

ILLOCUTIONARY ACTS USED BY MARINA MOGILKO ON LINGUAMARINA

ENGLISH LEARNING YOUTUBE CHANNEL

THESIS

Submitted as A Partial Requirement for

the Degree of Undergraduate in English Language Education



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Thank you for the attention.

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DEDICATION

1. My God Allah SWT
2. My beloved parents (Mr. Riyanto and Mrs. Sri Wahyuni)
3. My beloved family
4. My beloved friends
5. All my lectures of UIN Raden Mas Said Surakarta
6. All of my classmate “F” class

MOTTOS

" Allah does not burden a person but according to his ability ..."

QS. Al Baqarah: 286

What passes me by will never be my destiny, and what is destined for me will never
pass me

Umar bin Khattab

PRONOUNCEMENT

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I hereby sincerely state that the thesis entitled "*Illocutionary acts used by Marina Mogilko on Linguamarina english learning youtube channel*" is my own original work. To the best of my knowledge and belief, the thesis contains no material previously published or written by another person except where due references are made.

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

Sukoharjo, June 22nd 2023

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

Surakarta , June 22nd 2023

The Researcher

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ABSTRACT

Siti Nur Janah. 2023. *An Analysis of Illocutionary Acts Used by Marina Mogilko in Linguamarina English Learning YouTube Channel*. Thesis. English Language Education. Cultures and Languages Faculty. Raden Mas Said Islamic University of Surakarta.

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Key words : Illocutionary Acts, English Learning, YouTube

This research studies about an analysis of illocutionary acts used by Marina Mogilko on Linguamarina YouTube channel. This study are divided into two objectives. The first objective of this study is to know the types of illocutionary acts used by Marina Mogilko on Linguamarina YouTube channel. The second objective of this study is to know the functions of illocutionary acts used by Mariina Mogilko on Lingumarina YouTube channel based on Leech theory.

The method of this research is descriptive qualitative. The result to focus on the deep meaning of the utterance's quality rather than the quantity of number. The data of this research were taken from utterances in monologue by Marina Mogilko in Linguamarina YouTube channel. The instrument of this research are recorded, take note, transcription and the researcher herself who collects, analyzes, and presents the data findings of the research then draws the conclusion. The researcher applied the trustworthiness of the data to obtain the valid data from the data sources. The researcher using triangulation investigator in this research. There are one expert of linguistic study and two students researching speech acts

The results of this research are divided into two parts. The first result shows four kinds of illocutionary acts used by Marina Mogilko on Linguamarina YouTube channel. First, the types of illocutionary acts are found 123 data. There are representative with 77 data, directive with 35 data, commissive with 5 data, and expressive with 6 data. In this research declarative not found. Second, the function of this research are found 123 data. There were 35 data of competitive, 11 data of convivial, and 77 data of collaborative.

CHAPTER I

INTRODUCTION

A. Background of the Study

Communication is an activity of conveying information, be it messages, ideas, and from someone to another. Communication can be done in two ways, namely direct and indirect. Directly is communication through verbal/oral and indirectly, communication through certain media. However, it is the most frequently used direct communication in everyday life. Direct or verbal communication can be in the form of utterances by speakers addressed to listeners such as speech acts.

Speech act is an action that people often do without realizing it. Speech acts can't be separated from human life. Speech acts used by humans (speakers) in everyday life have a specific purpose for hearer/speech partner. Yule (1996) declares speech acts are the utterance which performed in action by two people or more as a speaker and hearer. Speech acts themselves are divided into three according to Austin (1962), namely locutionary, illocutionary and perlocutionary. However illocutionary speech acts are problems that are often found when communicating with someone. Pasaribu, Herman, and Silalahi (2019:4) cited by (Sitanggang et al., 2020:318) state that illocutionary acts is an utterance by speaker with several kind of function in mind. It's mean that illocutionary speech has an implicit purpose or intention that addressed to speech partner or hearer.

But not all the speech partners or hearer are able to understand the speaker intention. The above phenomenon is often found in everyday life and can even be found on social media such as YouTube.

YouTube is one of the most popular video-sharing services on the internet, today (Snelson, 2011). The videos consist of music, video blogs, press reviews, documentaries, and education videos (Aji, Hendro, and Putro, 2018; Prastiyo, Djohar, and Purnawan, 2018). These videos are created by user knowns as content creators or youtuber. A content creator has a great influence on his utterance on his viewers through speech. One of the most influential content creator is Marina Mogilko. Marina is a content creator in the field of education that discusses learning English. In the learning English, a content creator can't separate from speech acts especially illocutionary acts during explaining the English material.

The background of the problem of this research is because not all viewers can immediately understand the intention of the Marina Mogilko with a monologue containing pragmatic. This illocutionary act research helps readers to understand the meaning and intention of utterance by Marina Mogilko on her channel Linguamarina. It is a learning channel so this research is good to help provide a positive effect on its viewers. The viewers can understand the speaker intention of the channel's monologue more deeply so that they can take knowledge and information from this channel easily.

The researcher chose Marina Mogilko as the research subject because she wanted to find out how illocutionary acts contained in an English learning channel Linguamarina. This channel is very inspiring, motivating and informative because it is based on Marina Mogilko's own experience when learning English, especially American English. She had also won the best influencer in education at the WIBA awards. She shared tips to the viewers when she learning English. Thus, it is very important to know the meaning of Marina's speech. Because her speech can affect many people who watch her videos. One of the informative utterances of Marina Mogilko is *"just be consistent whatever you choose"*. The utterance included representative illocutionary acts because he utterance about the speaker believe. The speech provides motivate and messages to viewers to always be consistent with their accent. Because consistency is the key to being able to speak English well and correct. Therefore this research is very important to do so that the message and intent of Marina Mogilko can be conveyed correctly.

There are several studies that investigated illocutionary acts that inspired the researcher. The first previous research is *"An Analysis Illocutionary Acts and Perlocutionary Acts In Movie "Monte Carlo" by Thomas Bezhuca* conducted by Meilita Sefriana (2019) from the English Department, Tarbiyah and Teacher Training Faculty of Raden Intan State Islamic University Lampung. She analyzed illocutionary acts and perlocutionary acts in Monte Carlo movie. The

result of her research is four categories of illocutionary acts such as representative, directive, commissive, and expressive.

The second research is “*An Analysis Illocutionary Acts Used by Main Character in The Sherlock Holmes Movie: The Empty Hearse*” conducted by Wahyu Nur Azizah (2020) from the English Department, Faculty of Tarbiyah and Educational Science, State Islamic Institute of Tulungagung. She analyzed about illocutionary act used by main character in the Sherlock Holmes movie: The Empty Hearse. The result of her study is classification of illocutionary acts such as representative, directive, commissive, expressive, and declaration.

The third Journal is entitled “*A Pragmatics Analysis Of Illocutionary Act Performed by Main Character Alan Poul’s The Back-Up Plan Movie*” composed by Fatma Chimayasari (2020), English Language Education, Language and Art Faculty, Yogyakarta State University. She Analysis Illocutionary Act used by main Character Alan Poul in movie The Back-Up Plan. In this research, she used descriptive qualitative method. In this research she only found four types illocutionary acts and three function of illocutionary act used by main character Alan Poul. The research finding are 277 data of types illocutionary acts. It is representative are 158 data, directive are 84 data, expressive 23 data, commissive 12. In this research declarative type not found by researcher. Second result is function of illocutionary acts, she found collaborative with 138 data, competitive with 85 data, and convivial with 35

data. In this research the researcher not found conflictive function.

The fourth thesis entitled “*An Analysis of Illocutionary Act on Song Lyrics Bruno Mar’s Doo- Woops & Hooligans Album*” is composed by Mai Sarah Safitri (2021), English Education Program, Faculty of Teacher Training and Education, Muhammadiyah Sumatra Utara University. This research applied a descriptive qualitative method to analyze the data. The technique of analyzing the data in this research was used the Miles & Huberman (2019) such as condensation, data display, and conclusion drawing and verification. The result of the song lyrics of Doo – Woops & Hooligans Album by Bruno Mars use most of collaborative illocutionary act’s function.

The previous studies, researchers above analyze illocutionary speech acts in movie and music. The differences between this research and the previous research are the subject because different subject of study will give new findings that lead to mixed results. The advantage of this research is using influencers as subjects. Where in the era of digitalization an influencer is very impactful in conveying information, especially information about English. Therefore, research on illocutionary acts really needs to be done because it is to find out what the speaker’s utterances mean. In this study, researcher chosen Marina Mogilko as subject in this research. Therefore the researcher want to conduct a study entitled “*Illocutionar Acts used by Marina Mogilko on The Linguamarina English Youtube Channel*”.

B. Identification of Problem

Based on the background of the research above, the researcher will be identifying the problem that will be investigated in this research:

1. The viewers have misunderstanding about the speaker (youtuber) during explain the English material.
2. The viewers may have different interpretation of utterance reflected by the speaker (youtuber).

C. Limitation of the Study

Lingumarina is one of YouTube channel that provide many information about English learning. There are many videos that Marina Mogilko made in the Lingumarina. In Linguamarina channel many topics that Marina Mogilko has explained. The topics or segment were explained such as how to speak English like native speakers, how to study grammar, TOEFL strategies, etc. It is impossible to analyze all videos in this research. In order to achieve the goals of this research, the researcher will be focus analyze Marina Mogilko utterance or spoken form in term of illocutionary acts on her channel Lingumarina. It is impossible to analyze all segment in this research. The researcher focus on segment *How to Speak English Fast and Understand Natives*. The researchers only took 2 videos for sample where the duration was about 10 minutes per video. The videos are *how to speak English fast and understand native part I and*

part II.

First, The context *How to Speak English Fast and Understand Native Part I* Marina Mogilko explained about the way American speak English with connecting word. She shared example of connecting word and how to pronounce it. Second, in this video part II Marina was explained how a native speaker speaks English as follows; reduce the form, decide which accent that will use, use contractions, learn to ignore fillers, pay attention to stress word, use slang, and use idioms.

D. Formulation of the Problem

The researcher devided the problem such as:

1. What are types of the illocutionary acts used by Marina Mogilko in segment *How to Speak English Fast and Understand Natives* Lingumarina's YouTube channel based on Searle?
2. What are the functions of illocutionary acts used by Marina Mogilko in segment *How to Speak English Fast and Understand* Lingumarina's YouTube channel based on Leech (1983)?

E. Objective of the Study

1. To identify the types of illocutionary acts used by Marina Mogilko in segment *How to Speak English Fast and Understand Natives* Lingumarina's YouTube channel.

2. To identify the functions of illocutionary acts used by Marina Mogilko in *How to Speak English Fast and Understand Natives* Linguamarina's YouTube channel based on Leech (1983).

F. Benefits of the Study

The researcher will be distinguished the benefits of this research, it is theoretically and practically.

1. Theoretical

- a. The results of this study are included for theorizing purposes academic references on knowledge development especially illocutionary acts as part of pragmatics study.
- b. The research can give a contribution and explore the knowledge of illocutionary acts.
- c. The researcher hopes the readers will understand about topic illocutionary acts in this study.

2. Practical

- a. To the Reader

The reader will know about illocutionary acts that used by speaker.

- b. To the Faculty

It can be used as a reference for faculty to explore the knowledge about

pragmatics especially illocutionary acts.

c. To the Other Research

The results of this study can be used as a reference for other researchers wishing to investigate illocutionary acts.

G. Definition of Key Terms

This is some key words that used in this research:

1. Speech acts

Yule (1996) in (Fitri Nur Rahayu, 2018) states that speech act is a theory that analyzes actions performed through speech.

2. Illocutionary acts

According to Yule (1996:48), illocutionary acts is performed via communicative force of utterance.

3. YouTube

YouTube is one of the most popular video-sharing services on the internet, today (Snelson, 2011)

4. Marina Mogilko

Marina Mogilko is the content creator of YouTube that already made many videos about studying English.

CHAPTER II

LITERATURE REVIEW

In this chapter, the researcher discusses the relevant theories related to the study, review previous studies and conceptual framework. This chapter is divided into two parts there are theoretical review a previous study.

A. Theoretical Review

1. Pragmatics

Pragmatics is a branch of linguistics developed in the late 1970s that studies how people understand and produce speech. Morris (1938) in (Dr. Ika Arfianti, 2020) is regarded as the first thinker about semiotics. He divided it into three parts: syntax, semantics, and pragmatics. This is in accordance Morris (in Trosborg, 1995:1) that “*The modern usage of pragmatics was first introduced by Morris, who used the term in a very broad sense to refer to the study of (the relation of sign to interpreters)*”. The famous definition by Morris (in Mey, 2001:4) that pragmatics as “*The study of the relation of signs to interpreters*”. After the point of view of previous linguists on pragmatics like Morris, it was followed by the development of thought by modern linguists.

Levinson (1983:9) explained pragmatics is the study of those relations between language and context that are *grammaticalized*, or encoded in the

structure of a language. Grammaticalized by Levinson means it operates with phonological, morphological, and syntactic elements under the direction of grammatical rules. He also added that pragmatics is the study of the ability to use language to form sentences relevant to the context. The context within a dialogue occurs as intended by the language used. Pragmatics also investigate how listeners and readers make assumptions about what is being said and written to arrive at the user's intended interpretation of the meaning.

On other hands, there are some definitions from Yule (1996:3) about pragmatics as follows:

- a. Pragmatics is the study of speaker meaning.
- b. Pragmatics is the study of contextual meaning.
- c. Pragmatics is the study of how more gets communicated than said.
- d. Pragmatics is study of the expression of relative distance.

Yule added an explanation the advantage of study language via pragmatics is being able to talk about the intended meanings, assumptions, goals or goals of people and the kinds of actions they perform when they speak (such as requests). He also explained that Pragmatics is concerned with the study of meaning as communicate by a speaker (or writer) and interpreted by a listener (or reader). There is similarity between Levinson and Yule income defining pragmatics, they argue that pragmatics is determined by

context.

Meanwhile according to Mey (2001:6) "*Pragmatics studies the use of language in human communication as determined by the condition of society*". In this case, pragmatics is viewed as the science of language that people use in real life for their own purposes, within their limits and abilities. Mey (2001:4-5) states that pragmatics tell of the right to use language in various unconventional ways, as long as people know they are using language to achieve a purpose.

Cited by (Yuliantoro, 2020:7) Leech states that pragmatics is the study of meaning in relation to many speech situations more related "*utterance meaning*" rather than "*sentence meaning*". The meaning of speech is determined by speech situation, not sentence structure. The meaning of sentence structure included of semantics studies, while the meaning of speech situation included pragmatics studies.

