

**AN ANALYSIS OF ILLOCUTIONARY ACT USED BY YOUTUBE
CHANNEL “ENGLISH WITH LUCY”**

THESIS

**Submitted as A Partial Requirements for the Undergraduate Degree in English
Language Education**



By:

DIAH KURNIAWATI

SRN. 196121085

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
FACULTY OF CULTURES AND LANGUAGES
UIN RADEN MAS SAID SURAKARTA**

2023

ADVISOR'S SHEET

Subject : Thesis of Diah Kurniawati
SRN : 196121085

To:
Dean
Faculty of Cultures and Languages
UIN Raden Mas Said Surakarta
In Sukoharjo

Assalamualaikum Wr. Wb.

After reading thoroughly and giving necessary advices, herewith, as the advisors,
we state that the thesis of

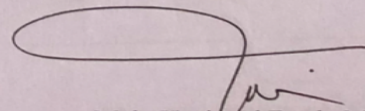
Name : Diah Kurniawati
SRN : 196121085
Title : **An Analysis of Illocutionary Acts Used By YouTube Channel
"English with Lucy"**

Has already fulfilled the requirements to be presented before The Board of Examiners
(*munaqosyah*) to gain Bachelor of Undergraduate Degree in English Education.

Thank you for attention.

Wassalamu'alaikum Wr. Wb.

Sukoharjo, June 14th 2023
Advisor,



Muh. Husin Al Fatah, M.Pd
NIP. 19890730 201701 1 151

RATIFICATION

This is to certify the *sarjana* thesis entitled

“AN ANALYSIS OF ILLOCUTIONARY ACT USED BY YOUTUBE CHANNEL ENGLISH WITH LUCY”

By Diah Kurniawati has been approved by the Board of Thesis Examiners as the requirement for degree of *sarjana* in English Education

Chairman : Hj. Fithriyah Nurul Hidayati, M.Pd. (.....)
NIP. 19820725 200912 2 006

Secretary : Muh. Husin Al Fatah, M.Pd. (.....)
NIP. 19890730 201701 1 151

Main Examiner : H. Zainal Arifin, S.Pd.,M.Pd (.....)
NIP 19730820 200312 1 003

Sukoharjo, June 14th 2023

Approved by

Dean, Faculty of Cultures and Languages



Prof. Dr. Toto Suharto, S.Ag.M.Ag.

NIP. 19710403 199803 1 005

DEDICATION

This graduating paper is dedicated to:

1. Myself who already finished this graduating Paper.
2. The Angels in my world my beloved Parents. Maybe this is not comparable, but sincerely this graduating paper is dedicated to you.
3. My support system. They are siblings, and my Best friend who always go along with me. This one for you.
4. My Almamater UIN Raden Mas Said Surakarta

MOTTO

“You have to fight through some bad days in order to earn the best days of your life”

“Allah SWT will not burden a servant but according to his ability”.

(Q.S Al-Baqarah:286)

“Don't let your troubles get the better of you, have faith that it's a dark night and a bright day is coming. Because actually with difficulties there will be ease”.

(Q.S Al-Insyirah:5)

PRONOUNCEMENT

Name : Diah Kurniawati
SRN : 196121085
Study Program : English Language
Faculty : Cultures and Languages

I hereby sincerely state that the thesis titled

“AN ANALYSIS OF ILLOCUTIONARY ACT USED BY YOUTUBE CHANNEL ENGLISH WITH LUCY” 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 academic sanctions in the form of repealing my thesis and academic degree.

Sukoharjo, June 19th 2023
Stated by,



Diah Kurniawati
SRN. 196121085

ACKNOWLEDMENT

Bismillahirrahmanirrahim,

Assalamu 'alaikum wr. wb.

Alhamdulillahirabbil'alamiin, all praise to be Allah SWT, the Most Gracious and the Most Merciful who always bless and help the writer so the writer can finish the graduating paper. Bless and Mercy is upon great Prophet Muhammad SAW for his guidance that leads the writer to the truth.

However, this paper will not be finished without support, advices, help and encouragement from several people and institution. Hence, the writer would like to express special thanks to:

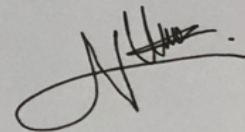
1. Prof. Dr. H. Mudofir, S.Ag., M.Pd. Rector of UIN Raden Mas Said Surakarta.
2. Prof. Dr. Toto Suharto. S.Ag., M.Ag. The Dean of the Faculty of Cultures and Languages.
3. Budiasih, S.Pd., M.Pd., The Head of English Language Education Study Program.
4. Wildan Mahir Muttaqien, M.TESL., as the Coordinator of English Language Education Study Program.

6. Linda Safitri, S.Hum., M.Pd as the validator of the data who checks the correctness of the data.
7. All Lectures of English Language Education of UIN Raden Mas Said Surakarta for the precious knowledge.
8. My beloved Parents Ayahanda Suroto and Ibunda Darwati who always support and pray for me in completing this thesis. Thanks for your loves, caring, support and prays that you give to me every single day, I realize thousands thanks would not be enough to replay it.
9. My support system. They are siblings, Muhammad Hanafi, Chairul Fajar and Sigit Purnomo. My bestfriend who always go along with me. This one for you.
10. Everyone who has helped the researcher to conduct the research and write this thesis.

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

Sukoharjo, May 2023

The researcher



Diah Kurniawati

ABSTRACT

Kurniawati, Diah. 2023. AN ANALYSIS OF ILLOCUTIONARY ACT USED BY YOUTUBE CHANNEL ENGLISH WITH LUCY. English Education Department, Cultures and Language Faculty.

Based on the background of these problems, the purpose of the research this is to describe the types of Illocutionary acts in the Video on the English With Lucy YouTube Channel.

The methodology of this research was descriptive qualitative research. The research consisted of three steps, they were; Data Reduction, Data Display, Conclusion and Verification. The analyzing data refers to method analyze of the data have been collected by researcher. The researcher used Searle and Yule's theory to analysis the types of illocutionary act.

There are four classifications found in the video. Those are assertive, commissive, directive and expressive. There are 46 utterances of assertive, 18 utterances of commissive, 6 utterances of directives, and 6 utterances of expressives. The most dominant part of the speech act classification found on the video is assertive which has 46 utterances. The researcher concludes that speech act can be found on social media as a platform to do communicate.

Key Words: Pragmatics, illocutionary act, video in English with Lucy YouTube Channel

TABLE OF CONTENTS

CHAPTER I INTRODUCTION.....	3
A...Background of the Study.....	3
B...Limitation of the Study.....	7
C...Formulation of the Problem.....	8
D...Objective of the Study.....	8
E... Benefits of the Study.....	8
F... Definition of Key Terms.....	9
CHAPTER II LITERATURE REVIEW.....	10
A...Theoretical Review	10
1... Speech Acts.....	10
a.... The Definition of Speech Acts.....	10
b.... The Classification of Speech Acts.....	12
2... Illocutionary Acts.....	16
a.... The Concept of Illocutionary Acts.....	16
b.... The Classification of Illocutionary Acts.....	17
3... Context	19
4... YouTube.....	20
5... English With Lucy.....	21
B... Previous Study.....	22
CHAPTER III RESEARCH METHODOLOGY.....	25
A... Research Design.....	25
B... Research Settings.....	25
C... Data and Data Source.....	25
D... Research Instrument.....	26
E... Data Collection Technique.....	26
F... Data Validation Technique.....	27
G... Data Analysis Technique.....	28
CHAPTER IV RESEARCH FINDINGS AND DISCUSSION.....	35
A... Research Findings	35
1. Types of Illocutionay Acts	56
2. The Most Dominant of Illocutionary Acts	70
3. The Adventages and Disadvantages of Analyzing	70

B...Discussion	71
CHAPTER V CONCLUSIONS AND SUGGESTIONS	76
A...Conclusion	76
B...Suggestions	77
BIBLIOGRAPHY	79
APPENDICATES	81

CHAPTER I

INTRODUCTION

A. Background of the Study

Language is an organized communication tool in the form of units, such as words, groups of words, clauses, and sentences that are expressed both orally and in writing. There are many definitions of language, and this definition is only one of them you can compare these definitions with the following definitions: language is a human communication system that is expressed through sound composition or structured written expressions to form more units large parts, such as morphemes, words, and sentences, which are translated from the language English: *“the system of human communication by means of a structured arrangement of sounds (or written representation) to form larger units, eg, morphemes, words, sentences”* Richards, Platt & Weber, 1985: 153).

Communication is very essential in daily life because it can be used by people to form a relationship with an individuals or other groups, and learn many things through these communications. In act of communication, there will be at least one speaker and a receiver (Richards & Schmidt, 2010 97). A good communication will be achieved when the speaker and the receiver can understand well. Therefore, communication must occur efficiently and

effectively so that the message is delivered can be clearly understood by the speech partners involved in the communication process.

Communication is not just conveying language through words but also accompanied by behavior or action. The actions of that individual interacting with other individuals will produce a speech or can called speech acts. According to Chaer (2004:50), speech act is a symptom psychological individual and its sustainability is determined by the speaker's language ability in dealing with certain situations. According to Austin (2004:53), speech acts can be formulated as three action events going on at once. Speech act is the meaning of the form of a sentence that distinguishes locutionary illocutionary, perlocutionary and involving situations in determining the meaning of language. Yule (2006:83) argues that speech acts are divided into 3 namely, locutionary, illocutionary, and perlocutionary. In this study, researchers are more focused in illocutionary speech acts classified by Yule (2006) to 5 categories namely, declarative, representative, directive, expressive, and commissive. From 5th In this category, the researcher only chose two categories, namely directive and expressive. Because directive and expressive speech acts are more often found in everyday life. Directive and expressive speech acts can often be influence speech partners.

Speech act in the speech of a sentence is a determinant of meaning that sentence. Speech acts are more common in meaning or significance action in utterances, while speech events occur more often in the meaning of the event.

Therefore, speech events and speech acts occur in one process, namely communication events. Of the three types of speech acts with context, types of intra speech acts and types of speech acts. Speech type only providing information without speech context and getting nothing out of said speech.

One phenomenon of the development of the internet is the emergence of new media. Relate the speech act with new media, one of the most popular sites is the site YouTube this site has reached the pinnacle of success in business competition on the Internet after has thousands if not millions of members, both active and inactive, throughout world. YouTube is a video site that provides various information in the form of "audiovisual", and film is one type of mass media which can convey a message in a video on YouTube. YouTube has an impact on the majority of the population in the world, especially Indonesia. People can take the positive impact of the YouTube existent. In this case, English learners can learn English freely, easily, and more quickly. There a lot of channels in the YouTube which provide content about learning English.

Online-based learning is one thing breakthroughs to overcome learning obstacles faced mainly to overcome limitations of space and time as as expressed by Deni Darmawan (2018) in his article: "Learning activities in a way that makes it easy for users is in on line. Because the students or teachers no longer have difficulty in terms of distance or time when the learning activity directly in the class or can be said face-to-face directly cannot be

done”. as one form web, blogs can also be a solution so that learning becomes more fun.

Learning media is anything that can be used to convey a message so as to stimulate students' feelings, thoughts, willingness, and attention and encourage the learning process (Miarso, 2009). Meanwhile, according to Musfiqon (2012), learning media can be defined as a tool in the form of a physical and non-physical used teacher in conveying material to students to be more effective and efficient. The use of learning media is expected to be more quickly accepted student learning materials as well as attract students to learn. So the learning media can be interpreted as a tool of hardware or software used in the delivery of materials by teachers to students in the learning process. In learning, media is expected to make a more effective and efficient learning process in accordance with the purpose of learning.

There are new media which enhance learning, Anita (2009) mentions there are several types of blogs in between are: Personal Blogs, Topical Blogs, Blogs Health, Political Blog, Literary Blog, Blog Travel, Business Blog, Education Blog, and there are many other blogs. Blogs are interactive media (hypermedia) between blog page managers (teacher) with students as blog readers and users. Stated as interactive media because through blogs direct interaction between teachers with students. Apart from that, blogs too classified as hypermedia because in in the blog is presented an interactive quiz that will answered by all students. Results Take the quiz (progress quiz)

directly read by each student who have completed the quiz. Blogs provide an opportunity to teacher t access all materials lesson needed. Apart from material lessons, teachers can also access quizzes on line.

Another advantage, the teacher can also direct the discussion and comments about the material or writing that has been made in the blog so the discussion takes place conducive and support the process learning. Blogs provide an opportunity for learning activities more interesting and interactive. Through blogs, material sources that relevant can be published to all corner so that it can be accessed by anyone. Thus, the difficulties of students in gathering resources information needed in the process learning can be overcome. Therefore, Blogs are one of the media strategic learning for enhance the active learning process and interactive.

English with Lucy is a YouTube channel published by Lucy as the owner YouTube channel. Her full name is Lucy Bella Earl. He was born in Milton Keynes, England, on June 10, 1994. Lucy has earned more than 2.9 million subscribers. His channel is all about learning English as a foreign language. One of his most popular videos is “How to Introduce Yourself in English” which was posted in August 2019. He got 2.1 more views in less than 3 months. Lucy Bella Earl studied at the University of Westminster, from which she graduated in 2016 with a BA in Marketing Communications. As part of the Erasmus programme, she studied in Madrid, Spain. Then, in Seville, Lucy qualified to teach English as a foreign language and started working in her

new profession. In 2016, in her final year of university, she launched her educational YouTube channel 'English with Lucy'. Within its first year of operation, the channel was followed by 100,000 viewers and she decided to focus on turning it into a full-time job and business. In 2018, the number of followers exceeded one million and the University of Westminster awarded her Entrepreneurial Award for her online activities. She is an entrepreneur, at times she is called an edutuber, and she deals with various aspects of the English language and culture. The channel has been featured i.e. in The Times, ITV News, BBC News, as well as in Business Insider and Tages-Anzeiger Panorama. The content of the channel has been subjected to scholarly analysis, i.e. at a University in Indonesia (2018) and recommended to learners of English. Apart from her mother tongue, Lucy Bella Earl is fluent in Spanish and has good command of Italian.

There are several argumentation why Researchers use the English YouTube channel with Lucy as a learning platform, Lucy Bella Earl is a YouTuber from Cambridge, England. He is an English teacher in Queen Elizabeth's country. Lucy teaches English with a British accent. Many studies have concluded that the use of YouTube videos has a positive effect on social media learning. One of the studies on the use of YouTube in language teaching UK concluded that "Integrating Youtube in English class was a success increase student interest and interest so that this subject is no longer considered as a subject that is difficult to learn (Lestari, 2018)". Dewi and

Carniasih (2018) also conducted research on the use of YouTube as a learning medium in Undhira English literature study program. Their research shows that the learners "Giving a positive perception of the use of YouTube video media". Pearson Education also stated in their research that 59% of Gen Z children likes YouTube as a learning medium compared to textbooks (Smith, 2018).

B. Identification of The Problems

Based on the background of the research it will be better to identify the problem that will be investigated in this research. There are problems which can be identified as follows:

1. YouTube being the most accessed social media platform in Indonesia and as English learners there would be many benefit that they can get.
2. YouTube is one way communication, there would be any misunderstand and misinterpret from what speaker say. Therefore, the speaker should distinguish types of Illocutionary Acts to decrease viewers misunderstanding and misinterpreting in the YouTube video.
3. Some of the types of Illocutionary Acts should be emphasized in using by the speaker to make viewers understand clearly by the speaker means.

C. Limitation of the Problems

In this research, the researcher analyze the Illocutionary act used by YouTube channel English With Lucy. In this study, the technique used in presenting the results of the analysis is a technique documentation.

Researchers use data reduction in analyzing process. Selected data become the basis for research development and research analysis.

D. Formulation of the Problem

Based on this background, the formulation of the problem in this research is: What are the types of Illocutionary acts in the video on the YouTube Channel English With Lucy?

E. Objective of the Study

Based on the background of these problems, the purpose of the research this is to describe the types of Illocutionary acts in the Video on the English With Lucy YouTube Channel.

F. Benefits of the Study

Based on the research objectives, the benefits of this research are:

1. Theoretical Benefits

The results of this study are useful in increasing knowledge and information as well as input materials that are relevant in terms of research in the field of study pragmatics, especially regarding illocutionary acts. This research can also used as reference material in similar research on objects other research.

2. Practical Benefits

- a. This research is useful for knowing the types of Illocutionary acts videos on the YouTube Channel English With Lucy.
- b. This research is useful to provide inspiration and can be used as reference material for other studies that examine the field pragmatics, especially regarding illocutionary acts.

G. Definition of the Key Terms

1. Speech act

Speech act is one producing pragmatic concepts social act. Accompanied speech acts by doing something like promise, give advice. Yule (2014) reveals that speech act is a actions shown via speech in the communication process. So, Speech acts focus attention on how to use internal language communicate intent and speaker's purpose.

2. Illocutionary Acts

The illocutionary acts is performed via the communicative force of an utterance (Yule, 1996). The form of utterance is produced for some communication purposes such as to make a statement, an explanation, an offer, and so on.

3. English with Lucy YouTube Channel

English with Lucy is one of YouTube Channel which we can learn English. The YouTube channel that provides about practice of teaching English in the YouTube channel English with Lucy. This channel has

9.01M subscribers. On this YouTube channel there are many videos uploaded, the total video is 314 videos.

