

**A PRAGMATIC ANALYSIS OF ASSERTIVE SPEECH ACT  
ON THE REALLIFE ENGLISH PODCAST “WHY YOU  
CAN UNDERSTAND ENGLISH,  
BUT CAN'T SPEAK IT”**

**A Thesis**

**NOVA ANISA  
NPM. 1911040431**



**Study Program: English Education**

**TARBIYAH AND TEACHER TRAINING FACULTY  
RADEN INTAN STATE ISLAMIC UNIVERSITY  
LAMPUNG  
1445 H / 2023 M**

**A PRAGMATIC ANALYSIS OF ASSERTIVE  
SPEECH ACT ON THE REALLIFE ENGLISH  
PODCAST “WHY YOU CAN UNDERSTAND  
ENGLISH, BUT CAN’T SPEAK IT”**

**A Thesis**

**Submitted as Partial Fulfillment of the Requirement for S1-  
Degree**

**By:**

**NOVA ANISA  
NPM. 1911040431**

**Study Program: English Education**

**Advisor : Yulan Puspita Rini, M.A**

**Co- Advisor : Dr. Nur Syamsiah, M.Pd**

**ENGLISH EDUCATION STUDY PROGRAM  
TARBIYAH AND TEACHER TRAINING FACULTY  
RADEN INTAN STATE ISLAMIC UNIVERSITY  
LAMPUNG  
1445 H / 2023 M**

## **ABSTRACT**

### **A PRAGMATIC ANALYSIS OF ASSERTIVE SPEECH ACT ON THE REALLIFE ENGLISH PODCAST “WHY YOU CAN UNDERSTAND ENGLISH, BUT CAN’T SPEAK IT”**

**By:**  
**Nova Anisa**

Nowadays, technological advances are certainly increasing rapidly and there are so many opportunities that can be obtained by using technology, including in the communication and education sectors. One example of the technological advances for the communication is podcasts. As we know that communication is a tool to interact and convey thoughts and ideas to one another. In the other hand, English is a lingua franca or global language used to communicate between citizens of one country to another. And in the era of globalization, of course it is very important to learn English. However, unfortunately for country like Indonesia which use English as a foreign language, most people still have difficulty speaking English. Even though they understand what other people are saying, it is difficult for them to express their ideas and thoughts in English. This is caused by several factors including fear of being laughed at, shy, and lack of confidence in speaking English. When someone speaks, they actually also carry out an action, where the speech has a function or purpose in it, this is called a speech act. Speech acts themselves are divided into several types, one of which is assertive speech act. Assertive speech act is speech act that bind the speaker to something that happened and to the truth of the proposition being expressed. Of course, to achieve communication goals, good communication is needed. Good communication is when there is no misunderstanding between the speaker dan the listener, being assertive in the way of communication, and of course one of the factors that influences success in communication is language.

This research examines the analysis of illocutionary acts namely assertive speech act in the RealLife English podcast episode “Why You Can Understand English, But Can’t Speak It” that used by Ethan as a guest speaker in that podcast. This research aims to analyze the types and the meaning of assertive speech acts used by the guest

speaker. The utterances were classified based on the theory proposed by Searle and Vanderveken. A descriptive qualitative used by the researcher to analyze the data obtained in this research. Data collection techniques were carried out through documentation and note-taking.

From the data collected, it was found that there are 13 out of 32 types of assertive speech acts based on Searle and Vanderveken's theory used by the guest speaker on the podcast. They are; informing 13 data (21,66%), stating 12 data (20%), insisting 7 data (11,66%), reminding 5 data (8,33%), suggesting 4 data (6,66%), assuring 4 data (6,66%), notifying 3 data (5%), praising 3 data (5%), reporting 3 data (5%), denying 2 data (3,33%), claiming 1 data (1,66%), hypothesizing 1 data (1,66%) and testifying 1 data (1,66%). Furthermore, the essence of the meaning of assertive speech acts that have been found in podcasts has the function of providing information and advice for English learners who can understand English but can not speak it.

**Keywords:** *Assertive Speech Acts, Speech Acts, Podcast*

## DECLARATION

I am a student with the following identity:

Name : Nova Anisa  
Student's Number : 1911040431  
Thesis : A Pragmatic Analysis Of Assertive Speech Act  
On The RealLife English Podcast "Why You  
Can Understand English, But Can't Speak It"

Declare that this thesis is my work. I am completely responsible for the contents of this thesis. All the ideas contained in this thesis are the result of research that compiled myself except those that are referred to in writing in this manuscript and mentioned in the bibliography.

Bandar Lampung, August 28<sup>th</sup>, 2023  
Declared by,



Nova Anisa  
1911040431



**KEMENTERIAN AGAMA  
UIN RADEN INTAN LAMPUNG  
FAKULTAS TARBIYAH DAN KEGURUAN**

*Alamat: Jl. Letkol H. Endro Suratmin Sukarame Bandar Lampung Telp. (0221) 703260*

**APPROVAL**

**Title** : **A PRAGMATIC ANALYSIS OF ASSERTIVE  
SPEECH ACT ON THE REALLIFE ENGLISH  
PODCAST "WHY YOU CAN UNDERSTAND  
ENGLISH, BUT CAN'T SPEAK IT"**

**Student's Name** : **Nova Anisa**

**Students's Number** : **1911040431**

**Study Program** : **English Education**

**Faculty** : **Tarbiyah and Teacher Training**

has been **APPROVED**

To be defended at the Thesis Defense  
of the Faculty of Tarbiyah and Teacher Training,  
Raden Intan State Islamic University of Lampung.

**Supervisor,**

**Yulan Puspita Rini, M.A**  
**NIP. 198607112015032003**

**Co-Advisor**

**Dr. Nur Syamsiah, M.Pd**

**The Chairperson of  
English Education Study Program**

**M. Ridho Kholid, S.S., M.Pd**  
**NIP. 198505122015031004**



**KEMENTERIAN AGAMA  
UIN RADEN INTAN LAMPUNG  
FAKULTAS TARBIYAH DAN KEGURUAN**

Alamat: Jl. Letkol H. Endro Suratmin Sukarame Bandar Lampung Telp. (0721) 703260.

**ADMISSION**

A research thesis entitled: **A PRAGMATIC ANALYSIS OF ASSERTIVE SPEECH ACT ON THE REALLIFE ENGLISH PODCAST “WHY YOU CAN UNDERSTAND ENGLISH, BUT CAN’T SPEAK IT”,** by: **NOVA ANISA, NPM:1911040431,** Study Program: **English Education,** was tested and defended in the examination session held on: **Thursday, November 16<sup>th</sup> 2023**

**Board of Examiners:**

**Moderator : Syofnidah Irianti, M.Pd**

**Secretary : Sri Suci Suryawati, M.Pd**

**Primary Examiner : Satria Adi Pradana, M.Pd**

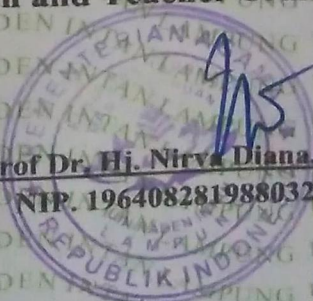
**First Co-Examiner : Yulan Puspita Rini, M.A**

**Second Co-Examiner : Dr. Nur Syamsiah, M.Pd**

**The Dean of  
Tarbiyah and Teacher Training Faculty**

**Prof Dr. Hj. Nirva Diana, M.Pd**

**NIP. 196408281988032002**



## MOTTO

وَمِنْ آيَاتِهِ خَلْقُ السَّمَاوَاتِ وَالْأَرْضِ وَاخْتِلَافُ أَلْسِنَتِكُمْ وَأَلْوَانِكُمْ ۚ  
إِنَّ فِي ذَلِكَ لَآيَاتٍ لِّلْعَالَمِينَ

“And of His signs is the creation of the heavens and the earth and the diversity of your languages and your colors. Indeed in that are signs for those of knowledge”. (QS. Ar-Rum 30: 22)<sup>1</sup>

---

<sup>1</sup> Al-Qur'an English.com, Qur'an surah Ar-Rum 30. 22, <https://www.alquranenglish.com/quran-surah-ar-rum-22-qs-30-22-in-arabic-and-english-translation>



## DEDICATION

From the deepest of my heart, I would like to dedicate this thesis to :

1. My beloved parents, Mr. Samsudin and Ms. Heni Liastuti who have provided me with unconditional love and never ending-supports, not only for the completion of my study but also for the success of my life. Thank you so much for everything. You are the biggest motivation for me to finish this thesis.
2. My beloved brother and sisters, Surya Hadi Firmansyah, Rizka Akmalia, and Raisya Fatan Aulia thank you so much for all the prayer, support and also have been very supportive, caring, and generous during many difficult stages of my study at the University.
3. My beloved almamater, State Islamic University of Raden Intan Lampung where the researcher has gained a lot of knowledge and also experience.

