Realization of Actional Competence
in Mood Types of Casual Conversation

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Abstract

This article aimed at explaining the realization of actional competence, which focused on language functions in the mood types of casual conversation. This study used a qualitative approach with a discourse analysis method, where the participants were the English Language Education students of a state university in Semarang. The data were collected through recording and interviewing. Furthermore, this study utilized the following analyzing methods, namely recording, transcribing, identifying, classifying, and interpreting. The findings of this study showed that among the speakers used mostly asking and giving information language function, which was realized in the form of declarative mood type. In other words, in this casual conversation among the speakers were trying to exchange information as much as possible. The present study has only investigated the realization of actional competence in students' communication. Therefore, future researchers could investigate more deeply about the grammatical use of the students' actional competence, especially in terms of language function. It is also crucial to include more participants with different backgrounds, such as formal situations, written discourse, or different cultures and gender.

Keywords: actional competence; conversation; language function; mood type

Introduction

Language is supposed to be an essential instrument for the continuing life of human beings in the world. With language, they can understand each other about what they want or do. That is why language is the only instrument for communication. In making conversation, people tend to exchange meaning, sense, and feeling. The conversation also comes from the business side, where people talk to accomplish the task. For example, the teacher with the students and the seller and buyer. By seeing many functions of communication, it is important to give great attention to it, that many functions can be correctly delivered when the speakers can effectively and understandably.

Nevertheless, some requirements should fulfill by the speakers to achieve effective and understandable communication. They should know not only the structural rules of language but also the knowledge about social and functional rules of language because by knowing all of them, the speakers will be able to use

language appropriately with the situation around them. In brief, communication can be smoothly and turn well if the speaker has a good understanding of what we call with communicative competence. Communicative competence proposed six competencies of communication; they are discourse, linguistic, sociocultural, strategic, formulaic, and interactional competence (Celce-Murcia, 2007).

In line with the need to produce good communication in conversation, it is important to see interactional competence. Celce-Murica (2007) defined it as a competence supposes to be a guidance in spoken primarily in delivering thought and feeling properly by the speakers. Because of that, interactional competence was analyzed further in this study. Among the three sub-competence of interactional competence, actional competence is the crucial one in communication because it serves the first thing that should be fulfilled, communication must include its language functions as the parts of the interaction itself.   Language functions refer to something the speakers do with their language in conversation, for example: agreeing, disagreeing, greeting, giving a command, leave-taking, describing, asking for information, so on (Savigon, 1983).

Celce-Murcia et al. (1995) categorized language functions into seven key areas, namely interpersonal exchange, information exchange, opinions, feelings, suasion, problems, and future scenarios. Those seven areas of language function and its sub-component were the focus of this study because in conveying and understanding communicative intent, it is needed to use language functions appropriately. Furthermore, in making conversation, the interlocutor and listener do not involve only language function but also mood types which are being carried in verbal interaction. According to Gerrot & Wignell (1995, p.38), there are two types of mood, namely indicative and imperative. Declarative and interrogative clauses are the parts of indicative. Interrogative consists of two types those are Yes/No polar and WH-content.

Some studies have been conducted in different settings related to language function and mood types, such as mood types on writing form (Bankole & Ayoola, 2014; Puspitasari, 2014; Dahunsi & Babatunde, 2017; Gustafito & Kamayana 2017), mood types on spoken discourse (Permata, 2015), language function on ELT textbook (Susanthi, Pastika, Yadnya, & Satyawati, 2018), language function of apologizing (SW, 2015; Waluyo, 2017), language function of thanking (Dalilan, 2012), and language function of congratulation (Al-Shboul & Huwari, 2016). However,

studies of actional competence in terms of language function in mood types in casual conversation have not much done yet.

Therefore, this research intends to fill that gap, and the questions of the study formulated were: (1) How was the realization of interpersonal in mood types of casual conversation? (2) How was the realization of information exchange in mood types of casual conversation? (3) How was the realization of expressing opinions in mood types of casual conversation? (4) How was the realization of expressing feelings in mood types of casual conversation? (5) How was the realization of suasion in mood types of casual conversation? (6) How was the realization of expressing problems in mood types of casual conversation? Furthermore, the last question (7) How was the realization of expressing future scenarios in mood types of casual conversation?