2. Scope of Pragmatics

Based on Yule (1996:9-61), there are six scopes of pragmatics as follows: deixis, presupposition, cooperative principle, implicature, politeness, and speech act.

Based on Yule (1996:9), deixis is a technical term (from Greek) for one of the most basic things that speech does or "*pointing*" at the language.

Second, Yule pointed out that “*A presupposition is something the speaker assumes to be the case prior to making an utterance*” meanwhile “*An entailment is something that logically follows from what is asserted in the utterance*” (1996:25). Third, cooperative is a fundamental premise of any conversation in which each participant participates. Fourth, Yule said “*That something must be more than just what the words mean. It is an additional conveyed meaning, called an implicature*” (1996:35). Fifth, Yule states that politeness is an interpersonal system designed to facilitate interaction by minimizing the potential for conflict and confrontation inherent in a human interaction (1996:106). Sixth, “*Action performed via utterances are generally called speech act*” (1996:47)

3. Speech Acts

a) Definition Speech Acts

Most people communicate that way actions are needs a goal or desire to do it. The action done when someone says something is called speech act. They were considered by many to be headquarters phonological, morphological, syntactic, and communicative units a semantic property of the utterance used to determine whether a speaker makes a promise, prediction, statement, or threat. Several speech acts matter because they can explain what the corresponding authority is start a war or sentence the accused to prison, saying they does.

The concept Speech acts include one of the central themes of pragmatics. The invention of speech acts was the first concept by a philosopher, John L. Austin in his book *How to Do Somethings with Words* in 1962. Then the study of speech act theory was developed by American philosopher John Rogers Searle in 1969. They developed speech act theory on the basis of belief that language is used by humans to perform an action. Austin described that a speech acts as an action performed simply by saying something (1992:94). He also said cited by (Rahmayani et al., 2018:275) when people utterances, it is not always to represent something. Instead, by uttering utterances, they actually do something.

Searle (1985), states that the basic unit of communication is speech acts. In addition, he argues that in the study of speech acts (speech acts) is the whole lingual communication that includes lingual acts. Lingual communication units do not only talk about symbols, words, or sentences; more than that, symbols, words, or sentences are the result of the real form of speech acts is the result of the real form of speech acts. So, the result of speech in certain conditions are speech acts, and speech acts are the basic or minimal unit of lingual communication.

On the other hands, Yule (1996:47) states that speech acts are acts that are performed through utterances. He also speech acts are the utterance

which are performed in action by two people or more as a speaker and hearer. From Austin and Yule's explanation, it means that when somebody says something, he also does something. Griffiths (2006:148) stated that speech act is the basic unit of linguistic interactions such as giving a warning, greeting, applying, telling information, confirming an appointment, and other expressions.

b) Types of Speech Acts

Austin named the famous trichotomy or kinds of actions in three kinds which is nowadays called a speech act. According to Austin in (Wijayanti, 2020:58) speech acts can classify into three types: Locutionary acts, Illocutionary acts, and Perlocutionary acts.

1) Locutionary Act

Locution is the physical act of producing an utterance (Austin:1992). Locution is the easiest action to identify because it does not take into account the context of the speech (Rohmadi, 2004:30). A locutionary act is called by the act of saying something (Wijana, 1996:17). In line with Austin's theory, Yule (1996:48) states a illocutionary act is how the utterance produces by an act of a person or produces a meaningful linguistic expression. From the explanation above means an locutionary act is an act that says something of utterance meaning. The locutionary acts is just producing a sentence

with no clear context.

Example: (1) *My shirt is torn.*

In utterance (1) the word "my" or the word "me" refers to a singular person who is the speaker's own self. Singular person who is the speaker's own self, which has the intention to inform or make a statement about the situation experienced by the speaker.

2) Illocutionary Act

When someone says something, there is an implicit message in theirs that has its own intentions. This is known as illocutionary acts in the theory of speech acts. An illocutionary act is called the act of doing something (Wijana, 1996:18). According to Yule illocutionary act is performed via the communicative force of an utterance (1996:48)

Example: (2) *My shirt is torn.*

Utterance (2) has elements of illocutionary action when viewed from the implied purpose of the speaker. In this case, the speaker has the intention to ask for money to the money or help to speech partners because his shirt was torn.

3) Perlocutionary Act

The perlocutionary act is called the act of offering something. Perlocution is the act of speaking to produce or exert a particular effect

recipient or specific impact. Specific impact behavior doesn't necessarily mean making the listener make physical movements. It is also about changing the minds and habits of listeners.

Example: (3) *My shirt is torn.*

Utterance (3) by the speaker above will have an element of perlocutionary action if the speech partner transfers some money to buy new clothes or gives rocks by sewing the speaker's clothes. From the example above, it means perlocutionary is the sentence produces or aims to say something to convince, affect, and prevent someone.

4. Illocutionary Acts

a. Definition of Illocutionary Acts

The three types of speech acts above such as locution, illocution, and perlocution, the most prominent is illocution. locution and perlocution in many studies are somewhat marginalized because of the strategic and dominant substance of the illocutionary acts. An illocutionary act according to Austin (1962) is the act that is committed by producing an utterance: by uttering a promise the promise is made. Illocutionary act is the focus of speech act theory by Austin. He named illocutionary act into Austin-Act because he had given any name for illocutionary act.

Yule (1996) cited by (state that the term “illocutionary acts” is often

closely associated with term speech act. He also said that performed via the communicative force of an utterance named illocutionary act. An utterance with some kind function in mind. It's means an illocutionary speech acts, when speakers speak, their speech also produces a function. Where they have a specific purpose when utterance, such as asking, offering, ordering, commanding, etc. In other hands, Yule (1996:50) also explained that when someone makes a statement, an offer, an explanation or for some other communicative purpose, This is are generally called as the illocutionary force of the utterance. The illocutionary force an utterance is what it "*counts as*". The most obvious device for indicating the illocutionary force (the Illocutionary Force Indicating Device, or IFID) is an expression of the types for a verb that explicitly names the illocutionary act being performed.

b. **Types of Illocutionary Acts**

Illocutionary acts are classified into several categories. Searle breaks down illocutionary acts such as the ones performed by Austin. Searle (1979) cited (in Sitanggang et al., 2020:318) breaks down illocutionary acts like the ones done by Austin of illocutionary acts into five types, namely (1) representative, (2) directive, (3) commissive, (4) expressive, (5) declarative.

While for the kinds of speech which is based on verb-illocution, Leech has a similar with Searle who divides verb-illocution into five namely: (1) representative, (2) directive, (3) commissive, (4) expressive, and (5) declarative.

1) Representative

According to Leech, representative is an act that states or expresses what the speaker believes to be the case or not (1983:105). Searle (1976, in Utami, 2017) explained about representative as “*to something’s being the case, to the truth of expressed proposition*”. In line with Searle’s statement and Leech’s statement, Yule (1996:53) defines representative speech acts as actions that state what the speaker believes such as whether or not an utterance is true or not. The point of representative is to persuade the recipient of that belief or to draw attention to the speaker’s commitment to a particular belief. Here, the form of representatives includes stating, telling, describing, reporting, informing, claiming, concluding, representing, deducting, reporting, and many others.

Examples:

(a) Stating

Stating is an utterance by a speaker in order to state something.

The earth is flat.

(Yule, 1996:53)

(b) Describing

Describing is an utterance used by the speaker to explain about something.

It was a warm sunny day.

(Yule, 1996:53)

(c) Reporting

Reporting is a representative because the utterance of the speaker in order to give information from other sources.

*Indah: Listen, **the article says that the size can be 10 meters long.** It's big as a school bus!*

Lyla: Wow! I think a giant squid is very unique.

(Kusumo, Wardani, 2019:151)

(d) Informing

Informing used by speaker to give the partner of speech particular information.

Zahra: Have you heard the latest news about our school

Raisa: No. What about it?

Zahra: It got Grade A from the National Accreditation Body.

(Kusumo, Wardani, 2019:151)

(e) Claiming

Claiming is an utterance performed by speaker that it true or fact, although the speaker cannot prove it and the listener might not believe it.

Abu: Yeah, yeah, and yeah

Aladdin: Don't worry, Abu. I'll never see her again. I'm a street rat, remember, and there's a law. She's got to marry a prince, she deserves it.

(Simbiring et al., 2019:281)

(f) Telling

The speaker telling information about speaker's experience.

Mama has always been the one who inspires me. She is the youngest of 11 siblings, born and raised by farmers in rural Sumatran Island in Indonesia.

(Amalia et al., 2021:55)

2) Directive

A kind of illocutionary act that the speaker's intention to make someone else to do something which means makes the world fit word (cited in Wijayanti et al., 2020:59). Directive has important point, it's to get the addressees to do somethings. Directive are divided into two major classes: requests for non-linguistics actions (as with most commands and suggestions), and request for linguistics actions (as with most questions). In directive type of speech acts, the speaker wants to ask someone else to do something. The acts that fall into the directives category such as acts of asking, ordering, advising, requesting, forbidding, commanding, suggesting, questioning, are all

the examples of how the speaker expresses his or her wants.

Examples:

(1) Asking

Asking is a directive used by speaker in order to make someone to do something.

Let me ask you a question.

(Amalia et al., 2021:57)

(2) Ordering

Ordering is an illocutionary act performed by speaker in order to give hearer direction or instruction to do something.

Gimme a cup of coffe. Make it black.

(Yule, 1996:54)

(3) Advising

Advising is an utterance of speaker to make hearer/listener to do something.

Nigel: Be patient my Andrea, don't be angry to her. I would appreciate better for your questions if you told her just how the case stands.

(Sumurung, 2016)

(4) Requesting

Requesting is an utterance used to ask partner of speech to do something indirectly or politely.

Could you lend me a pen please?

(Yule, 1996:54)

(5) Forbidding

Forbidding is an utterance performed by speaker about prohibition something.

Don't touch that.

(Yule, 1996:54)

(6) Commanding

Commanding is an utterance used by speaker in order to ask partner of speech (hearer) to do something direct way.

Indah: Look at this one. It's a giant squid.

(Kusumo, Wardani, 2019:153)

(7) Suggesting

Suggesting is a directive performed by speaker in order to mention an idea for other people (speech partner) to consider.

Indah : I'd say we should make a poster about giant squid.

(Kusumo, Wardani, 2019:153)

(8) Questioning

Questioning is an expressed by speaker in order to get reply an answer or information from partner of speech.

A: What is another name for Seattle?

(Kusumo, Wardani, 2019:153)

3) Commissive

When someone makes a promise to do something in the future, that person has committed a commissive speech act. The statement above agrees with (Wijayanti, Yulianti, 2020:59) the important point of commissive is to commit the speaker to some action in future. The commonest commissive is the promise. The acts or performative verbs of commissive are wishing, refusing, offering, threatening, and vowing, etc.

Examples:

(1) Promising

Promising is an utterance performed by the speaker to do something or not do something in future.

I will be back.

(Yule, 1996:54)

(2) Wishing

Wishing are the speaker's hopes for something in future.

I'm going to get it right next time.

(Yule, 1996:54)

(3) Refusing

Refusing is an utterance of the speaker to refuse something.

We will not do that.

(Yule, 1996:54)

(4) Offering

Offering is utterance of speaker in order to offers something.

Anita: May I help you.

(Kusumo, Wardani, 2019:154)

(5) Threatening

Threatening is utterance of speaker is expressing or suggesting a threat of harm, danger, etc.

If you don't stop fighting i'll call the police.

(6) Vowing

Vowing is a commissive performed by speaker in order to triggered the listener to keep their vow to contribute to public health.

My sister and brothers, you have chosen to be here today because you are called to serve, to dignify the lives of people you've never even met or you may never, ever meet.

(Amalia et al., 2021:57)

4) Expressive

A person can be said to perform expressive speech acts when the person expresses the feelings they are experiencing. The point of an expressive is to express certain psychological feeling toward the addressees. Therefore, Searle (1979:15) agrees that the essence of speech act expressive is to express one's psychological state. Yule (1996:53) by adding that expressive speech acts are actions that express what the speaker feels.

The form of expressive can be noted by some performative verbs such as; thanking, apologizing, congratulating, pleasure, surprising, thanking, praising, regretting, and greeting (Yule, 1996:53; Cutting, 2002:17) cited by (Kusumo, Wardani, 2019)

Examples:

(1) Apologizing

Apologizing is an utterance performed by speaker in order to expressing of remorse or regret to listener when have done something wrong.

I'm really sorry!

(Yule, 1996:53)

(2) Congratulating

Congratulating is an utterance used by speaker to congratulate someone because their achievement.

Congratulations!

(Yule, 1996:53)

(3) Pleasure

Pleasure is an utterance performed by speaker in order to expressing happy.

mmm.. Sssh.

(Yule, 1996:53)

(4) Surprising

Surprising is an utterance of speaker that expressing feel surprised.

Snow white: Yes, It's awful.

(Rahayu, 2018:184)

(5) Thanking

Thanking is an utterance performed by speaker in order to expressing for someone who help and give something.

Snow white: Thank you.

(Rahayu, 2018:184)

(6) Praising

Praising is an utterance used by speaker to express his feeling to praise something.

Queen: I'll admit...I'm impressed. You're not as pathetic and wimpy as I have always believed.

(Rahayu, 2019:185)

(7) Greeting

Greeting is an utterance used by speaker for saying when the speaker meets or welcome to someone.

*Beny: **Hi Ana**, I heard you visited ceramic village.*

(Kusumo, Wardani, 2019:152)

(8) Regretting

Regretting is an expressive performed by speaker because when the speaker talked she feeling insecure in first day orientation at this school.

I would never forget the first day of orientation at this school.

(Amalia et al., 2021:56)

5) Declaration

An utterance will belong to the speech act of declarations if the utterance will change the situation of one or many people directly. The point of declaration is to affect an institutional state of affairs. Declaration take place within institutions such as the law, the crush, and the organized games, and speaker to certain things by virtue of their institutional roles and judges, priests, or referees.

The type can be indicated by words marrying, firing, sentencing, declare, etc. As Austin noted, all of these acts must be performed with the proper institutional author or they are defective, null and void.

Examples:

(1) Marrying

A declaration an utterance of speaker that can change relationships between women and man.

I now pronounce you husband and wife.

