The Dynamics of Schadenfreude in Student Whatsapp Groups: A Phenomenological Study

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ARTICLE INFO	ABSTRACT
	Purpose-This study was conducted to show that speech acts in WhatsApp conversations can be a factor in the emergence of Schadenfreude. This study aims to show what kind of speech acts significantly influence the emergence of Schadenfreude and describe the kinds of Schadenfreude that often occur from these speech acts. **Methodology-**The type of research that was conducted is qualitative research with a phenomenological design. Researchers apply MDAP (Manual Data Analysis Procedure) to analyze data sources to become data. MDAP, or Manual Data Analysis Procedure, is a qualitative research data analysis method that helps researchers analyze their research data. **Findings-**From the results, a picture of the Schadenfreude phenomenon is formed by perlocutionary speech acts. Any Schadenfreude in perlocutionary speech acts will be able to trigger responses from other students to join in making fun of what is being discussed. The most common types of Schadenfreude are compensation and Aggression. Compensation because they both feel the same difficulty at the same time. Aggression occurs because they are in the same group or want to try to be accepted by others, so they do the same thing: Schadenfreude. **Signifinace-**It can be seen that Schadenfreude is related to bullying. The factors that cause bullying are internal factors (mental and emotional health, such as high and low empathy, for example, Schadenfreude) and external factors (family, peers, school (one of which is the school climate, and the surrounding area).

INTRODUCTION

Laughing or laughing at something funny is a common thing. People with a high sense of humor will readily laugh at a form of humor. A sense of humor is a form of someone recognizing, recognizing, and appreciating a joke or joke. According to Thorson and Powell (1997) in Arifati & Wahyuni (Arifiati & Wahyuni, 2019), a sense of humor is a combination of several dimensions which include the ability to create, recognize, and appreciate humor that makes someone laugh or smile and cause pleasure as a coping mechanism and to achieve social goals. However, nowadays, even someone's misfortune can be funny and laughed at by people. This ironic thing is now the butt of a joke or a laugh that generates pleasure among a group of people. Nowadays, the misfortune of others has been portrayed as a joke, whether in real life or on social media. One such incident is the sweet iced tea seller being made fun of, which has also become a much-talked-about thing on social media. The feeling of pleasure in other people's shortcomings or weaknesses is called Schadenfreude. Abdullah (2020), in the article Silaban et al. (Silaban et al., 2023), mentions that Schadenfreude is a feeling of pleasure or satisfaction that arises when a person knows that the person being envied is experiencing misfortune or misfortune.

One example of social media is the WhatsApp application. Whatsapp is one of Indonesia's most popular and widely used social media platforms (Alaby, 2020). WhatsApp application has become a widespread choice for communicating with humans today. Many humans have made WhatsApp an option for communicating, regardless of text or telephone. Community leaders have utilized WhatsApp to communicate and deliver messages to their targets; the information conveyed is more effective and is an exceptional satisfaction because, using information technology (WhatsApp), the target receives the message more quickly (Trisnani, 2017). Trisnani's research is valid evidence that WhatsApp has become people's choice for communication.

Previous studies that discuss Schadenfreude; In Indonesia, religious schadenfreude comments are an important issue because they can become an invisible barrier to the realization of harmonious multiculturalism and pluralism in Indonesia (Rahmi et al., 2021). Rahmi et al.'s research explains that Schadenfreude can break interfaith unity in Indonesia if this is not immediately prevented. As U.S. politics become more divisive and social media are used to shame and denigrate targeted politicians, Schadenfreude can increasingly explain our social behavior. If Schadenfreude explains why people share these embarrassing failures, it may help explain political outcomes, including election victories (Crysel & Webster, 2018). Crystal and Webster's research explains that Schadenfreude is used to share the ugliness or failures of political opponents and explain political outcomes, including election victories. The results of this study can strengthen the answer to the research hypothesis, which states that there is a relationship between self-esteem and empathy with schadenfreude behavior in students of the Faculty of Communication Sciences, University of X class of 2018 (Wulandari & Susilarini, 2023). Wulandari and Susilarini's research explained that someone who does Schadenfreude has a relationship with an opposing direction between self-esteem and empathy. People who do this are said to have low self-esteem and empathy for others. Researchers tried to examine this because the learning achievement variable has a relationship with self-esteem, where if the lower a person's achievement will have a negative assessment of himself, this means that the lower a person's achievement, the lower the self-esteem. The self-esteem variable also has a relationship with the schadenfreude attitude; if someone's self-esteem is low, the person's schadenfreude attitude will be high. This is the background for the researchers researching this title, even though there is no effect between learning achievement and schadenfreude attitudes mediated by self-esteem in class 11 students of SMA N 1 Kebomas (Kusmantoro & Rahayuningsih, 2023). Kusmantoro and Rahayuningsih's research explains that Schadenfreude occurs when a person has low self-esteem, a negative assessment of himself. Low self-esteem can occur when a person has poor academic performance, but learning achievement has no relationship with the presence or absence of Schadenfreude. The previous and current findings suggest that Schadenfreude is an emotional state as a multi-deterministic psychological response, which feelings of hostility and envy can evoke. These two psychological and emotional reactions may not be necessary to elicit Schadenfreude, but they may be sufficient to gain satisfaction and pleasure at the misfortune of others (Abdillah, 2019).