## **CURRICULUM VITAE**

The name of the researcher is Nova Anisa. She was born in Gunung Sugih Besar, on November 23<sup>rd</sup>, 2000. She is the first child of four children of Mr. Samsudin and Ms. Heni Liastuti. She has one brother and two sisters. They are Surya Hadi Firmansyah, Rizka Akmalia and Raisya Fatan Aulia.

In academic background, she graduated from kindergarten at TK Harapan Bunda, Jembrana 2007. Then, she continued her studies at SD N 2 Jembrana and graduated in 2013. Next, she entered her Junior High School in SMP N 1 Sekampung Udik and graduated in 2016. Then, she continued to Senior High School at SMA N 1 Way Jepara and graduated in 2019. Then, she continued her studies at the Islamic State University of Raden Intan Lampung in Sukarame, to pursue her bachelor's degree in the English Education Department.

During her university years, she was a member of BAPINDA in the MEKO.ID division which has operated in the media and communications sector for one year. Apart from that, in 2020, she also joined the East Lampung Student Association community also known as IKAM LAMTIM, and worked in the education and youth division for one year (2020-2021).

## ACKNOWLEDGMENT

### *Assalamu'alaikum Warahmatullahi Wabarakatuh*

Bismillahirrohmanirrohim, Alhamdulillahirobbil'aalamiin, praise to Allah for blessing the researcher with His mercy and guidance to finish this thesis. Sholawat and greetings be to our prophet Muhammad SAW peace be upon Him, with His family and followers. This thesis entitled "A Pragmatic Analysis of Assertive Speech Act on the RealLife English Podcast "Why You Can Understand English, But Can't Speak It"" is submitted as a fulfillment of the requirements for an S1 degree of English Language Education at Tarbiyah and Teacher Training Faculty, Raden Intan State Islamic University Lampung. In preparing the thesis the researcher realized that this thesis could be not completed without guidance, prayer, support, and help from several people and institutions. I decided to give my recognition and sincerely thank to a few of them who have helped me in specific ways. They are:

1. Prof. Dr. Nirva Diana, M.Pd., the Dean of Tarbiyah and Teacher Training Faculty of UIN Raden Intan Lampung.
2. M. Ridho Kholid S.S. M.Pd., the Chairperson of English Education Department of UIN Raden Intan Lampung.
3. Yulan Puspita Rini, M.A., the Secretary of English Education Department of UIN Raden Intan Lampung and the Advisor who has patiently guided and directed the researcher until the researcher completed this thesis.
4. Dr. Nur Syamsiah, M.Pd., the Co-Advisor who has patiently guided and directed and wisely provided solutions for the researcher.
5. Susanto, S.S., M.Hum., M.A., Ph.D., as the validator of this research who has given assistance for the completion of this thesis.
6. All of the lecturers in English Education Department of Raden Intan State Islamic University Lampung, who have taught the lesson and knowledge to the researcher since the first year of her study.
7. My support system in college, Mega Astuti and Riya Saputri, thank you for always supporting me, and accompanying my college journey until I finished my study.

8. All fellows in the English Education Department 2019 of Raden Intan State Islamic University Lampung, especially all members of class F, especially Triyani, my sharing friend in doing this research.
9. My friends in KKN-DR Pugung Raharjo and PPL SMKN 3 Bandar Lampung, who have gained knowledge to accompany and gain joint experience in fighting for thesis, may Allah make it easier for us to achieve our goals.
10. All the good people who have played an important role in providing the researcher with motivational enthusiasm as well as material and non-material support in completing this research. Thank you very much, may Allah reward all your kindness
11. Last but not least, I wanna thank me, I wanna thank me for believing in me, I wanna thank me for doing all this hard work, I wanna thank me for never quitting to finish what I started.

Finally, the researcher realizes that in this thesis there are still many shortcomings in terms of writing and the preparation of the material. Therefore, the researcher welcomes to any form of critical feedback for the betterment of this thesis. Hopefully, this thesis will be useful to increase knowledge and become an inspiration for all.

***Wassalamu'alaikum Warahmatullahi Wabarakatuh***

Bandar Lampung, August 28<sup>th</sup>, 2023  
The researcher

Nova Anisa  
1911040431

## TABLE OF CONTENTS

	<b>Page</b>
<b>COVER</b> .....	<b>i</b>
<b>ABSTRACT</b> .....	<b>ii</b>
<b>DECLARATION</b> .....	<b>iv</b>
<b>APPROVAL LETTER</b> .....	<b>v</b>
<b>ADMISSION LETTER</b> .....	<b>vi</b>
<b>MOTTO</b> .....	<b>vii</b>
<b>DEDICATION</b> .....	<b>viii</b>
<b>CURRICULUM VITAE</b> .....	<b>ix</b>
<b>TABLE OF CONTENTS</b> .....	<b>xi</b>
<b>ACKNOWLEDGMENT</b> .....	<b>x</b>
<b>LIST OF TABLES</b> .....	<b>xiv</b>
<b>LIST OF CHARTS</b> .....	<b>xv</b>
<b>LIST OF APPENDICES</b> .....	<b>xvi</b>
<b>CHAPTER I INTRODUCTION</b> .....	<b>1</b>
A. Title Confirmation .....	1
B. Background of the Problem .....	3
C. Focus and Sub-focus of the Research .....	7
D. Problem Formulation .....	7
E. Objective of the Research.....	7
F. Significance of the Research .....	7
1. Theoretically .....	7
2. Practically .....	8
G. Relevant Research.....	8
H. Research Method .....	10
1. Research Design .....	10
2. Research Instrument .....	11
3. Data and Source of Data .....	11
4. Data Collection Techniques.....	11
5. Techniques of Data Analysis .....	12
6. Trustworthiness of the Data.....	14
I. Systematic of the Discussion.....	15

<b>CHAPTER II LITERATURE REVIEW .....</b>	<b>17</b>
A. Pragmatic .....	17
B. Speech Act .....	18
1. Definiton of Speech Act .....	18
2. Classification of Speech Act.....	19
C. Searle and Vanderveken’s Assertive Speech Acts Theory .....	22
D. Podcast .....	28
1. Definition of Podcast .....	28
2. Types of Podcast.....	30
3. Podcast “Why You Can Understand English, But Can’t Speak It” .....	31
 <b>CHAPTER III DESCRIPTION OF THE RESEARCH OBJECT .....</b>	 <b>33</b>
A. General Description of the Object .....	33
1. Podcast “Why You Can Understand English, But Can’t Speak It” .....	33
2. Summary.....	34
B. Facts and Data Display.....	35
 <b>CHAPTER IV FINDINGS AND DICUSSION.....</b>	 <b>39</b>
A. Findings .....	39
B. Discussion .....	66
 <b>CHAPTER V CONCLUSION AND RECOMMENDATION .....</b>	 <b>73</b>
A. Conclusion .....	73
B. Recommendation.....	73
 <b>REFERENCES</b>	
<b>APPENDICES</b>	

## LIST OF TABLES

	<b>Page</b>
Table 3.1 Data Display of Assertive Speech Acts.....	36
Table 3.2 Data Display the Meaning of Assertive Speech Acts.....	36
Tabel 4.1 The Analysis of Assertive Speech Act in RealLife English Podcast .....	39
Tabel 4.2 The Analysis of Meaning of Assertive Speech Acts in RealLife English Podcast .....	43

## LIST OF FIGURES

	<b>Page</b>
Figure 4.1 Types of Assertive Speech Acts Found in the Podcast.....	67



## LIST OF APPENDICES

	<b>Page</b>
Appendix 1 Transcript of Podcast “Why You Can Understand English, But Can’t Speak It” .....	80
Appendix 2 Validity of the Data .....	101
Appendix 3 Originality Report.....	104



# CHAPTER I

## INTRODUCTION

### A. Title Confirmation

As a first step to understand the title of this research, and to avoid misunderstandings, the researcher feels the need to explain the title of this research. This research is entitled A Pragmatic Analysis of Assertive Speech Act on the RealLife English Podcast “Why You Can Understand English, But Can’t Speak It”. The description of the meaning of several terms contained in the title of this thesis is as follows:

Pragmatic is a branch of linguistics that studies the relationship between language and the context of its use. It means that in pragmatics people learn to know the meaning of the utterance according to the context. According to Yule, pragmatics is the study of the relationship between linguistic forms and the users of those forms.<sup>1</sup> Therefore, it can be said that pragmatics is the study that studies the meaning of language and its relationship with context.