(Yule, 1996:53)

(2) Firing

Firing is declarative because the speaker fired someone, it changed the condition of someone from employee to unemployed.

You are out!

(Yule, 1996:53)

(3) Sentencing

Sentencing is utterance (c) is declarative because it changed situation of someone after the speaker declare it.

We find this defendant guilty.

(Yule, 1996:53)

(4) Declare

Declare is an utterance of the speaker to announcing information in public.

I made her a queen

(Wijayanti, 2020:63)

c. Function of Illocutionary acts

The division of speech acts based on illocutionary functions differs from one expert to another. Illocutionary acts have various functions. On this

function Leech divides it based on social goals. Leech (1983:104) cited (in Sitanggang et al., 2020:318) has proposed the illocutionary acts based on how illocutionary acts relate to the social goals or purposes of arranging and setting up in a polite ways. Leech (1983:105) divided the function of illocutionary acts into four types: competitive, convivial, collaborative, and conflictive.

1) Competitive

Based on (Leech, 1983:105) competitive was the function that was illocutionary goal competes with the social goal. In this function, politeness is negative and aims to reduce the uncomfortable between what the speaker wants and the politeness they should say. Here, etiquette distinguished with manners. The example below is taken from a journal:

Stan: That's nice. I hope it continues.

Zoe: Thanks. Well, have a nice life,

Try not to steal anymore cabs.

Stan: You do the same.

(Chimayasari, 2016:77)

Stan advised to Zoe to not steal anymore cabs. The utterance of Stan is competitive function because this advice has no manners in its delivery.

2) Convivial

According Leech (1983:105) convivial was the function that was the illocutionary goal coincides with the social goal. The convivial social function is more positive politeness, aimed at finding opportunities for social time. In this context, the politeness is utilized positively to make a pleasure relationship to the society and aim to seek opportunities hospitable.

Example:

I came before you with great hope and confidence that no matter how long the road ahead, we will travel it successfully together. "Thank you very much"

(Baok et al., 2021:105)

The sentence above indicates that Hillary's statement is a statement of gratitude. It is identified as an act of expression in the form of gratitude. Gratitude has a social function because it aligns with social goals. "Thank you" is meant to show courtesy and attitude towards a person's good deeds. She thanks all Americans who took the time to listen to her speech.

3) Collaborative

Leech (1983:105) states collaborative was function that the illocutionary goal was indifferent to the social goal. Collaborative illocutionary function feature did not include politeness and was irrelevant to politeness. It is commitment the speaker to the truth of expressed proposition. Collaborative aims at ignoring the social purposes.

Example:

I am also pleased to announce that we are launching a new Global Equality Fund that will support the work of civil society organizations working on these issues around the world.

(Baok et al., 2021:105)

See the sentence above implies Hillary Clinton's collaborative when she publishes information or announcing. She does not care about the norms of politeness when announcing information. She talks about a new Global Equality Fund that supports the work of civil society organizations fighting for LGBT rights.

4) Conflictive

According Leech (1983:105) conflictive was the function that the illocutionary goal conflicts with the social goal. In this function did not contain elements of politeness at all, because the function was basically aimed at caused anger.

Example:

And the- when we caught her- I want to kill her.

(Mustakim et al., 2022:58)

The example above took utterance of Albus on Harry Potter movie.

The utterance of Albus is conflictive illocutionary function because, in this function did not contain politeness.

5. Context

Context is an important part in the pragmatic study. Context is everything that accompanies the text, it can be written and it can be spoken. Text can also be a short or long utterance in the form of a story and can also be a short or long speech and can also be any writing that contains certain messages.

According to Leech (1983) states that context is a background of knowledge assumed to be shared by speaker and listener and which contributes to listener's interpretation of what the speaker means by given utterance produced. On the other hand, Edi Subroto (2008) cited by Yuliantoro (2020:17) describing the context in pragmatic study can be stated as follows.

- a. Context is not static but dynamic.
- b. Context relates to the objects and things that exist at the place and time the utterance is made.
- c. The context refers to the interaction between a speaker and a language partner with respect to the variables of power, social status, social distance, age, and gender.
- d. Context is also related to speaker's psychological condition and speech

partners during the dialogue process and the motives for speaking.

- e. The concerns of context also on assumptions of speaker (presuppositions), background knowledge of speaker, schemata, implicature (link with explicature).
- f. Included in the physical context is the color and tone of voice of the speech participants.

On the other hand, according to Yule (1996:21) that context simply means the physical environment in which the word is used. Context is one of the factors that give an effect to people how they use language. According to Asher (1994:731) context is one of those linguistic terms which are constantly used in all kind of contexts but never explained. Similarly, Cutting (2002: 2) stated that context refers to the knowledge of physical and social world, and socio-psychology factors influencing communication as well as the knowledge of the time and place with in which the words are uttered or written. From the definition above, it can be concluded that context is the basic of knowledge of what speaker and hearer can interpret what the speaker means in his or her utterance. In pragmatics, context determined what is said by speaker and it does not refer to a single word or sentence but the speaker meaning.

6. YouTube

a. Definition of YouTube

Pilgrim & Bledsoe (2011) in (Muhammad Yusi Kamhar, 2019) explains that the power of social media in the era of advanced technology is very extraordinarily in demand by young people in particular. According to Andreas Kaplan and Michael Haenlein, social media is a group of internet-based applications that build on the ideology and technology of Web 2.0. divided into six categories, namely: (1) Website collaboration projects; (2) Blogs and Microblogs; (3) Content where users can share various kinds of media content in specific formats that can be seen and heard, such as YouTube; (4) networking sites (4) Social Networking Sites; (5) Virtual Game World; (6) and Virtual Social World (Devi Novita Arlianti, et al, 2020).

YouTube is an American online video sharing and social media platform headquartered in San Bruno, California, USA. It is accessible worldwide and was created on February 14, 2005 by Steve Chen, Chad Hurley and Jawed Karim. Their initial mission was to make YouTube a video-based online dating platform (Amanda, 2021) But now YouTube has undergone a very striking change as its segments cover all aspects of life, including the economy. Related to marketing activity, YouTube is a social network that is quite widely utilized for marketing on the internet (Jefferly Helianthusonfri, 2012). In early 2022 alone, it is estimated that YouTube users in Indonesia reached 139 million people, meaning that YouTube's

advertising reach covered almost 50% of the total population of Indonesia (Rauf Nuryama, 2022).

YouTube is one of the most widely used video-sharing platforms today. This opinion is supported by Snelson (2011) cited (Lestari, 2017). YouTube is one of the most popular video-sharing services on the internet today. YouTube is the most dominant online video which provider in the world and does not limit the duration of video uploads. YouTube is also a video-sharing website that allows users to upload, search, watch, discuss/question and share video clips for free. The videos consist of music, video blogs, press reviews, documentaries, and education videos (Aji, Hendro and Putro, 2018; Prastiyo, Djohar, and Purnawan, 2018). Youtube as learning media is interesting for students because this application is audio-visual so it makes learning easier. Videos featured on Youtube make it easy to practice what you learn directly (Puspaningtyas & Ulfa, 2020; L.A. Putri & Dewi, 2020). Youtube as learning media is interesting for students because this application is audio-visual so it makes learning easier. Videos featured on Youtube make it easy to practice what you learn directly (Puspaningtyas & Ulfa, 2020; L.A. Putri & Dewi, 2020).

b. Linguamarina YouTube Channel

Social media is a tool that cannot be separated from humans today. One type of social media is YouTube. YouTube is one of the most popular

video-sharing services on the internet in this era. YouTube also provided videos such as music, movie, news, talk show, and also educational video. One of the most-watched YouTube learning channels is Linguamarina. Linguamarina channel was created by a Youtuber named Marina Mogilko. Marina Mogilko is currently a native speaker from California, she's been in England since she was a teenager. She has been on YouTube since 2015, first uploaded video on her YouTube page. Linguamarina channel has 7,31M subscribers and 600 videos on January 2023. As a recommended for learning English as a popular YouTube channel with over one million subscribers. The reason this channel very recommended for learning English because the Marina Mogilko is smart. She won WIBA awards as the best influencer in education theory. She shares tips for solving TOEFL problems that were uploaded March 11, 2016. Linguamarina is more than just sharing TOEFL tips and tricks, it frequently shared new vocabulary and it also introduces how to pronounce it correctly and tips on how to pronounce it. Simple tips for memorizing vocabulary with idioms to improve the speaking skill the viewers. Marina Mogilko is the most popular

Linguamarina YouTube channel is a channel that provides about English learning. Many advantages when study English by YouTube channels. Alimemaj (2010) states that, there are some advantages of using YouTube in learning a language:

- 1) The viewers can hear all types of spoken language (formal, informal,slang) and all genres (songs, debates, talks, poems) on YouTube.
- 2) The viewers can learn a lot of vocabulary in context, which definitely makes it easier for learners(viewers) to remember.
- 3) It may be particularly valuable to cater to learner's need for real-world language use and their interest in exploring by repetition
- 4) The viewers can find a lot of material in English to improve listening and understanding.
- 5) The viewers can expose music, commercials, comedy, different styles, and genres of the language as alternatives to learning English.
- 6) YouTube helps a lot to improve independent language skills.

B. Previous Related Study

The researcher takes some previous studies to strengthen this research. The first previous research is “*An Analysis Illocutionary Acts and Perlocutionary Acts in Movie “Monte Carlo” by Thomas Bezhuca*” conducted by Meilita Sefriana (2019) from English Department, Tarbiyah and Teacher Training Faculty of Raden Intan State Islamic University Lampung. She analyzed illocutionary acts and perlocutionary acts in Monte Carlo movie. Researchers used descriptive-qualitative methods to describe and analyze

script-derived speech acts and speech acts. The researchers sequentially analyzed the data according to Searle's concept of types of illocutionary acts to learn about classification of illocutionary acts and perlocutionary acts. The result of her research is four categories of illocutionary acts such as representative, directive, commissive, and expressive. The data are representative 7 data such as complaining, informing, predicting and describing. Directive are 6 data such as commanding, ordering, and asking. Commissive are 3 data such as volunteering and promising. Expressive are 2 data such as congratulating and apologizing, but in this study declaratives was not found. She also found 18 successful perlocutionary acts can influence the hearer to do something according to the speaker intends.

The second thesis entitled “*An Analysis Illocutionary Acts Used by Main Character in The Sherlock Holmes Movie: The Empty Hearse*” composed by Wahyu Nur Azizah (2020), English Department, Faculty of Tarbiyah and Educational Science, State Islamic Institute of Tulungagung. She analyzed illocutionary act used by main character in “Sherlock Holmes movie: The Empty Hearse”. She was used descriptive qualitative method. In this research was used Searle theory to analyze the classification of illocutionary acts. This research result are illocutionary acts such as representative, directive, commissive, expressive, and declaration. The result of illocutionary force as follows as; representative act are (assert, state, report,

conclude, and believing), directive act are (asking, command, request, warn, suggest, beg, pray and invite), commissive act are (refusing, promising, offering, and guarantee), expressive act are (apologize, deplore, thanking, appreciate, congratulate and condolence

The third Journal is entitled “*An Pragmatics Analysis Of Illocutionary Act Performed by Main Character Alan Poul’s The Back-Up Plan Movie*” composed by Fatma Chimayasari (2020), English Language Education, Language and Art Faculty, Yogyakarta State University. In this research, she used descriptive qualitative method. The research finding are 277 data. It is representative are 158 data, directive are 84 data, expressive 23 data, commissive 12 data. The second result is dominant kind of illocutionary acts is representative or stating, there are 91 data. The third result is function of illocutionary acts. She found collaborative with 138 data, competitive with 85 data, and convivial with 35 data.

The fourth thesis entitled “*An Analysis of Illocutionary Act On Song Lyrics Bruno Mar’s Doo- Woops & Hooligans Album*” are composed by Mai Sarah Safitri (2021), English Education Program, Faculty Of Teacher Training And Education, Muhammadiyah Sumatra Utara University. This research applied a descriptive qualitative method to analyze the data. The technique of analyzing the data in this research was used the Miles & Huberman (2019) such as condensation, data display, and conclusion drawing

ang verification. The result of the song lyrics of Doo – Woops & Hooligans Album by Bruno Mars use most of collaborative illocutionary act's function. There is collaborative with 15 data, convivial with 14 data, competitive with 6 data, and conflictive with 3 data. The second result of types of illocutionary acts are contained on song lyrics Doo – Woops & Hooligans Album are representative with 108 data, directive with 29 data, commissive with 20 data, expressive with 1 data and declarative with 1 data.

There are the similarities and differences from the thesis:

Table 2.2

No	Previous Studies	Similarities	Differences
1	<i>“An Analysis Illocutionary Acts and Perlocutionary Acts in Movie “Monte Carlo” by Thomas Bezhuca</i>	a. Used descriptive qualitative method.	a. Analyze illocutionary acts and perlocutionary. b. Used characters in <i>Monte Carlo</i> as research subject.
2	<i>“An Analysis Illocutionary Acts Used by Main</i>	a. Analyze illocutionary acts. b. Used descriptive	a. Used main character in <i>The Sherlock Holmes</i>

	<i>Character in The Sherlock Holmes Movie: The Empty Hearse</i> ".	qualitative method.	<i>Movie: The Empty Hearse</i> as the subject of the research
3	"A Pragmatics Analysis Of Illocutionary Act Performed by Main Character Alan Poul's The Back-Up Plan Movie"	a. Analyze illocutionary acts b. Used descriptive qualitative method.	a. Used main character in Alan Poul in The Back-Up movie as subject.
4	" <i>An Analysis Of Illocutionary Act On Song Lyrics Bruno Mar's Doo- Woops & Hooligans Album</i> "	a. Analyze illocutionary acts b. Used descriptive qualitative method.	a. Research subject is lyrics of Bruno Mar's Doo-Woops & Hooligans Album.

CHAPTER III

RESEARCH METODOLOGY

A. Research Design

In this study, the researcher used design of descriptive qualitative method. Lune & Berg (2017) cited by (Tiara et al., 2021:2) that refer qualitative research as an research related to the meaning, concepts, definitions, characteristics, metaphors, symbols, and description of things. According to Creswell (2009) that the data that emerge from qualitative study are descriptive. It means the result of this study presented in the description not show statistic procedures. In this study, the researcher will describe Marina Mogilko's illocutionary acts based on types and function. The researcher analyzes the types and functions of illocutionary acts used by Marina Mogilko on segment "*How to speak English fast and understand native*" Linguamarina YouTube channel.