4. Lucy Bella Earl

Learning can be defined as the activity or process of gaining knowledge or skill by studying, practicing, being taught, or experiencing something (Merriam-Webster dictionary). Learning is about what students do, not about what we as teachers do.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Review

1. Speech Acts

a. The Definition of Speech Acts

Speech acts is a part of the study in pragmatics. The concept of speech acts is firstly introduced by British philosopher, John L. Austin in his book entitled “How to Do Things with Words”. Austin (1962), states that in which to say something is to do something, or in saying something we do something, and even by saying something we do something. This means that people can acts through language, do things and even get other to do things for them through their words. So, basically it can be said that when somebody says something, he or she also does something.

The speech acts theory of Austin was later developed by John R. Searle, an American philosopher. Searle (1969) defines speech acts as the basic unit of communication. He states that speech acts becomes the central of the communication so that he places speech acts at the main study in language, meaning and communication. Speech acts also can be called as an actions that are carried out through language (Finegan, 2008). In the line with this, Yule (1996)

states that speech acts is an actions which are performed via utterances. Similar to Yule's statement, Aitchison (2003) explains speech acts as some utterances behave somewhat like actions. He also argues that when somebody utters a sequence of words, the speaker often tries to get some effects with those words, an effect which might in some cases have been accomplished by an alternative action.

Based on explanations above, it can be concluded that speech acts are an utterances containing action which considers the aspect of social situation. In other words, speech acts theory attempts to explain how hearers infer intended meaning form what is said based on the context.

b. The Classification of Speech Acts

According to Austin (1962) distinguish speech acts into three elements; locutionary, illocutionary and perlocutionary.

1) Locutionary Acts

Locutionary acts can be defines as a speech acts with words, phrases, and sentences, based on the meaning that contained by words, phrases, and sentences itself. In other words, locutionary acts is an acts of saying something (Rohmadi, 2004). It refers to the actual form of words used by the speaker.

It also deals with literal meaning. What is said becomes its meaning. Leech (1983) defines locution as the basic of utterances, or producing a meaning linguistic expression. So the purpose of locution acts only give information to the hearer. For example: The tea is hot. This utterance means that the speaker wants to give information to the hearer that the tea is hot, without any intention of asking to be noticed in such way as massaged by hearer.

Good examples for sentences which are locutionary acts are any utterances which simply contain a meaningful statement about objects. For example: “the baby is crying” or “the sky is blue”. Other examples of locutionary acts can help us understand them in linguistic terms of meaning and reference. Such example sentences include: “there is a dog over there” or “Jack loves Jill”. Once again, in order to give a good example of a locutionary act you need to simply think of a sentence that has meaning, and it is the meaning part of that sentence which is locutionary.

For example the sentence “it is raining”. But it becomes an illocutionary speech act when it is performed for example in order to alert someone to the fact that it is raining outside, thereby affecting his considerations or actions. In other

examples the illocutionary act can contradict the locutionary act. Take for example the statement: “I am dead tired”. The speaker does not mean the he is actually dead, but wants the listener to understand the he is extremely tired.

2) Illocutionary Acts

Illocutionary act is a speech act that includes purpose and function speaking ability. This speech act is identified as a speech act that aims to inform something and do something, as well includes meaning and power of speech. Illocutionary acts are not easy to recognize because relates to who the speaker is, who, when, and where the act was performed.

These intra-speech acts are an important part of understanding speech acts.

For example the sentence “it is raining”. But it becomes an illocutionary speech act when it is performed for example in order to alert someone to the fact that it is raining outside, thereby affecting his considerations or actions. In other examples the illocutionary act can contradict the locutionary act. Take for example the statement: “I am dead tired”. The speaker does not mean the he is actually dead, but wants the listener to understand the he is extremely tired.

Rohmadi (2004:31) reveals that intraverbal action is action utterances that act to say or inform something and used to do something. Examples of verbal diplomatic acts are "hot air". This utterance means the speaker asks for the door or window to open immediately opened, or ask someone else to turn on the fan. Therefore, it is clear that the speech contains a specific purpose addressed to speech partner. Another example is the sentence "Suseno is sick". If you say this sentence to another person who is turning on the TV with very loud volume, the greeting is not only meant for provide information, but also to turn down the volume or mute tv.

Searle (1969) classifies intra-verbal actions based on various criteria.

1) Assertive

Also called affirmative speech acts, or typical speech acts, i.e. acts words that say something. This speech act relates the truth said the speaker. This form of speech act is usually done when someone say something, give an opinion, assert, guess, or report. Assertive speech act markers are modalities: maybe, perhaps, right, and true. Involve the speaker in the truth of the proposition being expressed, for example stating, informing, suggesting, boasting, complaining, demanding, and report.

However, there are some exceptions, such as bragging, bragging which is generally considered to be semantically impolite, assertiveness is propositional

2) Directive

Directive is a type of speech act that the speaker uses to order someone else to do something. This type of speech act describes what happened at the request of the speaker or speech partner. Follow Such speech includes orders, requests, orders, suggestions, and can be in the form of positive and negative sentences. When using the directive, the speaker tries adapt the world (via the listener) to language.

Intended to produce some effect through the actions of the listener, they are often categorized into competitive categories, which form categories in speech where negative politeness is important. On the other hand, some instructions (such as invitations) are considered polite. Reach using terms wrong for this class of competitive intra-speech action to eliminate confusion in the use of directive terms related to "actions direct and indirect intra-speech". It should be noted that it is advisable to done.

3) Commissive

Tolerant speech is the action the speaker talks about doing something or promise to the interlocutor. Actions in speech acts promised to do in the future. The implementation of speech acts promised is based on an urgent situation for the speaker to believe in speaker. The promised speech is characterized by the utterance of Jesus, truly, surely, inshallah, yes ... I Rather, implicitly promised speech stated by others. Involve the speaker in future actions, such as promises, oaths, offers, and greetings (prayers). All of these tend to be more friendly than competitive, done for their own benefit rather than the speaker.

4) Expressive

It has the function of revealing, revealing, or informs the speaker's psychological attitude toward the situational statement predicted by speech acts. Expressive behavior is often marked by speech condolences, insults, thanks, praise, ridicule, greetings, congratulations stay, apologies, and reproaches. It is also polite. However, the opposite is also true justifiable. For example, expressions like "blame" and "blame".

5) Declarative

Declarative speech acts refer to speakers acting for changing the realities of the world. Declarative is verbal If the

performance successful, it leads to a good correspondence between the content of the proposition and the reality. Examples include surrender, dismissal, release, bail, naming, naming, excommunicating, appointing, appointing, designating, punishment, punishment. Everything listed here is typical category. All

This is done by someone who has special authority on something certain institutions. The classic example is the judge who makes the decision, the priest who baptized children, and officials who named ships. From the corner institutional point of view, as with speech acts, these actions are lacking polite. For example, convicting a defendant is not always pleasant, but the judge has full authority to do so. Therefore, it is difficult to say that it is "disrespectful" to punish a high-ranking official who is a monk who marries the bride-to-be or one who empowered to lead public affairs.

3) Perlocutionary Acts

The last type of speech act is perlocutionary speech act. Perlocutionary is the result or effect that appears to the speech partner after hearing something speech. These expressions resemble perlocutionary verbs, namely: encourage listening

(interlocutor) believe that, convince, deceive, trick, lie, push, encourage, inspire, influence, remember, make the listener think and so on. As an example, pay attention to the speech below: "His house is far away". The speech was spoken by the speaker to the chairman of the association. The meaning of the illocutionary is the speaker means to convey that the person being talked about cannot be too active

2) Illocutionary Acts

a. The Concept of Illocutionary Acts

As explained in the previous section, illocutionary act is one of the three types of speech acts which relates to the purpose, force or function of utterances. It is generally considered as the central of speech acts. Indeed, Yule (1996) states that illocutionary acts can be said as the speech act itself. Illocutionary acts refers to the fact that when someone says something, he/she usually say it with some purpose or function in mind. Some examples of illocutionary acts are offering, apologizing, commanding, thanking, promising, threatening, etc. This can be seen from the following example sentences:

“Sir, you are standing on my foot”

(Searle & Vanderveken, 1985)

In this case, the speaker is doing more than describing the hearer’s location, he/she is requesting the hearer to get off his/her foot. Therefore, it can be said that illocutionary acts is the acts of language which serves to inform something by the speaker to the hearer and it is used to make an action. Then, the hearer will gets the meaning of speaker’s utterances and does what he/she wants.

b. The classification of Illocutionary Act

Here are the classification of illocutionary acts based on the theory of Searle:

1) Searle’s Classification of Illocutionary Acts

Searle classifies the kind of speech acts (especially illocutionary acts) into five types namely, representative, directive, commissive, expressive and declarative (Searle, 1969).

The following are the explanation of each type of illocutionary acts according to Searle:

a) Representatives

Representatives are those kind of illocutionary acts that have a purpose to commit the speaker to something’s being the case, to the truth of the expressed proposition. The

members of this class can be assessed on the assessment dimension that include concluding, asserting, claiming, stating and reporting. In performing this type of illocutionary acts, the speaker represents the world as she or he believes it is, thus making the words fit out the world to believe.

b) Directives

Directives are those kinds of illocutionary acts that represent attempts by the speaker to get the hearer to do something. They express the speaker's wish or desire for the hearer to do something. The verbs indicating members of this class are advice, commands, orders, question, and request. On using directive, the speaker intends to elicit some future course of action on the part of the addressee, thus making the world fit out the words via the addressee.

c) Commissives

Commissives are those kinds of illocutionary acts that commit the speaker to some future course of action. It expresses the speaker's intention to do something. Paradigmatic cases include pledges, promise, refusals, threats and offers. In the case of commissive, the world is adapting the worlds via the speaker him or herself.

d) Expressives

Expressives are those kinds of illocutionary acts which express a psychological state or attitude in the speaker such as joy, like/dislike, and sorrow paradigmatic cases of this class are congratulating, thanking, welcoming, apologizing, praising and blaming. In performing this illocutionary type, the speaker is neither trying to get the world to fit or match the words nor the words to fit the world; rather the truth of the expressed proposition is presupposed.

e) Declarative

Declarative are those kinds of illocutionary acts that effect immediate changes in some current state of affairs. Because they tend to rely on elaborate extralinguistic institution for their successful performance. They may be called institutionalized performatives. In performing this type of speech acts, the speaker bring about changes in the world; that is, he or she effects a correspondence between the propositional content and the world.

3) Context

Context has an important role in communication. Context has a role in clarifying the information conveyed. In conversation that are run based on context, communication can

works well and easy for listeners to understand. Yule (1996:21) views context as the physical environment in which a revering expression is used. Similarly, Cutting (2002:2) stated that context refers to the knowledge of physical and social world, and the socio psychological factors influencing communication as well as the knowledge of the time and place in which the words are uttered or written. According to Mey (1993:39) argues that context is more than a matter of reference and of understanding what things are about; it gives a deeper meaning to utterances. From the definition above context is simply definition as basic knowledge of speaker and hearer can interpret what the speaker meaning. The context in pragmatics is all background knowledge that is understood between speaker and hearer.

Leech (1983:13) defines that context is any background knowledge assumed to be shared by speaker and hearer and which contributes the hearer's interpretation of what speaker means by a given utterance.

In addition to context of situation, Holmes (1992:12) state that in any situation, linguistic choices will generally reflect the influence of one more of the following components;

- i. The participant: who is speaking and whom he is speaking to
- ii. The setting or social context of interaction: where they are speaking (physical setting) and what psychological situation in which they are speaking (psychological setting)
- iii. The topic: what is being talked about
- iv. The function: why they are speaking

4) You Tube

YouTube is a video sharing site that is widely used to share video. Kabilan (2012:529) says “YouTube is a video sharing website on which users can upload and share videos with others. It means YouTube is a video sharing web-based mass media that facilitates users to share videos that they have or they makes, on YouTube was founded in February 2005. The website, which now contains billions of videos, has grown very rapidly since its inception.

In YouTube, there are many kinds of videos that can be uploaded to this site, such as short films, movie trailers educational videos, video blogs belonging to Vloggers, music video clips, video tutorials for various activities and much

more. Alimemaj (2009) state that here some benefits of using YouTube in language Learning:

- a. We can listen to all kinds of spoken language (formal, informal, slang) and all genres (songs, debates, talks, poems)
- b. We can learn a lot of vocabulary in context, which without doubt, will help learners to memorize more easily
- c. It may be particularly valuable to cater to learner's need for real world language use and their interest in exploring by repetition
- d. We can find various material to improve listening and understanding
- e. We are exposed music, commercial, comedy, different style and genres of the language
- f. It helps a lot to develop independent language skill

5) English With Lucy YouTube Channel

Social media is very influential in human life. One of them is YouTube. YouTube is social media a media platform where users can upload and watch videos, including music video, educational videos, and entertainment videos. In the field of education, we can take many things benefits of YouTube. One

of them is YouTube which provides various lessons the video we needs, such as videos when teaching learning process in class, videos about learning material, and other educational videos. The YouTube channel that provides about practice of teaching English in the YouTube Channel English With Lucy. This channel has 9.01M subscribers. On this YouTube Channel there are many videos uploaded, the total video is 314 videos. This YouTube channel started joining YouTube on January 7, 2016. Lucy Bella Simkins (née Earl) is a British teacher of English as a foreign language and the creator of the educational channel 'English with Lucy' on YouTube. She was awarded with the British Council ELTon Award for Innovation in English language teaching in 2017 and with the Entrepreneurial Award by the University of Westminster in 2018.

Lucy Bella Earl studied at the University of Westminster, from which she graduated in 2016 with a BA in Marketing Communications. As part of the Erasmus programme, she studied in Madrid, Spain. Then, in Seville, Lucy qualified to teach English as a foreign language and started working in her new profession. In 2016, in her final year of university, she launched her educational YouTube channel 'English with Lucy'. Within its first year of operation, the channel was

followed by 100,000 viewers and she decided to focus on turning it into a full-time job and business. In 2018, the number of followers exceeded one million and the University of Westminster awarded her Entrepreneurial Award for her online activities. She is an entrepreneur, at times she is called an edutuber, and she deals with various aspects of the English language and culture. The channel has been featured i.e. in The Times, ITV News, BBC News, as well as in Business Insider and Tages-Anzeiger Panorama. The content of the channel has been subjected to scholarly analysis, i.e. at a University in Indonesia (2018) and recommended to learners of English. Apart from her mother tongue, Lucy Bella Earl is fluent in Spanish and has good command of Italian.

In this research, the researcher chose “ English Conversation – Daily Routine “ and “ Self Introduction | How to introduce Yourself in English | Tell me About Yourself ” Videos. Lucy Bella Earl to be the subject of research, because in this videos there is an interaction between teacher and student learning. The teacher used speech acts to liven up the atmosphere in the class. One of them is directive speech acts.

B. Previous Related Studies

The first research is conducted by Nurul Fadhilah (2020) from UIN Raden Mas Said Surakarta entitled “*An Analysis of Illocutionary Acts Performed by Alisha in Englishclass101 YouTube Channel*”. This design research descriptive qualitative research. This research focus on Illocutionary Acts.

The second research is conducted by Ike Nursafitri (2021) entitled “*An Analysis of Speech Acts Used by English Teacher at SMA Negeri 5 Barru*”. This research analyzed the utterances from the teacher. The objective of this research is to find the types of illocutionary acts used by English teacher during teaching and learning process. The theory used in the study is Searle’s theory of speech acts. This study use descriptive qualitative method. The finding shows that there were four kinds of illocutionary acts performed by the teacher. They are 24 directives, 17 representatives, 8 expressives, and 3 commissives. While the declaratives were not found. The directives were the most frequent acts and the commissives were the fewest.

The third research is conducted by Nadia Muliani Gobel (2020) entitled “*Directive Illocutionary Acts of Lecturers' Correction in Students*”. This research aimed to determine the kinds of directive illocutionary speech acts that occur in students' thesis that had been

corrected by the lecturer. This study discussed pragmatics as a theoretical basis. The research method used descriptive qualitative. The results of this research obtained 4 types of directive illocutionary acts. These were 10 corrections of commanding, 3 corrections of requesting corrections, 4 corrections of advising, and 1 correction of recommending. In conclusion, the most common correction was commanding because the lecturer and the students were in the different age and also most of the lecturers ordered the students either replacing or adding words in their thesis.

The fourth research is conducted by Destra Wibowo Kusumo (2020) entitled "*A Pragmatic Analysis of Illocutionary Acts in English Teaching Learning Process at SMAN 1 Wates Kulon Progo*". The result of the research show that there are four types of illocutionary performed by the English teachers in classroom communication. They are representatives, expressives, directives, and commissives. The directives are the most frequent acts (278 from 438 data), while the commissives are the fewest frequent acts (6 data).

Based on the previous study above, the researcher found the difference and similarity. The similarity is in the topic, which talking about illocutionary acts. The difference is the subject of the research. The first research focused on An Analysis of Illocutionary Acts Performed by Alisha in Englishclass101 YouTube Channel. The next researcher was focused on types of illocutionary acts used by English teacher during

teaching and learning process at SMA Negeri 5 Barru. The third researcher was focused on “Directive Illocutionary Acts of Lecturers' Correction in Students”. This research aimed to determine the kinds of directive illocutionary speech acts that occur in students' thesis that had been corrected by the lecturer. The fourth researcher focused on research A Pragmatic Analysis of Illocutionary Acts in English Teaching Learning Process at SMAN 1 Wates Kulon Progo.

