

EXPRESSIVE SPEECH ACTS ANALYSIS ON THE COMMENT SECTION OF PRINCE EA'S YOUTUBE CHANNEL

A Thesis

Submitted as a Partial Fulfillment of the Requirements for S1-Degree

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ABSTRACT

This research was driven by the prevalence of netizens' comments expressing their feelings on Prince Ea's youtube channel, raising concerns about the education system. Netizens' expressions in the comments section have specific meanings and functions, Understanding the meaning and function of netizen comments that contained expressions of their feelings was important because this could avoid misunderstandings and ensure that communication in the comments section ran smoothly. Pragmatics offers insight into this phenomenon through the theory of expressive speech acts. The study focused on three objectives: (1) to find the types of expressive speech acts on the comment section of Prince Ea's YouTube Channel, (2) to describe the meanings of expressive speech acts used in the comment section of Prince Ea's YouTube Channel, and (3) to know the functions of expressive speech acts used on the comment section of Prince Ea's YouTube Channel.

The research employed descriptive qualitative analysis, using comments from Prince Ea's videos, "I Just Sued the School System" and "Student Vs. Teacher." The analysis involved data condensation, display, and drawing conclusions. Moreover, investigator triangulation was employed to enhance the data's validity.

Results revealed 7 out of 8 expressive speech act types in the comments, including agreement, volition, thanking, exclamations, sorrow, and greetings. Among these, thanking was the most frequent, with a total of 36 occurrences. The reason was that the two Prince Ea videos conveyed inspirational messages that reflected experiences and problems often experienced in educational contexts. Then, to describe the meaning of expressive speech acts in the comment section, researcher first examine the context, namely the content of two Prince Ea videos. Four distinct functions emerged: competitive, convivial, collaborative, and conflictive. The convivial function dominated, being used 60 times. It happened because of the positive responses from netizens, including their support, praise, and expressions of gratitude in their comments on Prince Ea's videos.

Keywords: expressive speech act comment, prince ea, youtube channel

DECLARATION

I hereby stated that this thesis entitled “Expressive Speech Acts Analysis on the Comment Section of Prince Ea’s YouTube Channel” Is completely my own work. I am fully aware that I have quoted some statements, references, and ideas from various sources and those are properly acknowledged in the text.

Bandar Lampung, October 2023

Declared by,



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MOTTO

﴿AT﴾ إِنَّمَا أَمْرُهُ إِذَا أَرَادَ شَيْئًا أَنْ يَقُولَ لَهُ كُنْ فَيَكُونُ

All it takes, when He wills something 'to be', is simply to say to it:
"Be!" And it is!

(QS. Ya-Sin: 82)¹



¹ Tarteel Team, "Surah Ya-Sin - 82," 1995, <https://quran.com/36?startingVerse=82>. Accessed on August 6th, 2023. At 02.52 a.m.

DEDICATION

The writer would like to dedicate this thesis to:

1. The writer's beloved parents, Mr. Santoso and Mrs. Verawati, who have always provided prayers, motivation, advice, facilities, and unlimited support for the success of this research. The writer was incredibly grateful and lucky to have parents like you in this life.
2. The writer's beloved lecturers and almamater, Raden Intan State Islamic University (UIN) of Lampung.



CURRICULUM VITAE

The writer of this thesis is Vionica Sandra Caresta. Her friends commonly call her Vionica, Vio, or Pyo. She was born in Poncowati Village, Terbanggi Besar Subdistrict, Central Lampung Regency, Lampung Province, on February 12th, 2001, to Mr. Santoso and Mrs. Verawati and is their only child. She began her formal education at a kindergarten called TK PPK Poncowati in 2004 at the TK A level until 2005. Then, from 2006 to 2007, she continued her kindergarten education at the higher level of TK B. After graduating from kindergarten, she continued her education at SDN 2 Poncowati Elementary School for six years and graduated in 2013. Following her elementary education, she proceeded to Junior High School, attending SMPN 1 Terbanggi Besar in 2013 and graduating in 2016. After completing her Junior High School education, she pursued her studies at a Vocational High School, SMKN 1 Terbanggi Besar, for three years and graduated in 2019. In the same year, she was accepted into Raden Intan Lampung State Islamic University in the English Education Study Program of the Tarbiyah and Teacher Training Faculty through the SPAN-PTKIN. In her first year at the university, she joined an on-campus organization known as the Language Student Association (UKM Bahasa). Since her major is English Education, she felt it was necessary to participate in the Language Student Association, which serves as a place for her to expand and develop her English language skills beyond the academic environment. Additionally, being part of the Language Student Association also helped her build social skills.



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Finally, nothing is perfect, and neither is this thesis. Therefore, for the betterment of this research, the writer will gladly accept any form of critical feedback.

Bandar Lampung, October 2023
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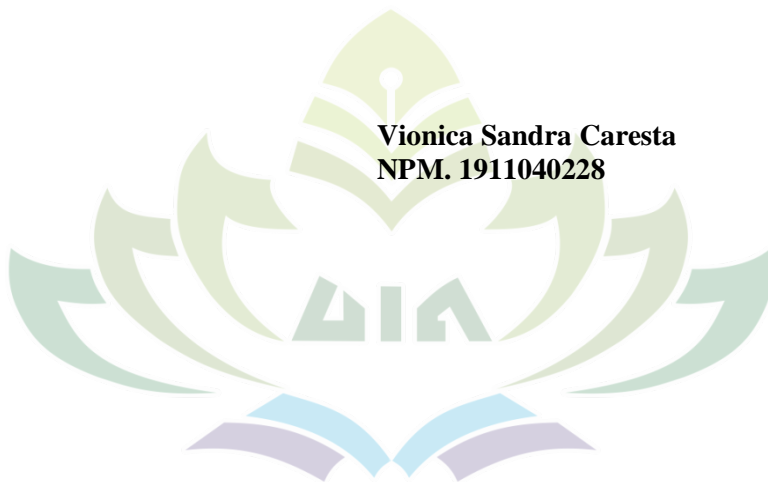


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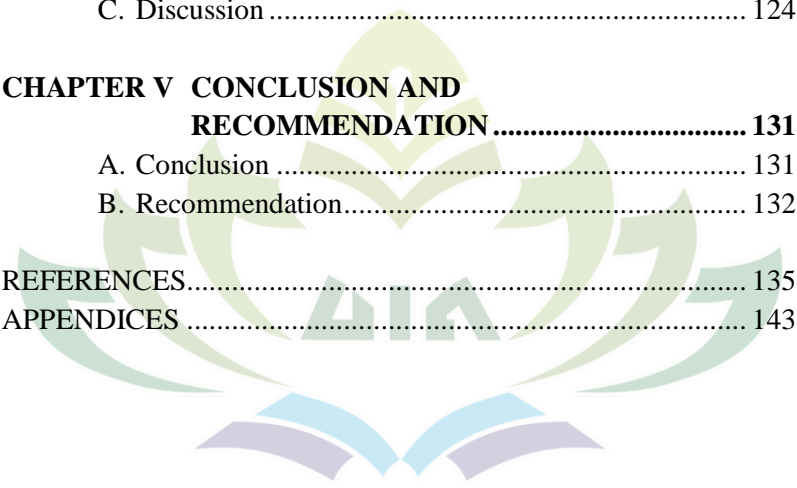
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CHAPTER I

INTRODUCTION

A. Title Confirmation

As a first step to understanding the title of this thesis and to avoid misunderstandings, the researcher will explain some of the terms in this thesis. The title of this research is "*Expressive Speech Acts Analysis on the Comment Section of Prince Ea's YouTube Channel.*" A researcher wants to confirm this thesis:

Speech acts are part of pragmatic studies. A speech act is defined as one of the steps or actions resulting from an utterance. Whether the speech is direct, indirect speech, and so forth. In addition, Griffiths states that speech acts not only can happen in speaking but also can happen in writing.¹ In its development, speech acts are divided into three categories, namely locutionary acts, illocutionary acts, and perlocutionary acts.

An expressive speech act is one of the types of illocutionary acts. Expressive speech acts are speech acts in which speakers express their feelings and attitudes about something. Expressive speech acts can be in the form of sorrowing, apologizing, thanking, congratulating, and so on. Expressive speech acts are often used by people to produce utterances to communicate in everyday life.

Comments are responses to or reviews of news, speeches, appearances, and so on. Comments can be written or spoken. It can happen in the real world and in online. Comments in a digital or online context are opinions or responses written by internet users on content or publications, such as articles, photos, videos, or posts on social media. Comments usually appear below the content and are visible to other users who view or access the

¹ P Griffiths, *An Introduction to English Semantics and Pragmatics*, Edinburgh: Edinburgh University Press, 2006, p. 148.

content. Comments can be opinions, suggestions, responses or questions written by internet users in response to content they have seen or read. Comments can also be used as a means of interacting with other users and building online communities.

YouTube is an online platform that is used to watch videos. Besides watching, YouTube allows users to upload and share their videos. Furthermore, because of the ease of accessing YouTube for users, this platform has become so popular and is liked by everyone.

Prince Ea, whose real name is Richard Williams, is an American rapper, spoken word artist, and civil rights activist from St. Louis, MO.² With over 1 billion views on Facebook and YouTube, Prince Ea is a familiar face to anybody with a newsfeed. His YouTube channel has a wide range of interesting and motivating content.