B. Research Setting

1. Research Place

This research was conducted on YouTube channel. The researcher selected channel Linguamarina for this study. The reason of the researcher selected Linguamarina is because the content of the channel very educational. The content of this channel made by Marina Mogilko. She

has won category of influencer of education awards on WIBA Awards. Therefore, this channel could make improving someone's skills especially in English skills. The researcher collected the data from utterances of Marina Mogilko on her YouTube channel Linguamarina, especially on the segment *"How to speak English fast and understand natives part I and part II"*. Marina Mogilko was uploaded the first video *"How to speak English fast and understand natives part I"* three years ago at January 22nd, 2020. This video has more than 15 million viewers and 819.000 likes. Second video *"How to speak English fast and understand natives part II"* uploaded by Marina at March 27th, 2020. This video has more than 3 million viewers and 183.000 likes

2. Research Time

The period of the research was done from December 2022 until June 2023. It included completing the licenses research, observation, investigation, taking document preparation and doing of munaqosyah.

Table 3.1

No	Activities	Month						
		Dec	Jan	Feb	Mar	Apr	May	Jun
1	Submitting title							
2	Collecting data							

3	Chapter I							
4	Chapter II							
5	Chapter III							
6	Proposal of thesis							
7.	Chapter IV							
8.	Chapter V							
9.	Munaqosyah							

C. Research Subject and Object

1. Research subject

This research's main subject was a YouTuber teaching English in Linguamarina channel. The name of the English teacher was Marina Mogilko.

2. Research object

The object of this research is to analyze the types of illocutionary acts and functions used by Marina Mogilko.

D. Data and Source of the Data

1. Data

Data is an important part in this research and has many different forms.

According to (Moleong in Istiqomah, 2013:23) cited by (Rahayu et al., 2018:180) “*the descriptive research means that the data are collected in form of words, sentences, or picture having meaning other than merely number*”. Agree with Moleong, Arikunto (2010:107) the data may appear in the form of discourse, sentence, clause, word, or even morpheme. In addition, Arikunto (2010:118) data are all of fact and member that can be use by the researcher as information, whereas information is result of data process that use necessary. In other hand, data is the only one that academic researchers and writers have found. In this research, the data are utterances of Marina Mogilko which contain illocutionary acts on Linguamararina YouTube channel especially on segment How to speak English fast and understand natives part I and part II.

2. Source Data

Meanwhile the source data in this research are videos. This channel provided many videos about learning English. The researcher was chosen one segment, it is “*How to speak English fast and understand natives*”. In this segment, the researcher took two videos from the segment as source of the data, they are *How to speak English fast and understand natives part I and part II*.

E. Techniques of Collecting the Data

The technique of collecting the data used by researcher is

documentation. The data is needed and related to the discussion in this research. The researcher used Simak Bebas Libat Cakap (SBLC), where the researcher does not directly participate in observing the language use, but the researcher only pay attention and listen to the language use by subject of this research (Sudaryanto, 1993:134). So the researcher not only listen of utterance by Marina Mogilko but also pay attention her utterance especially illocutionary acts. The researcher listening and pay attention on video "*How to speak English fast and understand natives part I and part II*" Linguamarina channel YouTube with following steps:

1. Watch and listen Marina Mogilko in segment "*How to speak English fast and understand natives part I and part II*" Linguamarina YouTube channel
2. Re-watch videos while the researcher read the transcription of videos
3. The researcher selected and underlying illocutionary acts found in the videos.
4. Give a code to each datum in order to be easy in analyzing the data. Some code will be explained as follows:
 - a) The code of V...(Video) example V1 is used to show the order of parts of video number one as the first source of data.
 - b) The numeral 001, 002, 003, ...are used to show the order of data numbers

especially part in the elements of illocutionary acts.

c) The code of T ... (Time) example T: 00:00:04 use to show the data time of illocutionary acts.

Example code: (V1/001/00:00:0) means that the first video of Marina Mogilko and the first data that happened at four second with Representative.

This a table to show the data easier as follows:

Tabel 3.2 (The data sheet of the finding)

Cod e	Data	Illocutionary Acts					Context	Paradigm	Function
		Re p	D ir	Co m	Ex p	De c			

Note:

Rep : Representative

Com : Commissive

Dec : Declarative

Dir : Directive

Exp : Expressive

F. Research Instrument

The main instrument of this research is researcher herself. According Sugiono (2008:222) state that in qualitative research, the researcher is the key instrument. According to (Moleong in Kusumo, 2015:38) cited by (Rahayu et al., 2018:176) qualitative research determines the scenario of research, and because researchers acted as planners, implementers, data collectors, analysis, interpreters, and ultimately pioneers of research results, thus qualitative research could not separate the researcher from the role. It means the researcher as main instrument used herself to planning, implementing, collecting data, analyzing and show the result the data illocutionary acts by Marina Mogilko.

G. Trustworthiness of the Data

The trustworthiness of the data was found by validating the finding. Moleong (2004: 330) stated that triangulation was a technique to examine the data validation by using other means outside the data to verify the data itself to compare them.

Based of the types triangulation that explained above, the researcher used investigator triangulation technique to crosschecked the data. The researcher crosschecked the data by investigator to achive the validity. There are three investigators of this research. They are one expert of linguistics study and two students who researched the field of illocutionary acts. First, the expert of linguistics study is Robith Khoiril Umam, SS., M.Hum. He

graduated with a bachelor of English Education and a master of linguistics. He also made several journal in linguistics such as *“Teacher’s Directive Speech Acts in English Teaching and Learning Process at the First Grade of SMAN 1 Sambungmacan in Academic Year 2017/2018”*. Second, the researcher who have same study about illocutionary acts are Risma Yuliani and Alisa Shafa.

H. Techniques for Analyzing the Data

Data is an important part of the research. One of the data processing techniques is data analysis. Therefore the data must be analyzed first in order to produce good data. there are several data analysis techniques used by researchers. Miles and Huberman (1994) state researcher need some steps to analyze the data such as; data condensation, data display, conclusion and verification.

1. Data Reduction

The first analysis activity is data reduction. *“Data reduction refers to the process of selecting, focusing, simplifying, abstracting and transforming the data that appear in written up field notes or transcription”* cited by (Miles and Huberman: 2014) The researcher concluded that data reduction is a way to make data more concise from the original data by simplifying, classifying and discarding unnecessary data.

In this study, the researcher analyze the data from utterances of Marina Mogilko in segment “*How to speak English fast and understand natives*” in her YouTube channel Linguamarina. The researcher was focused to underline the data illocutionary act from utterance Marina Mogilko. Then the researcher categorized the data based on types of illocutionary acts such as representative, directive, commissive, expressive and declarative. After that, the researcher analyzed the function of illocutionary acts based on Leech (1983), they are competitive, convival, collaborative and conflictive.

2. Data Display

Further steps of techniques for analyzing the data is data display. According to Miles and Huberman (2014) display is an organized, compressed assembly of information that allows conclusion drawing and action. The data could be display in many forms such as; texts, diagrams, graphs, charts, matrices, networks, and other graphical format. It is mean the data display helping the researcher and readers to understand what is happening and to do something-either analyze further or take action-based on that understanding. The forms to display the data in this study are table and description. In this study, the researcher used data code and table to make easier for classifying and analyzing. For example (V2/003/00:00:08) means:

V2 = Video 2

003 = Number of data

00:00:08 = Time

After display the data by code, the researcher analyzed the data by theory. The researcher classified and displayed the data about types of illocutionary acts used by Marina Mogilko and functions of illocutionary acts of Marina Mogilko using Leech's theory.

3. Conclusion and Verification

The last steps of techniques of analyzing the data is conclusion and verification. Conclusion are also verified as the analyst proceeds. Verification may be as brief as a fleeting second thought crossing the analyst's mind during writing, with a short excursion back to the field notes, or may be through and elaborate, with lengthy argumentation and review among colleagues to develop "intersubjective consensus" or with extensive efforts to replicate a finding in another data set.

The next step conducted by researcher was describing and interpreting the data about illocutionary acts used by Marina Mogilko in Linguamarina YouTube channel in order to that conclusion and verification of the speech act can be drawn. The researcher tried to describe the data by explaining and interpret it in specific description about classification and

function illocutionary acts by Marina Mogilko.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Research Findings

In this sub-chapter the researcher presented the research finding that has been collected from documentation utterances of Marina Mogilko. Based on the formulation of the problem, the aims of this study are show the types of illocutionary and function of illocutionary acts used by Marina Mogilko on Linguamarina YouTube channel.

1. The types of illocutionary act used by Marina Mogilko on Linguamarina YouTube Channel

a. How to speak English fast and understand native Part I

The context *How to speak English fast and understand natives part I* Marina Mogilko explained about the way American speak English with connected all the words together and splitting them up which sounds and little kind of slower they just put them together.

1) Opening

In opening activities Marina Mogilko performed one types of illocutionary acts, it is included directive of questioning.

(1) Directive

Directive is type of speech act used by the speaker to make the

listener to do something. Directive types in this research found some paradigm include questioning. The researcher found total 1 of directive illocutionary act performed by Marina Mogilko on opening.

(1) Questioning

Questioning is an expressed by speaker in order to get reply an answer or information from partner of speech. The researcher found 1 data directive of questioning illocutionary act performed by Marina Mogilko on segment *How to speak English fast and understand natives part 1*. This is the example of questioning by Marina Mogilko:



“D:o you rea lly need t:o = speak English fa::st(.” (V1/001/00:00:02)

Based on the utterance above, Marina said “*Do you really need to speak English fast?*”. The context of this utterance is Marina opening her video with question about

speaking English that addresses to her viewers. This utterance included in directive of questioning because it made the viewers to think about whether they need to speak fast in English or not.

Table 4.1 Types of Illocutionary Acts Used by Marina Mogilko in The Opening

Activity	Types of illocutionary act	Paradigm	Frequency
Opening	Directive	Questioning	1
Total			1

So the illocutionary types appears during the opening of Marina's video *How to speak English like natives speaker part 1* is directive of asking of one times.

2) Main video

In main activity researcher found utterances classified into illocutionary acts. There is .data of illocutionary acts, it is 35 data in main activity.

(a) Representative

The researcher found 28 utterances of representative used by

Marina Mogilko in main activity. Representative acts deal with Marina Mogilko's statements whether it was true or false. It was depend on Marina Mogilko believes. There were two kind of representative act found the main activity.

(1) Stating

Marina performed illocutionary acts of are 7 stati on main This act was performed Marina Mogilko's own thought, ideas, or opinions, to the viewers in Linguamarina YouTube channel especially on main activity. Here the example of stating which are performed by Marina Mogilko could be seen in the first video.



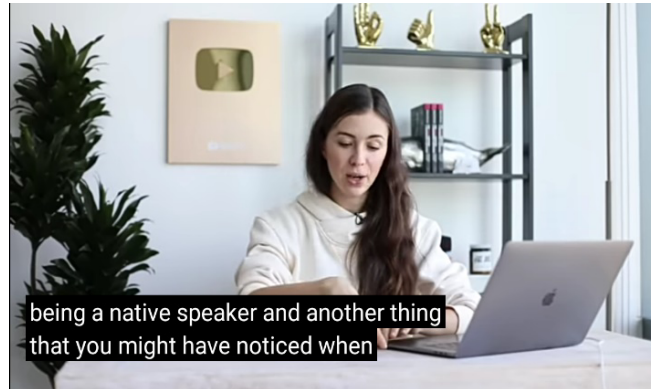
“they don't = speak fast::, they just c:onnect all the words together,”. (V1/004/00:00:09)

The utterance *“they sound so natural, in reality they don't speak fast they just connect all the words together”*, was

categorized into stating of representative acts. The context of the utterance above happened when Marina stated that the native speaker speak sound so natural. It is means she believed that native speakers so quickly so they sounded so natural. But after she learned English she knows that in reality native speakers don't speak fast but they only connect the words when they speak English. Thus, this utterance classified into stating because Marina believes native speaker just connected the word when they are speaks English.

(2) Informing

Informing is an act that marina performed to tell someone about the particular facts based on Marina's believed. Marina performed illocutionary acts of informing in main video on segment *How to speak English fast and understand natives part I*. Here the data of informing which are performed by Marina Mogilko could be seen in the first video.



“when we sa:y (((what do))) s:o w:e hav:e T at the end of the word↓ what↓. and w:e hav:e D at the begin:ing of the word↓ do(.). w:e >↑kind of< >invent< a new sound h:ere >↑instead< of <saying>, (((what do you d:o))). W:e sa:y what you ↓d::o”.
(V1/019/00:02:49)

The context utterance of Marina’s above is when she informed about invent new sound chip in the middle can make someone speak smoother. Marina said to the viewers when someone says “*what do you do*”, if they noticed the sentence. They have T at the end of the words “what” and they have D at the beginning of the word “do” so they can speak “*whutchuhuh do?*”. That is one of example connecting words. Thus, this utterance classified into representative of informing because Marina informed based on her believed about how to speak smoother like native speaker by connecting words.

(b) Directive

Directive is type of speech act used by the speaker to make the listener to do something. Directive types in this research found some paradigm included asking, ordering, and forbidding. The researcher found total 3 of directive illocutionary act performed by Marina Mogilko on main activity.

(1) Asking

Asking is directive illocutionary acts used by Marina Mogilko in order to make the viewers to do something. In the main video on segment *How to speak English fast and understand natives part I*, the researcher found 1 total of directive of asking. Here the data of asking which are performed by Marina Mogilko could be seen in the first video.



“make sure ↓you write ↓something in comments(.)”

(V1/037/00:06:29)

Based on the utterance above, the researcher categorized into directive of asking. The utterance happened before Marina Mogilko closing her video. She asked her viewers to write in comment column below of her video. She asked the viewers to write example the word T in the middle and pronounce them with D. Thus, the utterance classified into directive of asking because Marina make the viewers to do write some word in comment.

