

**ILLOCUTIONARY ACTS USED BY LUCY ON THE
ENGLISH WITH LUCY YOUTUBE CHANNEL**

THESIS



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ILLOCUTIONARY ACTS FOUND IN THE LINGUISTIC EXPRESSIONS
USED BY LUCY ON THE *ENGLISH WITH LUCY* YOUTUBE CHANNEL

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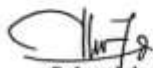
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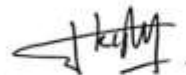
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ABSTRACT

Farah, N. T. N. (2023). *Illocutionary Acts Used by Lucy on The English with Lucy Youtube Channel*. English Literature Department, Faculty of Adab and Humanities, UIN Sunan Ampel Surabaya. Advisors: (I) Suhandoko, M.Pd., (II) Murni Fidiyanti, MA.

This study investigates the illocutionary acts performed by Lucy in the "English with Lucy" YouTube channel and examines their functions. The focus is on understanding the types and functions of illocutionary acts employed by an educator in a one-way communication setting. The research problem addressed are: (1) What are the types of illocutionary acts used by Lucy on the English with Lucy YouTube channel? (2) What are the functions of illocutionary acts used by Lucy on the English with Lucy YouTube channel?

Qualitative research methods were utilized to explore and analyze the linguistic phenomenon under investigation. The researcher adopted a descriptive approach, analyzing the transcripts of two videos from the channel: "DO NOT say 'you're welcome!' Respond to 'thank you' PROPERLY!" and "20 Different Ways to Wish 'Happy Birthday' & 'Happy Anniversary'." The data collection process involved transcribing the videos and identifying the types and functions of illocutionary acts. The analysis proceeded by describing the observed context and patterns in the videos.

The researcher identified four types of illocutionary acts: assertive, directive, commissive, and expressive. Assertive acts encompass explanations, statements, assertions, information sharing, and storytelling. Directive acts include suggestions, orders, instructions, advice, recommendations, and directions. Expressive acts involve welcoming and wishing. The researcher only found one instance of a commissive act, which is promising. However, no instances of declaration acts are identified, as Lucy, in her role as an educator, does not express conditions aimed at changing the status or condition of an object.

Based on the research findings, the researcher concludes that Lucy's linguistic expressions as an online educator have positive impacts on her audience. By using the functions that have been found from the types of illocutionary acts, Lucy is able to enhance audience understanding, foster a conducive learning atmosphere, and convey material through various approaches, despite the absence of observable listener responses.

Keywords: speech act, illocutionary acts types, illocutionary acts functions

ABSTRAK

Farah, N. T. N. 2023. *Tindak Ilokusi yang Digunakan oleh Lucy di Channel Youtube English with Lucy*. Program Studi Sastra Inggris, Fakultas Adab dan Humaniora, UIN Sunan Ampel Surabaya. Pembimbing: (I) Suhandoko, M.Pd., (II) Murni Fidiyanti, MA.

Penelitian ini menyelidiki tindak ilokusi yang dilakukan oleh Lucy dalam saluran YouTube "*English with Lucy*" dan mengkaji fungsinya. Fokusnya adalah untuk memahami jenis dan fungsi tindak ilokusi yang digunakan oleh seorang pendidik dalam komunikasi satu arah. Masalah penelitian yang dibahas adalah: (1) Apa jenis tindak ilokusi yang digunakan oleh Lucy di saluran YouTube *English with Lucy*? (2) Apa fungsi dari tindak ilokusi yang digunakan oleh Lucy pada saluran YouTube *English with Lucy*?

Metode penelitian kualitatif digunakan untuk mengeksplorasi dan menganalisis fenomena linguistik yang diteliti. Peneliti mengambil pendekatan deskriptif, menganalisis transkrip dua video dari saluran: "*DO NOT say 'you're welcome'! Respond to 'thank you' PROPERLY!*" dan "*20 Different Ways to Wish 'Happy Birthday' & 'Happy Anniversary'*". Proses pengumpulan data melibatkan transkripsi video dan mengidentifikasi jenis dan fungsi tindak ilokusi. Analisis dilanjutkan dengan mendeskripsikan konteks dan pola yang diamati dalam video.

Peneliti mengidentifikasi empat jenis tindak ilokusi: asertif, direktif, komisif, dan ekspresif. Tindakan asertif meliputi penjelasan, pernyataan, penegasan, berbagi informasi, dan bercerita. Tindak direktif meliputi saran, perintah, instruksi, saran, rekomendasi, dan arahan. Tindakan ekspresif melibatkan penyambutan dan harapan. Peneliti hanya menemukan satu contoh tindakan komisif, yang menjanjikan. Namun, tidak ada contoh tindakan deklarasi yang teridentifikasi, karena Lucy, dalam perannya sebagai pendidik, tidak mengungkapkan kondisi yang bertujuan untuk mengubah status atau kondisi suatu objek.

Berdasarkan temuan penelitian, peneliti menyimpulkan bahwa ekspresi linguistik Lucy sebagai pendidik online berdampak positif bagi pendengarnya. Dengan menggunakan fungsi-fungsi yang telah ditemukan dari jenis-jenis tindak ilokusi, Lucy mampu meningkatkan pemahaman audiens, menumbuhkan suasana belajar yang kondusif, dan menyampaikan materi melalui berbagai pendekatan, meskipun tidak ada respon pendengar yang dapat diamati.

Kata Kunci: tindak tutur, jenis tindak ilokusi, fungsi tindak ilokusi

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CHAPTER I

INTRODUCTION

In this chapter, the researcher presents the background of the study, research questions, the significance of the study, the scope and limitations of the study, and the definition of key terms.

1.1 Background of the Study

People regard communication as an important role in their life. If they do not communicate well, they will not be able to get what they want. The speech conveyed does not contain enough phrases and grammar. In order for someone to convey speech that can be understood by others, someone must also understand the implied meaning of the speech conveyed by the speaker so that the listener can fully understand what is being conveyed and not lead to misunderstandings. If someone cannot understand the meaning when speaking, there will be problems in communicating because every conversation always has a context in it where meaning is an important thing that must be understood by the listener. The utterance not only contains language but also refers to actions resulting from the implied meaning contained in it. Every time we speak, we perform an action such as making an appointment, issuing an order, or asking a question. Therefore, Austin (1962) put forward the theory of speech acts which describes the various ways in which language can be used to perform various kinds of actions. Speech acts are manifested through the use of certain language standards and are usually performed with the intention of producing some kind of effect on the listener.

According to Yule (1996) speech acts occur when language has the power to make someone do something or influence something. This is in line with Birner's (2013) statement "To utter something – either orally or in writing – is to do something." He asserted that an illocutionary act is a situation in which people perform an action by speaking about something that has meaning. In other words, the speech uttered by the speaker has the power to make the listener do something as a result of listening to the speaker's utterance. The speech delivered by the speaker plays an important role in the resulting action. This also includes when the speaker conveys an utterance such as telling, ordering, advising, and asking the listener so that the listener takes action on the resulting utterance. This phenomenon is called illocutionary acts.

People show action via utterances to express themselves. Levinson (1983) stated, "This act that the speaker is intending to perform – the act of stating, inviting, requesting, asking, and so on – is called the illocutionary act." He affirmed that an illocutionary act is an utterance used by the speakers to perform an action. Illocutionary acts are utterances that not only have meaning, but the utterances conveyed have the power to influence listeners. For example, when the speaker tells him that he wants water, he expects the listener to give him water. In other words, the illocutionary act lies in the intent of the utterance uttered by the speaker in making the utterance become an action that will produce a certain effect.

Many studies related to illocutionary acts have been conducted in various media, for example, in film dialogue (see Khrisnantara, 2018; Ramayanti &

Marlina, 2018; Rolandi et al., 2022; Sembiring, 2019), in political speech (see Puteri et al., 2020 and Risma et al., 2021), in talk show interviews (see Haucsa et al., 2020; Isniyati, 2021; Nasution et al., 2019), and in classroom activity (see Azhari et al., 2018; Basra & Thoyyibah, 2017; Budiasih et al., 2017; Rismayanti & Sudartini, 2016). Ramayanti (2018), Rolandi et al. (2022) and Sembiring (2019) found that directive acts were the most common type of illocutionary act in film dialogue. That is because their research analyzes characters in the movie that talks about actions in carrying out their missions. However, these studies only found the highest percentage of illocutionary acts used but did not explain in detail the context and situation of the types of illocutionary acts found. Unlike these studies, a different study was conducted by Khrisnantara (2018) which analyzed the illocutionary speech acts found by combining context and situation theory by Holmes (2013) to explain the true meaning of the illocutionary acts found. By combining the discussion between the functions of illocutionary acts and the context of the situation the researcher found that the topic, setting, participant and location can help to discuss more deeply regarding the classification of an utterance into the functions of illocutionary acts.

