

**EXPRESSIVE SPEECH ACTS AND TEACHING STRATEGIES FOR
CHILDREN REFLECTED IN “WOW ENGLISH” YOUTUBE CHANNEL**

THESIS

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for the Degree of *Sarjana*



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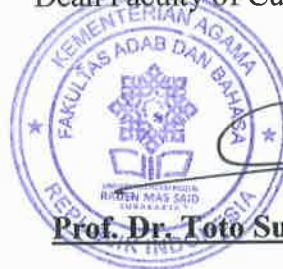
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DEDICATION

This thesis is dedicated to:

1. My beloved parents, my beloved father (Mr. Semin Riyadi) and my beloved mother (Mrs. Warsiyem) for the prays, supports, motivations, spirits, and loves every time and everywhere.
2. My beloved sisters (Aulia and Nur) for the prays, supports, motivations, spirits, and loves every time and everywhere.
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4. My beloved friends (Arifa, Ani, Sayekti, Kharisma) thanks for prays and supports and everything you did.
5. Everyone who gives support and help.
6. My Lord for the guidance and help in every situation and every time
7. Myself for the survive, thanks

MOTTO

*“The commandment of Allah will come to pass, so seek not ye to hasten it.
Glorified and Exalted be He above all that they associate (with Him).”*

-QS. An-Nahl (16): 01-

*“And when My slaves ask you (O Muhammad SAW) concerning Me, then
(answer them), I am indeed near (to them by My Knowledge). I respond to the
invocations of the supplicant when he calls on Me (without any mediator or
intercessor). So let them obey Me and believe in Me, so that they may be led
aright.”*

-QS. Al-Baqarah (2): 186-

“Jika usaha telah dikerjakan maka hanya tinggal tawakal yang diupayakan”

-asasia-

*“Tak usah iri terhadap kebahagiaan orang lain, kamu gak tau nikmat lain
mana yang Allah cabut darinya, semua ada porsinya”*

-asasia-

PRONOUNCEMENT

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I hereby sincerely state that the thesis titled “Expressive Speech Acts and Teaching Strategies for Children Reflected in “Wow English” YouTube Channel” is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography.

If later proven that my thesis has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

Sukoharjo, April 13th, 2023

Stated by,



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The researcher realizes that this thesis is still far from being perfect. She hopes that this thesis is useful for the researcher in particular and the readers in general.

Sukoharjo, May 08th, 2023

The researcher,



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ABSTRACT

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This research studies about expressive speech acts applied in the learning activity and teaching strategies for children reflected in Wow English YouTube Channel video entitled "How to teach kids | from a Prague kindergarten, part 1 | English for Children" uploaded on April 23, 2013.

The research method is descriptive qualitative using content analysis with analysis data. The instrument of this research are take note and transcription as document and also the researcher herself. The researcher collected the data using observation and documentation. She analyzes the data take several steps, namely data reduction, data display, drawing conclusion and verification. She applied the trustworthiness of the data to obtain the valid data from the data source by perspective an expert in pragmatics studies.

The result of this research are divided into two parts, first result shows 40 data of expressive speech acts based on Searle's theory include 7 types of expressive speech acts out of 13 types used by Steve as teacher in Wow English YouTube Channel. There are apologize 2,5%, Thanks 12,5%, Lament 17,5%, Protest 10%, Deplore 7,5%, Praise 42,5% data and Greet 7,5%. The most frequently used type of expressive speech acts is praise. Second result shows teaching strategies used by Steve as a teacher in the Wow English YouTube Channel video there are teaching English by using games, teaching English by using stories and one of method reflected in this video it is Total Physical Response Method based on Samad and Tidore theory.

Keywords: *Speech acts, Expressive of Specch Acts, Teaching Stratrgies for Children*

CHAPTER I

INTRODUCTION

A. Background of The Study

In everyday life, communication is needed between one another to express opinions and express a feeling to others in the form of speech, body gesture and facial expressions. In a country and even a region has its own language in communicating, the English Country has a different way of communicating with the Indonesian Country, especially in terms of language. Even in Indonesian Country, Central Java and West Java also have different languages in communicating and in Central Java has different languages when communicating in each region. Language is something that is very important in communicating, language alignment is needed when communicating with speaking to synchronize and make it easier to understand what the other person is saying. When communicating to express opinions or express feelings, information can be obtained from the speaker so that they can understand each other. As stated by Kreidler (2002: 179) that the principle in using language is to state fact, describe how things are in the world, and convey information.

Communicate not only by speaking but also by gestures such as body gestures and facial expressions, this method was used thousands of years ago before communicating by speaking. This is based on Henry H. Calero (2005:

2) states that for thousands of years humans convey messages without words when communicating, they use attitudes, ideas, emotions, gestures, facial expressions sounds and symbols. Body gestures and facial expressions are said to be a means of communication seen from changes in movements that function as symbols or signals in a certain sense. Body gestures and facial expressions are also important when communicating because when communicating with interlocutors who come from different regions and if there is misunderstanding of unknown words, you can refer to body gestures and facial expressions of the other person to identify the meaning of the unknown word, but it can also identify the meaning of the unknown word through the context being discussed.

When communicating each of the people who are communicating can understand each other and understand the meaning that is being conveyed and connect when communicating and the feedback given is in accordance with the context of the conversation. It is very important to know the meaning of what the speaker is talking about, that there are no misunderstandings when communicating which can lead to misperceptions and that they can offend others. Yule (1996: 3) states that pragmatics refers to language learning about meaning when communicating by the speaker and interpreted by the listener or interlocutor. In understand the intent and meaning of a speech acts, it can be studied using pragmatic studies in pragmatics Yule (1996: 47) states there is a chapter to analyze speech acts as an action performed via utterances. In an utterance, language has various types of speech acts categories that

communicate and provide information. In English, there are many types of speech used in everyday life and in formal activities such as meetings and teaching and learning activities. Utterances that are made to provide information and also to express some things that you want to express such as condoling, apologizing, thanking, congratulating, greeting, etc. Such as the expression of Yule (1996: 35) states that speech is what is felt by speakers. Based on Searle (1979: 23) in Yule (1996: 53-55) utterances are those kind of speech acts that express feelings from the speaker (express psychological states and can be statements of pleasure, pain, dislike, like, joy or sorrow).

Speech acts are speech that has a function in communication, people perform speech acts when they offer an apology, greeting, request, complaint, compliment or rejection according to Yule (1996). Based on Searle in W. Retnaningsih (2013: 59) states that there are five kinds of actions that can be done in speaking, namely representative, directives, commissives, expressives, and declaratives. Expressive is one type of speech acts that the speaker expresses psychologically and is used in interaction. Such as saying sorry, blaming, congratulating, praising and thanking. People use these utterances based on the purpose and reasons of the speaker to the listener or receiver in certain circumstances and situations. As in an utterance, "*aand, stand up, stand up. Very good...*" this sentence is included in one of the indicators of the types of speech acts in illocutionary acts, namely expressive and include in kinds of expressive utterances 'praise' to express approval as the assumption that the speaker is praising the good deeds done by the listener as a form of

appreciation. These sentences were spoken by a teacher from the UK who was carrying out teaching and learning activities in a kindergarten class in Prague which used Czech as the mother tongue. He easily conveys English material to his students, their native language is not English while the teacher who teaches is a native English.

English is the first foreign language taught to children in the early stages of formal schooling. The main objective of teaching English in the early school years is to motivate young learners to be ready and confident in learning English at a higher level of education. because this is important as a means of communication where English is one of the international languages that the majority of people use for children who want to immigrate to other countries to join the education system and become useful members or citizens of that country. Children have characteristics tend to have a shorter attention span and a lot of physical energy, they are very related to their environment and are more interested in physical and real phenomena. As Scott and Ytreberg (1990, 2) explain, "Their own understanding comes through hands, eyes, and ears. The physical world is dominant at all times." especially when learning English as a foreign language, teaching English to children is different from teaching English to adults. According to Harmer (2001: 38), young students learn differently from adult students because they get bored more quickly, lose interest after a while due to monotonous and uninteresting activities. To keep them interested in learning it is important to supplement the activity with lots of toys, dolls or something brightly colored.

Based on the previous explanation, the researcher feels interested in researching linguistic pragmatics about expressive speech acts in learning activity applied in teaching strategies produced by teacher so that people do not misunderstand the utterances that are delivered in accordance with the context being discussed, one of them is by using appropriate expressive speech acts and people can easily understand the ongoing situation, so that the feedback is carried out according to the context and situation.

Based on the YouTube video she chooses the YouTube video in channel "Wow English" entitled "How to teach kids | from a Prague kindergarten, part 1 | English for Children". She chose this YouTube channel video has a vision that is in line with his research, namely motivating children to learn English by using unique learning strategies for children even though English is not their mother tongue. This video contains learning activities while playing in a kindergarten with English as language in this learning activity even though it is a foreign language for them and they still enjoy it also can balance the teacher's intentions, in this video there is how the teaching strategies is carried out by the teacher and the use of expressive speech acts that make children interested so that they are enthusiastic in playing activities while learning. English which is generally the first foreign language taught in schools, especially in schools for young learners with the aim of teaching English given in the early years of a child's school to motivate young students to be ready and confident in learning English at a higher level of education because they already know English and have knowledge of

English and especially for those who have the desire to immigrate to a new country or continue their education there.

B. Identification of the Problems

From the background of this study, the researcher identifies some problems, such as:

1. The utterance by English teacher that make students not interested in learning
2. The lackness teaching strategies used for young learners not based on the characteristics of children in the environment

C. Limitation of the Problems

Expressive is a type of speech acts that states what the speaker feels. Speech acts are actions that are carried out through speech because they consist of "saying words", "referring and predicting" and "stating, asking, ordering, promising, etc (Searle 1969: 24). Speech acts have a classification with various types of expressions. Each type of speech acts has a different function and purpose. Researcher focus on expressive speech acts produced by teacher on the YouTube video, she found some videos YouTube Channel first video is "Teacher Val" YouTube channel where this channel contains various kinds of educational videos, especially in English. The owner of this channel is called Valerijus Gagas, his goal in creating this YouTube channel is to help and support his fellow ESL teacher.

Researcher also found another YouTube channel, namely the "Wow English" YouTube Channel. There are 212 videos in this channel but related to teaching English for children especially for young learners only 31 videos. The researcher determines that only 1 video cause of the video has fulfilled all aspects that will be examined based on the theory used. The owner of this account is Steve which was created on May 22, 2007. The content of this channel is about education for learning English, especially for children. She is more interested in researching this channel compared to the others because this channel focuses more on learning English for children. Where the teacher in this video is a native English while the students are English learners as a foreign language, of the many videos from this channel but the researcher chose a video entitled "How to teach kids | from a Prague kindergarten, part 1 | English for Children" compared to other videos. This video contains content of teaching and learning activities between the teacher and students interacting directly in a class at kindergarten and the teacher also teaches enthusiastically and expressively.

Researcher focuses on expressive speech acts applied in teaching strategies produced by the teacher on the YouTube video channel "Wow English". However, the expressive speech acts spoken by the teacher is limited and only uses simple words and sentences in the teaching process for young learners. The teacher uses a variety of expressive speech acts that is simple and also more expressive in conveying material and applying teaching

strategies as an effort to communicate with students especially for young learners, they feel comfortable and find the desire to learn.

The expressive speech acts uttered by the teacher will be analyzed based on Searle's theory of the types of expressive speech acts. This study also focuses on finding the teaching strategies especially for young learners as learning objects that have special characteristics and are different from other learners applied in the "Wow English" YouTube video channel video entitled "How to teach kids | from a Prague kindergarten, part 1 | English for Children", the young learners in this video are kindergarten children in Prague who are learning English as a foreign language. One of the sentences spoken by the teacher from the video is "*thank you, you've got my balloon, thank you*". This sentence is included in the type of expressive speech acts, namely 'thank' where the teacher thanks the students who have taken the balloons.

D. Formulation of the Problems

Based on the research background and identification of problems in the study, the researcher discussed some problems as follows:

- a. What are the types of expressive speech acts applied in teaching strategies produced by the teacher of the video "Wow English" YouTube Channel?
- b. What are the teaching strategies reflected in the video "Wow English" YouTube Channel?

E. Objective of the Study

This research is expected to answer the problems, as follow:

- a. To find out the types of expressive speech acts applied in teaching strategies produced by the main character of the video “Wow English” YouTube Channel
- b. To explain the teaching strategies used in the video “Wow English” YouTube Channel

F. Benefits of the Study

The results of this study are expected to provide some significant, such as:

1. Theoretical Benefit

This study focuses on the understanding of expressive speech revealed in the dialogue spoken by the teacher in the YouTube Channel's "Wow English" video and the teaching strategies for young learners that are applied. Therefore, the results of this study may be knowledge of expressive expressions in accordance with those spoken by the teacher using the theory from Searle and also the learning strategies for young students used by the teacher in the "Wow English" YouTube Channel video.

2. Practical Benefits

a. English Learners

The researcher hopes that students get knowledge about speech acts, especially about expressive utterances and also benefit

from this research. Such as students being able to find expressive utterances in everyday life and also when they watch videos or movies. So, learners can apply it in life to communicate with a good attitude.

b. Teachers

This research is expected to be used as a reference for teaching English about speech acts. The researcher hopes in expressive utterances material and also teaching strategies that can be a reference for teachers to teach, especially for young learners. Hopefully, this research can develop teachers in implementing learning strategies for young learners so that young learners are enthusiastic and don't get bored easily when carrying out learning activities while playing and can understand what is conveyed by the teacher.

c. Other researchers

The researcher hopes that this research can be used as a reference for other researchers who have the same topic in this research and she hopes that this research can be used as a reference for other researchers who have the same topic in this study, namely expressive utterances and teaching strategies for young learners. Besides that, she is also hopes that the results of this study can be used as a reference for research that has the same variable context.

This research also can be used as a source of information for further research in order to develop the materials in the research.

G. Definition of Key Terms

1. Pragmatics

Thomas (1995: 22) states that pragmatics is meaning in interaction because of the use of language by speakers and listeners who both make meaning in a communication and the physical, social and linguistic contexts that influence the meaning.

2. Speech Acts

Yule (1996: 47) states speech acts as action which are performed by producing utterance to communicate. Mainwhile Expressive speech act is utterance that express what the speaker feels caused by something the speaker does or the listener does.

3. Teaching Strategies

The teaching strategy is in the form of an approach chosen by the teacher or mentor to provide learning materials to students in a particular learning environment consisting of the design, variety and arrangement of learning activities that can convey learning skills from the teacher to students (Colombo, 2012). According to Harmer (2001: 38) as quoted in Hashemi and Azizinezhad (2011) states defines that young students learn differently from adult learners because they get bored easily, lose interest after a short period of time. Therefore

teachers should use tactics to keep children active and motivated, such as by using songs, stories or games.

4. Video

(Yükselir & Kömür, 2017) have clarified that video can be defined as an excellent tool for conveying information in an audio and visually appealing manner way.

5. YouTube Video

Kabilan (2012: 529) states that YouTube is a website that contains a collection of video sharing places where YouTube application users who already have accounts can upload and share videos with other people.