(2) Ordering

Ordering is an illocutionary act used by Marina Mogilko in order to give viewers direction or instruction to do something. In the first video main activities, the researcher found 1 total of directive of ordering. Here the data of ordering which are performed by Marina Mogilko could be seen in the first video.:



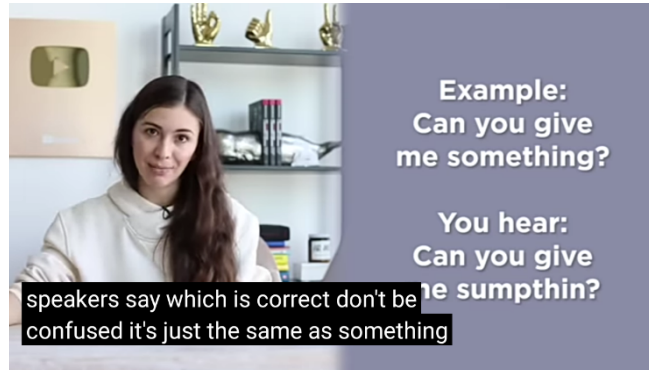
“for example you see a phrase, <what↑ do you>

“(V1/010/00:01:16)

Based on the utterance above, Marina Mogilko used directive of ordering. It can be shown from the utterance of Marina, she said “*For example you see a phrase “what do you do”*”, the context situation happened when Marina ordered to her viewers for see a phrase “what do you do”. From the utterance “you see” Marina wanted the viewers to see the phrase on video. Marina performer to order the viewers directly. Thus, this utterance was classified directive of ordering because Marina makes the viewers to see a phrase that she wrote.

(3) Forbidding

Forbidding is an utterance performed by Marina Mogilko about prohibition something. In the main video on segment *How to speak English fast and understand natives part I*, the researcher found 1 total directive of forbidding. Here the data of forbidding which are performed by Marina Mogilko could be seen in the second video.:



>sometimes< when native speakers↓ say↑ >which is<
 ↓correct, <don't> be confused↓. (V1/027/00:04:19)

Based on the utterance above, Marina Mogilko used directive of forbidding. It can be shown from the utterance of Marina, she said “*don't be confused*”, context when Marina Mogilko forbiden the viewers to not be confused when native speaker saying. This utterance happened when Marina explained about the way the native speaker saying “something” Thus, this utterance was classified directive of forbidding because Marina make the viewers to stay calm and don't panic when speak with native speaker.

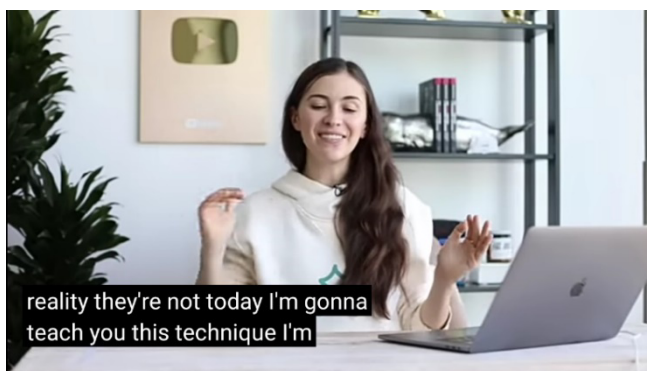
(c) Commissive

Commissive is type of illocutionary act used by the speaker to make someone or listener to do something in future. This type of illocutionary acts the speaker's wish in which the future acts are carried out by listener. This is focused on th speakers commit to

themselves. In commissive there are two paradigm that imaging the commitment of the speaker, those are; promise and offering. The researcher found 4 total of commissive illocutionary act performed by Marina Mogilko on segment *How to speak English fast and understand natives part I*

(1) Promising

Promising happen when someone had to have the big commitment to toher people to have or to do something. In the main video on segment *How to speak English fast and understand natives part I*, the researcher found 3 total commissive of promising. Here the data of ordering which are performed by Marina Mogilko could be seen in the first video.



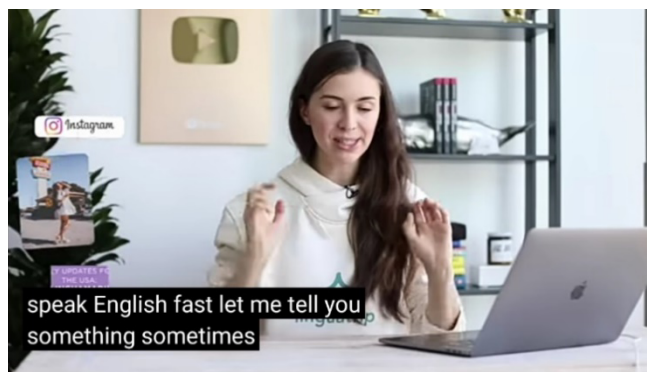
“<I'm gonna teach ↓you this technique>hh”

(V1/007/00:00:44)

Based on the utterance above, Marina Mogilko used commissive of promising. It can be shown from the utterance of Marina, she said “*I'm gonna teach you how to speak English fast*”, the context situation happened when Marina promising to her viewers that she would be talking about speaking like native a few seconds later. From the utterance “I'm gonna” Marina promised to the viewers that she will do something in future. Thus, this utterance was classified commissive of promising because she commit to explain about technique of speaking english later.

(2) Offering

Offering is utterance by speaker about her commitment to do something. In the first video on segment *How to speak English fast and understand natives part I* the researcher found 1 total commissive of offering. Here the data of offering which are performed by Marina Mogilko could be seen in the first video.



“let me tell you something↓,” (V1/002/00:00:05)

Based on the utterance above, Marina Mogilko used commissive of offering. It can be shown from the utterance of Marina, she said *“let me tell you something”*, the context situation happened when Marina offered to her viewers that she will tell about how to speak English fast like native speaker. From the utterance above, Marina wants to offer the viewers that she will tell about speaking fast a few seconds later. Thus, this utterance was classified commissive of offering.

Table 4.2 Types of Illocutionary Acts Used by Marina Mogilko on Main Video

Activity	Type of Illocutionary Act	Mean	Frequency
MainVideo	Representative	Stating	7
		Informing	21
	Directive	Asking	1
		Ordering	1
		Forbidding	1
	Commissive	Promising	3
		Offering	1
Total			35

3) Closing

On the closing video by Marina Mogilko, the researcher found 2 data of asking of directive and thanking of expressive.

(a) Directive

Directive is type of illocutionary act used by the speaker to make the listener to do something. Directive types in this research found some paradigm include asking. The researcher found total 1 of directive illocutionary act performed by Marina Mogilko on closing.

(1) Asking

Asking is directive illocutionary acts used by Marina Mogilko in order to make the viewers to do something. The researcher found 1 total of directive of asking in closing. Here the data of asking which are performed by Marina Mogilko could be seen in the first video.



don't forget to ↓subscribe (V1/038/00:06:34)

Based on the utterance above, Marina Mogilko used directive of asking. It can be shown from the utterance of Marina, she said “*don't forget to ↓subscribe*”, the context situation happened when Marina asked to her viewers for subscribed her channel Linguamarina. Marina performer to order the viewers directly. Thus, this utterance was classified directive of asking because Marina makes the viewers to subscribed the channel.

(b) Expressive

Expressive is type of illocutionary act used by someone to expresses the feelings. The researcher found 1 total of expressive illocutionary act performed by Marina Mogilko on segment *How to speak English fast and understand natives part I*.

(1)Thanking

Thank is stated when someone is feel grateful to something which had been got or done. In the closing video on segment *How to speak English fast and understand natives part I*, the researcher found 1 total expressive of thanking. Here the data of thanking which are performed by Marina Mogilko could be seen in the first video.



“thank ↓you so ↑much watching this ↓video(.).”

(V1/038/00:06:30)

Based on the utterance above, Marina Mogilko used expressive of thanking. It can be shown from the utterance of Marina, she said “**Thank you** so much watching this video”, the utterance happened when Marina closing her video. She expressed thank you to her viewers that watched her explanation. Thus, this utterance was classified expressive of thanking.

Table 4.3 Types of Illocutionary Act Used by Marina Mogilko on Closing Video

Activity	Types of Illocutionary Act	Paradigm	Frequency
Closing	Directive	Asking	1
	Expressive	Thanking	1
Total			2

So the types of illocutionary acts that appears during closing of Marina’s v is *How to speak English fast and understand natives part I* directive and expressive

b. *How to speak English fast and understand natives part II*

Second, in this video *How to speak English fast and understand*

natives part II. Marina was explained how a native speaker speaks English as follows; reduce the form, decide which accent that will use, use contractions, learn to ignore “fillers”, pay attention to stress word, use slang, and use idioms.

1) Opening

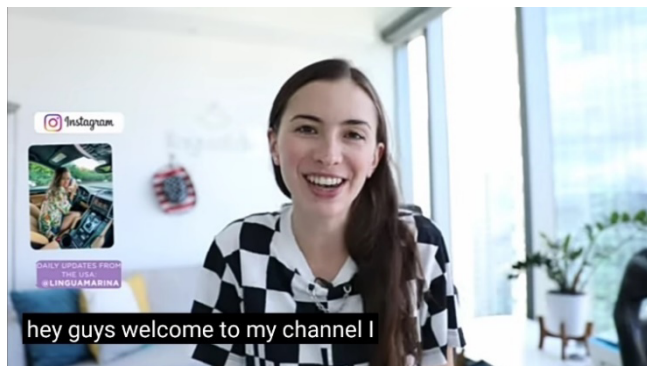
In opening activities Marina Mogilko performed one types of illocutionary acts, it is included expressive of greeting.

(a) Expressive

Expressive is type of illocutionary act used by someone to expresses the feelings. The researcher found 1 total of expressive illocutionary act performed by Marina Mogilko on opening of segment *How to speak English fast and understand natives part II*.

(1) Greeting

Greeting is an utterance used by Marina Mogilko when speaker meet or welcome to the viewers. The researcher found 1 total expressive of greeting in the opening. Here the data of greeting which are performed by Marina Mogilko could be seen in the second video.



“↑*hey gu:ys welcome to my channel(.)” (V2/040/00:00:00)*

Based on the utterance above, Marina Mogilko used expressive of greeting. It can be shown from the utterance of Marina, she said “*Hey guys welcome to my channel*”, context happened when Marina opening the video by said “Hey guys” to express her feeling. Thus, this utterance was classified expressive of greeting because she greets the viewers before watching her video.

Table 4.4 Types of Illocutionary Acts Used by Marina Mogilko In the Opening Video

Activity	Types of Illocutionary Act	Paradigm	Frequency
Opening	Expressive	Greeting	1
Total			1

Thus, the types of illocutionary acts that appears during the opening of second video with title *How to speak English fast and*

understand natives part II is expressive of greeting.

2) Main Video

In the main activity the researcher found four types of illocutionary acts such as representative, directive, commissive and expressive.

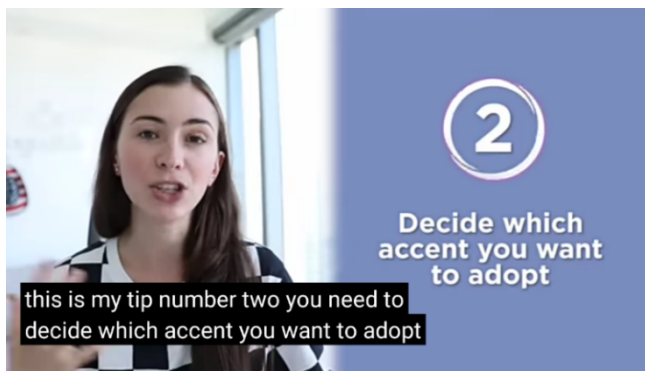
(a) Representative

Representative acts deal with Marina Mogilko's statements whether it was true or false. It was depend on Marina Mogilko believes. The researcher found 49 utterances of representative used by Marina Mogilko in segment *How to speak English fast and understand natives part II* on Linguamarina. There were three kind of representative act found the second video such as stating, claiming, and informing.

(1) Stating

This act was performed Marina Mogilko's own thought, ideas, or opinions, to the viewers in Linguamarina YouTube channel especially in segment *How to speak English fast and understand natives part II*. Marina performed illocutionary acts of are 8 stating in main video.

Here the data of stating which are performed by Marina Mogilko could be seen in the second video.



*“my t:ip number tw:o, ↓you need t:o decide which ↑accent
↓you ↑want t:o ado:pt” (V2/058/00:02:48)*

Based on the utterance above, Marina Mogilko used representative of stating. It can be shown from the utterance of Marina, she said *“My tips number two you need to decide which accent you want to adopt”*, context when Marina Mogilko stated to the viewers about tips on how to speak English like native speakers. In this utterance, she believed that one of way to speak English like natives is to adopt an

accent. There are many accents of English such as British accent, American accent, Canadian accent, and etc. So the viewers can choose one of them. Marina's tips are based on her experience about speak English like native speakers. Thus, this utterance was classified representative of stating because the opinion of speaker actually beliefs.

(2) Claiming

Claiming is an utterance performed by Marina that it true or fact, although the speaker cannot prove it and the listeners might not believe it. In the main video on segment *How to speak English fast and understand natives part II*, the researcher found 6 total representative of claiming. Here the data of claiming which are performed by Marina Mogilko could be seen in the second video.



“↓w:e've s:old ↓over 20,000 ↓ copi:es alr:eady”

(V2/080/00:05:14)

Based on the utterance above, Marina Mogilko used representative of claiming. It can be shown from the utterance of Marina, she said “*We’ve sold over 20,000 copies already*”, the context of the utterance when Marina Mogilko claimed sold over 20,000 copies English workbook. The utterance happen when talked about her English workbook that she made. She has been making the workbook for 4 months. The English workbook can be ordered by a link that Marina shared on description. Thus, this utterance was classified representative of claiming because she talked the truth that she had workbook .

(3) Informing

In the second video on segment *How to speak English fast and understand natives part II*, the researcher found 35 total representative of informing. Here the data of informing which are performed by Marina Mogilko could be seen in the second video.



“some people ↓wh:o ↑are in the US(.) and thei:r ↑language wa:s completely(h) ↓different”. (V2/042/00:00:23)

Based on the utterance above, Marina Mogilko used representative of informing. It can be shown from the utterance of Marina, she said *“Some people who are in the US and their language was completely different”*, context of the utterance when Marina Mogilko informed that differences about people in US used English. One of the differences people in US have in English is using accent. Some people use British accent, American accent, Canadian accent, etc. Thus, this utterance was classified representative of informing because Marina shared information about accent.

(b) Directive

Directive is type of speech act used by the speaker to make the listener to do something. The researcher found 29

total of directive illocutionary act performed by Marina Mogilko on segment *How to speak English fast and understand natives part II* on main video.

(1) Asking

Asking is utterance used by Marina in order to make someone to do something. In the second video on segment *How to speak English fast and understand natives part II*, the researcher found 14 total directive of asking. Here the data of asking which are performed by Marina Mogilko could be seen in the second video.