Studies on illocutionary acts have also been conducted to investigate how politicians use illocutionary acts in their speeches. Risma et al. (2021) studied political speech by Sandiaga Uno using Searle's theory and found all illocutionary acts used in the speech. However, a study conducted by Puteri et al. (2020) on the political speeches of Theresa May did not find declarative acts. This happened because the speeches of politicians in their research give speeches about how they

invite the public to participate in government projects or programs. Therefore, there is no supporting speech that results in a change in the condition of the object being addressed.

Further studies on illocutionary acts have also been conducted in talk shows. Nasution et al. (2019) and Fitriani (2022) found all five types of illocutionary acts and types of assertive speech acts were the most commonly found on *ABC News* and *Oprah Winfrey* talk shows. This happens because the speech produced in the talk show is information or ideas from the thoughts of the people invited to be conveyed to the listeners. In contrast to the research of Nasution et al. (2019) and Fitriani (2022), Haucsa et al. (2020) did not find declarative acts in their research because the object of the research was a talk show that contained film promotions from a resource person.

The use of illocutionary acts has also been studied in classroom interactions. Azhari et al. (2018), Basra and Thooyibah (2017), Budiasih et al. (2017) and Rismayanti and Sudartini (2016) did not find declarative acts, and assertive acts occupying the second position as the most common speech acts. This is because the teacher has the role of asking, commanding, and guiding the students to do something. Furthermore, assertive acts occupy the second highest position as the most widely used illocutionary acts because there were affirmation utterances and giving opinions during class learning. The declarative act was not found because there was no activity that supported to produced utterances that change the state of the object referred to.

Besides illocutionary act research in offline or face-to-face classroom activity, there is also illocutionary act research that has been carried out in online classroom activity by Sukinah and Efendi (2021). The research was conducted on an online platform, such as WhatsApp and Google Classroom with written interactions as the data source, and did not find declarative acts. However, the illocutionary act research conducted in written media does not show the context of the speaker's situation such as tone of speech and intonation.

Research related to illocutionary acts in classroom learning interactions, whether conducted face-to-face or online, has primarily focused on the tendency of teachers to provide instructions to students, leading to the production of directive acts. However, existing research on illocutionary acts in classroom settings has mainly explored the overall patterns of directive acts without specifically examining their use in online learning platforms where instructors solely present their content without direct observable interaction with students. This research gap highlights the need for a study that specifically investigates the utilization of illocutionary acts in online learning environments, such as YouTube, where teachers upload instructional videos without immediate student responses. By addressing this gap, the current study offers a novel perspective on the delivery methods employed by educators in online contexts, contributing to a deeper understanding of communication and pedagogy in the digital era.

The role of a teacher is to guide the learner to understand the material and explain the material as clearly as possible so that the learner is able to comprehend the material. In delivering learning materials, a teacher can convey learning topics

in various ways, such as by uploading learning materials on YouTube. A teacher helps learners to acquire knowledge, facilitates learning, and provides learning methods that learners can easily understand. This is the same as what teachers do when uploading their learning videos on YouTube. Therefore, the researcher conducted a study related to illocutionary acts in Lucy's speech on the *English with Lucy* YouTube channel. This research investigated whether there are similarities in the results of the speech of a teacher who teaches online through YouTube without direct interaction with students that can be observed with teachers who teach in the classroom with direct student interaction.

English with Lucy is a YouTube channel that presents a tutor named Lucy who is giving various lessons related to English with a British accent. The channel contains knowledge content about the English language such as a variety of lessons and exercises to help learners improve their English language skills, including grammar, vocabulary, pronunciation, and listening comprehension. In her content, Lucy provides instructions to the viewers teaching new words and phrases and how to use them in context also helping learners improve their accent and spoken English skills and others. The researcher investigated the utterances used by Lucy related to illocutionary acts and their functions.

By studying the function of illocutionary acts, we can learn how to use language effectively in different social situations and how to interpret the words and actions of others. There are specific functions of a speech act that can depend on the context and the words used. Some of its functions are directive, assertive, commissive, expressive, and declarative. For example, when a speaker invites

someone, the speaker produces an utterance which is a directive act. When the speaker gives a statement, the speaker produces an utterance which is included as an assertive act.

However, the utterances that are categorized as functions in each type of speech act have different characteristics. As a result, the speaker relies on the listener's knowledge to understand the meaning of the speaker's utterance in order to produce the effect intended by the speaker to reach the listener. Therefore, the researcher analyzed Lucy's speech using Searle's (1979) theory as the main theory and also the theory of other linguists as well as information from previous studies.

1.2 The Problem of the Study

In line with the background above, the problem of the study is formulated as follows:

1. What are the types of illocutionary acts found in the used by Lucy on the *English with Lucy* YouTube channel?
2. What are the functions of illocutionary found in the used by Lucy on the *English with Lucy* YouTube channel?

1.3 The Objective of the Study

1. This study aims to explore the specific types of illocutionary acts found in the linguistic expressions employed by Lucy on the *English with Lucy* YouTube channel.

2. This study aims to determine the specific functions of illocutionary acts found in the linguistic expressions employed by Lucy on the *English with Lucy* YouTube channel.

1.4 Significances of the Study

The researcher hopes that this study will contribute to both theoretical and practical aspects. The theoretical significance lies in providing readers with a fresh perspective on the types and functions of illocutionary acts within video content pertaining to English learning. By delving into this research, readers can broaden their understanding of such linguistic expressions. Moreover, in terms of practical significance, this study aims to enhance readers' comprehension of the discourse employed by online educators, thereby facilitating their engagement with online learning materials. Additionally, the researcher aspires to address research gaps in the field of pragmatics, ultimately yielding valuable insights for future studies.

1.5 Scope and Delimitations

This study focuses exclusively on the analysis of Lucy's speech as the primary data source. Although the *English with Lucy* channel comprises numerous videos, only two specific videos were selected for analysis: "DO NOT say 'you're welcome'! Respond to 'thank you' PROPERLY!" and "20 Different Ways to Wish 'Happy Birthday' & 'Happy Anniversary'". The researcher's selection criteria were based on the popularity of these videos, with the first video garnering over 23 million views and the second video receiving more than 10 million views.

1.6 Definition of Key Terms

To clarify the understanding of each key term, the researcher provides a definition of each key term as the following:

- a. *Illocutionary acts* are a type of speech act that study how the speaker's utterances affect the thoughts, feelings, and actions of the listener.
- b. *English with Lucy* is a YouTube channel that provides material about speaking good and appropriate English and provides directions on how to pronounce English words with a British accent.
- c. *Lucy* is an English teacher who gives her materials in the form of videos that have been uploaded on her YouTube channel, *English with Lucy*.



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CHAPTER II

REVIEW OF RELATED LITERATURE

This second chapter presents theories related to the phenomenon under study including speech acts, illocutionary acts, and references related to the subject under study.

2.1 Speech Acts

The theory of speech acts was first coined by Austin (1962) in a book entitled 'How to do things with words' which was later developed by Searle (1979). Austin (1962) stated that basically when someone says something, he also does something, this is called a speech act. This is in line with the statement from Yule (1996), "In trying to express themselves, people do not only produce utterances containing grammatical structure and words, but they also perform actions via those utterances." Yule means that in every human utterance when they try to express something they are actually performing an action through the utterance they convey. Yule (1996) also explained, "Actions performed utterances are generally called speech acts." Austin classifies speech acts into 3 categories, namely locutionary, illocutionary, and perlocutionary

2.1.1 Illocutionary Acts

According to Austin (1962), "The illocutionary act 'takes effect' in certain ways, as distinguished from producing consequences in the sense of bringing about states of affairs in the "normal way". Illocutionary speech acts occur when

the speaker states something with the intention of his utterance. Illocutionary acts manifest if the listener or speaker gets the effect of the resulting utterance because the illocutionary act has an effect in some ways caused by the consequences of the speaker's utterance. Austin states "Generally the effect amounts to bringing about the understanding of the meaning and of the force of the locution." In other words, illocutionary acts cause someone to get consequences for doing something for a locutionary utterance that is conveyed.

