

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Pragmatics focuses on how language is structured within sentences used in communication, with attention to the context and situation in which those sentences occur. Leech (1993) describes pragmatics as the study of how deeper meaning connects to speech situations. Similarly, Subyanto (1992) views pragmatics as a branch of linguistics that examines spoken language and how meaning is created through each utterance. Gazdar (1979), as cited in Jenny Thomas (1995), defines utterance meaning as a combination of sentence and context, which forms the foundation of what the speaker intends to convey. Jenny Thomas (1995) also offers a broad definition of pragmatics as “meaning in use” or “meaning in context.” In pragmatics, both context and situation are essential for interpreting the meaning of spoken expressions. The rules that guide how language is used known as pragmatic constraints, are shaped by the speaker’s intention, the context, and the circumstances surrounding the utterance.

One of the key areas explored in pragmatics is speech acts. According to Kridalaksana (2001), a speech act is a sentence used by a speaker to convey an intention that the listener can understand. Similar to everyday interactions, communication occurs when people are actively involved. During these interactions, both the speaker and the listener are aware of the rules that guide how language is used and how each other's speech and actions are interpreted. Every

utterance carries the speaker's intention and is influenced by various factors related to both the speaker and the listener. Therefore, both parties are responsible for the meaning and impact of the speech they produce.

When people communicate, they enter a situation where the listener tries to understand the speaker's message. However, misunderstandings can happen when the listener doesn't fully grasp what the speaker means. These misinterpretations can come from both of the speaker and listener and may be influenced by gender differences. The way men and women communicate can vary in terms of the topics they discuss and the content they use. According to Haas (1979), gender differences in communication can be seen in the form, topic, content, and usage of language. These elements help listeners interpret what the speaker is trying to say.

As explained by Austin in Huang (2007), a locutionary act refers to the basic act of speaking, where the speaker delivers an utterance with its literal meaning. An illocutionary act, on the other hand, is the act performed through speaking, where the speaker's words carry a specific intention directed at the listener. Lastly, a perlocutionary act focuses on the impact or effect that the speaker's utterance has on the listener. This research aims to identify the types of illocutionary acts using Searle's theory as presented in Huang (2007). Searle categorizes illocutionary acts into five types: representative, declarative, commissive, directive, and expressive. A representative act is when the speaker shares something they believe to be true. A declarative act involves an utterance that causes a change in a person or situation. A commissive act shows the speaker's commitment to a future action. A directive

act is used to get the listener to do something. Finally, an expressive act allows the speaker to communicate their feelings to the listener within a specific context.

In this research, the researcher focused on the Illocutionary act, which is the core of speech acts. In other words, it concerns on the speaker's intention to the hearer conveyed by performing an action. By analyzing Illocutionary acts in the speaker's utterance, the intention of the speaker will be understood. The researcher assumes that understanding the speaker's purpose in a conversation is interesting to find out what we must do to response to the speaker's utterance. As Searle (1969) stated that, by analyzing Illocutionary acts, people, as the hearer, could understand the speaker's intention, such as asking for something, telling factual information, expressing their feelings, and so on. In this case, the researcher will explore Illocutionary acts in the video podcast because people nowadays tend to watch them on digital platforms, like YouTube. The topic of the podcast can be created for either entertainment or educative purposes. Moreover, the purpose of the podcast is created can be known if the speakers' intention is analyzed. So, a video podcast is suitable as the object of this research because, with many topics of the podcast, such as politics, education, lifestyle, etc., the speakers' intentions also vary.

Furthermore, the researcher is interested in analyzing "Asian Glow" video podcasts hosted by Clarence and Alcheska as the podcasters on Clarence Angelo's YouTube channel. The channel is owned by Clarence, who often creates videos about K-pop reaction in the form of a video podcast. Both of them have an immaculate chemistry as a cousin and often have ways to deliver their reaction to their viewers in each video which makes the video way more entertaining and

suitable to enjoy for those who are K-pop enthusiasts. In this research, his video podcasts, which were analyzed, talked about food and K-pop. The author wants to find out what Clarence and Alcheska talk about related to K-pop and discover the intention in their utterances toward one another based on K-pop as the context of the conversation, considering this topic gets many people's attention based on the viewers.