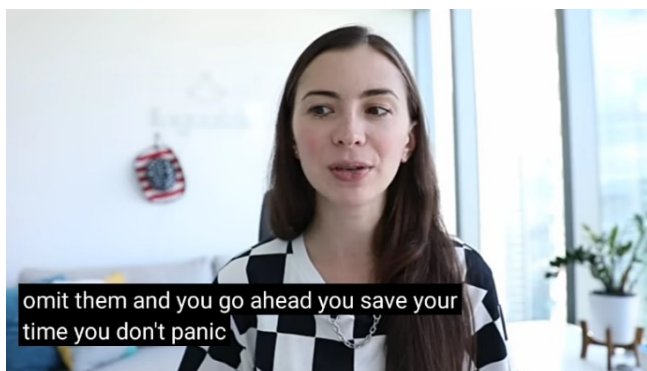


"let's l:ook at another example(.)," (V2/052/00:01:44)

Based on the utterance above, Marina Mogilko used directive of asking. It can be shown from the utterance of Marina, she said “*let's look at some examples*”, context the utterance when Marina Mogilko asked the viewers to look at the example of reduce form at the video. She shows some examples of reduce form such as “*I'm going to wash the car*” become “*I'm gonna wash the car*”. Thus, this utterance was classified directive of asking because Marina make the viewers to do look at the screen.

(2) Advising

In the second video on segment *How to speak English fast and understand natives part II*, the researcher found 3 total directive of advising. Here the data of advising which are performed by Marina Mogilko could be seen in the second video.



“s:ave ↓yo:ur t:ime ↓y:ou d:on't ↑pan:ic”
 (V2/097/00:07:07)

Based on the utterance above, Marina Mogilko used directive of advising. It can be shown from the utterance of Marina, she said “*save your time you don't panic*”, context of the utterance when Marina Mogilko advised the viewers to don't panic when you struggling to understand what the native speaker mean. Because some people panic when they don't understand what the native speaker are talking about. Therefore she advises her viewers not to panic. Thus, this utterance was classified directive of advising because Marina make the viewers to be calm when seeaking with native speakers.

(3) Requesting

Request means that are is no force to do shat the speaker want, but nearly ask in good manner to the viewers. In the main video on segment *How to speak English fast and understand natives part II* the researcher found 3 total directive of requesting. Here the data of requesting which are performed by Marina Mogilko could be seen in the second video.



S: o pl: ease read ↑ watch my ↓ v: ideos. (V2/112/00:09:36)

Based on the utterance above, Marina Mogilko used directive of requesting. It can be shown from the utterance of Marina, she said “*So please read watch my videos*”, context the utterance when Marina Mogilko requested the viewers read the sentence about slang word in her videos. She shows the example slang word on her video “*have a blast*” mean “*have fun*”. Thus, this utterance was classified directive of requesting because Marina make her viewers to look at the example on video.

(4) Forbidding

Forbidding is utterance used by Marina Mogilko to make the viewers not do something. In the main video on segment *How to speak English fast and understand natives part II*, the researcher found 4 total directive of forbidding.

Here the data of forbidding which are performed by Marina Mogilko could be seen in the second video.



↓*Please d:on't* ↓*use any of the* ↓*r:ules*. (V2/115/00:09:53)

Based on the utterance above, Marina Mogilko used directive of forbidding. It can be shown from the utterance of Marina, she said “*Please don't use any of the rules*”,

context the utterance when Marina Mogilko forbidden the viewers to not using the rules. The rules that she mentions should only use in everyday life not use for academic. Thus, this utterance was classified directive of forbidding because she make the viewer not do the rules.

(5) Suggesting

In the main video on segment *How to speak English fast and understand natives part II*, the researcher found 4 total directive of suggesting. Here the data of suggesting which are performed by Marina Mogilko could be seen in the second video.



“when somebody ↑asks ↓you what t:ime >is it< ↓you can
↑say,” (V2/055/00:02:05)

Based on the utterance above, Marina Mogilko used directive of suggesting. It can be shown from the utterance of Marina, she said “*you can say*”, context when Marina Mogilko suggested the viewers to say a sentence “*I don’t know*”. Thus, this utterance was classified directive of suggesting because Marina make the viewers to speak.

(c) Commissive

Commissive is type of illocutionary act used by the speaker to make someone or listener to do something in future. This is focused on the speaker's commitment to themselves. The researcher found 1 total of commissive illocutionary act performed by Marina Mogilko on segment *How to speak English fast and understand natives part II*.

(1) Wishing

In the second video on segment *How to speak English fast and understand natives part II*, the researcher found 1 total commissive of wishing. Here the data of wishing which are performed by Marina Mogilko could be seen in the second video.



*“maybe > if I come to >Britain f:or a week< I will ↑get
b:ack t;o >British< ↑accent.” (V2/059/00:03:25)*

Based on the utterance above, Marina Mogilko used commissive of wishing. It can be shown from the utterance of Marina, she said *“maybe if I come to Britain for a week I will get back to British accent”*, context when of the utterance Marina Mogilko wished she will get back British accent if she come to Britain for a week. Thus, this utterance was classified commissive of wishing because she commitment to themselves wants to going Britain for week.

(d) Expressive

Expressive is type of illocutionary act used by someone to expresses the feelings. The researcher found 3 total of expressive illocutionary act performed by Marina Mogilko on segment *How to speak English fast and understand natives part II* on main activity of video.

(1) Pleasure

Pleasure is utterance performed by Marina in order to expressing happy. In the main video on segment *How to speak English fast and understand natives part II*, the researcher found 3 total expressive of pleasure. Here the data of pleasure which are performed by Marina Mogilko could be seen in the second video.



↑*I like* ↑*American* ↑*accent* (V2/063/00:03:27)

Based on the utterance above, Marina Mogilko used expressive of pleasure. It can be shown from the utterance of Marina, she said “*I like*”, context when Marina Mogilko expressed her feeling to her viewers that she really like Americans accent. It happened when she explained about types of accent like American accent and British accent. Thus, this utterance was classified expressive of pleasure because she expressed her feeling.

In order to make it easy to understand the research findin of illocutionary acts in main video this research, the researcher made a table as shown below.

Table 4.5 Types of Illocutionary Acts Used by Marina Mogilko on Main Video

Activity	Types of Illocutionary Act	Paradigm	Frequency
Main Video	Representative	Stating	8
		Claiming	6
		Informing	35
	Directive	Asking	14
		Advising	3
		Requesting	3

		Forbidding	4
		Suggesting	4
	Commissive	Wishing	1
	Expressive	Pleasure	3
		Thanking	1
Total			82

3) Closing

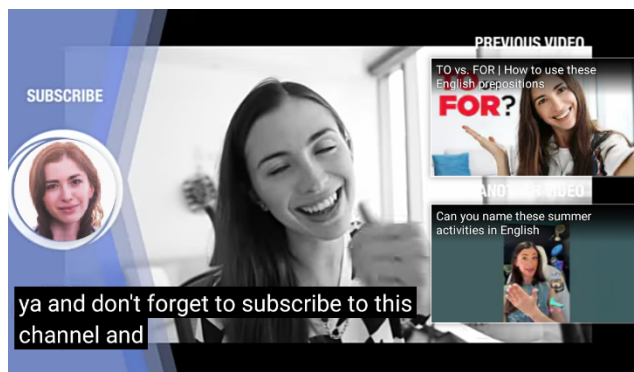
In closing activities Marina Mogilko performed one types of illocutionary acts, it is included directive of asking and expressive of thanking.

(a) Directive

Directive is type of speech act used by the speaker to make the listener to do something. The researcher found 29 total of directive illocutionary act performed by Marina Mogilko on segment *How to speak English fast and understand natives part II*.

(1) Asking

Asking is utterance used by Marina in order to make someone to do something. In the closing video on segment *How to speak English fast and understand natives part II*, the researcher found 1 total directive of asking. Here the data of asking which are performed by Marina Mogilko could be seen in the second video.



don't forget ↑subscribe t:o ↓ths ↑ch:annel (V2/122/00:11:17)

Based on the utterance above, Marina Mogilko used directive of asking. It can be shown from the utterance of Marina, she said “*don't forget ↑subscribe t:o ↓ths ↑ch:annel*”, context the utterance when Marina Mogilko asked the viewers to subscribe her channel Linguamarina. Thus, this utterance was classified directive of asking because Marina make the viewers to do subscribed her channel Linguamarina.

(b) Expressive

Expressive is type of illocutionary act used by someone to expresses the feelings. The researcher found 1 total of expressive

illocutionary act performed by Marina Mogilko on segment *How to speak English fast and understand natives part II*.

(1) Thanking

Thanking is an utterance performed by speaker in order to expressing for someone who help and give something. In the second video on segment *How to speak English fast and understand natives part II*, the researcher found 1 total expressive of thanking. Here the data of thanking which are performed by Marina Mogilko could be seen in the second video.



↑**Thank** ↓**yo:u** **s:o** ↓**much** *for* watching *th:is* *v:ideo*.

(V2/121/00:11:08)

Based on the utterance above, Marina Mogilko used expressive of thanking. It can be shown from the utterance of Marina, she said “*Thank you so much for watching this video*”, context happened when Marina closing the video by said “*Thank you so much*” to express her feeling because the viewers watched her video. Thus, this utterance was classified expressive of thanking.

In order to make it easy to understand the research finding of illocutionary acts in main video this research, the researcher made a table as shown below.

Table 4.6 Types of Illocutionary Acts Used by Marina Mogilko on Closing Video

Activity	Types of illocutionary acts	Paradigm	Frequency
Closing video	Directive	Asking	1
	Expressive	Thanking	1
Total			2

In order to make it easy to understand the research finding in this research, the researcher made a table as shown below. The types of illocutionary speech acts used by Marina Mogilko in Linguamarina

YouTube channel especially on segment *How to speak English fast and understand natives part I and part II* are presented in table as follow as:

Table 4.7 Illocutionary Acts Used by Marina Mogilko

No	Types of Illocutionary Acts	Frequency
1.	Representative	
	a. Stating	15
	b. Informing	56
	c. Claiming	6
	Sub-total	77
2.	Directive	
	a. Questioning	1
	b. Asking	18
	c. Ordering	1
	d. Advising	3
	e. Requesting	3
	f. Forbidding	5
	g. Suggesting	4
	Sub-total	35
3.	Commissive	
	a. Promising	3

	b. Wishing	1
	c. Offering	1
	Sub total	5
4.	Expressive	
	a. Thanking	2
	b. Greeting	1
	c. Pleasure	3
	Sub-total	6
	Total	123

2. The illocutionary function used by Marina Mogilko in Linguamarina YouTube channel

These data finding was related to the illocutionary functions used by Marina Mogilko on the Linguamarina YouTube channel. In this study researcher used functions of illocutionary acts based on Leech theory. This function depending on how illocutionary acts relate to the social goal or purposes of establishing and maintaining politeness. Leech classified illocutionary function into four categories, such as, competitive, convivial, collaborative, and conflictive. Based on the two videos which have been analyzed by the researcher, the researcher found three illocutionary functions according Leech's theory. There were competitive, convivial

and collaborative. The researcher did not find conflictive in this study. The finding could be explained in the following data:

a. Competitive

In this function, the researcher found 35 data that include competitive function. The data are 6 data in first video, and 29 data from second video. This function illocutionary goal competes with social goal. The function of this type of illocutionary act is for showing politeness in form of negative parameter. The point is to reduce the discord implicit in the competition between what the speaker wants to achieve and what is good manner. The example of this illocutionary acts is ordering, asking, demanding, begging and requesting.

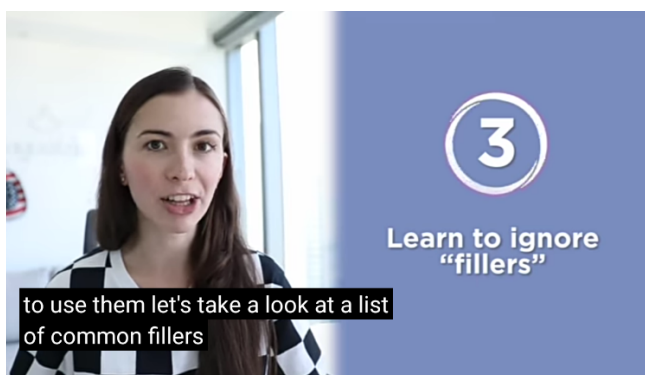
First, the researcher found 6 data that include competitive function. The utterance of competitive function could be seen in the first video with title *How to speaking English fast and understand natives part I* following sentence:



Marina: “don't forget to ↓subscribe” (V1/039/00:06:34)

The utterance above included in types of directive illocutionary acts with asking illocutionary force. The utterance occurred when Marina closed the video by asking. She asked the viewers to subscribe her channel Linguamarina. This utterance also has negative politeness. . the utterances of Marina above include function of competitive because Marina’s utterance has negative politeness with aims to reducing disharmony between what the speaker wants. Thus, the researcher classified this utterance into competitive function because it is felt that Marina not polite enough when she want something.

Second, the researcher found 29 data that include competitive function in second video. The utterance of competitive function could be seen in the second video with title *How to speaking English fast and understand natives part II* following sentence:



Marina : *"l:et's t:ake a ↓look at a l:ist of c:ommon fill:ers(.)"*

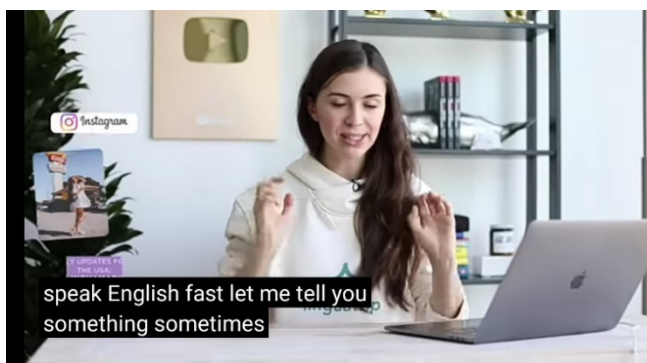
(V2/084/00:05:30)

The utterance above included in type of directive illocutionary acts with asking illocutionary force. The utterance happened when Marina explained about fillers word. The context she asked her viewers to look the example on the video that she was write a list of common fillers. The utterance of Marina is competitive function because the speaker means the viewers to do something as Marina aksed to see the screen. Utterance of Marina above includes the competitive function of asking because the speker's has negative polite manners with a purpose reduce the disharmony between what the speaker wants to achieve.

b. Convivial

In this function, the researcher found 11 data that include convivial function. The data are 5 data in first video, and 6 data from second video. In this function the illocutionary goals deal with social goal. On the contrary with the previous category, the convivial type is intrinsically courteous. It means that politeness here is in the positive form of seeking opportunities for comity. The example of the type of illocutionary acts are offering, inviting, greeting, thanking, and congratulating.