Research Methodology

This study aimed to explain the realization of actional competence in mood types of casual conversation, which focused on seven language functions based on Celce-Murcia et al. (2007) were an interpersonal exchange, information exchange, opinions, feelings, suasion, problems, and future scenarios. Thus, qualitative research with a discourse analysis method was involved in achieving the aim. The participants of this study were English Language Education program from one of a State University in Semarang. They were chosen because they are prepared to become a professional English teacher; later on, they should understand and perform language function appropriately in order to provide source language input to the students.

There were two instruments used in this study, namely audio recording and interview guidelines. In line with the instruments used, data collection also conducted in two ways, the first was by recording, and the second was interviewing. Since the data were in the form of qualitative data, this study included following analyzing procedures, i.e., recording, transcribing, identifying, classifying, and interpreting. The conversation was recorded and transcribed, then identified and classifying were done to find out the language function and mood types features. Finally, the result was interpreted in the form of a description.

Findings and Discussion

In this section, the findings and discussion of actional competence in mood types of the students' casual conversation were presented.

Findings

the findings related to mood types of actional competence can be shown on the following table.

Table 1: Mood type

	Speakers/Mood type											
	S1			S2			S3			S4		
	Dec	Inter	Imp	Dec	Inter	Imp	Dec	Inter	Imp	Dec	Inter	Imp
Number appeared	11	13	1	21	2	-	16	20	3	21	8	1
Total	25			23			39			30		
Percentage	17.01%			15.69%			26.53%			20.41%		

From the table above, it could be seen S3 as a dominant speaker in the conversation got 26. 53%, speaking turn followed by S4 was 20. 41%, S1 was 17. 01%, and S2 was 15. 65%. S3 uttered thirty-nine mood clauses, which was consisted of sixteen declarative clauses, twenty interrogative, and three imperative. S4 uttered thirty mood clauses were twenty-one declarative clauses, eight interrogative, and one imperative. Then, S1 spoked twenty-five mood clauses were eleven declarative, thirteen interrogative, and one imperative clause. Furthermore, S2 uttered twenty-three mood clauses, namely twenty-one declarative clauses, two interrogatives, and there was no imperative.

Regarding actional competence, the findings could be seen in the diagram above:
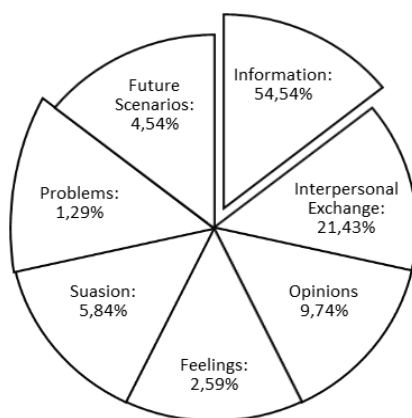
From the figure above, it is known that asking and giving information constitutes was the biggest number in the conversation used was 54, 54%, followed by the

interpersonal exchange was 21,43%, opinion was 9,74, suasion was 5,84, future scenarios was 4,54%, feeling was 2,59%, and problems was 1,29%.

Discussion

The discussion of actional competence in mood type was presented with examples and a brief explanation of each analysis, as follows:

1. Interpersonal Exchange

Interpersonal exchanges components that occurred in the conversation were greeting, leave-taking, expressing gratitude, and reacting to the interlocutor's speech.

<u>Greeting</u>

The example of greeting in this casual conversation as follows:

Excerpt 1

S3 : <u>Hai</u> Dian!
S4 : <u>Hai</u>!

Here greeting was delivered by the speakers to start the conversation. S4 gave a response to S3's greeting by replying to *Hai!* also.

<u>Leave-taking</u>

Excerpt 2

S2   : I should return to my boarding house now *(hehehe)*. <u>Bye-bye guys</u>.
S1, S2, S4. : <u>Bye-bye.</u>

From the utterances above, it can be seen that the participant was able to perform their competence in interpersonal exchange, namely leave-taking. Leave-taking occurred at the end of the conversation. Here, the participant used leave-taking to close the conversation by saying, *bye-bye guys*. Before farewell, she also performs the pre-sequences of leave-taking, which indicated by giving information that there was something she needs to do. The interlocutors then gave a response by saying *bye-bye* also.