Analysis is trying to find the meaning of something.<sup>2</sup> Analysis can also be considered as an activity that aims to solve or study a problem in detail. Meanwhile, the meaning of the analysis in this title is to try to find or identify utterances in the podcast that fall into the category of assertive speech acts and the meaning of these speech acts.

Speech acts are about a person's skills in communicating and aim to convey a message to the listener.<sup>3</sup> In other words, speech act is a theory that analyzes the effect of speech on the relationship between the speaker and the listener. In this study, the researcher will focus on types of assertive speech acts. Assertive is a speech act involving a speaker expressing a belief in something that links

---

<sup>1</sup> George Yule, *Pragmatic*, (New York: Oxford University, 1996), p.4.

<sup>2</sup> David Rosenwasser & Jill Stephen, *Writing Analytically*, 8 ed, (Cengage Learning, 2017 ), p.3.

<sup>3</sup> Latifah Tri Budiasih, Andayani And Muhammad Rohmadi, *Illocution in Speech Acts by Foreign Students in Indonesian as a Foreign Language Classes*, Vol. 2 No.3, (IJOTL-TL: Indonesian Journal Of Language Teaching and Linguistics, 2017), p.215.

the speaker to something that happened and also to the truth of the proposition being expressed.

A podcast is an online recording in audio or video format that contains various discussion content with the aim of learning, delivering information, and entertainment in leisure time which can be downloaded freely or subscribed via a computer or mobile phone. In this study, the researcher will examine a podcast from the RealLife English channel episode "Why You Can Understand English, But Can't Speak It." RealLife English channel is a YouTube channel with content containing podcasts that discuss anything related to learning English. The themes for the podcast on this channel are very diverse, including simple ways to improve English, enriching vocabulary and learning grammar, how to be a public speaker in English and many more.

In this episode, Thiago is the podcast host and Ethan is the guest speaker to discuss the topic "Why You Can Understand English, But Can't Speak It." Thiago is a content creator in RealLife English as well as a private English teacher. Apart from that he is also responsible for making lessons on the YouTube channel "Learn English with TV Series" which has reached 7 M subscribers and also the RealLife English channel whose subscribers have reached over 550k subscribers where in this channel he acts as co-host. Meanwhile, Ethan is a language enthusiast, entrepreneur, co-founder, and CMO of @ReaLLifeGlobal, and contributes to the RealLife English YouTube channel with Thiago to discuss all things related to learning English.

So in this study, the researcher analyzes the utterances uttered by Ethan which are included in the assertive speech act, and explain the meaning of the utterances. The researcher observes the video and identify and record utterances that are included in assertive speech acts, categorize the types of assertive speech acts, and then explain the meaning of the utterances. In this case, the researcher analyzes the types and the meaning of assertive speech acts that are used in the podcast based on Searle and Vanderveken's theory. From this research, the results will be obtained in the form of a table and narrative description of the types and the meaning of

assertive speech acts contained in the podcast and what types are not found in the podcast based on Searle and Vanderveken's theory.

## **B. Background of the Problem**

In the era of globalization, technological advancements are certainly increasing rapidly and many opportunities can be obtained through the use of technology, including in the field of communication. It creates awareness among people to participate and share information online helps users connect with people around the world and provides many unique perspectives and experiences as well as informative information through the Internet. Podcast is an example of technological advancement in communications. Podcasts are online recordings in audio or video format containing various discussions intended for learning, information transmission, and leisure time entertainment, available for free download or subscription via computer or mobile phone. In this case, podcasts can also be used as a means of communication to convey messages to the audience or viewers, implicitly or explicitly.

Technological advancements not only affect the communication sector but also the education sector. With the Internet, education can be done anywhere, anytime, and by anyone. As we know, communication is an important thing in life because it is a tool to interact and convey thoughts and ideas to each other. In this case, English is the global language used for communication between foreign nationals to achieve communication goals. However, unfortunately, not everyone understands English well, especially in countries that use English as a foreign language. In countries that use English as a foreign language, the problem lies in the difficulty of pronouncing or conveying something in English, even if they understand what others are saying, they cannot say it. This is also seen in education in Indonesia, where most students can understand what others are saying in English but have difficulty speaking English. For Indonesian students, speaking English is difficult because English is not their native language. Even though they have learned English since childhood, they still do not know

how to speak English. Dalem also stated that students are afraid of making mistakes because they are afraid of being laughed at by other people, shy and lack of confidence.<sup>4</sup>

Regarding technological advances in the field of communication, there is a podcast related to current affairs. A podcast called “Why You Can Understand English, But You Can't Speak It” from the RealLife English channel. The podcast “Why You Can Understand English, But You Can't Speak It” explains in detail why people can understand the English others speak but have difficulty speaking English. Additionally, this podcast also explains some ways to speak English.

Pragmatics is a branch of linguistics that studies how language relates to the context of its use, especially to achieve common understanding and avoid communication problems during interaction. In other words, pragmatics studies the meaning based on the context of a statement. We can conclude that pragmatics is a branch of linguistics that studies the meaning of language and its relationship with context. Pragmatics itself cannot be separated from speech acts, because speech acts are a part of pragmatics that studies speech. Speech acts are part of the pragmatic discussion about whether a sentence or utterance contains certain actions. Therefore, we can say that speakers produce utterances that contain certain communicative functions. Searle divides verbal behavior into five categories, one of which is assertive verbal behavior. An assertive speech act is a type of speech act that involves the speaker expressing his or her belief in something to link the speaker to something that has happened as well as to the truth of the proposition being said. Regarding technological advances in the field of communication and education, the researcher wishes to further explore assertive speech acts, focusing on the types and meanings of assertive speech acts featured in the podcast “Why You Can Understand English, But You Can't Speak It”.

---

<sup>4</sup> Mohamed Dalem, *Difficulties of Speaking That Are Encountered by English Language Students At Al Margeb University*, Vol. 6 No. 2, (Premise: Journal of English Education and Applied Linguistic, 2017), p.20.

Previous research is important as a basis for preparing this research. This will be useful for knowing the results achieved by previous researchers and determining several things that have not been researched in previous research to be examined in this research, which the author will consider in more depth. The following is some previous research such as Speech Act Analysis in the interview podcast of Siti Fadilah and Deddy Corbuzier on YouTube edited by Heva Rostiana and Ari Fajria Novari. In this research, researchers studied and analyzed speech acts, especially verbal patterns that occurred in the interview podcast between Siti Fadilah and Deddy Corbuzier on YouTube. This research data focuses on the speech acts used by Siti Fadilah and Dedy Corbuzier which contain elements of linguistic speech acts. Based on the analysis results, the researcher found 5 types of illocutionary speech acts which were used in an interview podcast between Siti Fadilah and Deddy Corbuzier on YouTube. Those are; assertive, directive, commissive, expressive, and declarative.<sup>5</sup>

The second is a research conducted by Maya Fitriana Devi and Agwin Degaf titled Analysis of Commissive Speech Acts Used by the Main Character of the Movie “Knives Out”. The research aims to analyze the types and functions of commissive speech acts used by the characters in the movie Knives Out according to the theories of Searle (1985) and Austin (1969). The utterances found in that film are classified into six types of commissioned speech acts: the promise, guarantee, refusal, threat, volunteer, and offer.<sup>6</sup> The next research is Assertive Speech Act in the Sang Kyai Comic to Teach Religious Value: A Pragmatic Study by Alip Sugianto, Khusnatul Zulfa W, and Purwanto. In this research, researcher investigated and analyzed assertive speech acts acts contained in the comic using Searle's theory. Based on the analysis results, the researcher found assertive speech acts in the comic include telling, reporting, stating,

---

<sup>5</sup> Heva Rostiana and Ari Fajria Novari, *A Speech Act Analysis Of An Interview Podcast Between Siti Fadilah And Deddy Corbuzier On YouTube*. (MENDIDIK: Jurnal Kajian Pendidikan dan Pengajaran, 2021), p.189.

<sup>6</sup> Maya Fitriana Devi and Agwin Degaf Maya, *An Analysis of Commissive Speech Act Used by The Main Character in the “Knives Out” Movie*, Vol. 4 No. 1, (PARADIGM: Journal of Language and Literary Studies, 2021), p.143.

predicting, and bragging.<sup>7</sup> The difference between this research and several previous studies lies in the research focus, where the first research aims to analyze all types of speech acts contained in podcasts. In the second study, the research objective was only to analyze the types of compulsive speech acts in a film, and the final one was to analyze the types of assertiveness in comics. Meanwhile, the main aim of this research is to analyze the types of assertive speech acts and their meanings contained in the podcast "Why You Can Understand English But You Can't Say It". Therefore, it can be concluded that the difference between this research and previous research lies in the research topic, the theory used, and the research object.