Table 2.1 The Differences Between This Thesis with Two Theses and Two Journals as the Previous Study Above :

Title	The Differences
<i>An Analysis of Illocutionary Acts Performed by Alisha in Englishclass101 YouTube Channel.</i>	. This design research descriptive qualitative research. This research focus on Illocutionary Acts.
<i>“An Analysis of Speech Acts Used by English Teacher at SMA Negeri 5 Barru”.</i>	The theory used in the study is Searle’s theory of speech acts. This study use descriptive qualitative method. The finding

	shows that there were four kinds of illocutionary acts performed by the teacher.
<i>“Directive Illocutionary Acts of Lecturers’ Correction in Students”</i>	This study discussed pragmatics as a theoretical basis. The research method used descriptive qualitative.
<i>A Pragmatic Analysis of Illocutionary Acts in English Teaching Learning Process at SMAN 1 Wates Kulon Progo”.</i>	The result of the research show that there are four types of illocutionary performed by the English teachers in classroom communication. They are representatives, expressives, directives, and commissives.

CHAPTER III

RESEARCH METHOD

A. Research Design

According to the data, this research applied analysis of the data uses qualitative methods. According to Bogdan and Taylor in Moleong (2004:3) stated that in descriptive qualitative study, the data investigated by the researcher are in the form of oral or written words. In addition, Cresswell (1994:171) qualitative method is collecting the qualitative data, analyzing them, and writing result.

Based on previous statements, the researcher use qualitative method to analyze what are the types of speech act performed by English With Lucy in YouTube Channel. Qualitative approach used to describe or analyzed the data in research. Hence, the researcher used qualitative approach in this research because a consideration problem statements. The research used qualitative model because the researcher wants to know the message in each utterance.

B. Research Settings

1. The Location of The Research

This research conducted at YouTube Channel English With Lucy. This channel YouTube with the name English With Lucy

provides an interesting lesson through videos about grammar in English, vocabulary, practicing, English games with a British accent, phonetics, and so on.

2. The Time of The Research

Time is when the research conducted the research. This research was conducted during English teaching and learning process. In detail, the activities can be seen in this following schedule:

Table 3.1 Schedule of The Research

NO.	SCHEDULE	TIME	DESCRIPTION
1.	Submission of titles	October 2022	Finished
2.	Guidance of Proposal	November – January 2023	Finished
3.	Thesis Proposal Seminar	February 2023	Finished
4.	Guidance and result of thesis seminar	March 2023	Finished
5.	Collecting Data	March 2023	Finished

6.	Processing and Analyzing data	April 2023	Finished
7.	Thesis defence	May 2023	Finished

C. Research Subject

The main subject of this research was the English teacher in English With Lucy in YouTube Channel. The name of the teacher were Lucy Bella Earl was the segment that researcher chooses to analyze. The researcher analyzed what are the types of speech act performed by English With Lucy in YouTube channel as the object of the research.

D. Data and Source of the Data

Data is very important in research and may have many different forms. According to Arikunto (2010:107) the data may appear in the form of discourse, sentence, clause, phrase, word, or even morpheme. In addition, Arikunto (2010:118), data are all of fact and member that can be used by the researcher as information, whereas information is result of data process that used necessary. In other word, data are everything that researcher finds and writes from the field of study.

In this research, the data are utterances in the form of sentence in English with Lucy in YouTube channel. The study focused on what the types of speech act performed by English With Lucy in YouTube channel. The videos from English With Lucy in YouTube channel became the source data in this research.

E. Research Instrument

As according Sugiyono, (2008:222) states that in qualitative research, the researcher is the key instrument. It can be explain that the main instrument of this research is the researcher herself. The qualitative study could not be separated from the role of researcher because it was the researcher determined the scenario of the research, the research played role as a planner, implementer, data collector, analyst, data interpreter and finally as a pioneer of the research result.

In addition to the description above, there are several steps to collect the data, such as watch the video and read the script. Hence, the researcher also used additional instrument such as; hand phone to watch the video, field notes book for write the utterance and many others supporter instruments which use by researcher.

F. Technique of Collecting the Data

In this research, the researcher used documentation technique to collect the data. According to Suharsimi (2010:247) a documentation method is find the data related by using book, transcript, newspapers, magazines, notes of a meeting, ancient inscription, and agenda. Because of the subject in this research are videos from YouTube, thus transcript is most suitable method to collect the data. The technique of collecting the data in this research could be explained as follows:

1. Watch English With Lucy video in YouTube channel.

There are a lot of videos in English With Lucy YouTube channel. The researcher chose two videos of total video in English With Lucy YouTube channel. The researcher chose two video based on improvement English ability theme. They are a lot videos on the YouTube channel, the researcher only chose two videos of total video by Lucy Bella Earl. Each video has an average about 16:37 minutes and 19:04 minutes.

2. Re-watch videos while the researcher write down the transcript of that. Utterance is the form data of this research. Thus, the researcher write down the subtitle of what speaker said for the source of the data.
3. The researcher determined types of 8 illocutionary acts that performed in that transcript. (assertive, declarative, expressive, directive and commissive).

4. The some code will be explained as follows:
 - a. The code of V ... (video) example V1 used to show the order part of video one as the first source of data.
 - b. The numeral 001, 002, 003, ... are used to show the order of data number especially part in the elements of illocutionary act.
 - c. The code of T ... (time) example T: 00:00:07 used to show the data time of illocutionary act.

Those are can be put together into sentences in the example (V1/001/00:00:07) means the first video of Lucy Bella and the first data that happened at seven second with representative illocutionary act that occur.

The use of this code in this research is in order to easier classifying the data.

Table of Speech Act and The Types of Illocutionary Acts

The code	Utterances	Types of Speech Act	

G. Trustworthiness of the Data

A qualitative research needs the validating of the data. Ensuring validity and reliability in qualitative research involves conducting the investigator in ethical manner (Merriam, 1998:198). To get the validity of the data, the researcher used expert judgement technique to reach credibility of the data. Based on the explanation, researcher used the data expensive investigation that had observe the speech acts used by English With Lucy in YouTube channel to understand what are the types of speech act. Then the researcher crosschecked the script and analyze the data several times to achieve the validity. The last, the researcher also needs another perspective that is given by expert of pragmatic study in UIN Raden Mas Said Surakarta.

H. Techniques of Analyzing the Data

Analyzing data refers to method analyze of the data have been collected by researcher. It can be ease the reader to understand the essential meaning and important parts of the data. Miles and Huberman (1984) in Sugiyono (2015:337) stated that analyze the data,

researcher needs through some steps are data reduction, data display, conclusion and verification.

1. Data reduction

According to Miles and Huberman (1994:12), “data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in written-up field notes or transcription. "The researcher concluded that the data reduction is element of the data analysis which emphasize, makes the data shorter, make the theme focused, and arrange the data. Thus, the final conclusion can be draw and verified well. In this case, the researcher reduced information during research activities of the unimportant data in utterance of Lucy.

2. Data Display

The next step in data analysis is data display. Data display was providing an organized, compressed assembly of information that allowed conclusion drawing. In this study, the data was presented in the form of table and description. In this research, the researcher used data code to make easier for the analyzing. For example (V1/001/00:00:07,880) means:

V1 = Video 1

001 = Number of data

00:07 = Time

After display the code of data, the researcher analyzed appropriateness the data and the theory. The researcher classified and displayed the data about types of illocutionary acts used by Lucy based on Yule's theory

3. Conclusion and Verification

After the data displayed in the table, then the researcher would able to interpret it and reaches the conclusion and verification. The next step conducted by the researcher was describing and interpreting the data about illocutionary acts used by English With Lucy YouTube channel in order to that the conclusion and verification of the speech act can be drawn. The outcome of the study is analysis utterance by Lucy. The researcher tried to describe the data by explaining and interpret it in the specific description about the utterance of Lucy used in the YouTube based on it types and function.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Research Findings

This chapter focused on the finding related to illocutionary acts and the function of illocutionary acts found in English with Lucy YouTube channel. The researcher described and identified the types of illocutionary acts based on the theory from Searle (1969). There are five types of illocutionary acts related to Searle's theory, they are assertives, directives, commissive, expressives, and declarative. The researcher also explains the function of illocutionary acts based on the theory Leech (1993). The researcher observes the context in relation to the attitude she expressed with models of the interaction and social setting that underlines the utterances portrayed in the YouTube Video.

1. The Types of Illocutionary Acts are Found in English with Lucy YouTube channel

Yule (1996) stated that an Illocutionary acts is performed via the communicative force an utterance, which we might utter to make a statement, an explanation, or for some other communicative purpose. Searle (1969) tells us that there are five basic types of speech acts these are assertive or formerly

known as representative, directives, commissives, expressives, and declarative. Each type of illocutionary acts has a different context and meaning.

1. Assertive

Generally, assertives are those kinds of speech acts that state what the speaker believe and purpose to commit the hearer to believe that the propositional content of the utterances was true. Searle (1969) stated, “*The point or purpose of the members of the assertive class is to commit the speaker (in varying degrees) to something is being the case, to see the truth of the expressed proposition*”. Assertives acts show the true condition of the meaning of an utterance. The sentence that includes assertives illocutionary acts is a sentence of statement of fact, question, conclusion and description to represent the world as the speaker believes.

The researcher found 46 data of assertives in *English with lucy youtube channel*.

Speech Data 1

1. (V1/001/ASS/01:40)

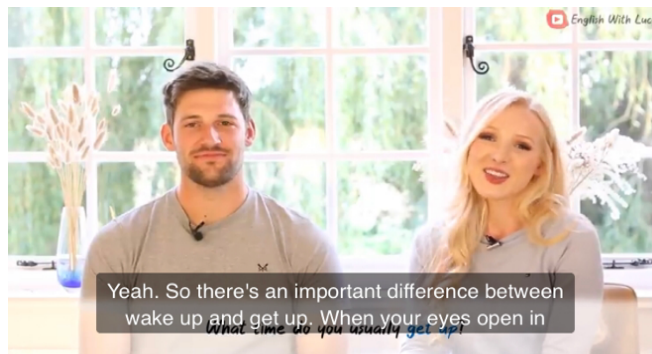
Teacher: “**yeah, so we live in the same house, but we have very different jobs.**”



Based on the markers found in the utterances, the speech data 1 includes assertives. The teacher's utterance above said "yeah, so we live in the same house, but we have very different jobs." The teacher state to the student about video entitled English Conversation – Daily Routine.

2. (V1/001/ASS/02:19)

Teacher: **“yeah, so there’s an important difference between wake up and get up. But when you leave your bed in the morning, you get up and will has a big problem.”**

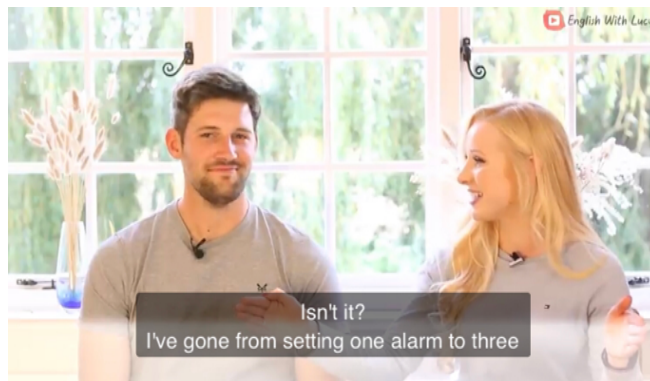


Based on the markers found in the utterances, the speech data 1 includes assertives. The teacher's utterance above said "yeah, so

there's an important difference between wake up and get up. But when you leave your bed in the morning, you get up and will has a big problem.” The teacher predict to the student about video entitled English Conversation – Daily Routine.

3. (V1/001/ASS/02.40)

Teacher: **“I’ve gone from setting one alarm to three alarms.”**



Based on the markers found in the utterances, the speech data 1 includes assertives. The teacher’s utterance above said “I’ve gone from setting one alarm to three alarms.” It can be said that the speech act is an utterance that shows something that is stated.

4. (V1/001/ASS/03:01)

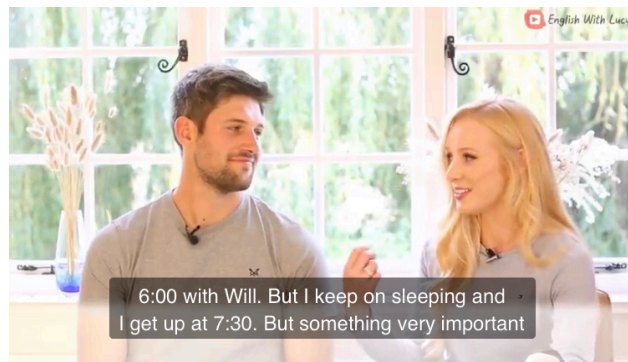
Teacher: **“but something very important happens between that time frame I think. I feed the pets and I bring up a couple of coffees”.**



Based on the marks found in the utterances, the speech data 1 includes assertives. The teacher's utterance above said "but something very important happens between that time frame I think. I feed the pets and I bring up a couple of coffees". It can be said that the speech act is an utterance that shows things that are reporting in nature.

5. (V1/001/ASS/03:19)

Teacher: **"yes. So very important. In the morning when will gets up before he goes to work, he bring me a coffee in bed and we try to have a coffee together. It's a nice routine to have, I think. Yeah."**



Based on the marks found in the utterances, the speech data 1 includes assertives. The teacher's utterance above said "yes. So very

important. In the morning when will gets up before he goes to work, he bring me a coffee in bed and we try to have a coffee together. It's a nice routine to have, I think. Yeah". It can be said that the speech act is an utterance that shows things that are inform.

6. (V1/001/ASS/04.54)

Teacher: **“yeah, and what do you usually have? Normally I would eat a bowl of cereal or I'd have a plate of toast”.**



Based on the markers found in the utterances, the speech data 1 include assertives. The teacher utterance above said “yeah, and what do you usually have? Normally I would eat a bowl of cereal or I'd have a plate of toast”. It can be said that the speech act is an utterance that shows something that is stated.

7. (V1/001/ASS/07:07)

Teacher: **“so the next thing that I do after breakfast is I do some exercise”.**



Based on the markers found in the utterances, the speech data 1 include assertives. The teacher utterance above said “so the next thing that I do after breakfast is I do some exercise”. It can be said that the speech act is an utterance that shows things that are inform.

8. (V1/001/ASS/09:39)

Teacher: **“one thing that takes a lot of time for me is doing my hair. It’s a long process”**.

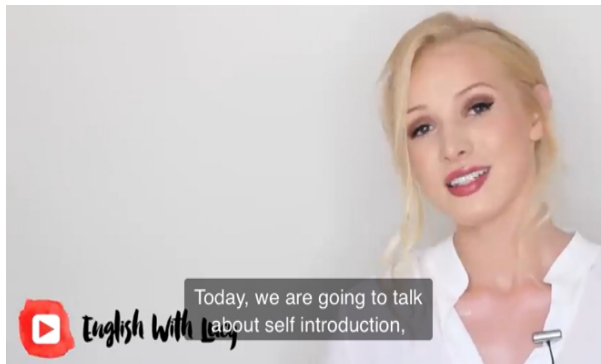


Based on the markers found in the utterances, the speech data 1 include assertives. The teacher utterance above said “one thing that takes a lot of time for me is doing my hair. It’s a long process”. It can

be said that the speech act is an utterance that shows something that is complain.

9. (V1/002/ASS/00:13)

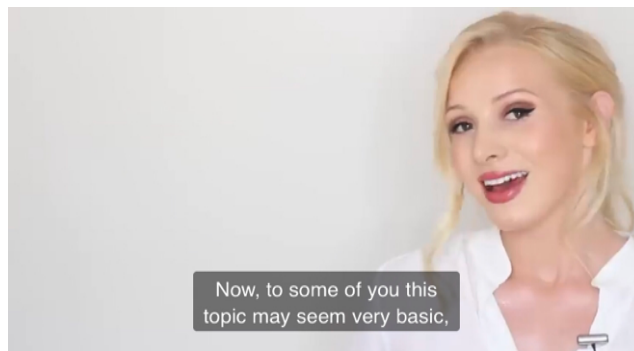
Teacher: **“Today, we are going to talk about self introduction”.**



Based on the markers found in the utterances, the speech data 1 include assertives, the teacher utterance above said “Today, we are going to talk about self introduction”. It can be said that the speech act is an utterance that shows something that is stated.

10. (V1/002/ASS/00:22)

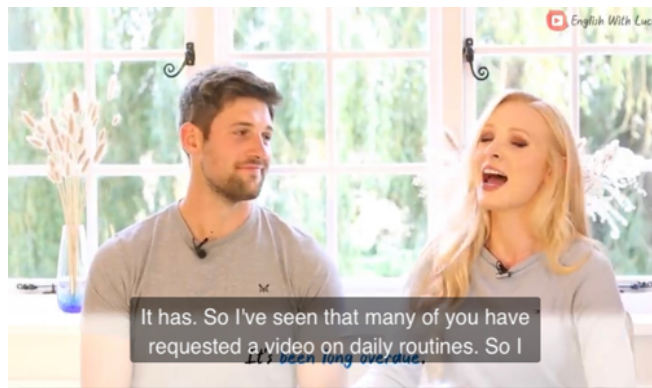
Teacher: **“now, to some of you this topic may seem very basic, but learning to introduce yourself properly is incredibly important”.**



Based on the markers found in the utterances, the speech data 1 includes assertives. The teacher's utterance above said "now, to some of you this topic may seem very basic", but learning to introduce yourself properly is incredibly important the teacher Predict to the student.

11. (V1/011/ASS/00:19)

Teacher: **"So I've seen that many of you have requested a video on daily routines"**.



