

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Language is an important tool that humans have to communicate with others, in a social context communication almost always occurs. This is why understanding and organizing relationships with others can build good communication skills. Language can also mean, a tool to express what is in our minds, what we feel and convey emotions. According to Chomsky (1986), language is an innate human cognitive ability that allows a person to produce and understand an unlimited variety of sentences. With language humans can share information through communication.

Communication is one of the characteristics that cannot be separated from humans as social creatures. Communication is a way for humans to share information, not only information but also ideas, feelings, and emotions. By communicating, humans can have a wide knowledge, humans can also build a good relationship with the surrounding environment by doing good communication. (West & H. Turner, 2007) stated that dynamics, continuous change and complexity are the nature of communication. In addition, there is also a statement that in communicating humans will use symbols to interpret the meanings that exist in the environment around them. Human communication cannot be separated from pragmatics.

According to (Yule, 1996) in his books Pragmatics, pragmatics is a branch of linguistics that studies how meaning is understood in the context of language

use. In other words, pragmatics not only focuses on the literal meaning of words or sentences, but also how that meaning is communicated by speakers and interpreted by listeners in certain situations. One aspect of pragmatics is speech acts, which are actions performed through language to convey certain intentions, such as stating something, giving orders, making promises, or apologizing. Speech acts not only serve to convey information, but also to influence the behavior of the interlocutor. For example, when someone says *Please close the window*, it is not just talking, but also trying to get others to take certain actions.

Austin (1962) identified three types of speech acts, they are locution, illocution, and perlocution. Locution is an utterance that only conveys information without a specific intention. For example, someone says, *it is very hot today*, just to state the state of the weather. Illocution, on the other hand, is an utterance that has a specific intention or purpose. For example, if someone says *It is very hot today*, with the expectation that the other person turns on the fan or air conditioner, then the utterance contains an illocutionary act. Meanwhile, perlocution refers to the impact or effect that the utterance has on the listener. For example, after hearing *It is very hot today*, someone immediately turns on the fan or air conditioner. In other words, locution deals with what is said, illocution with the intention behind the utterance, and perlocution with the reaction caused to the listener. In this study, we discuss illocutionary speech acts based on Searle (1969) theory, which categorizes illocutionary acts into five categories, namely assertive, expressive, commissive, directive, and declarative.

By analyzing illocutionary speech acts in podcasts, we can find out how speakers construct intentions, influence listeners, and form social interactions through language acts because podcasts as audio-based communication media emphasize the use of spontaneous and natural spoken language, thus providing authentic data for study. Analysis of illocutionary speech acts in podcasts is also important to understand pragmatic strategies used in public and interpersonal communication in the digital era. Analyzing podcasts that discuss political and social issues is interesting because it does not only discuss the content of the opinions expressed, but also explores how these opinions are communicated and what the hidden purpose behind them is. Through the pragmatics approach, we can see implied meanings such as sarcasm, implicature, or assumptions that are not spoken directly. In addition, from the point of view of speech act theory, we can identify the purpose of their communication whether it is to convey an opinion, influence public opinion, or provoke an emotional reaction from the audience. Therefore, analyzing podcasts is not just about understanding what is being said, but also how language is used as a tool of power, persuasion, and shaping public opinion.

This research tries to analyze the speech acts used by Candace Owens as a host on the podcast entitled *Becoming Brigitte: The Epilogue*. By analyzing this podcast from the point of view of speech act theory, we can better understand how communication in podcasts is not just about sharing stories, but also showing emotions, building relationships with listeners, and making conversations feel closer and more real.

1.2 Problems of the Study

Based on the research background that has been explained, there are two main problems discussed in this study:

1. What is the type of illocutionary acts found in that Candace Owens video?
2. How is the function of illocutionary acts found in Candace Owens video?

1.3 Objectives of the Study

Based on the problem of the study above, the objectives of the study focused on two major answers as follow:

1. To identify and classify the types of illocutionary speech acts used in Candace Owens video.
2. To explain the function of illocutionary acts used by Candace Owens.