The researcher hopes this study can become a reference and contribute to English learning literature, especially in describing assertive speech behavior to readers. On the other hand, the researcher also hopes readers can apply the advice from the podcast on how to overcome English speaking problems and speak English naturally and confidently. Additionally, teachers can use podcasts as a way to highlight the importance of language teaching through relevant scenarios and content. In addition, students can go deeper into pragmatics, especially speaking behavior, because when understanding speaking behavior, students will know how to use language and can learn how to find the meaning of each sentence or sentence, not only semantically but also depending on its meaning, intention, content, and situation. In addition, the researcher also hopes that this study can be a reference, filling in the gaps of previous studies in the field of pragmatic research. Based on the explanation above, the researcher wanted to analyze an English podcast RealLife and this led him to write this research paper entitled Pragmatic Analysis of Assertive Speech Act on English Podcast RealLife "Why you Can Understand English, But Can't Speak It".

---

<sup>7</sup> Alip Sugianto, Khusnatul Zulfa W, and Purwanto, *Assertive Speech Act in the Sang Kyai Comic to Teach Religious Value: A Pragmatic Study*, Vol 477, (Advances in Social Science, Education and Humanities Research: Atlantis Press, 2020), p.60.



### **C. Focus and Sub-focus of the Research**

This study will focus on a pragmatic analysis of the type and meaning of assertive speech acts from the RealLife English podcast episode “Why You Can Understand English But Can't Speak It.” The secondary goal of this study is to describe and analyze the type of assertive speech acts and meanings uttered by Ethan as a guest speaker in the podcast based on Searle and Vanderveken's theory of dividing speech acts firmly into 32 subcategories.

### **D. Problem Formulation**

Based on the previous background, the researcher formulated the research question in question form as follows:

1. What are the types of assertive speech acts that are used in the podcast “Why You Can Understand English, But Can’t Speak It” based on Searle and Vanderveken’s theory?
2. What is the meaning of the assertive speech act used in the podcast “Why You Can Understand English, But Can’t Speak It” based on Searle and Vanderveken’s theory?

### **E. Objective of the Research**

Following the problems above, the objectives of the study are:

1. To identify the types of assertive speech acts used in the podcast “Why You Can Understand English, But Can’t Speak It” based on Searle and Vanderveken’s theory
2. To know the meaning of the assertive speech act used in the podcast “Why You Can Understand English, But Can’t Speak It” based on Searle and Vanderveken’s theory

### **F. Significance of the Research**

#### **1. Theoretically**

- a. This research can be used as a reference for the scope of language and provide information about pragmatic especially speech act in this case assertive speech acts to increase knowledge and understanding the using of language.

## **2. Practically**

- a. For teachers, this research can be a reference and alternative in dealing with students who have difficulty speaking English as well as inspiration in preparing tools to serve the teaching and learning process. Podcasts can be a way to highlight the importance of language teaching through relevant situations and content.
- b. For students, the researcher hopes students can understand deeply about pragmatic especially speech acts and enhance them to find the meaning of utterance in the podcast. This can be especially useful for informal learning that students can learning and understand English in which followed the globalization.
- c. For the next researchers, the researcher hopes that this research can be a reference and additional information for further research related to the same field of study.

## **G. Relevant Research**

Previous research is very important as a basis for the preparation of this research. Its usefulness is to find out the results that have been carried out by previous researchers. However, it is certain that in this study there are several studies that have not been studied and the author will examine them more deeply. Here are some summaries of previous research:

The first, Speech Act Analysis of an Interview Podcast Between Siti Fadilah and Deddy Corbuzier on YouTube, compiled by Heva Rostiana, Ari Fajria Novari. In this study, researchers investigated and analyzed speech acts utterances, especially in illocutionary types that happened in an interview podcast between Siti Fadilah and Deddy Corbuzier on YouTube. Based on the analysis results, the authors analyzed 107 data of illocutionary speech acts. In this research, the authors found 5 types of illocutionary speech acts which were used in an interview podcast

between Siti Fadilah and Deddy Corbuzier on YouTube. Those are; assertive, directive, commissive, expressive, and declarative.<sup>8</sup>

The second is research conducted by Ima Frafika Sari with the title *The Speech Act Of Cartoon Movie: Spongebob Squarepants' The Movie*. The research aims to reveal the types of speech acts used by the main character in "Spongebob Squarepants" the movie. It employed descriptive qualitative research in the explaining of speech act types used by the main character. The finding of the research is the directives speech act is the most frequently in SpongeBob SquarePants the movie with data 118 or 44,36% from a total of 266 or 100% of the whole data.<sup>9</sup>

The third, a research conducted by Maya Fitriana Devi and Agwin Degaf with title *An Analysis Of Commissive Speech Act Used By The Main Character In The "Knives Out" Movie*. The research aims to analyze the types and the functions of commissives speech acts used by the characters in the Knives Out movie. The utterances were classified based on the theory proposed by Searle (1985) and Austin (1969). The utterances found in that movie are classified into six types of commissives speech act: the promise, guarantee, refusal, threat, volunteer, and offer.<sup>10</sup>

The fourth is "An Analysis of Assertive Illocutionary Acts Used by Local Guides in Tirta Empul Temple" was conducted by Ni Luh Sri Indrawati, Ni Nyoman Deni Ariyaningsih, and Komang Dian Puspita Candra. This research focused on classifying the types of assertive illocutionary acts used by the local guide in the Tirta Empul Temple and the meaning of assertive illocutionary acts conveyed by the local guide in the Tirta Empul Temple. The writer applied the theory proposed by (Searle and Vanderveken, 1985) to

---

<sup>8</sup> Heva Rostiana and Ari Fajria Novari, *A Speech Act Analysis Of An Interview Podcast Between Siti Fadilah And Deddy Corbuzier On YouTube*. (MENDIDIK: Jurnal Kajian Pendidikan dan Pengajaran, 2021), p.189.

<sup>9</sup> Ima Frafika Sari, *The Speech Act of cartoon Movie: Spongebob Squarepants' The Movie*, Vol. 6, No. 1, (Linguists: Journal of Literature and Language Teaching, 2020) , p.126.

<sup>10</sup> Maya Fitriana Devi and Agwin Degaf Maya, *An Analysis of Commissive Speech Act Used by The Main Character in the "Knives Out" Movie*, Vol. 4 No. 1, (PARADIGM: Journal of Language and Literary Studies, 2021), p.143.

classify the types of assertive illocutionary acts used by local guides in Tirta Empul Temple. The research findings showed that there are four types of assertive used by a local guide in Tirta Empul Temple: informing (48,38%), stating (6,45%), expressing opinion (29,03%), and reminding (16,12%).<sup>11</sup>

The fifth is "A Speech Act Analysis Of Written Advertisement Of Cosmetic Brand In Indonesia" was conducted by Nanda Aditria and Rissa San Rizqiya. This ad uses 16 types of speech acts, and out of 16 types of speech acts, only 10 brands are taken from cosmetic advertisements to attract or invite products to buy. And advertising results from 10 cosmetic brands in Indonesia only got 7% speech statement, 30% information, 9% claim, 19% suggestion, 9% suggestion, 2% argument, 2% accusation, 2% referral, 16% directive, persuasion 2%, promise 2%.<sup>12</sup>

## H. Research Method

### 1. Research Design

In this research, the researcher used a qualitative research design to describe and analyze the research phenomena in the form of narrative descriptions to analyze types of assertive speech acts and their meanings in the RealLife English podcast episode "Why You Can Understand English, But Can't Speak It". This research aims to analyze assertive speech acts from podcast utterances and the meanings of assertive speech acts expressed in the RealLife English podcast episode "Why Can You Understand English, But Can't Speak It" based on Searle and Vanderveken's theory. As stated by Bogdan and Biklen, qualitative research is descriptive in nature, the information collected is in the form of words or pictures, not numbers.<sup>13</sup> Therefore, it can be concluded that this research is a qualitative

---

<sup>11</sup> Luh, Sri Indrawati Ni. An Analysis of Assertive Illocutionary Acts Used By Local Guides in Tirta Empul Temple. *Journal of Humanities, Social Science, Public Administration and Management (HUSOCPUMENT)* 1.3 (2021), p.126.

<sup>12</sup> Nanda Aditria and Rissa San Rizqiya, *A Speech Act Analysis of Written Advertisement Of Cosmetic Brand in Indonesia*, Vol. 4 No. 4, (Project: Professional Journal of English Education, 2021), p.560.

