ROLE RELATIONSHIP ENACTMENT BETWEEN ENGLISH NON-NATIVE SPEAKERS IN AN ENGLISH DIALOGUE

Sunardi
Dian Nuswantoro University

Abstract: This study aims at describing the enactment of role relationships between English non-native speakers in an English dialogue. The speakers are an Indonesian student and a Dutchman who met by accident in a public place in Semarang. The dialogue was analyzed by describing the clause and speech function productions by the speakers. The result of the study shows that in an equal turn right to talk the Dutchman performs as the dominant speaker, while the Indonesian Student as the marginal one. The Indonesian student plays the role of interaction stirrer by dominating the opening speech functions with questions. On the other hand, the Dutchman plays the role of interaction supporter by dominating the continuing and responding speech functions. The lack of confrontational speech functions by the speakers in this dialogue is probably caused by the low contact between them, since it is their first time of face-to-face meeting.
Key words: role relationship, speech function, dominant speaker, marginal speaker

Communicating each other is always conducted by people in running their daily social activity. To create a mutually intelligible communication the individuals involved in the communication need coordinated efforts in creating, negotiating, and interpreting personal meanings. Communication is taking place when a move made by a participant gets a response from the other participant.

Dealing with communication, Canale (in Richards and Schmidt, 1984: 4) defines communication as the exchange and negotiation of information between at least two individuals through the use of verbal and non-verbal symbols, oral and written/visual modes, and production and comprehension processes.

According to Schiffrin (1994: 389) the central principle of communication is intersubjectivity. Intersubjectivity has to do with the sharing of knowledge and experience and is seen as relevant to communication at the two ends of communicative activity itself: its inception and its completion. That is, it is often assumed that in order for communication to proceed at all, people must share certain basic knowledge, e.g. knowledge about the world, about the language to be used, and so on. It is also assumed that one of the main purposes of communication is the transmission of information from one person to another. This means that one product of communication is shared knowledge. In short, intersubjectivity is often assumed to have a dual role: it both allows communication, and is achieved by communication.

In communication, people use language to convey information and to lead each other toward an interpretation of meanings and intentions. In other words, language is used as a medium of communication. In communication, people use language to convey information and to lead each other toward an interpretation of meanings and intentions. In other words, language is used as a medium of communication.

According to Eggins (1994: 149) dialogue is the means language gives us for expressing interpersonal meanings about roles and attitudes. Being able to take part in dialogue, then, means being able to negotiate the exchange of interpersonal meanings, being able to realize social relations with other language users. Whenever we use language to interact, one of the things with is establishing a relationship between us: between the speaker speaking now and the person who will probably speak next.

Halliday (1984: 11) interprets dialogue as a process of exchange involving two variables: (1) the nature of the commodity that is being exchanged: either information or goods-&-services, and (2) the roles that are defined by the exchange process: either giving or demanding. The combination of the two variables constitutes a speech function.

This study focuses on how speakers realize speech functions in their English dialogue. Specifically, this study aims at describing the choices of speech function by the speakers of an English dialogue as the enactment of the role relationships between them.

RESEARCH METHOD

Data and Subjects

The corpus of data of this study was a stretch of approximately fifteen-minute English dialogue between two non-native speakers: an Indonesian student and a Dutchman. The conversation happened when they met by accident at a supermarket in Semarang.

Unit of Analysis

The unit of analysis of this study is move, because speech function operates across turns and is overtly interactional and sequential. Move is a unit after which speaker change could occur without turn transfer being seen as an interruption. A move can be identified from the grammatical dependence or independence of a clause and from the prosodic factors.

Method of Data Collection and Processing

The dialogue under study was collected by means of a tape recorder provided by the Indonesian student. The recorded dialogue was then transcribed by referring to the transcription symbols suggested by Eggins and Slade (1997).

The analysis was carried out in the following steps:
1. Identifying clause boundaries in the transcript.
2. Dividing the clauses into moves by considering the independence of mood selection and the prosodic factors of the clauses.

3. Labeling speech functions for the moves.
4. Summarizing the speech function choices for each speaker in the conversation.
5. Interpreting synoptically the speech function choices.

FINDING AND DISCUSSION

         The overall speech function choices made by the Indonesian student (hereby referred by I) and the Dutchman (hereby referred by D) in the dialogue under study can be summarized in the following table.

Table 1. The Summary of Speech Function Choices

Speech Function	I	D
Number of turns	19	19
No of moves	29	45
No of clauses	34	56
Opening		
Question:fact	17	0
Question:opinion	1	0
Offer	1	
Total	**19**	**0**
Continuing		
Monitor	0	1
Prolong:elaborate	0	9
Prolong:extend	0	9
Prolong:enhance	1	5
Total	**1**	**24**
React:responding		
Support:reply:answer	0	14
Support:reply:agree	6	0
Support:reply:affirm	0	1
Support:reply:accept	0	1
Support:develop:enhance	2	0
Support:register	1	1
Total	**9**	**20**
React:rejoinder		
Tracking:check	0	1
Total	**0**	**1**

         The above table informs the following interpretations of the role relationship between the speakers that are realized in the speech functions choices.