1.4 Limitations of the Study

Based on the background and research problems above, this research is limited to analyzing the illocutionary acts used by Candace Owens on the YouTube video podcast, which applied the theory of speech acts by John Searle (1969). This research identified the types of illocutionary acts and function of the illocutionary acts used by Candace Owens. The data source in this research is limited to the podcast video entitled *Becoming Brigitte: The Epilogue*.

1.5 Significance of the Study

This research is expected to provide benefits in the academic world, especially in the field of linguistics, as well as benefit the community, especially in

understanding the use of illocutionary acts in podcast. The benefits of this research are divided into two aspects, namely theoretical benefits and practical benefits, as follows:

1.5.1 Theoretical Significance

Theoretically, this research contributes to the field of pragmatics, particularly in analyzing illocutionary speech acts. By examining how illocutionary acts function in communication, this study provides a deeper understanding of the way language is used to convey meaning, influence others, and achieve communication goals. In addition, the results of this study can be a reference for further research that wants to develop studies on illocutionary acts in podcasts.

1.5.2 Practical Significance

Practically, the results of this study are useful for readers who are interested in the analysis of illocutionary acts, especially in understanding language use and applying it effectively in various social contexts. In addition, this research can be a reference for those who want to analyze illocutionary acts in podcast. This research can also add knowledge for people who are interested in English literature.

CHAPTER II

REVIEW OF RELATED LITERATURE, CONCEPTS, AND THEORIES

2.1 Review of Related Literature

This research discusses the types and functions of illocutionary speech acts. In the process of making this research, several related literature sources were found by the researchers, including three articles and two theses, as follows:

The first research was written by Laras & Sulatra (2024) with an article entitled “The Analysis of Illocutionary act in Rich Roll Podcast”. The purpose of the formation of this research is to identify the types of speech acts that are most often used and analyze their arrangement throughout the podcast. The author also conveys another purpose of this research is to examine the illocutionary acts contained in the context of the Rich Roll Podcast, focusing on the words spoken by the famous motivator David Goggins. There are two methods used in this research by Laras & Sulatra, namely qualitative methods and quantitative methods. In collecting the data, the author uses the theory of illocution proposed by Searle (1969) which states that illocution is divided into five parts consisting of assertive, directive, commissive, expressive, and declarative. Data on research by Laras & Sulatra there are several findings obtained by the writer and calculated by percentage, namely, on assertive speech acts there are 40% of data, on expressive speech acts found 46.7% of data, and the last data found is on declarative speech acts which is 13.33% of data. In this research by Laras & Sulatra, there is no data found on commissive and directive speech acts. In the research by Laras & Sulatra, there are some similarities used with this research, namely in the form of data

sources and theories used. In the research by Laras & Sulatra using data sources collected in the form of podcasts and using the theory put forward by Searle (1969), as well as this study which uses podcasts as a means of collecting data sources and using the theory of illocutionary speech acts from Searle (1969). Not only similarities, the research by Laras & Sulatra also has differences in the purpose of writing the research, which is, the research by Laras & Sulatra has the aim of determining what types of speech acts are often spoken by David Goggins as a motivator and Rich Roll in Rich Roll's Podcast and also how speech acts are organized in the podcast. Meanwhile, this study aims to find what types of illocutionary speech acts are found in Candace Owens podcast and what are the functions of these illocutionary speech acts.

The second research is research entitled "An Analysis of Expressive Illocutionary Act Found in Night School Movie" written by Paramaatha & Candra (2024) In this study Paramaatha & Candra used the theory of illocutionary speech acts proposed by Searle (1979). Qualitative descriptive method was used by the researcher in this research. In their research, Paramaatha & Candra explained the purpose of their research which is to identify and analyze various expressive illocutionary acts performed by the characters in the film Night School. Just like the title, this research only focuses on finding expressive speech acts in the movie where expressive speech acts consist of six parts, namely thanking, apologizing, congratulating, wishing, attitude, and greeting. In this research by Paramaatha & Candra, there are 94 overall findings on expressive illocutionary speech acts, namely on Thanking found 24 data, on Apologizing 11 data, on Congratulating 6

data, on Greeting 13 data, on Wishing 5 data and finally on Attitude 35 data. The most data found in Attitude data is 35 data. In their research, Paramaatha and Candra only explained as much as 3 data in each part of the expressive illocution. In the research by Paramaatha and Candra, the difference in this study is in the source of the data. In the research by Paramaatha and Candra they used a movie as a data source while in this study uses a podcast as a data source. Not only found difference, there are also similarities found in the research by Paramaatha and Candra with this study. The similarity found is that the both researches use the theory of illocutionary speech acts proposed by Searle.