Abdillah's research found that Schadenfreude arises because of hostility and envy. However, there are times when Schadenfreude arises not because of these two things but only because of a sense of satisfaction and pleasure at the misfortune of others.

From the results above, it can be seen that Schadenfreude can arise due to a person's low self-esteem and empathy. However, there are times when this Schadenfreude arises simply because of satisfaction and pleasure when others suffer. However, none of these results discusses the emergence of Schadenfreude from communication or language use, only limited to envy, low self-esteem, and empathy. This study was conducted to show that speech acts in WhatsApp conversations can be a factor in the emergence of Schadenfreude. This Schadenfreude is a form of 'bullying.' From here, the questions in this study are: What types of speech acts can affect the emergence of Schadenfreude? What types of Schadenfreude appear in WhatsApp group conversations? This study aims to show what kind of speech acts make Schadenfreude appear and describe what kind of Schadenfreude often occurs from these speech acts. From this goal, it is hoped that teachers can understand when an initiation of 'bullying' action occurs and can prevent it.

Psycholinguistics is one of the derivatives of Linguistics. Although it is derived from Linguistics, its subject matter differs from that of Linguistics. Psycholinguistics is the science of the psychological process of a person in producing and understanding heard sentences (Heidari, 2022). This means that this science talks about the process of language production (producing) and language acquisition (getting). Psycholinguistics also studies language and mind (Dimitrova et al., 2022). The above-mentioned descriptions have become a clear line of what is often studied and discussed in Psycholinguistics. Psycholinguistics is more about discussing and studying the psychological processes that affect a person in learning and using language. The main goal of a psycholinguist is to discover the structures and processes that underlie a person's ability to speak and understand language (Hasan, 2018). What Hasan said in his article emphasizes that the primary purpose of the study of psycholinguistics is to explore the processes and influences from the psychological side on the language used by a person. The object of psycholinguistics is language, mental symptoms, and the relationship between the two. Language that processes in the human soul is reflected in mental symptoms. Language is seen from a psychological aspect, namely the language process that occurs in the brain (mind), both in the speaker's brain and the listener's brain (Kuntaro, 2017). The science of psycholinguistics focuses on the psychological relationship between a person and the language produced, more on how a person's psychological process or psychological condition affects the language or speech acts produced.

Schadenfreude first entered the Oxford Dictionary in 1985. "In 1895, the Oxford English Dictionary (OED) included Schadenfreude for the first time as an entry and defines it today as malicious enjoyment of the misfortune of others (Abdillah, 2019). The Word Schadenfreude is a German term that expresses a feeling of joy and pleasure at the misfortune of others. That is why there is a meaning of "harm" in the Word related to misfortune. Cecconi et al. (2020), in their article Rahmi et al. (Rahmi et al., 2021) stated, "In other words, schadenfreude is a feeling of happiness for the misfortune of others."