B. Research Background

As social beings who cannot live alone, people need other people to live their lives. Therefore, interaction and communication are needed to stay connected with one another. To meet this need, the use of language as a tool of communication is very important. It plays a vital role in helping people build a bridge of relationships. According to Rabiah language is a tool to interact or communicate, which means to convey thoughts, ideas, concepts, or feelings.³ Similarly, Walija states that the Language of communication is the most complete and effective way to convey ideas, messages, intentions, feelings, and opinions to others.⁴ The use of language as a medium of communication can

²European Journal and Medical Genetics, “, Richard Williams,” *European Journal of Medical Genetics*, 2005.

³ Sitti Rabiah, “Language as a Tool for Communication and Cultural Reality Discloser 1,” 2012, 1–11.

⁴ Walija, *Bahasa Indonesia Dalam Perbincangan* (Jakarta: IKIP Muhammadiyah Jakarta Press, 1986).

be expressed orally and in writing.⁵ Oral or verbal language is human interaction with the use of speech or spoken messages.⁶ On the other hand in written language, we use written words to interact with another. Both communication forms can be used to express people's feelings through utterances that can be listened to and read by other people.

These days, in the globalization era communication does not only occur directly but can also be done indirectly through social media. According to Merriam Webster, social media is a form of electronic communication through which users create online communities to share information, ideas, personal messages, and other content such as videos.⁷ Communication occurs a lot on social media, such as in uploads, captions, and comment columns. One of the social media that play a role in this communication is *YouTube*.

YouTube is a video-sharing website where registered users can upload and share videos with anyone who has access to the website. YouTube has become the most popular site across all age groups. It made YouTube the second most visited website in the world.⁸ On YouTube, someone who is watching videos is known as a *viewer*. Meanwhile, people who create a video on YouTube and share it with viewers are referred to as *YouTubers* or *Content Creators*. One of the popular YouTubers with motivational video content is Prince Ea.

Prince Ea was born Richard Williams on September 16, 1988, in St. Louis Missouri, and has spent his whole life there. Prince Ea is well-known as an American filmmaker, poet, motivational speaker, and activist. Prince Ea first began his career

⁵ Putu Dewi, "A Critical Discourse Analysis of Song 'Easy on Me' by Adele," *Linguistics Initiative 2* (2022): 86–92, <https://doi.org/10.53696/27753719.2138>.

⁶ "Oral Communication," n.d., <https://doi.org/10.1093/oi/authority.20110803100252663>.

⁷ Merriam Webster, "Definition of Social Media," 2022, [https://www.merriam-webster.com/dictionary/social media](https://www.merriam-webster.com/dictionary/social%20media).

⁸ Semrush, "Top Websites Ranking - Most Visited Websites in the World [August 2022] | Semrush," Semrush, 2022, <https://www.semrush.com/website/top/global/all/>.

as a hip-hop singer. Prince Ea is also the founder of the Make S.M.A.R.T Cool (*Sophisticating Millions and Revolutionizing Thought*) organization. His organization focused on promoting positive social change in several numbers of tangible ways, including giving speeches at schools, organizing shows that help the community, collaborating with these organizations, and establishing educational mentorship programs for young people. Prince Ea has also collaborated with several organizations, including “Stand For Trees” and “Neste,” to directly battle climate change and influence the educational system. In 2014, Prince Ea began producing spoken word films and other content for his YouTube channel instead of focusing on music. On his YouTube channel, Prince Ea uploads many motivational videos with unique settings and has various discussion themes. One that went viral and attracted the attention of many people was a video with an educational theme entitled, “*I Just Sued the School System*” and “*Student Vs. Teacher*”.

Uploaded on September 26, 2016, Prince Ea's video entitled “*I Just Sued The School System*”, with a duration of 6 minutes and 1 second, contains Prince Ea acting as a plaintiff in the education system, taking a critical stance towards various problems that exist in the current education system. Through the video, he metaphorically 'sues' the education system by highlighting problems such as a lack of creativity, an irrelevant curriculum, and the pressure placed on students. The purpose of this lawsuit is to voice the need for change and innovation in education to provide a more effective and beneficial learning experience for all students. Meanwhile, the video entitled “*Student Vs. Teacher*”, which was uploaded to his YouTube channel on March 21, 2019, with a duration of 6 minutes and 7 seconds, highlights the difference between students' learning experiences and teachers' teaching experiences. The video emphasizes that traditional education, which focuses on memorization and exams, is increasingly unsuitable for the needs of the times that demand creativity, innovation, and high adaptability. Prince Ea is advocating for a change to a more inclusive and innovative

approach to education, which encourages critical thinking, collaboration, and creative problem-solving skills to prepare students for a challenging future.

These two videos succeeded in generating various comments in response to the sentiments expressed by netizens after watching them. The following is an example of a comment from a netizen:

Strom Petrel : Thank you for making this video.

The comment above comes from a netizen with the username @Strompetrel on Prince Ea's video entitled "*I Just Sued The School System*". The comment written by the netizen is more than just an ordinary comment. Behind the words written, there is a meaning that the netizen wants to convey, as well as certain goals she wants to achieve. This can include the aim of conveying thanks, voicing support or criticism, and disseminating information. Understanding the meaning and purpose in these comments is very important and necessary. In connection with this, in pragmatic studies, speech act theory, especially expressive speech act, is used to explore the phenomena that occur in the netizen comment above.

Pragmatics is one of the branches of linguistics and deals with speaker intent, which is manifested in the form of language.⁹ Moreover, Geoffrey N. Leech argues that pragmatics is a context-bound study of language.¹⁰ It means that understanding the context is a key element in the process of interpreting and comprehending a speaker's utterance. According to Yule, a speech act is defined as an action that is performed through utterance/speech.¹¹ Then, Austin, who was the pioneer of speech act theory, divided speech acts into three categories including locutionary, illocutionary, and

⁹ Kunjana Rahardi, *Konteks Intralinguistik Dan Konteks Ekstralinguistik* (Yogyakarta: Penerbit Amara Books, 2019), p. 27.

¹⁰ Ibid., p.29.

¹¹George Yule, *Pragmatics* (Oxford: Oxford University Press, 1996), <https://doi.org/10.4324/9781315884318-16>, p. 47.

perlocutionary.¹² The locutionary act is the act of informing or stating something (the act of saying something), while the illocutionary act is an act of wanting the speech partner to do something (the act of doing something), and the perlocutionary act is an action that affects the speech partner or requires certain reactions, effects, or results from the speech partner (the act of affecting someone). During its development, Searle, who was a student of Austin, developed a theory of speech acts centered on the illocutionary. Furthermore, Searle classified illocutionary acts into five types: assertive, directive, commissive, expressive, and declarative.¹³ Then, of the five types of illocutionary speech acts mentioned previously, in this research, the researcher's focus was only on expressive speech acts.

An expressive speech act is a type that represents the psychological state specified in the sincerity condition about a situation specified in the propositional content.¹⁴ Psychological state here means the speaker's feelings included pleasure, pain, likes, dislike, joy, and sorrow. Everyone may have used this form of speech act every day. Because everyone has a feeling they want to express to others.

In this research, the researcher is interested in analyzing the expressive speech act utterances found in the comment section of two Prince Ea videos entitled "*I Just Sued the School System*" and "*Student Vs. Teacher*". This interest is motivated by the importance of having an understanding of the meaning and function behind the comments written by netizens on the two videos. With good and precise understanding, misunderstandings that may arise in online communication can be minimized, so that interactions between users can run more smoothly and effectively.

Having a deep understanding of expressive speech acts can also be useful in the world of education. Not only in online

¹² J. L. Austin, "How to Do Things with Words," *Analysis* (Oxford University Press, 1962), <https://doi.org/10.2307/3326622>, p. 94-107.

¹³ J R Searle, *Expression and Meaning: Studies in the Theory of Speech Acts* (Cambridge University Press, 1979), p. viii

¹⁴ *Ibid*, p.15.

communication through comment sections but expressive speech acts can also be found in everyday conversations, such as during the teaching and learning process in lectures. As the learning session progresses, students may express deep interest or confusion through their questions, indicating a desire to understand the material in depth. In contrast, when students respond cheerfully and enthusiastically to a new concept being learned, their facial expressions and cheerful voice intonation reflect strong understanding and interest. Likewise, for lecturers, they may express satisfaction when students show active participation or disappointment when students have difficulty understanding the material. By understanding the meaning of expressive speech acts contained in the speech of students and lecturers, it can prevent both of them from misunderstandings and help to strengthen mutual interaction and understanding in the lecture room. So, through a good understanding of expressive speech acts, the learning objectives to be achieved can be realized.

From the explanation above, the researcher is interested in analyzing the expressive utterances that consist on Prince Ea YouTube Comments. In this research, the researcher wants to discuss the types and meanings of expressive utterances. The researcher also wants to analyze the function of expressive utterances that are used by the netizens in the comment section of Prince Ea's YouTube Channel. Therefore, the researcher conducted research under the title *Expressive Speech Acts Analysis on the Comment Section of Prince Ea's YouTube Channel*.