In addition, Searle (1979) classifies the types of illocutionary speech acts into 5 categories, they are, assertive, directive, commissive, expressive, and declarative. The following is an explanation regarding the types of illocutionary acts according to Searle (1979) below.

1. Assertive Acts

Searle (1979) defines assertive acts as speech acts that relate to the truth of what the speaker says. According to Searle (1979, p. 12), "The point or purpose of the members of the assertive class is to commit the speaker (in varying degrees) to something's being the case, to the truth of the expressed proposition." In other words, speakers convey utterances that contain conditions or propositions that are believed to be true. Searle also stated that the direction of fit in assertive acts is words-to-world. In other words, the words used in speech are intended by the speaker to describe or represent the state of the world accurately according to what is believed. Examples of functions of the assertive act are telling, suggesting, stating, and informing.

Example:

1. "He is a liar"
2. "He has appendicitis"

2. Directive Acts

According to Searle (1979), "The illocutionary point of these consists in the fact that they are attempts (of varying degrees, and hence, more precisely, they are determinates of the determinable which includes trying) by the speaker to get the hearer to do something." He explained that directive acts are illocutionary acts with the aim of getting the listener to do something. Searle also stated that the direction of fit in a directive act is world-to-words. In another sense, the words spoken by the speaker align with the speaker's behavior where the speaker's intention is based on "want" for the listener to take action in the future. Examples of functions that include directive acts are asking, commanding, ordering, and inviting.

Example:

1. "I order you to leave"
2. "I command you to stand at attention"

3. Commissive Acts

Furthermore, Searle (1979, p. 14) explained commissive acts "Commissives then are those illocutionary acts whose point is to commit the speaker (again in varying degrees) to some future course of action." Searle addressed that commissive acts occur when the speaker conveys an utterance that makes the speaker do something as a result of his utterance. Commissive acts make the

speaker do something with the intention of doing certain activity in the future.

Searle (1979) also stated that the direction of fit in commissive is world-to-words which means the speaker intends to take future action upon what the speaker said.

The sincerity condition in the commissive act is the "intention" of the speaker for the action to be carried out in the future. Some of the functions of commissive acts are promising, refusing, vowing, and warning.

Example:

1. "I promise to pay you the money"
2. "I vow to get revenge"

4. Expressive Acts

According to Searle (1979, p. 15), expressive acts are "The illocutionary point of this class is to express the psychological state specified in the sincerity condition about a state of affairs specified in the propositional content." In this type of illocutionary act, the speaker says an utterance that makes it involve an emotional state or psychological state of a situation. Searle also stated that expressive acts do not have a direction of fit like other illocutionary acts because when the speaker employed expressive acts, the speaker does not try to match the words to the world or vice versa. The focus in expressive acts is on the truth of the words that the speaker uttered which involve an emotion, feeling, or attitude. Some of the functions of this illocutionary act are congratulating, thanking, apologizing, and deploring.

Example:

1. "I thank you for paying me the money"

2. "I congratulate you for winning the race"

5. Declarations

Finally, the illocutionary act of declaration is defined by Searle (1979) as "...the purest form of the declaration: the speaker in authority brings about a state of affairs specified in the propositional content by saying in effect, I declare the state of affairs to exist." Declarations occur when the speaker produces utterances that have the effect of changing the circumstances of an object in the world. Searle (1979) argues that a declaration occurs when the utterance of the speaker has the power to successfully change the status or state of an object or person. Some of the functions of declarative acts are declaring, firing, hiring, and marrying.

Example:

1. "I appoint you chairman"
2. "You're fired"

2.2 English with Lucy

English with Lucy is a YouTube channel founded in 2016 by an English native speaker named Lucy Bella Samkins. This channel has content that focuses on learning English and how to pronounce English with British pronunciation. The *English with Lucy* YouTube channel has been subscribed by more than 8 million people around the world who want to learn English. The *English with Lucy* YouTube channel aims to identify and correct pronunciation and intonation mistakes, phoneme analysis, phoneme combination, pronunciation rules and tricks, connected speech, rhythm and stress. The videos on this channel show

Lucy who is providing material related to knowledge about the English language to the viewers.

Lucy is an English teacher who founded a YouTube channel called *English with Lucy* in 2016. She is an English woman whose full name is Lucy Bella Simkins. In addition to having an *English with Lucy* YouTube channel, she has also created a personal YouTube channel containing her daily vlogs which are presented to her fans.



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CHAPTER III

RESEARCH METHOD

In this chapter, the researcher explains several parts of conducting the research method: research design, data collection, and data analysis.

3.1 Research Design

In this study, the researcher analyzed the data with a descriptive qualitative research method approach. The results of this study were appropriate to be analyzed using a qualitative approach because the data from this study were utterances or words conveyed by someone where the data was interpreted relying on the understanding of the researcher (Miles & Huberman, 1994, p. 1). The data analyzed using a qualitative approach were the utterances conveyed by Lucy which are classified into the types and functions of illocutionary acts on her YouTube channel. Then, a descriptive approach was used to interpret and describe in detail the utterances including the types and functions of illocutionary acts that were conveyed by Lucy in teaching and giving the material to the viewers.

3.2 Data Collection

Data collection is the procedure of collecting, measuring, and analyzing accurate insights for research using standard validated techniques.

3.2.1 Research Data

The research data taken from this research is the utterances conveyed by Lucy on her YouTube channel which are classified as types and functions of

illocutionary acts. The researcher took the research data from two videos in her popular upload entitled "*DO NOT say 'you're welcome'! Respond to 'thank you' PROPERLY!*" and "20 Different Ways To Wish 'Happy Birthday' & 'Happy Anniversary'". The researcher chose to take the data from the two videos because they are among the most-watched videos. Some information related to research data and previous research was taken from the internet in order to obtain in-depth research results.

3.2.2 Data Source and Subject of the Study

The data source chosen by the researcher is YouTube media. The researcher chose to take two popular videos on the *English with Lucy* YouTube channel entitled "*DO NOT say 'you're welcome'! Respond to 'thank you' PROPERLY!*" and "*20 Different Ways To Wish 'Happy Birthday' & 'Happy Anniversary'*". The video entitled "*DO NOT say 'you're welcome'! Respond to 'thank you' PROPERLY!*" is about eight minutes long while the second video entitled "*20 Different Ways To Wish 'Happy Birthday' & 'Happy Anniversary'*" is about twelve minutes long. The data that the researcher took were utterances produced by Lucy of the two videos. The subject of this research is Lucy on the *English with Lucy* YouTube channel presenting the material. Lucy conveyed material about other ways to respond to expressions of thanks in various ways that are considered similar to what native English speakers usually do.

3.2.3 Instrument

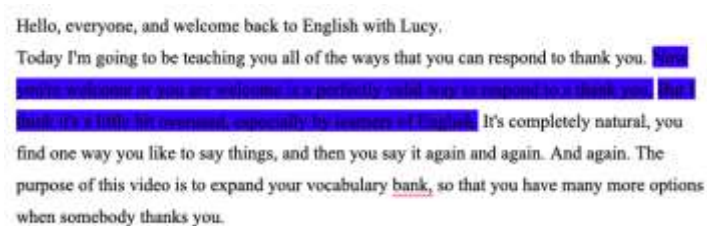
The key instrument in this research is the researcher herself because the researcher collected data and analyzed all the data collected. The researcher collected data by watching the two videos on the *English with Lucy* YouTube channel which is the source of data collection. In addition, the researcher identified utterances belonging to the types of illocutionary acts conveyed by Lucy as well as classified the functions. In this study, there was no interview or questionnaire because the researcher only analyzed the types and functions of utterances conveyed by Lucy.