Schopenhauer (1995), in the article by Rahmi et al. (Rahmi et al., 2021), states that the true feeling of happiness is related to the feeling of unhappiness. That is, the feeling of pleasure a person feels is also based on the feeling of displeasure. He mentioned an example of someone who owned a house for the first time and felt extraordinary happiness. He stated that the feeling of happiness felt by the person was not solely due to the success of buying a new house but also the feeling of release from the worry of not having a house that caused him not to feel that happiness. This explanation then shows that there is a tendency where unhappiness that occurs to others will be able to provide happiness to others who see it. Schopenhauer's explanation shows that something is inseparable from the happiness of others who do not or have not felt it. No matter what kind of happiness or sense of humor we feel or see, it reflects the misfortune of others. The most apparent type of comedy that laughs at someone's misery is slapstick comedy. Long ago in America, Thomas Dartmouth hosted a theatre called The Minstrel Show. At that time, Mic had not yet been born, so the comics used Slapstick, better known today as physical jokes (Tarigan et al., 2024). Slapstick comedy is a type of physical comedy that shows the difficulty or misery of certain characters due to the treatment or

"evil" of other characters. However, in this case, the researcher focuses not on Schopenhauer's statement but on the statement regarding the true meaning of the Word Schadenfreude itself.

Schadenfreude involves more than simply conveying one's pleasure at a misfortune; it may also increase the likelihood of sharing the news of that failure. For example, Schadenfreude was associated with communicating negative information about a failed product (Crysel & Webster, 2018). Crysel and Webster's statement shows that Schadenfreude is not as simple as laughing at others who experience misfortune. However, when someone intends to spread negative news or information about someone's misfortune, it is also considered Schadenfreude. Crysel and Webster, in their article (Crysel & Webster, 2018), also revealed that in a study on envy and its relationship to narcissistic vulnerability, researchers developed an ad-hoc six-item trait-level schadenfreude scale. Despite that, no formal psychometric testing was done in developing this Schadenfreude scale partly because the article focused on narcissism had good reliability (α = .90), and principal components analysis revealed a single factor. Although two of the items ostensibly measured Schadenfreude (seeing others fail can sometimes feel good, and When someone I dislike fails at something, it makes me smile), one appeared to measure resentment (When somebody beats me at something, I secretly hope something terrible will happen to them). Three appeared to assess envy (I take pleasure in somebody better than me having a setback," "Hollywood celebrities get what is coming to them," and "Somebody that has what I want should `not have it all"). As discussed below, both envy and resentment are distinct from Schadenfreude." From Crysel & Webster's statement, it is clear that Schadenfreude is not necessarily equated with envy, even though the research results stated will clearly illustrate that Schadenfreude is related or correlates with envy.

Lestari & Setiowati (2021), in the article by Wulandari & Susilarini (Wulandari & Susilarini, 2023), state that students carry out their duties and obligations are considered not easy because there is one weakness in students that makes them unable to control every emotion and behavior one of which is schadenfreude behavior. Still, in the Wulandari & Susilarini article, Kilapong (2022) states that the envious attitude that individuals often feel and the attitude of comparing themselves to the achievements of other people has become one of the supporters of the emergence of schadenfreude behavior (Wulandari & Susilarini, 2023). Firdaus (2021), in the article by Wulandari & Susilarini (Wulandari & Susilarini, 2023), states that one of the factors that influence schadenfreude behavior is self-esteem. Schadenfreude can occur in any individual who has a low self-assessment of himself. The misfortune received by others can be used as an excuse to increase their self-esteem because individuals feel that they are better than others. Liu & Wei (2019) in Wulandari & Susilarini's article (Wulandari & Susilarini, 2023), individuals can simultaneously experience high schadenfreude and low feelings of empathy when seeing the misfortune of others. From the various sources provided by Wulandari and Susilarini above, it can be seen that Schadenfreude is not always related to or correlated with envy. Schadenfreude is more related to the lack of empathy that a person has, or the insecurity in him so that he is happy to see other people experiencing bad things or because of the lack of restraint or control of one's emotions and behavior due to doing difficult things. Researchers will focus on Schadenfreude, which occurs due to the inability to control emotions because they do things they find difficult.

What arouses Schadenfreude is that the misfortune of others must be judged by the schadenfroh (a person who is happy with other people's misfortune) as satisfying some important personal problem. Thus, the misfortune of an envied friend can arouse Schadenfreude if this misfortune provides psychological benefit to Schadenfroch (Kusmantoro & Rahayuningsih, 2023). This causes Schadenfreude to appear or be initiated when there is a sense of pleasure in someone's misfortune that provides psychological satisfaction to them as users. One example of an explanation to understand this is the behavior of someone who is not by expectations raises a response that is not by what is expected (Kusmantoro & Rahayuningsih, 2023). This can be exemplified in the problem of students who have just entered the world of lectures, where the behaviors of the surrounding people and their peers who behave not as expected can cause Schadenfreude. This can also occur in the area of advertising a product. A company widely uses this as a way to advertise its products and to bring down other products. Yucel-Aybat and Kramer (2017), in the article Manggarani et al. (Manggarani et al., 2021), stated that comparative ads that feature lower brand failures can give

Schadenfreude too. Given the consumer response that an ad can influence, it is no surprise that companies rely on Schadenfreude to create advertisements for their brands. Companies use this method to improve their brand by showing the failure of competitors' products so that consumers who use their products can promote them by telling and laughing at their competitors' ugliness or product failure. That is one of the things that can provoke Schadenfreude to appear.

