologizing, making requests, entering a guilty plea, stating one's

intentions, and offering information to the listener. Example.

> Thank you for listening to our recorded presentation. If there is an error, we apologize. Thank you, Wassalamualaikum Warahmatullahi Wabarakatuh....

The data above shows that there is a function of expressive speech acts of apology in it. This is indicated by the use of the word 'sorry'. The speech is produced at the end of the learning when the learning is about to end. The speech act of apologizing is produced to apologize to the other students because the speaker feels that a mistake was made without realizing it. The expressive speech act function of apologizing is conveyed with normal expressions with flat intonation.

> The teacher explains that the anecdote is about an important person. Important like what? People who are important to the country, the president, people who are important to society, there is the House of Representatives, the People's Consultative Assembly, people who are important in your hearts perhaps? I mean your parents! Your teachers and so on! So there are important people in the anecdote.

This utterance is a seductive expressive speech act function which is conveyed with a mischievous smiling expression and with a rising tone at the end of the utterance. The speech above occurs when the speaker is explaining the characteristics of an anecdote text. One of the characteristics of an anecdote text is that it contains important people. The speaker gives examples of important people such as the President, DPR and MPR. Then, the speaker asks questions to the students or interlocutors about important people in the hearts of the interlocutors. This question is a function of the expressive speech act of teasing because it causes the person you are saying to feel embarrassed because they think that the person who is important in the heart of the person you are saying is their lover. In fact, the speaker means that the person who is important in the heart of the person he is speaking to is the parent of the person he is speaking to. Because the important person in the interlocutor's heart is different from the speaker's intentions, the interlocutor will feel embarrassed or blush.

Congratulation means to offer someone your best wishes when something exceptional or enjoyable has happened to them, as well as to convey your vicarious happiness on their achievement or good fortune. Congratulation is an expression of something that has been done in all people's activities.

Teacher	: You have worked so hard for this. Congratulations!
Teacher	: This is awesome! You are awesome! Way to go!

Based on data, the speech occurs when the speaker asks students during the lesson. The utterance is a congratulation in an expression speech act with the function of congratulation found in the speech delivered by the speaker, namely *"You have worked so hard for this". Congratulations!* The utterance function is to ask the student and the speaker said congrats for the students' achievement.

Followed by the teacher pointing students to retell fairy tales in front of the class. Several students were seen wanted to volunteer but was shy and some of the other students were just silent. Teacher help students to convince themselves that telling stories in front of the class is wrong a lesson in being brave and not being brave need to be afraid of being blamed. Student then put himself forward. Students are able to tell return the fairy tale correctly and understand the conclusion of the fairy tale told. Motivation in learning is needed because it is one of the influencing factors learning success, especially in learning conditions in the post-pandemic period.

Based on this explanation, patterns can be found that show the function of expressive speech acts Motivating is a speech act that occurs when the person speaking finds difficulties or shortcomings and needs encouragement to get up or achieve something better. Sentences that show motivating speech acts are in the form of comforting sentences and sentences that explain the efforts that have been made by the speaker, so that the interlocutor does not focus on the shortcomings or difficulties they are experiencing.

The function of the expressive speech act of hope is the speech act produced by the speaker to the opponent to say to express a request or wish for something to come true. The expressive speech act of hope in learning is used to convey the speaker's hope that the learning material can provide benefits as shown in the following data.

Hopefully the material I convey via this WhatsApp group can add to the repertoire of Indonesian language learning after this pandemic. I hope you can understand my incomplete explanation.

The expressive speech act of hope is shown by the use of the words 'hopefully' and 'wish' which shows the speaker's expectation. This speech occurs at the end of the learning video when the learning video is about to end. The speech is produced with a flat and calm intonation, and the expression shown is a friendly expression with a faint smile.

Praising is a statement shown to someone because have done a good job. The speech act of praising is a speech act conveyed by the speaker in the form of kindness or appreciation for something, an expression of pride or pleasure in the work done, example.

Teacher	: This is good answer from Anjas. This is like that, so the words must seduce or invite.
Teacher	: Yes, Dani's answer was good. Give applause to him.
Student A	: Yesss…. good job Dani…….!!!!

Based on chats group discussion through Whatssapp group stated that there was an expressive speech act of praising. It was proven by the teacher praising students who carried out group discussions well in completing their assignments. This data was included in expressive speech because the teacher praised the work of student whose task was carried out well in discussion, while in the second statement was proven by the teacher praising Dani who concluded about the material taught today, namely persuasive text.

Congratulations are prayers, sayings, statements, and so on contains the hope that you will be prosperous, lucky, not lacking in anything. The speech act of congratulations is a speech act conveyed by the speaker in the form of prayers, sayings, statements, and so on which contain hopes for prosperity, luck, and not lacking anything. To understand this type of speech act, this can pay attention to the following data.