Based on the markers found in the utterances, the speech data 1 include assertives. The teacher utterance above said "So I've seen that many of you have requested a video on daily routines". It can be said that the speech act is an utterance that shows things that are inform.

12. (V1/012/ASS/01:25)

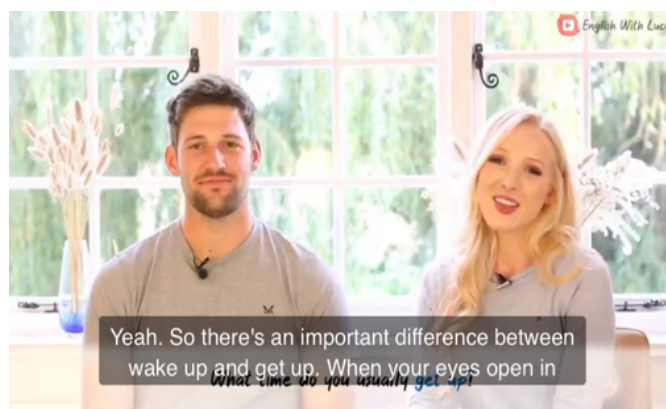
Teacher: **"So first I think we should introduce ourselves because although we are getting married quite different lives"**.



Based on the markers found in the utterances, the speech data 1 include assertives, the teacher utterance above said “So first I think we should introduce ourselves because although we are getting married quite different lives”. It can be said that the speech act is an utterance that shows something that is stated.

13. (V1/013/ASS/02:19)

Teacher: **“When your eyes open in the morning, you get up and will has a big problem. This gap between waking up and getting up is getting bigger and bigger”.**



Based on the markers found in the utterances, the speech data 1 includes assertives. The teacher's utterance above said "When your eyes open in the morning, you get up and will has a big problem. This gap between waking up and getting up is getting bigger and bigger". The teacher predict to the student about video entitled English Conversation – Daily Routine.

14. (V1/014/ASS/04:05)

Teacher: "I remember when I was teaching English in Spain, people were surprised that the sun would rise at 4:30 in the morning in summer and then set at 10:00 at night".



Based on the markers found in the utterances, the speech data 1 include assertives, the teacher utterance above said "I remember when I was teaching English in Spain, people were surprised that the sun would rise at 4:30 in the morning in summer and then set at 10:00 at

night”. It can be said that the speech act is an utterance that shows something that is stated.

15. (V1/015/ASS/04:19)

Teacher: “So it’s a big difference. So your days in summer are so much longer”.



Based on the markers found in the utterances, the speech data 1 include assertives. The teacher utterance above said “So it’s a big difference. So your days in summer are so much longer”. It can be said that the speech act is an utterance that shows something that is complain.

16. (V1/016/ASS/04:29)

Teacher: “I normally have breakfast at around 08:00.”



Based on the markers found in the utterances, the speech data 1 include assertives, the teacher utterance above said “I normally have breakfast at around 08:00”. It can be said that the speech act is an utterance that shows something that is stated.

17. (V1/017/ASS/04:57)

Teacher: “Normally I would eat a bowl of cereal or I’d have a plate of toast.”



Based on the markers found in the utterances, the speech data 1 include assertives. The teacher utterance above said “Normally I

would eat a bowl of cereal or I'd have a plate of toast". It can be said that the speech act is an utterance that shows things that are inform.

18. (V1/018/ASS/06:18)

Teacher: "This is important. They need to know it."



Based on the markers found in the utterances, the speech data 1 includes assertives. The teacher's utterance above said "this is important. they need to know it", but learning to introduce yourself properly is incredibly important The teacher assert to the student.

19. (V1/019/ASS/05:21)

Teacher: "Yes. So this is a really famous breakfast in the UK. The full English where you have eggs, sausages, bacon."



Based on the markers found in the utterances, the speech data 1 includes assertives. The teacher's utterance above said "Yes. So this is a really famous breakfast in the UK. The full English where you have eggs, sausages, bacon" The teacher predict to the student about video entitled English Conversation – Daily Routine.

20. (V1/020/ASS/06:28)

Teacher: "You have to be really hungry for an English breakfast."



Based on the markers found in the utterances, the speech data 1 includes assertives. The teacher's utterance above said "this is

important. they need to know it”, but learning to introduce yourself properly is incredibly important The teacher assert to the student.

21. (V1/021/ASS/06:32)

Teacher: “We don’t eat every morning. I would say maybe five times a year.”



Based on the marks found in the utterances, the speech data 1 includes assertives. The teacher’s utterance above said “We don’t eat every morning. I would say maybe five times a year”. It can be said that the speech act is an utterance that shows things that are inform.

22. (V1/022/ASS/07:07)

Teacher: “So the next thing that I do after breakfast is I do some exercise.”



Based on the marks found in the utterances, the speech data 1 includes assertives. The teacher's utterance above said "So the next thing that I do after breakfast is I do some exercise". It can be said that the speech act is an utterance that shows things that are inform.

23. (V1/023/ASS/08:36)

Teacher: "Yeah. So you said shovelling. Yes, shovelling"

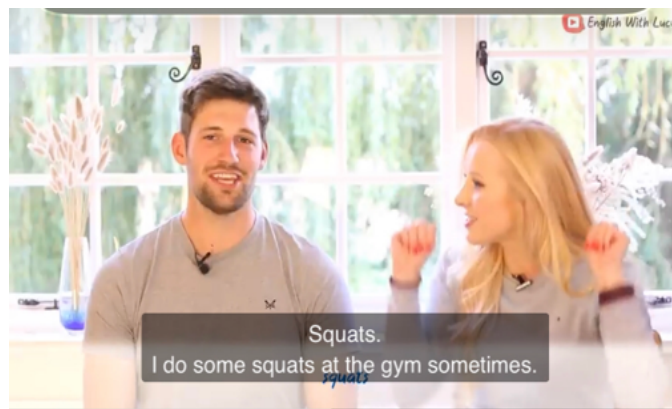


Based on the marks found in the utterances, the speech data 1 includes assertives. The teacher's utterance above said "Yeah. So you

said shoveling. Yes, shoveling”. It can be said that the speech act is an utterance that shows things that are affirm.

24. (V1/024/ASS/09:08)

Teacher: “I do some squats at the gym sometimes.”



Based on the markes found in the utterances, the speech data 1 includes assertives. The teacher’s utterance above said “I do some squats at the gym sometimes”. It can be said that the speech act is an utterance that shows things that are inform.

25. (V1/025/ASS/09:53)

Teacher: “I also spend a long time writing scripts and doing a lot of researching because I’m always learning as well.”



Based on the markers found in the utterances, the speech data 1 include assertives. The teacher utterance above said “I also spend a long time writing scripts and doing a lot of researching because I’m always learning as well”. It can be said that the speech act is an utterance that shows something that is stated.

26. (V1/026/ASS/11:06)

Teacher: “Yes. Yeah, we hardly ever eat the same thing.”



Based on the markers found in the utterances, the speech data 1 include assertives. The teacher utterance above said “Yes. Yeah, we

hardly ever eat the same thing”. It can be said that the speech act is an utterance that shows something that is stated.

27. (V1/027/ASS/11:09)

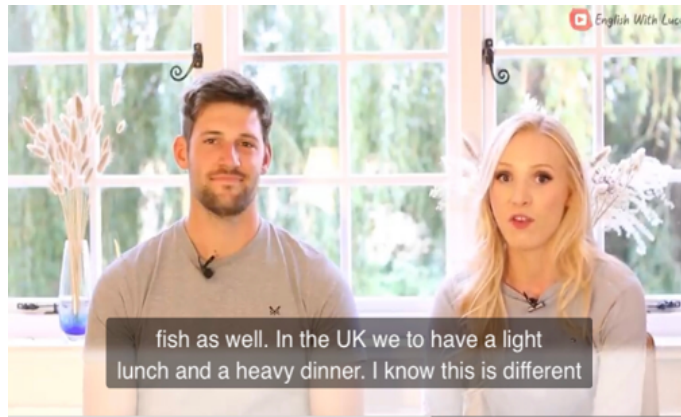
Teacher: “I love having something warm for lunch because I’m quite a cold person. I get cold very easily.”



Based on the markers found in the utterances, the speech data 1 include assertives. The teacher utterance above said “I love having something warm for lunch because I’m quite a cold person. I get cold very easily”. It can be said that the speech act is an utterance that shows something that is complain.

28. (V1/028/ASS/11:49)

Teacher: “In the UK we have a light lunch and a heavy dinner. I know this is different in some countries and cultures.”



Based on the marks found in the utterances, the speech data 1 includes assertives. The teacher's utterance above said "In the UK we have a light lunch and a heavy dinner. I know this is different in some countries and cultures". It can be said that the speech act is an utterance that shows things that are inform.

29. (V1/029/ASS/12:04)

Teacher: "And this was really hard for me especially as the dinner time was so late."



Based on the markers found in the utterances, the speech data 1 include assertives. The teacher utterance above said “And this was really hard for me especially as the dinner time was so late”. It can be said that the speech act is an utterance that shows something that is complain.

30. (V1/030/ASS/12:51)

Teacher: “Our meals are quite varied. We normally eat fish twice a week.”



Based on the markers found in the utterances, the speech data 1 include assertives. The teacher utterance above said “Our meals are quite varied. We normally eat fish twice a week”. It can be said that the speech act is an utterance that shows something that is stated.

31. (V1/031/ASS/12:56)

Teacher: “Yes. So one of my favourite dishes is to cook salmon with lemon, asparagus and potatoes.”



Based on the markers found in the utterances, the speech data 1 includes assertives. The teacher’s utterance above said “Yes. So one of my favourite dishes is to cook salmon with lemon, asparagus and potatoes” It can be said that the speech act is an utterance that shows something that is stated.

32. (V2/032/ASS/15:56)

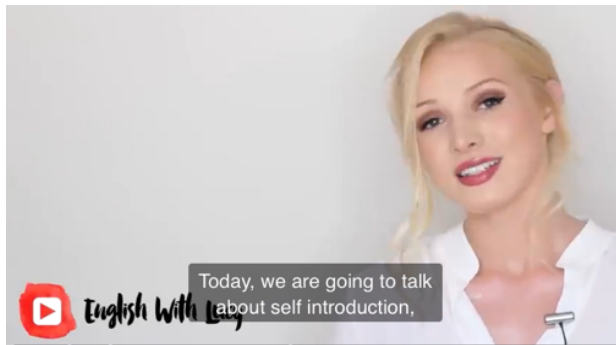
Teacher: “Yeah really.”



Based on the markers found in the utterances, the speech data 1 includes assertives. The teacher's utterance above said "yeah, really". It can be said that the speech act is an utterance that shows things that are affirm.

33. (V2/033/ASS/00:13)

Teacher: "Today we are going to talk about self introduction."



Based on the markers found in the utterances, the speech data 1 include assertives. The teacher utterance above said "Today we are going to talk about self introduction". It can be said that the speech act is an utterance that shows things that are inform.

34. (V2/034/ASS/00:32)

Teacher: "You may need to introduce yourself in your class or in job interview."



Based on the markers found in the utterances, the speech data 1 include assertives, the teacher utterance above said ““You may need to introduce yourself in your class or in job interview”. It can be said that the speech act is an utterance that shows something that is stated.

35. (V2/035/ASS/00:57)

Teacher: “I feel very nervous an anxious when I have to introduce myself to large groups of people and English is my first language.”



Based on the markers found in the utterances, the speech data 1 include assertives, the teacher utterance above said “I feel very nervous an anxious when I have to introduce myself to large groups of

people and English is my first language”. It can be said that the speech act is an utterance that shows something that is stated.

36. (V2/036/ASS/01:05)

Teacher: “For learners of English, for my students, this is incredibly intimidating.”



Based on the markers found in the utterances, the speech data 1 includes assertives. The teacher’s utterance above said “For learners of English, for my students, this is incredibly intimidating”, but learning to introduce yourself properly is incredibly important. The teacher asserts to the student.

37. (V2/037/ASS/01:45)

Teacher: “The very first thing that you’ll need to say when introducing yourself is a greeting.”



Based on the markers found in the utterances, the speech data 1 includes assertives. The teacher's utterance above said "The very first thing that you'll need to say when introducing yourself is a greeting". It can be said that the speech act is an utterance that shows things that are inform.

38. (V2/038/ASS/02:34)

Teacher: "However, it is very common in Australia English. The kind of shorten it down to g'day. And I would say that g'day."



Based on the markers found in the utterances, the speech data 1 includes assertives. The teacher's utterance above said "However, it is

very common in Australia English. The kind of shorten it down to g'day. And I would say that g'day", but learning to introduce yourself properly is incredibly important The teacher assert to the student.

39. (V2/039/ASS/03:25)

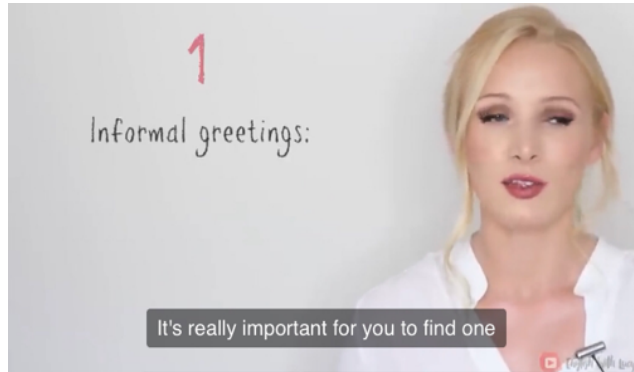
Teacher: "If you're introducing yourself in the night time, you would say good evening."



Based on the markers found in the utterances, the speech data 1 includes assertives. The teacher's utterance above said "If you're introducing yourself in the night time, you would say good evening", but learning to introduce yourself properly is incredibly important the teacher assert to the student.

40. (V2/040/ASS/03:32)

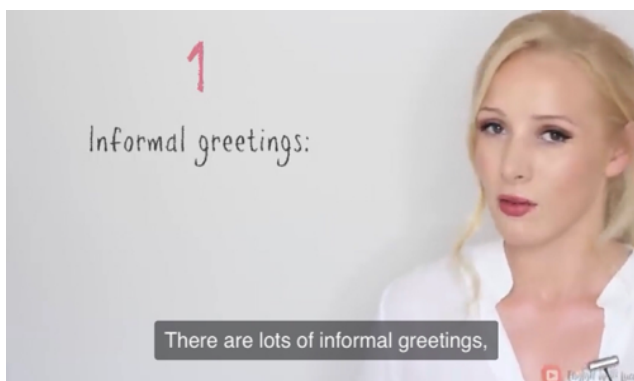
Teacher: "It's really important for you to find one that you feel comfortable with."



Based on the markers found in the utterances, the speech data 1 includes assertives. The teacher’s utterance above said “If you’re introducing yourself in the night time, you would say good evening”, but learning to introduce yourself properly is incredibly important the teacher assert to the student.

41. (V2/041/ASS/03:37)

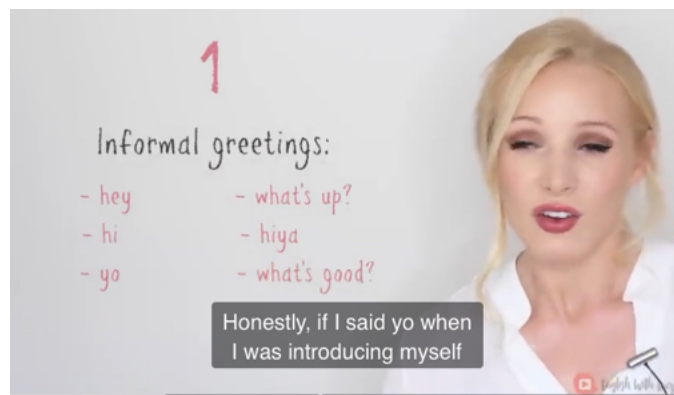
Teacher: “There are lot’s of informal greetings, like hey, what’s up, hi, hiya, yo.”



Based on the markers found in the utterances, the speech data 1 includes assertives. The teacher's utterance above said "There are lot's of informal greetings, like hey, what's up, hi, hiya, yo", but learning to introduce yourself properly is incredibly important the teacher assert to the student.

42. (V2/042/ASS/03:50)

Teacher: "Honestly, if I said yo when I was introducing myself in an English class or in a less formal situation, I would feel really stupid, because it doesn't suit me."



Based on the markers found in the utterances, the speech data 1 includes assertives. The teacher's utterance above said "Honestly, if I said yo when I was introducing myself in an English class or in a less formal situation, I would feel really stupid, because it doesn't suit me", but learning to introduce yourself properly is incredibly important the teacher predict to the student.

43. (V2/043/ASS/04:07)

Teacher: “I really admire people who can just stand up and say, “yo, what’s good”? but it’s not gonna happen for me”.



Based on the markers found in the utterances, the speech data 1 include assertives, the teacher utterance above said “I really admire people who can just stand up and say, “yo, what’s good”? but it’s not gonna happen for me”. It can be said that the speech act is an utterance that shows something that is stated.

44. (V2/044/ASS/06:38)

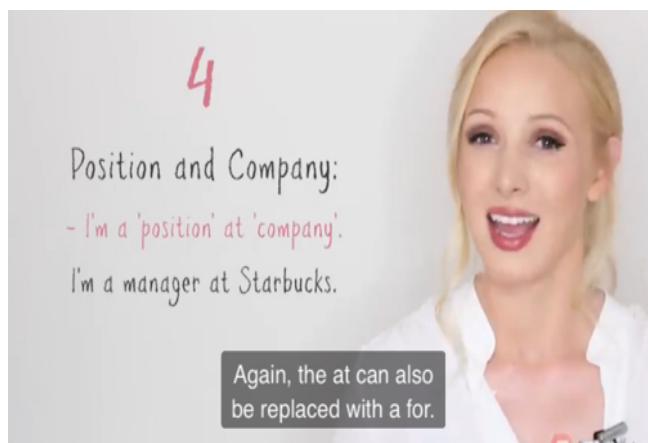
Teacher: “A very important option is your position and your company. For example: I work at google in the marketing department.”