First, the researcher found 5 data that include convivial function. The utterance of convivial function could be seen in the first video with title *How to speaking English fast and understand natives part I* following sentence:

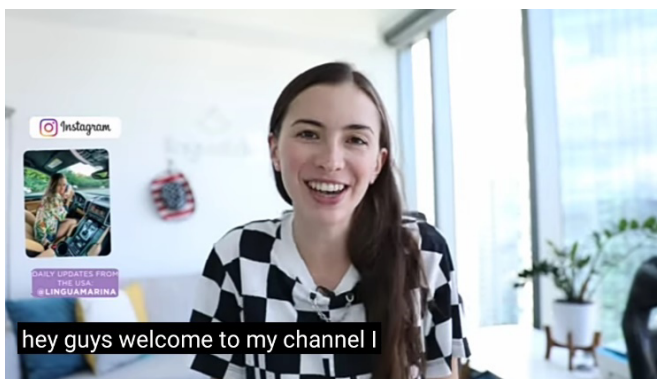


Marina: “*let m:e tell you something↓*”. (V1/002/00:00:05)

The utterance above included in types of commissive illocutionary act with offering illocutionary force. The context is Marina offered the viewers that she will tell something. She will explain about how to speak English like native speaker. The utterance has positive aims. Positive aim can be seen from Marina who offers help to her viewers in explaining the material. Thus, the researcher classified the utterance into convivial function because the speaker has

positive politeness form that aims to seek opportunity to be friendly to partner of speech.

Second, the researcher found 6 data that include convivial function in second video. The utterance of convivial function could be seen in the second video with title *How to speaking English fast and understand natives part II* following sentence:



Marina: “↑*hey gu:ys welcome to my channel(.)*”.

(V2/040/00:00:00)

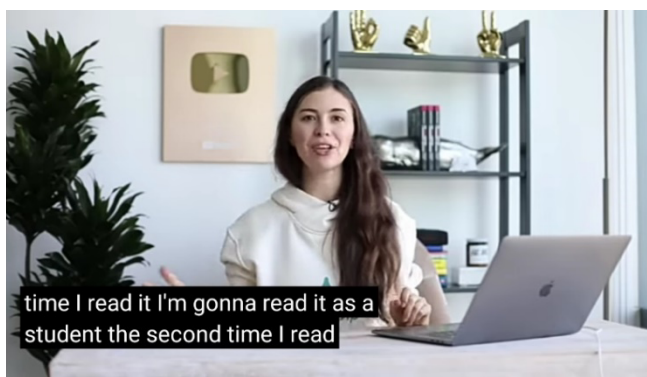
The utterance above included in types of commissive illocutionary acts with greeting. The sentence happened when Marina opened her video. She greeted the viewers who was viewing the video.

This sentence also has positive politeness. Positive politeness can be seen from Marina greeting her viewers by said “hey guys”. This creates a pleasure relationship between Marina and her viewers. Thus, the researcher classified the utterance into convivial function.

c. Collaborative

In this function, the researcher found 77 data that include convivial function. The data are 28 data in first video, and 49 data from second video. The illocutionary goal is different from the social. In this function, both politeness and impoliteness are relevant. It can be found in most of written discourse. It is also commitment the speaker to the truth of expressed proposition, The examples of this category are asserting, reporting, announcing, and instructing.

First, the researcher found 28 data that include collaborative function. The utterance of collaborative function could be seen in the first video with title *How to speaking English fast and understand natives part I* following sentence:



Marina: “th:e first ti:me, I rea:d it, I'm >gonna<>read<>it< as a student(.), the second ti:me(h), I read it I would ↓try t:o rea:d >it< a:s a n:ative speake:r(.).” (V1/022/00:03:26)

The utterance above included in types of collaborative illocutionary acts with informing or announcing. The context is Marina announced that first she read as student and second time she read as native speaker. This is done to clarify the differences in how to speak English between native speaker and students. She does not care about the norms of politeness when informing to the viewers. Therefore in th utterance above including collaborative function because the speaker's utterance is nott has social purposes and not involved politeness. The speaker only explained to the viewers regarding the information to be conveyed.

Second, the researcher found 77 data that include collaborative function in second video. The utterance of collaborative function could be seen in the second video with title *How to speaking English fast and understand natives part II* following sentence:



Marina: “wi:th the:se ↓insights ↓you will be able t:o spe:ak ↓English
a:s a native= speaker(,)”. (V2/044/00:00:37)

The utterance above included in types of collaborative illocutionary acts with informing. The context is Marina announced the information about speak English like native speaker. She does not care about the norms of politeness when she informing the information to her viewers. Thus, this utterance was classified collaborative function.

In order to make the result of this study easier to understand, the researcher created a table as shown below.

Table 4.8 Function of illocutionary acts used by Marina Mogilko

on Linguamarina channel

No.	Function of illocutionary acts	Frequency
1.	Competitive	35
2.	Convivial	11
3.	Collaborative	77
4.	Conflictive	0
	Total	123

B. Discussion

The discussion is arranged in order to answer the problem statements of the research. In the research finding above consist of types of illocutionary acts used by Marina Mogilko in Linguamarina YouTube channel and the function of illocutionary acts used by Marina Mogilko in Llinguamarina YouTube channel.

1. The types of illocutionary acts used by Marina Mogilko on Lainguamarina YouTube channel.

Based on the data of the finding above about types of illocutionary acts used by Marina Mogilko on Linguamarina YouTube channel. The researcher classified types of illocutionary acts by Marina Mogilko based on Searle theory. Searle classified illocutionary acts into five categories such as, representative, directive, commissive, expressive and declarative.

In this research, the researcher only found four types of illocutionary acts in four videos. The types the researcher found are representative, directive, commissive, and expressive. However, the researcher did not find declarative type in the utterance used by Marina Mogilko. There were 123 utterances of Marina Mogilko especially on segment *How to speak English fast understand natives part I and part II* that classified into illocutionary acts.

First, the researcher found type of representative used by Marina Mogilko with 77 utterances from video 1 and video 2. Those are 28 utterance of representative on the first video and 48 utterance of representative on second video. In the first video, the researcher found 7 stating and 28 data of informing. Meanwhile, in the second video, the researcher found 7 data of stating, 6 data of claiming and 35 data of informing. In this research, the most widely used illocutionary type Marina Mogilko is representative of informing because she always conveying information when explaining material about how to speak English like native speaker. For example “*Canadian accent is supposed to be the easiest to understand*” this is a form representative of informing that used by Marina Mogilko to delivered information about the accent.

Second, directive is speaker’s intention to make someone else to do something. It’s mean directive is Marina’s intention to make her viewers

to do something. In this study, the researcher found directive type used by Marina Mogilko with 41 utterances. It is divided 6 utterances from first video and 35 utterance form second video. First video, Marina mogilko performed 3 utterance of asking, 1 utterance of ordering, 1 utterance of forbidding, and 1 utterance of questioning. Meanwhile, in second video Marina Mogilko performed 15 utterance of asking, 3 utterance of advising, 3 utterance of requesting, 4 utterance of forbidding, and 4 utterances of suggesting. Thus, in directive acts Marina Mogilko often used asking for make the viewers to do something.

Third, commissive is illocutionary acts performed by Marina Mogilko on Linguamarina channel. Commissive is acts when someone makes a promise to do something in the future. It is mean the act when Marina's make a promise to do something in the future. In this study, researcher found 5 utterances of commissive performed by Marina Mogilko. There are 4 utterance form first video and 1 utterance form second video. First video Marina used 3 commisive of promising and 1 commisive of offering. Meanwhile, second video Marina used 1 commisive of wishing. Thus, in this study the dominant commissive illocutionary used by Marina is promising.

Fourth, expressive is illocutionary acts performed by Marina Mogilko on Lingumarina channel. Expressive is act when the person expresses the

feeling. It is mean expressive is Marina's act when she expressing her feeling. In this study, researcher found 6 utterances of expressive used by Marina Mogilko. There are 1 utterance from the first video and 5 utterances from second video. First video Marina only used 1 utterance of thanking. Meanwhile, second video Marina used 3 expressive of pleasure, 1 expressive of greeting and 1 expressive of thanking

In this study, researcher only found 77 utterance of representative, 35 utterance of directive, 5 utterance of commissive and 6 utterances of expressive. However, the researcher did not find the types of declarative acts. Declarative act is utterance will change the situation of one or many people directly. Declarative take place within institution such as the law, the church, and etc. It usually used when speaker have intend meaning such as marrying, firing, sentencing and declare. But the researcher did not find declarative type. Because Marina's utterance can be changed the world.

2. The illocutionary functions used by Marina Mogilko in Linguamarina YouTube Channel.

Based on the data findings about types of illocutionary acts used by Marina Mogilko on Linguamarina YouTube channel. The researcher classified those variety illocutionary function based on Leech's theory. On this function Leech divided it based on social goal. It is mean how

illocutionary acts relate to social goals or purposes of arranging and setting up in polite ways. According Leech (1983) that illocutionary function divided into 4 such as competitive, convivial, collaborative and conflictive.

First, the researcher found illocutionary function performed by Marina Mogilko is competitive. In this function, politeness is negative and aims to reduce the uncomfortable between what the Marina's wants and the politeness she should say. There are 35 utterances of competitive function performed by Marina Mogilko. First video has 6 competitive function and second video has 29 utterances of competitive function.

Second, the researcher found illocutionary function performed by Marina Mogilko is convivial. There are 11 utterances of convivial function in this study. First video has 5 utterances of convivial and second video has 6 utterances of convivial. In this function, the politeness is more positive, aimed at finding opportunities for social time. Thus, Marina performed this function with positive politeness and finding an opportunity such as thanking, greeting, offering, and etc.

Third, the researcher found collaborative function used by Marina Mogilko in this study. There are 77 utterances of collaborative function performed by Marina Mogilko. In this function, commit of Marina to the truth of expressed proposition. The example of this collaborative function are asserting, stating, announcing, and etc. But there was no found

conflictive function performed by Marina Mogilko because this function intended to cause anger between Marina and her viewers.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher presented the conclusion of the research and suggestion about illocutionary acts used by Marina Mogilko on Linguamarina YouTube channel, the following discussion provides the conclusion and suggestion of the study.

A. Conclusion

In this research is concerned with the pragmatic study analysis types of illocutionary acts based on Searle theory and function of illocutionary acts based on Leech theory. Researcher focused analysis Marina Mogilko on Linguamarina segment *How to speak English fast understand natives part I and part II*. The result of the research can be concluded as follow as:

1. In this result, the researchers used Searle's illocutionary act theory to analyze Marina Mogilko's speech types on the Linguamarina channel. Because Searle's criteria for each category are more reliable and specific than those described by Austin. Searle divided illocutionary acts into 5 categories, those are: representative, directive, commissive, expressive and declarative. However, the researcher only found 4 types of illocutionary acts used by Marina Mogilko. There are 77 data of representative, 35 data of directive, 6 data of commissive, and 6 data of expressive but in this study, the researcher

did not find declarative. Because there are no utterances of Marina Mogilko that changed the situation of one or many people directly. This type usually takes place in an institutional state and affected one or many people. So the researcher only found 4 types of illocutionary acts that were used by Marina Mogilko.

2. In the second research problem, the researcher used Leech theory to analyze function of illocutionary acts performed by Marina Mogilko on the Lingumarina YouTube channel. Leech divided function of illocutionary acts into 4 such as competitive, convivial, collaborative and conflictive. However, in this study researcher found 3 function such as competitive with 35 data, convivial with 11 data and collaborative with 77 data. In this study conflictive function did not find because there is not utterance of Marina Mogilko that make the viewers anger.

B. Suggestion

Based on the conclusion that researcher explained above, some suggestions are proposed to the following parties:

1. To linguistic student

Linguistics students are expected to learn and explore more about pragmatics, especially with regard to the study of illocutionary acts. By understanding and knowing illocutionary acts, students become more aware of how language is actually used. This helps students avoid misunderstandings

and misinterpreting when interpreting the speaker's intended message.

2. To the English teacher

This study is expected to provide insights into technology-based language teaching to English teachers, particularly in relation to linguistic phenomena related to illocutionary acts. English teachers should make the most of their language and be clear about how it should be used.

3. To the other researcher

To other researcher who interested in pragmatics study to conduct another research with a broader scope of pragmatic especially illocutionary acts than this study by using different method of analysis to get more accurate finding. Besides, the researcher hoped that other researcher was interested in analyzing pragmatic in other classification to make this study better.

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APPENDIX 1

TRANSCRIPTION

TRANSCRIPTION

How to Speak English Fast and Understand Native Part I

00.00.00 → 00.00.02

I know the video is called how to speak =

0.02 English ↑fast(.),

00.00.02 → 00.00.05

but do you really need to speak English fast(.)?

00.00.05 → 00.00.06

let me tell you something↓,

00.00.06 → 00.00.11

sometimes we think that native speakers speak ↑fast, and this is why they sound so natural(.),

00.00.11 → 00.00.18

in reality they don't = speak fast:, they just connect all the

0.18 words together,

00.00.18 → 00.00.24

and instead of splitting them ↑up(.) which sounds (((a little(.) kind of slower they just put them all together))).

00.00.26 → 00.00.32

as if one sentence is one big word they omit some syllables they add some new

00.00.32 → 00.00.34

sounds, and this is why they sound(.), the way they sound(.),

00.00.34 → 00.00.38

and sometimes it's hard↑ for us to understand them. just because they don't(.) split ↑up ↓words,

00.00.38 → 00.00.42

we think, that they're just speaking too fast, (((in

0.44 reality they're ↓not))).

00.00.44 → 00.00.47

<today I'm gonna teach you this technique>hh,

00.00.47 → 00.00.49

<I'm gonna teach You how native speakers do it>hh.