<sup>13</sup> Robert C. Bogdan and Sari Knop Biklen, *Qualitative Research for Education*, 5 ed, (Boston, MA: Allyn and Bacon, 1992), p.5.

descriptive research with the research object being Ethan's statements in the RealLife English podcast which focuses on the analysis of the assertive speech acts in the podcast and their meaning will be explained in the form of a descriptive narrative.

## **2. Research Instrument**

Research instruments are measuring tools used to collect data from research participants about a particular topic. In this research, the researcher is the instrument. As stated by Bogdan and Biklen, the researcher himself or herself is the key instrument of qualitative research.<sup>14</sup> The researcher in this research played a role in all stages: planning the research, collecting data, analyzing data, and drawing conclusions. Another tool is a speech script, which displays conversations. This script is used to analyze the types of assertive linguistic actions that occur in podcasts and also to describe the meaning of assertive language actions used in podcasts.

## **3. Data and Source of Data**

The research data is in the form of assertive speech acts uttered by Ethan as a guest speaker in the RealLife English podcast episode Why You Can Understand English, But Can't Speak It. The source of the data for this research is a video podcast with a script conversation between the host and a guest speaker in the RealLife English podcast on YouTube episode "Why You Can Understand English, But Can't Speak It" which starts seconds 00:40 to minutes 32:52. And for the context of the data in this study are expressions that use assertive speech acts and also the meaning of it used by Ethan as the guest speaker in the podcast.

## **4. Data Collection Techniques**

Data collection techniques are ways to obtain data through one or several techniques. In this research, documentation and note-taking methods are used to collect the data. Documentation method is a recording of events which already

---

<sup>14</sup> Ibid, p.4.

happen in the past. There are three types in documentation method such as write document (including diary, life history, biography, ect), picture document (including picture, sketch, moving picture or video, and so on), and art works document (including picture, statue, movie, and so on).<sup>15</sup>

From the explanation about the documentation method, it can be concluded that the documentation method takes the data from write documents, picture documents, and art work documents. This research employs documentation and note-taking methods because the data source which be taken from RealLife English's video YouTube channel. The researcher collected the data from the RealLife English video podcast episode "Why You Can Understand English, But You Can't Speak It" using English subtitles to find sentences that match the object of research. In collecting the data, the researcher followed several steps, namely:

- a. Understand assertive speech acts and the types of assertive speech acts based on Searle and Vanderveken's theory,
- b. Downloads the podcast as well as the subtitle of the podcast,
- c. Watches the podcast many times,
- d. Identifies and marks the utterances that contain assertive speech acts and takes note of them,
- e. Classifies the data based on the types of assertive speech acts based on Searle and Vanderveken's theory,
- f. Analyzes and explains the meaning of the data.

## **5. Techniques of Data Analysis**

In analyzing the data, researcher uses several steps as described by Miles and Huberman; data reduction, data display, conclusion and verification.<sup>16</sup>

- a. Data reduction

---

<sup>15</sup> Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, and R&D* (Bandung: Alfabeta, 2013), p.204.

<sup>16</sup> Matthew B. Miles and A. Michael Huberman, *Qualitative Data Analysis*, 2 ed, (Sage Publications, 1994), p.10.

Data reduction is the first step that must be done in analyzing research data. Data reduction aims to display the results of data reduction. Data reduction is the process of taking and selecting appropriate data that appears in field notes or written transcriptions according to the required standard criteria. Miles and Huberman states that data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data in written up field note or transcript.<sup>17</sup>

In this case, the researcher sorts the data by focusing on assertive speech acts used in the RealLife English podcast edition *Why You Can Understand English, But Can't Speak It*. The researcher focuses on the expressions of assertive speech acts used by Ethan in the RealLife English podcast edition *Why You Can Understand English, But Can't Speak It* based on Searle and Vanderveken's theory.

b. Data Display

Data display is the second step. An organized, compressed collection of information that allows conclusions and actions to be drawn is an overview. Researchers will display data in the form of organized and compressed information that leads to a conclusion after reduction. The type of data display that allows access, compression, and organization of information should be considered a qualitative data display. Researchers identify and display data on assertive speech acts used in the RealLife English podcast, in informative tables and charts that determine the type of assertive speech for each expression and its meaning.

c. Conclusion and Verification

After completing data reduction and data presentation, the final step in analyzing the data in this study is to conclude. According to Miles and Huberman, conclusions

---

<sup>17</sup> Ibid, p.10.

may not emerge until data collection is complete, depending on the size of the field notes; and methods of coding, storing, and retrieval on the search agency, but are often predetermined even when the researcher's claims have been inductively worked out.<sup>18</sup> After the data is displayed in the table and explaining the meaning, the researcher draw a conclusion and achieve verification.

Derived from the data shown in the table, the next step taken by the researcher is to interpret the data about the assertive speech acts used in the RealLife English podcast, so that the researcher can draw conclusions and verify the assertive speech acts and the meaning that used in the RealLife English Podcast episode Why You Can Understand English, But Can't Speak It.

## 6. Trustworthiness of the Data

The trustworthiness of the data in research is a proof that the data can be accounted for. In qualitative research, a finding or data is considered valid if there is no difference between what the researcher reports and what happened to the research subjects. In testing the validity of data, the researcher used triangulation. .

According to Flick, triangulation is less a strategy for validating results and procedures than an alternative to validation which increases scope, depth and consistency in methodological proceedings.<sup>19</sup> In other words, triangulation refers to using more than one particular approach when doing research in order to get richer, fuller data and/or to help confirm the results of the research. Denzin via Flick points out four different types of triangulation, namely data triangulation, investigator triangulation, theory triangulation, and methodological triangulation.<sup>20</sup>

### a. Data triangulation

---

<sup>18</sup> Ibid, p.11.

<sup>19</sup> Uwe Flick, *"An Introduction to Qualitative Research"*, 4 ed, (SAGE Publications, 2009), p.445.

<sup>20</sup> Ibid, p.444.



Data triangulation is the use of different data sources to strengthen conclusions about findings and reduce the risk of misinterpretation.

b. Investigator triangulation

Investigator triangulation is the use of more than one investigator, observer, researcher, or data analyst in research. The ability to confirm findings across researchers without prior discussion between them can significantly increase the credibility of findings.

c. Theory triangulation

Theory triangulation is the use of different theories or points of view when studying a situation or phenomenon, with the aim of seeing a phenomenon from different points of view so that more complete and comprehensive analyzes and conclusions can be drawn.

d. Methodological Triangulation

This type of triangulation can be interpreted as the use of several methods to test the validity of similar data to reduce bias and shortcomings of a method.

In this research, the researcher used investigator triangulation. Investigator triangulation involves several researchers or evaluators in the research field to be studied. Triangulation in this research carried out with guidance from lecturers who are experts in their fields. This is done to help the researcher reduce the risk of observer bias and other researcher bias so that there are no doubts and possibly subjective judgments that arise when processing data.

## I. Systematic of the Discussion

The research will consist of three chapters. They consist of different discussions in each chapter.

**Chapter I** be an introduction that discussed the background of the problem, focus and sub-focus of the research, problem formulation, objective of the research, significance of the research, relevant research, research method, and systematic of the discussion.

**Chapter II** described about literally review and theoretical framework. This chapter also discussed the RealLife English podcast episode “Why You Can Understand English, But Can’t Speak It” about the description and the review of the podcast itself.

**Chapter III** discussed about description of the research object. this chapter contains a general description of the object and facts and data display.

**Chapter IV** contains findings and a discussion of the research. The researcher analyzed the data based on the technique of data analysis and discuss the findings.

**Chapter V** will be about the conclusion and recommendation. This chapter discussed the summary of the research, conclusion, and recommendation.

## CHAPTER II LITERATURE REVIEW

In analyzing this research, it needs the existence of theories to analyze the address terms. This chapter contains several theories related to this research. The theories become the basic elements of this research. This research explains the theories started from the Pragmatic, Speech Act, The Classification of Speech Act, the Assertive Speech Act, and the Podcast “Why You Can Understand English, But Can’t Speak It”.

### A. Pragmatic

Pragmatics is a branch of linguistics that focuses on the study of the meaning of utterances. According to Yule, pragmatics is the study of the relationship between linguistic forms and the users of those forms. When two people communicate with each other, in conversation they may imply some things and infer others without providing clear linguistic evidence that we can point to as the explicit source of the ‘meaning’ of what is being communicated.<sup>21</sup> In short, pragmatics can be said as the study studies invisible meanings or how we recognize what is meant even though it is not spoken or written.