6. Wow English YouTube Channel

Wow English YouTube Channel created by Steve on May 22, 2007. This YouTube channel contains educational videos for learning English, especially for children. This YouTube channel is a social media owned by a company in England which is exclusively involved in educating young students using unique teaching materials for this company called '*Wattsenglish Ltd*'.

CHAPTER II

REVIEW AND RELATED LITERATURE

A. Theoretical Review

1. Review on Pragmatics

Definition of Pragmatics

According to Yule's definition, Crystal (in Barron, 2003:7) defines pragmatics as the study of language from the user's point of view, especially the choices they make, the obstacles they face in using language in social interactions, and the effects of their use of language on other participants in their interaction's communication. Griffiths (2006:132), states "Pragmatics is the study of how the sender and receiver, in the act of communication, rely on context to elaborate literal meaning".

According to Leech (1995:6) pragmatics is the study of utterances that have meaning in such situations. In communication, speakers usually use various kinds of utterances, such as declarative utterances, representative utterances, expressive utterances, commissive utterances, and directive utterances. One of them is expressive utterances, which is often used by people in communicating with other people.

According to Kreidler (1998:26), utterance is the act of speaking or writing, it is an utterance as spoken language in English to express the

speaker's meaning to the listener. This statement relates to pragmatic studies, Pragmatics is the study of the speaker's meaning based on (Yule, 1996: 3). Pragmatics is formed as utterances in English and is expressed orally from the speaker to the listener such as: stating, ordering, asking, command, apologizing, promising, refusing, and declare.

Therefore, it can be concluded that pragmatics is the study of how people use language to communicate, where people who speak in certain contexts convey information or feelings related to the meaning intended by the speaker and its meaning can be interpreted and understood by the listener.

2. Review on Speech Acts

a. Definition of Speech Acts

According to Yule (1996), in a conversation, people use their speech to communicate feelings and convey what they think to others. Speech does not contain grammatical structures and words, but they perform actions. Actions performed through speech are called speech acts. In English, they are usually labeled with a more specific label, such as an apology, complaint, invitation, promise, or request.

According to Schmidt and Richards (1995) speech acts are carried out through speaking, when people convey their ideas, intentions, feelings, or emotions directly. These descriptive terms for various types of speech acts apply to the speaker's communicative intent in

producing an utterance. Speakers usually hope that what they mean will be recognized by the listener.

b. Kind of Speech Acts

Austin (1962:108) describe utterances perform three kinds of acts based on district level act of utterance, they are locutionary acts, illocutionary acts, and perlocutionary acts. As explain below:

a. Locutionary Acts

Locutionary act is the basis of utterances that produce linguistic expressions that have the actual meaning spoken by the speaker.

The locutionary act is successful if both the speaker and the listener are in the same sense.

b. Illocutionary Acts

The illocutionary act is the act of doing something that is said by the speaker with the aim of not only saying or stating something but there is an intention in it, which is also used to ask someone else to do something. In speech, speakers perform illocutionary acts by using certain locutions to refer to statements, confirming, denials, predictions, promises, requests, etc. Understanding between speakers and listeners is very important in this case to refer to situations and conditions. It is often used as a warning tone in everyday life.

Searle in Retnaningsih (2013: 59) elaborate speech acts in five types, there are:

1. Representatives

Representative is a type of speech acts that expresses what the speaker believes to be the case or not and stating that commit to the truth in the expressed proposition (Yule, 1996: 53). It includes asserting, claiming, concluding, reporting, stating, arguing, asserting, complaining, criticizing, refuting, describing, informing, suggesting, swearing, etc.

Example: “most of body is made up of water”

It is showing that the speaker believes the majority of body is water and the speaker believes as truth.

2. Directives

Directive is a type of speech act used by a speaker that aims to make the other person do something. It includes advising, forcing, inviting, asking, pleading, challenging, daring, demanding, forbidding, ordering, permitting, advocating, asking, suggesting, etc.

Example: “please, boil the vegetables after I cut them”

It is showing that the speaker wants the hearer to boil the vegetables.

3. Commissives

Searle states commissive is a type of speech act that binds the speaker or makes the speaker commit to some future action. It includes offering, promising, refusing, guaranteeing, volunteering, and threats.

Example: "I will pass the mathematic exam"

It is showing that the speaker commits to pass that mathematic exam.

4. Expressives

Expressive speech act is utterance that express what the speaker feels caused by something the speaker does or the listener does. Expressive speech is a type of speech act that states what the speaker feels (expressing psychological states and can be in the form of happy, sick, like, dislike, happy or sad statements). It includes thanking, congratulating, forgiving, blaming, praising, apologizing, regretting, condoling, congratulating, regretting, etc. Searle (1985: 211) mentioned that expressive speech acts can be divided into apologize, thank, condole, congratulate, complain, lament, protest, deplore, boast, compliment, praise, welcome, and greet.

a) Apologize

The purpose of apologizing is to express sadness or regret over some situation for which the speaker is responsible (Searle, 1985: 211). It can be said that an apology is an expression where the speaker expresses feelings of regret for having done something that makes someone unhappy or disappointed.

Example: “what’s your name? oh sorry I can’t hear, thank you. I can’t hear.”

b) Thank

The point of being grateful is to express gratitude (Searle, 1985: 211). Speaker's expression of feeling happy for something someone has done.

Example: “hey thank you, you’ve got my balloon. Thank you.”

c) Condole

The essence of condolence is sympathy for a situation when something bad happened to the listener, usually a big disaster.

Example: “this is so hard to believe, your grandma in my prayer”

d) Congratulate

Congratulate is the opposite of condole. Congratulate expresses pleasure when something is useful or good for the recipient. If condolence expresses sympathy for the misfortune or of another person, congratulating is expressing pleasure at the good fortune of another.

Example: “you are the winner? Woah good job Joe!”

e) Complain

Complaining is an expression of dissatisfaction about something bad. Complaining has an effect. When someone complains, there must be someone who expresses dissatisfaction. When a speaker complains, the recipient of the complaint is not always responsible.

Example: “it must be nice to have a king size bed”

f) Lament

Lamenting is different from complaining, lamenting shows a strong expression of open sadness. Lamentation is closely related to mourning and lamentation does not require speech acts. One can easily feel sorrow for something and lament over it.

Example: “what is this? okay, what’s this? Here, ohh..mch..mch..ouw..”

g) Protest

Like complain and lament, protest represents that something is bad according to the speaker. In contrast to lamentations and complaints, protests do not express discontent or sorrow but rather disapproval. Where it is still possible to change it, in protest there is a demand for change. Although the listener may not be directly responsible for what is being asked, listener must change it and be responsible for it. But in the sense of context listener could change it and so far, haven't.

Example: “stand up, stand up and, oh..a..a..a.. I didn't say sit down. I..i.. didn't.”

h) Deplore

Deplore like lamenting, bewail, and weeping. Like lamentation, deplore didn't need speech acts. Deplore is an expression of strong sadness, or dissatisfaction. Unlike lamentation, deplore carries the implication that one is responsible for what one is regretting.

Example: “so, I blow the balloons, are you ready? One, two, three, ohh..”

i) Boast

Boasting is an expression that expresses pride. The speaker considers that the thing to be proud of is

something good about him so that the listener may admire and envy him. Boasting is where the speaker tries to hide about something.

Example: "I did it, John! I got the car"

j) Compliment

Compliment is an expression that expresses approval in the form of admiration of something from the speaker to the listener. Compliment presupposes that something the listener does is good, even though the approval is not necessarily good for the speaker.

Example: "what a beautiful dress"

k) Praise

Praise is an expression to express approval. Praise assumes that the thing being praised is a good deed done by the listener as a form of appreciation.

Example: "stand up! Very good and prr.."

l) Welcome

Welcoming is an expression of someone receiving it in a friendly manner. Therefore, Searle (1985: 216) defines welcome as an expression of a feeling of pleasure about the presence or arrival of someone.

Example: "waah.. Justin, please come and sit down"

m) Greet

When someone greets or reprimands someone such as by saying “Hello” or “Hi”, it is an indication of polite acknowledgment, with the presupposition that the speaker has just met the listener.

Example: “So, we say hello Sammy, hello Sammy, all together!”

5. Declarations

Declarative speech acts are used to announce something clearly, based on facts and have the ability to change the world through certain utterances, speakers have an important role in making declarations (Yule, 1996: 53). It includes approving, betting, blessing, instructing, confirming, cursing, declaring, disapproving, dismissing, naming, resigning, etc.

Example: “I quit from this profession, i am resigning”

It is showing that the speaker is telling to others that he is resigning from his current profession.

c. Perlocutionary Acts

Perlocutionary act is speech acts that are spoken to influence the listener. In other words, perlocution is the listener's behavioral response to the meaning of the utterance, not necessarily a physical or verbal response, it may only be a

mental or emotional response. The speaker says something assuming that the listener recognizes the intended effect. Perlocutionary acts usually have a consequential effect on the audience. These effects can be thoughts, imaginations, feelings or emotions. The effect on the recipient is the main character of perlocutionary speech.

3. Review on Utterances

a. Definition of Utterances

According to Kreidler (1998: 26), utterances are acts of speech or writing at certain events, times and places involving people who produce utterances which usually consist of more than one person. In other words, utterances are words produced by one or more speakers in spoken or written form. An utterance in spoken form only occurs at one time through words to express a certain purpose. These utterances in spoken form occur and then disappear, unless recorded.

b. Types of Utterances

Kreidler (2002: 176) describe seven types of utterances or speech acts classified according to their general purposes, there are:

1) Assertive utterances

The function of assertive utterance is to express something that the speaker knows or believes that relates to facts and aims to

inform. They include allege, announce, agree, report, remind, predict, protest.

2) Performative utterances

Performative utterance is a speech act that brings or changes the situation. These utterances are valid if they are uttered by someone whose right to express them is accepted. They include offers, blessings, dismissals, baptisms, arrests, marriages, declaring an annulment. The verbs include bet, declare, baptize, name, nominate, pronounce.

3) Verdictive utterances

Verdictive utterance is speech acts in which the speaker makes judgments about the actions of the interlocutor. They include ranking, assessing, judging, appraising, condoning. Verbs include accuse, charge, excuse, thank.

4) Expressive utterances

Expressive utterance is speech act that arises from the previous speaker's actions, or from an action.

5) Directive utterances

Directive utterance is utterance that made by speakers to try to make the interlocutor perform an action or refrain from taking an action. Such as orders, requests, suggestions.

6) Commissive utterances

Commissive utterance is a speech acts that binds the speaker to an action. They include promises, pledges, threats, and vows.

The verb is agree, ask, offer, refuse, and swear.

7) Four speech acts compared

Four speech acts are compared with each other regarding an action that may have occurred (retrospective) or an action that may not have occurred (prospective), and has the possibility that the speaker or recipient is the perpetrator of the action.

Table 2.1 Four Speech Acts Compared

Verdictive	retrospective	addressee-involved
Expressive	retrospective	speaker-involved
Directive	prospective	addressee-involved
Commissive	prospective	speaker-involved

An utterance has a purpose in several conditions according to (Kreidler, 2002: 183). They are:

- a) The lexical content of the utterance must be appropriate.
- b) The social situation in which it occurs must be appropriate
- c) The speaker must be sincere in what he says
- d) The hearer(s) accept the utterance as having that purpose

4. Review on Teaching Strategies

a. Definition of Teaching Strategies

The teaching strategy is in the form of an approach chosen by the teacher or mentor to provide learning materials to students in a particular learning environment consisting of the design, variety and arrangement of learning activities that can convey learning skills from the teacher to students (Colombo, 2012).

Sarode (2018: 58) states that teaching strategy is something that refers to teaching methods used to help students in learning the content of the subject matter that has been set and can achieve and develop goals in the future. Sarjan and Mardiana (2017: 151) states that a teaching strategy is a general plan for a lesson which consists of structure, student needs, teaching objectives, and methods needed to implement strategies that must be mastered by English teachers in teaching lessons to class students. So that the lesson can be well understood by students.

Brown (2000: 113) states that strategy is a specific method for approaching problems that serves to achieve certain goals with a planned design to control and manipulate certain information. In another statement according to Iskandarwassid and Sunendar (2011: 6) they state that a teaching strategy is a habit of action used by teachers so that learning objectives are achieved, systematic and interesting.

According to Harmer (2001: 38) as quoted in Hashemi and Azizinezhad (2011) states defines that young students learn differently from adult learners because they get bored easily, lose interest after a short period of time. Therefore teachers should use tactics to keep children active and motivated, such as by using songs, stories or games.

The teaching strategy is an English teacher's first step to mastering teaching English in the classroom. There are many types of teaching strategies that can be used by teachers and each teaching strategy will have different results. For this reason, before determining a strategy in a learning process, the teacher must really sort out and consider carefully the strategies to be used according to the material and class conditions.

The learning strategies of each student are different, adult students with young learners have different characteristics, the learning strategies used are also different. Apart from their different characteristics, the material delivered between adult students and young learners has different material based on different material and also has different learning strategies. Based on different materials, the learning media used are also different, so determining a learning strategy is very important so that the learning objectives are realized.

b. Classification of Teaching Strategies

In English teaching activities, there are many types of teaching strategies based on different methods. Teaching strategies are different from teaching methods, approaches and techniques. The teaching approach is a set of principles, beliefs or ideas about the nature of learning, which are translated into the classroom in the form of application to an action that is in accordance with these certain principles.

The method is a procedure that is systematic and organized which has the aim of facilitating and enhancing student learning activities. Technique is the teacher's personal style in carrying out certain steps in an organized teaching process. Through this teaching technique the teacher can develop, create and implement a learning activity using his particular way of learning. Mainwhile, teaching strategies are the methods that we use in teaching activities to facilitate the learning of our students and also help teachers to teach in a more creative way to facilitate the achievement of learning objectives.

Many experts study teaching strategies in a study related to different circumstances. Experts state that various types of English learning strategies are based on learning subjects that have different characteristics. According to Ferlazzo and Sypniewski (2018: 1) classify kinds of teaching strategies in 45 kinds, there are some of them:

1. Independent Reading

Students are given time to read books that they are interested in in class on a regular basis and are also encouraged to do the same at home to build students' reading interest. (Ferlazzo and Sypnieski, 2018: 5)

2. Literary Conversations

Students are given the opportunity to read books with high interest independently. They are also assisted with literary Conversation media to make students interact with texts while creating a culture of literacy classes (Ferlazzo and Sypnieski 2018: 13).

3. Graphic Organizers

Using visual displays or templates to scaffold students' reading, writing, listening, and speaking activities to make them look fresher and more interesting (Ferlazzo and Sypnieski 2018: 23).

4. Activating Prior Knowledge

Linking prior knowledge or student background which can be in the form of general life experiences outside of school such as cultural and family experiences with new concepts to promote deeper learning (Ferlazzo and Sypnieski 2018: 57).

5. Writer's Notebook

Writer's notebook can be a safe object that students can use to experiment with their ideas and use their language and even write about meaningful topics (Ferlazzo and Sypnieski 2018: 193).