C. The Focus and Sub-focus of The Research

Based on the background that has been stated, this research focused on expressive speech acts analysis on the comment section of Prince Ea's two videos entitled *I Just Sued the School System* and *Student Vs. Teacher*. Meanwhile, the sub-focus of this research covered: 1) types of expressive speech acts on the comment section of Prince Ea's YouTube channel; 2) the meaning

of expressive speech acts used on the comment section of Prince Ea's YouTube Channel; and 3) the functions of expressive speech acts used on the comment section of Prince Ea's YouTube Channel.

D. The Formulation of The Research

1. What kinds of expressive speech acts are used on the comment section of Prince Ea's YouTube Channel?
2. What are the meanings of expressive speech acts used on the comment section of Prince Ea's YouTube Channel?
3. How are the functions of expressive speech acts used on the comment section of Prince Ea's YouTube Channel?

E. The Objectives of The Research

1. To find out the kinds of expressive speech acts used on the comment section of Prince Ea's YouTube Channel.
2. To describe the meanings of expressive speech acts that are used on the comment section of Prince Ea's YouTube Channel.
3. To know the functions of expressive speech acts used on the comment section of Prince Ea's YouTube Channel.

F. The Significance of The Research

There are two significances of this research, theoretical and practical. The explanation is as follows:

1. Theoretical Significance

Theoretically, this research is expected to add references for linguistic research, especially in the field of expressive speech act research.

2. Practical Significance

In particular, the benefits of this research are that it benefits

students, lecturers, and other researchers. The explanation is as follows:

a. For the Students

Since pragmatics is a compulsory subject that must be taken by English education students. This research is expected to enrich the English education students' knowledge about expressive speech acts so they can be more confident in learning pragmatics, especially in expressive speech acts.

b. For the Lecturers

It is hoped that this research can be used as a reference for English lecturers in the Pragmatics course, particularly in the study of speech acts. The selection of Prince Ea's videos that discuss issues in the world of education is highly suitable for English Language Education students. These videos can provide insights into problems within the education system and also encourage prospective educators to reflect on their roles.

c. For other Researchers

This research is expected to motivate other researchers to do similar research, particularly on expressive speech acts or in another field of pragmatic studies.

G. Relevant Studies

In doing this study, the researcher has read some previous research related to this research as the reference in this study, as follows:

The first research was conducted by Ngasini, Senowarsito, & Dyah Nugrahani. under the title "*An Analysis of Expressive Speech Act Used in Ellen Show: Interview with Billie Eilish*". This research used descriptive qualitative research. This research was intended to find out the types of expressive speech acts, to describe the realization and the actual condition used in Billie

Eilish's interviews in Ellen Show. The research result showed that: there were 16 utterances of expressive speech acts, which consisted of 1 expression of apologizing (6,2%), 1 expression of thanking (6,2%), 6 expressions of congratulating (37,5%), 1 expression of greeting (6,2%), 1 expression of wishing (6,2%), 5 expressions of attitudes (31,2%). The expressive form of congratulating is the most dominant expressive speech act.¹⁵

The second research was conducted by Badrut Tamam under the title "*The Expressive Speech Act Used by Anies Rasyid Baswedan And Recep Tayyip Erdogan As The Reaction Of The Attacks In Christchurch New Zealand* ". To obtain the data of this research the researcher used the qualitative method. This research was intended to compare Anies Rasyid Baswedan and Tayyip Erdogan in terms of speech act as their reaction to the attacks in Christchurch New Zealand particularly. The result of this research shows that the speakers engaged in three different expressive speech acts: condolence, deploring, and lamenting. Condoling is an expressive speech act mostly used to communicate by speakers. The intended meaning of the expressive speech act used by the speakers is determined by interpreting and determining what the speaker means in the context. Additionally, Anies Rasyid Baswedan has the personality traits of kindness, intelligence, and softness, whereas Recep Tayyip Erdogan has the traits of bravery, influence, and intelligence.¹⁶

The third research was conducted by Al Imron Rosyandi under the title "*Expressive Speech Act in Coco's Movie By Darla K Anderson*". The objective of this research is to describe the types of expressive speech acts the use of expressive speech acts and the effects of expressive speech in Coco's Movie by Darla K.

¹⁵ Ngasini Ngasini, Senowarsito Senowarsito, and Dyah Nugrahani, "An Analysis of Expressive Speech Acts Used in Ellen Show ' Interview with Billie Eilish,'" *Applied Linguistics, Linguistics, and Literature (ALLURE) Journal* 1, no. 1 (2021): 53–62, <https://doi.org/10.26877/allure.v1i1.9213>.

¹⁶ Badrut Tamam, Slamet Setiawan, and Syafiu Anam, "The Expressive Speech Act Used By Anies Rasyid Baswedan and Recep Tayyip Erdogan As the Reaction of the Attacks in Christchurch New Zealand," *PRASASTI: Journal of Linguistics* 5, no. 1 (2020): 16, <https://doi.org/10.20961/prasasti.v5i1.39424>.

Anderson. In conducting this research, the researcher used a descriptive qualitative research design. This research was intended to find out the types and the effects of expressive speech acts used by the main characters in Coco movie and find out the use of expressive speech acts in Coco's movie. The result shows that there are six types of expressive speech acts, they are expressive for thank 2 data, expressive for apologize 4 data, expressive for congratulation 2 data, expressive for greeting 2 data, expressive for wishes 2 data, and expressive for attitudes 2 data. Expressive for apologies was mostly dominant used by all characters. The use of expressive speech acts consists of direct and indirect, there were 5 data in direct and 3 data in indirect, and direct was mostly dominant used by all characters. There were three effects of expressive speech acts, they were for getting knowledge 3 data, giving command 2 data, asking for information 2 data and the dominant effect of expressive speech is for getting knowledge in Coco's movie.¹⁷

The fourth research was conducted by Julisah Izar, M. Muslim Nasution, Rengki Afria, Neldi Harianto, and Mar'atun Sholiha under the title "*Expressive Speech Act in Comic Bintang Emon's Speech in Social Media about Social Distancing*". This research used a descriptive qualitative research design. This research aims to describe speech act form of angry expressive spoken by Comic Bintang Emon in social media about social distancing. The results of this research showed that the speech act of angry expressive spoken by Comic Bintang Emon used speech strategies: literal direct speech act and unliteral direct speech act. The literal direct speech act in the speech consisted of two speeches while the non-literal direct speech act consisted of five speeches.¹⁸

¹⁷ Imron Rosyadi, *EXPRESSIVE SPEECH ACT IN COCO'S MOVIE BY DARLA K ANDERSON*, 2020, <http://repository.uinjambi.ac.id/id/eprint/4116>.

¹⁸ Izar Julisah et al., "Expressive Speech Act in Comic Bintang Emon's Speech in Social Media about Social Distancing," *Jurnal Ilmu Humaniora* 05, no. 1 (2014): 148–58, <https://online-journal.unja.ac.id/index.php/titian>.

The last previous study came from Risa Dewi Rahmawati in 2021 under the title “*An Analysis of Expressive Speech Acts Used In Crazy Rich Asian Movie*”. In conducting this research, the researcher used a descriptive qualitative research design. The objectives of the research are to analyze the type of expressive speech act found in Crazy Rich Asian movie and to describe the S-P-E-A-K-I-N-G model used in Crazy Rich Asian movie. The results showed that there were 52 data of expressive speech acts and only ten types of expressive speech found in Crazy Rich Asian movie, some of the expressive types appeared except the expressive act of condoling and boasting. The researcher used the SPEAKING model to know how the meaning of the social context, and the purpose of the interaction in detail and describe them in the analysis text. Furthermore, the data analysis shows that the types of expressive speech acts that are often used are apologies, thanks, and compliments. It shows that the characters in the Crazy Rich Asian movie showed politeness and a friendly attitude toward others.¹⁹

Based on the previous research above, the researcher discovered the similarity and differences with this research. The similarity is in the topic, which discusses the expressive speech act. The difference is in the research objectives, subjects, data, and theories which have never been used before.

H. Research Method

One of the important aspects of the research thesis is the research methodology. The phrase research method refers to a way of thinking and preparing to conduct research and achieve research goals. The researcher classified the research method used in this research into six categories: research design, data and data sources, instrument, data collection technique, data analysis, and trustworthiness of the data.

¹⁹ Risa Dewi Rahmawati, “An Analysis of Expressive Speech Acts Used in Crazy Rich Asian Movie,” *Journal of Language and Literature* 9, no. 1 (2021): 83–94, <https://doi.org/10.35760/jll.2021.v9i1.2961>.

1. Research Design

In this study, the researcher used descriptive qualitative as a research design. The researcher used descriptive qualitative research because it considered appropriate for used in this study. Chariri stated that qualitative research is research conducted in settings that exist in real (natural) life to investigate and understand phenomena such as what happened, why it happened, and how it happened.²⁰ This means that qualitative research is based on the concept of "going exploring," which involves in-depth and case-oriented studies of several cases or single cases.