Based on the markers found in the utterances, the speech data 1 includes assertives. The teacher's utterance above said "A very important option is your position and your company. For example: I work at google in the marketing department", but learning to introduce yourself properly is incredibly important the teacher assert to the student.

45. (V2/045/ASS/07:06)

Teacher: "Again, the at can also be replaced with a for."



Based on the markers found in the utterances, the speech data 1 includes assertives. The teacher's utterance above said "Again, the at can also be replaced with a for", This expression is included in the assert expression.

46. (V2/046/ASS/10:35)

Teacher: "That's really important one for you remember".



Based on the markers found in the utterances, the speech data 1 includes assertives. The teacher's utterance above said "That's really important one for you remember", This expression is included in the assert expression.

2. Directives

The utterance can be classified as the directive is, when the speaker asks the listener takes an action. Searle (1969) stated "*The illocutionary point of these consist in the fact that they are attempts (of varying degrees, and hence more*

*precisely, they are determinates of the determinable which includes attempting) by the speaker to get the hearer to do something.” Directive acts are the speaker’s use to get someone else to do something. This illocutionary purpose is to produce an effect in the form of action taken by the interlocutor such as ordering, begging, demanding and giving advice. The researchers found 18 Data of directives in *english with lucy youtube channel*.*

Speech Data 2 Directives

1. (V2/001/DIR/01:05)

Teacher: **“for learners of English, for my students, this is incredibly intimidating. In order to successfully introduced yourself, you must have your self introduction pre written and learn”.**



Based on the markers found in the utterances, the speech data 2 include directives, the teacher utterance above said “for learners of English, for my students, this is incredibly intimidating. In order to successfully introduced yourself, you must have your self introduction

pre written and learn“. It can be said that a speech act is a speech that shows something intended to advise.

2. (V2/002/DIR/02:21)

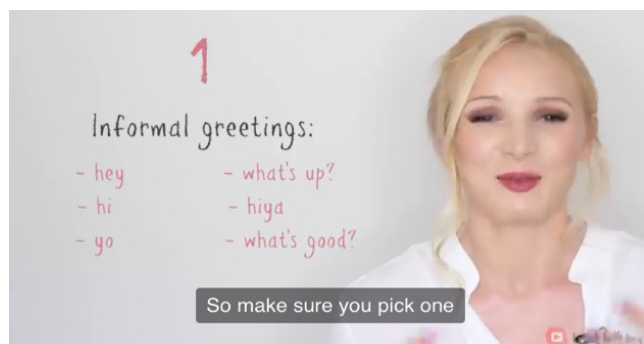
Teacher: **“one thing to note is the use of good day”**



Based on the markers found in the utterances, the speech data 2 include directives, the teacher utterance above said “one thing to note is the use of good day” it can be said that the speech act is a speech that shows something intended to command.

3. (V2/003/DIR/04:12)

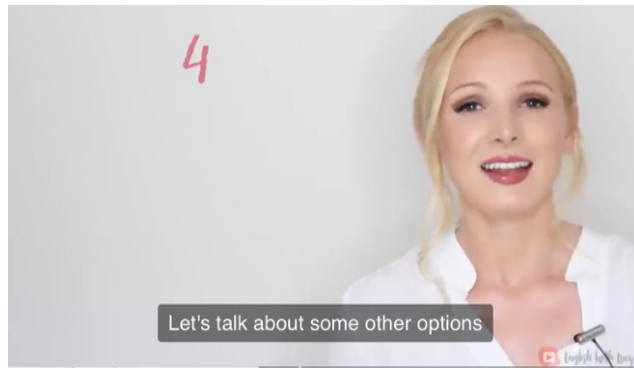
Teacher: **“so make sure you pick one that you feel really comfortable saying”.**



Based on the markers found in the utterances, the speech data 2 include directives, the teacher utterance above said “so make sure you pick one that you feel really comfortable saying” it can be said that speech act is a speech that shows something intended to command.

4. (V2/004/DIR/06:33)

Teacher: “**let’s talk about some other options that you can add on to your self introduction**”.



Based on the markers found in the utterances, the speech data 2 include directives, the teacher utterance above said “let’s talk about some other options that you can add on to your self introduction”. It can be said that speech act is a speech that shows something intended to command.

5. (V2/005/DIR/12:57)

Teacher: “**I must admit, I have asked my students to provide a fun fact about themselves**”.



Based on the markers found in the utterances, the speech data 2 include directives, the teacher utterance above said “I must admit, I have asked my students to provide a fun fact about themselves”. It can be said that speech act is a speech that shows something intended to command.

6. (V2/006/DIR/13:17)

Teacher: **“so, I highly recommend that you have a fun fact prepared”**.



Based on the markers found in the utterances, the speech data 2 include directives, the teacher utterance above said “so, I highly

recommend that you have a fun fact prepared”. It can be said that speech act is a speech that shows something intended to pray.

7. (V2/007/DIR/00:20)

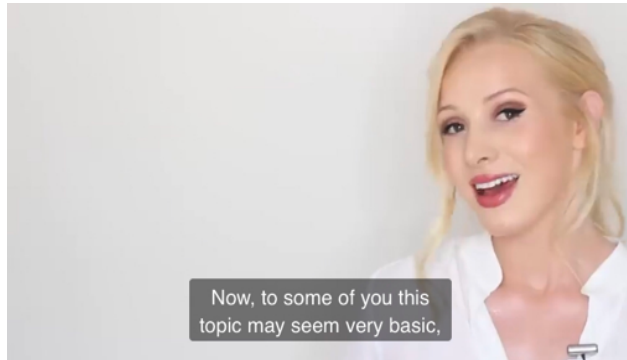
Teacher: “Tell me about yourself.”



Based on the markers found in the utterances, the speech data 2 include directives, the teacher utterance above said “Tell me about yourself”. It can be said that speech act is a speech that shows something intended to command.

8. (V2/008/DIR/00:22)

Teacher: “**Now, to some of you this topic may seem very basic, but learning to introduce yourself properly is incredible important.**”



Based on the markers found in the utterances, the speech data 2 include directives, the teacher utterance above said “Now, to some of you this topic may seem very basic, but learning to introduce yourself properly is incredible important”. It can be said that a speech act is a speech that shows something intended to advise.

9. (V2/009/DIR/01:11)

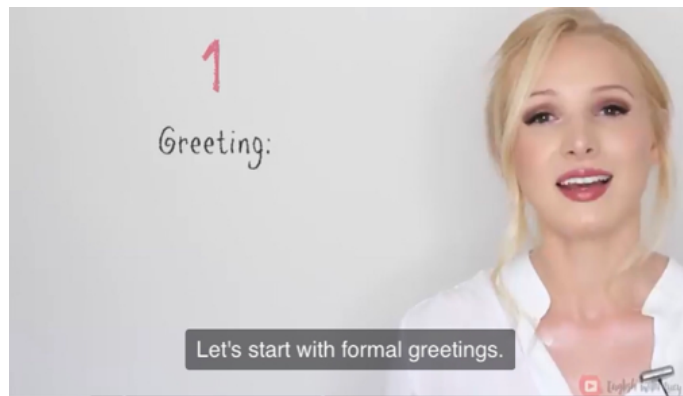
Teacher: **“In order to successfully introduced yourself, you must have yourself introduction pre-written and learn. You have to be prepared.”**



Based on the markers found in the utterances, the speech data 2 include directives, the teacher utterance above said “In order to successfully introduced yourself, you must have yourself introduction pre-written and learn. You have to be prepared”. It can be said that a speech act is a speech that shows something intended to advise.

10. (V2/010/DIR/01:59)

Teacher: “Let’s start with formal greetings”.



Based on the markers found in the utterances, the speech data 2 include directives, the teacher utterance above said “Let’s start with formal greetings”. It can be said that speech act is a speech that shows something intended to command.

11. (V2/011/DIR/02:21)

Teacher: “One thing to note is the use of good day. In british English, good day is considered very old-fashioned, very very very formal. It’s not commonly used.”



Based on the markers found in the utterances, the speech data 2 include directives, the teacher utterance above said “One thing to note is the use of good day. In british English, good day is considered very old-fashioned, very very very formal. It’s not commonly used”. It can be said that a speech act is a speech that shows something intended to advise.

12. (V2/012/DIR/03:16)

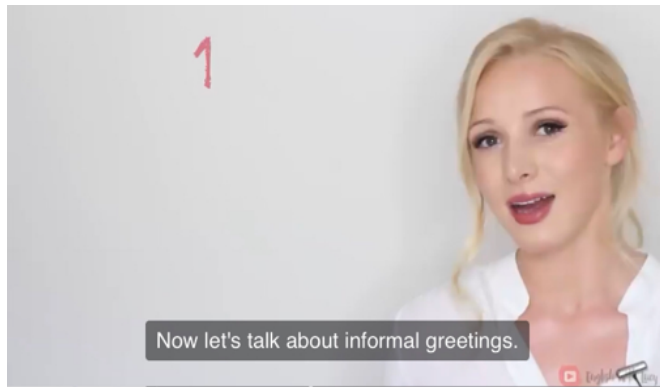
Teacher: “Also note that good night is normally a send off, an equivalent for goodbye.”



Based on the markers found in the utterances, the speech data 2 include directives, the teacher utterance above said “Also note that good night is normally a send off, an equivalent for goodbye”. It can be said that a speech act is a speech that shows something intended to advise.

13. (V2/013/DIR/03:29)

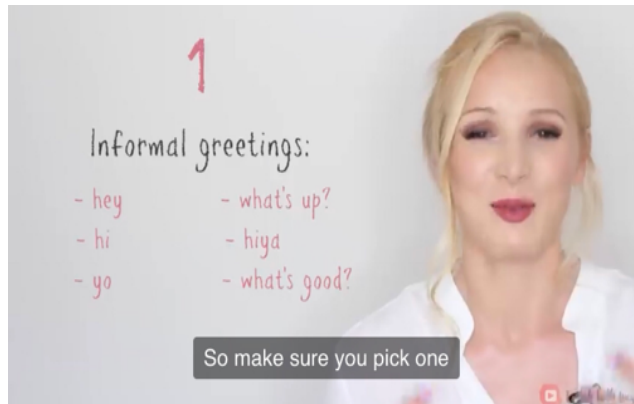
Teacher: “Now let’s talk about informal greetings.”



Based on the markers found in the utterances, the speech data 2 include directives, the teacher utterance above said “Now let’s talk about informal greetings”. It can be said that speech act is a speech that shows something intended to command.

14. (V2/014/DIR/04:12)

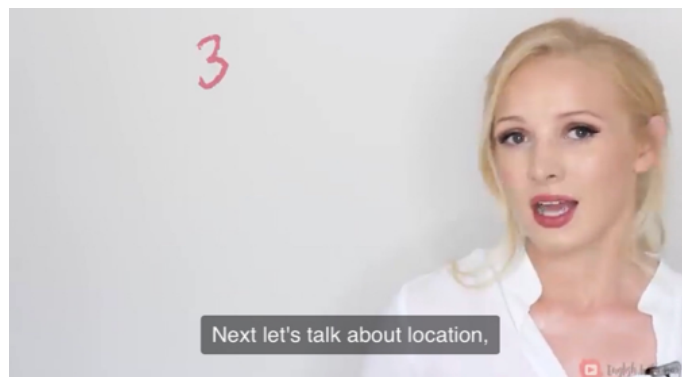
Teacher: “So make sure you pick one that you feel really comfortable saying.”



Based on the markers found in the utterances, the speech data 2 include directives, the teacher utterance above said “So make sure you pick one that you feel really comfortable saying”. It can be said that a speech act is a speech that shows something intended to advise.

15. (V2/015/DIR/05:02)

Teacher: “Next let’s talk about location where you’re from and where you’re living.”

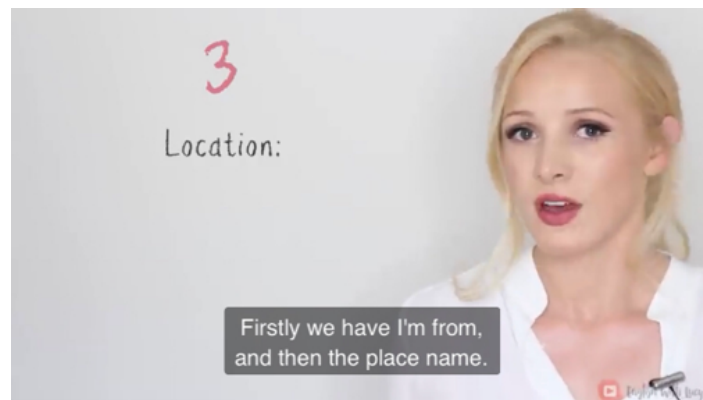


Based on the markers found in the utterances, the speech data 2 include directives, the teacher utterance above said “Next let’s talk about location where you’re from and where you’re living.”. It can be

said that speech act is a speech that shows something intended to command.

16. (V2/016/DIR/05:16)

Teacher: “Firstly we have I’m from, and then the place name.”



Based on the markers found in the utterances, the speech data 2 include directives, the teacher utterance above said “Firstly we have I’m from, and then the place name”. It can be said that speech act is a speech that shows something intended to command.

17. (V2/017/DIR/06:30)

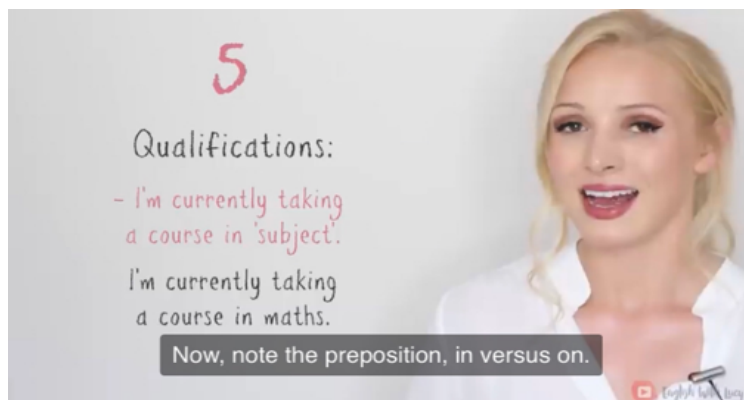
Teacher: “Now, those are the basic. Let’s talk about some other options that you can add on to yourself introduction.”



Based on the markers found in the utterances, the speech data 2 include directives, the teacher utterance above said “Now, those are the basic. Let’s talk about some other options that you can add on to yourself introduction”. It can be said that speech act is a speech that shows something intended to command.

18. (V2/018/DIR/08:15)

Teacher: “Now, note the preposition, in versus on.”



Based on the markers found in the utterances, the speech data 2 include directives, the teacher utterance above said “Now, note the

preposition, in versus on”. It can be said that speech act is a speech that shows something intended to command.

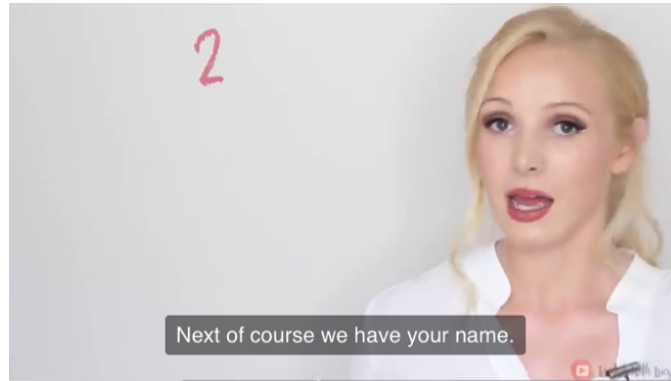
3. Commisives

Commisives asking the speaker to do something in the future, it can be an agreement. Searle (1969) stated, “*The illocutionary acts whose point is to commit the speaker (again in varying degrees) to some future course of action*”. Commisives act are that the speaker used to commit themselves to some future action. The sentence that include commissives are the sentence of promises, refusal, and pledges. It can be performed alone or by a group. The researcher found 6 *Data of commissives in English with Lucy youtube channel*.

Speech Data 3 Commisives

1. (V2/001/COM/04:19)

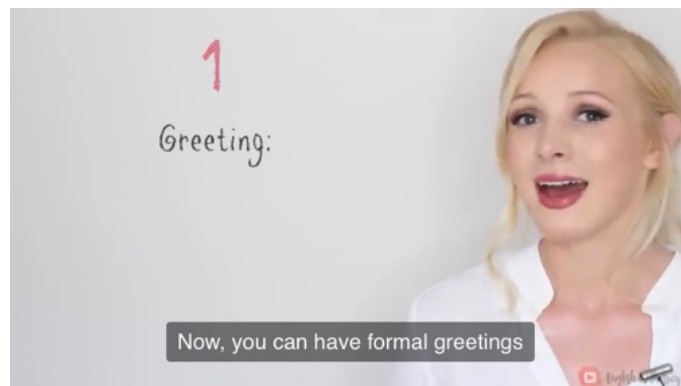
Teacher: “**Now, there are many ways of introducing your name. the very basic ones like I’m or I am. I’m lucky I am lucky or, if you’re introducing yourself in a situation where the majority of the audience cannot see you, for example on the telephone.**”



Based on the markers found in the utterances, the speech data 3 include commissives, the teacher utterance above said “now, there are many ways of introducing your name” it can be said that speech act is a speech that shows something intended to ask.