1.2 Problems of the Study

Given the background discussed earlier, the main problems are as follows.

1. What types of illocutionary acts are found in the "Asian Glow" podcast video?
2. How does the context of situation affect the illocutionary acts that appeared in "Asian Glow" podcast video?

1.3 Objectives of the Study

To find solutions to the problems discussed earlier, the study presents the following objectives.

1. To categorize the types of illocutionary acts in the "Asian Glow" podcast video.
2. To explain how the context of situation modified the illocutionary acts that appeared in "Asian Glow" podcast video.

1.4 Limitation of the Study

This research specifically focused on identifying the types of illocutionary acts present in the Asian Glow podcast video using Searle's (1979) theory as the main framework. In addition, Halliday and Hasan's (1989) theory applied to examine the different context of situation conveyed through those illocutionary acts.

1.5 Significance of the Study

The researcher intended to provide readers with relevant information to help them comprehend speech acts, particularly illocutionary acts. There are two categories of significance for this study:

1.5.1 Theoretical Significance

Based on the research objectives above, it is hoped that the results of this research will be able to obtain accurate information about the illocutionary role in the *Asian Glow* podcast video, both in terms of theory and from research facts. Based on this information, readers are expected to be inspired and motivated to explore the phenomenon of illocutionary acts.

1.5.2 Practical Significance

This research is intended to help readers gain a clearer understanding of speech act theory, with a particular focus on illocutionary acts. It may also serve as a useful reference for those studying the different types of illocutionary acts, and contribute additional insights to the fields of pragmatics and linguistics more broadly. The findings of this study can support English language teachers in

explaining illocutionary acts to their students, and may also be valuable as a reference and source of further information for future researchers.



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CHAPTER II

REVIEW OF RELATED LITERATURE, CONCEPTS AND THEORIES

The chapter outlined a comprehensive review of existing literature, concepts, and theories. Theoretical insights were applied to figure out the research problem, and related works contribute valuable data to support the study.

2.1 Review of Related Literature

The review of related literature in this study examined two relevant theses and three journal articles that focus on the types of illocutionary acts. These previous studies were analyzed to identify both similarities and differences compared to the current research, especially in terms of topic and theoretical approach used by other researchers working on similar subjects.

The first related study is a thesis by Ernayanti (2022) from Mahasaraswati Denpasar University, entitled *An Analysis of Illocutionary Acts Found in the UP Movie*. The research aimed to identify the types of illocutionary acts, explore the situational context behind each utterance, and uncover the implied meanings conveyed through the illocutionary acts in the film. To address the first research question, the study applied Yule's (1996) theory on illocutionary act types. For the second question, it used Leech's (1981) theory of meaning. The findings revealed five types of illocutionary acts in the movie: representative, directive, commissive, expressive, and declarative. Among these, directive acts were the most frequently used by the characters, while declarative acts appeared the least. The study also

examined the situational context of each utterance using the framework developed by Halliday and Hasan (1989).

The similarities between this study and the previous one are in the theoretical framework. Each study focuses on the analysis of the context of situation. However, the difference is found in the findings. This study concentrates on identifying only four types of illocutionary acts, while the previous study includes all five types of illocutionary acts in which the utterances occur.