According to Miles and Huberman, qualitative data is the source of well-grounded, rich descriptions and contains an explanation of local processes. With qualitative data, we can follow and understand the flow of events chronologically, assess causation within the scope of local people's minds, and obtain many useful explanations. Furthermore, qualitative data is more likely to help us obtain unexpected discoveries and form a new theoretical framework. Such data helps researchers go beyond the initial presuppositions and frameworks.²¹

Furthermore, Sugiyono in his book said that qualitative is a research method based on post-positivism used to examine the condition of natural objects, where the researcher is the key instrument, data collection technique with triangulation, inductive or qualitative data analysis, and the results of qualitative research more emphasize the meaning rather than generalization.²² Qualitative research involves studies that do not attempt to measure results through statistical summaries or

²⁰ Anis Chariri, "Landasan Filsafat Dan Metode Penelitian Kualitatif," *Workshop Metodologi Penelitian Kuantitatif Dan Kualitatif, Laboratorium Pengembangan Akuntansi (LPA), Fakultas Ekonomi Universitas Diponegoro Semarang, 31 Juli – 1 Agustus 2009*, 2009, p. 9.

²¹ Matthew B. Miles and A. Michael Huberman, *Qualitative Data Analysis: A Methods Soucebook*, 3rd ed. (Thousand Oaks, California: SAGE Publications, Inc., 2014), p. 1.

²² Sugiyono, "Metode Penelitian Pendidikan. Bandung," *Metode Penelitian Pendidikan (Pendekatan Kuantitatif, Kualitatif, Dan R&D)*, 2015, p. 15.

analysis.²³ The point is that the data collected in this study is not in the form of numbers but can be in the form of writing, pictures, or audio recordings.

Meanwhile, descriptive research is a form of research aimed at describing existing phenomena, either natural phenomena or human engineering.²⁴ In addition, descriptive research does not provide treatment, manipulate, or change the variables studied, but rather describes a condition that exists.

Based on some of the expert statements above, it can be concluded that descriptive qualitative research is a method for obtaining data by describing a phenomenon through descriptions in the form of sentences and language using natural methods where the results emphasize the meaning.

2. Research Subject

According to Amirin, research subjects are sources from which research information is obtained, or more precisely, someone or something about whom information is to be obtained.²⁵ Rahmadi stated that the research subject is closely related to where the research data source is obtained.²⁶ Furthermore, it can be concluded something that is inherent in the problem to be researched and becomes a place for obtaining data in research will become the subject of research. Therefore, the subject of this research was the comment section from the two videos on Prince Ea's YouTube channel that talked about the education system they were: “*I Just Sued the School System*” and “*Student Vs. Teacher*”. The researcher chose both videos because the issues addressed in them are highly relevant and beneficial, both for the researcher and

²³ Alan S KAUFMAN and Nadeen L. KAUFMAN, *Essentials of Research Design and Methodology* (Canada: John Wiley & Sonc, 2005).

²⁴ Lexy J Moleong, “Metodologi Penelitian Kualitatif (Edisi Revisi),” 2005, p. 17.

²⁵ Rahmadi, *Pengantar Metodologi Penelitian*, Antasari Press, 2011, <https://idr.uin-antasari.ac.id/10670/1/PENGANTAR> METODOLOGI PENELITIAN.pdf, p. 61.

²⁶ Ibid.

fellow students who are future teachers. The videos "*I Just Sued The School System*" and "*Student Vs. Teacher*" by Prince Ea provide an understanding of the challenges in the education system and the dynamics of the relationship between students and teachers. For English education students as future teachers, these videos can offer crucial insights into the importance of understanding students' perspectives, motivating them, and fostering good relationships in the classroom, while encouraging them to develop innovative and holistic teaching strategies.

3. Sample

The sample for this research consists of netizen comments on two videos, namely, "I Just Sued the School System" and "Student Vs. Teacher." Sampling was conducted using a purposive sampling technique. According to Sugiyono, purposive sampling is a technique for determining a sample with certain considerations.²⁷ In relation to that, the sample taken was netizen comment containing expressive speech acts.

4. Data and Data Source

Data are information or statements that can be used as material for analysis. According to Bogdan and Biklen data in qualitative research is in the form of words or pictures rather than numbers.²⁸ The data in this research were the words, phrases, and sentences of the comments on Prince Ea's video, which discusses the education system. Furthermore, the data source in this research was Prince Ea's YouTube channel: <https://youtube.com/c/PrinceEa>.

5. Instrument

In research, an instrument is a tool used to facilitate the researcher in measuring and collecting data. In this research, the instruments used were the main instruments and supporting

²⁷ Sugiyono, "Metode Penelitian Pendidikan. Bandung."

²⁸ B Bogdan and S.K. Bilken, "Quality Research for Education: An Introduction to Theory and Methods," *Qualitative Research For Education An Introduction to Theory and Methods* : : Allyn and Bacon., 1992, p. 5.

instruments. The main instrument in this research was the researcher itself. According to Sugiyono in qualitative research, the instrument is the researcher.²⁹ While the supporting instruments in this study were personal computers (PC), and internet connections.

6. Data Collection Technique

The purpose of research is to obtain data, so data collection techniques are very important in research. Data collection techniques indicate ways that can be used to obtain the required data. Data collection can be done in various settings, various sources, and various ways. In qualitative research, data collection is carried out in natural settings (natural conditions), using primary data sources and techniques such as Observation, interview, questionnaire, and documentation or a combination of all four.³⁰ Furthermore, the researcher used observation and documentation to obtain the data in this research.

a. Observation

Observation is a systematic and deliberate data collection technique that involves observing and recording the symptoms under investigation.³¹ Meanwhile, Riyanto, as quoted by Hardani et al., states that observation is a method of data collection that involves observing research objects. Observations can be conducted either directly or indirectly.³² In this research, the researcher used direct observation. Direct observation is a method of collecting data directly where the researcher directly observes the symptoms being studied from a research object. The researcher carried out direct observations by going directly to Prince Ea's YouTube channel and then

²⁹ Sugiyono, "Metode Penelitian Pendidikan. Bandung."

³⁰ Zuchri Abdussamad, *Metode Penelitian Kualitatif*, ed. Patta Rappana (Makassar: Syakir Media Press, 2021), p 142-143.

³¹ Ibid., p. 147.

³² Hardani et al., *Buku Metode Penelitian Kualitatif & Kuantitatif, LP2M UST Jogja*, 2022.

watching the two videos entitled "I Just Sued the School System" and "Student Vs. Teacher." After watching these videos, the researcher read the comments of netizens in the comment section by scrolling from the top to the bottom.

b. Documentation

Documentation is a record of events that have passed in the form of writing, pictures, or monumental works of a person.³³ Documentation is a complement to the observation method, in which research is more valid if it is supported by photographs or existing academic writings. In this research, the documentation technique was carried out by taking a screenshot of each comment that contained expressive speech acts. Then, all the screenshots are displayed in the appendix.

7. Data Analysis

Data analysis, as stated by Sugiyono is the process of systematically searching for and compiling data obtained from interviews, field notes, and documentation by organizing the data into categories, describing them into units, synthesizing them, compiling them into patterns, selecting which ones are important and what will be studied, and making conclusions so that they can be easily understood by both the researcher and others.³⁴

Analyzing data is not an easy thing to do. It takes precision and hard work in this analysis process. In analyzing qualitative data, the process is more iterative and inductive, meaning that the analysis is based on the data obtained and then develops a certain relationship pattern.³⁵ Qualitative research data can be obtained from various sources using various data collection techniques (triangulation) and carried out continuously to produce very high data variations. The

³³ Ibid., p. 149.

³⁴ Sugiyono, "Metode Penelitian Pendidikan. Bandung", p. 334.

³⁵ Ibid., p. 335.

researcher used the interactive analysis data model of Miles, Huberman & Saldana. According to Miles, Huberman & Saldana cited qualitative data analysis is divided into three concurrent flows of activity: data condensation, data display, and conclusion drawing or verification.³⁶ The explanation of the three data analysis, is as follows:

a. Data Condensation

Data condensation is an activity that directed researchers to summarize, select, and focus on the data that has been collected. According to Miles, Huberman & Saldana data condensation refers to the process of selecting, focusing, simplifying, abstracting, looking for themes and patterns, and removing unnecessary ones.³⁷

b. Data Display

The second phase of the analysis activity is displaying data. A display is an organized, compressed assembly of information that permits conclusion drawing and action.³⁸ In qualitative research, data display can take the form of brief descriptions, charts, flowcharts, tables, and so on.

c. Conclusion Drawing/Verification

The last step in data analysis, according to Miles, Huberman & Saldana is conclusion drawing and verification. Conclusions in qualitative research can answer the formulation of the problem that has been formulated from the beginning. The conclusion in qualitative research is a new finding that has never existed before. Findings can take the form of a description or a description of an object that was previously unclear and becomes clearer after

³⁶ Miles, Huberman, and Saldana, *Qualitative Data Analysis: A Methods Sourcebook*, p 12-14.

³⁷ Ibid.