2. (V2/002/COM/01:51)

Teacher: “**Now you can have formal greetings or you can have informal greetings.**”

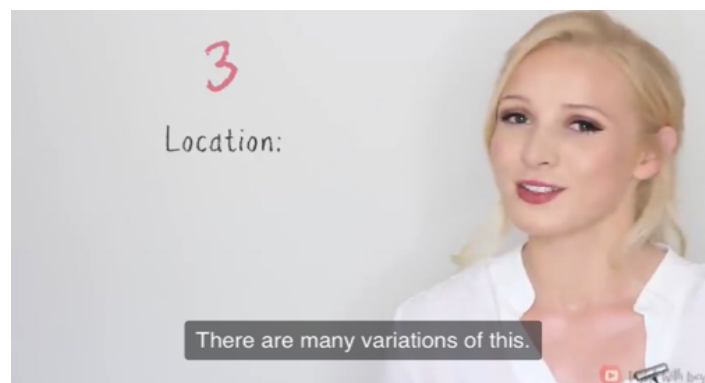


Based on the markers found in the utterances, the speech data 3 include commissives, the teacher utterance above said “Now you can

have formal greetings or you can have informal greetings.” it can be said that speech act is a speech that shows something intended to ask.

3. (V2/003/COM/05:06)

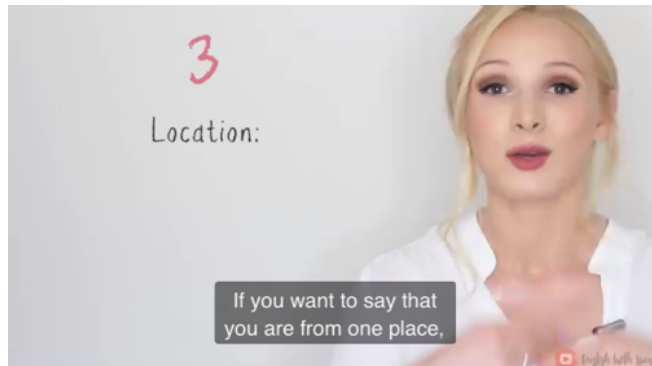
Teacher: “There are many variations of this. I’m going to start with the most basic and move on to slightly more complicated.”



Based on the markers found in the utterances, the speech data 3 include commissives, the teacher utterance above said “There are many variations of this. I’m going to start with the most basic and move on to slightly more complicated.” it can be said that speech act is a speech that shows something intended to ask.

4. (V2/004/COM/06:01)

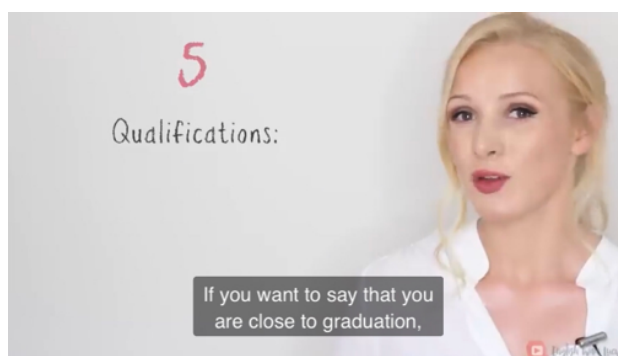
Teacher: “If you want to say that you are from one place, but are now living in another place, there are various options.”



Based on the markers found in the utterances, the speech data 3 include commissives, the teacher utterance above said “If you want to say that you are from one place, but are now living in another place, there are various options.” it can be said that speech act is a speech that shows something intended to ask.

5. (V2/005/COM/07:37)

Teacher: “If you want to say that you are close to graduation, you can say “I’m about to graduate”

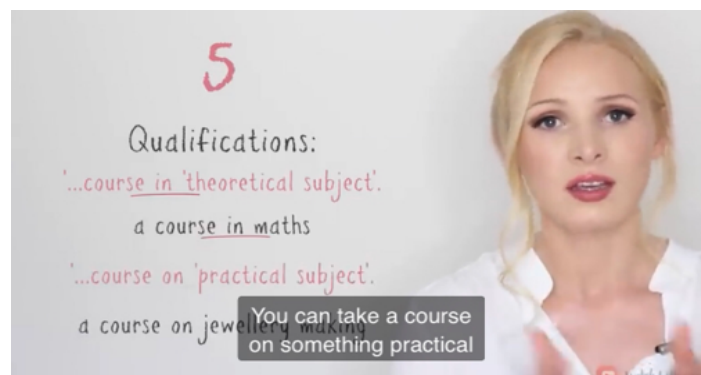


Based on the markers found in the utterances, the speech data 3 include commissives, the teacher utterance above said “If you want to say that you are close to graduation, you can say “I’m about to

graduate.” it can be said that speech act is a speech that shows something intended to ask.

6. (V2/006/COM/08:25)

Teacher: “You can take a course on something practical like jewellery making or pottery.”



Based on the markers found in the utterances, the speech data 3 include commissives, the teacher utterance above said “You can take a course on something practical like jewellery making or pottery”. it can be said that speech act is a speech that shows something intended to ask.

4. Expressives

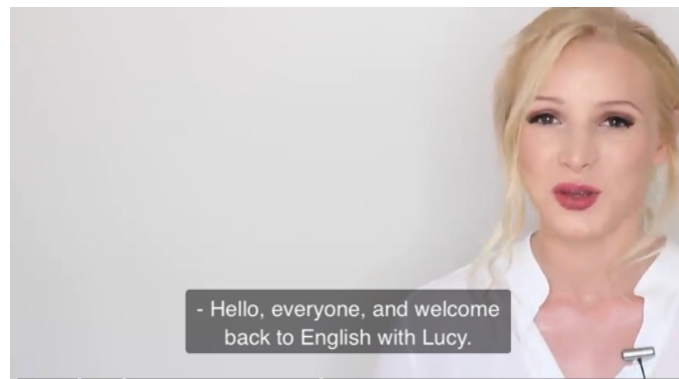
Expressives show an expression of how the speaker’s feelings about the situation. Searle (1969) stated that “The illocutionary point of this class is to expressed the psychological state specified in the sincerity condition about a state of affairs specified in the propositional content”. Expressives acts state

the speaker's feelings. The sentences that include expressive illocutionary acts are sentence of pleasure, pain, likes, dislike, joy, and sorrow. The researcher found 6 data of expressives *in English with lucy youtube channel*.

Speech Data 4 Expressives

1. (V1/001/00:09)

Teacher: "hello, everyone and welcome back to English with Lucy.
Today I have a very special guest"



Based on the markers found in the utterances, the speech data 4 includes expressives. The teacher's utterance above said "hello everyone, and welcome back to english with lucy." The teacher greet to the student about video entitled self introduction – how to introduce yourself.

2. (V1/002/EXP/05:11)

Teacher: "Very special"



Based on the markers found in the utterances, the speech data 4 includes expressives. The teacher's utterance above said "Very Special" The illocutionary acts contained in the text are expressive and are included in praise.

3. (V1/003/EXP/14:38)

Teacher: "They are so good"



Based on the markers found in the utterances, the speech data 4 includes expressives. The teacher's utterance above said "They are so good" The illocutionary acts contained in the text are expressive and are included in praise.

4. (V1/004/EXP/17:51)

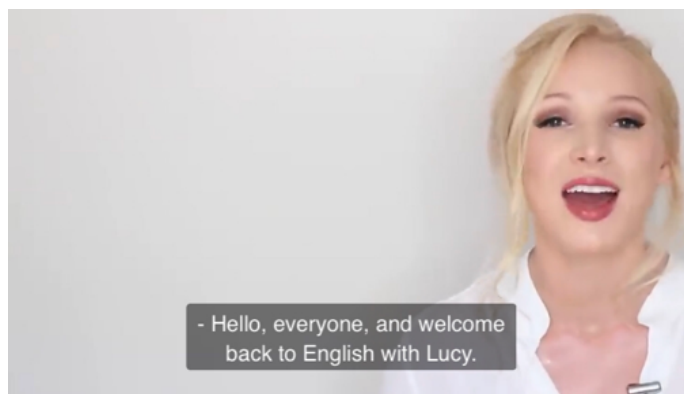
Teacher: “So that’s it for today’s lesson. I hope you enjoyed it.”



Based on the markers found in the utterances, the speech data 4 includes expressives. The teacher’s utterance above said “They are so good” The illocutionary acts contained in the text are expressive and are included in thank.

5. (V2/005/EXP/00:09)

Teacher: “Hello, everyone and welcome back to English with lucy.”

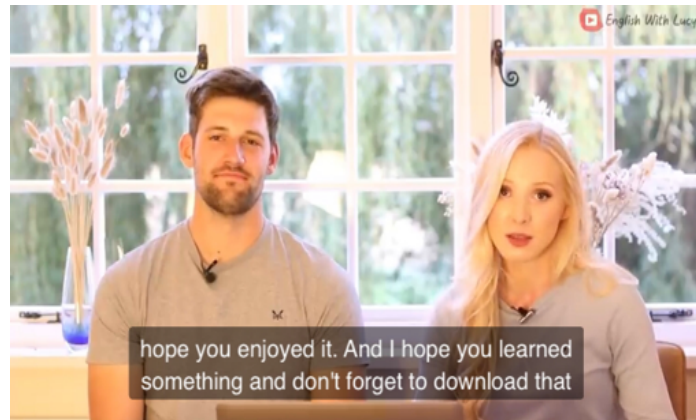


Based on the markers found in the utterances, the speech data 4 includes expressives. The teacher’s utterance above said “Hello,

everyone and welcome back to English with Lucy”. The illocutionary acts contained in the text are expressive and are included in greet.

6. (V2/006/EXP/15:52)

Teacher: “So that’s it for today’s lesson. I hope you enjoyed it.”



Based on the markers found in the utterances, the speech data 4 includes expressives. The teacher’s utterance above said “So that’s it for today’s lesson. I hope you enjoyed it”. The illocutionary acts contained in the text are expressive and are included in thank.

5. Declarative

Declarative is the act that changes the world by the utterance which is produced. Searle (1969) stated, “It is the defining characteristic of this class that the successful performance of its members brings about the correspondence between the propositional content and reality”. Declarative is

act to change the propositional content and reality via utterances. The researcher found 0 data of declaratives in *English with lucy youtube channel*.

2. The Most Dominant of Illocutionary Act

The most dominant illocutionary speech acts used by the teacher in English with Lucy YouTube videos in teaching in class, there are 17 utterances in five types containing illocutionary speech acts found in Lucy Bella Earl's YouTube videos. The first type to the end are orders/commands, requests, suggestions, solicitations, and warnings/prohibitions. There are 5 types of illocutionary speech acts used in the YouTube video by Lucy bella earl, assertives 46, directives 6, commissives 18, expressive 6, declarative 0. The most dominant illocutionary speech act is the assertive speech act.

B. Discussion

This subchapter presents the result of the research findings in the previous subchapter. Focused on discussing the result of the research findings to find out the whole result of the analysis. The discussion is compiled based on the problem statement as stated in Chapter I. the first problem statement is to find out the type of illocutionary acts in *English with Lucy YouTube channel*. According to data validation the research found 76 Data in this research.

Based on the analysis, the findings can be drawn to answer the problem statement that mention in Chapter I. The problem statement is What are the types of Illocutionary acts in the video on the YouTube Channel English With Lucy?. To answer the question the researcher used Searle's theory to classified the type of illocutionary acts. The theory classified five types of illocutionary acts such as assertives, directives, commissives, expressives, declaratives. Based on the Searle's perspective stated that a speech act makes a linguistic utterance, mainly by the bearer of what would best be called a communicative sense. The most important study of the three types of speech acts is illocutionary acts, which are the basis for analysis in the pragmatic study.

The first type of illocutionary acts is assertives, according to Searle in Leech (1983) concluded that assertives are committing the speaker to the truth by a proposition, such as suggesting, boasting, complaining, claiming, and reporting. The second type is directives, according to Yule (1996) directive is a speech act which used by a speaker to get action of someone by speaking, and it can be negative or positive. The third type is commissives, commissives is a way of the speaker to do the future action by committing his or her utterance. Leech (1983) stated that speaker does to show the commitment of him or her to do a future action. They usually utter some kind of a verb like promise, vowing, or offering. The fourth type is expressives, based on Leech (1983) the term of expressives means the speaker's psychological attitude towards, a state of affairs which the illocution presupposes. Moreover, in Yule's (1966) perspective it can be

concluded as a kind of speech acts that uttered by the speaker by uttering some utterance based on what the speaker feels. The kinds of sentences are thanking, congratulating, pardoning, blaming, praising, condoling, etc. The last type is declaratives, based on Yule's (1996) perspective declarative is an utterance that changes the status of world, it means when people utter something it can influence the social status of people. Moreover, based on Searle's (1979), declaratives are performed normally speaking, by someone who is especially authorized to do so within some institutional framework. The kinds of declaratives are resigning, dismissing, christening, naming, excommunicating, appointing, sentencing, etc.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusions drawn from the research. It also presents suggestions for the teacher, students, and future research as well. This chapter is divided into two parts such as conclusions and suggestions.

A. Conclusion

Based on Searle's (1979) theory about five types of illocutionary acts such as assertives, directives, commissives, expressives, declaratives the researcher found 4 types of illocutionary acts. There are 76 data are found

in English with Lucy YouTube channel especially the title “English Conversation – Daily Routine“ and “Self Introduction – How to Introduce Yourself in English.

After the research was conducted, the researcher, concluded “An Analysis Of Illocutionary Act Used By Youtube Channel “English With Lucy”, the researcher can conclude based on the findings discussed in the previous chapter that: There are classification found in the video entitle “English Conversation – Daily Routine” and “Self Introduction – How to Introduce Yourself in English”. Those are assertive, commissive, directive, and expressive. There are **46** utterances of assertives, **18** utterances of commissive, **6** utterances of directives, and **6** utterances of expressives.

Assertive speech acts found in videos on the YouTube channel English with Lucy occur in utterances that bind the speaker to the truth of the information conveyed such as utterances to state, inform and report to the interlocutor. The directive speech acts found in the video on the YouTube channel English with Lucy occur in the speech of speakers so that the speech partner takes the actions desired by the speaker such as requests, questions, requirements, and advisories. The commissive speech acts found in videos on the YouTube channel English with Lucy occur in utterances that bind the speaker to carry out what is stated in his utterances such as utterances of offering, promising. Expressive speech acts found in videos on the YouTube channel English with Lucy occur in speakers'

speeches to express, reveal or inform the speaker's psychological attitude to speech partners such as speeches to say thank you, apologize, congratulate, express condolences, be annoyed or irritated and praise.

Then the most dominant part of the illocutionary act classification found on the video entitle “English Conversation – Daily Routine” and “Self Introduction – how to Introduce Yourself in English” is assertive which has 46 utterances. Regarding illocutionary speech acts according to Searle, in the YouTube channel English with Lucy, the illocutionary speech acts that often appear are Assertive illocutionary speech acts, directive illocutionary speech acts, expressive illocutionary speech acts, and commissive illocutionary speech acts.

B. Suggestions

1. For readers

The result of the research can improve pragmatic analysis. This research becomes a tool to learn more about speech acts and also the classification which can be found not only in daily life but also in social media such as YouTube.

2. For Teacher

This research is intended to be a guide for the teaching of speech act used in a video on the platform of social media for the lecture who teaches Pragmatics.

3. For students

This research is intended to help to improve the current pragmatics study of the students who want to learn and understand more about pragmatics, especially for illocutionary act.

4. For the another researcher

This research can be used as the conception and reference relate to illocutionary acts. The result of this research can help the next researcher who wants to analyze the type of illocutionary acts. After reading this research, the researcher hopes that the next researchers can enrich their knowledge and also explore about the analysis of illocutionary acts. In analyzing the object they have to master the theory that used, for example: the researcher use the theory of Searle about type of illocutionary acts, so the research has to know the theory from Austin, Yule, Leech and the other theory from many developer that related in speech acts. The researcher should understand deeply the differences in each type of speech acts and it's aspect and context.

BIBLIOGRAPHY

- Alimemaj, Z. (2010). *YouTube, language learning and teaching techniques*.
- Anitah, S. (2009). *Teknologi Pembelajaran*.
- Arikunto, Suharsimi. 2010. *Prosedur Penelitian: Suatu Pendekatan Praktek Edisi Revisi*. Jakarta:PT Rineka Cipta.
- Austin, J. L. (1975). *How to do things with words*. Oxford university press.
- Chaer, Abdul dan Leonie Agustina. (2004). *Sosiolinguistik Perkenalan Awal*. Jakarta: Rineka Cipta.
- Creswell, John W. 1994. *Research Design: Qualitative & Quantitative Approaches London*: Sage Publications.
- Cutting, j. 2002. *Pragmatic and Discourse: A Resource Book for Students*. London and New York: Routledge.
- Darmawan, D., Kiyindou, A., & Pascal, C. (2019) *Communication Model for Revolutionary Human Numerical Competences on Vocational Education Practices*.
- Dewi, N. L. D. S., & Carniasih, N. P. S. E. (2018Q). *Pengaruh Media Pembelajaran Berbasis Youtube dalam Pembelajaran Tata Bahasa Inggris*.