The second related study is a thesis by Lestari (2023), also from Mahasaraswati Denpasar University, entitled *An Analysis of the Illocutionary Acts Found in "Love, Simon" Movie*. The research aimed to address two main questions, they are identifying the types of illocutionary acts performed by the characters in the film, and analyzing the meaning of those acts based on the context in which they are spoken. To examine the first question, the study applied Searle's (1979) theory. The results showed five types of illocutionary acts in the movie are assertives, expressives, directives, commissives, and declaratives. Expressives were the most frequently used, accounting for approximately 40% of the utterances, followed by directives at 32%, assertives at 20%, commissives at 6%, and declaratives at just 2%. The study also explored the situational context behind each illocutionary act, using the framework proposed by Halliday and Hasan (1989).

Both studies share similarities in their theoretical approach to the first research problem. Each uses Searle's (1979) theory to identify the types involved. However, they differ in the findings. This study frequently appeared assertives and

expressives, while the previous study appeared merely expressives as the most frequently used.

The third related study is an article by Partohap et al. (2021) from the English Education Department at HKBP Nommensen University, entitled *An Analysis of Illocutionary Act in Incredible 2 Movie*. This research aimed to identify the types of illocutionary acts found in the film's script. The study applied Searle's (1979) theory to analyze the illocutionary acts used by the characters in *Incredible 2*. The findings revealed five types of illocutionary acts: 7 assertives (28%), 8 directives (32%), 2 commissives (8%), 7 expressives (28%), and 1 declarative (4%). Among these, directive acts were the most frequently used by the characters, while declarative acts appeared the least.

Both studies share similarities in their theoretical foundation. Each applies Searle's (1979) theory to analyze the types involved. However, the difference is in the findings. This study investigates no declarative of illocutionary acts appeared, while the previous study, declarative illocutionary acts appeared the least with (4%).

The fourth literature review is based on an article by Lili et al. (2021) from Mahasaraswati Denpasar University, entitled *The Analysis of Illocutionary Act in Hillary Clinton's Speech*. This study aimed to identify the types of illocutionary acts used in Hillary Clinton's speech and determine which type appeared most frequently. To categorize the illocutionary acts, the researchers applied Searle's theory, while Leech's framework was used to analyze their functions, dividing them

into four categories which are competitive, convivial, collaborative, and conflictive. The findings revealed four types of illocutionary acts in the speech: 3 directives (27%), 2 expressives (18%), 5 assertives (45%), and 1 commissive (10%). Assertive acts were the most dominant. In terms of function, the study identified three instances of convivial acts (75%) and one instance of a collaborative act (25%)

The similarity between this article and the current study is in their shared focus on analyzing the types of illocutionary acts. However, they differ in how both findings are found. In the previous article, assertive illocutionary acts were the most dominant, while in this study, both expressive and assertive illocutionary acts were found the most.

The fifth study is an article written by Darumas et al. (2022) from PGRI Semarang University, entitled *An Analysis of Illocutionary Acts in The "Sing" Movie*. The study aimed to identify the types of illocutionary acts, determine the most frequently used type, and explain how Buster Moon's speech contributes to English language learning. Using Searle's (1979) theory, the researchers found five types of illocutionary acts in the movie, they are assertive, directive, commissive, expressive, and declarative. Among these, directive acts were the most dominant in Buster Moon's utterances. The authors suggest that this study can be used as a teaching resource to help students better understand illocutionary acts in English.

The similarity in this article lies in its focus on categorizing the types of illocutionary acts. However, the difference is in the findings. The previous study relied on five types of illocutionary acts which are assertive, directive, commissive,

expressive, and declarative, while this study incorporates four types of illocutionary acts with no declaratives to be found.

2.2 Concepts

The concept discussed closely related to the subject of the research title. It has been thoroughly supported and validated by insights from various experts in the field, as well as by numerous credible references from previous studies and scholarly sources.

2.2.1 Illocutionary Acts

Illocutionary acts refer to communicative actions like stating a fact, asking a question, making a request, offering a promise, or issuing a warning. Essentially, an illocutionary act represents a complete speech act, which means an intentional action performed through language, such as declaring, commanding, denying, predicting, or justifying. These acts are categorized into five types; assertive (or representative), directive, commissive, expressive, and declarative. In essence, an illocutionary act is a verbal action that carries meaning beyond the literal words used.