6. Problem Posing

The idea is to help students get out of the problems and worries they are experiencing about their lives and help them identify actions they can take to deal with these problems (Ferlazzo and Sypnieski 2018: 213).

7. Music

Music can help develop reading, writing, listening, and speaking skills to improve foreign language skills (Ferlazzo and Sypnieski 2018: 261).

8. Video

One great way to increase language skills and motivation in the classroom is to use videos (Ferlazzo and Sypnieski 2018: 279).

9. Listening

An activity that involves students to listen to something such as the sound of reading texts, dialogues, songs, video clips, and others or an assignment that requires them to listen to certain content to complete it (Ferlazzo and Sypnieski 2018: 311).

10. Debate

Students are divided into two teams consisting of different sides, namely supporting and opposing a controversial topic that has been determined by the teacher, they are given time to research and prepare arguments, then students are asked to follow the traditional debate structure in stating arguments and rebuttals using formal language. There is someone who is in charge of being a moderator who leads the course of this activity and imposes a time limit on each party fairly (Ferlazzo and Sypniewski 2018: 13).

11. Beginning the School Year

Teachers must consider many factors at the beginning of the school year in learning activities in order to achieve learning objectives such as building relationships between teachers and students, the material they will teach students including the limitations of the scope of the material to be given, the instructional strategies that will be used in teaching and learning activities. Learning activities, how teachers will manage behavior and attitudes in delivering material in a lesson, what sources of teaching materials teachers need, how to physically arrange classes so that they are comfortable to use in learning activities, and many others (Ferlazzo and Sypniewski 2018: 389).

12. Using Technology

Use of technology in learning activities such as smartphones, desktops, laptops, projector screens, televisions and tablets

In English teaching activities, if you know the types of English teaching strategies there are many different methods and have an influence on the student learning process. Wehrli and Nyquist (2003: 1–6) describe teaching strategies as follow:

1. Brainstorming

A process for gathering and generating ideas is then suspended until the maximum number of ideas has been generated in order to find a solution to a particular problem.

2. Case-Based Small-Group Discussion

In the problem-solving process taken from the point of view of small groups, for example consisting of 5 to 10 people, the problem comes first then students manage the problem through progressive disclosure by making hypotheses, exploring mechanisms, developing and researching learning problems, and applying new information to cases.

3. Computer Simulation

In the medical world, computer simulation is used to teach special examinations, procedural management, and interpretation of data as well as information about drug effects

and interventions in realistic situations without endangering the patient.

4. Demonstration

Carrying out an activity so that students can observe the process of something that can happen or can be done to help prepare students to transfer theory in practical applications. In this strategy demonstration involves the teacher showing students how to do something.

5. Games

Games to bring a spirit of competition, student participation, practice on the material that has been given, and feedback in the learning experience as a motivator. Examples of using carefully planned classroom games such as to practice specific verbs, tenses, questions, locations, etc.

6. Independent Study

This learning activities are usually carried out entirely by individual students or study groups but using source materials obtained from computer-based technologies via the web and others, not from direct instructors. The benefits of independent learning include enabling students to choose a focus topic, to define a problem or question, to collect and analyze information based on their abilities, apply skills, and create

products to show what they have learned as a form of application.

7. Large Group Discussion/ Question and Answer

This activity can hone students' abilities in terms of finding or gathering information, simulating thinking, making thinking more open, and elaborating the level of human reasoning to achieve certain goals and being able to place thoughts from various points of view in a situation.

8. Lecture/Presentation

Primarily didactic presentation of information and in a structured, clear manner and refers to important points that promote understanding for recipients of the material and usually to large groups and often using audiovisual aids to transmit information.

9. Role Play

One or more people play a certain role and try to behave according to the characteristics of a person in playing that role.

10. Self-Awareness Exercise/Test

Train students on how learners think, act, react, which is then given a "score" on a particular topic.

11. Direct Patient Contact

Practicing individual care by using communication skills for a common purpose by solving clinical problems through direct contact.

12. One-to-One Precepting

Direct interaction between teachers and students so as to provide information, demonstrate, ask questions, solve problems, direct student work, observe and assess student performance, and provide feedback to students.

13. Role Modeling

The teaching strategy that has been designed in which students listen to and observe role models to introduce students to hone and improve skills in problem solving and help them develop behavior, habits, and ethical attitudes in accordance with the provisions.

14. Standardized Patients

Provide examples of activities or work of trained persons to portray the patient's role in certain circumstances in a consistent and accurate way to act as a patient, react differently depending on the behavior of the healthcare professional in training, and to assess learners and provide feedback as appropriate.

In another statement, in teaching English activities. There are many types of teaching strategies based on different methods, especially for young learners who have their own characteristics. According Samad and Tidore (2015: 51-54) states kind of teaching strategies for young learners, there are three teaching strategies:

1. Teaching English by using Song

One of the strategies for teaching English is using singing or song media. Because English is a foreign language in Indonesia in the process of learning a foreign language requires an interesting approach such as using appropriate and effective English songs can create an interesting, creative and fun learning atmosphere if added with movements will make students active in learning activities.

2. Teaching English by using Games

The game media contains several elements, namely consisting of visual elements (can be seen), audio (can be heard) and motion (can be interacted). In this game media, it can create students' curiosity, stimulate their reactions so that the teacher's explanation looks interesting, encourage students to be active, for example due to high curiosity students are encouraged to touch the object of the lesson.

3. Teaching English by Stories

One way to teach English is to read short stories in English. By technically reading simple English sentences so that they can be easily understood by students, this will really help to understand the meaning of the story in English accompanied by movements that match the words or sentences that are spoken.

Besides, according to Samad and Tidore (2015: 50) there is only one method used in learning English for young learners namely Total Physical Response Method. TPR (Total Physical Response) is teaching language strategies which are composed of coordinating commands in the form of speech and action and trying to teach language through physical activity.

5. Review on Video

a. Definition of Video

In general, video is a media that can combine visual material with audio material (Nurdin et al., 2019). The use of material with audio-visual or video is one of the interesting learning methods for students. Cakir (2006), quoted by Wright (1976: 1), states that presentation media using video is something that is very useful for language learners if used at the right time and place (Wright, 1976: 67). Another researcher, Brame (2016: 1) said that video in education has become an important part. Discussing videos will make someone think of a name, YouTube.

b. Definition of YouTube Video

YouTube videos are one of the audio-visual media. Kabilan (2012: 529) states that YouTube is a website that contains a collection of video sharing places where YouTube application users who already have accounts can upload and share videos with other people. YouTube was founded in February 2005 and launched live in November 2005.

c. Profile Wow English YouTube Channel

Wow English YouTube Channel created by Steve on May 22, 2007. This YouTube channel contains educational videos for learning English, especially for children. This YouTube channel is a social media owned by a company in England which is exclusively involved in educating young students using unique teaching materials for this company called '*Wattsenglish Ltd*'.

This company also produces books as learning support media for children aged 3-7 years '*the Wow! Series*' and various other types of series with categorization based on age. Which contains interactive teaching materials on the market using real human faces with the aim of motivating children to learn English. These materials are available worldwide along with online teacher training courses and can be used by any certified teacher or language school.

d. Correlation between Wow English YouTube Channel and English Education

This YouTube channel was created with the initial goal of facilitating English teachers in the world in teaching children from the age of 3 to eleven years using a unique method and the hallmark of the founder of this YouTube channel, Steve. Steve hopes that English teachers especially for children will have references to a teaching style that is not rigid so that children are interested and feel happy while learning English.

This YouTube channel is actually one of the social media owned by the founder of a company in England which is exclusively involved in educating young students using unique teaching materials from this company called '*Wattenglish Ltd*'. This company offers English language courses for English teachers, especially young learners as a facility to support the quality of English teachers. However, accessing YouTube without taking courses can already be used as a reference for teaching methods to be applied in teaching English in a fun way for young learners.

6. Review of Context

One of the important things in pragmatics is context, Nunan (1993: 7) states that context is something that refers to a situation that gives rise to a discourse in a situation both in a linguistic context which

refers to the language in part of the discourse being analyzed and context non-linguistics which refers to discourse in a situation.

Meanwhile, according to Leech (1983: 13) context is background knowledge that is aligned between the speaker and the listener and the listener can understand what the speaker means by the utterances produced. The same utterance will have different meanings if the context of the utterance and the situation in which the utterance is spoken are different.

For example, "*you have very long fingernails.*" if a teacher says this, then what the teacher means is ordering them to cut their nails as a form of obedience to school rules. Whereas if in another situation a woman says this to another female friend the utterance means that she is praising her friend's nails. It can be concluded from the examples of the utterances above that context is a circumstance or situation that affects when a conversation occurs and meaning can only be concluded based on the position of the speaker and listener but also the situation when the utterance was produced. For another example based on one of the videos Wow English YouTube channel is "*ow but look i've got auu.. balloon here*" this speech was uttered by a teacher named Steve who was teaching children about numbers using balloon media, Steve pretended to be in pain lamenting fate when he was hit by a balloon snap to get children's attention.

B. Previous Study

In this study conducted researchers based on several relevant previous studies on expressive utterances, as follows:

1. Ulfiani Hayah (2020), in thesis “*An Analysis of Expressive Utterances by The Main Character and The Teaching Strategies Applied in Freedom Writers Movie*” This study aims to find the types of expressive utterances of Freedom Writers Movie and to describe the context of these utterances. The researcher uses a qualitative descriptive method to identify the utterances of the main characters in the movie, besides that the researcher uses Searle's theory in analyzing the data. In this research, the researcher found forty-six data with twenty-seven expressive utterances data and nineteen data from teaching strategies. The highest types of speech acts in this film are apologize and greet and the types of teaching strategies used include telling stories, giving tasks, debating and others.
2. Nurul Fadhilah (2020), in thesis “*An Analysis of Illocutionary Acts Performed by Alisha in ENGLISHCLASS101 YouTube Channel*” This study analyzes of illocutionary acts and illocutionary functions used by Alisha on the EnglishClass101 YouTube Channel. This study used qualitative descriptive method and researchers used the trustworthiness data to obtain valid data from data sources. In this research, the researcher found three types of illustrative acts used by Alisha in EnglishClass101 YouTube Channel with 217 data consisting of 102

representative data, 70 directive data, and 45 expressive data. And for illocutionary function researcher found three types consisting of 102 data in the form of collaborative, 70 data in the form of competitive and 45 data in the form of convivial.

3. In journal entitled "*Expressive Utterances as Found in Zach Sang Show on YouTube*" by Mila Fitria, Ike Revita, dan Dhiant Asri. In this study, researchers analyzed expressive expressions in Zach Sang Show YouTube videos. The purpose of this study is to analyze the types of expressive speech and identify the functions of expressive speech found in Zach Sang Show's YouTube videos. Data was collected using observation and note-taking methods and studied using the pragmatic identity method.

The data in this study were analyzed using the theory put forward by Ronan (2015) and the expressive function theory of speech by Searle and Vanderveken (1985). Expressive utterances found on Zach Sang Show's YouTube videos were 87 utterances consisting of 10 types of expressive utterances, namely approval, willingness, disapproval, praise, pride, expressing sadness, thanking, greetings, indirect complaints in exclamations and apologies for the most dominant type of expressive utterances is agreement. Meanwhile, for expressive utterance functions, the authors found 14 expressive utterance functions, namely to please, want, approve, disagree, praise, boast, lament, thank, greet, complain, surprise, apologize, congratulate and

praise. The most dominant function of expressive utterance is to please.

4. Siti Rodiah (2017) in thesis entitled “*Expressive Utterances in Classroom Interaction (Comparison between Male and Female Teachers’ Utterances)*” the researcher of this study researched types of expressive utterance found in classroom interaction by male and female teachers and how to realize the expressive utterance by male and female teachers.

This study used descriptive qualitative method from Sugiyono (2010) to analyze the data, the researcher found several types of expressive utterance by male and female teachers always appear there are thanking, apologizing, congratulating, greeting, and attitude. There are also have similarities expressive utterances by male and female always appear are expressive for thanking and attitude and for the dissimilarities female has five types there are thanking, apologizing, congratulating, greeting, and attitude meanwhile the male just has three types there are congratulating, greeting and attitude. The researcher also found 24 types of expressive utterances realized by female teachers there are greeting, gratitude, praising, regret, complaining, criticizing, forgiveness. Meanwhile 27 types of expressive utterances realized by male there are greeting, complaining, criticizing, respect, praising, admiration, and deprecating.

5. Suko Raharjo in journal entitled “*An Analysis of Expressive Utterances Produced by The Characters in The Movie Entitled Spongebob Squarepants*” this article report about expressive utterance produced by characters in Spongebob Squarepants Movie. The researcher used descriptive qualitative method and found four sentence types of expressive utterances consist of ellipsis from locutionary acts, declarative, interrogative, and imperative. For kinds of expressive utterances, the researcher also found six kinds there are surprise, happiness, anger, apologize, congratulate, and thank.

Table 2.2 The Differences with the Previous Study

Research	The Difference			
	Theory	Method	Object	Subject
Thesis by Ulfiani Hayah	Searle’s Theory	Descriptive Qualitative	Expressive Utterance and Teaching Strategies	Freedom Writers Movie
Thesis by Nurul Fadhilah	Yule’s Theory	Descriptive Qualitative	Illocutionary Acts	ENGLISHCLASS101 YouTube Channel
Journal by Mila Fitria, Ike Revita, Dhiant Asri	Ronan (2015), Searle and Venderveken (1985)	Descriptive Qualitative	Expressive Utterance	Zach Sang Show YouTube Video
Thesis by	Searle’s	Descriptive	Expressive	Classroom Interaction

Research	The Difference			
	Theory	Method	Object	Subject
Siti Rodiah	Theory	Qualitative	Utterance	
Journal by Suko Raharjo	Searle's Theory	Descriptive Qualitative	Expressive Utterance	The Characters in Spongebob Squarepants Movie
This Thesis	Searle's Theory and Samad and Tidore's Theory	Descriptive Qualitative	Expressive Speech acts and Teaching Strategies	Wow English YouTube Channel

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

Researcher will use a descriptive qualitative approach in this study. According to Tohirin (2012), qualitative research is research that has a purpose, namely to understand the phenomena experienced by the subject of the research being studied. Such as behavior, perception, motivation, action and others.

In this descriptive qualitative approach does not use numbers or statistical procedures in analyzing the data in a study, but the researcher analyze the data descriptively to a content analysis. She uses a qualitative approach because the research data is in the form of expressive speech acts produced by the teacher in the YouTube video and uses qualitative in explaining the results of the findings of a research conducted.

B. Research Setting

This research does not have a specific time and place because the object of this research is a YouTube video that can be accesses anytime and anywhere. This research began to be carried out before the researcher proposed the title, namely by observing the content of the YouTube video whether it included the criteria for the object will be study by the researcher. The YouTube video chosen by the researcher is "Wow English" YouTube with a video entitled "How to teach kids | from a

Prague kindergarten, part 1 | English for Children". To conduct further research and actual research on the YouTube video will begin in February 2023 and will be completed in April 2023.