- Kabilan, Muhammad. (2012). *The Use of YouTube in Teaching English Literature the Case of Al-Majma'ah Community College, Al-Majma'ah University (Case Study)*.
- Leech, Geoffrey N. 1983. *Principles of Pragmatic*. London: Longman Group Limited.
- Lestari, S. (2018). *Peran Teknologi Dalam Pendidikan di Era Globalisasi*.
- Miarso, Y. (2009). *Menyemai Benih Teknologi Pendidikan*. Jakarta: Kencana.
- Musfiqon, H. M. (2012). *Pengembangan media dan sumber pembelajaran*. Jakarta: PT. Prestasi Pustakaraya.
- Richards, J. C., & Schmidt, R. W. (2014). *Language and Communication*. Routledge.
- Rohmadi, M. 2004. *Pragmatik: Teori dan Analisis*. Yogyakarta: Lingkar Media.
- Searle, J. R., & Searle, J. R. (1969). *Speech acts: An essay in the philosophy of language*. Cambridge University Press.
- Smith, A., & Anderson, M. (2018). *Social media use in 2018*.
- Sugiyono. 2008. *Metode Penelitian Quantitative Qualitative dan R&D*. Bandung: Alfabeta.
- Wijayanti, A., & Gunawan, Y. B. (2021). *Pembelajaran bahasa Inggris dengan bantuan media video pendek youtube*.

**A
P
P
E
N
D
I
C
E
S**

Table of Illocutionary Act and The Types

The code	Utterances	Types of Illocutionary Act	
V1/001	Yeah, so we live in the same house, but we have very different job.	State	Assertive
V1//002	Yeah, so there's an important difference between woke up and get up. When your eyes open in the morning, you get up and will has a big problem	Predict	
V1/003	I've gone from setting one alarm to three alarms.	State	
V1/004	But something very important happens between that time frame I think. I feed the pets and I bring up a couple of coffees.	Inform	
V1/005	Yes, so very important. In the morning when will gets up before he goes to work, he bring me a coffee in bed and we try to have a coffee together. It's a nice routine to have, I think. Yeah.	Predict	
V1/006	Yeah, and what do you	State	

	usually have.		
V1/007	So the next thing that I do after breakfast is I do some exercise	Inform	
V1/008	One thing that takes a lot of time for me is doing my hair. It's a long process.	Complain	
V1/009	Today, we are going to talk about self introduction.	State	
V1/010	Now, to some of you this topic may seem very basic, but learning to introduce yourself properly is incredible important.	Predict	
V1/011	So I've seen that many of you have requested a video on daily routines.	Inform	
V1/012	So first I think we should introduce ourselves because altought we are getting married quite different lives.	State	
V1/013	When your eyes open in the morning, you get up and will has a big	Complain	

	problem. This gap between waking up and getting up is getting bigger and bigger.		
V1/014	I remember when I was teaching English in Spain, people were surprised that the sun would rise at 4:30 in the morning in summer and then set at 10:00 at night.	State	
V1/015	So it's a big difference. So your days in summer are so much longer.	Complain	
V1/016	I normally have breakfast at around 08:00.	State	
V1/017	Normally I would eat a bowl of cereal or I'd have a plate of toast.	Inform	
V1/018	This is important. They need to know it.	Assert	
V1/019	Yes. So this is a really famous breakfast in the UK. The full English where you have eggs, sausages, bacon.	Predict	
V1/020	You have to be really hungry for an English	Assert	

	breakfast.		
V1/021	We don't eat every morning. I would say maybe five times a year.	Inform	
V1/022	So the next thing that I do after breakfast is I do some exercise.	Inform	
V1/023	Yeah. So you said shoveling. Yes, shoveling	Affirm	
V1/024	I do some squats at the gym sometimes.	Inform	
V1/025	I also spend a long time writing scripts and doing a lot of researching because I'm always learning as well.	State	
V1/026	Yes. Yeah, we hardly ever eat the same thing.	State	
V1/027	I love having something warm for lunch because I'm quite a cold person. I get cold very easily.	Complain	
V1/028	In the UK we have a light lunch and a heavy dinner. I know this is different in some countries and cultures.	Inform	
V1/029	And this was really hard	Complain	

	for me especially as the dinner time was so late.		
V1/030	Our meals are quite varied. We normally eat fish twice a week.	State	
V1/031	Yes. So one of my favourite dishes is to cook salmon with lemon, asparagus and potatoes.	State	
V1/032	Yeah really	Affirm	
V2/033	Today we are going to talk about self introduction.	Inform	
V2/034	You may need to introduce yourself in your class or in job interview.	State	
V2/035	I feel very nervous and anxious when I have to introduce myself to large groups of people and English is my first language.	State	
V2/036	For learners of English, for my students, this is incredibly intimidating.	Assert	
V2/037	The very first thing that you'll need to say when introducing yourself is a	Inform	

	greeting.		
V2/038	However, it is very common in Australia English. The kind of shorten it down to g'day. And I would say that g'day.	Assert	
V2/039	If you're introducing yourself in the night time, you would say good evening.	Assert	
V2/040	It's really important for you to find one that you feel comfortable with.	Assert	
V2/041	There are lot's of informal greetings, like hey, what's up, hi, hiya, yo.	Inform	
V2/042	Honestly, if I said yo when I was introducing myself in an English class or in a less formal situation, I would feel really stupid, because it doesn't suit me.	Predict	
V2/043	I really admire people who can just stand up and say, "yo, what's good"? but it's not gonna happen	State	

	for me		
V2/044	A very important option is your position and your company. For example: I work at google in the marketing department.	Assert	
V2/045	Again, the at can also be replaced with a for.	Assert	
V2/046	That's really important one for you remember.	Assert	
V2/001	For learners of English, for my students, this is incredibly intimidating. In order to successfully introduced yourself, you must have yourself introduction pre written and learn.	Advise	Directives
V2/002	One thing to note is the use of good day.	Command	
V2/003	So make sure you pick one that you feel really comfortable saying.	Command	
V2/004	Let's talk about some other options that you can add on to your self introduction	Command	

V2/005	I must admit, I have asked my student to provide a fun fact about themselves.	Command	
V2/006	So, I highly recommend that you have a fun fact prepared.	Pray	
V2/007	Tell me about yourself.	Command	
V2/008	Now, to some of you this topic may seem very basic, but learning to introduce yourself properly is incredible important.	Advise	
V2/009	In order to successfully introduced yourself, you must have yourself introduction pre-written and learn. You have to be prepared.	Advise	
V2/010	Let's start with formal greetings	Command	
V2/011	One thing to note is the use of good day. In british English, good day is considered very old-fashioned, very very very formal. It's not commonly used.	Advise	

V2/012	Also note that good night is normally a send off, an equivalent for goodbye.	Advise	
V2/013	Now let's talk about informal greetings.	Command	
V2/014	So make sure you pick one that you feel really comfortable saying.	Advise	
V2/015	Next let's talk about location where you're from and where you're living.	Command	
V2/016	Firstly we have I'm from, and then the place name.	Command	
V2/017	Now, those are the basic. Let's talk about some other options that you can add on to yourself introduction.	Command	
V2/018	Now, note the preposition, in versus on.	Command	
V2/001	Now, there are many ways of introducing your name. the very basic ones like I'm or I am. I'm lucky I am lucky or, if you're introducing yourself in a	Ask	Commissives

	situation where the majority of the audience cannot see you, for example on the telephone.		
V2/002	Now you can have formal greetings or you can have informal greetings.	Ask	
V2/003	There are many variations of this. I'm going to start with the most basic and move on to slightly more complicated.	Ask	
V2/004	If you want to say that you are from one place, but are now living in another place, there are various options.	Ask	
V2/005	If you want to say that you are close to graduation, you can say "I'm about to graduate"	Ask	
V2/006	You can take a course on something practical like jewellery making or pottery.	Ask	
V1/001	Hello everyone and welcome back to English	Greet	Expressives

	with Lucy. Today I have a very special guest.		
V1/002	Very special	Praise	
V1/003	They are so good	Praise	
V1/004	So that's it for today's lesson. I hope you enjoyed it.	Thank	
V2/005	Hello, everyone and welcome back to English with Lucy.	Greet	
V2/006	So that's it for today's lesson. I hope you enjoyed it.	Thank	

A

P

P

**E
N
D
I
C
E
S
2**

TRANSCRIPT

Video 1 English Conversation – Daily Routine

Lucy Hello everyone. And welcome back to English with Lucy. Today I have
: a very special guest. This is my fiancé, William.

William: Hello everyone.

Lucy : Will has never been on this channel before. So it's an honour.

William: It's been long overdue.

Lucy : It has. So I've seen that many of you have requested a video on daily routines. So I thought it would be a good idea for us to have a conversation and tell you about our daily routines. And then I'll pick out some vocabulary to show you. So this is a fantastic listening lesson, pronunciation lesson, because you can see how we pronounce specific words.

Lucy : So first I think we should introduce ourselves because although we are getting married, we live quite different lives, don't we?

William: Couldn't be more different really.

Lucy : Yeah. So we live in the same house but, we have very different jobs. I am an English teacher, but I work on youtube.

William: And I am a farmer and I work mainly outdoors on the farm.

Lucy : Yes. So quite the unique pair I think. My first question for you is what time do you usually wake up?

William: Usually I wake up at 5:30 to 6:00

Lucy : Yeah. So there's an important difference between wake up and get up. When your eyes open in the morning, you get up and will has a big problem. This gap between waking up and getting up is getting bigger

and bigger. Isn't it?

William: I've gone from setting one alarm to three alarms.

Lucy : Three alarms, and I have to lay next to him hearing each alarm. So I have a very different job. I, well, I wake up at 5:30, at 5:45 at 6:00 with will. But I keep on sleeping and get up at 7:30. But something very important happens between that time frame I think.

William: I feed the pets and I bring up a couple of coffees.

Lucy : Yes. So very important. In the morning when will gets up before he goes to work, he brings me a coffee in bed and we try to have a coffee together. It's a nice routine to have, I think.

William: Yeah. It's a good start to the day.

Lucy : Yeah. But it's interesting because will's job isn't the same all year round. In summer you're really, really busy. I mean, what time do you wake up in the summer?

William: 4:30 normally.

Lucy : Really, really early. So in the UK, we have very long days in the summer and very short days in the winter. If you're from Norway, Sweden, or anywhere more up north, you'll think, "what are you complaining about?" but I remember when I was teaching English in Spain, people were surprised that the sun would rise at 4:30 in the morning in summer and then set at 10:00 at night. But then in the

winter, the sun doesn't come up till 9:00 and then it can set at 3:30. So it's a big difference. So your days in summer are so much longer.

Yeah so let's move on to having breakfast. I normally have breakfast at around 8:00. When do you have yours?

William: Either 7:30, before I go out to work again or at 10:00.

Lucy : Oh yes. Because you go out and come back in for a break. And what do you usually have?

William: Normally I would eat a bowl of cereal or I'd have a plate of toast.

Lucy : Toast. Yes or on a special occasion, bacon sandwich. Bacon sandwiches on special occasions, or what about a full English breakfast?

William: Only on weekends.

Lucy : Yes. So this is a really famous breakfast in the UK. The full English where you have eggs, sausages, bacon, black pudding. What's black pudding? I don't think some of my student will like it.

William: You don't need to know then. It's sausage made out of blood. Hash brown, it's like fried potato. Baked beans, French toast.

Yeah. Toast fried in oil. And we often have a cooked tomato and cooked mushrooms as well. So it's a huge breakfast, very high fat. And we normally have it if we have drunk alcohol the night before.

Yes.

So it's something you'd have if you are hung over. You can have a hangover or you can be hung over. This is important. They need to know it. Because I think they see the English breakfast sometimes and think that, that's what we eat every morning. And that's not true. You have to be really hungry for an English breakfast.

We don't

No. we don't eat every morning. I would say maybe five times a year.

Yeah. Not a lot.

Five times a year. If we go to a hotel full English. Sometimes we compress it down to a flinglish. Can I have a flinglish. So for my breakfast, I nearly always have it at around 8:00 and I normally have porridge. So that's oats and milk cooked with some fruit like banana, nectarines, or plums at the moment. And in summer I use blueberries and bananas. Delicious so the next thing that I do after breakfast is I do some exercise. In American English, it's more common to say I work out and we do say this, but it's not as commonly used in British English. I do a work out. Yes but I work out I mean, would you think it's more American?

Yes, definitely.

Yeah. So I either go to gym and do an exercise class or I stay on the farm and I go for a run. I go for a run. If you do exercise, what do you

do?

William: I do a lot of walking all day. So 80% of my day will be walking. And we have a fitbit that tracks every step we take every move we make. And that tracks our steps every day.

Lucy : Yeah. And we have a competition. So you can see all the steps that our friends and family have done. And if will remembers to wear his fitbit, he always wins. It's so annoying. I run 10 kilometers and I still don't beat will because you just spend all day walking.

William: So all day, nearly every day I will be lifting bags, shoveling grain, just a lot of physical work really.

Lucy: Yeah. So you said shoveling. So that's to use a shovel or a spade. It's the verb of using that. I think that was a good one. And grain. Grain is basically seeds like wheat, barley, oats, and a thing like that. That's what will grows on his farm. So will also does some work in a little gym that we have set up. We have put in place downstairs and I see you do lots of bicep curls, squats and bench presses as well.

William: Yeah anything else?

William: What else? Press up and some chin ups

Lucy : I hope you enjoyed my demonstration of that. I won't be starting a fitness channel. One thing that takes a lot of time for me is doing my make up and doing my hair. It's a long process.

William: I'm exactly the same. Why else do you think I get up at 4:30 in the morning?

Lucy : You got to look good for those fields. I also spend a long time writing scripts and doing a lot of researching because I'm always learning as well. So I have an idea for an English lesson in my head, and then I'll spend a full day researching and writing the scripts for the next day's filming. So on a Monday, I'll do the research and the writing. On a Tuesday, I'll do the filming. On a Wednesday, we'll get all the editing done. And then on the thursdays and Fridays, I'll do more admin work. So looking at my accounts, the finances, replying to emails, sending emails. It's a full time job.

Will has a very specific lunchtime. What time is it?

William: 1:00 is lunch time

Lucy : Because that's when will's dad has lunch as well. And you work with your dad. Yeah. So at 1:00 every day we come in and we have lunch and we both have different lunches, don't we? Yeah. We hardly ever eat the same thing.

William: Yes. I normally have a sandwich.

Lucy : In the winter I always have soup. I love having something warm for lunch because I'm quite a cold person. I get cold very easily. And in summer I nearly always have salad. I like to make interesting salads

with different seeds. I like to use butternut squash. Yep so that's similar to pumpkin. Some cheese like feta cheese or mozzarella. and I try to include a bit of protein like chicken or fish as well. In the UK we to have a light lunch and a heavy dinner. I know this is different in some countries and cultures. I remember when I lived in Spain, we would have a big lunch and then a lighter dinner. And this was really hard for me especially as the dinner time was so late whereas in England we eat dinner quite early.

But before we talk about dinner, what do we do in the afternoons? When I know one thing that I often do is I walk the dog. I love taking our dog Diego on a long walk across all the fields. And I think he loves that too. Okay let's talk about dinner time. Here we normally have dinner at around 6:00. Although sometimes in the summer we'll have it later. Maximum 8:00 right?

William: Yeah, latest.

Lucy : And what do we typically have for dinner?

William: Our meals are quite varied. We normally eat fish twice a week

Lucy : Yes. So one of my favourite dishes is to cook salmon with lemon, asparagus and potatoes. We have that every single week. Don't we?

William: Yes, we do.

Lucy : And then we have other fish like tuna, sea bass, sea bream, haddock?

William: Sometimes yes.

Lucy : We do eat a lot of fish, two or three times a week. One of will's favourites is steak. So I do that every now and again. We do it on the barbecue. And we also like doing chicken and salads inspired by the Italians. We do a lot of prawn linguini with lemon and sun dried tomatoes. That's delicious. And then on a Sunday we often have a very traditional british meal. The Sunday roast. Sometimes I make it myself and sometimes we go well more often we go to the pub.

William: I think more often we go to the pub.

Lucy : Definitely I love going out on a Sunday afternoon for a Sunday roast

William: A Sunday roast is made up of one meat.

Lucy : Yeah. So typically turkey, chicken, lamb, pork, or beef

William: Yes. One side of potatoes, roast potatoes.

Lucy : So roast potatoes are very special. You peel them, you boil them, then you cover them in fat, like an oil or sometimes duck fat or goose fat. And then you put them in the oven and cook them until they're golden and crispy. They are so good.

William: They are delicious.

Lucy : They're amazing. And very british person think that their parents, their moms or their grandma's Sunday roast potatoes are best. And then

William: vegetables, you'll have two to three or more. Cold be more, she loves

it.

Lucy : She does such a good roast

William: Okay. Let's say for different types of vegetable will be on your plate as well that would be broccoli, cabbage, peas, beans, carrots, parsnips.

Yes

Lucy : That's the one vegetable that I ... I will eat it. There's nothing I won't eat, but parsnips, I would not choose to have them. They're too sweet for me. But often with chicken or with turkey, because they're birds, they have stuffing, which is.. what is stuffing?

William: Stuffing is made up of chopped nuts, onion, flour, and some herbs and they're all blended together and made into a bowl.