Schadenfreude hurts life when it is raised or expressed. According to Smith (2013), Schadenfreude is a natural emotion, but that does not mean that this can be tolerated, primarily as it is known that Schadenfreude can lead to actions that hurt others (Akhrani et al., 2021). Based on the type, Schadenfreude Cecconi et al. (Cecconi et al., 2020): Aversion: Subject A feels a sense of dislike of subject B. When subject B undergoes an unfortunate event, subject A experiences Schadenfreude (e.g., I experienced Schadenfreude when a person I disliked failed an exam). Injustice: Subject B commits an unfair act or receives an undeserved advantage. When an unfortunate event happens to B, subject A feels Schadenfreude (I felt Schadenfreude when a person who betrayed a friend of mine was betrayed by his girlfriend). Identification: Subject A is involved in direct rivalry/competition with subject B. When subject B suffers a misfortune, subject A feels Schadenfreude (I felt Schadenfreude when a rival team of the one I cheered for lost a game). Compensation: Subject A suffered an unfortunate event. When subject B also suffers the same kind of unfortunate event, subject A feels Schadenfreude (I felt Schadenfreude when my boss denied a day off to me. On the day I had asked for, the weather was bad, so no one enjoyed that day). Wang et al., (Wang et al., 2019) add three other types of Schadenfreude, namely: Aggression: it derives from a previous sense of social identity formed during childhood, a sense of belonging to an ingroup. Rivalry: Schadenfroh focuses on one's social status, comparing it with those who have suffered a negative event. Justice: Justice Schadenfreude focuses on the other and not on its status. Therefore, it can be felt when social comparison is involved, and it is other-oriented.

This research focuses on Schadenfreude, which occurs in students due to their inability to control emotions because they are doing things that they think are difficult. The data source used is screenshot evidence of student group communication that has been converted into script form. The data that appears as a form of representation of the sense of emotion is intended to laugh at by demonizing the shortcomings or weaknesses of others considered rivals or people he does not like at that time, where that person is his lecturer. The data will be classified based on Cecconi and Wang's type of emotion.

Speech acts are actions arising from speech or utterances before speech acts result from a sentence in certain conditions and are the smallest unit of language communication (Murti et al., 2018). Speech acts are expressed as a sentence or Word as an expression before the action. Speech acts are one of the materials in Pragmatics and are studied when someone studies linguistics. Pragmatics is the study of a language from a functional perspective that seeks to explain some aspects of linguistic structures concerning non-linguistic influences and symptoms (Murti et al., 2018). When connected to speech acts, pragmatics studies the meaning to be conveyed from these speech acts. Pragmatics also examines the ability of the language user to connect the speech used with the situation that is happening, whether it is related or not. Speech acts have several forms, namely locutionary speech acts, illocutionary speech acts, and perlocutionary speech acts, as conveyed by Putri (2019) through Searle's remarks in Anggraeni & Utomo's article (Anggraeni & Utomo, 2021), Locutionary speech acts are speech acts used to convey something. In line with Saifudin's article (Saifudin, 2019) states that "Locution is the act of saying something. Locutionary speech acts are used when someone wants to convey something meaningful to the listener in an act of communication. Examples of locutionary speech acts include the grammatical form, news sentences, orders, and question sentences (Oktavia, 2019). Illocutionary acts, namely the act of doing something based on what is spoken (Habermas, 1998).