The third research is research by (Azhari & Anggraeni, 2023). The research by Azhari and Anggraeni is entitled “An Analysis of Sherly Annavita Illocutionary Act Video in Youtube Channel”. In this research, there are purposes of this research, which is to analyze and describe the types of illocutionary speech acts used in the video. The method used by the author is qualitative descriptive method aimed at describing, explaining, and analyzing the phenomena. In their research, Azhari and Anggraeni used the theory of illocutionary speech acts by Searle (1975) which states that illocutionary speech acts are divided into five namely, Representative, Directive, Commissive, Expressive, and Declarative. Azhari and Anggraeni found there are 27 total data of illocutionary speech acts that they found on Youtube Video Sherly Annavita which they arranged in a table, there are 16 data found in Representative speech acts, 4 data in Directive speech acts, 4 data in Commissive speech acts, 1 data in Expressive speech acts and finally 2 data in Declarative speech acts. The similarity found in this research is that the research by Azhari and

Anggraeni used the same theory as this research, which used the theory of illocutionary speech acts proposed by Searle. Also found some differences that exist in the research by Azhari and Anggraeni with this research. Their data sources, they used Youtube Videos while this research uses podcasts.

The next research is thesis written by Kurniawati (2023) with the title “An Analysis of Illocutionary Act Used by Youtube Channel English with Lucy”. This research was made with the aim of knowing what types of illocutionary speech acts are in the English with Lucy YouTube Channel video. The method used in the research made by Kurniawati is descriptive qualitative research method. To analyze the illocutionary speech acts in her research, Kurniawati used the theory developed by Searle (1979) and Yule (1996). In her research, there are 76 total data found in the English with Lucy YouTube video channel, namely 46 data on assertive illocutionary speech acts, 18 data on commissive speech acts, 6 data on directive illocutionary speech acts, and finally 6 data on expressive illocutionary speech acts. The most data found in the research conducted by Kurniawati is assertive speech acts with a lot of data 46 data. The similarity found in the research conducted by Kurniawati with this research is located in the theory used, which both use the theory of Searle. The difference of both research is in the data sources used. Kurniawati used the YouTube video channel English with Lucy as their data, while this study uses podcast videos as data sources.

The last research is a thesis entitled “The Expressive Illocutionary Acts Found in the Persuasion Movie” written by Indayanti (2024). In her research, Indayanti used the theory of illocutionary speech acts developed by Searle (1979).

The purpose of making this research by Indayanti is to find out what types of expressive illocutionary speech acts are in the Persuasion Movie and also to find out how expressive illocutionary speech acts mean in conversations that affect the actions of listeners in the Persuasion Movie. In her research, Indayanti used qualitative descriptive method in describing the data that has been found. It was found that there were 26 expressive illocutionary data in the movie persuasion, namely 5 data on Apologizing expressive, 8 data on Thanking expressive, 3 data on Greeting expressive, 2 data on Wishing expressive, 2 data on Congratulating, and finally 6 data on Attitude expressive. Of the 26 data found, expressive thanking data is the most data, which is 8 data. The similarity of the research conducted by Indayanti with this research is that the theory used. Both use the theory developed by Searle. There is also a difference in the research made by Indayanti with this research is the source of data, research by Indayanti used movies as a data source and only focused on expressive illocution, while this research uses data sources from podcasts and focused on all parts of illocutionary speech acts.

In conclusion, all the discussions in the research above are research that focuses on illocutionary speech acts. Although this research and the research conducted by the researchers above have similarities in theory, which is using the theory developed by Searle, there are differences in the data sources used. Research by Laras & Sulatra (2024) used data from the Rich Roll Podcast while this study uses data from the Candance Owens Podcast. Furthermore, there is research from Paramaatha & Candra (2024), Indayanti (2024) which used Movie as a data source, as well as research by Azhari and Anggraeni (2023) which used Video in Youtube

Channel as a data source and lastly there is research by Kurniawati (2023) which used YouTube Channel “English with Lucy” as a data source, which provides a difference with this research which uses podcast videos as a data source.