3.2.4 Data Collection Technique

In collecting data, the researcher implemented several steps to complete this research:

1. The researcher selected two videos as the primary data sources for this study: "DO NOT say 'you're welcome'! Respond to 'thank you' PROPERLY!" and "20 Different Ways To Wish 'Happy Birthday' & 'Happy Anniversary'".
2. Upon downloading the videos, the researcher thoroughly watched both videos and transcribed them using the transcription tool available at <https://www.otter.ai/>.
3. Subsequently, the researcher carefully reviewed the transcriptions, cross-referencing them with the video content to ensure accuracy.
4. In the process of data collection, the researcher employed a highlighting technique to identify and categorize utterances corresponding to different types of illocutionary acts found in the transcriptions of the two videos.

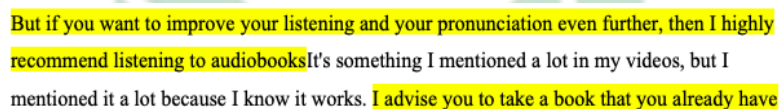
Specific colors were assigned for each type: blue for assertive acts, yellow for directive acts, purple for commissive acts, green for expressive acts, and orange for declarative acts. The following example demonstrates the highlighting method employed:



Hello, everyone, and welcome back to English with Lucy.
 Today I'm going to be teaching you all of the ways that you can respond to thank you. **Now**
before welcome or you are welcome is a perfectly valid way to respond to a thank you. **But**
what if it's a little bit awkward, especially for members of English? It's completely natural, you
 find one way you like to say things, and then you say it again and again. And again. The
 purpose of this video is to expand your vocabulary **bank**, so that you have many more options
 when somebody thanks you.

Figure 1.1: Examples of identifying selected data for assertive acts

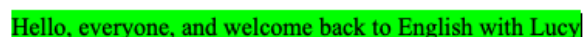
The text highlighted in blue is Lucy's utterance which is classified as an assertive illocutionary act.



But if you want to improve your listening and your pronunciation even further, then I highly
recommend listening to audiobooks It's something I mentioned a lot in my videos, but I
 mentioned it a lot because I know it works. **I advise you to take a book that you already have**

Figure 1.2: Examples of identifying selected data for directive acts

The text highlighted in yellow is Lucy's utterance which is classified as a directive illocutionary act.



Hello, everyone, and welcome back to English with Lucy!

Figure 1.3: Examples of identifying selected data for expressive acts

The text highlighted in green is Lucy's utterance which is classified as an expressive illocutionary act.

my Facebook, I've got my Instagram and I've got my Twitter(DD). And I shall see you soon for another lesson.

Figure 1.4: Examples of identifying selected data for commissive acts

The text highlighted in purple is Lucy's utterance which is classified as a commissive illocutionary act.

3.3 Data Analysis Technique

In analyzing the data, the researcher took several steps to complete this research:

1. Identifying the data

After the researcher highlights the data, the researcher identified the data by assigning the codes that belong to the types and functions of illocutionary acts. In this process, the first step that taken by the researcher was to code the data as shown in the table below.

Table 1.1 Code of function of assertive acts

The function of assertive acts	Codes
Telling	AT
Informing	AI
Stating	AST
Explaining	AE
Asserting	AA

The table above is the functions of the types of assertive illocutionary acts along with the code for analyzing data.

Table 1.2 Code of directive function acts

The function of directive acts	Codes
Sugessting	DS
Ordering	DO
Instructing	DI
Advising	DA
Recommending	DR
Directing	DD

The table above is the functions of the types of directive illocutionary acts along with the code for analyzing data.

Table 1.3 Code of commissive acts

The function of commissive acts	Code
Promising	CP

The table above is the functions of the types of commissive illocutionary acts along with the code for analyzing data.

Table 1.4 Code of expressive acts

The function of expressive acts	Codes
Wishing	EWI
Welcoming	EW

The table above is the functions of the types of commissive illocutionary acts along with the code for analyzing data.

Next, the researcher applied the type of data code in the transcription

Today I'm going to be teaching you all of the ways that you can respond to thank you. **you're welcome** or **you are welcome** is a perfectly valid way to respond to a thank you. **AI** But I think it's a little bit overused, especially by learners of English. **AST**. It's completely natural, you find one way you like to say things, and then you say it again and again. And again. The purpose of this video is to expand your vocabulary **bank**, so that you have many more options when somebody thanks you.

Figure 2.1: Assertive function code application of transcription

After highlighting the text classified as an assertive act, the researcher analyzed the function by assigning the code.

But if you want to improve your listening and your pronunciation even further, then I highly recommend listening to audiobooks **DR**. It's something I mentioned a lot in my videos, but I

Figure 2.2: Directive function code application of transcription

After highlighting the text classified as a directive act, the researcher analyzed the function by assigning the code.

my Facebook, I've got my Instagram and I've got my Twitter **DD**. **And I shall see you soon for another lesson** **CP**

Figure 2.3: Commissive function code application of transcription

After highlighting the text classified as a commissive act, the researcher analyzed the function by assigning the code.

Hello, everyone, and welcome back to English with Lucy **BW**

Figure 2.4: Expressive function code application of transcription

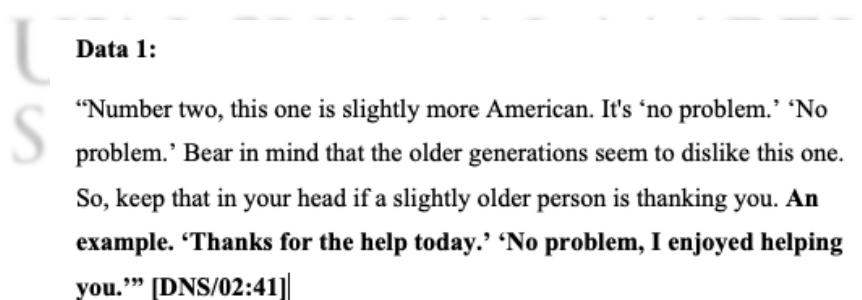
After highlighting the text classified as an expressive act, the researcher analyzed the function by assigning the code.

2. Classifying the data

After the researcher identified the data, the researcher then classified the data by coding each data based on the video title and the minutes in the video. In order for the data to be structured, the researcher categorizes the data that has been given a code to be placed in the table of the types of illocutionary acts that have been found. The data are categorized according to the functions and types of illocutionary acts found.

3. Describing the data

After the researcher classifies the data from each type found, the researcher described each selected data. Then, the researcher made a description of how the utterance belongs to a certain type and what the speaker means when saying the utterance. The researcher described the data using the theory of Searle (1979) and the theory of other linguists as well as previous research. The following is how the researcher presents the data.



The picture above is a display of how the researcher presented a description of the data. The text in bold is an utterance that is classified as one of the types of illocutionary acts mentioned. Not only presenting classified utterances but also the researcher also presented other utterances which are

not classified as illocutionary acts mentioned to understand the context of the utterance. The researcher also includes the code from the data.

4. Discussing the results of the study

After describing the data and presenting the results, the researcher discussed the results of the data that had been found. The researcher interpreted the data according to the context, patterns, and things that have been observed. The researcher answered the research question based on the analysis of the data findings. In addition, the researcher looked for alignments or deviations related to the previous study with the results of this study to find new findings that will be meaningful for the field of linguistic studies in the future.

5. Drawing conclusion

Finally, the researcher made a conclusion from all the research results that were found after the research questions are answered. The conclusion of this study contained what types and functions of illocutionary acts were found and how Lucy performs the types of illocutionary acts to the viewers. The researcher related the research findings to the research objectives and examined the implications of the research.

CHAPTER IV

FINDINGS AND DISCUSSION

In this chapter, the researcher presents the answers to the research results related to the research question. The researcher describes data analysis of Lucy's utterances in the *English with Lucy* YouTube channel which have been grouped into parts of functions and types of illocutionary acts.

4.1 Findings

The researcher presents analysis data related to Lucy's utterances in English with Lucy YouTube channel which have been grouped according to types of illocutionary acts as well as their functions. In presenting the findings, the researcher presented the findings of Lucy's utterances which have been classified into types of illocutionary acts. Then, the researcher presented an analysis of utterances which included functions of the illocutionary act type.

4.1.1 The Types of Illocutionary Acts in Lucy Utterances

The researcher used the theory from Searle (1979) in analyzing the types of illocutionary acts uttered by Lucy. According to Searle (1979), there are 5 types of illocutionary acts: assertive, directive, commissive, expressive, and declaration. However, the researcher only found 4 types of illocutionary acts found in Lucy's utterances. There are 111 utterances of the assertive type, 22 utterances of the directive type, 2 commissive utterances, and 4 expressive utterances. Here are some of the data the researcher found.