Illocution is what is achieved by communicating the intention to achieve something. Speech can contain specific "power". Illocutionary speech acts convey something. In contrast, behind the utterance, there is something to be achieved through action. Illocutionary speech acts will function well if there is "power" behind the speech. The "power" referred to here relates to the desire and intention of the speaker to express an attitude towards a situation. In classification, examples of illocutionary speech acts are assertive,

directive, commissive, expressive, and declarative (Oktavia, 2019). Perlocutionary speech acts are speech acts that can produce certain effects on the listener based on the situation and conditions of pronunciation (Suyono, 1990, p. 17). The statement shows that perlocutionary speech acts have effects and reactions on the listener, either intentionally or unintentionally, and this perlocutionary speech can give different effects and responses to the speakers (Nadzifah & Utomo, 2020). Perlocutionary speech acts are speech acts that affect or influence the listener. The effect or influence will be different for each person who listens. Examples of perlocutionary speech acts are convincing, persuading, dissuading, telling, surprising, or misleading by saying something to achieve what is desired (Saifudin, 2019). From this explanation, the difference between locution, illocution, and perlocution is that locution only conveys something meaningful. In contrast, illocution is used to convey something meaningful accompanied by action so that what the speaker wants to happen while perlocution is a speech act that only wants to influence the listener, perlocution focuses on the effect or influence that the listener receives when the speech is delivered. So, this study aims to analyze what types of speech acts affect the emergence of Schadenfreude in student WhatsApp group conversations and what types of Schadenfreude arise because of these speech acts based on Cecconi and Wang's theory.

METHODOLOGY

The type of research conducted is qualitative research with a phenomenological design. Qualitative methods allow researchers to examine research objects in depth and detail (Asbari et al., 2020). Qualitative research examines a problem, and the results will be described thoroughly. Creswell (2015), in the article Asbari et al. (Asbari et al., 2020), states that the primary purpose of phenomenology is to reduce individual experiences of phenomena to descriptions of the essence or universal essence. Herdiansyah (2012) in Balkis & Masykur (Balkis & Masykur, 2016) reveals that phenomenology is an approach used to reveal, study, and understand a phenomenon along with how and what causes the phenomenon to appear or occur in actual conditions based on experience to the level of belief of the individual concerned. The phenomenological design aims to reveal a phenomenon based on the researcher's experience, in this case, the phenomenon of Schadenfreude. The phenomenon to be found is what kind of speech acts can trigger Schadenfreude's occurrence in this study's data source. The description of the phenomenon becomes distinctive and unique according to the situation in which the phenomenon occurs. The data source used in this research was the documented text of 9 screenshots and 2 video screen recordings in student WhatsApp group conversations when they were taking the online midterm exam while talking about the badness of the lecturer due to the application of the exam that the students did not understand. All speech acts that get responses from others due to Schadenfreude in the WhatsApp group are used as research data.

Researchers apply MDAP (Manual Data Analysis Procedure) to analyze data sources to become data. Manual Data Analysis Procedure (MDAP) is a method of data analysis that is comprehensive and systematic but not rigid, providing space that stimulates intuition and creativity as optimally and maximally as possible (Rofiah & Burhan Bungin, 2024). MDAP, or Manual Data Analysis Procedure, is a qualitative research data analysis method used to assist researchers in analyzing their research data. The steps applied in carrying out data analysis using MDAP are: (1) Thorough preparation of the coding process, (2) the Categorization process, (3) The process of determining themes, and (4) The process of forming memos. (Rofiah & Burhan Bungin, 2024)

A brief description of the procedure for conducting this method's analysis First, the screenshots and video screenshots are copied into Word form. The copy is called a transcript. This transcript contains the course of events from beginning to end. This transcript must also contain objectively impartial and as it is. The transcripts of the data sources were re-read in detail so that simple coding could be carried out. All speech acts that initiate the occurrence of Schadenfreude in others are coded. Based on Saldana's book (Saldaña, 2015) states that when the researcher conducts the analysis, what is given codes are: (1) statements, (2) behaviors, (3) events, (4) feelings, (5) actions of informants, (6) special events and others based on what is contained in the data segment. After the transcripts were coded, the coding results were transferred into a form of categorization. Each similar code will be categorized into the same category. By sorting the codes

that are considered data into categories, the researcher can detect consistent and overarching themes as research data. Themes can tell the same story from different perspectives or several different stories that are connected. The messy qualitative data now has a meaningful arrangement with these themes. After the formation of themes, the next step is the creation of Memos. With the use of memos, it can help clarify thoughts about the results of the analysis obtained according to the research topic. Memos ensure that the course of the analysis results obtained is clearly illustrated.

RESEARCH RESULTS

The researcher's steps in analyzing data sources followed the steps mentioned in the research methods section.