Table 3.1 Research Setting

No.	Activity	Dec 2022	Jan 2023	Feb 2023	Mar 2023	Apr 2023	May 2023
1.	Review Wow English YouTube Channel						
2.	Pre-Research						
3.	Proposal Seminar						
2	Transcript the data and take an important note						
3.	Identify the data						
4.	Draw the finding and discussion						
5.	Munaqosyah						

C. Research Subject

The main subject in this study will be teacher who teach young learners on the YouTube Channel Wow English with a video the researcher chose entitled "How to teach kids | from a Prague Kinder, part 1 | English for Children". She chose this YouTube video based on subject,

the teacher in this video is Steve. He is owner of the Wow English YouTube channel and the teaching strategies used in this video is in accordance with the concept that is really expected for the purpose of forming this YouTube channel, namely teaching strategy for young learners especially in learning English as a foreign language. This learning strategy focuses on young learners who have different characteristics compared to other learners and use a unique teaching strategy typical of Steve's initial goal of thinking that is not boring for children with material that is easily accepted by children.

D. Data and Source of the Data

1. Data

Data is important in research and different types of data used in research depending on the context studied. According to Arikunto (2010: 107) data can be in the form of discourse, sentences, clauses, phrases, words, or even morphemes. According to Arikunto (2010: 118) data are all facts in the form of objects or people that can be used by researchers as information. The information itself is the result of the necessary data processing. In other words, data are everything that researcher find and write that has a relationship or connection with the field of study being studied. The primary data in this research is transcript from video based on expressive utterances because the object from this research is YouTube video.

2. Data Source

The data source in this study is YouTube video with learning content for young learners by collecting data relate to expressive utterances used by teacher and teaching strategies carried out in a YouTube video with the YouTube Wow English Channel. The video title chosen from the wow English YouTube channel is "How to teach kids | from a Prague Kinder, part 1 | English for Children". In this video there are expressive utterances spoken by the teacher and also the teacher's teaching method to children which is unique and children enjoy the learning activities, this will be used as inspiration for other English teachers.

E. Research Instrument

The researcher classifies the research instrument into two, namely the main instrument and the secondary instrument as follows:

1. Main Instrument

The main instrument in this research is the researcher herself, where the researcher is directly in control and responsible for the research from the beginning to the end of the research. According to Moleong (2012: 168) says that the instrument in qualitative research is the researcher herself. She is fully responsible for his research as a planner, as searching for and collecting data, as a data analyzer, and also as a data reporter in his research.

2. Secondary Instrument

The secondary instrument, there are laptop and handphone, tools used to find and read some theories and previous studies in the form of soft files. These instruments are also used to play videos which are the core material of this research to be analyzed and researched based on expressive utterances made by the teacher and also teaching strategies that are carried out and then will be written in a report. Flash disk is a small ultra-portable storage device used by researcher to store research data besides being stored on laptops and google drives to anticipate all possibilities that may occur.

Headset is uses by researcher to listen to video in order to research and analyze the content in the videos more clearly to avoid misunderstandings in listening to videos. Writing tools uses by researcher such as books and pens or pencils to record important things from the video also record the results of temporary transcripts. This is very important in the process of data collection and analysis.

F. Techniques of Collecting the Data

The methods that are used in this research are observation and documentation to collect the data. The observation method is a datum collection method to get all the information about the utterances used by teacher in the teaching process. This method is considered to be an effective way to collect data on teacher's utterance. The researcher will observe the YouTube video then the results were in the form of a transcript

and notes (document) which became the main data in this study. As according to Suharsimi (2010: 24) the documentation method is a method that searches for data obtained through the media of books, transcripts, newspapers, magazines, meeting notes, ancient inspiration, and agendas. Videos from YouTube are the subject of this study, transcripts are the most suitable for collecting data.

Data collection techniques in this study can be explained as follows:

1. Watching wow English YouTube Channel video for several time to understanding the content.
2. Re-watch video and write the transcript that is related to the content to be researched, there are about expressive utterance and teaching strategies
3. Making note important thing about expressive utterance and teaching strategies
4. Identifying each datum

G. Trustworthiness of the Data

According to Moelong (2007: 324) trustworthiness in a study can be proven through the acquisition of credibility, transferability, dependability, and conformability. Credibility is closely related to data accuracy, Gibbs in Creswell (2014: 251) states qualitative validity is where researchers check the accuracy of data findings by using a certain procedure. Transferability relates to the generalizability in the appropriateness of data findings to social settings, populations, and other

contexts. Dependability means stability and the ability to track data changes over time and from a condition. Conformability means neutrality, a conclusion and an explanation of the data depending on the subject and the conditions of the investigation when a study is carried out.

According to Denzin in Meriam (2014) states that triangulation is a strategy to increase internal validity by using multiple investigators, multiple sources of data, or multiple methods to confirm findings. Based on this explanation, the researcher used data triangulation about observing the expressive speech acts used by young learners to understand the types of illocutionary acts used and including teaching strategies used to teach young learners. After the researcher rechecked the manuscript and analyzed the data several times to achieve validity. The last step, the researcher needs a perspective by an expert in pragmatics studies, namely lecturer at UIN Raden Mas Said Surakarta, Mr. D.C., M. Pd.

H. Techniques of Analyzing the Data

Data analysis in the method of analysis of data that has been collected by researchers can be a factor in making it easier for readers to understand the importance and important parts of research data. According to Miles and Huberman (1984) in Sugiyono (2015: 337) states that analyzing data a researcher can take several steps, namely data reduction, data display, drawing conclusions and verification. The analysis in this study is as follows:

1. Data Reduction

According to Miles and Huberman (1994:12) states data reduction is a process of selecting data, focusing data, simplifying data, and transforming data contained in written field notes or transcriptions. The researcher concludes that data reduction is an element in analyzing data that emphasizes the meaning of data, shortens data, focuses on themes, and organizes data. Then, final conclusions can be drawn and can be properly verified. In this process the researcher reduces information during research activities from data that is not important or has no relevance to the research in the teacher's speech. In data reduction process researcher after collecting the data, researcher selects the data, classifies the data, makes focus theme of study from the data, and organizes the data with eliminate non-used data.

2. Data Display

The next step after collected and reduced the data researcher displays the data in organize and compare of information that allow to make conclusion. Form of the data display could be in text, graphic, diagrams, charts, table, matric, description and another form. In this research, she uses table and description to display the data and to make easier for analyzing she uses data code with pattern as follow:

D1/TU/0:15/Gre

Description:

D1 : number of data

TU : teacher utterances

SU : student utterances

0:15 : time indicate when the expressive speech acts
appears on the video

Gre : type of expressive speech acts

Types of expressive speech acts include:

Apo : Apologize

Tha : Thank

Cnd : Condole

Cng : Congratulate

Cpn : Complain

Lam : Lament

Pro : Protest

Dep : Deplore

Boast : Boa

Cpm : Compliment

Pra : Praise

Wel : Welcome

Gre : Greet

3. Conclusion and Verification

This process in last step after collected the data, reduced the data, and displayed the data. In this step, researcher explains the final results of the research that has been carried out and found on YouTube as a research object and the results that have been explained can answer the problem statement of the research.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

A. Research Findings

In this chapter, the researcher explains the research findings that have been collected from the analysis of data obtained from one of the YouTube videos which is the object of research. Based on the formulation of the problem, this study aims to show the types of expressive speech acts and what types of expressive speech acts are most dominantly performed by Steve on the Wow English video YouTube Channel entitled "How to teach kids | from a Prague Kinder, part 1 | English for Children" and the teaching strategies he applies in the video. First, she found 40 data of expressive speech acts. Second, she found 2 kinds of teaching strategies and one method reflected in the video.

1. Expressive Speech Acts Reflected by Steve in the video

The findings of this study, data regarding various types of expressive speech acts uttered by Steve as a teacher and owner of the Wow English YouTube channel about young learners learning activities. The classification of various types of expressive speech acts is based on Searle's theory which consists of 13 types, namely apologize, thank, condole, congratulate, complain, lament, protest, deplore, boast, compliment, praise, welcome, and greet. The researcher found 40 expressive speech acts uttered by Steve based on the

classification of Searle's theory in the video. Steve's 40 utterances include 7 types of expressive speech acts out of 13 types altogether. The researcher analysis used coding to explain the data. The following code is used by researcher:

D1/TU/0:15/Gre

Description:

D1 : number of data

TU : teacher utterances

SU : student utterances

0:15 : time indicate when the expressive speech acts appears on the video

Gre : type of expressive speech acts

Types of expressive speech acts include:

Apo : Apologize

Tha : Thank

Cnd : Condole

Cng : Congratulate

Cpn : Complain

Lam : Lament

Pro : Protest

Dep : Deplore

Boast : Boa

Cpm : Compliment

Pra : Praise

Wel : Welcome

Gre : Greet

The findings of expressive speech acts uttered by Steve as a teacher in the Wow English YouTube Channel video are presented in the following table:

Table 4.1 Total Data of Expressive Speech Acts

No.	Types of Expressive Speech Acts	Frequency	Percentage
1.	Apologize	1	2,5%
2.	Thank	5	12,5%
3.	Lament	7	17,5%
4.	Protest	4	10%
5.	Deplore	3	7,5%
6.	Praise	17	42,5%
7.	Greet	3	7,5%
Total		40	100%

Based on the data from the table above, there are 40 expressive utterances used by Steve in the Wow English YouTube Channel video entitled "How to teach kids | from a Prague kindergarten, part 1 | English for Children". There are apologize 1 data, Thanks 5 data, Lament 7 data, Protest 4 data, Deplore 3 data, Praise 17 data and Greet

3 data. The most frequently used type of expressive speech acts is praise. The results of data analysis based on the table above are as follows:

a. Apologize

The researcher watched the video as research material carefully and repeated it to analyze the content of the video. This study she found 1 expression speech acts of apologize uttered by Steve. She was found in code number D22/TU/8:01/Apo with utterance, “what’s your name? **oh sorry I can’t hear**, thank you. I can’t hear.”

The datum shows about one of the expressive speech acts is apologize. This sentence was uttered by Steve when he was teaching young learners at Prague Kindergarten. He said it as a form of apology to his student using those words as a form of expressed his feeling.

Steve as teacher asked one of his students who had caught his flying balloon. He wanted to get acquainted with the student but he didn't really hear the answer from his student being disturbed by the louder voices of other students. He apologized for not hearing the student's name, so he instructed the other students to be quiet. Therefore, that utterance is categorized as expression speech acts of apologize.

b. Thank

Based on the analysis of the researcher after watching the video as research material carefully and repeating it to analyze the video content. She found 5 expression speech acts of thank uttered by Steve. She was found data 1 of the thank utterances in code number D12/TU/6:20/Tha, with utterance “hey thank you, you’ve got my balloon. Thank you”.

The datum shows about one of the expressive speech acts is thank. This sentence was uttered by Steve when he was teaching young learners at Prague Kindergarten. He said it as a form of thank to his student using those words as a form of expressed his feeling.

When learning activities take place in the class, he teaches counting by using balloons to blow up as a means of entertainment as well as building chemistry in children. Steve as teacher thanked one of his students who helped to pick up his balloon that flew up when he blew it. Therefore, that utterance is categorized as expression speech acts of thank.

Based on the analysis of the researcher after watching the video as research material carefully and repeating it to analyze the video content. She found data about expressive speech acts, especially the types of thank. Data 2 of the thank utterances in code number D21/TU/7:53/Tha, with utterance “three, ahh.. hey.. ohh,

hello. **Thank you** I've got your back, you managed to catch my balloon”.

The datum shows about one of the expressive speech acts is thank. This sentence was uttered by Steve when he was teaching young learners at Prague Kindergarten. He said it as a form of thank to his student using those words as a form of expressed his feeling.

When learning activities take place in the class, he teaches counting by using balloons to blow up as a means of entertainment as well as building chemistry to children. This utterance, Steve as teacher thanked one of his students who had helped him to get the balloon that flew when he blew it. Therefore, that utterance is categorized as expression speech acts of thank.

Based on the analysis of the researcher after watching the video as research material carefully and repeating it to analyze the video content. She found data about expressive speech acts, especially the types of thank. Data 3 of the thank utterances in code number D23/TU/8:02/Tha, with utterance “what’s your name? oh sorry I can’t hear, **thank you.** I can’t hear”.

The datum shows about one of the expressive speech acts is thank. This sentence was uttered by Steve when he was teaching young learners at Prague Kindergarten. He said it as a form of

thank to his student using those words as a form of expressed his feeling.

When learning activities take place and the atmosphere is not conducive Steve uses a subtle way to rebuke his students. This utterance, Steve as teacher apologized for not hearing the student's name, so he instructed the other students to be quiet. They did it well and he gave appreciation. Therefore, that utterance is categorized as expression speech acts of thank.

Based on the analysis of the researcher after watching the video as research material carefully and repeating it to analyze the video content. She found data about expressive speech acts, especially the types of thank. Data 4 of the thank utterances in code number D25/TU/8:46/Tha with utterance “happy dance, happy dance, do a happy dance, yay.. she’s happy, **thank you**”.

The datum shows about one of the expressive speech acts is thank. This sentence was uttered by Steve when he was teaching young learners at Prague Kindergarten. He said it as a form of thank to his student using those words as a form of expressed his feeling.

When the learning activities took place Steve used a trick to get closer to his students by asking whether he was happy or sad and he asked him to dance 'happy dance'. This utterance Steve as teacher thanked Safinka one of her students, because she wanted to

dance with him. Therefore, that utterance is categorized as expression speech acts of thank.

Based on the analysis of the researcher after watching the video as research material carefully and repeating it to analyze the video content. She found data about expressive speech acts, especially the types of thank. Data 5 of the thank utterances in code number D40/TU/19:33/Tha with utterance “**thank you** and good bye”.

The datum shows about one of the expressive speech acts is thank. This sentence was uttered by Steve when he was teaching young learners at Prague Kindergarten. He said it as a form of thank to his student using those words as a form of expressed his feeling.

After the learning activities were carried out with excitement and fluency in conveying the material it was time to part. This utterance, Steve as teacher thanked her students for today's learning while playing activities because it went well and was funny he also said goodbye to them. Therefore, those utterances are categorized as expression speech acts of thank.

c. Lament

Based on the analysis of the researcher after watching the video as research material carefully and repeating it to analyze the video content. The researcher found 7 expression speech acts of

lament uttered by Steve. She was found data 1 of the lament utterances in code number D5/TU/2:56/Lam, here the utterance “what is this? okay, what’s this? Here, ohh..mch..mch..ouw..”.

The datum shows about one of the expressive speech acts is lament. This sentence was uttered by Steve when he was teaching young learners at Prague Kindergarten. He said it as a form of lament to his student using those words as a form of expressed his feeling.

This utterance, when the teacher shows an object to his students which is a balloon. Then he is about to blow it up but when he pulls the balloon his hand slips, so the balloon hits his hand and he is in pain lamenting his hand. Therefore, those utterances are categorized as expression speech acts of lament.

Based on the analysis of the researcher after watching the video as research material carefully and repeating it to analyze the video content. She found data about expressive speech acts, especially the types of lament. Data 2 of the lament utterances in code number D6/TU/3:14/Lam with utterance “my five fingers, one, two, three, four, five, oww..”.