Lucy : Yeah and it's quite doughy. He's quite heavy. And then we also have Yorkshire puddings, which is like a big.. it's like a big fluffy pancake almost. The mixture is the same as pancake mixture, but it's very light and airy. It starts off with this size and it grows and grows. And if I have one, I always give it to will because it's just too much food for me. And then the best bit is the gravy, which is a meat sauce made from the juices of the meat and your pour that all over and it's absolutely delicious. Let's move on to the end of the day. What about baths or showers? Because I prefer a bath, but if I have to wash my hair, then I'll have a shower. And I normally have it in the morning so that my

hair can be clean for the rest of the day. When do you have yours?

William: So every night before I go to bed, about 9:30 to 10:00 I have a shower. I never have a bath. I can't fit in baths.

Lucy : So will is six foot six or 1.98 metres tall, nearly two metres. So baths are often not an option. What time do you normally go to bed?

William: I normally go to bed between 10:00 and 10:30.

Lucy : Yes. So we go to bed quite early, but obviously it's because we wakes up very early. But after will wakes up in the morning , I find it hard to go back to sleep. So I also go to bed between 10:00 and 10:30

Lucy : Right. So that's it for today's lesson. I hope you enjoyed it and I hope you learned something. We will see you soon for another lesson.

Video 2 Self Introduction – How to Introduce Yourself in English

Introduction Hello everyone, and welcome back to English with Lucy.

Today, we are going to talk about self introduction, the answer to that dreaded question, “tell me about yourself”.

Now, to some of you this topic may seem very basic, but learning to introduce yourself properly is incredibly important.

You might need to introduce yourself without any forewarning, so you need to be prepared.

You may need to introduce yourself in your English class or in a job interview.

You might need to introduce yourself at a new job or at a new hobby or leisure activity.

You may even need to introduce yourself at a big event or convention in front of thousands of people. I feel very nervous and anxious when I have to introduce myself to large groups of people, and English is my first language.

For learners of English, for my students, this is incredibly intimidating. In order to successfully introduced yourself, you must have your self introduction pre written and learnt. You have to be prepared.

In this video, I am going to guide you through this process. At the end of this lesson, you will have a complete self introduction that is ready to use and ready for you to learn off by heart. I encourage you to share your introductions in the comment section down below, so let's start with the basics of a self introduction.

Sponsor

The very first thing that you'll need to say when introducing yourself is a greeting. Now, you can have formal greetings or you can have informal greetings. It depends where you are, the situation you are in.

Let's start with formal greetings.

Obviously, hello. Hello can be both formal and informal, but it's fine to use it in a formal situation. You also have good morning, good afternoon and good evening. Make sure you pay particular attention to what time of day it is. I have said good morning in the evening and good evening in the morning before.

One thing to note is the use of good day. In British English, good day is considered very old fashioned very very, very formal. It's not commonly used. However it is very common in Australian English.

They kind of shorten it down to g'day. And I would say that, g'day.

Greetings

Will she approve? I'll ask her. But, g'day is more informal. But this again is if you're in Australia. It's just something I've noticed

people using in my comments section, “good day” I can see why you would use it. It appears to be a greeting that is suitable for all hours of the day, when in reality, in British English it’s just a very old-fashioned saying. Also note that good night is normally used off, an equivalent for good-bye. You say it when you are leaving instead of when you are greeting someone. If you’re introducing yourself in the night time, you would say good evening.

Now let’s talk about informal greetings. It’s really important for you to find one that you feel comfortable with. There are lots of informal greetings, like hey, what’s up, hi, hiya, yo. There’s even, what’s good? Which is quite an American one. Honestly, if I said yo when I was introducing myself in an English class or in a less formal situation, I would feel really stupid, because it doesn’t suit me. My particular region doesn’t use yo, so it feels a bit forced. I really admire people who can just stand up and say, “yo, what’s good” but it’s not gonna happen for me. So make sure you pick one that you feel really comfortable saying. Next of course we have your name. Now, there are many ways of introducing your name. The very basic ones like I’m or I am. I’m Lucy. I am Lucy. Or, if you’re introducing yourself in a situation where the majority of the audience cannot see you, when you’re speaking on the telephone.

You can say, my name is or my name's, with the apostrophe-s the contracted form. Or, if you're in a very large auditorium or convention centre, then you might want to use this is, "this is Lucy". On the telephone I would normally say, hi this is Lucy speaking, or this is Lucy.

Next let's talk about location, where you're from and where you're living. There are many variations of this. I'm going to start with the most basic and move on to slightly more complicated ways of describing your geographical location. Firstly we have I'm from bedforshire. We also have I'm and then the nationality adjective "I'm British, I'm English." If you are from somewhere that is quite far from the place where you're introducing yourself, you can say I come from, and then you can name that place. Come from implies a little bit more of journey. If you want to say where you grew up, you can say I was born and raised in place name. I was born and raised in England. If you were born in one place but grew up in a different place, you can say, I was born in france but raised in Sweden. If you want to say that you are from one place, but are now living in another place, there are various options. You can say, I grew up in "I grew up in LA but now live in New York". I'm originally from Edinburgh but I'm now based in London. If you

want to say how long you have lived in a certain place, you can say, “live been living in London for three years.” Or “I’ve spent the past few years in paris”. Now, those are the basic let’s talk about some other options that you can add on to your self introduction. A very important option is your position and your company. For example, “I work at google in the marketing department.” You can say, I work at or I work for. You would not say I work in, and then a company name. it’s at or for a company name. you can also say, “I’m a manager at starbucks.”I’m position at company. Again, the at can also be replaced with a for. If you just want to give general idea of the field in which you work, you can say I work in, general area. “I work in, sales”. If you want to give the specific position, you can say “I work as an accountant” you might also want to mention your qualification, especially if you are introducing yourself in a job interview. If you want to say that you are close to graduation,

Other options

You can say, “I’m about graduate.” You could also say, I am a subject graduate or postgraduate. “I’m a marketing graduate.” “I have a bachelor of arts degree in marketing”. Or I have a BA in marketing”. I’m a biology post-grad.” Shortening it down to grad is more informal, so it might be something that you do at a

convention or in your English class. If talk about the course or other achievements you could say, I am taking a course in Mathematics now, pay attention to prepositions, print with on You can take a course on a theory like math. You could take a course on something practical like jewelry making or pottery. You can also remove the preposition "I'm taking a pottery course." If you want to say that you have completed a course, now on your CV you can say I completed a 72 hour course in or on the subject. For the time scale of course, you can say the number, the dash, and then the unit of time, and that together form an adjective. A 72 hour course. A three-day course.

Now, if you want to talk about your experience, about your previous jobs, you could say, I have years of experience in this field. "I have three years of experience "In the field of neuroscience" at any company. You don't have to say the field. You could say I have 10 years of sales experience. Or, I have 10 years. experience in sales you could say I work in the field however you have been working there for a long time "I have been in the accounting field for three years." "I have worked in the field of business. accounting for three years." Now, if you are in a informal situation where you are introducing yourself to make friends and to

meet people and to get to know each other better, you might want to talk about Now, obviously, there are normal things like, I have a brother, I have a sister, I have a mother and a father. But if you want to give a little more information. trust and also show off your language skills A common mistake I hear my students make is when they are trying to talk about how big or small their family is They want to tell me how many members there are in their family Yes in their family. I often hear them say, "We are five in our family." This is not true in English. In English we say, I come from a family of numbers. "I come from a family of four." Or, "We're a family of four." That's a really important thing for you to remember. It's an error I hear very often. If you want to talk about how many siblings you can say "I am one of four siblings." Siblings don't specify gender, So you don't have to say two brothers, one sister. You can only say three siblings, "I'm one of four." Or even, if you've talked about family, you can just say, "I'm one of four," and they'll understand you. If you don't have siblings, you can say I'm an only child "I'm an only child" You might want to talk about hobbies. You have all the usual phrases like, I really like running, I really like tennis. A really good phrase I think is, I'm a big fan. "I'm a big fan of Go." You can also say, I am a sharp

person and then a noun. For example, "I'm a keen runner." Or, "I'm a keen tennis player.

Now, I've left this to the end because really, it really isn't necessary anymore but the important thing is that you know how to say it. That's age. We have a basic one. "I'm 25." The shorter way is: I'm 25. If you don't want to specify your age, you can say, I'm at the beginning, middle, or bottom, and then your decade 20, 30, 40, 50 teens is fine, if you're really young. "I'm in my mid-20s." "She's in her teens." "He's in his late 40s. " You might also hear people say, English Learn to pronounce "She's a 20th marketing graduate." Or, "He's a 30-year-old accountant." Learn to pronounce That's if you don't know their age or you think it would be rude to try and guess their age Last point in this vocabulary part of the lesson, I want to talk to you about scary fun facts I've been to a lot facts I've been to a lot of conferences and I've had to introduce myself in English classes and something teachers and speakers love to ask you to do is come up with an interesting fact about yourself. . I have to admit, I asked my students to provide an interesting fact about themselves. and say, my name is and my job is, and my fun fact is (mumbles). And that can be really, really daunting, scary. Suddenly thinking of an interesting fact about itself is hard, really hard So I suggest you

have an interesting fact up your sleeve, prepare an interesting fact
Think of an interesting fear, taste, a strange like or dislike, one
good thing about your pet or an odd achievement or extraordinary
experience. I always say I have hyperactivity, and then I'll show
them my thumb or dislocate my shoulder blades. That's twice in a
month I did it on YouTube. I need to calm down Think, if you want
to do your homework share your interesting facts about yourself
But this is optional. I know how horrible the truth can be. Now, I've
given you tons of different options. I've given you the basics and
then you can add topics. But you'll be left with lots of short
sentences.

Let's see what I look like. good morning I'm Lucy, 24 years old I'm
from Bedfordshire I work as an English teacher I graduated in
marketing. I am a big fan of running and fitness classes. Now,
while all of that is grammatically correct and very obvious, if I said
so myself, I think it would be a lot better if I condensed these seven
sentences down into two fluent sentences What do you think? about
this? Good morning everybody. My name is Lucy and I am a 25
year old marketing graduate from Bedfordshire. I work as an
English teacher now and I am a huge fan of running and fitness
classes. So much better, very short, very natural. See if you can

condense your introduction down to two sentences, minus the greeting. That might be a small sentence on its own. I have not deleted any information. Yes, I really look forward to reading all of your introductions and interesting facts, if you choose to do so. Let's correct mistakes and help each other. I'll also look at the comments first, and I'll be looking at a few Don't forget to connect with me on all my social channels I've got my Facebook, Instagram and Twitter, and Lucy Bella Earl channel where I talk about my life, not English. I'll see you soon for another lesson. Mwa. You can learn English in over 130 other languages from anywhere in the world, at any time of the year, as long as you have a stable internet connection (stammer). A lot of students text-- I'll text you later. They gave me an offer to pass on to you

Table of Illocutionary Act and The Types

The code	Utterances	Types of Illocutionary Act	
V1/001	Yeah, so we live in the same house, but we have very different job.	State	Assertive
V1/002	Yeah, so there's an important difference between woke up and get up. When your eyes open in the morning, you get up and will has a big problem	Predict State	
V1/003	I've gone from setting one alarm to three alarms.	State	
V1/004	But something very important happens between that time frame I think. I feed the pets and I bring up a couple of coffees.	Inform	
V1/005	Yes, so very important. In the morning when will	Predict	

	gets up before he goes to work, he bring me a coffee in bed and we try to have a coffee together. It's a nice routine to have, I think. Yeah.		
V1/006	Yeah, and what do you usually have.	State	
V1/007	So the next thing that I do after breakfast is I do some exercise	Inform	
V1/008	One thing that takes a lot of time for me is doing my hair. It's a long process.	Complain	
V1/009	Today, we are going to talk about self introduction.	State	
V1/010	Now, to some of you this topic may seem very basic, but learning to	Predict inform	

	introduce yourself properly is incredible important.		
V1/011	So I've seen that many of you have requested a video on daily routines.	Inform	
V1/012	So first I think we should introduce ourselves because although we are getting married quite different lives.	State advice	assertive
V1/013	When your eyes open in the morning, you get up and will have a big problem. This gap between waking up and getting up is getting bigger and bigger.	Complain	
V1/014	I remember when I was teaching English in Spain, people were surprised that	State	

	the sun would rise at 4:30 in the morning in summer and then set at 10:00 at night.		
V1/015	So it's a big difference. So your days in summer are so much longer.	Complain inform	
V1/016	I normally have breakfast at around 08:00.	State	
V1/017	Normally I would eat a bowl of cereal or I'd have a plate of toast.	Inform	
V1/018	This is important. They need to know it.	Assert	
V1/019	Yes. So this is a really famous breakfast in the UK. The full English where you have eggs, sausages, bacon.	Predict inform	
V1/020	You have to be really hungry for an English	Assert	

	breakfast.		
V1/021	We don't eat every morning. I would say maybe five times a year.	Inform	
V1/022	So the next thing that I do after breakfast is I do some exercise.	Inform	
V1/023	Yeah. So you said shoveling. Yes, shoveling	Affirm	
V1/024	I do some squats at the gym sometimes.	Inform	
V1/025	I also spend a long time writing scripts and doing a lot of researching because I'm always learning as well.	State inform	
V1/026	Yes. Yeah, we hardly ever eat the same thing.	State	
V1/027	I love having something warm for lunch because I'm quite a cold person. I	Complain	

	get cold very easily.		
V1/028	In the UK we have a light lunch and a heavy dinner. I know this is different in some countries and cultures.	Inform	
V1/029	And this was really hard for me especially as the dinner time was so late.	Complain	
V1/030	Our meals are quite varied. We normally eat fish twice a week.	State	
V1/031	Yes. So one of my favourite dishes is to cook salmon with lemon, asparagus and potatoes.	State	
V1/032	Yeah really	Affirm	
V2/033	Today we are going to talk about self introduction.	Inform	
V2/034	You may need to	State	

	introduce yourself in your class or in job interview.		
V2/035	I feel very nervous and anxious when I have to introduce myself to large groups of people and English is my first language.	State	
V2/036	For learners of English, for my students, this is incredibly intimidating.	Assert	
V2/037	The very first thing that you'll need to say when introducing yourself is a greeting.	Inform	
V2/038	However, it is very common in Australia English. The kind of shorten it down to g'day. And I would say that g'day.	Assert	

V2/039	If you're introducing yourself in the night time, you would say good evening.	Assert inform	
V2/040	It's really important for you to find one that you feel comfortable with.	Assert	
V2/041	There are lot's of informal greetings, like hey, what's up, hi, hiya, yo.	Inform	
V2/042	Honestly, if I said yo when I was introducing myself in an English class or in a less formal situation, I would feel really stupid, because it doesn't suit me.	Predict complain	
V2/043	I really admire people who can just stand up and say, "yo, what's good"? but it's not gonna happen	State	

	for me		
V2/044	A very important option is your position and your company. For example: I work at google in the marketing department.	Assert	
V2/045	Again, the at can also be replaced with a for.	Assert	
V2/046	That's really important one for you remember.	Assert	
V2/001	For learners of English, for my students, this is incredibly intimidating. In order to successfully introduced yourself, you must have yourself introduction pre written and learn.	Advise	Directives
V2/002	One thing to note is the use of good day.	Command	

V2/003	So make sure you pick one that you feel really comfortable saying.	Command	
V2/004	Let's talk about some other options that you can add on to your self introduction	Command	
V2/005	I must admit, I have asked my student to provide a fun fact about themselves.	Command	
V2/006	So, I highly recommend that you have a fun fact prepared.	Pray recommend	Dirrective
V2/007	Tell me about yourself.	Command	
V2/008	Now, to some of you this topic may seem very basic, but learning to introduce yourself properly is incredible important.	Advise	
V2/009	In order to successfully	Advise	dirrective

	introduced yourself, you must have yourself introduction pre-written and learn. You have to be prepared.		
V2/010	Let's start with formal greetings	Command	
V2/011	One thing to note is the use of good day. In british English, good day is considered very old-fashioned, very very very formal. It's not commonly used.	Advise	
V2/012	Also note that good night is normally a send off, an equivalent for goodbye.	Advise	
V2/013	Now let's talk about informal greetings.	Command	
V2/014	So make sure you pick one that you feel really	Advise	

	comfortable saying.		
V2/015	Next let's talk about location where you're from and where you're living.	Command	
V2/016	Firstly we have I'm from, and then the place name.	Command	
V2/017	Now, those are the basic. Let's talk about some other options that you can add on to yourself introduction.	Command	
V2/018	Now, note the preposition, in versus on.	Command	
V2/001	Now, there are many ways of introducing your name. the very basic ones like I'm or I am. I'm lucky I am lucky or, if you're	Ask offer	Commissives

	introducing yourself in a situation where the majority of the audience cannot see you, for example on the telephone.		
V2/002	Now you can have formal greetings or you can have informal greetings.	Ask Offer	
V2/003	There are many variations of this. I'm going to start with the most basic and move on to slightly more complicated.	Ask Promise	
V2/004	If you want to say that you are from one place, but are now living in another place, there are various options.	Ask Offer	
V2/005	If you want to say that you are close to graduation, you can say	Ask Offer	

	“I’m about to graduate”		
V2/006	You can take a course on something practical like jewellery making or pottery.	Ask Offer	
V1/001	Hello everyone and welcome back to English with Lucy. Today I have a very special guest.	Greet	Expressives
V1/002	Very special	Praise	
V1/003	They are so good	Praise	
V1/004	So that’s it for today’s lesson. I hope you enjoyed it.	Thank	
V2/005	Hello, everyone and welcome back to English with Lucy.	Greet	
V2/006	So that’s it for today’s lesson. I hope you enjoyed	Thank	

	it.		
--	-----	--	--