2.2 Concepts

In this part, the concepts discussed are a collection of general definitions related to the title of the research. The concepts discussed include speech acts, illocutionary acts, and podcasts. The explanation of each concept is presented as follows:

2.2.1 Speech Act

According to (Austin, 1962), speech acts are the actions we take when we speak, not just saying words. This means that when someone speaks, they are actually performing an action, such as commanding, requesting, or promising. Austin divides these speech acts into three parts. First, the act of locution, which is the act of saying words or sentences that have meaning. Second, illocutionary acts, which are actions that show the intent or purpose of speech, such as inviting, prohibiting, or suggesting. Third, perlocutionary acts, which are actions related to the impact of the speech on the listener, for example making others feel afraid, happy, or affected. In other words, speaking is not just about words, but also about what we do and what results we want to achieve through the speech.

2.2.2 Illocutionary Act

According to Searle (1969), illocutionary acts are classified into five types: assertive, expressive, commissive, directive, and declarative. Assertive include;

assert, describe, claim, hypothesize, insist, predict, and inform, this defines that representatives are words that state what the speaker believes to be the case. Expressive states what the speaker feels which includes; apologizing, thanking, blaming, congratulation, doubting, greeting, praising, regretting, and wishing. The commissive includes; promise, offer, threaten, swear, and refuse, which makes the commissive an expression in action where the words bind the speaker to perform an action in the future. Directives include; commanding, requesting, inviting, forbidding, and suggesting. From these parts, it can be defined that directive is an expression used to make someone do something. Declaratives include; betting, declaring, and resigning. Declaratives can be defined as statements that deal with words and expressions that can change the world with the utterance.

2.2.3 Podcast

Video podcasts are a type of podcast that not only contains sound, but also displays images or videos to make the content more interesting. According to (McClung & Johnson, 2010), podcasts are digital media that can be accessed at any time to get information or entertainment. With visuals, video podcasts become more interactive and easier to understand, especially for educational content, interviews, or entertainment. The benefits in this day and age are enormous, such as making information clearer with the display of images, facial expressions, or graphics that support the topic being discussed. In addition, video podcasts also help content creators connect more with their audience as they can see their expressions and body language. With easy access through various digital platforms, video podcasts

are now one of the most popular mediums to learn, share stories, and entertain people.

2.2.4 YouTube

YouTube is a globally popular video sharing platform, and in theoretical studies, YouTube is not only understood as an entertainment medium, but also as a space for communication, self-expression, and learning. According to (Burgess & Green, 2009) in their book *YouTube: Online Video and Participatory Culture*, YouTube is seen as part of a participatory culture, where users are not only passive viewers, but also co-produce, edit, and disseminate content. This means that YouTube provides an opportunity for anyone to become a creator and get involved in shaping the flow of information and popular culture. In terms of communication theory, YouTube can also be explained through the convergence media approach as proposed by Jenkins (2006). He mentions that in the digital age, the boundaries between media producers and consumers are blurred-because platforms like YouTube allow users to play multiple roles as media creators and viewers. In terms of linguistics and pragmatics, YouTube can also be analyzed as an audiovisual-based digital communication, which includes the use of language, visual expression, and sound as part of the way meaning is conveyed. Comments, likes, and interactions between users reflect a discursive community, where people exchange opinions, ideas, and even form social identities through content.

2.2.5 Candace Owens

According to (Britannica, 2024) Candace Owens is an American conservative commentator known for her controversial and often contentious views. In political communication studies, Owens can be analyzed as an example of a populist communicator who uses social media and digital platforms to build a loyal audience and influence public opinion. According to political communication theory, individuals like Owens utilize emotional rhetoric and framing strategies to shape audience perceptions of social and political issues. For example, he often criticizes the Black Lives Matter movement and challenges dominant narratives about race and identity in the United States. From the perspective of digital media and participatory culture, Owens is also part of a phenomenon where individuals can become content creators that influence public discourse. Through his podcast and social media channels, he expresses views that often go against scientific and social consensus, such as denying climate change or spreading conspiracy theories. This reflects how digital media can be used to spread information that is not always accurate, yet still gains widespread attention.