2.2.2 Podcast

A podcast is a digital format that features audio or video episodes centered around a particular topic. The individuals who host these episodes are known as “podcasters.” Unlike many other media platforms that require significant resources, podcasts are relatively easy to produce. Beginners typically need only basic tools such as a microphone and recording software. Because there are no formal regulations governing podcasting, anyone can create and distribute content freely.

Sloan (2005) describes podcasting as an innovative form of online broadcasting that allows digital audio content to be automatically delivered to mobile devices. Gromik (2008) also notes that podcasting offers learners access to authentic, cost-free materials that may not be available in non-English-speaking environments.

2.2.3 YouTube Platform

YouTube is a widely used platform for sharing videos, where users can access content produced by media professionals (de Bérail et al., 2019). Based on data from wearesocial.com, as of January 2022, YouTube was the most frequently accessed digital medium by Indonesian users, with a usage rate of 88%. People turn to YouTube for various purposes, including entertainment, hobbies, education, business, and industry-related information. Its global and varied content allows creators to reach a broad audience, attracting both independent creators and established media organizations (Khan, 2017; Xu et al., 2016). Since the platform delivers information through spoken video formats, it is easily understood by viewers, contributing to its rapid growth. As a service provided by Google, YouTube enables users worldwide to upload and watch videos. It ranks as the second most visited website globally and is also the second-largest search engine after Google (Tafesse, 2020). YouTube specializes in video-based content, which makes it highly engaging and easy to remember. Its offerings span a wide range of topics, including music, sports, entertainment, and tutorials in areas like cooking, beauty, fashion, gaming, and more. Additionally, it serves as a valuable tool for business promotion, news dissemination, and broadcasting.

2.3 Theories

This study focused on examining illocutionary acts and the context of the situation they convey. To identify the types of illocutionary acts, it applied Searle's (1979) speech act theory. Additionally, Halliday and Hasan's (1989) framework was used to analyze the situational context embedded within those illocutionary acts.

2.3.1 Speech Act

Speech act theory is a foundational aspect of pragmatics, originally introduced by John Langshaw Austin and later expanded by Searle. It explains how language functions as a form of action, what speakers do through their utterances. Essentially, speech acts are actions carried out through spoken words. This theory helps clarify how meaning operates in communication, emphasizing that every utterance serves a specific communicative purpose. It begins with the idea that the basic unit of human interaction is not merely a sentence, but the act performed through speech, such as stating, questioning, commanding, describing, explaining, apologizing, expressing gratitude, or offering congratulations. A speech act is a verbal expression that carries intent. When someone speaks, they aim to achieve a particular response or effect from their listener. Speech act theory also focuses on the structure of sentences, suggesting that what is said reflects the speaker's intended meaning or goal.

2.3.1.1 Locutionary Acts

Locutionary acts involve grammatical processes such as producing specific sounds, selecting morphemes, and referring to particular individuals. Essentially, a

locutionary act is the act of generating an utterance that carries clear and comprehensible meaning. When an utterance is both meaningful and understandable, it can be recognized as a locutionary act. In brief, locutionary acts refer to the literal words spoken by the speaker and their direct semantic content.

2.3.1.2 Illocutionary Acts

Illocutionary acts refer to communicative actions like stating a fact, asking a question, making a request, offering a promise, or issuing a warning. In essence, they represent complete speech acts, that means intentional expressions aimed at achieving a specific purpose, such as declaring, commanding, denying, predicting, or justifying. These acts are categorized into five types, which are assertive (or representative), directive, commissive, expressive, and declarative. In brief, an illocutionary act is a spoken action whose intended meaning goes beyond the literal words used.