4.1.1.1 Assertive Act in Lucy's Utterances

Assertive is a type of speech act uttered by the speaker which is intended to assert the reality of a proposition that the speaker believes. Either true or false, the sentence is classified as an assertive act indicating that they involve propositional content that can be examined for accuracy with reality (Searle, 1979, p. 12). Below are examples of assertive acts and their functions found in this study.

Data 1:

“The purpose of this video is to expand your vocabulary bank, so that you have many more options when somebody thanks you. So this video is going to be perfect for improving your vocabulary.” [DNS/00:40]

The statement in bold above shows that Lucy is conveying information about the benefits viewers will get when watching the video. Lucy delivers an idea that she believes to be a fact or statement about the world. Sharing the knowledge she has regarding the purpose of the video is an act that is classified as an informing function of the assertive type.

Data 2:

“Number three is ‘have a great one’ ‘have a great one’. This one is very informal. Sometimes we use the word one in place of something that is already known to the listener, ‘have a great one’. They know that I'm talking about their birthday, ‘have a great day’, ‘have a great birthday’, ‘have a great one’. [DW/02:20]

In the data above, Lucy is explaining an expression to wish a happy birthday. The sentence in bold shows that Lucy clarified the information she conveyed earlier. This shows that Lucy's intention is to make viewers' comprehension in accordance with the facts she believes in. This is in line with

Searle's idea that assertive acts have a direction of fit words-to-world, in which the speaker's belief intends to fit the state of the world.

4.1.1.2 Directive Act in Lucy's Utterances

One of the next types of illocutionary acts is directive. Directives make the speaker influence the listener to do something (Searle, 1979, p. 13). Searle (1979) states that directive acts are in line with "world-to-words" in which the state of the world or an event aligns with the words uttered by the speaker. In other words, the intention of the speaker when saying something is to bring about certain results through what the speaker says. In the directive type, the speaker's intention is to expect action from the hearer.

Data 3:

“Number two, this one is slightly more American. It's ‘no problem’ ‘no problem’. **Bear in mind that the older generations seem to dislike this one. So, keep that in your head if a slightly older person is thanking you.**” [DNS/02:31]

Lucy's words in bold above serve to give advice to viewers to consider using a phrase. The utterance that Lucy conveyed guides the behavior of the viewers, especially in being considerate when using this phrase with older people in the future. There are illocutionary forces in Lucy's utterances such as "bear in mind" and "keep that in your head". By conveying these words, Lucy's speech affects viewers to take certain actions in the future.

Data 4:

“Number three. The third way to respond to thank you is Thank you. But this one is all about the emphasis. **If somebody thanks you but you think that they should be thanked, you can say ‘no, thank you’ or just ‘thank you’.** [DNS/02:54]

In that context, Lucy is explaining an alternative expression to respond to thank you. When informing the expression, Lucy suggests to viewers the conditions under which viewers can use the expression. By saying "You can say...", Lucy's expression influences viewers to take certain actions in the future. The expression used by Lucy affects the behavior of viewers to bring changes according to the speech uttered by Lucy. Therefore, the utterance above is classified as a directive act.

4.1.1.3 Commissive Act in Lucy's Utterances

The commissive act is one type of illocutionary act found by the researcher in this study. The commissive act is an utterance applied by the speaker that results in a commitment or intention to execute an activity in the future. In other words, the speaker produces the utterance that the speaker will perform an obligation in the future. When the speaker performs a commissive act, the listener will expect that the speaker will fulfill what is being said regarding the action that the speaker will perform in the future. Searle (1979, p. 44) asserted that commissive "Counts as the undertaking by S of an obligation to do A." To elaborate, the felicity condition that can be highlighted from the commissive act of the speaker's utterance is a promise where the speaker must have conditions such as fulfilling what the speaker said to conduct an action in the future as well as the speaker's utterance is an obligation to fulfill future behavior. The commissive act requires the speaker's statement of the intention to do something

in the future, the listener's expectations, and the commitment that can be related to the promise.

Data 5:

“Don't forget to connect with me on all of my social media. I've got my Facebook, I've got my Instagram and I've got my Twitter. **And I shall see you soon for another lesson.**” [DNS/08:22]

In line with the description regarding the commissive act above, the researcher classifies the utterances in bold as a commissive act. This can be attributed to the utterance Lucy said "I shall see you for another lesson" when she closed the video at the end. By saying this, Lucy made herself obliged to a commitment that she would fulfill in the future.

4.1.1.4 Expressive Act in Lucy's Utterances

The researcher found expressive acts from illocutionary acts. The expressive act is an utterance that is performed by the speaker to show emotion, attitude, or feeling toward the listener. According to Searle (1979, p. 18) "In the case of expressive, there is no direction of fit carried by the illocutionary force because the existence of fit is presupposed." Unlike other types that require the direction of fit, such as world-to-word or word-to-world, illocutionary from the expressive act is presupposed. It means the utterance performed by the speaker is assumed to be true either by the speaker or hearer. The speech uttered by the speaker has several characteristics or features associated with the speaker or listener's state. The expressive act occurs when the utterance performed by the speaker expresses the psychological state or attitude of the speaker without any specific intention to change a state of the world.

Data 6:

“Hello everyone, and welcome back to English with Lucy” [DW/00:11]

In this speech, Lucy is doing the opening of a video. The statement above is a warm greeting from Lucy to the audience which intends to make the atmosphere more engaged and friendly. According to the description of the expressive act above, Lucy's utterance shows the psychological state and attitude of an educator in welcoming the audience watching the video. By saying "Welcome back" Lucy tries to show appreciation to people who have previously been involved in her channel. Therefore, these utterances can be classified as expressive acts.

4.1.2 The Functions of the Type of Illocutionary Act in Lucy Utterances

According to the data analysis, the researcher found 5 types of functions of the assertive type, 6 types of functions of the directive type, 1 function of the commissive type, and 2 functions of the expressive type. Here are some of the data the researcher found.

4.1.2.1 Assertive Functions in Lucy's Utterances

a. Explaining a phrase

Explaining is one of the functions of assertive acts where the speaker tries to make a statement clear to the other person. When someone is explaining, she tries to provide detailed information such as giving an example, giving reasons behind an occurrence, context, and providing further information regarding the topic presented specifically.

Data 7:

“Number two, this one is slightly more American. It's ‘no problem.’ ‘No problem.’ Bear in mind that the older generations seem to dislike this one. So, keep that in your head if a slightly older person is thanking you. **An example. ‘Thanks for the help today.’ ‘No problem, I enjoyed helping you.’**” [DNS/02:41]

The data above is an example of an assertive type of utterance with an explaining function. Lucy in the video is telling one way to reply to a thank you by saying “No problem”. Not only telling how, but she also explained how to pronounce it by giving dialogue examples of when it happened. By giving an example of dialogue such as making the situation appear to be a reality, she tries to make the viewers clearly understand her statement. This is supported by the way she explains by giving examples of conversations in these situations such as “An example. “Thanks for the help today.” “No problem, I enjoyed helping you.”

b. Stating a statement

Stating is another function of illocutionary acts in which the speaker conveys a statement believed to be fact in an appropriate manner and tends to be straightforward.

Data 8:

“Another alternative, ‘wishing you many more candles to blow’. When we have a birthday, we blow out a certain number of candles on our cake. So, we're implying that we hope the person lives for a long time. **This tends to be a theme**” [DW/03:31]

The data above is Lucy's speech when she explains to the viewers about other ways to say congratulations. In that context, Lucy brings up the topic of how to wish a happy birthday. She stated one of the examples by saying "wishing you

many more candles to blow". At the same time, Lucy states that this is interpreted as the traditional way people celebrate birthdays by placing candles according to the age that increases in that year. That means that we expect a person to live a long life so the more candles you blow the better. Lucy also provided a statement by saying "This tends to be a theme", which means that the fact behind the birthday greetings is the culture of blowing out candles that people always do whenever their birthday comes. So, blowing out the candles is a symbol of a long live person.

c. Asserting an argument

Asserting is one of the functions of assertive acts in which the speaker says an utterance with the aim of making a strong argument for information that she claimed to be true.