Thorough Preparation of The Coding Process

The researcher converted the screenshots obtained into typed form using Word to make group or coding easy to see which sentences influenced the emergence of Schadenfreude. This transcript will contain conversations between students discussing the lecturer of the course. These conversations occur when students are conducting Midterm Exams through Teams or online.

Percakapan di grup whasapp mahasiswa-mahasiswa tersebut

P: Eh, jawabnya gmn deh

Di kasih tanda aja apa gmn deh?

Av: Jawabannya bagi

C: Teken bulat bulat (Pau:eh, jawabnya gmn deh)

Av: lama bgt anj

L: Di klik di bulet ul (Pau: di kasih tanda aja apa gmn deh?)

C: aku tadi gitu juga (Alva: lama bgt anj)

P: Sblh mana deh?

Av: sir yules kelas a kan?

C: Yang bulat ini

L: ini ul *photo

P: Wah anjim gw pake hp lgi

L: Gua salah pencet lagi anjir nomor 1

Al: gpp aku juga (Pau: Wah anjim gw pake hp lgi)

Tandain aja

Av: sir yules kelas a kan?

Al: iyaa ro (Alva: sir yules kelas a kan?)

Figure 1. Screenshot of conversation in WhatsApp group

From this WhatsApp conversation, it was found that the students were badmouthing the lecturer in the back while discussing how to do the online exam. There was quite a lot of harsh language about the lecturer among the students. Other students responded by demonizing the lecturer with other discussions.

Categorization Process

From the transcript results, the researcher coded using the transcript to mark which were important data for this research. The researcher manually coded the coding from the screenshots obtained in the WhatsApp conversation. In this coding, the researcher chooses based on the utterances that initiate the occurrence of Schadenfreude.

Tabel Klasifikasi dan pengkodingan sumber data (*selective coding*)

No	Kalimat	Jenis tuturan	Schaddenfreude	Tanggapan	Kalimat	Jenis tuturan
1	Cy: makanyaa (Fn: Ini essay yg kedua gue blm isi jir) Af: 29 apa deh? Tz: Bapaknya gak ngadi pembeda antara tiap section :") intra	Lokusi	Compensation Aggression	-	-	-
2	Fn: Eh pas excuse me d kelarin Av: SIAPA YANG TY TADI Mk: WKWKWK Rd: Kasihan wkwk Al: GASOPAN SI YULES	Perlokusi	Aggression	Mentertawakan Menegaskan Sebab-akibat -	Dv: Wkwkwkwk Fn; IYA WOI (Amel: GASOPAN SI YULES) Rd: Mana masih muda cay Cy: pa kyu	Perlokusi

Figure 2. Categorization table of WhatsApp group screenshots

In coding, the researcher chose selective coding. According to Charmaz & Thornberg (2021) in the article, Rofiah & Burhan Bungin (Rofiah & Burhan Bungin, 2024) states that there are three types of codes, namely; "1. Open Coding (open coding) - where researchers begin to group or divide data into similar groupings and form categories of initial information about the phenomenon being studied. 2. Axial Coding - the researcher combines the identified categories into groupings following intensive open coding. These groupings resemble themes and are generally new ways of seeing and understanding the phenomenon under study. 3. Selective Coding - the researcher organizes and integrates the categories and themes to articulate a coherent understanding or theory of the study phenomenon."

Researchers chose Selective Coding because it restricts the speech used. The researcher only chooses speech acts related to locution, illocution, and perlocution. The result of the coding will be themes that are still arranged randomly.

The Process of Determining Theme

Kategorisasi

Awalan		Tanggapan
Lokusi –	Compensation Aggression	-
Lokusi –	Compensation Aggression	
Lokusi –	Compensation Aggression	
Perlokusi -	Aggression	Perlokusi
Perlokusi -	Aggression	Perlokusi
Perlokusi -	Aggression	Lokusi
Perlokusi -	Aggression	Lokusi
Perlokusi -	Compensation	Lokusi
Perlokusi	Justice	Perlokusi
Perlokusi -	Compensation Rivalry	Lokusi
Perlokusi -	Aversion Aggression	Lokusi
Perlokusi -	Aversion	Lokusi

Figure 3. Themes from the categorization table

From the codes that have been categorized, researchers begin to compile words describing the phenomenological process of the theories discussed by the situation used as a data source. The description can support or not support the researcher's assumption or hypothesis of a phenomenon; speech acts in WhatsApp conversations can be a factor in the emergence of Schadenfreude. Spradley categorizes data consisting of 4 parts, namely (1) Domain Analysis, (2) Taxonomic Analysis, (3) Componential Analysis, and (4) Cultural themes (Rofiah & Burhan Bungin, 2024). First, domain analysis obtains a general and comprehensive description of the research object or social situation under study. Researchers find specific categories or domains as a foothold for further research through general and detailed questions. The more domains that are selected, the more time is needed for research. Data is obtained from the grand tour and monitor questions.