Number of Turns

         By referring to number of turns made by I and D, there is an equal number of turns taken by both speakers, each takes 19 turns. This suggests that both speakers are competing for turns, and that they have equal right to talk.

Number of Moves and Clauses

The significantly higher number of moves made by D (45 moves) shows that he plays the dominant speaker, in relation to I who produces only 29 moves during the interaction. The dominance of D over I can also be seen from D's higher number of clause production with 56 clauses, while I makes only 34 clauses.

Opening Speech Functions

There is a striking difference in the amount of speech functions in initiating exchanges by I and D. All opening moves are made by I. This indicates that during the conversation, I plays her role as the "stirrer" of the interaction, while D plays his role as "supporter".

In opening new exchanges, I uses mostly questions of fact asking about D's personal information and activities either at home country or in Semarang as a tourist. The imbalance of questions between I and D shows that there is no reciprocity in the conversation. I dominates questions, but D never makes any question. This makes the conversation like an interrogation.

The use of opening speech function in the conversation can be exemplified by the following excerpt:

Speech Function	Turn	Speaker	: Clauses
O:I:question:fact	1	I	: (i) Can I know your name, sir?
R:resp:reply:answer	2	D	: (i) My name is Jacob.
R:resp:reply:agree	3/a	I	: (i) Your name is Jacob.
O:I:question:fact	3/b		(ii) Are you alone in Semarang or with your family?
R:resp:reply:affirm	4	D	: (i) Yes.

Continuing Moves

There is also a significantly difference in the use of continuing moves by I and D. The continuing moves are mostly made by D. During the conversation, I only makes once. D's dominance in continuing moves indicates his role as "supporter" in the interaction. His continuing-prolonging moves are made by monitoring, elaboration, extension, and enhancement. In elaboration he states the same proposition in different way; by extension he gives additional information on the proposition in his prior move; and by enhancement he modifies the information in immediately prior move by providing causal or conditional detail.

The examples of continuing moves made by D can be exemplified in the following excerpt:

O:I;question:fact	11	I	: (i) Can I know (ii) where do you come from, sir?
R:resp:reply:affirm	12/a	D	: (i) Yes.
C:prolong:elaborate	12/b		(ii) I come from … er … Holland
C:prolong:extend	12/c		(iii) and I live in the town of Livenstad.

O:I:question:fact	25	I	:	(i) You know where your parents lived in Semarang? (ii) I mean, (iii) when … (iv) where they in this town?
R:resp:reply:affirm	26	D	:	(i) Yes.
C:prolong:elaborate				(ii) I visited … (iii) I visited a house where my parents was born and grew up.
C:prolong:extend				(iv) And I've seen (v) the school and the house where my father lived … was gone.
C:monitor				(vi) Well, this house has gone of course, yeach.
C:prolong:elaborate				(vii) It's about fifty or sixty years ago.
C:prolong:enhance				(viii) So of course it's good (ix) to see few things for me .. (x) because for me these things are roots. (xi) Before my parents is a soldier.

Responding Moves

In the interaction, D dominates not only continuing moves but also responding moves. His dominance in responding moves also shows his role as the supporter in the interaction. His responding moves are mostly made in answering I's questions in the initiations of exchanges. On the other hand, I's responding moves are used in agreeing the information that D gives to her. Both I and D produce equal number of registers to show supportive encouragement and feedback.

The examples of responding moves made by I and D can be exemplified in the following excerpt:

O:I:question:fact	1	I	:	(i) Can I know your name, sir?
R:resp:reply:answer	2	D	:	(i) My name is Jacob.
R:resp:reply:agree	3/a	I	:	(i) Your name is Jacob.
O:I:question:fact	3/b			(ii) Are you alone in Semarang or with your family?
R:resp:reply:affirm	4	D	:	(i) Yes.
O:I:question:fact	31	I	:	(i) Do you like … Java's food?
Rej:track:check	32/a	D	:	(i) Javanese?
R:resp:reply:answer	32/b			(ii) Jav … Indonesian food, Java food … I like it very much.
R:resp:reply:affirm	32/c			(iii) Yes.
O:I:question:fact	33	I	:	(i) What Java … Javanese food do you like?

R:resp:reply:answer   34   D   :   (i) Well, It is sate and … ikan.

Reacting-Rejoinder Moves
        D is the only speaker who makes supporting rejoinder moves by checking the information which he mishears from the prior move made by I. The use of rejoinder move in the form of tracking:checking speech function happens in the following excerpt:

O:I:question:fact   31   I   :   (i) Do you like … Java's food?
Rej:track:check   32/a   D   :   (i) Javanese?

In turn 31 I makes a question if D likes Javanese food. In responding to the move made by I, D checks on the proposition that he is in doubt about the word "*Java*". That is why he asks if what is meant by "*Java*" is really "*Javanese*".