2.3.1.3 Perlocutionary Acts

Perlocutionary acts refer to responses that go beyond mere communication, such as causing someone to feel annoyed, scared, or deceived through what is said. In other words, a perlocutionary act is the listener's reaction to an utterance, whether intentional or not. It reflects the impact of the speaker's words, which may result in actions, thoughts, or emotions. In film scripts, speech acts are present in nearly every line of dialogue and can serve as effective learning tools. For instance, locutionary acts include utterances like "it's hot outside" and "I warn you to stop smoking." Illocutionary acts are reflected in expressions such as "close the door right now," which conveys the intention to have the door shut, and "I'm hot at

school,” which communicates a personal feeling. Perlocutionary acts are illustrated by responses like “he told me to turn on the air conditioner” and “Peter won’t buy paper.” Drawing from these examples, researchers have chosen to focus on illocutionary acts as the subject of analysis in English-language film scripts.

2.3.2 Types of Illocutionary Acts

At the beginning of Searle’s book “Expression and Meaning”, he presents a taxonomy of illocutionary acts that differs from Austin’s classification. He outlines his own categories of illocutionary acts as follows:

2.3.2.1 Assertives

Assertives are acts in which the speaker expresses commitment to the truth of a particular proposition. These acts convey information about states or events, including assertions, descriptions, claims, factual statements, reports, and conclusions. When using assertives, the speaker aligns their words with their perception or belief about reality. For example, the statement “it was a warm sunny day” reflects the speaker’s belief about the weather, even if the day may not actually be hot and sunny. In this case, the speaker uses assertive language to match their words with their understanding of the world.

2.3.2.2 Directives

Directives are speech acts intended to persuade the listener to perform a specific action or bring about a particular situation. They occur when the speaker asks the hearer to do something, placing a degree of obligation on the listener. These acts can take various forms, such as commands, prohibitions, invitations, requests,

and suggestions. For example, the sentence “Would you like to make a cup of coffee?” reflects the speaker’s intention to request an action from the hearer.

2.3.2.3 Commissives

Commissive acts involve the speaker making a commitment to carry out a future action. These include expressions such as promising, vowing, offering, threatening, and refusing. Through commissives, the speaker indicates their intention to take responsibility for something that will happen later. For instance, the statement “I promise to give you some money” reflects the speaker’s pledge to the listener, signaling an obligation to fulfill that promise in the future.

2.3.2.4 Expressives

Expressive acts are used to convey the speaker’s psychological or emotional state. Utterances that reflect feelings such as pleasure, pain, affection, dislike, happiness, or sadness fall under this category. These expressions may be triggered by the actions of either the speaker or the listener, but they center on the speaker’s personal experience. Common expressive verbs include thank, congratulate, apologize, regret, deplore, and welcome. For example, the phrase “I am sorry to hear that” demonstrates the speaker’s empathy toward the listener’s situation. Through this expression, the speaker attempts to share in the listener’s emotional experience, which may help ease the listener’s distress.

2.3.2.5 Declaratives

Declaratives are illocutionary acts through which the speaker brings about a change in the state of affairs simply by uttering certain words. These acts require the speaker to hold an institutional or authoritative role within a specific context.

Examples of declarative acts include baptizing, declaring war, abdicating, dismissing, naming, resigning, and excommunicating. For instance, the statement “I declare you husband and wife” alters the social status of the individuals involved, granting the man the role and responsibilities of a husband, and the woman those of a wife.

2.3.3 Theory of the Context of Situation

Halliday and Hasan (1989) asserted that the context of situation comprises all factors influencing a text or discourse. This includes not only the spoken language but also the environment, the individuals involved, their cultural backgrounds, and concurrent actions. Recognizing these elements is essential for interpreting language, particularly when pragmatic meaning is conveyed. They outline three principal components of context, namely:

2.3.3.1 Field

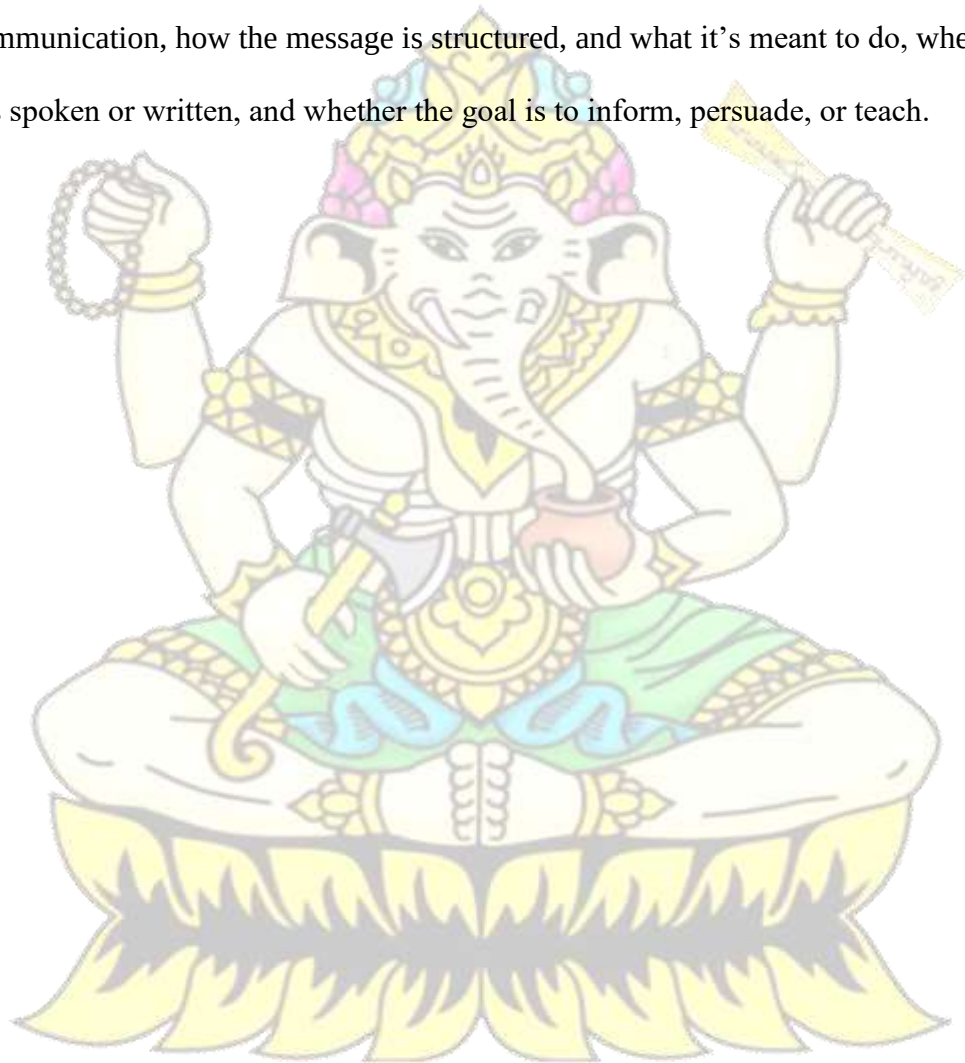
According to Halliday and Hasan (1989), the field of speech refers to what’s happening during a conversation or interaction. It looks at the kind of social activity taking place and how language is used to carry it out, helping us understand what people are doing and saying.

2.3.3.2 Tenor

According to Halliday and Hasan (1989), tenor refers to the people taking part in a conversation, including their roles, social status, and the nature of their relationship, whether it's long-term or brief. It also involves the different ways they speak to each other and how their interactions fit into the broader social setting.

2.3.3.3 Mode

According to Halliday and Hasan (1989), mode refers to how language is used depending on the situation. It focuses on how people engage with the communication, how the message is structured, and what it's meant to do, whether it's spoken or written, and whether the goal is to inform, persuade, or teach.



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