Greeting expression *(Hai)* and leave-taking expression *(Bye-bye)*, which occurred in the set of conversations above categorized as a minor clause. Minor clauses are clauses that have no mood structure. In this case, they do not consist of elements of Subject, Finite, Complement (Eggins & Slade, 1997, p.94). Also, Matthiessen (1995, p.433) said that minor clauses differ from major ones in that they

are prototypically not concerned with exchanging a commodity, neither information nor goods, and services. Instead, they are purely self-expressive (exclamations), they facilitate interaction by opening or closing a dialogue through greetings, getting the addressee's attention by calls, or managing the continuity of exchanges. *Hai* and *bye-bye,* as minor clauses, could be categorized as Discourse Markers (DMs), which is used as an instrument to maintain a link among people.

<u>Expressing and acknowledge gratitude</u>

Excerpt 3

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S4    : Yup, my friend borrowed my motorcycle; so I walked by foot.
S3    : Oh … pity on you.
S4    : Just give me a time to breathe
S3    : Ok … ok … ok. Please
S4    : Yes, thank.
```

Another sub-component of interpersonal exchange was also shown in this casual communication was expressing gratitude. Expression of gratitude performed by saying *yes, thank*. Moreover, the interlocutor did not reply to that expression. To give responses towards such as expression, the interlocutor could reply, such as you're welcome, never mind, or others. The simple gratitude *Yes, thank* mentioned by S4 classified into minor clause, which has no mood structure. Dalilan (2012) explains, in terms of the informal situation, such as between friends, the speakers tended to use brief or straightforward thanking which indicate a close relationship among classmate.

<u>Reacting to the interlocutor's speech</u>

Excerpt 4

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S2    :    What was your material?
S4    :    Actually, we presented Obama's speech.
S2    :    Wow, it sound great.
S1    :    I think so.
S4    :    But, we found some problems when we were presented it. There was a question
           that we could not answer appropriately.
S2    :    What happened?
S4    :    Yeah, Mr. Wahid asked us a question was not relevant to our material.
S2    :    What was his question?
S4    :    He wanted to know the effect of Obama Economic Policy in 100 days.
S2    :    What is the irrelevant point?
S4    :    At the time, the material has been presented by us focusing on journal style from
           APA style.
S2    :    Oh, I see.
S4    :    After we said that the question was out from the material, the lecture said no need
           to answer. Just invite the other questions. And you know what we felt at the time?
S2    :    What?
S4    :    Lucky on use. (hehehe)
```

The language function of reacting to interlocutors above was shown a lot in the conversation. Reaction to interlocutor speech was used to indicate that one gave attention or follow the conversation, such as *oh, I See* and *what?* where S2 showed her attention towards the conversation.

2. Information Exchange

Information exchange components that occurred in the conversation were asking for and giving information, reporting (describing or narrating), and explaining.

Asking and Giving Information

Asking and giving information is a pattern that cannot be separated in good communication if any question occurs, there must be an answer to complete the pattern. It is one of many examples of asking and giving information that happened in the casual conversation.

Excerpt 5

S3   :   Inaroh, have your group presented advanced writing paper?
S1   :   No, we have not. My group is the last group. Maybe on December we will present it.

Information exchange was performing a lot in the conversation. As shown in utterance above, S3 showed her curiosity by asking a question about the S1 advanced writing presentation. Then S1 answered the question by performing if she and her group have not presented yet. Then it followed by another information exchange. The utterances of asking the information above showed the structural of the polar-interrogative clause. S3 question is an instance of polar interrogative, where the answer is yes or no. The structure of this question has Finite *Have* to precede the Subject *Your group*.

Clause			
Have	your group	presented	advanced writing paper?
Finite	Subject	Predictor	Complement
Mood		Residue	

Meanwhile, S1 replied to S3's question in the form of elliptical declarative. Eggins (1997, p.89) notes that in casual conversation, when interactants react to prior initiations, they typically do so elliptically, producing clauses that depend on their interpretation on a related full initiating clause.