The datum shows about one of the expressive speech acts is lament. This sentence was uttered by Steve when he was teaching young learners at Prague Kindergarten. He said it as a form of

lament to his student using those words as a form of expressed his feeling.

When learning activities take place in the class, he teaches counting by using balloons to blow up as a means of entertainment as well as building chemistry to children. This utterance, Steve as teacher was still in pain mourning his finger which had been hit by a balloon when he was about to blow it up. Therefore, those utterances are categorized as expression speech acts of lament.

Based on the analysis of the researcher after watching the video as research material carefully and repeating it to analyze the video content. She found data about expressive speech acts, especially the types of lament. Data 3 of the lament utterances in code number D7/TU/3:18/Lam with utterance “but, look! I’ve got **auu..**”.

The datum shows about one of the expressive speech acts is lament. This sentence was uttered by Steve when he was teaching young learners at Prague Kindergarten. He said it as a form of lament to his student using those words as a form of expressed his feeling.

When learning activities take place in the class, he teaches counting by using balloons to blow up as a means of entertainment as well as building chemistry to children. This utterance, Steve was hit by a balloon again on his other finger, he lamented the pain in

his other finger because it was also hit by a balloon. Therefore, those utterances are categorized as expression speech acts of lament.

Based on the analysis of the researcher after watching the video as research material carefully and repeating it to analyze the video content. She found data about expressive speech acts, especially the types of lament. Data 4 of the lament utterances in code number D8/TU/3:42/Lam with utterance “seven, eight, nine, ten, ow..”.

The datum shows about one of the expressive speech acts is lament. This sentence was uttered by Steve when he was teaching young learners at Prague Kindergarten. He said it as a form of lament to his student using those words as a form of expressed his feeling.

When learning activities take place in the class, he teaches counting by using balloons to blow up as a means of entertainment as well as building chemistry to children. This utterance, Steve as teacher is still lamenting the pain from both hands where ten fingers were hit by balloons. Therefore, those utterances are categorized as expression speech acts of lament.

Based on the analysis of the researcher after watching the video as research material carefully and repeating it to analyze the video content. She found data about expressive speech acts,

especially the types of lament. Data 5 of the lament utterances in code number D15/TU/6:57/Lam with utterance “Very good, high five, high five! **Ouw..** Sammy’s very strong”.

The datum shows about one of the expressive speech acts is lament. This sentence was uttered by Steve when he was teaching young learners at Prague Kindergarten. He said it as a form of lament to his student using those words as a form of expressed his feeling.

When the learning activities took place Steve used a trick to get closer to his students by inviting one of his students to give a high five as appreciation after doing that he pretended to be in pain by using funny facial expressions to make them laugh. This utterance, Steve lamented his ached hand after high-fiving with his student who had bravely introduced himself. Therefore, those utterances are categorized as expression speech acts of lament.

Based on the analysis of the researcher after watching the video as research material carefully and repeating it to analyze the video content. She found data about expressive speech acts, especially the types of lament. Data 6 of the lament utterances in code number D31/TU/12:39/Lam with utterance “one, two, three, **ouu...** that hurt my nose..”.

The datum shows about one of the expressive speech acts is lament. This sentence was uttered by Steve when he was teaching

young learners at Prague Kindergarten. He said it as a form of lament to his student using those words as a form of expressed his feeling.

When the learning activities took place Steve taught counting using tricks to get closer to his students, namely by joking he was hit by his own bag and pretending to be in pain by using funny facial expressions to make them laugh. This utterance, Steve tried to open her bag to get something but the bag hit his nose caused his a lot of pain and he was lamented the pain in his nose. Therefore, those utterances are categorized as expression speech acts of lament.

Based on the analysis of the researcher after watching the video as research material carefully and repeating it to analyze the video content. She found data about expressive speech acts, especially the types of lament. Data 7 of the lament utterances in code number D32/TU/13:05/Lam with utterance “okay ready, one, two, three, ouw.. hey that was my ear, ou...”.

The datum shows about one of the expressive speech acts is lament. This sentence was uttered by Steve when he was teaching young learners at Prague Kindergarten. He said it as a form of lament to his student using those words as a form of expressed his feeling.

When the learning activities took place Steve taught counting using tricks to get closer to his students, namely by joking he was hit by his own bag and pretending to be in pain by using funny facial expressions to make them laugh. This utterance, Steve tried to open her bag again to get something but the bag hit him again but this time it hit his ear and he was lamented the pain in his ear. Therefore, those utterances are categorized as expression speech acts of lament.

d. Protest

Based on the analysis of the researcher after watching the video as research material carefully and repeating it to analyze the video content. The researcher found 4 expression speech acts of protest uttered by Steve. She was found data 1 of the protest utterances in code number D3/TU/0:22/Pro, with utterance “stand up, stand up and, **oh..a..a..a.. I didn’t say sit down. I..i.. didn’t**”.

The datum shows about one of the expressive speech acts is protest. This sentence was uttered by Steve when he was teaching young learners at Prague Kindergarten. He said it as a form of protest to his student using those words as a form of expressed his feeling.

When the learning activities took place Steve gave instructions to his students to sit and stand in it as well as inserted jokes to build chemistry. This utterance, the teacher disagreed with

what the students are doing because they sit down before the teacher gave instruction to sit down. Therefore, those utterances are categorized as expression speech acts of protest.

Based on the analysis of the researcher after watching the video as research material carefully and repeating it to analyze the video content. Data 2 of the protest utterances in code number D11/TU/4:38/Pro with utterance “is that okay? yes.. **no.** you think that’s okay? okay. I think it’s too small.”

The datum shows about one of the expressive speech acts is protest. This sentence was uttered by Steve when he was teaching young learners at Prague Kindergarten. He said it as a form of protest to his student using those words as a form of expressed his feeling.

During the learning activity Steve asked the students if the balloon he was blowing was big enough, in fact he knew that the balloon was not big enough. he deliberately said that so that later the children would ask him to blow up the balloon again to make it bigger in a polite way. This utterance, the teacher disagreed with the words of one of his students because according to him the balloon he was blowing was not big enough. Therefore, those utterances are categorized as expression speech acts of protest.

Based on the analysis of the researcher after watching the video as research material carefully and repeating it to analyze the

video content. Data 3 of the protest utterances in code number D13/TU/6:34/Pro with utterance “your name Honza? **No..** it’s your name David? No.. it’s your name Zuska? **no..**”.

The datum shows about one of the expressive speech acts is protest. This sentence was uttered by Steve when he was teaching young learners at Prague Kindergarten. He said it as a form of protest to his student using those words as a form of expressed his feeling.

This utterance, the teacher tried to guessed the name of one of the students who helped him pick up the balloons but the name that is guessed is wrong. The student who guessed his name and the other students disagreed with the name the teacher said. Therefore, those utterances are categorized as expression speech acts of protest.

Based on the analysis of the researcher after watching the video as research material carefully and repeating it to analyze the video content. Data 4 of the protest utterances in code number D33/TU/13:27/Pro with utterance “**noo..** i hurt my nose, I hurt my ear. I’m not going to open, **noo..**”

The datum shows about one of the expressive speech acts is protest. This sentence was uttered by Steve when he was teaching young learners at Prague Kindergarten. He said it as a form of

protest to his student using those words as a form of expressed his feeling.

When the learning activities took place Steve taught counting using tricks to get closer to his students, namely by joking he was hit by his own bag and pretending to be in pain by using funny facial expressions to make them laugh. This utterance, teacher refused she did not agree to open the bag again because previously when she tried to open it the bag injured her nose and her ear. Therefore, those utterances are categorized as expression speech acts of protest.

e. Deplore

Based on the analysis of the researcher after watching the video as research material carefully and repeating it to analyze the video content. The researcher found 3 expression speech acts of deplore uttered by Steve. She was found data 1 of the deplore utterances in code number D10/TU/4:28/Dep with utterance “so, I blow the balloons, are you ready? One, two, three, ohh..”

The datum shows about one of the expressive speech acts is deplore. This sentence was uttered by Steve when he was teaching young learners at Prague Kindergarten. He said it as a form of deplore to his student using those words as a form of expressed his feeling.

When learning activities take place in the class, he teaches counting by using balloons to blow up as a means of entertainment as well as building chemistry to children. This utterance, the teacher was disappointed, he regretted that the balloon he was blowing was not big enough according to him. Therefore, those utterances are categorized as expression speech acts of deplore.

Based on the analysis of the researcher after watching the video as research material carefully and repeating it to analyze the video content. Data 2 of the deplore utterances in code number D19/TU/7:14/Dep with utterance “hey, very good, very good but, **oh no..**”

The datum shows about one of the expressive speech acts is deplore. This sentence was uttered by Steve when he was teaching young learners at Prague Kindergarten. He said it as a form of deplore to his student using those words as a form of expressed his feeling.

This utterance, the teacher regretted the balloon he had tried to inflate earlier. Now the balloon has gone up and become deflated it makes him feel sad. Therefore, those utterances are categorized as expression speech acts of deplore.

Based on the analysis of the researcher after watching the video as research material carefully and repeating it to analyze the video content. Data 3 of the deplore utterances in code number

D20/TU/7:23/Dep with utterance “should I blow it? Yes. Here we go! One, two, three, **ohh..**”.

The datum shows about one of the expressive speech acts is deplore. This sentence was uttered by Steve when he was teaching young learners at Prague Kindergarten. He said it as a form of deplore to his student using those words as a form of expressed his feeling.

This utterance, the teacher regretted that the balloon that was deflated earlier. He tried to blow it up again but the effort he makes is not enough, the balloon is not big enough. Therefore, those utterances are categorized as expression speech acts of deplore.

f. Praise

Based on the analysis of the researcher after watching the video as research material carefully and repeating it to analyze the video content. The researcher found 17 expression speech acts of praise uttered by Steve. She was found data 1 of the praise utterances in code number D1/TU/0:10/Pra with utterance “stand up! **Very good** and prr..”.

The datum shows about one of the expressive speech acts is praise. This sentence was uttered by Steve when he was teaching young learners at Prague Kindergarten. He said it as a form of

praise to his student using those words as a form of expressed his feeling.

When the learning activities took place Steve gave instructions to his students to sit and stand in it as well as inserted jokes to build chemistry. This utterance, the teacher gave instruction to the students to stand up and they do the instruction well, so the teacher gave appreciation. Therefore, those utterances are categorized as expression speech acts of praise.

Based on the analysis of the researcher after watching the video as research material carefully and repeating it to analyze the video content. Data 2 of the praise utterances in code number D2/TU/0:18/Pra with utterance “sit down, sit down, sit down, **very good, very good**, please stand up”.

The datum shows about one of the expressive speech acts is praise. This sentence was uttered by Steve when he was teaching young learners at Prague Kindergarten. He said it as a form of praise to his student using those words as a form of expressed his feeling.

When the learning activities took place Steve gave instructions to his students to sit and stand in it as well as inserted jokes to build chemistry. This utterance, the teacher gave instruction to his students to sit down and they did it well, so the

teacher gave them appreciation. Therefore, those utterances are categorized as expression speech acts of praise.

Based on the analysis of the researcher after watching the video as research material carefully and repeating it to analyze the video content. Data 3 of the praise utterances in code number D4/TU/2:32/Pra with utterance “hold hands in a circle five, four, three, two, one, **very good**”.

The datum shows about one of the expressive speech acts is praise. This sentence was uttered by Steve when he was teaching young learners at Prague Kindergarten. He said it as a form of praise to his student using those words as a form of expressed his feeling.

When the learning activity took place steve gave instructions to hold hands to make a circle he also slipped in material about counting but counting backwards. This utterance, the teacher gave instructions to hold hands and form a circle, the students did it so well that he gave appreciation for it. Therefore, those utterances are categorized as expression speech acts of praise.

Based on the analysis of the researcher after watching the video as research material carefully and repeating it to analyze the video content. Data 4 of the praise utterances in code number

D9/TU/4:25/Pra with utterance “back, back, back, back, **very good, very good**”.

The datum shows about one of the expressive speech acts is praise. This sentence was uttered by Steve when he was teaching young learners at Prague Kindergarten. He said it as a form of praise to his student using those words as a form of expressed his feeling.

This utterance, the teacher gave appreciation to his students who carry out the instructions he gave very well. It is for them to sit slightly shifted back with the aim of all students getting seats in a circular position properly. That no one is behind their friends and all are beside their friends making a circle. Therefore, those utterances are categorized as expression speech acts of praise.

Based on the analysis of the researcher after watching the video as research material carefully and repeating it to analyze the video content. Data 5 of the praise utterances in code number D14/TU/6:50/Pra with utterance “what’s your name? my name’s Sammy. **Very good**, high five, high five!”.

The datum shows about one of the expressive speech acts is praise. This sentence was uttered by Steve when he was teaching young learners at Prague Kindergarten. He said it as a form of praise to his student using those words as a form of expressed his feeling.

During the learning activities Steve gave instructions to one of his students to introduce himself. He gave examples of introductory templates and when he asked his students he succeeded in applying the templates that had been taught. This utterance, the teacher gave appreciation to Sammy, one of his students who managed to introduce his name to the teacher and his friends. Therefore, those utterances are categorized as expression speech acts of praise.

Based on the analysis of the researcher after watching the video as research material carefully and repeating it to analyze the video content. Data 6 of the praise utterances in code number D18/TU/7:14/Pra with utterance “Sammy, say hello!_Hello.. hey, **very good, very good** but,”.

The datum shows about one of the expressive speech acts is praise. This sentence was uttered by Steve when he was teaching young learners at Prague Kindergarten. He said it as a form of praise to his student using those words as a form of expressed his feeling.

During the learning activity Steve gave instructions to one of his students to greet his friends and he greeted them after he introduced himself. This utterance, the teacher directed Sammy to answer his friends' greetings by saying "hello" and Sammy greeted

his friends and he gave appreciation. Therefore, those utterances are categorized as expression speech acts of praise.

Based on the analysis of the researcher after watching the video as research material carefully and repeating it to analyze the video content. Data 7 of the praise utterances in code number D24/TU/8:11/Pra with utterance “Safinka. Very nice to meet you asfhasfashafhd, **very good**”.

The datum shows about one of the expressive speech acts is praise. This sentence was uttered by Steve when he was teaching young learners at Prague Kindergarten. He said it as a form of praise to his student using those words as a form of expressed his feeling.

This utterance, the teacher introduced Safinka, one of her students and they shook hands with a very fast movement started by the teacher so that Safinka followed her teacher's movements. He appreciates Safinka's actions. Therefore, those utterances are categorized as expression speech acts of praise.

Based on the analysis of the researcher after watching the video as research material carefully and repeating it to analyze the video content. Data 8 of the praise utterances in code number D27/TU/10:10/Pra with utterance “What’s your name? my name Sofianka. **Very good**, nice to meet you”.

The datum shows about one of the expressive speech acts is praise. This sentence was uttered by Steve when he was teaching young learners at Prague Kindergarten. He said it as a form of praise to his student using those words as a form of expressed his feeling.

This utterance, the teacher asked the name of one of his students. She answered well to introduce himself, so the teacher appreciated her actions. Therefore, those utterances are categorized as expression speech acts of praise.