Pragmatic is different from semantic. Pragmatic is concerned with how people use language in context, and real-life situations, while semantics is concerned with the relationship between forms and linguistic entries in the world. In other words, pragmatics is the study of the relationship between linguistics and its users, also discussing contextual meaning which involves interpretation in finding meaning according to a particular context. This means it has more to do with the analysis of what people mean by what they say than what words or phrases are said. By using pragmatics, people will learn how to interpret and use utterances in actual words (based on the speaker's meaning), how sentence structures form speakers

---

<sup>21</sup> George Yule, *Pragmatic*, (New York: Oxford University, 1996), p.4.

and listeners, and how speakers and listeners use and understand speech acts language.<sup>22</sup>

In pragmatics, factors such as time, place, and social relations between speakers and listeners influence the way language is used to perform different functions. From this, it is clear that the role of pragmatics is to understand how context influences the meaning of certain utterances. In this case, pragmatics includes the study of deixis, implicature, presuppositions, speech acts, and aspects of discourse structure. From the explanation above, it can be concluded that pragmatics is the study of meaning communicated by speakers or writers and interpreted by listeners or readers based on the context.

## **B. Speech Act**

### **1. Definiton of Speech Act**

Speech acts are part of pragmatics which studies utterances. According to Searle, speech acts or actions performed in the speech of a sentence are generally a function of the meaning of the sentence. While Yule proposed that speech acts are the actions performed via utterances.<sup>23</sup> The meaning of a sentence does not in all cases uniquely determine what speech act is performed in a particular utterance of the sentence, for a speaker can mean more than what he says, but it is always possible in principle for him to say exactly what he says has more meaning. So, it can be said that speakers pronounce all sentences or utterances that contain certain communicative functions. In other words, speech acts are about a person's skills in communicating and aim to convey a message to the listener. That is, by using speech acts we will learn how we can understand the intent of the speaker from what he said. Speech acts itself can not be separated from pragmatics because speech acts are the center of pragmatics.

---

<sup>22</sup> Ima Frafika Sari, *The Speech Act of cartoon Movie: Spongebob Squarepants' The Movie*, Vol. 6, No. 1, (Linguists: Journal of Literature and Language Teaching, 2020) , p.126.

<sup>23</sup> George Yule, *Pragmatic*, (New York: Oxford University, 1996), p.47.

A speech act is the use of language to achieve something. When using language, people not only produce isolated sets of sentences but also perform actions. In other words, by using language, they do something or make other people do something. Words are used not only to convey something but also to do something. That means speech acts are always used in everyday life, the success of communication is when the speaker says something and the listener knows what the speaker means. It can be concluded that speech act is a theory that analyzes the influence of utterances on the relationship between the speaker and the listener.

## **2. Classification of Speech Act**

According to Austin, speech acts are classified into three types, namely locutionary acts, illocutionary acts, and acts perlocutionary acts.

### **a. Locutionary acts**

Locutionary acts are speech acts with words, phrases and sentences, according to the meaning contained in the words, phrases and sentences. This speech act can be called the act of saying something. Locutionary acts do not question the intention and function of the speech conveyed by the speaker. For example: "My hand hurts" is solely intended to inform the speaker that at that time the speaker said his hand hurts.

### **b. Illocutionary act**

Illocutionary is a speech act that contain the meaning and function of speech. In other words, an illocutionary act is a speech act that has the function of saying or telling something and is used to do something or the act of doing something by stating something. An example of an illocutionary act is "cold air". This utterance means that the speaker is asking for the door or window to be closed immediately, or asking the other person to turn off the fan. So it is clear that the speech contains certain intentions aimed at the speech partner. So, it can be concluded that illocutionary acts are carried out through the communicative power of an utterance which has a certain function.

Illocutionary acts have several types that can be classified into several parts. Searle divided the illocutionary acts into five types. The five types of general functions performed by speech acts classifications based on the theory of Searle are assertives, directives, commissives, expressives, and declarations.<sup>24</sup> The fifth form of speech that shows the functions that can be summarized as follows:

1. Assertives

Assertive is a speech act that involves the speaker expressing his belief or truth about a proposition. In other words, assertive is a speech act that states what the speaker believes is a case or not. In this type of speech act, speakers represent the world according to their beliefs through the statements they say. Assertive is also called a representative speech act. The acts of suggesting, stating, and claiming are some examples of assertive speech acts, in which speakers represent the world as they believe. The earth is flat is an example of an assertive speech act.

2. Directives

Directive is a type of speech act that has a special function, namely that it aims to get someone to do something. In this case the speaker utters a directive to get the desired action or it can be said that the speaker wants the listener to do something. These words express what the speaker wants, such as commands, orders, requests, suggestions, and so on. "I order you to report to the boss immediately", and "Please bring my cellphone on the office table" are examples that can be classified as directions.

3. Commissives

Commissive is a type of speech act that speakers use to attach themselves to an action in the future or the nature of their speech functions to express a promise or offer. These words express the speaker's intentions, such as promises,

---

<sup>24</sup> John R. Searle, *Expression and Meaning*, (Cambridge: Cambridge University Press, 1979), p.12-17.

threats, warnings, and refusals. For example: “I’ll finish it another time,” and “I’ll be back.”

#### 4. Expressives

Expressive is a form of speech that functions to express or show the speaker's psychological attitude towards a situation. In other words, expressiveness is a type of speech act that speakers use to express their feelings, such as pain, likes, dislikes, sorrow, congratulating, thanking and welcoming. As illustrated in the example below, it can be caused by something the speaker or listener does, but it is related to the speaker's experience. “Congratulations on the birth of your beloved baby boy” and “I am very dissatisfied in him”.

#### 5. Declarations

Declaration is a type of speech act that changes the world through its speech. In this case, the speaker must have an institutional role, in a certain context, to make a good declaration. An example is in the blessing of a marriage, where a speaker has a special institutional role in a particular context to make the statement correctly: "Pastor: I now pronounce you husband and wife". Another example is in a football match and the referee says "You are out!". Some of these examples are included in declarations because with his words someone can change a situation.

#### c. Perlocutionary acts

A perlocutionary act is a speech act that simply creates speech that has a function without referring to speech that has an effect. In other words, a perlocutionary act is a speech act that is seen from the level of its consequences. Speech acts such as convincing, enlightening, inspiring, and persuading are included in perlocutionary speech acts. This speech act can be called the act of influencing someone. For example, the utterance “my hands itch”, can be used to revive the effect of fear in the listener, fear arises because he works as a bouncer

who is very attached to hitting and injuring other people in his daily life.

Based on the explanation above, locutionary act is a speech act that only contains words, phrases, and sentences, according to the meaning contained in those words, phrases, and sentences. It means that in this type of speech act, there is no special purpose or function that the speaker wants to convey. Meanwhile, illocutionary acts are speech acts that contain certain meanings and functions. Illocutionary itself is further divided into 5 types based on their function. The perlocutionary act is a type of speech act that has a function and also influences the speech partner.

### C. Searle and Vanderveken's Assertive Speech Acts Theory

Assertive is a speech act that states what the speaker believes is true or not. The intent or purpose of assertive class members is to bind the speaker (to varying degrees) to something that happened, to the truth of the proposition being expressed.<sup>25</sup> Assertive is also called a representative speech act. Few words show that the sentences or utterances are included in assertive speech acts like assert, claim, affirm, state, admit, deny, assure, argue, rebut, inform, notify and others.<sup>26</sup> Here are the categories of assertive speech acts:

#### 1. Asserting

To assert means associating someone (the speaker) with something that happened, with confidence and the truth of the proposition expressed with full confidence that it is true.

#### 2. Claiming

Claiming is an assertion if we consider its meaning, specifically the speaker's sense of entitlement, meaning to assert is to assert something on the basis of the speaker's own claim. For example : *"He's a special girl in my life,"* I told him.

---

<sup>25</sup> John R. Searle, *Expression and Meaning*, (Cambridge: Cambridge University Press, 1979), p.12.

<sup>26</sup> John R. Searle and Daniel Vanderveken, *Foundation of Illocutionary Logic*, (Cambridge: Cambridge University Press, 1985), p.182-183.



### 3. Affirming

Affirming is a type of assertive which is almost the same as "assert". Affirm here means to put forward something or represent something normally for the benefit or edification of the listener. For example : "I'm *not ready* to let Winn-Dixie go," I said.<sup>27</sup>

### 4. Stating

Stating is explaining, showing, saying, expressing facts based on the contents of the mind or heart. Stating also has illocutionary points, manner of accomplishment, degrees of strength, conditions of proportionate content, conditions of preparation, and conditions of sincerity that are the same as "assert". The characteristic of this type are the content contains something that happened, a position, truth or opinion expressed based on the heart and mind, then explanatory in nature.