Clause				
No,	We	have not	(presented)	(advanced writing paper)
	Subject	Finite	Predicator	Complement

	Mood	Residue

Reporting (describing)

Excerpt

S3 : And tell about your town? Where is it? Kooo …
S2 : *(hehehe).* Kolaka <u>My town is nice, it is known as Cocoa town because the farmer there focus on cocoa. Absolutely, the people are nice, like me (hehehe). It is surrounding by beaches.</u>

The language function of reporting (describing) indicated in the utterance produces by S4. Describing is commonly happening in the middle of the conversation. It is also happening in this utterance where S4 responded to S3 requesting to tell S4's hometown situation. Then, S4 described it in such as utterances *my town is nice, it is known as Cocoa town because…* The statements of the language function above showed the declarative clause structure.

Explaining

Excerpt 5

S1 : How is the price?
S2 : Rp. 63.000 for 2 books.
S1 : What do you mean?
S2 : <u>So, if you want to buy this book, you have to buy two books at one.</u>

The explanation language function was performed in the conversation above used to explain something. S2's utterance was the answer to S1's question, where S2 explained the process of buying books. This expression demonstrated a structural declarative clause.

Clause										
So	if	You	want to	buy	this book,	you	have to	buy	two books	at once
Conj. Adj.	Conj. Adj.	Subj.	Finite	Pred.	Compl.	Subj.	F	Pred.	Compl.	Circum.
Mood				Residue		Mood		Residue		

The two clauses in the two excerpts above are characterized by the position the Subjects, *You* is in the first element (E1) followed by finite *want to* fused with the predicator *buy*. Then, *he* is in the second element (E2) as the Subject that preceded the Finite, *have to* and *buy* as the predictor. This order of Subject and Finite is typical of declarative as suggested in the work of Systemicists (e.g., Eggins, 1994; Gerrot & Wignell, 1994; Halliday, 1994; Martin, Matthiessen & Painter, 1997).

3. Expressing Opinion

Sub-components of expressing opinion occurred in this casual conversation were asking and giving an opinion and asking and giving agreeing.

<u>Asking and giving an opinion</u>

Excerpt 7

S1 : <u>How do you think about Semarang?</u> <u>Do you like</u> to stay here?
S4 : *(hehehe)* I'm still trying to like it. Still adapt with Semarang condition, I mean.

Asking and giving opinions also occurred in this conversation. It started with S1's question about her feeling and thought of S4, who stayed in Semarang. The expression used for asking opinion was *how do you think* about *Semarang?* and *Do you like to stay here?*. Then, S4 responded to those utterances by giving her opinion.

Asking opinions as a component of language functions in the conversation above has the structure of the polar-interrogative and WH-interrogative clause. For the WH-interrogative type, the answer to this type of question would need elaboration. In line with what outlined by Gerot and Wignell (1994) on the structure of WH-interrogative has the following structure: the question word *how,* followed by Finite *do,* and then followed by Subject *you.*

Clause				
How	do	You	think	about Semarang?
WH-word	Finite	Subject	Predicator	Complement
	Mood		Residue	

Clause			
Do	you	like to stay	here?
Finite	Subject	Predictor	Circumstance
Mood		Residue	

Meanwhile, giving opinion expression, *I'm still trying to like it. Still adapt with Semarang condition, I mean* presented in the form of the declarative clause.

Clause			
I	'm	still trying to like	It
Subject	Finite	Predicator	Complement
Mood		Residue	

Clause					
(I)	still adapt		with Semarang,	I	mean
Subject	Finite	Predicator	Complement	Subject	Finite
Mood		Residue		Mood	

Asking and giving agreeing

Excerpt 8

S3   :   By the way, have you prepared gift for Yeni's wedding party?
S1   :   Not yet. And you?
S3   :   I'm still confused. Let us find it together.
S1   :   When?
S3   :   Mmm, <u>What's tomorrow at 10' clock</u>?
S1   <u>Okay.</u>

The language function of asking agreeing was performed by the speaker to make sure whether the addressee agrees about something or not. The agreement here initiates by S3, who sought a deal to S1 about the time to prepare a gift for their friend's wedding party. To give a response to S3's question, S1 then expressed her approval in the form of the minor clause by saying *okay*. Furthermore, asking for an agreeing term is in the WH-Interrogative structure.