³⁸ Ibid., p. 13

investigation.³⁹

The stages in data analysis above are inseparable parts, so they are interconnected between one stage and another. The following are the procedures carried out by the researcher in analyzing data using the Huberman, Miles & Saldana analysis model:

- 1) The first step the researcher took was to open the Prince Ea YouTube channel using a PC.
- 2) After that, the researcher watched videos related to this research 3-4 times to understand the content of each video. The videos include "*I Just Sued the School System*" and "*Student Vs. Teacher*".
- 3) Then, after understanding the contents of the videos, the researcher turned to the comment section. At this stage, the researcher paid attention to comments written by netizens one by one. Here the researcher only focuses on comments written in English only.
- 4) Next, while paying attention to these comments, the researcher selected comments that contained types of expressive speech acts including expressive speech acts of agreement, disagreement, volition, thanking, non-directed complaints in exclamation, apologizing, sorrow, and greeting. Apart from that, the researcher also participated in determining the functions used by netizens in these comments using Leech's theory.
- 5) The next step is for the researcher to categorize the types of speech acts and functions used in these comments. The researcher uses a table to facilitate the presentation of this categorization. The form of the table that the researcher uses is Table 3.1, which can be seen on page 27.
- 6) Next, the researcher analyzed the meaning and function of each comment that had expressive speech acts that had

³⁹ Ibid., p. 345.

been collected. In analyzing meaning, researcher relate it to context, namely the content of the two Prince Ea videos which talk about education. Then the results of the analysis were presented by the researcher in the form of a description.

- 7) The final step is for the researcher to make conclusions from the results of the analysis data which can answer the problem formulation in this research.
- 8) Trustworthiness of the Data

Trustworthiness is a vital part of research because, with trustworthiness, the data obtained can be accounted for and trusted. Furthermore, in conducting trustworthiness researcher use triangulation techniques. Moleong stated that triangulation is a technique for checking the validity of data that employs other things.⁴⁰ Patton in his book, *Qualitative Research Evaluation Methods*, mentions that there are four kinds of triangulation as checking techniques to achieve validity, as follows⁴¹:

- 1) Method triangulation, the first type is method triangulation. This type is done by using the findings generated by different data collection methods.
- 2) Triangulation of sources, this second type of triangulation can be done by using different data sources within the same method.
- 3) Analyst triangulation, this triangulation also known as investigator triangulation is a type of triangulation that can be done by using multiple analysts or investigators to review the findings.
- 4) Theory/perspective triangulation, this is the last type of triangulation according to Patton. Theory triangulation

⁴⁰ Moleong, "Metodologi Penelitian Kualitatif (Edisi Revisi)."

⁴¹ Michael Quinn Patton, *Qualitative Research and Evaluation Methods (3rd Ed.)*, *Evaluation Journal of Australasia*, 2003, <https://doi.org/10.1177/1035719X0300300213>, p. 556.

can be done by using multiple perspectives or theories to interpret the data. We can find the theories through journals, articles, books, experts in literature, and so on.

Thus, of the four types of triangulations described above, this thesis employed the third type of triangulation which was an analyst or investigator triangulation to test the validity of the data. Investigator triangulation was carried out in this research to obtain valid, reliable, and objective data.

I. Systematic Discussion

To make it easily understood by the readers, the researcher wanted to present the arrangement of the discussion. It is divided into five chapters as follows:

1. Chapter I Introduction

This chapter consisted of title confirmation, research background, the focus and sub-focus of the research, the formulation of the research, the objectives of the research, the significance of the research, relevant studies, research method, and systematic discussion.

2. Chapter II Literature Review

The second chapter contained an explanation of the supported theories used in this study. These theories included pragmatics, speech acts, illocutionary acts, expressive speech acts, function of illocutionary acts, YouTube, and comments. With the existence of a literature review, the researcher was able to get an overview and knowledge to confirm their research.

3. Chapter III Description of the Research Object

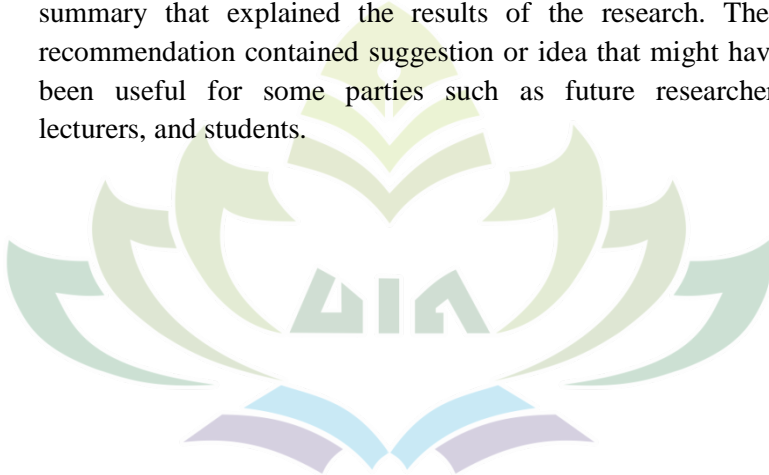
The third chapter contained a general description of the research object and also fact and data display of expressive speech acts on the comment section of Prince Ea's YouTube channel.

4. Chapter IV Research Analysis

The fourth chapter of this research consisted of research finding, data analysis, and discussion. In the research finding, the researcher presented tables containing the results of data processing. Meanwhile, in data analysis, the researcher provided a description of the collected data. Furthermore, in the discussion, the researcher presented the discussion of the research found.

5. Chapter V Conclusion and Recommendation

Chapter V presented the conclusion and the recommendation of the research. The conclusion contained a summary that explained the results of the research. Then recommendation contained suggestion or idea that might have been useful for some parties such as future researcher, lecturers, and students.



CHAPTER II

LITERATURE REVIEW

A. Pragmatic

Pragmatic is one of the linguistic branches. Many experts stated the definition of pragmatic. According to Yule pragmatics is the study of meaning conveyed by the speaker to the addressee or interlocutor.³ It means that pragmatics is the study of a speaker's meaning since it deals more with what the speaker means by their utterance than what the words or phrases in those utterances mean.

Another expert that stated the definition of pragmatics is Patrick Griffiths in his book entitled *An Introduction to English Semantics and Pragmatics* he stated that pragmatics is concerned with the use of tools in meaningful communication.⁴ In short, pragmatics is concerned with the interaction of semantic knowledge with our knowledge of the world, considering the context of use.

As mentioned by Harahap pragmatics can be said to be parallel to semantics, but the two have fundamental differences. Semantics treats meaning as a relationship that involves two aspects, where meaning is defined solely as a feature of expression in a particular language, separate from the speaker, the addressee, and the situation while pragmatics treats meaning as a relationship that involves three aspects, where meaning is defined

³George Yule, *The Study of Language Functions, Language Function : An Introduction to Pragmatic Assessment and Intervention for Higher Order Thinking and Better Literacy*, 2015, http://bibliotecavirtual.unad.edu.co:2048/login?user=proveedor&pass=danue0a0&url=http://bibliotecavirtual.unad.edu.co:2051/login.aspx?direct=true&db=nlebk&AN=387929&lang=es&site=eds-live&ebv=EK&ppid=Page_-42.

⁴Griffiths, *An Introduction to English Semantics and Pragmatics*.

about the speaker.⁵ For example “*I’m thirsty*”. In terms of semantics, this sentence tells the literal meaning of the utterance that the person who said the sentence just gave information he/she is thirsty. However, if we interpret it pragmatically, it will mean something different. The speaker may indirectly want to make the hearer understand that he/she requests someone to get his/her drink. Thus, in conducting a pragmatic study, one must seek what the speaker means, whether it is direct speech or expressed explicitly.

Moreover, Leech in Scott defines pragmatics as the study of the utterance meaning about speech situation.⁶ He considers pragmatics as something that studies how language is used in communication because meaning is not just something abstract but meaning can be investigated in its context. In pragmatics, five aspects always should be considered:

- 1) Speaker and interlocutor. Aspects related to the concept of speakers and interlocutors are age, socioeconomic background, gender, level of familiarity, and others.
- 2) Speech context. Leech defines context as the setting background that is owned by speakers and speech partners so that speech partners can interpret what the speaker meant at the time and make certain speeches. Searle and Vandervaken explain context is one of the determining factors of the illocutionary act shown by a speech. Speech context is divided into five important elements: speakers, speech partners, time, place, and various features related to the implementation of speech acts especially important features namely the psychological state (desires, beliefs, intentions, etc.) of the participants said. These various other features are referred to

⁵Silvi Khairuni Harahap, “Analisis Pragmatik Kesantunan Berbahasa Novel Ngah Lara Karya Adi Mujabir,” 2018, <https://core.ac.uk/download/pdf/225831979.pdf>.

⁶ Geoffrey N Leech, *Principles of Pragmatics*, Longman Linguistics Library ; Title No. 30. (London ; New York: Longman, 1983).

by Searle and Vanderveken as the world of utterances or worlds.⁵

- 3) The goals of speech. Various forms of speech can be used to express one speech intention, and vice versa, one speech intention can be expressed in various forms of speech.
- 4) Speech as a structure of action or activity. We can act with language, do things with words, and use language to get other people to do things for us.
- 5) Speech as a product of verbal acts. Speaking is a verbal action. Because created through verbal action, utterances are referred to as "products" of verbal acts, namely the act of expressing language.

To conclude, pragmatics is concerned with meaning as a contextual identity and what the speaker wants to mean from the words. In addition to the definitions above, context plays a big part in learning pragmatics, because it is the study of language use. To draw the meaning, we should take into consideration how speakers come up to express what they want to say regarding whom they are talking to, where, when, and under what circumstances. Furthermore, it implies that pragmatic studies play an important role to comprehend better human verbal interactions because pragmatic studies allow people to interpret what speakers mean in a particular context, and how the context influences what is said.⁶

B. Speech Act

1. Definition of Speech Act

A speech act is a theory that attempts to study the meaning of language by examining the relationship between utterances and actions taken by the speaker. This study of

⁵John Searle and Daniel Vanderveken, *Foundation of Illocutionary Logic* (Cambridge University Press, 1985).