Data 9:

"I really like number 11, It is 'Congratulations, you've survived another trip around the sun'. **Obviously, we go around the sun every 365 days.** I don't think I need to explain that to you. I think I'm underestimating your intelligence. **But now you know what it means.**" [DW/05:30]

The data above includes Lucy's utterances related to the asserting function. In the data above, Lucy describes an example of a different way to say happy birthday. Lucy provides an example by saying "Congratulations, you've survived another trip around the sun." To make the viewers understand better, she explained the meaning of the sentence "survived another trip around the sun" by saying "Obviously, we go around the sun every 365 days". She asserts that the earth revolves around the sun for 365 days each year which is a metaphor as

humans have succeeded in going around the sun this year. However, she did not elaborate further instead saying that if she continued to go into detail then she would seem like she was dropping the viewers' intelligence with the basic science being explained. So, Lucy asserts by saying "But you know what it means" to underline her intention.

d. Informing characteristics of a phrase

Informing is one of the functions of an assertive act. When the speaker informs something to the interlocutor, she does not only give a brief statement but also provides further facts or detailed. The speaker intends to make a statement clear enough regarding the specific topic being discussed so that the hearer is aware of the statement.

Data 10:

“Number six is much more casual. And it's slightly less heartfelt. You might say this if you don't really care, or if somebody is thanking you for doing something that you might not have wanted to do. But depending on the intonation and the tone of voice, it can also be quite warm. It's ‘that's all right.’” [DNS/04:01]

The data above is one of Lucy's utterances which is classified as an informing function of an assertive act. In that speech, Lucy is explaining one of the responses that can be used to reply to a thank you by responding "It's that's all right." Before Lucy told an example of the response, Lucy said that the following response is more casual. Then, proceed with giving further specific information by saying "and it's slightly less heartfelt." By giving further explanations, Lucy tries to educate the viewers about the specific topics that she intends to inform about to increase the viewers' understanding.

e. Telling a personal story

Telling is one of the functions of the assertive act in which the speaker conveys something related to a personal story, subjective perspective or narrates information without intending to engage in debate or add to the listener's knowledge.

Data 11:

“We have number two which is commonly found inside birthday cards. It is ‘Many happy returns, Many happy returns’. **And when I was a child I never understood this phrase when I saw it on birthday cards, but it means many happy returns of the day.**” [DW/02:00]

The utterance above is one of the utterances that is classified as a telling function of the type of assertive act. In this context, Lucy is telling the viewers about one of the phrases to express happy birthday wishes by conveying "Many happy returns." Apart from sharing information related to this topic, Lucy continued by telling her personal story regarding her past when she was little where she did not understand the meaning of the utterance. This interprets that the expression needs understanding and needs to be interpreted so that the viewers do not need to experience the same confusion. Therefore, she shared her personal story to engage herself with viewers as well as educate viewers regarding this matter.

4.1.2.2 Directive Functions in Lucy's Utterances

a. Suggesting an alternative to a response

Suggesting is one function of the directive type found in Lucy's speech. Suggesting is an utterance that makes the speaker give recommendations or make

several choices so that the listener does what is said. In other words, when the speaker suggests something to the listener, the speaker shares several ideas for the listener to choose her own decision based on the idea suggested.

Data 12:

“Number four, this one is much more formal. If we say it in its entire form. It's The pleasure is mine. The pleasure is mine. **You can also shorten it to make it less formal by saying, ‘My pleasure’ or simply ‘Pleasure.’**”
[DNS/03:23]

In the data above, Lucy shares several responses that can be said when someone thanks us. Lucy informs us that we can respond with "The pleasure is mine" in a formal version. Furthermore, Lucy suggested that if we want to respond in a less formal way, then the viewers can simplify it with "My pleasure" or just with one word "Pleasure". Therefore, Lucy provides 2 alternatives to be suggested to the viewers so they can choose according to the choices given. This shows the suggesting function of the directive act by Lucy.

b. Ordering the viewers to start a lesson

Ordering is one of the functions of the directive act found in Lucy's utterances. Ordering is an action taken by the speaker to give clear and concise directions to the hearer. The words spoken by the speaker make the directions sound straightforward and without further explanation. Thus, the ordering function makes the listener need an immediate decision to do what the speaker says.

Data 13:

“I've got loads of recommendations for great audiobooks, and also the physical book counterpart on Amazon. I really encourage you to try out this method because it could transform your pronunciation, your spelling, your vocabulary and your listening. **Right. Let's get started with the lesson.**” [DNS/01:57]

The data above is one of the teachings that are classified as an ordering function of the directive act uttered by Lucy. In that context, Lucy was about to start the topic she was going to explain. Prior to that, she was advising the viewers to get English audiobooks and physical books to study in order to improve their English-speaking skills. Then, Lucy immediately said the words "Right. Let's get started with the lesson" to start the topic to be explained. In her speech, the words "Right" and "Let's" are the illocutionary force of the ordering function. The use of the word "Right" in that context makes the brief a spoken directive. In addition, the use of the word "Let's" in this context is an indication of Lucy as a speaker expressing involvement between her and her viewers before starting the activity.

c. Instructing how to respond

Instructing is one of the functions of the type of directing found by the researcher. When the speaker is instructing, the speaker will express the words that focus on specific and detailed directions to educate or increase the listener's knowledge regarding the activities being carried out. Instructing is a form of direction that involves explaining the process being carried out. Instructing focuses on the process or steps taken by the speaker to the hearer.

Data 14:

“Number four is so, so cute. It's, ‘I always knew you two had something special’. So, if you have some friends that have always had a wonderful relationship, **you can say this to them, ‘I always knew you two had something special, had a special chemistry or a special spark together.’**” [DW/08:05]

The data is included in Lucy's speech which is classified as an instructing function. In this context, Lucy is explaining how to say happy anniversary to another couple in an expression that resembles what a native speaker says. As she stated by saying 'I always knew you two had something special' to a couple celebrating an anniversary, it interprets that they have good chemistry or vibes so that they can still be in a relationship until that year. However, not only does Lucy inform the line of expression, but she also instructs the viewers how to say it. She said 'You can say this to them' which in that context means Lucy asked the viewers to say according to her instructions by saying 'I always knew you two had something special, had a special chemistry or a special spark together.' With words and tones that are similar to native speakers, it is hoped that this will enhance the viewers' knowledge.

d. Advising to do the right learning style

Advising is one of the directive act functions found by the researcher. Advising involves directions and suggestions from the speaker addressed to the listener. Advising aims to guide listeners to be more considerate of something before doing or deciding on a specific field. The advising function is performed by the speaker when the speaker is an expert in the field being discussed and

directed to the listener. Below is one of the data related to Lucy's speech which is classified as an advising function.

Data 15:

“I advise you to take a book that you already have, a book that you've maybe already read and download the audio version and listen to it whilst you are reading. Just reading alone will not help you with your pronunciation. Because English is not a phonetic language.”
[DNS/L11/01:06]

In this data, Lucy is about to start the topic being discussed. Before that, Lucy made an opening by recommending that if the viewers wanted to improve their listening and pronunciation skills, the viewers should install audiobooks to listen to. Then, Lucy continued by advising viewers to download audio versions of books that the viewers already had read to listen to while re-reading. As Lucy stated that it would improve the listening and pronunciation skills of the viewers because English is not a phonetic language. It is interpreted that Lucy is advising the viewers because she wants the viewers not only to read English texts but also to know how native speakers pronounce the words. Then Lucy continued by informing 'Because English is not a phonetic language' which in this context Lucy wants the viewers to be aware that the way English is spelled does not correspond to what is written. Illocutionary force in Lucy's speech lies in 'I advise you to' which indicates the intention of the speaker so that the listener does what the speaker said.

e. Recommending to watch her other videos

Recommending is one function of the type of directive follow. When the speaker recommends something to the listeners, the speaker says something by

offering or promoting certain brands and items based on an assessment of the experience she has done or tried. Recommending occurs when the speaker intends to give her opinion regarding the suggestion to be actually considered by the listener. In different terms, recommending denotes the words produced by the speaker to guide the listener to take a certain action after considering it.