### 5. Denying

Denying creates an act of denial of something. In other words, denying that a statement or action is inappropriate or contrary to what was said or stated. The characteristic of this type are the content contains a denial of the proportional content presented and usually uses negative sentence patterns. For example: "No," I said. "*I'm not praying*. I'm thinking."<sup>28</sup>

### 6. Disclaim

An act of disclaiming is the denial of an illocutionary claim, which is a type of assertive which shows the rejection of a claim made against a situation or a person. The characteristics of this type are that it contains a statement that disown the statement submitted accompanied by reasons.

### 7. Assuring

Assuring is assertive action with the aim of eliminating doubts that may exist in the listener and convincing the listener or interlocutor with the truth of the speech conveyed. The characteristic of this type is the content contains statements that

---

<sup>27</sup> Doni Fatah, "An Analysis Of Representatives Speech Act Used In Novel "Because Of Winn-Dixie" (Thesis, IAIN Salatiga, 2018), p.36.

<sup>28</sup> Ibid, p.37.

convince the listener of the truth of the propositional content and determines the preparatory condition that the listener has doubts about the truth of the propositional content.

#### 8. Arguing

Arguing is an act of opposing a particular thesis by providing supporting reasons to convince the listener of what has been said. The characteristic of this type is that the content of the statement is accompanied by supporting reasons to oppose the statement that has been submitted.

#### 9. Rebut

Rebut is to refute the arguments or views that have been put forward. In the standard case, one disproves an argument by opposing it on condition of additional prior preparation. The additional prior preparation means evidence or reasons that will support the rebuttal argument.

#### 10. Informing

To inform is to assert to the listener or speech partner about something that has not previously been told to the said partner. The characteristic of this type are content contains information in the form of facts or opinions and additional preparatory condition that the hearer does not already know what is being informed. For example: You are hereby informed.<sup>29</sup>

#### 11. Notifying

To notify is to assert to the listener about something. The listener actually knew but it may have been necessary legally or otherwise that he was "told" by someone who had an obligation to tell him. For example : "I *seen that dog* in church, too."<sup>30</sup>

#### 12. Reminding

Reminding is confirming to the listener on the condition that something is known by the listener and may have forgotten. The characteristic of this type is content contains facts or opinions with additional preparatory conditions that the listener

---

<sup>29</sup> John R. Searle and Daniel Vanderveken, *Foundation of Illocutionary Logic*, (Cambridge: Cambridge University Press, 1985), p.185.

<sup>30</sup> Doni Fatah, "An Analysis Of Representatives Speech Act Used In Novel "Because Of Winn-Dixie" (Thesis, IAIN Salatiga, 2018), p.40.

once knew and might have forgotten the proportional content. For example: “You won a design competition at the school level last year”.

### 13. Objecting

Objecting is an action to express disapproval of something with the addition of preparatory conditions that several propositions that are appropriate or contrary to the proportional content have been stated, suggested, and put forward beforehand. A special feature of an objection is that the speaker takes issue with a pre-presented or implied propositional content with the intention of refuting it, etc.

### 14. Predicting

Predicting means conditionally asserting that the proportional content is about the future accompanied by time and evidence supporting the proposition. For example : I predicted that today is going to rain because it's cloudy.

### 15. Reporting

Reporting means to affirm with conditional propositional content that the propositional content is about the past with respect to the time of utterance or in some cases, it may be about the present but not generally about the future. For example, people provide weather reports regarding the current weather. The characteristic of this type are content contains facts or opinions with preparatory content condition that the propositional content is about past by paying attention to the time utterance, in some case it can be about the present and use simple present or simple past tense sentence patterns.

### 16. Retrodict

Retrodict is the opposite of predict. To retrodict is simply to represent past proposition with respect to the time of the utterance of the basis of present evidences.

### 17. Suggesting

Suggest has a directive and an assertive use. Suggesting is giving a suggestion for someone to do something. The characteristic of this type are content contains suggestions or invitations to do something and using phrases such as should,

come on, better if, and so on. For example: “They should finish their task as soon as possible”.

#### 18. Insisting

Insisting is to have the same level of illocutionary power as to suggest. The difference is that compulsion to do something where compulsion has more authority to affirm its hearers. The characteristic of this type are content contains suggestions or invitations to do something and using phrases such as let’s, go, must, ect.

#### 19. Conjecturing

To conjecture means to state weakly about something while assuming with at least some evidence. Evidence is used for additional preparation requirements to strengthen statements.

#### 20. Hypothesizing

Hypothesizing is also weak assertive verbs that are similar to guess. Hypothesizing requires at least some evidence or other reasoning. The characteristic of this type are content contains assumptions by providing at least some evidence or reasons and not essentially hearer directed.

#### 21. Guessing

This speech act means that someone can hypothesize, guess, or speculate about something without doing an open speech act at all. The characteristic of this type is that someone can speculate in their own mind without anyone knowing.

#### 22. Swearing

Swearing is a type of speech act that is included in both assertive and commissive. Usually when someone takes an oath, in order to increase the power level of the speech itself, he will mention God, a saint or a respected person, a respected object or institution.

#### 23. Testifying

Testifying is a special case of swearing. To testify is to testify in the capacity as a witness and under oath with the aim of increasing the level of strength of the statement with the additional condition that the speaker has witnessed the event (knows the facts) represented by his testimony. The characteristic

of this type are content contains confirmation in the capacity of being a witness and requires the additional preparatory condition that the speaker has witnessed or experienced the event.

#### 24. Admitting

Admitting means confirming on condition of additional preparation that the state represented by the proportional content is bad and in some way related to the speaker.

#### 25. Confessing

Confessing is acknowledging with the addition of the conditional proportional content that the content of the proposition requires the speaker's responsibility for a certain situation and with the addition of the preparatory condition that the situation is bad or usually very bad. If a situation is bad, it's also bad to be the person responsible for it.

#### 26. Accusing

Accusing is asserting to someone with the condition that the content of the utterance predicates responsibility to the individual for the existence of a situation and with the condition that this condition is bad. Confession differs from accusation, when a person confesses, he assigns responsibility to himself, and when he accuses, he assigns responsibility to other agents, but not necessarily the listeners (one can accuse a third party).

#### 27. Blaming

Blaming and accusing are almost the same, but there are differences between the two. The key difference between blaming and accusing appears to be that blaming can be committed privately in one's mind, whereas accusing requires a public performance of speech. Blaming does not require overt speech acts.

#### 28. Criticizing

Criticizing someone or something means asserting that a certain state of things has to do with it or is bad while expressing disapproval of it. The characteristics of this type are that the sentence is a response or comment on something that is conveyed and the content shows a discrepancy with what is believed.

### 29. Praising

Praising someone or something means declaring that certain circumstances related to it or that are good while expressing one's approval. The characteristic of this type are the content is in the form of a statement of praise for certain circumstances relating to him or his goodness and at the same time expressing approval, directed at humans (or animals), agents, and their products and use positive sentence patterns.

### 30. Complaining

Complaining is one type of speech act that belongs to the firm and expressive type. In the assertive sense, complaining about something is stating that one is dissatisfied with it and the additional precondition that things are bad.

### 31. Boasting

Boast has an assertive and expressive use. In an assertive sense, to boast is to affirm while expressing pride in something related to oneself. For example: "Great, my latest book is ranked number 2 best selling book this week".

### 32. Lamenting

Lamenting is asserting about something while expressing dissatisfaction and sadness about it. For example "He has forgotten our memories".

From the explanation above, there are 32 types of assertive actions proposed by Searle and Vanderveken, and there are several that have the same illocutionary point, mode of achievement, degree of strength, propositional content conditions, preparatory condition, and sincerity conditions, for example asserting, claiming, affirming and stating. In addition, several types of assertives have other functions than expressive ones, for example boasting and lamenting.

## **D. Podcast**

### **1. Definition of Podcast**

Podcast is a form of advancement in technology to facilitate communication. Podcast is defined as online audio or video content that can be downloaded directly to a computer or

portable media player, free or through a subscription.<sup>31</sup> On the other hand, a podcast can be defined as a digital audio recording that is produced and distributed to everyone by uploading it to the internet. Podcast is conducted by the host to run the interview and bring the topic alive. The content will cover a wide range of topics such as songs, jokes, stories, poetry, or some language-specific features such as pronunciation, vocabulary and text combinations, sounds, still images, animations, videos, and so on.