⁶I Dewa Putu Wijana, "On Speech Acts," *Journal of Pragmatics Research* 3, no. 1 (2021): 14–27, <https://doi.org/10.18326/jopr.v3i1.14-27>, p. 17.

speech acts is based on the understanding that speaking activity is not only limited to telling something but also doing something based on that speech. The terms and theories regarding speech acts were originally introduced in 1959 by J. L. Austin, a professor at Harvard University.

Austin in his book *How to Do Things With Words* stated that by saying something we do something.⁷ It implies speech acts as the action performed through the utterance. All utterances uttered by speakers contain certain communication functions. Speech from a person (speaker) is more than just ordinary conversation; it serves a purpose.⁸

Then, Austin's theory of speech acts was developed by Searle and later published in his book entitled "Speech Act an Essay in the Philosophy of Language." He believes that all verbal communication contains a speech act. Searle explained that communication is not just utterances, symbols, and sentences. He argues that communication in the form of utterances, sentences, and symbols will produce tangible products, namely the behavior of speech acts.⁹ Nordquist described speech act as a subdivision of pragmatics concerned with how words can be employed not just to convey information but also to carry out actions.¹⁰ Moreover, speech acts are successful as a form of communication if the listener can understand the speaker's purpose from the attitude they are expressing. To understand speech acts clearly, the speaker does not only speak at the source (speech has no intent and purpose), but the speaker must also interpret the speaker's intent to the listener, and the speaker can make the listener understand the meaning of the words in the speaker.

⁷John Austin, "How To Do Things With Words" (Oxford: The Clarendon Press, 1962), p 94.

⁸Mulyana, *Kajian Wacana: Teori, Metode, Dan Aplikasi Prinsip-Prinsip Analisis Wacana* (Yogyakarta: Tiara Kencana, 2005), p. 80.

⁹John R. Searle, *Speech Acts an Essay in The Philosophy of Language 34th Ed.* (Cambridge: Cambridge University Press, 1969).

¹⁰ Richard Nordquist, "Speech Acts in Linguistics," *ThoughtCo.*, 2019, <https://www.thoughtco.com/speech-act-linguistics-1692119>.

In addition, Nadar stated that when someone uses the verbs such as promise, apologize, name, or pronounce, for example, in the speech "I promise I will come on time", "I apologize for coming late", and "I name this ship Elizabeth ", then the person concerned does not only say but also perform the actions of promising, apologizing, and naming. These utterances are called performative utterances, while the verbs are also called performative verbs.¹¹

Austin in Alvarez explains that performative utterances are distinct from constative utterances, which he refers to as "statements," which can be true or false. On the other hand, performative utterances cannot be true or false, because this utterance has a special task that is used to form the action.¹² In other words, issuing utterances is forming (performing) actions.

2. Classification of Speech Act

Austin who was the creator of speech act theory and become a reference for some linguistics stated that there are three different types of speech acts namely locutionary, illocutionary, and perlocutionary acts:

1) Locutionary

A locutionary act is *the act of saying something*. Austin states that locutionary acts are simply saying something, conveying information, talking, asking, and so on.¹³ Meanwhile, Tutuarima et al stated that locutionary acts are acts that are performed to communicate, the act of actual uttering.¹⁴ A locutionary speech act is a simple

¹¹ FX. Nadar, *Pragmatik Dan Penelitian Pragmatik* (Yogyakarta: Graha Ilmu, 2013), p. 11.

¹² ELENA LÓPEZ ÁLVAREZ, "Performative Speech" 16, no. 2 (2005): 685–702, p. 685.

¹³ John Austin, *How To Do Things With Words* (Oxford: The Clarendon Press, 1962).

¹⁴ Zulfa Tutuarima, Nuraeningsih Nuraeningsih, and Rusiana Rusiana, "An Analysis of Speech Act Used in London Has Fallen Movie," *Vision: Journal for Language and Foreign Language Learning* 7, no. 2 (2018): 122–31, <https://doi.org/10.21580/vjv7i23022>.

speech act that produces a linguistic expression. In a locutionary act, utterances are made just to state something, without any other tendencies or goals.

2) Illocutionary

An illocutionary act is an action that is contained in an utterance and has a specific purpose, or it can also be said to expect a reaction from the speech partner. Austin said that an illocutionary act is the "performance of an act in saying something".¹⁵ Based on the statement, it is known that the illocutionary act is a speech act that functions to state and do something.

3) Perlocutionary

Yule states that a perlocutionary act is when the speech uttered by the speaker has an effect or influence on the hearer.¹⁶ As a result of this influence, the response from the hearer is not only in the form of words but can also be in the form of action. This perlocutionary act is also often referred to as "the act of affecting someone." According to Kaburise, as quoted in the Kholili, a perlocutionary act is the bringing about of effects on the audience through uttering the sentence, such effects being special to the circumstance of utterance (the effect of the illocution on the hearer).¹⁷ From the previous explanation, it can be concluded that the perlocutionary act is a speech that gives effect to the listener toward the stated speech. The three acts above will be explained with examples below:

¹⁵ J. L. Austin, "How to Do Things with Words," *Analysis* (Oxford University Press, 1962), p. 99, <https://doi.org/10.2307/3326622>.

¹⁶ Yule, *Pragmatics*, p. 48.

¹⁷ Achmad Kholili, "Investigating the Sixth Semester Students' Knowledge of Speech Act: A Collective Response from EFL Students of Class B at University of Islam Malang," *International Journal of Research in English Education* 3, no. 4 (2018), p. 57.

“It’s so dark in this room.”

- a. Locutionary act is the literal meaning. It means the darkness of the room.
- b. Illocutionary act is the speaker’s request for the hearer to switch on the light.
- c. Perlocutionary act is the hearer switch on the light.

Based on the explanation and examples above, it is very clear that when someone says something, the utterance contains three speech acts: locutionary, illocutionary, and perlocutionary. This also shows that the three speech acts cannot be separated because they become one unit.

C. Illocutionary Acts

An utterance, besides functioning to say or inform something, can also be used to do something. These events are known in pragmatics as illocutionary acts. Wijana interprets illocutionary speech acts as utterances that focused on the kinds of acts possibly performed by the speaker of an utterance.¹⁸ When performing illocutionary acts, it is the speaker who says something to convey particular actions to the listener based on what the speaker is trying to express or wants to tell.

In speech act theory, the term illocutionary act refers to the use of utterances to express attitudes with a certain function or "force", which is called illocutionary force. It means the illocutionary force is the purpose or the intent of the speaker. In line with this, Cutting also stated that illocutionary force is 'what is done in uttering the words', the function of the words, and the specific purpose that the speakers have in mind.¹⁹ So basically, the strength of the illocutionary itself depends on what is said by looking at the function of the word and the purpose that is in the

¹⁸ Wijana, "On Speech Acts", p. 18.

¹⁹ Cutting, *Pragmatics and Discourse*, p. 16.

mind of the speaker. Some examples of illocutionary force are affirming, ordering, promising, apologizing, firing, and so on.

Akinwotu stated that the illocutionary act is central to Speech Act Theory (SAT). Speech Act Theory (SAT) has become synonymous with the illocutionary act. So, the point of this theory shows that speech acts centered on the illocutionary utterance.²⁰ This is because there is a sentence or statement in the illocutionary speech act that cannot be separated from its context. Illocutionary acts are not easy to identify because the actions taken contextually depend on various external factors, such as whom the speaker is talking to, where, when, and for what purpose. These illocutionary speech acts are usually related to giving permission, saying thank you, ordering, offering, promising, etc.²¹

Among the three types of speech acts, illocutionary acts are dominant in the study of pragmatics. This happens because illocutionary acts are closely related to speech acts. Austin divided illocutionary acts into five categories²²:

1) Verdictives

Verdictives are speech acts in which the speaker assesses or judges the actions of another, usually the addressee, based on a certain reason or fact. The paradigms of verdictives are estimate, reckoning, or appraisal.

2) Exercitives

Exercitives are actions in which the speaker exerts his or her power, rights, or influence. Examples of exercitives are appointing, voting, ordering, urging, advising, warning, and so on.

²⁰ Samuel Alaba Akinwotu, "A Speech Act Analysis of the Acceptance of Nomination Speeches of Chief Obafemi Awolowo and Chief M.K.O. Abiola," *English Linguistics Research* 2, no. 1 (2013), <https://doi.org/10.5430/elr.v2n1p43>, p. 45.

²¹ Cummings, *Pragmatik : Sebuah Perspektif Multidisipliner*, p. 18.

²² Austin, "How to Do Things with Words", p. 150.

3) Commissives

Commissives are the speaker's act of committing to a cause or action for example promising. It is said that commissive is inextricably linked to verdictives and exercitives.

4) Behabitive

This is a type of illocutionary speech act related to the expression of the speaker's reaction to the social behavior and attitudes of society both in the past and present. Examples are apologizing, congratulating, commending, condoling, cursing, and challenging.

5) Expositive

Austin said that expositive is the hardest type to classify. This type is an act of exposition that involves elaborating views, executing arguments, and clarifying uses and references. Speakers explain how their utterances fit the line of reasoning. The examples are 'I reply', 'I argue', 'I concede', 'I assume', and 'I postulate'.