Based on the analysis of the researcher after watching the video as research material carefully and repeating it to analyze the video content. Data 9 of the praise utterances in code number D28/TU/10:48/Pra with utterance “six, yeah **very good, very good**”.

The datum shows about one of the expressive speech acts is praise. This sentence was uttered by Steve when he was teaching young learners at Prague Kindergarten. He said it as a form of praise to his student using those words as a form of expressed his feeling.

This utterance, the teacher gave instruction to his students to practice how to jump and this is done 6 times. They do it well and the teacher appreciated it. Therefore, those utterances are categorized as expression speech acts of praise.

Based on the analysis of the researcher after watching the video as research material carefully and repeating it to analyze the video content. Data 10 of the praise utterances in code number D29/TU/11:38/Pra with utterance “ohh..i feel down, can you help me up? Pick me up! Yess, yess, okay, yeah okay oh **very good**”.

The datum shows about one of the expressive speech acts is praise. This sentence was uttered by Steve when he was teaching young learners at Prague Kindergarten. He said it as a form of praise to his student using those words as a form of expressed his feeling.

This utterance, the teacher fell while jumping on one leg he asked for help. The students helped him to help him up so he appreciated that. Therefore, those utterances are categorized as expression speech acts of praise.

Based on the analysis of the researcher after watching the video as research material carefully and repeating it to analyze the video content. Data 11 of the praise utterances in code number D30/TU/12:15/Pra with utterance “nine, **good, very good, very good, very good**”.

The datum shows about one of the expressive speech acts is praise. This sentence was uttered by Steve when he was teaching young learners at Prague Kindergarten. He said it as a form of

praise to his student using those words as a form of expressed his feeling.

This utterance, the teacher instructed his students to do ten little jumps while they are counting. They do well so he gave appreciation. Therefore, those utterances are categorized as expression speech acts of praise.

Based on the analysis of the researcher after watching the video as research material carefully and repeating it to analyze the video content. Data 12 of the praise utterances in code number D34/TU/15:22/Pra with utterance “what is that? Blue. Yeah, **very good**”.

The datum shows about one of the expressive speech acts is praise. This sentence was uttered by Steve when he was teaching young learners at Prague Kindergarten. He said it as a form of praise to his student using those words as a form of expressed his feeling.

This utterance, the teacher showed flashcards with pictures with the pictures in blue. The teacher asked the students about the color and one of the students answered correctly and he appreciated it. Therefore, those utterances are categorized as expression speech acts of praise.

Based on the analysis of the researcher after watching the video as research material carefully and repeating it to analyze the

video content. Data 13 of the praise utterances in code number D35/TU/16:00/Pra with utterance “what color is it? You say.. I don’t know. yeah, **very good superstars**”.

The datum shows about one of the expressive speech acts is praise. This sentence was uttered by Steve when he was teaching young learners at Prague Kindergarten. He said it as a form of praise to his student using those words as a form of expressed his feeling.

This utterance, the teacher asked about the colors on the flashcard. One of the students who understood and still remembered this immediately said it according to the teacher's movement instruction and that made him appreciated it. Therefore, those utterances are categorized as expression speech acts of praise.

Based on the analysis of the researcher after watching the video as research material carefully and repeating it to analyze the video content. Data 14 of the praise utterances in code number D36/TU/17:52/Pra with utterance “hold hands in circle! **very good**”.

The datum shows about one of the expressive speech acts is praise. This sentence was uttered by Steve when he was teaching young learners at Prague Kindergarten. He said it as a form of

praise to his student using those words as a form of expressed his feeling.

This utterance, the teacher instructed her students to make a circle by holding hands. They do well so he gave them appreciation. Therefore, those utterances are categorized as expression speech acts of praise.

Based on the analysis of the researcher after watching the video as research material carefully and repeating it to analyze the video content. Data 15 of the praise utterances in code number D37/TU/17:54/Pra with utterance “okay, are you ready? it’s time to say bye, bye. So you’re ready?okay please shake, shake, shake, shake, shake, **very good**, okay, stop.”.

The datum shows about one of the expressive speech acts is praise. This sentence was uttered by Steve when he was teaching young learners at Prague Kindergarten. He said it as a form of praise to his student using those words as a form of expressed his feeling.

This utterance, the teacher informed that it is time to part and say goodbye. He gave instruction to wave 'dadaa' and they did so well that they got appreciation from their teacher. Therefore, those utterances are categorized as expression speech acts of praise.

Based on the analysis of the researcher after watching the video as research material carefully and repeating it to analyze the video content. Data 16 of the praise utterances in code number D38/TU/18:17/Pra with utterance “bye bye everyone syalalalala, stop! **Very good**”.

The datum shows about one of the expressive speech acts is praise. This sentence was uttered by Steve when he was teaching young learners at Prague Kindergarten. He said it as a form of praise to his student using those words as a form of expressed his feeling.

When the learning activity was almost finished as a closing activity Steve instructed them by exemplifying a farewell dance and song. This utterance, the teacher gave his appreciation to his students for saying goodbye together in a compact and good manner according to his direction. Therefore, those utterances are categorized as expression speech acts of praise.

Based on the analysis of the researcher after watching the video as research material carefully and repeating it to analyze the video content. Data 17 of the praise utterances in code number D39/TU/19:02/Pra with utterance “okay, come and stand in line. **Good, good**”.

The datum shows about one of the expressive speech acts is praise. This sentence was uttered by Steve when he was teaching

young learners at Prague Kindergarten. He said it as a form of praise to his student using those words as a form of expressed his feeling.

This utterance, the teacher gave instruction to his students to line up neatly in a standing state to form a straight line. They do it well, so he gave appreciation to them. Therefore, those utterances are categorized as expression speech acts of praise.

g. Greet

Based on the analysis of the researcher after watching the video as research material carefully and repeating it to analyze the video content. The researcher found 3 expression speech acts of greet uttered by Steve. She was found data 1 of the greet utterances in code number D16/TU/7:04/Gre with utterance “So, we say **hello Sammy, hello Sammy**, all together!”.

The datum shows about one of the expressive speech acts is greet. This sentence was uttered by Steve when he was teaching young learners at Prague Kindergarten. He said it as a form of greet to his student using those words as a form of expressed his feeling.

When the learning activity took place one of the students introduced himself in front of his friends after that Steve gave instructions to other students to say hello. This utterance, the teacher greeted Sammy while directing his students to follow him

to greet Sammy, after Sammy introduced himself. Therefore, those utterances are categorized as expression speech acts of greet.

Based on the analysis of the researcher after watching the video as research material carefully and repeating it to analyze the video content. Data 2 of the greet utterances in code number D17/TU/7:13/Gre with utterance “Sammy, **say hello! Hello..**”.

The datum shows about one of the expressive speech acts is greet. This sentence was uttered by Steve when he was teaching young learners at Prague Kindergarten. He said it as a form of greet to his student using those words as a form of expressed his feeling.

During the learning activities Steve asked Sammy to introduce himself in front of his friends. This utterance, the teacher directed Sammy to answer his friends' greetings by saying "hello" and Sammy greeted his friends. Therefore, those utterances are categorized as expression speech acts of greet.

Based on the analysis of the researcher after watching the video as research material carefully and repeating it to analyze the video content. Data 3 of the greet utterances in code number D26/TU/9:25/Gre with utterance “Hanzi is very strong. So, you say **hello Hanzi, hello Hanzi**”.

The datum shows about one of the expressive speech acts is greet. This sentence was uttered by Steve when he was teaching

young learners at Prague Kindergarten. He said it as a form of greet to his student using those words as a form of expressed his feeling.

During the learning activities Steve asked Hanzi to introduce himself in front of his friends. This utterance, the teacher gave direction to his other students to greet Hanzi and at the same time he automatically greeted Hanzi too. Therefore, those utterances are categorized as expression speech acts of greet.

2. Teaching Strategies Reflected by Steve in the video

The researcher found 2 kinds from 3 kinds of teaching strategies and one method based on Samad and Tidore theory reflected in the video used by Steve as a teacher and owner of the Wow English YouTube channel about young learners learning activities. There are consist of teaching English by using song, teaching English by using games, teaching English by using stories and one of method reflected in this video it is Total Physical Response Method.

The findings of teaching strategies used by Steve as a teacher in the Wow English YouTube Channel video there are teaching English by using song and teaching English by using games.

a. Teaching English by using song

First findings teaching English by using song during the learning activity Steve asked one of his students to introduce himself using a singing tone for his students to introduce themselves. There are activities teaching English by using song:

- 1) Steve gave an example of one of his students at minute 6:47 to introduce himself by using the tone when he pronounced “my name’s Sammy” so that his students were motivated and felt relaxed or not feeling pressured, after using this strategy at 6:52 minutes Sammy loudly said “my name’s Sammy” even though when the pronunciation was not very clear there was a singing tone but it succeeded in making Sammy introduce himself loudly or not as shy as before. After Sammy introduced himself Steve and the other students greeted him by singing too “hello Sammy, hello Sammy”, apart from Sammy, Steve also applied this to his other students they are Safinka and Honzi, after they introduced themselves Steve and the other students greeted him with a singing tone of “hello Safinka, hello Safinka” and “hello Honzi, hello Honzi”.
- 2) Steve also used a singing tone for an instruction to his students such as “bigger please, bigger please” and “open please, open please”.
- 3) Steve also sings and dances with one of his students as a form of learning to express happiness “happy dance do happy dance, happy dance do happy dance, yeaay”.
- 4) Steve using teaching English by using song in another scene during the learning activity, Steve uses flash card media which has various colors in the picture. He used the tone of the song

by whistling to open each of his flash cards so that when they open it the students can quickly guess the color, when the flash card was not open he intruded his students to say “i don't know, i don't know” using a singing tone and when the flash card is open there is a color in the picture he instructs to answer it too by using a singing tone like “it's blue, it's blue”, “it's red, it's red”, “it's yellow, it's yellow”.

- 5) The last scene, when class will end the teacher instructs his students to sing "bye bye everyone syalalala, bye bye everyone syalalala" together while moving their hands and feet as a form of farewell.

b. Teaching English by using games

The second findings of teaching strategies used by Steve as a teacher in the Wow English YouTube Channel video is teaching English by using games. There are activities teaching English by using games:

- 1) The beginning of the lesson in the video, Steve did a game that harmonized the movements with the names of the movements that were spoken, such as when he gave instructions to stand up, he stood up saying the names of the movements repeatedly and was given an interlude of funny things "stand up, stand up, stand up and prrr.. (sound of a deflated balloon) sit down, sit down”.

- 2) The other games besides standing and sitting are walking, Steve gave instructions for them to walk in a circle while walking he said the name of the movement was “walk, walk, walk, walk” then sat down again accompanied by a funny thing, the sound of a deflated balloon “and stop and prrr... sit down”. Game that harmonizes movement with other movement names is swimming and flying. Steve instructs to swim, while doing the movement he also said the name of the movement “swim, swim, swim, swim” and in the transition of movement he instructed to sit down before being given the same funny thing as before namely the sound of a deflated balloon. Another instruction after swimming is to fly, while doing that movement he also said the name of the movement “fly, fly, fly, fly”. The last two instructions he used rhythm in his movements where the longer the movement becomes the faster it makes the children more entertained and interested. Another game is to do a movement accompanied by counting the movement, Steve asked his students to jump six and five times and when they made the jump they also counted it. Besides, Steve also asked his students to jump using one leg eight times, little jump ten times and when they did that, they counted it.
- 3) Another game is playing guess the color. Steve used flashcards media which have various colors then the students guess the

name of the color, if the color hasn't appeared they will say they don't know when asked what color will appear because it is still covered with other flash cards. If the color appears and they succeed in guessing the name of the color they will look for objects around them with the color they have guessed from the flash card. they ran around looking for the color on the flash card then reported it to Steve.

Mainwhile teaching English by using stories, Steve did not used this strategy in the classroom from this video from samad and tidore theory but the researcher found and identified that Steve used the TPR method in applying various teaching strategies in the learning. She can indicate that Steve used the TPR method because he applied learning to students related to coordinating orders both with speech and actions so that students also provide feedback with speech and actions. Steve also does not fixate on one material in class, he interacts with natural with his students and this makes them feel comfortable and relaxed while studying so that, they are open to Steve and easily follow all of his directions.

B. Discussions

The discussion are arranged to answer the formulation of the research problem based on the findings of the data during the research. The research above consists of the types of expressive speech acts performed by Steve on the Wow English YouTube channel and the most

dominant types of expressive speech acts he used and the teaching strategies used by Steve.

1. The Types of Expressive Speech Acts Used by Steve in the video Wow English YouTube Channel

Based on the data findings about types of speech acts performed by Steve in the video Wow English YouTube Channel, the researcher classified types of expressive speech acts based on Searle's theory. Searle's theory elaborate speech acts in five types consist of representatives, directives, commissives, expressives and declaratives but in this research focus on expressive speech acts. Searle classified expressive speech acts into thirteen types such as apologize, thank, condole, congratulate, complain, lament, protest, deplore, boast, compliment, praise, welcome, and greet. Based on the video which analyzed by the researcher about expressive speech acts performed by Steve in the video Wow English YouTube Channel, she found seven types of expressive speech acts performed by Steve according to Searle's theory such as praise, protest, lament, deplore, thank, greet and apologize. Meanwhile they were condole, congratulation, complain, boast, compliment and welcome did not found in the utterance performed by Steve. She did not find these types of expressive speech acts because Steve as a teacher did not say utterances belonging to these types of expressive speech acts. The learning activities based on the video it does not involve an activity that intersects with the utterances of the six types of expressive

speech acts, so Steve does not say utterances belonging to the six types. There were 40 Steve's utterances that classified into those types of expressive speech acts.

The researcher found that 40 Steve's utterances in expressive speech acts consist of 1 expression speech acts of apologize is the types of expressive speech acts that state what the speaker feel to express sadness or regret over some situation and regret for having done something that makes someone unhappy or disappointed based on Searle's theory (1985: 211), 5 expression speech acts of thank is the types of expressive speech acts that state what the speaker feel to express gratitude and feeling happy for something someone has done, 7 expression speech acts of lament is the types of expressive speech acts that state what the speaker feel to express a strong expression of open sadness and sorrow for something and lament over it, 4 expression speech acts of protest is the types of speech acts that state what the speaker feel to express like complain and lament, represents that something is bad according to the speaker. Protests do not express discontent or sorrow but rather disapproval that still possible to change it and there is a demand for change, 3 expression speech acts of deplore is the types of expressive speech acts that state what the speaker feel to express of strong sadness, or dissatisfaction but unlike lamentation, deplore carries the implication that one is responsible for what one is regretting, 17 expression speech acts of praise is the types of expressive speech acts that state what the speaker feel to express approval and praise

assumes that the thing being praised is a good deed done by the listener as a form of appreciation, and 3 expression speech acts of greet uttered by Steve as teacher, greet is the types of expressive speech acts that state what the speaker feel to express when someone greets or reprimands someone such as by saying “Hello” or “Hi”, it is an indication of polite acknowledgment, with the presupposition that the speaker has just met the listener.