Clause		
What	's	tomorrow at 10' clock?
Subject/Wh.	Finite	Complement

4. Expressing Feelings

Expressing feeling component appeared in in the conversation were surprising and funny.

Excerpt 9

S1   :   How is the price?
S3   :   Rp. 63.000 for two books.
S1   :   What do you mean?
S3   :   so, if you want to buy this book, you have to buy two books at once.
S1   :   <u>What?</u>
S3   :   Yeah…
S1   :   So, I must find another buyer, right?
S3   :   Yes, you right.
S1   :   Well, it is so complicated.
S3   :   But, it is cheaper

Expression of feeling occurred as one's thought of something. It can be clearly seen in the S1 utterance. S1' surprising expression acknowledged by statement *what?* S1 expressed her surprise as the response towards S3's information regard to the price of the books, which is cheap, but the buyer should buy two books at once. The word *what* in the set of conversations above categorized as a minor clause.

Another expressing feeling also occurred in the form of laughter *(hehehe).* Laughter can be used to show someone's expression about something funny and, at

the same time, can be used to set up and regulate social relationships, usually in spoken interaction.

Excerpt 10

S3   :   And tell about your town? Where is it? Kooo …
S4   :   *(hehehe).* Kolaka. My town is nice, it is known as Cocoa town because the farmer there focus on cocoa. Absolutely, the people are nice, like me *(hehehe).* It is surrounding by beaches.

In that set of conversations, S4 used laughter to express her feeling when S3 could mention the name her town and used laughter when S4 praised herself in front of the other speakers by saying *the people are nice, like me (hehehe).* S4 laughed at the time indicated that she told her joking to her friends.

5. Suasion

Suasion sub-components that occurred in the conversation were suggesting and requesting.

<u>Suggesting</u>

Excerpt 11

S4   :   I miss so much with the beach in Bima.
S3   :   Oh yeah.
S4   :   Yee, in … my town, there are many beaches. One of those has pink sand. It is very beautiful. Have you ever heard it?
S3   :   Not yet. But, are you serious? The sand is really pink.
S4   :   Yes, the sand is really really pink. It is so beautiful.
S3   :   Wow, tell us, pleaseeeeee.
S4   :   <u>Well, if you want to know it,</u> <u>try to find it on Google</u>.
S3   :   Okay, I will do it because its sound good.

Giving suggestions indicated in S4's utterances, *well, if you want to know it, try to find it on Google.* Suggesting in this set of statements was the rejecting response of S2's requesting. S3 requested S4 to tell more about the pink sand in her hometown, but S2 suggested S3 find that information by herself on Google.

The utterances of language function above showed the structure of the declarative clause.

Clause								
well,	If	You	want to know	it,	(you)	try to find	It	on google
Conj. Adj.	Conj. Adj.	Subj.	Finite	Pred.	Compl.	Subj.	Finite	Pred.	Compl.	Circum.
Mood			Residue		Mood		Residue	

<u>Requesting</u>

Requesting indicates as asking something to someone else. The example of the language function of requesting was:

Excerpt 12

S4   :   I miss so much with the beach in Bima.
S2   :   Oh yeah.
S4   :   Yee, in … my town, there are many beaches. One of those has pink sand. It is very beautiful. Have you ever heard it?
S2   :   Not yet. But, are you serious? The sand is really pink.
S4   :   Yes, the sand is really really pink. It is so beautiful.
S2   :   <u>Wow, tell us, pleaseeeeee.</u>
S4   :   Well, if you want to know it, try to find it on Google.
S2   :   Okay, I will do it because its sound good.

Requesting occurred in the middle of the conversation when S2 tried to extend the conversation by asking S4 to explain more about pink sand in her hometown. In this set, S4 rejected the request because she did not say more about the pink sand, but she suggested S2 find it on Google. S2 used the word *Please* in her requesting expression.

6. Problems

Apologizing and forgiving were only sub-components of the problem that occurred in this conversation.

Excerpt 13

S3   :   <u>Sorry,</u> I should leave you now.
S1   :   <u>Okay!</u> Take it easy.

Apologizing is usually used to show a regret to replay someone's opinion. Moreover, in these utterances, apologizing was a sequence of the closing conversation. It is a kind of proper manner to make the communication turn smoothly. Here, the apologizing expressed by *sorry*. And then replied by word *okay!* Those utterances identified in the minor clauses.