Student B	: I would like to express my gratitude for you.
Student D	: Don't mention it. It's okay
Student C	: I'm very grateful for your kindness
Student E	: It's my pleasure

This data shows that expressive speech acts in the form of gratitude have a positive impact on the motivation of the interlocutor.

The speech act of gratitude is a speech act delivered by the speaker to express gratitude or give birth to feelings of gratitude or return a favor after receiving kindness, etc., from someone. Expressing thank is something that every person does in their daily actions. Expressing gratitude through thanks has a purpose (sincerity criterion), example.

Teacher   : Thank you, that's all the learning material this time. If there is any mistake, I apologize. Wassalamualaikum warahmatullahi wabarakatuh, see you for the next material….

Student A   : You're welcome mommm…. Bye2

Student D   : No worries mom…….. good bye and see you….

Data show that there was the function of expressive speech acts of thanks uttered by the speaker in learning at the beginning of the opening part of the lesson. The speech act of gratitude was marked by the use of the word of thank you. Expressing gratitude is arguably one of the declaratives that is more obviously formulaic and closely associated with the conventional understanding of "being polite". Expressions of thanks are produced because the speaker feels grateful to the interlocutor or student for taking part in online learning. When producing speech, the speaker's expression is smiling and using flat intonation.

Criticizing is giving consideration to good and bad, wrong or right towards one thing with the aim of improvement. The speech act of criticizing is a speech act conveyed by the speaker in the form of a detailed question to obtain a clear understanding.

In learning Indonesian, the function of threatening expressive speech acts is also found. The function of the expressive speech act of criticizing is a speech act that is used to convey criticism, response, or criticism because of something inappropriate or an assessment of something. Therefore, it is important to pay attention to language politeness when giving criticism. Criticism with the aim of being constructive if someone did not pay attention to language politeness could backfire on the critic.

Discussion

According to the quotation and the findings mentioned above, different teacher speech acts especially by using expressive speech act can be used to increase students' readiness for learning. These include greeting students by name, engaging in small talk before making an appeal, asking about previous lessons and assignments, requesting students' attention in a questioning manner, communicating learning objectives by confirming that students have understood them, offering suggestions in a reprimanding manner, and encouraging students to concentrate on their studies. The vocabulary used to indicate the speaking style changes depending on the classroom setting. These results support the claim made by Lang (2017) that the best way to begin a learning session is to ask questions, go over the previous session's experience, bring up past material, and assign writing assignments. When initiating a discussion, addressing and greeting are crucial gestures. People perceive the speech as a required ritual that the teacher must perform before the lesson can begin (Shleykina, 2019).

Expressive attitudes and feelings towards a situation or reactions to people's attitudes and actions. This can be done through congratulations, thanks, regret, apologies, greetings, agreement, attitude, wishing, and thanks. Basically, in context online learning is not much different from direct classroom learning, teachers provide more explanations followed by speech acts so that the material provided can be more accepted by students. Assertive speech acts are significant actions that are often used teacher and students with the aim of transferring knowledge in order to achieve learning achievement targets.

Some results of studies stated that two common features: predominance of other-oriented over self-oriented expressive and a high degree of conventionalization in the linguistic realization of the four most frequent subtypes (thanking, apologies, greetings and compliments) (Carretero et al, 2015). Online evaluations are a very diverse digital genre that demonstrate the use of speech acts to accomplish a variety of tasks, including thanking, apologizing, complaining, describing, commanding (Nasser, 2022). Anger, criticism, praise, and expression of desire are the four types of expressive communication. Second, expressive speech can be used to convey displeasure, offence, protest, remorse, evaluation, pride, appreciation, acceptance, hope, and belief. Lastly, there are direct and indirect delivery methods (Hartinah et al, 2021).

In a learning environment, students prefer to do declarative activities but hold back on expressing their personal feelings (Maiz, 2017). As a result, certain assumptions about combinations of speech-acts can be implied depending on the type of issue raised by the stakeholders because there is a potential relationship between types of speech-acts (e.g., Informative, Responsive, Requestive, etc.) and categories of issues (Morales et al, 2019). 109 expressive speech behaviors were discovered in 15 angry speech episodes.

Additionally, 15 different translation methods were discovered while translating expressive speech acts. Equivalence was achieved using the most used translation technique (Wahana et al, 2019). The function of expressive speech acts was more varied. The expressive speech acts found were delivered in the form of speech acts that provide understanding and involve students in learning.

Any community where members feel the need to work together for particular reasons needs communication as a vital component of communal

life (Searle, 2014). Speaking with different questioners in a variety of circumstances is made possible by the concept of language (Tursunovich, 2022). Expressive words in speech acts are actions that convey the speakers' mental states. They are used by speakers to communicate their emotions. Speaking behaviors that convey an emotional or psychological condition, desire, complaint, sarcasm, appraisal, and greeting are all considered expressive in our data. A few of the statements that were previously mentioned demonstrate that most expressive are used to convey emotional states. Users also communicated their aspirations with expressive. Since complaints enabled writers to communicate their unhappiness and disgust with someone or something, they were also recognized as expressive.