The result is a general description of the object under study, which has never been known. In this analysis, the information obtained is not yet deep, but it is still on the surface. However, domains or categories of the social situation under study have been found. Second, to find out the structure of taxonomic analysis, which describes the selected domains in more detail and their internal structure. Conducted with focused observation. Analysis of all data collected based on the predetermined domain. Thus, the domains determined to be cover terms by researchers can be parsed in more detail and depth through this taxonomic analysis. The results of the taxonomic analysis can be presented in the form of box diagrams, line node diagrams, and outlines.

Third, componential analysis is an analysis that looks for specific characteristics in each internal structure by contrasting between elements. The analysis is conducted as observations and selected interviews with contrasting. In componential analysis, what is sought to be organized in the domain is not the similarity in the domain but rather the difference or the contrast. This data is sought through observation, interviews, and selected documentation. With these triangulated data collection techniques, several specific dimensions that differ in each element will be found. Fourth, cultural theme analysis looks for relationships between domains and how they relate to the whole, expressed in themes or research titles" (Wijaya, 2018). In the domain analysis, researchers focus on speech acts that trigger response actions by laughing and making fun of the topic of conversation in WhatsApp conversations.

Furthermore, the taxonomy analysis was carried out based on the domain analysis results. The results show that two speech acts appear in the data source: locution speech acts and perlocution speech acts—responses in the form of laughing and making fun of a related theory, namely Schadenfreude. The type of Schadenfreude based on Cecconi is the type of Schadenfreude Compensation that appears. While the type of Schadenfreude based on Wang appears as the type of Schadenfreude Aggression and Rivalry, the majority that appears is Aggression. In the componential analysis, contrasting differences were obtained from the results of the taxonomy analysis. Every locutionary speech act with Schadenfreude Compensation and Aggression in the sentence does not get a response in the form of any speech act. The perlocutionary speech acts with the types of Schadenfreude Compensation and Aggression in the sentence get perlocutionary speech act responses as well, and there are also locutionary speech act responses. Then, perlocutionary speech acts with the type of Schadenfreude Compensation and Justice in the sentence; the responses obtained are also perlocutionary speech acts and locutionary speech acts. Finally, perlocutionary speech acts with the types of Schadenfreude Compensation, Rivalry, Aversion, and Aggression in the sentence; the responses obtained are locutionary speech acts. From the results of the description of the three analyses conducted above, the cultural theme analysis produces a relationship that only perlocutionary speech acts with any Schadenfreude in the sentence to get responses from other students. While speech acts other than perlocution, namely locution, do not get any response from other students, regardless of the type of Schadenfreude in the sentence.

The Formation Process of Memos

Memos can help clarify thinking about research topics, provide a mechanism for articulating subjective assumptions and perspectives about the research field, and facilitate the development of research designs (Rofiah & Burhan Bungin, 2024).
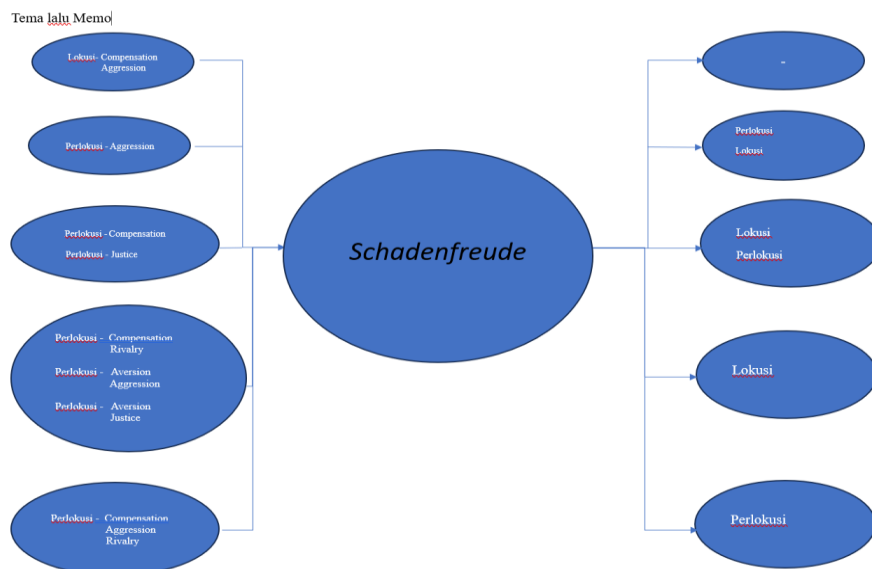
Figure 4. Memo dari tema