Data 16:

“If you're looking to acquire some further vocabulary, and improve your listening skills, then I also have a vlogging channel where I've logged my daily life on a farm in the UK. And importantly, every video is fully subtitled so you can use it to learn new vocabulary in context and also practice your listening.” [DW/11:47]

The data above is one of those classified into the recommending function of the directive act. In that context, Lucy is doing the closing of a video related to various ways to say congratulation. At the end of the video, Lucy reminds the viewers not to learn English just by reading English texts or just listening to it, since she stated that English is not a phonetic language in the early video. Therefore, before ending the video, she recommends that the viewers watch her daily vlogs which include subtitles so that viewers can enrich their vocabulary and improve their listening skills. When Lucy says “... every video is fully subtitled so you can use it to learn new vocabulary in context and also practice your listening.”, she emphasizes the benefits and important value of something she recommends which is her daily vlog video as material for enhance the viewers’ English skills. In that particular way, she as a speaker expects an action from the listener which is the viewers to consider the offer she provides. It shows a recommending function of the directive act.

f. Directing to follow her social media

Directing is one of the functions of the type of directive. The directing function occurs when the speaker makes directions to the listener in a concise manner with brief instructions. The directing function occurs when the speaker intends to guide rather than order the listener. Directing requires the listener to be more flexible and negotiable in giving directions but still focuses on guiding and influencing the listener's decisions.

Data 17:

“Don't forget to connect with me on all of my social media. I've got my Facebook, my Instagram and my website English with lucy.co.uk. There I have got an amazing interactive pronunciation tool so you can click on sounds and hear me pronounce them.” [DW/12:08]

The data is included in the data that is classified as a directing function. In relation to that context, Lucy is doing a closing video regarding alternative ways to congratulate others. While closing, Lucy reminded the viewers to follow her social media and website so that the viewers could enhance their English skills. However, Lucy does not just remind, Lucy also intends to influence and guide viewers' behavior by saying “Don't forget to connect with me on all of my social media” which is then followed by mentioning her various social media and website. Apart from that, she also mentioned the importance and benefits of engaging on her social media which shows that Lucy intends to influence viewers' behavior to consider her instruction.

4.1.2.3 Commissive Function in Lucy's Utterances

a. Promising to make another video

Promising is the only function of commissive acts found by the researcher in this study. Promising is a function that shows the speaker's utterance that the speaker is committed to performing a behavior in the future. The listener will expect that the speaker will fulfill his promise in the future. In addition, the promising function is the speaker's ability to do something that is an obligation to fulfill. Below is one of the data that represents a promising function.

Data 18:

“Don't forget to connect with me on all of my social media. I've got my Facebook, my Instagram and my website English with lucy.co.uk. There I have got an amazing interactive pronunciation tool so you can click on sounds and hear me pronounce them. **I will see you soon for another lesson.**” [DW/12:25]

The data above is Lucy's speech, classified into a promising function. In that context, Lucy was doing the closing for her video. After reminding the viewers to follow her on social media, Lucy gave her final line with "I will see you soon for another lesson." That suggests that Lucy promises to make more learning videos for viewers in the future. The propositional content in Lucy's speech is in her words which explicitly say "I will" which shows the condition that she will fulfill her words in the future. It shows her ability to perform the behavior and gives hope or expectation to the listener about an event in the future. Besides that, by applying the promising function of saying "I will see you for another lesson" she wants to continue to be connected with the presence of her viewers in the future by continuing to make other video lessons.

4.1.2.4 Expressive Functions in Lucy's Utterances

The researcher found expressive acts from illocutionary acts. The expressive act is an utterance that is performed by the speaker to show emotion, attitude, or feeling toward the listener. According to Searle (1979, p. 18) "In the case of expressive, there is no direction of fit carried by the illocutionary force because the existence of fit is presupposed." Unlike other types that require the direction of fit, such as world-to-word or word-to-world, illocutionary from the expressive act is presupposed. It means the utterance performed by the speaker is assumed to be true either by the speaker or hearer. The speech uttered by the speaker has several characteristics or features associated with the speaker or listener's state. The expressive act occurs when the utterance performed by the speaker expresses the psychological state or attitude of the speaker without any specific intention to change a state of the world. Following are a few of the expressive act functions found by the researcher.

a. **Welcoming viewers by greeting them**

Welcoming is one of the expressive act functions found in Lucy's speech. Welcoming shows a friendly act from the speaker for the presence of the listener. When the speaker performs a welcoming function, the speaker tries to create a warm vibe from the speaker that the listeners will feel. It aims to make the listener feel the comfort and sincerity of the speaker's greeting. Below is one of the data that is classified as a welcoming function.

Data 19:

“Hello, everyone, and welcome back to English with Lucy.”
[DNS/00:11]

Welcoming is one of the expressive act functions found in Lucy's speech.

At the beginning of the opening of the video, Lucy gave a greeting to the viewers by saying "Hello, everyone, and welcome back to *English with Lucy*." In her speech, she explicitly welcomes the viewers who will gladly watch her learning videos. The illocutionary force in her speech is contained in her words "Welcome back" which means an acknowledgment of the presence of the viewers who watched the video so that the viewers feel welcome. She tried to show warmth and sincerity to the viewers when greeting them by saying "Hello everyone, and welcome back". This represents a welcoming function of expressive act.

b. Wishing viewers to find something meaningful

Wishing is the second expressive act function found by the researcher.

When the speaker performs the wishing function, the speaker tries to show the desire or hope the speaker feels for the listener. The wishing function involves positive emotion, shows good wishes, and conveys the connection felt by the speaker to the listener. In the wishing function, the speaker tries to encourage the circumstances experienced by the listener so that they have good luck. The following is one of the data that is classified into the wishing function.

Data 20:

“I hope you enjoyed it and I hope you learned something.”
[DNS/08:03]

In the context above, Lucy is about to close her learning video. But before that, she expressed her hope to the viewers with a sentence like the one above. The sentence above clearly shows the wishing function because she says "I hope" to the viewers so that viewers can enjoy the way she presents her material as well as can comprehend the knowledge she imparts. More than that, the words used by Lucy say "I hope" twice imply that she really shows her desire for listeners to take something meaningful after listening to her learning videos. The illocutionary force in Lucy's speech lies in the way of conveying positive expectations to the viewers. In addition, the utterances used by Lucy are oriented towards the positive outcomes that are expected to occur in the future which is after watching the video. Therefore, Lucy's speech is classified as a wishing function.

4.2 Discussion

In this chapter, the analysis and interpretation of research findings are presented, focusing on Lucy's speech in two videos titled "DO NOT say 'you're welcome'! Respond to 'thank you' PROPERLY!" and "20 Different Ways To Wish 'Happy Birthday' & 'Happy Anniversary'" from the *English With Lucy* YouTube Channel. Lucy serves as an English educator, catering to individuals and groups seeking to learn English as a foreign language. These two observed videos encompass distinct topics. The first video delves into appropriate responses when expressing gratitude, cautioning against the conventional "you're welcome." The second video, "20 Different Ways To Wish 'Happy Birthday' & 'Happy Anniversary,'" offers alternative expressions closely aligned with those used by native speakers to convey birthday and anniversary greetings.

The research findings reveal various types of illocutionary acts employed by Lucy in her speech, including assertive, directive, commissive, and expressive acts. Within the assertive act, Lucy utilizes functions such as explaining, stating, asserting, informing, and telling. In the directive act, she employs functions like suggesting, ordering, instructing, advising, recommending, and directing. The expressive act is characterized by functions such as wishing and welcoming. However, within the commissive act, the researcher only identified one function, namely promising

In the findings sub-chapter, the researcher successfully addresses the research question. The analysis reveals that Lucy employs various functions within the assertive act, namely explaining, stating, asserting, informing, and telling. The explaining function is employed by Lucy to provide clarity and enhance understanding of the information she imparts, particularly when discussing specific topics. For instance, she elucidates the context and provides examples of dialogues. Furthermore, the stating function is employed by Lucy to succinctly convey relevant statements pertaining to the subject matter. The asserting function allows Lucy to present statements as arguments or opinions, asserting certain characteristics of phrases or expressions. Another function, informing, is employed by Lucy to enhance comprehension by highlighting specific traits or characteristics of the phrases or expressions she discusses, thereby increasing viewer awareness. Lastly, the telling function comes into play as Lucy shares personal experiences related to the material being discussed, indirectly engaging with viewers through her past stories. By utilizing these

functions, Lucy, as an educator sharing her instructional videos on YouTube, goes beyond mere information dissemination through the informing function. She skillfully employs other functions to enhance the delivery of the material and facilitate better understanding for viewers.