Podcasts have become one of the fastest-growing media in recent years. The term "podcast" describes the electronic sharing of audio or video files. These audio or video files can be accessed directly from a desktop or mobile device or sent to a portable media device such as an MP3 or MP4 player for listening 'on the go'. Most podcasts include a variety of spoken discourse in both formal and informal formats, including interviews, small talk, debates, anecdotes, etc., which convey a wealth of information about attitudes, feelings, and personality.

Apart from that, the existence of podcasts is also a source of choice for information and a complement to digital-based learning in the education sector. In this case, podcasts are one of the learning resources that provide many real language examples and authentic material. This is where this media is interesting and has some information and entertainment in it. Podcasts can be listened to while doing other activities or allow listeners to multitask, such as traveling, working, or writing. This is one of the most important advantages of podcast technology, which can be used anytime, anywhere.

From the explanation above, it can be concluded that a podcast is an online recording in audio or video format that contains various discussion content with the aim of learning, delivering information, and entertainment in leisure time.

---

<sup>31</sup> Efi Fadilah, Pandan Yudhapramesti and Nindi Aristi, *Podcast sebagai Alternatif Distribusi Konten Audio*, Vol 1 (Kajian Jurnalisme, 2017), p.96.

## 2. Types of Podcast

Podcasts have several types that are classified based on the format of the content. Today, there are three widely produced and used types of podcasts classified by their content format: audio podcasts, enhanced podcasts, and video podcasts.<sup>32</sup> In this case, the various types of podcasts that have been mentioned previously are widely available on the internet.

The first is audio podcasts. Audio podcasts are the most popular and easiest to use. It only contains audio and requires small storage space. Audio podcasts in MP3 format are more convenient and are often played using any MP3 player. Podcasts of this type can be listened to anytime and anywhere more relaxed because they are only presented with audio without visuals that must be considered.

The second is an enhanced podcast. Unlike audio podcasts, enhanced podcasts are a combination of digital audio and pictures. So in this podcast, it is presented with a sound that includes pictures related to explanations or discussions in the podcast.

Meanwhile, video podcasts contain both audio and video in one format. Video podcasts are typically produced in MP4 format and require more storage space than audio podcasts and enhanced podcasts. Podcast video presents podcasts directly by podcasters where we can see interactions between podcasters in a video. This of course makes the audience feel like they are seeing a speaker or podcaster directly in conveying the discussion on their podcast with a more real presentation compared to sound podcasts and enhanced podcasts.

So, from the explanation above, there are several types of podcasts based on the type of podcast format, where each podcast has its advantages and disadvantages which listeners can adapt to their needs when listening to podcasts. Listeners can consider the storage media, the form of the podcast itself,

---

<sup>32</sup> Doris U Bolliger, Supawan Supanakorn, and Christine Boggs, *Impact of Podcasting on Student Motivation in the Online Learning Environment.* (Computers & Education 55.2, 2010), p.714-722. <http://doi.org/10.1016/j.compedu.2010.03.004>



in the form of audio-only, audiovisual, or even video podcast, and so on.

**3. Podcast “Why You Can Understand English, But Can’t Speak It”**

The “Why You Can Understand English, But Can't Speak It” podcast is a podcast created by the RealLife English channel on YouTube which is hosted by a podcaster named Thiago with the guest speaker being Ethan. This podcast is an online discussion between Thiago and Ethan about problems that often occur in English students, namely they understand well but can't speak English, get blank, are paralyzed, etc. The podcast discussed the factors that make it difficult for someone to speak English even though they actually know and understand English well, apart from that in this podcast they also discussed how to overcome these factors and explained tips for being able to speak English.

## REFERENCES

- Aditria, Nanda, and Rissa San Rizqiya. "A Speech Act Analysis of Written Advertisement of Cosmetic Brand in Indonesia." *PROJECT (Professional Journal of English Education)* 4.4 (2021)
- Al-Qur'an English.com, Qur'an surah Ar-Rum 30. 22, <https://www.alquranenglish.com/quran-surah-ar-rum-22-qs-30-22-in-arabic-and-english-translation>
- Bogdan, Robert, and Sari Knop Biklen. "Qualitative research for education. Boston, MA: Allyn and Bacon (1992).
- Bolliger, Doris U., Supawan Supanakorn, and Christine Boggs. "Impact of Podcasting on Student Motivation in the Online Learning Environment." *Computers & Education* 55.2 (2010). <http://doi.org/10.1016/j.compedu.2010.03.004>.
- Brown, Gillian, and George Yule. *Discourse Analysis*. Cambridge University Press, 1983.
- Budiasih, Latifah Tri, Andayani Andayani, and Muhammad Rohmadi. "Illocution in Speech Acts by Foreign Students in Indonesian as a Foreign Language Classes." *IJOTL-TL: Indonesian Journal of Language Teaching and Linguistics* 2.3 (2017)
- Dalem, Mohamed. "Difficulties of Speaking that are Encountered by English Language Students at al Margeb University." *Premise: Journal of English Education and Applied Linguistics* 6.2 (2017). <https://ojs.fkip.ummetro.ac.id/index.php/english/article/view/1002>
- Dewi, Ida Ayu Putu Arini, I. Nyoman Kardana, and I. Nyoman Muliana. "Functions of Speech Acts in "Critical Eleven". "RETORIKA: Jurnal Ilmu Bahasa 6.1 (2020). <https://doi.org/10.22225/jr.6.1.1275>
- Fadilah, Efi, Pandan Yudhapramesti, and Nindi Aristi. "Podcast sebagai Alternatif Distribusi Konten Audio." *Jurnal Kajian Jurnalisme* 1.1 (2017). <http://jurnal.unpad.ac.id/kajianjurnalisme/article/view/10562>

- Fatah, Doni. *An Analysis of Representatives Speech Act Used in Novel "Because of Winn-Dixie"*. Diss. IAIN SALATIGA, 2018.
- Flick, Uwe. "An Introduction to Qualitative Research", 4 ed, SAGE Publications (2009).
- Habibah, Siti Umami, and Mardjoko Idris. "Implikatur Percakapan Dalam Film Animasi Qishotul Hayati Al-Imam Al-Bukhori."
- Kartomihardjo, Soeseno. "Analisis Wacana dengan Penerapannya pada Beberapa Wacana" dalam PELLBA 6." *Jakarta: Lembaga Bahasa Unika Atma Jaya* (1993).
- Levinson, Stephen C. *Pragmatics*. Cambridge University Press, 1983.
- Luh, Sri Indrawati Ni. An Analysis of Assertive Illocutionary Acts Used By Local Guides in Tirta Empul Temple. *Journal of Humanities, Social Science, Public Administration and Management (HUSOCPUMENT)* 1.3 (2021)
- Marshall, James M. *Learning with Technology: Evidence that Technology Can, and Does, Support Learning*. 2002.
- Devi, Maya Fitriana, and Agwin Degaf. "An Analysis of Commissive Speech Act used by the Main Character of "Knives Out"." *PARADIGM: Journal of Language and Literary Studies* 4.1 (2021).  
<http://dx.doi.org/10.18860/prdg.v4i1.10932>
- Rosenwasser, David, and Jill Stephen. *Writing Analytically*. Cengage Learning (2014)
- Rostiana, Heva, and Ari Fajria Novari. "A Speech Act Analysis of an Interview Podcast between Siti Fadilah and Deddy Corbuzier on YouTube." *MENDIDIK: Jurnal Kajian Pendidikan Dan Pengajaran* 7.2 (2021)
- Sari, Ima Frafika. "The Speech Act of Cartoon Movie: SpongeBob SquarePants' the Movie." *Linguists: Journal Of Linguistics and Language Teaching* 6.1 (2020).  
<http://dx.doi.org/10.29300/ling.v6i1.2854>
- Sari, Novita, Radhiah, and Safriandi. "Analisis Makna Implikatur dalam Wacana Iklan Layanan Masyarakat pada Media Sosial." *KANDE Jurnal Ilmiah Pendidikan Bahasa dan Sastra Indonesia* 1.1 (2021)

- Searle, John R. *Expression and Meaning: Studies in the Theory of Speech Acts*. Cambridge University Press, 1979.
- Searle, John R., and Daniel Vanderveken. *Foundations of Illocutionary Logic*. Cambridge University Press, 1985.
- Sugiyono. *Metode Penelitian Kuantitatif, Kualitatif, and R&D*. Bandung: Alfabeta, 2013. 204.
- Vanderveken, Daniel, and Susumu Kubo, eds. *Essays in Speech Act Theory*. Vol. 77. John Benjamins Publishing, 2002.
- Yule, George. *Pragmatics*. Oxford University Press, 1996.