2. The Most Dominant Type of Expressive Speech Acts Used by Steve in the video Wow English YouTube Channel

Based from research findings showed that expression speech acts of praise turn to be the most dominant types of expressive speech acts performed by Steve in this research. To answer the formulation of the problem about types of expressive speech acts applied in teaching strategies produced by Steve as teacher to make student interested in the learning, expression speech acts of praise become the most dominant type which perform by Steve in this research. Praise is one type of expressive speech acts used by Steve when learning activities are one of his tricks to get the attention of his young students so that, they feel cared for valued and appreciated for their actions. When learning activities take place, they will also feel relaxed learning like playing with their friends so they don't feel pressured while studying.

3. Teaching Strategies Used by Steve in the video Wow English YouTube Channel

Based on the data findings about teaching strategies performed by Steve in Wow English YouTube Channel, the researcher found 2 kinds from 3 kinds of teaching strategies and one method based on Samad and Tidore theory. There are consist of teaching English by using song, teaching English by using games, teaching English by using stories and one of method reflected in this video it is Total Physical Response Method.

Based on the video, in the class Steve is a teacher in a teaching and learning activity in a kindergarten in Prague where English is a foreign language and Czech is the native language of the people of Prague. The learning objectives in this video are young learners who are learning foreign languages, where the dealing with young learners with other learners is very different because their interests and capacities in receiving material are also different. Young learners tend to move a lot and be active when learning because they are still in their infancy and have a high curiosity. Therefore, Steve chose to use the TPR (Total Physical Response) method in learning for young learners. According to him this method is very suitable for use in learning English as a foreign language for young learners because when this method is applied in class, examples of applying this method are such as teachers giving signals to their students, giving instructions and exemplifying them and students giving

feedback or responding by imitating what their teacher says. In this method, Steve also applies several strategies in learning that are in accordance with the characteristics of children who are still young learners, some of the characteristics are that young learners have short attention spans, very active, imaginative, and egocentric, young learners like praise and gifts, they less shy than older students, enjoy imitating and are skilled in listening accurately, and they enjoy learning through play, act, create and do.

Steve used several teaching strategies in this method based on the theory of Sammad and Tidore. He used 2 strategies in his learning for young learners, namely teaching English by using songs and teaching English by using games. He feels that this strategy is very suitable to be applied in classes where students are young learners because this strategy is in accordance with the characteristics of young learners themselves. Because good methods and strategies are those that are in accordance with the circumstances and characteristics of the learner himself so that the learner can receive the knowledge provided perfectly and more efficiently and high quality, not just knowing and forgetting quickly but at a level where the student understands concept of the given knowledge.

The researcher compares this study with other study that have the same context, speech acts and teaching strategies. The researcher compare with the findings from Nurul (2020), in her research she is compare the content of expressive utterance that applied in Englishclass101 YouTube

Channel based on Yule's theory with expressive speech acts that applied in Wow English YouTube Channel based on Searle's theory. The similarity of the research findings is to express feelings even though by using different theories. The difference is that the teacher at Englishclass101 YouTube Channel does not meet face to face with his students, she only answers questions from her students that she has collected so the conversation is only one way. Meanwhile, teachers on the Wow English YouTube Channel face to face with their students which makes the conversation two-way. Besides that, the students on the Englishclass101 YouTube Channel are adult learners judging from the questions given such as about how to become a confident English speaker while on the Wow English YouTube Channel the students are young learners. Therefore, the expressive sentences used are different the more simple expressive sentences used in Wow English YouTube Channel.

The researcher compares with the findings from Ulfani (2020), in her research she is compare the content of expressive utterance and teaching strategies that applied in Freedom Writer Movie based on Searle's theory with expressive speech acts that applied and teaching strategies in Wow English YouTube Channel based on Searle's theory. The similarity of the research findings is to express feelings by using same theories. The language used by each teacher is also different because the types of their students are also different, teacher on the Wow English YouTube Channel used simpler language according to their students who

are still young learners, therefore the expressive speech acts used are also simpler compared to the teacher's speech in the Freedom Writers Movie. The difference is that the teacher in the film Freedom Writer used a teaching strategy from Ferlazzo and Spynieski theory because it adapts to the situation of their adult learners while the Wow English YouTube Channel uses a teaching strategy from Samad and Tidore theory where this teaching strategy also adapts to the situation of its young learners.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The results of this research is concerned with the pragmatic analysis types of expressive speech acts based on Searle's theory and teaching strategies based on Samad and Tidore's theory performed by Steve in Wow English video YouTube Channel entitled "How to teach kids | from a Prague Kinder, part 1 | English for Children" that has been discussed in chapter IV, the researcher found the answer for the problem statement. There are seven types of expressive speech acts out of thirteen types of expressive speech acts based on Searle's theory, there are consist of apologize 1 datum (2,5%), Thanks 5 data (12,5%), Lament 7 data (17,5%), Protest 4 data (10%), Deplore 3 data (7,5%), Praise 17 data (42,5%) and Greet 3 data (7,5%).

The researcher also found 2 kinds from 3 kinds of teaching strategies and one method based on Samad and Tidore theory. There are consist of teaching English by using song, teaching English by using games, teaching English by using stories and one of method reflected in this video it is Total Physical Response Method. The researcher concludes that the used of expressive speech acts has a very positive impact on the learning process and makes the teaching strategies used more efficient in transferring knowledge.

B. Suggestion

Based on the conclusion that have been explained, the researcher would give some suggestion as follows:

1. The researcher suggests for young learners teacher to learn and explore more about pragmatics especially in the study of expressive of speech acts and understand them to help make it easier young learners in conveying knowledge so that they can more easily accept it.
2. The researcher suggests other researchers to read a lot of books, journals and discussion of previous research on pragmatics, especially expressive speech acts and teaching strategies like this research to get more information about expressive speech acts and teaching strategies.
3. The researcher suggests to the institution that research like this may be lent to other researchers to make it easier to study it in a more comfortable place because sometimes the atmosphere in the library is not conducive. The researcher also hopes that this research can be useful as an academic reference, especially in the discussion of expressive speech acts and teaching strategies.

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APPENDICES

APPENDIX 1 TRANSCRIPT

0.08

please stand up for me stand up stand up

0.10

stand up very good and prrr... (the sound of a deflated balloon)

0.13

sit down

0.15

and stand up stand up stand up and prrr... (the sound of a deflated balloon)

0.18

sit down sit down sit down

0.20

very good very good please stand up

0.22

stand up stand up

0.23

and oh..a..a..a..a..

0.26

i didn't say sit down did i i didn't and

0.29

Please, prr... (the sound of a deflated balloon)

0.31

sit down, sit down, sit down, very good and stand up

0.34

stand up stand up very good very good

0.36

okay can you show me how to

0.39

walk do you know how to walk you walk

0.41

like this ready

0.42

chest out and we go and we walk left

0.45

right left we're going to walk around

0.47

the room that's my bottom okay we walk

0.50

around the room ready here we go one two

0.52

three go and let's walk walk walk walk

0.55

walk walk walk walk (the teacher gives hand instructions for them to walk around)

0.58

walk walk walk walk

1.01

walk walk walk walk walk walk walk walk

1.05

walk walk walk and stop

1.08

And prr... (the sound of a deflated balloon)

1.09

sit down very good and stand up stand up stand up

1.14

very good can you show me how to

1.19

how to swim do you know how to swim how

1.22

do you swim you swim like this yeah

1.26

you swim like this yeah (the teacher demonstrates swimming movements)

1.28

so let's swim around the room are you

1.31

ready three two one go let's swim

1.35

swim

1.36

swim

1.37

swim

1.38

swim

1.39

swim swim swim swim and swim quickly

1.42

swing quickly swim swim swim swim

1.45

quickly swim quickly and stop

1.48

And prr... (the sound of a deflated balloon)

1.50

sit down

1.51

very good and stand up

1.54
very good very good ah now

1.57
can you show me how to

1.59
fly how do you fly

2.02
how do you fly

2.04
like this (the teacher demonstrates the flying movement)

2.05
you can fly

2.07
yeah fly so we ready okay let's ready

2.11
steady go let's fly fly fly fly fly fly

2.17
fly fly fly fly fly

2.25
and stop, and sit down

2.28
very good

2.29
and stand up

2.31
very good hold hands in a circle five

2.33
four

2.34
three

2.35
two one very good let's get smaller

2.40
and smaller

2.42
and smaller come forward and smaller

2.46
and smaller

2.47
and stop let's get bigger and bigger and

2.50
bigger and stop and prrr.. (the sound of a deflated balloon)

2.53
sit down

2.55
very good okay

2.56

what

2.57

is this okay

2.59

what's this here oh

3.05

ow (the teacher lamented the pain of his hand being hit by the balloon as he pulled it)

3.06

how many fingers there was one

3.09

two

3.11

three

3.12

four

3.13

five

3.14

my five fingers one two three four five

3.18

ow (the teacher lamented the pain of his hand being hit by a balloon)but look i've got a balloon here ouww..ouww.. (the teacher lamented the pain of his hand being hit by the balloon again while pulling it)

3.26

it's got my fingers so that was one

3.30

two

3.31

three four

3.33

five

3.34

six

3.35

seven

3.36

eight

3.37

nine

3.38

ten my ten fingers one two three four five six

3.42

seven eight nine ten ow so

3.45
what's this
3.47
it's a balloon
3.49
try for me it's a balloon all together
3.54
it's a balloon and again
3.59
balloon what do i do do i eat it i nyum nyum *eating sound
4.04
no
4.05
no that's crazy do i
4.08
lick it struup *licking sound
4.11
no that's crazy isn't it
4.14
i blow the balloon don't i so ready here
4.17
we go
4.18
here we go so sit nicely sit nicely sit
4.20
nicely sit nicely sit nicely move back
4.23
back back back back back back back back
4.25
back back back back very good very good
4.28
so i blow the balloons are you ready one
4.32
two
4.34
three
4.35
oh
4.38
is that okay
4.40
yeah
4.40
no
4.42
you think that's okay

4.44
i think it's too small move back back
4.47
back back back back back back back very
4.49
good i think it's too small
4.52
shall we make it bigger yes
4.55
should we make it this big
4.56
this big
4.57
this big make him this big
5.00
really are you crazy okay i'll try ready
5.08
one is that okay yeah no
5.12
it's too small isn't it it's too small
5.15
should we make it bigger yes
5.17
no want it like this yeah should make it
5.20
bigger
5.21
yes
5.22
yeah okay so ready one
5.25
two
5.26
three
5.32
oh
5.33
it went in and out okay but is that okay
5.37
no
5.38
it's too small should we make it bigger
5.41
yeah yeah to make it what this big yeah
5.44
this big this big this

5.47
this
5.48
okay here we go ready one
5.51
two
5.52
three huh
5.55
is that okay
5.56
no
5.57
should we make it bigger
6.00
so we say bigger please
6.03
bigger please all together
6.05
bigger please all together
6.10
one more time
6.12
okay here we go ready one
6.15
two
6.16
three aa..aa..aa...
6.20
hey thank you
6.22
thank you you've got my balloon thank
6.24
you
6.25
uh oh
6.26
did you see it went prrr....
6.29
over there
6.30
and you managed to catch my balloon so
6.32
what's your name what's your name is
6.34
your name honza

6.36
no it's your name David
6.38
noo
6.39
is your name zuska
6.42
no
6.43
what's your name
6.46
sammy so my name's sammy can you try it
6.47
can you try it for me
6.50
what's your name. my name's sammy
6.51
what's your name my name is
6.53
very good high five high five
6.57
ouw.. sammy's very strong sammy let me see
6.59
those muscles
7.02
wow pretty strong very good so we say
7.05
hello sammy
7.07
hello sammy all together
7.12
something say hello
7.14
hey very good very good but oh no
7.18
is this okay
7.20
no
7.22
yeah
7.23
should i blow it up yes here we go one
7.27
two

7.28
Three huh
7.30
is that okay
7.32
no
7.33
it's too small should we make it bigger
7.36
yes do you say bigger please
7.40
Bigger please
7.43
one please time
7.45
okay ready here we go one
7.48
two
7.49
three aa..aa..
7.53
oh hello thank you i've got your back
7.56
you managed to catch my balloon hello
7.58
what's your name
8.01
oh sorry i can't hear thank you i can't
8.03
hear shshushshu
8.05
hello what's your name
8.08
so my name's Safinka what's your name
8.10
Safinka
8.11
Safinka, very nice to meet you
8.13
Asfhasfashafhd (while they shake hands with a fast rhythm)
8.16
very good very good so we say
8.18
hello Safinka hello Safinka
8.22
hello Safinka

8.25

very good so thinker how are you are you

8.27

happy or are you sad

8.30

are you happy

8.32

or sad how are you

8.34

happy

8.35

happy so stand up stand up come here for

8.37

me come here for me and we do a happy

8.40

dance ready do a happy dance do happy

8.42

dance happy dance do a happy dance yay

8.46

she's happy thank you and sit down sit

8.49

down sit down very good so we got Sammy

8.52

and Safinka but uu.. what's what's what's

8.57

what's what's what's what's what's what's what's what's what's what's what's

what's what's

9.00

what's your name is your name david

9.04

no is your name honza

9.08

o what's your name

9.10

Hanzi

9.11

so my name's Hanzi

9.13

Hanzi

9.16

Ashashhashh (the teacher asked the other students to be quiet)

9.17

my name's hanzi what's your name

9.19

my name's Hanzi

9.20
very good hunty high five hanzi yaaww
9.25
hanzi very strong so you say hello Hanzi
9.30
hello Hanzi
9.32
Hanzi how are you are you happy or sad
9.35
are you happy or sad
9.37
sad
9.38
you're sad oohh
9.40
oh you're sad hoho hoho
9.47
okay very good hanzi is sad
9.49
i'm sorry you're sad hanzi okay one more what's
9.53
what's what's what's what's what's
9.55
what's what's what's what's what's
9.56
what's what's
9.58
your name is your name
10.00
albiata
10.01
no
10.02
is your name honza
10.04
honza
10.05
no
10.06
what's your name
10.08
so my name is
10.10
what's your name
10.11
my name Sofianka

10.12
very good nice to meet you Sofianka
10.14
Asfhasfashafhd (while they shake hands with a fast rhythm)
10.16
nice to meet you very good very good
10.18
very good okay please stand up stand up
10.20
stand up stand up stand up very good
10.22
okay
10.24
can you please show me how to jump
10.26
one two three four five
10.29
six
10.31
times so move back back back back back
10.35
back back back back back back are you
10.36
ready here we go ready
10.38
we want six times here we go
10.42
one
10.43
two
10.44
three four
10.46
five
10.48
six yeah very good very good okay let's
10.52
jump one two three four
10.55
five times are you ready here we go
11.00
one
11.01
two
11.02
three

11.03
four
11.04
five very good very good very good okay
11.06
now
11.08
oh are you okay oh
11.09
who's that
11.12
okay now please let's hop one two three
11.16
four five six
11.18
seven
11.19
eight times but hop on one leg okay are
11.24
you ready here we go
11.28
two
11.29
three
11.30
four
11.31
five
11.32
six
11.33
seven
11.34
eight
11.38
oh i fell down can you help me up pick
11.40
me up
11.43
yess yess okay yeah okay
11.47
oh very good
11.49
jump little jumps
11.51
one two three four five