In addition, Lucy employs various functions within the directive act, namely suggesting, ordering, instructing, advising, recommending, and directing. The suggesting function allows Lucy to present alternatives to viewers, offering different ways to use the expressions she introduces. Through the ordering function, Lucy initiates activities or tasks for her audience to engage in. Moreover, the instructing function serves to guide viewers on correct pronunciation, demonstrating the appropriate tone and providing examples for them to follow. Additionally, Lucy employs the advising function by recommending an audiobook to enhance listeners' comprehension skills. The act of recommending offers choices to the audience, encouraging them to watch her other videos to expand their knowledge of spoken English. Lastly, the directing function is employed by Lucy to highlight the benefits of following her on social media platforms, aiming to foster social interaction with her viewers. These diverse functions reflect Lucy's unique approach as an educator, providing guidance and facilitating the enhancement of her viewers' knowledge in distinct ways.

Regarding the function of the commissive act applied by Lucy, it is a promising function used by Lucy that aims to give hope to viewers to continue sharing her lesson through the video material that she uploads on her YouTube

channel. As an online educator, she has accountability for increasing viewers' comprehension of the material she is an expert in, as well as strengthening connections with her viewers. In addition, Lucy also implements expressive acts by using the welcoming and wishing functions. The welcoming function is used by Lucy when she greets her viewers to show her warmth and willingness to share her knowledge with viewers. Then, the wishing function was applied by Lucy in the closing to show her desire for viewers so that they would fully comprehend knowledge in the topic while listening to the video lesson she was discussing. The welcoming and wishing functions used by Lucy when opening and closing aim to build a supportive learning environment by showing warmth and comfort.

In assertive act, the function of explaining in Lucy's speech is to clarify a statement she is talking about by giving examples of dialogue or context to viewers so they can understand it better. This is in line with research conducted by Sari et al. (2021) where teachers use the explaining function to explain material displayed on PPT slides to students. As a result, students can increase their understanding of the learning material that is explained and provide clarity on a statement made by the teacher. Moreover, the informing function employed by Lucy aims to provide further explanation regarding her brief statement such as providing characteristics or traits related to the example phrases she shares with the audience about the topic she discussed. This is in line with the results of research conducted by Sukinah and Efendi (2021) regarding the informing function used by a teacher to deliver information related to the implementation of

learning. Not only giving a brief statement but also providing further explanation so that students are aware of the statement uttered by the teacher.

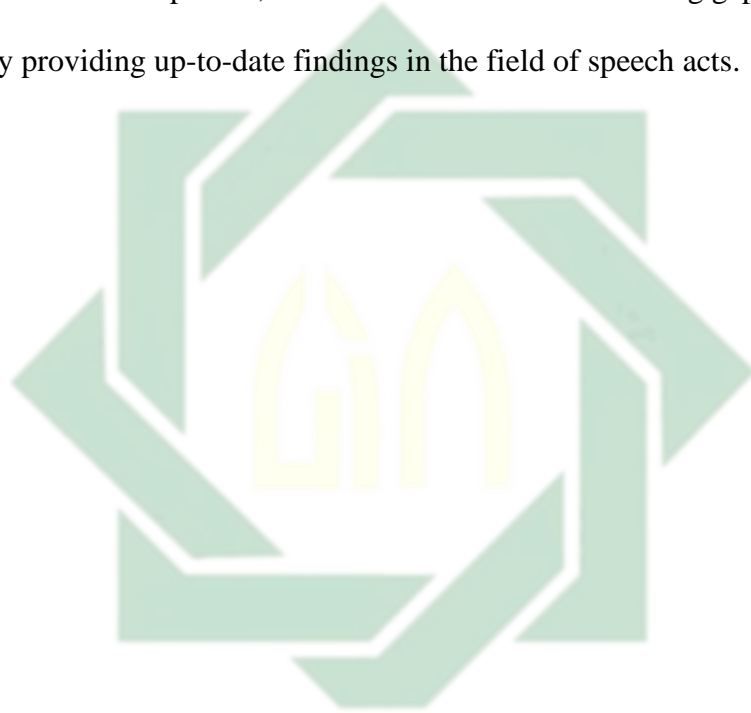
The findings of this study align with the results of previous research on illocutionary acts in online classes conducted by Sari et al. (2021) and Sukinah and Efendi (2021). Similar to their research, the present study did not identify any instances of declarative acts. This can be attributed to the fact that the functions of a declaration involve altering the status of an individual or the condition of an object through the utterance of the speaker. Since the focus of this study was on the role of teachers as educators, there were no circumstances in which the teachers executed declarative illocutionary acts. Consequently, the absence of declarative acts is consistent across these studies, highlighting the specific context of teacher-student interactions in which declarations are not commonly observed

In addition to the aforementioned similarities, this study also revealed a distinction from the research conducted by Sari (2021). Specifically, their research identified the questioning function within the directive act, while this study did not find the questioning function within Lucy's speech. According to Sari's findings (2021), the questioning function employed by teachers serves to assess students' understanding of the presented material and foster active participation in the classroom. However, in this study, Lucy, as an educator disseminating her material through YouTube, lacks direct interaction with the audience, and their responses cannot be directly observed. Consequently, the function of questioning is absent in Lucy's speech, as she can only share her material with online listeners through video content.

However, similarities were found between the directive function investigated by Sukinah and Efendi (2021) and this study. In their research, the instructing function was identified as a directive act. The teachers in their study used the instructing function to provide directions to students regarding pre-class preparations, ensuring the smooth flow of classroom activities. In this study, Lucy, as an educator, employed the instructing function to provide detailed directions on pronunciation and expression, helping viewers learn how to properly articulate phrases similar to native speakers. While the instructing function is shared between the two studies, the goals differ between educators and teachers. In Sukinah and Efendi's (2021) study, the instructing function was aimed at shaping student behavior for future class activities, whereas in this study, it aimed to enhance viewers' knowledge. This difference in goals arises due to the absence of direct interaction and observable responses from viewers.

Furthermore, the research conducted by Sukinah and Efendi (2021) identified a commissive act, specifically the promising function. In their study, teachers utilized the promising function to provide additional materials to share with students at a later time. Similarly, in this research, the promising function was observed when Lucy promised viewers future video materials to help them improve their English-speaking skills. Additionally, the expressive function of welcoming, as found by Sari et al. (2021), was also present. This function is used to express greetings to students, fostering a warm and intimate class atmosphere. In this research, Lucy employed the welcoming function to greet viewers, aiming to convey her warmth and encourage them to continue watching her videos.

In conclusion, the various types of illocutionary acts and their functions employed by online educators on YouTube channels have positive impacts on enhancing viewers' comprehension, fostering an engaging learning atmosphere, and delivering material through diverse approaches. Despite the absence of direct observable listener responses, this research contributes to filling gaps in previous studies by providing up-to-date findings in the field of speech acts.



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CHAPTER V

CONCLUSIONS AND SUGGESTIONS

In this fifth chapter, the researcher presents conclusions on the research results that have been found and suggestions for future research in the same field of study.

5.1 Conclusions

This research investigates the types as well as their functions of the illocutionary act that are found in the linguistic expressions applied by Lucy in the *English with Lucy* YouTube channel. The researcher used a qualitative descriptive methodology and applied the theory of Searle (1979) to analyze the data and findings. It has been found that Lucy implemented 4 types of illocutionary acts: assertive, directive, commissive, and expressive acts, each of these types also served its functions. The functions used in assertive actions are explaining, stating, asserting, informing, and telling. The functions of directive action are suggesting, ordering, instructing, advising, recommending, and directing. Furthermore, the functions of the expressive act are welcoming and wishing. Finally, the function of the commissive act is promising.

5.2 Suggestions

This study has investigated the types and functions of illocutionary acts in an online educator whose response from the audience cannot be directly observed. It is suggested that future researchers conduct a study in the realm of online

educators where audience responses can be obtained immediately. Hence, future research could have significantly different and specific results. In addition, future researchers can also analyze one or several types of illocutionary acts in the same field. Thus, research in this field is expected to enrich the different results that are meaningful and profound. In addition, the researcher hopes that this research can support readers' comprehension regarding the field of speech acts, specifically illocutionary acts. Also, the researcher hopes that studies in the field of illocutionary acts will be more wide-ranging regarding other matters such as cultural, gender, and language differences.



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