The memo illustrated here is the result of developing the themes that have been compiled. With the memo, the flow of a phenomenon with the connection with the theories used as a hypothesis tool will be easily described, and how the phenomenon occurs in detail. From the description of the memo above, a description of the phenomenon is formed: perlocutionary speech acts alone with any Schadenfreude in the sentence, which will be able to trigger responses from other students to make fun of what is being discussed. The responses given in this data source are not only in the form of perlocutionary speech acts, but there are also responses in the form of locutionary speech acts. However, the locutionary speech acts uttered when demonizing the subject that is the topic of conversation do not trigger any response from other students, regardless of the type of Schadenfreude in the locutionary speech act sentence.

DISCUSSION

From the research findings described above, researchers relate the findings to the hypothesis that speech acts in WhatsApp conversations can be a factor in the emergence of Schadenfreude. The existing results show that the speech acts in the students' WhatsApp group that initiate Schadenfreude are perlocutionary speech acts. Another speech act also implies that Schadenfreude is a locutionary speech act. However, from these locutionary speech acts, no response implies Schadenfreude from other students; in fact, there is no response regarding these locutionary speech acts.

From the sentences that use perlocutionary speech acts, it can be seen that most speech acts imply Schadenfreude of the Compensation and Aggression types. Compensation occurred because most students had the same difficulty completing the Final Semester Examination. Compensation: Subject A suffered an unfortunate event (Cecconi et al., 2020). Because of this, their dislike for their lecturer was reflected in the way they laughed while making fun of the lecturer because of the background of the difficulties they both experienced. Aggression occurs because they want to be accepted or feel in the group. Schadenfreude is a type of Aggression committed by students who perpetrate it. It is motivated because they feel they are in the same group or are trying to be accepted by others. Aggression: It derives from a previous sense of social identity formed during childhood, a sense of belonging to an ingroup (Wang et al., 2019). That is why so many types of Schadenfreude occur from these perlocutionary speech acts combined with types of Aggression. The results are reinforced by research by Febrian et al. (Febrian et al., 2023), which states that this is because verbal bullying is a speech act expressed by the perpetrator that is directly related to the victim's emotions. Speech acts can initiate someone to do bullying.

From the results of the research discussion, it can also be seen that Schadenfreude is related to bullying. There are factors that cause bullying, namely internal factors (mental and emotional health, such as high and

low empathy, for example, Schadenfreude) and external factors (family, peers, school, school climate, and surroundings) (Rahmawati, 2017). Schadenfreude is a form of bullying related to factors within the bully. The perlocutionary speech act mainly affects the occurrence of Schadenfreude because of the effect or influence that wants to be given to the listener. That is also what happens in 'bullying' because there are other people who provide reinforcing effects so that 'bullying' occurs. The presence of other people during a bullying event can amplify and support the increase in bullying actions (Widyastika & Anisah, 2023). The results of this study illustrate that speech acts can influence other people to commit bullying. The perlocutionary speech act can influence the listener to laugh (Schadenfreude) the physical treatment (Bullying) of the victim.

CONCLUSIONS

From the research results that have been described above, the speech acts that can initiate Schadenfreude in the WhatsApp group conversation are perlocutionary speech acts. This is clear: Perlocutionary speech acts are acts that give the listener effect or influence because the situation behind the conversation in the WhatsApp group is a situation of difficulty that they experience together while taking the Midterm Exam, so the most common types of Schadenfreude that occur are types of compensation and Aggression. Compensation because they both feel the same type of difficulty simultaneously. Aggression occurs because they feel like they are in the same group or want to be accepted by others, so they do the same thing: Schadenfreude.

Researchers' research is still based on conversations conducted by students on WhatsApp. However, researchers suggest further research on the same topic and the same theory, such as providing questionnaires or in-depth interviews with research subjects to strengthen and deepen the discussion.

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