Illocutionary speech acts were found to make students more enthusiastic because every time a speaker makes a speech the students always respond well, thus making learning in the classroom more active (Chaka, 2020). Teachers also always provide speech to foster a sense of participation in communicating with students. The teacher's speech also encourages students to ask questions and have opinions.

Together with representatives, directives, commissive, and declaratives, expressive are one of the basic kinds of speech act as outlined foundational taxonomy (Carretero et al, 2015). Examples of expressive provided by Searle include apologizing, congratulating, and thanking (Hess, 2018). Thus, speech acts are the way in which a person makes conversation that the other person finds both engaging and intelligible (Ibrahim & Qura, 2021). Good relationships can be developed during the learning process when teachers speak in a way that is consistent with the traits and expectations of their students. The comfortable learning environment is created by the teacher-student dynamic (Suyitno, et al, 2021).

In the learning process between educators and students, expressive speech acts are often used because they often express feelings felt through actions spoken online in WA Groups. This can be proven when learning takes place, educators give praise as a form of appreciation to their students through praising speech. Apart from that, educators also often use statements of approval and blame based on statements made by their students. The use of expressive speech acts in school and the expressive speech acts used in tutoring look different. The language used at school is formal. In tutoring, semi-formal language is used.

In expressive speech acts is only one function, namely the emotive function. The emotive function is that language functions as an expression of feelings of joy, sadness, annoyance, and so on (Ogiermann & Bella, 2021). Compared to other categories, status

messages had a larger percentage of expressive speech acts, and the creation of forceful and expressive speech acts was noticeably more common (Carr et al, 2012).

Furthermore, this study found that the most expressive speech acts that used by students and teacher through expressive speech acts include apologizing, tempting, motivating, hoping, praising, gratitude, thanking, congratulation, criticizing. Expressing gratitude is arguably one of the declaratives that is more obviously formulaic and closely associated with the conventional understanding of "being polite" (Maiz, 2017). Similar to saying "thank you," greetings are also considered socially expected behaviors, and their absence can cause noticeable disruptions. It's interesting to note that welcomes are politeness customs that appear to be shared by all human languages. Greetings are "an easy and effective way to build rapport and keep communication fluent," therefore despite their linguistic simplicity and formulaic nature, one could argue that they are quite practical (Carretero et al, 2014).

Negative emotions can range from simple ones like melancholy or disapproval to complicated ones like shame, regret, disappointment, and rebuke (Guiraud et al, 2011). These unfavorable feelings may cause the addressee to act out speech acts such as expressing regret, offering sympathy, disputing, or reprimanding. It is very evident that the students well wishes are a result of the teacher's illness and her instruction albeit virtually since they are grateful for her efforts, as seen by the fact that their well wishes are accompanied by a thank you. It seems that students have no motive to care about the welfare of anyone in the other chat (Maiz, 2017). Because the students frequently convey emotions through actions spoken online in WA Groups, expressive speech acts are frequently used in the learning process between instructors and students. This is demonstrable when learning occurs and teachers use praising speeches to express their gratitude to their students.

CONCLUSION

Based on the studies and research results that have been carried out by researchers, then researchers can conclude that the interactions carried out by teachers and students do contain many speech acts. Speech acts that have a lot to do with providing information, asking for someone's response, and influencing good things so that anyone who hears or does it will feel happy. Speech acts cannot be separated from the existence of speakers and partners. If one of them is missing then it is one-way communication. Meanwhile, speech acts are identical to two-way communication. The speaker partner can change positions according to the context being

discussed. The speech acts that occur in the learning process are listed as locutionary speech acts, illocutionary speech acts, and illocutionary speech acts. Additionally, this study revealed that the most expressive speech acts that teachers and students utilize through apologizing, tempting, motivating, hoping, praising, gratitude, thanking, congratulation, and criticizing.

Expressive speech acts can be found anywhere, including in learning Indonesia subject through online discussion using Whatssapp group have a function to increase students' interest in learning, such as the use of the function of expressive speech acts with humor, criticism, sarcasm and motivation that are conveyed and understood well can develop students' potential, increase enthusiasm for learning, and correct mistakes to become better. Apart from that, the use of expressive speech acts is very important when teaching and learning process Indonesia. This shows that the speaker not only wants to convey information to students, but also wants to make students feel involved, thus making students active in learning and feeling motivated in participating in learning even in non-face-to-face learning.

This research recommends to further researchers to conduct research of the world of education, especially to teachers in empowering learning process through the other technologies Pasca Covid-19 pandemic, and conducting the other study by using larger samples in order to obtain other results of study.

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