7. Future Scenarios

Future scenario sub-component that occurred in the conversation was only expressing a plan.

Excerpt 14

S1   :   Do you know that, there will be a great book exhibition on Gedung Wanita on 9th November?
S2   :   Oh, really?
S1   :   Yes.

S2   :   If you mind, we can go to together.
S1   :   Yes, of course. Fortunately, <u>I want to</u> find Halliday's book.
S2   :   Okay, <u>I want to</u> hunt some novels too.

Expression of future scenarios appeared in the middle of this conversation when they talked about book exhibition. S1 expressed her plan to find Halliday's book; the expression was indicated by *I want to...* S2 also revealed her plan in hunting some novels. The utterances of language function above showed the structure of the declarative clause, especially in a full-form. The clause had complete elements of mood structure: *I*, as the subject, *want to find* as the finite/predicator and *Halliday's book* as the complement which defines the object of the action. Hence, it could be categorized as a full-declarative clause.

The elaboration above showed that asking and giving information (information exchange sub-component) and declarative mood type was the prominent used in this casual conversation. These findings are supported by Eggins' (1994) statement, which said that *"declarative is the kind of grammatical structure we typically use for giving information."* The use of declarative mood functions to exchange information that proven by many statements produced by the speakers, which have the highest percentage number among the other mood types. The declarative mood does not only function as information exchanging but also expressing gratitude, reporting (describing), explaining, expressing an opinion, giving agreeing, suggesting, expressing a feeling, apologizing and forgiving, and expressing plan.

This conversation also contains an interrogative mood which used to keep the communication going on. The last, imperative mood that has a function to ask someone to follow someone's instruction only occurred once during the conversation. Although the speaker used an imperative clause to ask to do something, the speaker used "*please*" to show politeness. Fikri, Padmadewi, and Suarnajaya's (2014) study explained, comment adjunct or commonly called modification device, *please* is considered an interpersonal element because it expresses attitude and evaluation. Thus, "please" is used to soften the force of requesting demanded by the speaker to maintain a good relationship.

The use of dominant declarative mood type are in accordance with several studies which revealed that in terms of spoken discourse, declarative mood types is higher than the other mood types such as Feng and Liu (2010), Permata (2015), Utomo, Rusiana, and Minarosa (2018), and Prihandini and Putra (2019). It is also similar in a written discourse where most of all clauses in the text use declarative

mood types since the text is in a written form (Yuliana & Imperiani 2017; Kartika & Wihadi; (2018); and Anggi, 2018).

Then, asking and giving information as a sub-component of actional competence occurred mostly during the casual conversation. These findings confirmed by Colle and Fitriati's (2019) study, which conducted a study about language function in spoken setting, which was teachers' talk. Their research also revealed, asking and giving information is widely used in the spoken register because it can build interaction between the speakers. Furthermore, this function also supported by the student S2's result interview, who said that *"asking information happen because we want to communicate to others, want to speak each other. By asking then giving answer, the conversation can run as long as possible."*

Thus, looking at the findings and discussion above, the casual conversation among the students in this study was trying to exchange information as much as possible in the form of declarative statements.

Conclusion

Based on the analysis that has been explained in the previous section, it can be concluded that firstly, interpersonal exchange components occurred were greeting, leave-taking, expressing gratitude, and reacting to the interlocutor's speech. Secondly, information exchange components appeared were asking for and giving information, reporting (describing), and explaining. Thirdly, sub-components of expressing opinion performed by the students were asking and giving an opinion and asking and giving agreeing. Forth, suasion sub-components occurred were suggesting and requesting. Fifth, expressing a feeling component was surprising and funny. Apologizing and forgiving were only sub-components of the problem that happened in this conversation.

The last, future scenario sub-component was only expressing plan. From all sub-components of actional competence, information exchange in terms of asking and giving information occurred in this conversation mostly. Meanwhile, the declarative mood type also dominated the interaction. Finally, some potential limitations need to be considered, such as this study only focused on the realization of actional competence during the students' conversation without evaluating the grammatical used by the students. Then, all of the subjects of this study were women, thus the next researches, it also essential to involve participants with a different background.

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