2.3 Theories

This research uses the main theory to solve the research problem. The theory is the theory of illocutionary speech acts developed by Searle (1969). This theory is used to find out what illocutionary speech acts exist in the podcast conducted by Candace Owens. In addition, this theory is also used to explain what is the function of each speech act in the podcast. Not only using the theory by Searle, this research

uses the theory by (Leech, 1983) to determine the function of each speech act contained in the podcast. To support those theories, this research also uses theory context of situation by Halliday and Hasan (1985).

2.3.1 Speech Act

The speech act theory was first introduced by Austin (1962), an English philosopher of language. In his book *How to Do Things with Words*, Austin explains that when we speak, we are actually not only conveying words, but also performing an action. For example, when someone says the sentence stated by Austin (1962: 40), *I promise to come*, they are actually performing the act of making a promise, not just composing a sentence. In his theoretical overview, Austin points out that speaking is also acting. With words, we can promise, threaten, ask, or command. This theory became the basis for the development of modern speech act theory, especially by John Searle who further developed the category of illocutionary acts. Austin ideas brought a new paradigm in pragmatics, linguistics, and philosophy of language, as it changed the way we understand the function and power of language in social interaction. Austin divides speech acts into three parts, namely, Locutionary Act, Illocutionary Act, and Perlocutionary Act. Through this theory, Austin wants to show that language is not only a tool to convey information, but also a tool to perform various actions in everyday life.

2.3.1.1 Locutionary Act

According to Searle, (1969), locutionary acts are the most basic part of speech acts, namely the act of uttering a sentence that has grammatical and semantic

meaning. In his book *Speech Acts* (1969), Searle explains that locution involves three elements: recognizable speech sounds (phonetic), correct sentence structure (grammatical), and understandable meaning (semantic). The act of locution focuses on what is said literally, not yet on the speaker intention or the effect of the utterance on the interlocutor. For example, the sentence *it is raining outside* (Searle, 1969: 16). When someone says that sentence, the locutionary act is to construct and convey a sentence with the meaning that it is raining outside. This sentence has the correct structure, and its meaning can be understood directly. Without understanding what is said literally, we cannot analyze the meaning or impact of the utterance thoroughly.

2.3.1.2 Illocutionary Act

According to Searle (1969), illocutionary acts are the core of the act of speaking. If the act of locution is what is said literally, then the illocutionary act is what the speaker means or wants to do through his speech. In his book *Speech Acts* (1969), Searle mentions that when someone speaks, he is usually doing something such as stating, commanding, asking, promising, or requesting. These illocutionary acts are closely related to the speaker intention when uttering certain sentences. For example, the sentence stated by (Yule, 1996) *can you pass the salt?* If someone says that, in a locutionary sense it is a question about ability. But in illocutionary terms, the real intention is to ask the interlocutor to pass the salt-not to actually ask if he or she is able. Searle then classifies illocutionary acts into five types: Assertive (stating something as fact), directive (asking or telling), commissive (promising or offering), expressive (expressing feelings), and declarative (changing reality

through speech, such as marrying someone). In Searle view, understanding illocutionary acts is important because this is what really determines what the speaker is doing through the words that chooses.

2.3.1.3 Perlocutionary Act

The perlocutionary act according to Searle (1969) is the effect or impact of the speaker speech on the listener. If the act of locution is what is said literally, and the act of illocution is the intention of the speech, then the perlocutionary act is more about what happens or is felt by the listener after hearing the speech. For example, when someone says *it is raining outside* (Searle, 1969: 16), the illocutionary force of the utterance may be to provide information. However, the perlocutionary effect may vary depending on the listener's response; the listener may feel worried, because they didn't bring an umbrella. This perlocutionary effect is not entirely controllable by the speaker, as it depends on how the interlocutor understands and responds to the utterance. In his book *Speech Acts* (1969), Searle explains that perlocutionary acts include changing attitudes, persuading, frightening, entertaining, angering, and so on. In other words, these are the psychological consequences or concrete actions that come after someone hears a sentence. Perlocutionary acts show that language is not only used to convey intentions, but can also influence the emotions, thoughts, or behavior of others directly or indirectly.