Austin's categorization was later developed by his student, Searle, on the grounds that it was based solely on lexicography and that the boundaries between the five categorizations were ambiguous and overlapped, especially in the last two types of behabitive and expositive. Whereas the boundaries must be clear so that it is easier for people to identify illocutionary acts. Then Searle classifies illocutionary acts into the new five main groups, namely assertive, directive, commissive, expressive, and declarative.⁷²³

1) Assertive

An Assertive or also known as Representative is a type of speech act that involves the speaker in the truth of the argument being expressed, it represents the speaker's belief

²³J R Searle, *Expression and Meaning: Studies in the Theory of Speech Acts* (Cambridge University Press, 1979),p. viii.

that something can be judged as true or false.²⁴ The previous explanation denotes that the speaker displays their belief as an expression of truth to adapt to the world. Similarly, representatives are the types of speech acts that state what the speaker believes to be the case or not.²⁵ Assertive is also related to the speaker's beliefs and in the form of statements of facts, confirmations, conclusions, and descriptions. In this type of act, the following paradigm is used: state, notify, suggest, boast, complain, demand, and reporting. The following is an example of assertive:

“It was a cold snow day.”

Based on the statement above, this speech act can be classified as an assertive or representative speech act because the speaker can feel that a snowy day is cold, and that is the truth.

2) Directive

A directive speech act intends to get the listener to do something.²⁶ This type of speech act states what the speaker wants. In a similar vein, Senft said that the point of directives is the utterances that are attempts by the speaker to get the hearer to do something.²⁷ Directive speech acts are also often referred to as "impositive speech acts," that is, speech acts intended by the speaker so that the speech partner performs the action referred to in that speech. The following paradigms are included in directive speech acts: ordering, requesting, commanding, suggesting, recommending, and so on. An example of a directive is shown below:

²⁴ Ibid.

²⁵ Yule, *Pragmatics*, p. 54.

²⁶ Searle, *Expression and Meaning: Studies in the Theory of Speech Acts*, p. 21.

²⁷ Gunter Senft, *Understanding Pragmatics, Understanding Pragmatics*, 2014, <https://doi.org/10.4324/9780203776476>, p. 26.

“Could you lend me a dictionary, please?”

The utterance above shows a directive speech act. This happens because in that utterance the speaker wants the listener to lend him/her a dictionary.

3) Commissive

If the directive's goal is to persuade the listener to do something, the commissive is the speaker's promise to follow through on what they said previously. Searle stated that a commissive speech act is a speech act that requires the speaker's commitment to an action to be performed in the future.²⁸ In line with Searle's statement, Yule stated that commissive is a type of speech act understood by speakers to commit themselves to actions in the future.²⁹ Moreover, Senft also said that commissive is related to the world's fit to fit the words, but the point concerns the speaker's sincerity of intention and future actions.³⁰ In other words, the action that the speaker will perform is called a commissive. The paradigm of commissive speech acts includes promising, offering, etc.

Example:

“I promise to meet you at 9.00 a.m.”

The utterance above indicates a commissive speech act because the speaker promises to meet someone at 9.00 a.m. So, the speaker must commit to his promise.

4) Expressive

An expressive speech act is a speech act intended by the speaker so that the utterance can be interpreted as an

²⁸ Ibid.

²⁹ Yule, *Pragmatic*, p. 54.

³⁰ Senft, *Understanding Pragmatics*, p. 11.

evaluation of the things mentioned in the speech and serves several functions. Meanwhile, Yule argues that expressive speech acts reveal the psychological condition of the speaker.³⁰ The speaker expresses this speech act to adapt the world of the speaker to the world of his or her feelings. The different kinds are thanking, apologizing, welcoming, sorrowing, and so on.

Example:

“Thank you very much for coming to my hometown.”

In the utterance above, the speaker thanks the listener for coming and fulfilling the speaker's invitation. The speaker wants to show that the speaker is happy with the presence of the listener.

5) Declarative

Declarative is a type of illocutionary speech act intended by speakers to create something new, such as a status, condition, and so on, just by the utterance. According to Cutting directives are the words and expressions that change the world through their very utterance, such as *'I bet', 'I declare', 'I resign',* and I court sentences you.³¹ The paradigm that falls into this category includes resigning, dismissing, christening, naming, and so on. The speaker must have a special institutional role in a specific context to perform a declaration appropriately.³²

Example:

³⁰ Yule, *Pragmatics*, p. 53.

³¹ Joan Cutting, *Pragmatics and Discourse* (Abingdon: Routledge, 2002), p.

³² *Ibid.*

“*You are fired!*”

Based on the above utterance, it indicates that a person has lost his or her job and cannot continue working at that company because of the speaker’s declaration.

D. Expressive Speech Act

1. Definition of Expressive Speech Act

Expressive utterances are part of illocutionary speech acts that express or indicate the speaker's psychological attitude towards a particular situation.³³ Furthermore, Ronan stated that psychologically expressive speech includes speeches of agreement, disagreement, volition, thanking, apologizing, non-directed complaints in exclamations, expressing sorrow, and greetings.³⁴

Yule defines expressive speech act as the act of expressing pleasure, pain, dislike, like, disappointment, joy, or sadness.³⁵ Expressive speech acts only reveal the psychological condition of the speaker; they imply that the speaker wants the audience to understand his or her psychological state.

Another opinion about expressive speech acts came from Tarigan, which stated that expressive speech acts have the function of expressing, revealing, or informing the speaker's psychological attitude toward a statement of circumstances predicted by the illocutionary.³⁶ Taavitsainen and Jucker, cited in Maiz, argue that expressive speech acts as an expression of the state of mind, the attitudes, and the

³³ Searle, *Expression and Meaning: Studies in the Theory of Speech Acts*, p.15.

³⁴ Patricia Ronan, “Categorizing Expressive Speech Acts in the Pragmatically Annotated SPICE Ireland Corpus,” *ICAME Journal* 39, no. 1 (2015): 25–45, <https://doi.org/10.1515/icame-2015-0002>.

³⁵ Yule, *Pragmatics*, p. 53.

³⁶ Henry Guntur Tarigan, *Pengajaran Pragmatik Edisi Revisi* (Bandung: Angkasa, 2009), p 45.

feelings of the speakers.³⁷ By the definition given previously, an expressive speaking act solely expresses the speaker's feelings or emotions. Example:

“I apologize for being late.”

As time goes by, the theory of speech act which was first discovered by Austin and later perfected by Searle, has developed to the present day. One of them is Norrick's theory. Norrick defines expressive speech acts as speech acts in positive and negative forms that can be performed by listeners or speakers. Thus, everyone can distinguish between actions that represent good speech (such as praising, congratulating, etc.) and actions that represent poor speech (such as yelling, insulting, criticizing, and blaming). Example:

A: *“Her acting wasn't good. It didn't look natural.”*

B: *“Woah. No wonder they said you are a movie critic.”*

The utterance "The acting isn't good. It doesn't look natural." is an expression of criticizing someone, which includes negative values when applying Norrick's theory. Example:

A: *“Congratulation on your graduation”*

B: *“Thank you”*

The phrase "Congratulations on your graduation" is an expression of congratulation, which is included in the category of positive value when applying Norrick's theory.

³⁷ Carmen Maiz, “Expressive Speech Acts in Educational El Uso de Actos Expresivos En Chats Educativos” 5, no. 2 (2017): 151–78.

Guiraud states that "expressive speech acts as a public expression of an emotional situation."³⁸ According to this theory, there are two broad categories of emotional situations; basic emotions and complex emotions. The basic emotions come from the beliefs, goals, and ideal types that the speaker has. At the time that the speaker holds a particular belief and is informed that it is true in some respects, they may express happiness or sadness. The expressive ideal statement is to be one with the speaker's approval or disapproval. On the other hand, complex emotions are based on norms and duties.

2. Types of Expressive Speech Act

In this research, the researcher used the classification of expressive speech acts proposed by Patricia Ronan. The following is the explanation of expressive speech act types proposed by Ronan, along with examples:³⁹

1) Agreement

Agreement is the more value of polite principle in which the speaker expresses a positive attitude towards either a person or a proposition. According to Abbas et. al Agreement is a speech act used to confirm or agree with a request or statement from the interlocutor.⁴⁰ This type could have been separated into liking, expressing attitudes towards a person or thing as in "I like her too" and agreement, expressing agreement with a proposition. Example:

*"Yes I agree with uh Dr. Fitzgerald"*⁴¹

³⁸ Nadine Guiraud et al., *The Face of Emotions: A Logical Formalization of Expressive Speech Acts*, 2011.

³⁹ Ronan, "Categorizing Expressive Speech Acts in the Pragmatically Annotated SPICE Ireland Corpus.", p. 35.

⁴⁰ Azwar Abbas et al., "Functioning Expressive Speech Acts in the 2019 Indonesian Presidential Election Debates," *Langkawi: Journal of The Association for Arabic and English* 7, no. 1 (2021): 81, <https://doi.org/10.31332/lkw.v7i1.2573>, P 91.

⁴¹ Ronan, "Categorizing Expressive Speech Acts in the Pragmatically Annotated SPICE Ireland Corpus.", p. 35.