11.55
six
11.56
seven
11.57
eight
11.58
nine ten
11.59
ten times are you ready here we go
12.01
little jumps ready here we go oh
12.04
one two three four five six seven eight
12.06
nine ten
12.08
yeah should go again ten times ready here we
12.11
go
12.13
one two three four five six seven eight
12.15
nine ten
12.16
very good very good very good should we
12.18
have to walk let's go walk walk walk
12.21
walk walk walk walk walk this is my bag
12.26
shall i open the bag yes should we say
12.29
open please
12.32
open please all together
12.35
open please
12.36
you ready here we go you ready
12.39
one
12.40
two
12.41
Three

12.42
ouw hey
12.46
that hurt my nose sit down sit down sit
12.48
down sit down
12.50
okay
12.51
that hurt my nose ow
12.54
so should i open the bag yes
12.56
yeah should we say open please
13.00
open please all together
13.05
okay ready one two
13.08
three
13.09
ouw
13.11
hey
13.12
that was my ear ow
13.16
my ear
13.18
okay so shall i open the bag yes
13.21
yes you say open please
13.25
open please
13.27
no i hurt my nose i hurt my ear i'm not
13.30
going to open no
13.32
yaa
13:33
yes yey okay
13.35
so we say open please
13.38
open please

13.39
okay ready one
13.42
two
13.43
three ow
13.45
is that you do
13:47
is it you do
13:48
is it you do
13:49
noo
13:51
ow i hurt my other ear
13.54
okay so
13.56
shall i open the bag yes
13.58
okay so we say open please
14:02
open please
14:03
Ready
14:04
one
14:06
two
14:08
three hah
14.10
hey look
14.12
this is my towel
14.15
this is when i'm very hot hah hah hah
14.18
so how are you are you hot huuh
14.21
i'm very hot there we go ah how are you
14.24
you're hot yeah are you hot how are you
14.26
are you hot how are you are you hot bablebleble

14.29
okay
14.30
very good let me put that there but wait
14.32
a minute what is this here
14.36
let's take these put my bag away
14.39
what
14.41
is this fufufufufufufufu
14.48
what's that
14.51
there's nothing there so we say i don't
14.55
know altogether
14.57
i don't know
14.59
what is it
15.00
i don't know
15.02
Fufufufufufufufu hah hahahah
15.08
what is it
15.09
i don't know
15.12
what is it
15.13
i don't know
15.15
fufu ouu
15.17
what's that
15.19
fuit hey
15.20
blue
15.21
yeah
15.22
very good it's blue

15.24
so say for me it's
15.26
blue
15.27
it's blue
15.28
it's blue
15.30
it's blue
15.31
very good oh with your finger mimimimimimimimi
15.35
let's find something blue something blue
15.38
stand up stand up stand up
15.40
where's something blue
15.42
it's
15.43
something blue something blue oh look
15.45
hey haha
15.47
this is blue this is blue
15.50
what is this
15.51
are you ready
15.53
Fufufufu fufufufu fuuufufu
15.57
what color is that
16.00
what color is it you say (the teacher moves her shoulders and makes the same
expression when she says "i don't know")
16.04
i don't know
16.05
yeah
16.06
very good superstars i don't know all
16.10
Together

16.12
fufu fufu fuufu fuufu
16.16
yeah it's rerererere
16.18
red yes we say it's red
16.22
it's red it's red it's red
16.26
It's red
16.27
very good with your finger mimi mimi try
16.30
and find something red look something
16.32
red what's red what's red what's red any
16.35
red oh look look look look this is red
16.38
very good and look over there that is
16.41
red very good well done
16.43
very good please come here and sit down
16.46
five
16.47
four
16.48
three
16.49
two
16.50
one
16.51
come here sit down come here sit down
16.53
come here and sit down very good sit
16.55
down nicely okay what color is this are
16.59
you ready fufufufufufufufu
17.08
What's color is that
17.10
so we say

17.11
i don't know what color is it
17.15
i don't know
17.17
what color is it
17.18
i don't know
17.20
fufufufufufufu
17.27
it's yellow very good so we say
17.28
it's yellow it's yellow it's yellow
17.32
okay please with your finger mimimimi
17.35
find something yellow something yellow
17.37
something yellow look this is yellow
17.39
this is yellow that's yellow very good
17.42
very good please hold hands in a circle
17.44
five
17.44
four
17.46
three
17.48
two
17.50
one hold hands in circle hold hands in a
17.52
circle hold hands in a circle very good
17.54
okay are you ready it's time to say bye
17.57
bye
17.58
so you're ready okay please shake shake
18.00
shake shake shake very good okay stop
18.02
okay shake shake shake shake shake and

18.57
very good come and stand in line stand
18.59
in line
19.00
very good very good very good
19.02
okay come and stand in line good good
19.04
good good okay we say treeheet
19.07
stand in line stand in line ready we go
19.09
left right left right left right and
19.12
stop tertheen very good
19.14
Ready here we go
19.16
left right left
19.18
right left right left right left right
19.21
left say goodbye
19.23
let's say goodbye
19.25
let's say goodbye to
19.27
everyone
19.29
and see you soon until and next time
19.33
thank you and goodbye
19.35
okay stop let's say to this camera come
19.38
here come here come here okay let's say
19.40
to this camera we say bye bye
19.42
bye bye

VALIDATION

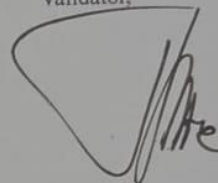
The thesis data in title "EXPRESSIVE SPEECH ACTS AND TEACHING STRATEGIES FOR CHILDREN REFLECTED IN "WOW ENGLISH" YOUTUBE CHANNEL" has been validated by Mr. DwiCahyono, M.Pd. in:

Day : Tuesday

Date : March 14th, 2023

Surakarta, March 14th, 2023

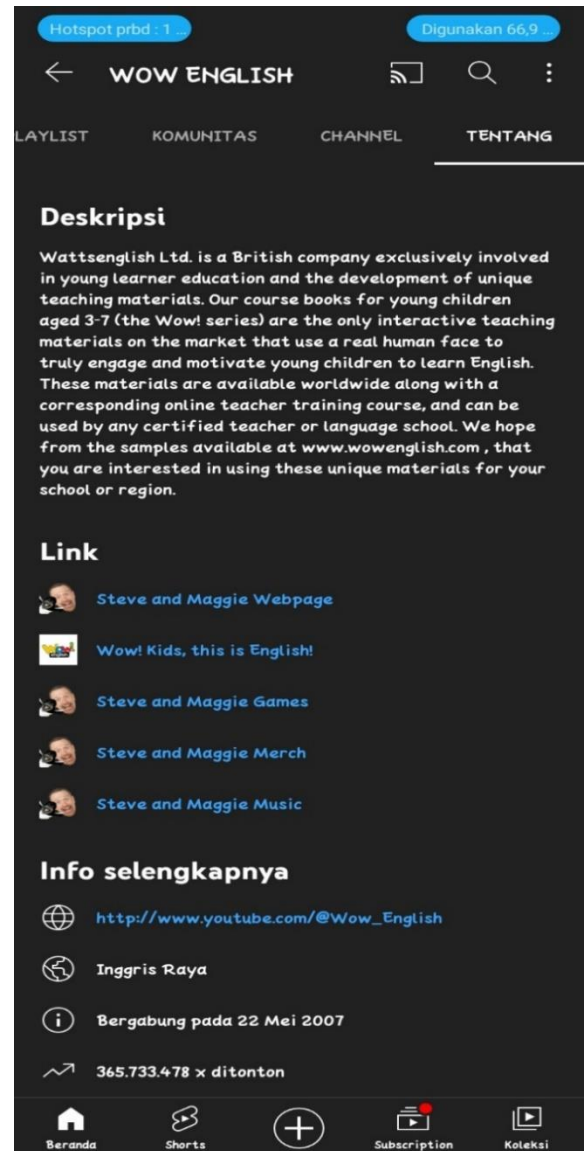
Validator,

A handwritten signature in black ink, appearing to be 'DwiCahyono', written over a faint, irregular outline that might represent a stamp or a specific signature style.

DwiCahyono, M.Pd.

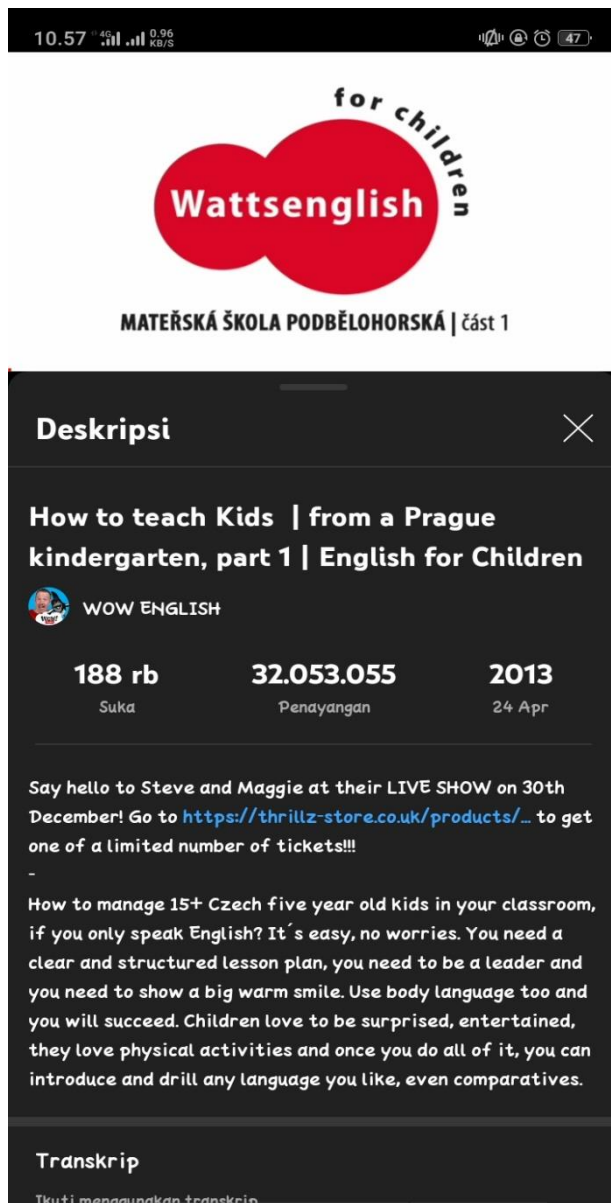
APPENDIX 3 SCREENSHOTS

SCREENSHOTS OF WOW ENGLISH YOUTUBE CHANNEL



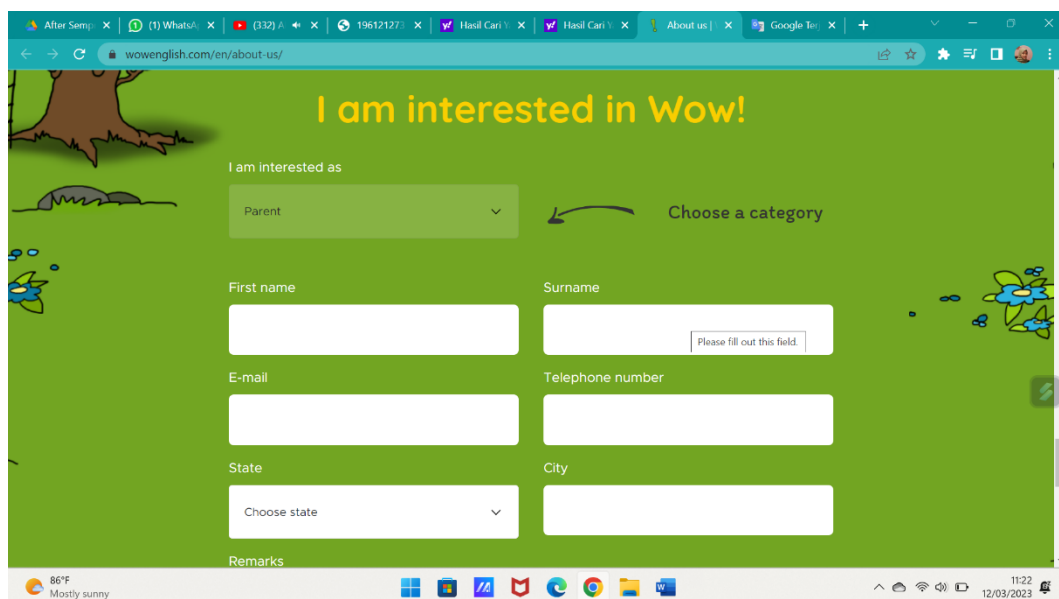
The picture above is the YouTube channel from Wow English, the object of research in this research. All languages used on YouTube are English. This channel has 212 videos that contain learning English for children in the form of songs or games, techniques for teaching children to teachers, daily vlogs, and also videos when he and his friends teach in a class. This photo was taken on March 25, 2023.

SCREENSHOTS OF RESEARCH OBJECT VIDEOS FROM THE WOW ENGLISH YOUTUBE CHANNEL



The picture above is a video from the Wow English YouTube channel which is the object of research in this research. This video is a video when he and his friends teach in a kindergarten class in Prague. This image contains a description of the activity description in the video. This photo was taken on March 25, 2023.

SCREENSHOTS OF WOW ENGLISH COURSE



The picture above is the website of the Wow English course, part of the Wow English YouTube channel. This course contains the wow english course and the registration section to register for the course, on youtube wow english there are also several videos that contain techniques for teaching children. This photo was taken on March 25, 202

SCREENSHOTS OF COMPANY FROM WOW ENGLISH YOUTUBE

CHANNEL



The picture above is the website of the wow english company, the company from the wow english youtube channel wow english course. This company is called WattsenGLISH Ltd. This website contains information about WattsenGLISH Ltd and also promotes the goals of the formation of this company itself. This

APPENDIX 4 STEVE'S PROFILE

STEVE'S PROFILE



Stephen Raymond Watts is Steve's full name. Steve's name is his nickname, he was born on March 8th. He is a native British meaning his mother tongue is English, he lives in the United Kingdom, specifically in London. He is a founder of a company engaged in education, especially in learning English as a foreign language, especially for children. Steve's company is called Wattsenglish Ltd., namely a British company that is exclusively in education especially for young students by using the development of unique teaching materials. The company also makes course books for children aged 3-7 (Wow series!) with interactive teaching materials on the market that use real human faces to engage and motivate young children in learning English. The materials in this course are available worldwide along with appropriate online teacher training courses, and can be used by any certified teacher or language school. Steve feels his strategy is

very suitable to be applied in classes where students are young learners because this strategy is in accordance with the characteristics of young learners themselves. Because good methods and strategies are those that are in accordance with the circumstances and characteristics of the learner himself so that the learner feels motivate and can receive the knowledge provided perfectly and more efficiently and high quality, not just knowing and forgetting quickly but at a level where the student understands concept of the given knowledge.