CONCLUSION
        From the analysis of speech functions as the enactment of role relationships between Indonesian Student and Dutchman in the English dialogue under study, the following conclusions can be drawn:
1. In an equal turn right to talk the Dutchman performs as the dominant speaker, while the Indonesian Student as the marginal one.
2. The Indonesian student plays the role of the stirrer of interaction by dominating the opening speech functions with questions. On the other hand, the Dutchman plays the role of the supporter of the interaction by dominating the continuing and responding speech functions.
3. The continuing moves made by the Dutchman are mostly done by prolonging speech functions, and the responding moves are made by reply-supporting speech functions.

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APPENDIX
Transcription of English Dialogue between Non-Native English Speakers

I = Indonesian Student
D = Dutchman

Turn	Speaker		Utterances and Clauses
1	I	:	(i) Can I know your name, sir?
2	D	:	(i) My name is Jacob.
3	I	:	(i) Your name is Jacob. (i) Are you alone in Semarang or with your family?
4	D	:	(i) Yes. (ii) I'm with family here in Semarang.
5	I	:	(i) Where do you live in Semarang, sir?
6	D	:	(i) I live in Semarang, here in the hotel Merbabu Jalan Pemuda.
7	I	:	(i) You said (ii) that you … er … here in Semarang with your .. family. (iii) Are you with your parents or your daughter or your son?
8	D	:	(i) I'm here with my parents and my wife.
9	I	:	(i) With your wife. (ii) Mm … what do you do in your country? (iii) What's job do you do in your country?
10	D	:	(i) In my country … I work … er … as a … er … advisor for the government … a regional government.
11	I	:	(i) Can I know (ii) where do you come from, sir?
12	D	:	(i) Yes. (ii) I come from … er … Holland (iii) and I live in the town of Livenstad.
13	I	:	(i) What do you do in Indonesia?
14	D	:	(i) In … in Indonesia I'm here right now … er … for holiday.
15	I	:	(i) Er … your … for your holiday. (ii) How long have been in Semarang?
16	D	:	(i) I've been in Semarang … er … around three weeks.

Turn	Speaker		Utterances and Clauses
			(ii) More or less three weeks.
17	I	:	(i) And what place you visited in Semarang, sir?
18	D	:	(i) I said (ii) in Semarang I visited some malls, some … er … tokos, some … er … pasars (iii) and er … we … we walk around a bit.
19	I	:	(i) What do you like … er … from Semarang?
20	D	:	(i) Semarang … is … not so much visit town for tourists (ii) cause it is important for me (iii) to visit it (iv) because my patents have lived here.
21	I	:	(i) You said (ii) your parents lived here. (iii) Where they lived in Semarang?
22	D	:	(i) My parents have lived in Semarang. (ii) And they lived in … Jalan Dokter Sucipto.
23	I	:	(i) So your parents have many memories? (ii) When your parents live in Semarang?
24	D	:	(i) My parents … lived here in Semarang … for the moment they were born … until year of the war .. about …about twenty .. about twenty to twenty two years.
25	I	:	(i) You know where your parents lived in Semarang? (ii) I mean, (iii) when … (iv) where they in this town?
26	D	:	(i) Yes. (ii) I visited … (iii) I visited a house where my parents was born and grew up. (iv) And I've seen (v) the school and the house where my father lived … was gone. (vi) Well, this house has gone of course, yeach. (vii) It's about fifty or sixty years ago. (viii) So of course it's good (ix) to see few things for me .. (x) because for me these things are roots. (xi) Before my parents is a soldier.
27	I	:	(i) And what another countries do you visited … except Semarang?
28	D	:	(i) I visited … Jakarta, Bogor … er … for .. Bandung .. for short a while … of course Semarang (ii) and … we made some trips to Jepara, Jogjakarta, Borobudur and Prambanan.
29	I	:	(i) Emm, so you know about Indonesian people. (ii) What do you think about Indonesian people?
30	D	:	(i) I like Indonesian people especially on the countryside (ii) because … in the country … they are … (iii) they are quite relax and friendly (iv) and they just also the same with the people in the city, (v) but they are some but more stressed. (vi) That's ashamed. (vii) It's … (viii) it's happening all over the world. (ix) In Holland people in the city are also more stressed. (x) So I like the people in … in …Indonesia very much.

Turn	Speaker		Utterances and Clauses
31	I	:	(i) Do you like … Java's food?
32	D	:	(i) Javanese? (ii) Jav … Indonesian food, Java food … I like it very much. (iii) Yes.
33	I	:	(i) What Java … Javanese food do you like?
34	D	:	(i) Well, It is sate and … ikan. (ii) Yes all kind s of food. (iii) So it is … well. (iv) My wife doesn't like durian (v) but I like it. (vi) And … mangga … rambutan. (vii) Well just that kind of stuff I like it very much.
35	I	:	(i) So you like … foods in Semarang. (ii) When will you leave Semarang? (iii) As it is near Christmas.
35	D	:	(i) We will leave here within … within a week in a few days (ii) and then we go back to Holland (iii) and then … we will have few days … (iv) to rest after flight … too long flight (v) and we'll then we go back to our work (vi) and so … vacation is over then.
36	I	:	(i) Okey, (ii) so thank you. (iii) I can interview you (iv) and … and I hope you have a nice day. (v) Thank you.
37	D	:	(i) Thank you.