2) Disagreement

Disagreement is the less polite form of the principle, where the speaker expresses disapproval to the listener about something that isn't considered ideal. Disagreement may occur when a speaker disagrees with another person's thoughts or when a speaker refuses to carry out an instruction from another person.⁴² The following are examples of expressive speech acts of disagreement:

“Uh, I don't know if this is true now or not.”

“No, I'm afraid I disagree with you”⁴³

3) Volition

Volition is an expression of want or hope for something to happen. The speaker expects it to come true because of his or her desires. Praying for someone or sending someone well wishes are also included in volition. Examples:

“I wish I could see you tomorrow.”

“We want to see progressive politics here”⁴⁴

4) Thanking

Thanking is an expressive speech act type that shows gratitude to the listener who has done something beneficial. Jautz, as cited by Yusefi mentioned that gratitude expressions are used when the speaker wants the addressee to know that the speaker is grateful for what the addressee has said or done.⁴⁵ This expression often happens in our daily life. Below are examples of thanking:

⁴² Jonathan Matheson and Bryan Frances, “Disagreement,” in *The Stanford Encyclopedia of Philosophy*, ed. Edward N. Zalta, Winter (Metaphysics Research Lab, Stanford University, 2019).

⁴³ Ronan, op. cit., p.36 .

⁴⁴ Ibid., p. 37.

⁴⁵ Kolsoum Yusefi et al., “A Pragmatic Analysis of Thanking Strategies Among Kurdish Speakers of Ilam Based on Gender and Age,” *Procedia - Social and Behavioral Sciences* 199 (2015): 211–17, <https://doi.org/10.1016/j.sbspro.2015.07.507>, p. 212.

*“Okay thanks very much, Gerard”*⁴⁶

5) Apologizing

The act of apologizing is a way to beg for pardon. The function of expressive apologizing is to state the feeling of guilt. When the speakers regret their mistake of doing something and they confess it commonly by saying sorry, that means they are apologizing. Norrick in Ronan claims that the expression of apologizing is used when the speaker expresses negative feelings towards the listener.⁴⁷ The following are examples of apologizing:

“Okay, sorry two pounds per offprint.”

*“I apologize if I don’t because the two gentlemen here in Belfast have a lot to answer...”*⁴⁸

6) Non-directed complaints in exclamations (Exclamation)

Non-directed complaints in exclamations are the type of expressive speech act that indicates exclamation by utilizing some religious and swear words. Usually, this expression comes out when people are shocked, surprised, and angry in a particular situation or something. Below are the examples:

“Oh my god, are you kidding me!”

*“Oh, bless us”*⁴⁹

7) Expressing Sorrow

Sorrow is an expression that is similar to lamenting, condoling, and sympathizing. According to Hornby sorrow is a feeling of being very sad because something very bad has happened.⁵⁰ Moreover, Norrick cited in Ronan defined sorrow as the expression of feeling sad where the speaker

⁴⁶ Ronan, op. cit., p. 37.

⁴⁷ Ronan, “Categorizing Expressive Speech Acts in the Pragmatically Annotated SPICE Ireland Corpus”, p. 29.

⁴⁸ Ibid., p. 38.

⁴⁹ Ibid.

⁵⁰ A. S. Hornby, *Oxford Advanced Learner’s Dictionary of Current English*, 9th ed. (Oxford: Oxford University Press, 2018).

expresses his/her own misfortune, either at their own or somebody else's doing.⁵¹ Below are examples of expressing sorrow:

"....I think that's awfully sad to see that."

*"I can't believe the poor guy."*⁵²

8) Greetings

A greeting is an expressive speech act that conveys the joy of someone's arrival. The speaker gives a sign of welcoming or recognizing to the hearer.⁵³ Salutating, saying hello to someone, or saying acknowledgment to someone are included in the expressive speech act of greetings. Below are examples of greetings:

"Hello, darling"

*"Welcome back to It's Friday"*⁵⁴

E. Functions of Illocutionary Acts

Expressive utterances are produced by speakers with several functions, and each utterance has meaning and intention. Furthermore, Leech in *Principles of Pragmatics* divided the illocutionary functions as follows:⁵⁵

1. Competitive

The first illocutionary function is competitive. Competitive has a goal to compete with social goals. So here it involves politeness, but the politeness component in this function is typically negative. In this function, negative politeness aims to reduce disharmony such as ordering,

⁵¹ Ronan, "Categorizing Expressive Speech Acts in the Pragmatically Annotated SPICE Ireland Corpus.", p. 40.

⁵² Ibid.

⁵³ Ibid, p. 29.

⁵⁴ Ibid., p. 40.

⁵⁵ Leech, *Principles of Pragmatics*, p.104.

asking, demanding, begging, etc. An example of a competitive function is when getting someone to lend his or her money in a forced tone.⁵⁶

2. Convivial

The convivial illocutionary function aims to coincide with social goals. In contrast to the preceding category, the convivial type is courteous. It indicates that politeness in this context takes a positive form and tends to be friendly. An example of conviviality is when someone congratulates his or her friend on graduation. Moreover, the goals of this function are offering, inviting, greeting, thanking, and congratulating.⁵⁷

3. Collaborative

According to Leech, a collaborative function goal is indifferent with the social goal.⁵⁸ It means that this function is neutral or does not involve manners because manners are irrelevant. The goals of this function include stating, reporting, announcing, explaining, and instructing. For instance, "I like this song".

4. Conflictive

The last illocutionary function proposed by Leech is conflictive. In conflictive, the goal conflicts with the social goal.⁵⁹ Like the collaborative function, in conflictive there is no element of politeness at all because this illocutionary function aims to generate anger such as threatening, accusing, cursing, and reprimanding. For example, "You stole my phone! I had it on the table just a moment ago, and now it's gone." which has the function of accusing.

⁵⁶ Ibid.

⁵⁷ Ibid.

⁵⁸ Ibid.

⁵⁹ Ibid.

F. YouTube

YouTube is a website-based video-sharing social media platform that allows its users to upload various types of video content, such as music videos, art, economics, self-motivation, and others. YouTube was created on February 14, 2005, by three former employees of the American e-commerce company PayPal: Steve Chen, Chad Hurley, and Jawed Karim.⁶⁰ Since its inception, YouTube has immediately received a good reception in the community. In July 2006, the company announced that more than 65,000 videos were uploaded daily and that the site was receiving 100 million video views per day. Google acquired YouTube for \$1.65 billion in the same year, specifically in October 2006, making YouTube one of Google's subsidiaries.⁶¹

YouTube has very fast growth, starting with the average person posting videos and getting many viewers.⁶² It was recorded that in 2008, YouTube consistently managed to occupy the tenth position as the most visited site globally.⁶³ More than a decade later it is the world's second most popular visited web. This is caused by several factors, such as ease of access, the various types of videos available, and free access both for watching and uploading videos. Judging from the high number of YouTube viewers and users, this makes YouTube a part of Internet culture.

YouTube, which is connected to the internet, allows users to search for any videos they like and interact with other users directly through the available comment column, so this mass communication is more interactive and entertaining than

⁶⁰ William. L. Hosch, "YouTube," *Britannica*, 2022, <https://www.britannica.com/topic/YouTube>.

⁶¹ J Burgess, J., & Green, *YouTube: Online Video and Participatory Culture* (England: Cambridge, MA: Polity Press, 2009), p. 1.

⁶² Jessica A Zanatta, "Dominican Scholar Dominican Scholar Senior Theses Student Scholarship Understanding YouTube Culture and How It Affects Today's Media Understanding YouTube Culture and How It Affects Today's Media," 2017, <https://doi.org/10.33015/dominican.edu/2017.CMS.ST.03>, p. 10.

⁶³ J Morreale, "From Homemade to Store Bought: Annoying Orange and the Professionalization of YouTube," *Journal of Consumer Culture* 14 (March 3, 2013): 113–28, <https://doi.org/10.1177/1469540513505608>, p. 114.

conventional mass media. The feedback that occurs in YouTube mass media is not physical in nature, but it does allow communicants to interact directly with the communicator (the video uploader) and even with other communicants online via the comment column.

G. Comment

Based on the Oxford Dictionary comment has a meaning as a note, remark, observe to express an opinion or give facts about something.⁶⁴ In modern times like today, where technology is developing rapidly and social media is becoming a lifestyle, commenting happens not only in the real world but also on social media. In relation to media social on YouTube, the comments serve their very nature as a subjective way to post thoughts and opinions inspired by the video.⁶⁵ Furthermore, Yasmina et al stated that YouTube comments provide a rich resource for publicly available text. They have different styles of expression and are present in almost all existing languages. They also raise different issues such as opinions, stories, and emotions.⁶⁶

⁶⁴ Hornby, *Oxford Advanced Learner's Dictionary of Current English*, p. 293.

⁶⁵ Tibor Varga, "Faculty of Arts Department of English and American Studies English Language and Literature Language of YouTube Video Comments Bachelor's Diploma Thesis," 2009.

⁶⁶ Douiji yasmina, Mousannif Hajar, and Al Moatassime Hassan, "Using YouTube Comments for Text-Based Emotion Recognition," *Procedia Computer Science* 83 (2016): 292–99, <https://doi.org/https://doi.org/10.1016/j.procs.2016.04.128>.



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