2.3.2 Types of Illocutionary Act

According to Searle there are five categories of illocutionary acts namely: Assertive illocutionary acts, Directive illocutionary acts, Commissive illocutionary acts, Expressive illocutionary acts, and Declarative illocutionary acts.

2.3.2.1 Assertive illocutionary act

According to Searle (1969), assertive is a type of speech in which we try to convey something that we think is true or factual to the other person. So, when we speak in this way, we are actually giving information, stating an opinion, or explaining something that we believe to be true. For example, if someone says, *it is very hot today* (Lisna, 2022), they are being assertive because they are telling a fact that they think is true. In this type of speech, the speaker has to be absolutely sure of what he is saying in order for the other person to believe him. Unlike utterances whose purpose is to tell or ask, assertive is more focused on conveying information or statements. Another example could be stated by (Yule, 1996: 47), such as *the earth is flat*. With that sentence, the speaker wants to tell that according to him, that fact is true.

2.3.2.2 Directive illocutionary act

According to Searle (1969), a directive illocutionary act is a type of speech in which the speaker tries to invite, tell, or ask someone to do something. So, if you say something with the aim of getting the other person to act according to what you have asked, it is a directive act. For example, when someone says, the sentence stated by (Searle, 1969: 17) *I ask you to leave the room*, then they are performing a

directive action because they want the other person to do something. In this type of speech, the speaker usually hopes that the listener will respond by performing the requested action. Unlike assertive speech which conveys facts, directive speech focuses on moving others to action. So, directive speech is very common when we ask for help, give orders, or suggest something in everyday life.

2.3.2.3 Commissive illocutionary act

According to Searle (1969), a commissive illocutionary act is a type of speech in which the speaker commits to doing something in the future. So, when someone says something that contains a promise, intention, or ability, it belongs to the commissive type of illocutionary act. In this utterance, the speaker is not only speaking, but also committing himself to an action, such as promising, swearing, offering, or threatening. For example, the sentence stated by (Searle, 1969: 57) *I promise to pay you the money*. When someone says that, he is committing a commissive act because he shows his ability and commitment to pay. This kind of utterance is important because it shows the speaker responsibility and intention towards his future actions. Searle emphasizes that in commissive acts, the success of the utterance is highly dependent on the seriousness and ability of the speaker to keep his words.

Another example:

I will take responsibility for this task. (Searle, 1969: 17)

I promise I'll be back. (Yule, 1996: 50)

These are not just words, but commitments to action that the essence of a commissive action.

2.3.2.4 Expressive illocutionary act

According to Searle (1969), expressive illocutionary act is a type of speech that is used to express the speaker personal feelings, emotions, or attitudes towards something. So, when someone speaks and the intention of the utterance is to show what they feel like happy, sad, angry, grateful, disappointed, or proud, then they are performing an expressive speech act. For example, the sentence stated by (Yule, 1996: 50) *thank you*, when someone says that, it is not just words, but it is also an expression of gratitude. Another example could be stated by (Yule, 1996: 53), such as *I'm really sorry*, which shows regret. In this type of utterance, the speaker is not trying to command, promise, or convey facts, but rather to express his or her heart or attitude towards a situation. Searle explains that these expressive acts are very important in everyday communication because they help create warmer and more humane social relationships, such as when we congratulate, apologize, or give condolences.

Another example:

I really appreciate your support. (Searle, 1969: 17)

Congratulations! (Yule, 1996: 53)

All these sentences do not contain commands or promises, but show the speaker emotion or reaction to a situation that the essence of expressive illocutionary acts.

2.3.2.5 Declaratives illocutionary act

According to Searle (1969), a declarative illocutionary act is a type of speech that can directly change a situation or social status just by being spoken, provided it is done by a person with authority and in an appropriate situation. That is, in declarative speech acts, the words themselves create real change in the world. For example, when a religious official or civil registrar says the sentence stated by (Yule, 1996: 51), *I hereby declare you husband and wife*, then from that moment on, the status of two people immediately changes to a legal or religious couple. It is similar with the sentence *I am firing you* (Yule, 1996: 51) it immediately changes the employee status from being an active employee to not working. This declarative action is very unique because it differs from other types of utterances that only state facts, request, or express feelings. In declarative, the utterance is the action. Searle explains that for a declarative act to be successful, two main conditions must be met: first, the speaker has the authority or position to make the declaration, and second, the situation or context supports the utterance.

Another example of a declarative:

We find the defendant guilty (Yule, 1996: 53)

I declare the meeting closed. (Searle, 1969: 17)

These sentences do not just say something, but directly create a change in reality through the utterance itself that is the essence of a declarative illocutionary act.

2.3.3 Function of Illocutionary Act

The theory of language function proposed by (Leech, 1983) is actually closely related to John Searles theory of illocutionary speech acts. Both discuss how language is used in everyday life, not only as a system of words, but also as a tool for action. Leech divides functions into several types, namely: Competitive, Convivial, Collaborative, And Conflictive.

1. Competitive

This function usually takes the form of requests, commands, pleas, or offers that aim to compete for social goals. Because it has the potential to disturb others, this function is combined with politeness, such as adding the word *please*. For example: *Could you lend me some money?* the main purpose of this sentence is to ask for help, but because it could be considered disturbing to the listener, the speaker conveys it politely using the words *please*, which become: *Could you please lend me some money?* (Leech, 1983: 105)

2. Convivial

The convivial function refers to speech acts that are in line with the principle of politeness. The speaker purpose and the social purpose are in the same direction, which is to create and maintain good social relationships. This function takes the form of invitations, offers, congratulations, or expressions of gratitude. For example: *Please join us for dinner.* (Leech, 1983: 105) This sentence shows the speaker desire to be friendly and strengthen social relationships with the listener.

3. Collaborative

This function is neutral in terms of politeness. In this function, the speaker does not try to influence or please the listener, but only conveys information, opinions, or knowledge. This usually includes conveying information, expressing opinions, and providing explanations. For example: *The meeting starts at ten o'clock.* (Leech, 1983: 105) In this example, the speaker is simply conveying information without any particular social purpose.

4. Conflictive

This function includes speech acts that are against the principle of politeness. In this function, the speaker expresses disagreement, teasing, or verbal attacks that can cause conflict with the listener. It takes the form of threatening, mocking, scolding, and opposing. For example: *If you do that again, I'll fire you!* (Leech, 1983: 105) in this sentence the speaker threatens the listener with negative consequences that could cause tension or offense to the listener.

2.3.4 Context of Situation

The context of a situation is very important for understanding the true intention behind a speech act or illocutionary act. This means that when someone says something, it is not enough to look only at the words themselves; we must also consider what is being discussed, who is speaking to whom, and how the conversation is being conducted. For example, the sentence stated by (Yule, 1996: 51) , *I declare you husband and wife*, can only be considered a legal act if it is

uttered by an authorized person, such as a village head or official, at the right place and time. If an ordinary person utters it in a hangout, of course the statement has no official meaning. According to Halliday & Hasan (1985), the context of the situation is an important element in understanding how the meaning of language is formed and used in social interaction. Essentially, without the appropriate context, a statement can lose its meaning or be misinterpreted. In speech act studies, particularly when discussing situational context, there are three key aspects often used to understand how statements function socially: field, tenor, and mode. These three aspects help us understand why illocutionary acts are used, how they are delivered, and to whom.

2.3.4.1 Field

According to Halliday, field refers to what is being discussed or done in a communication situation. This includes the main topic, activity, or type of social action that is taking place. It tells what is that the participants are engaged in, Such as, in a family interaction giving instructions to close the door.

2.3.4.2 Tenor

Tenor relates to social roles and relationships between participants in communication. Halliday explains that this includes relative status equal or hierarchical, level of familiarity formal or informal, and attitudes and emotions brought to the interaction. Such as, there is a formal and hierarchical relationship between teachers and students, which differs from casual conversations between friends.

2.3.4.3 Mode

Mode shows how language is conveyed, for example, spoken, written, online, and the function of language in that situation, whether it is used to describe, give instructions, persuade, or greet. Mode also reflects whether language is predominantly used for interactive or informative purposes. Such as, a speech written to be read orally has a formal and persuasive mode.