00.00.49 → 00.01.00

so you↓ can do it to sound more nativehh(.), and so that you↓ understand the >mechanics< behind kind of faster speaking so you can ↑understand native speakers(.)=

00.01.16 → 00.01.16

for example you see a phrase, <what↑ do you↓>

00.01.19 → 00.01.19

for example in a sentence, <↑what do ↓you ↑do>

00.01.22 → 00.01.28

b:ut Americans would never say like this >what do you do< that's ↓it >↑what do you do<

>what do you do< >what do you do<,

00.01.28 → 00.01.34

so the sp:::eed the pace is kind of the same, it's just connec:::ng everyth:ing <what do yo:::u d:::o>, and

00.01.37 → 00.01.43

if you don't know the way they do it you're like(.). >what ↑was that< another phras:e, (((I am goi::ng to do(.)) some ↑shopping

00.01.47 → 00.01.53

what >Americans< would say, they would <say>= (((I'm gonna do some shopping))) again, not I'm going to,>I'm go:nna do< again^{hh},

00.01.53 → 00.02.01

(((they've connected something))) they actually, very phras:::e is the >little< (((get some wat:er, [do you want something]))) and

00.02.01 → 00.02.03

so:::me Americans ↑would even say, (((I'm a ju::st sh::opping)))

00.02.03 → 00.02.07

this- is l:ike the >very< >very< contracted <version> >of it<(.).

00.02.09

s:o what Americans d:o, they(^h) take tho:se smalle:::r >words< and they pronounce them in a wa:y that is easier for them in da:ily speech(.).

00.02.17 → 00.02.23

for example(^h) >article< (((that))) is >pronounced< like (((tha))), (((<what's> <the> <w:eathe:r> >today<))),

00.02.23 → 00.02.25

s:o the:y ↑don't ↑say what's the w:eather >today<,

00.02.25 → 00.02.28

they say what's(^h) what(^h) they say what's th:e weathe:::r >today<,

00.02.28 → 00.02.33

s:o it's not because it's easie:r (((>Oh what↑ about the weathe:r report<)))

00.02.33 → 00.02.37

yo:::u sometime:s ↑sounds like yeah(^h),

00.02.37 → 00.02.40

(((do yo:u >want< >to< go(.) for a walk again))) d:o <yo:u> want t:o go for a walk, sounds as

00.02.43 → 00.02.49

if y:ou just started learni:ng ↑English(.). do yo:u >want< >to< <go< for ↑walk.

↑sound:s(0,9) close:r t::o being a n:ativ:e ↑speake:r, and

00.02.49 → 00.02.51

anothe:r ↑thing that yo:u might have noticed,

00.02.51 → 00.03.06

when we say ((what do)) s:o w:e hav:e T at the end of the word ↓ what ↓. and w:e hav:e D at the begin:ing of the word ↓ do(.). w:e >↑kind of< >invent< a new sound h:ere >↑instead< of <saying>, (((what do you d:o))).

00.03.06 → 00.03.16

W:e say what you ↓d::o so there is a ↓sound >chip< whi:ch appears in the middle ↓(.). again(h) this- is a ↑way, t:o make you:r spee:ch sm:oothe::r, and >this-is< what all native speaker:s ↓do(.),

00.03.16 → 00.03.20

fo:r exa:mple: what you ↓d:o fo:r a livi::ng(.). (((>what you d:o for a living<))).

00.03.23 → 00.03.26

t:o make this even clearer fo:r you, >I'm< >gonna< read a ↓sentence out lot(.).

00.03.26 → 00.03.32

the first time, I read it, I'm >gonna< >read< >it< as a student(.), the second time(h), I read it I would ↓try t:o read >it< as a native speaker(.).

00.03.34 → 00.03.41

let's d:o it, I am going t:o go out t:o ↓Walmart d:o you need anything ↓, >I'm gonna go out of ↓Walmart< d:o you need anything?.

00.03.43 → 00.03.46

again I >replaced<(.), I'm going t::o with I::m go::nna >go to Walmart< and

00.03.46 →

I've connected Walma:rt with d:o, we have a wo:rd that ends with ↓T, and w:e hav:e a wo:rd with that b:egins with T, s:o >I'm gonna go to Walmart< d:o you need anything?

00.03.58 → 00.04.00

and there's this ↑chick that ↓appeared <in the middle>, the

00.04.02 → 00.04.14

next wo:rd a little ↑conf:using(h), I know >especially< when you hear this first(.) in a native speaker ↓spee:ch, e somethi:ng they say, ↓so:mething <I d:on't know(h)> why thi:s appears it's ju:st the way the ↑language >evolves<

00.04.16 → 00.04.19

<when> people speak :it(.), b:ut >can you ↓ give ↑ me something<(.).

00.04.19 → 00.04.22

this i:s >sometimes< whe:n native

4.22 speakers ↓ say ↑ >which is< ↓co:rrect, <don't> b:e confused ↓

00.04.24 → 00.04.26

>it's just< the sam:e as something ↓(h) Oh

00.04.27 → 00.04.33

the next phrase, let me ↑give ↓you something(.), the Americans would ↑say >let me give ↓you something<(.).

00.04.33 → 00.04.36

s:o they ju:st >omit< the l:etter ↑T, and you ↓get >let me< <let m:e get ↓you

↓something>, (((>let ↓me give ↓you ↓something<)))
00.04.41 → 00.04.47
in Americ:an >English<, if yo:u have a letter T, i:n the middle o:f a wo:rd sometime:s,
↓you pronoun↑ce it a:s d:.(h),
00.04.47 → 00.04.57
Malette sir <letter> >letter< because it's ↑faster to get a smoothe:r(.), safety ↓you
↑don't say it <ci:ty> >↓city< >city<
00.04.59 → 00.05.08
>it's ↑like< >DNR< >↓City< <bi:tte> and it sounds a little >British<(.), so in Great
Britain ↓they >would say sell< <↓bitter> in American English there's a >↓bitter<
>bitter< (.) >
00.05.08 →
let me give you some more examples<,(.) >bottle< <bo:ttle> <butter> <butter>
<computer> >↑computer< (h),
00.05.18 → 00.05.34
↑I ca↑n't even say it with with the ↓T <comp:uter> <compute:r> <compute:r>
<daughter> <daughter:r>r 80 80 40 40 <↓little> >↓little< to <settle> 30 30
00.05.34 → 00.05.42
↓you see this ↑t:ea conv:erts D(.) a:ll the t:ime a:s ↓you notice it's even unnatural for
m:e to say↓ <little>
00.05.45 → 00.05.58
30 just because I'm so used to you know in certain D(.) instead of t:ea, ↓this would
co:me >a:utomatically< >automatically< ↑not <automatically>(h)(h)
<automatically>(h) t:o ↓you guy:s
5.58 → 00.06.01
when ↓yo:u ↑practice(.) thi:s ↑is first the way to speak faster.(.)
00.06.01 → 00.06.03
second >this is< the wa:y to ↓speak(.) more ↑naturally
00.06.03 → 00.06.11
and thir:d, ↓this is an easier way to ↑understand ↑native speakers because ↓you
>now< >know< how the mechanics work(.).
00.06.11 → 00.06.13
↑let me ↓know >if this was<= useful fo:r ↓you guys(.),
00.06.13 → 00.06.21
the homework for ↓you, ↓the ↑task is write ↓down in comments below. ↑what other
words have T(.) in the middle and ↓you pronounce them with a D(.),
00.06.2 → 00.06.27
<just> what >I told you< 30 30 little little that kind of ↓stuff(.)
00.06.27 → 00.06.29
↓you can google that but make sure ↓you write ↓something in comments(.).
00.06.30 → 00.06.33
s:o >that< ↓you can practice, thank↓you so ↑much watching this ↓video(.).

00.06.33 → 00.06.36

don't forget to ↓subscribe and I'll see ↓you very soon

How to Speak English Fast and Understand Natives Part II

00.00.00

↑hey gu:ys welcome to my channel(.)

00.00.02 → 00.00.11

↑I ↓just ha:d an online meet↑up ↓event(.), where ↑I had=pe:ople ↓from a:ll ov:er the world, and w:e all spoke English and we were >just< discussi:ng ↓online business in 2020

00.00.11 → 00.00.20

and ↑what I've ↓n:oticed is that people ↓who ar:e n:ot English n↑ative ↓speakers(.) we're using a language >that is< <textbook>,

00.00.20 → 00.00.26

s:o there we:re some people ↓wh:o ↑are in the US(.) and thei:r ↑language wa:s completely(h) ↓different and

00.00.29 → 00.00.34

one >was listening< t:o tho:se ↓people ↑I started ↓noting th:ose ↓differences(.), and ↑I >decided< t:o sha:re my insights with ↓yo:u

00.00.37 → 00.00.41

because wi:th the:se ↓insights ↓you will be able t:o spe:ak ↓English a:s a native= speaker(.), and ↓you <wouldn't> so:

00.00.41 → 00.00.50

↑I wou:ld ↓say a little o:ld-fashioned because ↓when ↓you're using th:is textbook ↑English ↓you sound a little too >↑academic< o:r a little:e too ol:d-fashi:oned

00.00.50 → 00.00.58

th:ese tips(.), by the end of th:is cla:ss(.) your ↓English ↑will be mo:re native(.), will b:e mo:re ↑kind of Am:erican(.), and Morton,

00.00.58 → 00.01.05

s:o if ↓you're interested ↓cont:inue ↑w:atching th:is v:ideo

[Music]

00.01.13 → 00.01.16

↑let's start wi:th a >very< basic and a >very< ↓c:ommon thing

00.01.16 → 00.01.20

↓yo:u >probably< know it b:ut not all of ↓you ↑are using it in ↓your everyday speech, and

00.01.20 → 00.01.22

th:is th:ing is ↓reduced forms(.),

00.01.22 → 00.01.24

let's ↓look ↑at some exampl:es,

00.01.24 → 00.01.31

instead o:f <w::ant t:o> ↓you say >wanna< (((I don't know))) ↑I w:ant to g:o to
↓London(.)
00.01.31 → 00.01.44
>I want to< st:udy <in the U:S> ↑b:ecause wh:en ↓you ↑say I w:ant t:o st:udy ↓in
↓the US(h)(h) ↓it sounds a l:ittle >weird< it doesn't have this n:at:ural flo::w(.), so
with th:ese r:educed ↓form so ↓you're g:ett:ing ↓this n:atural fl:ow t:o <your>
↑langu:age
00.01.44 → 00.01.47
let's l:ook at another example(.), and
00.01.47 → 00.01.50
ple:ase g:o ahe:ad and try ↑saying ↓st:uff t:ogeth:er with m:e(.),
00.01.50 → 00.01.56
↑I'm ↓going ↓t:o w:ash the c:ar, b:ut ↓you're gonna say >I'm gonna< w:ash that c:ar(.),
my ca:r w:ash up
00.01.59 → 00.02.05
↓you see the ↓difference ↓you see it's a completely different attitudes(.), completely
different ↓mood(.) ↓on the sentence,
00.02.05 → 00.02.07
when somebody ↑asks ↓you what t:ime >is it< ↓you can ↑say, <I do:n't kn::ow>
00.02.09 → 00.02.18
which is again a little strange ↓you ↑say(.), >I don't know< <:I d:on't know> and th:is
:D is
>↑actually replaced with ↑our< <I d:on't kn:ow>
00.02.19 → 00.02.21
↓you're n:ot ↑saying D, ↓you ↑don't ↑say <↑I don't kn:ow> ↓you're saying <I don't
know>
00.02.22 → 00.02.26
it's l:ike <I don't know> yeah(h)(.), it's w:eird ↓but this is h:ow it ↓w:orks with the
↑language(.) <I don't know>
00.02.26 → 00.02.40
↓tr::y (((li:sten I don't kn:ow and I don't c:are))) (h) ↑and the la:st but not the ↓least(.),
got t:o verses ↑I >gotta< d:o my ↓homew:ork, instead- of ↑I got t:o d:o my
homew:ork(0,5) (((we gotta fix it God)))
00.02.40 → 00.02.46
↑by the w:ay ↓you can s:ay, ↑I g:ot t:o d:o my homew:ork if ↓y:ou decide to spe:ak
>British< ↑English(.)
00.02.48 → 0.02.51
>this is< my t:ip number tw:o, ↓you need t:ondecide which ↑accent ↓you ↑want t:o
ado:pt
00.02.54 → 00.03.01
becau:se ↓you can speak >British ↑English<(.) ↓you can speak C:anad:ian English(.),
↓you can ↓speak Australian English(.), ↓you can sp:ea:k Am:erican English,

[Music]

00.03.06 → 00.03.09

and >there is< n:othing ↓wrong with either of tho:se ↑access(.),

00.03.09 → 00.03.14

it's j:ust ↓you need >to be< consistent and ↑I started l:earning ↑English with a
↓British v:ersion and

00.03.14 → 00.03.16

↑I rea:lly lik:ed it,

00.03.16 → 3.21

↑I th:ink, ↑I can still imitate <my ↓British ↑accent> I don't kn:ow <I'm not us:ing it at
all>

00.03.23 → 00.03.25

maybe > if I come to >Britain f:or a week< I will ↑get b:ack t;o >British< ↑accent

00.03.25 → 00.03.27

↑I l:ike ↑American ↑accent and

00.03.27 → 00.03.34

↑I would say ↑Am:erican ↑acc:ent is the easiest to ↓learn(.)=e ju:st because there is
s:o ↑many resource:s in ↓Am:eric:an English(.),

00.03.34 → 00.03.40

↑I try t:o speak >with< >an< >Am:erican< >↑accent<(.). >there are a l:ot< o:f

↓y:outubers out ther:e, ↓if ↓you ↓take t:op 20 ↓youtub:rs(.),

00.03.40 → 00.03.45

↑I think all of ↓the:m will be ↓from th:e ↓US (((I'm go:ing to be surprising my ↑best
friend ↑Shane)))(.).

00.03.45 → 00.03.47

Canadian ↑accent is s:upp:osed t:o be the ↓e:asiest to ↑understand,

00.03.50 → 00.03.54

s:o if ↓you're stru:ggl:ing with und:erstand:ing ↓native ↓speakers try and ↓Googl:e
C:anadian ↓youtub:rs and

00.03.54 → 00.03.57

↑watch their v:ideos ↓first,

00.03.57 → 00.04.02

and th:en once ↓y:ou start understanding th:em maybe(.), ↓you j:ust st:ick w:ith the
↑Canadian ↑acc:ent or ↓you >develop< yo:ur ↑ear, and

00.04.03 → 00.04.05

↓you move on t:o↑Am:eric:an ↓yout:ub:rs or

00.04.05 → 00.04.10

↓you ↓decide ↑that >Britain< i:s your >way to go< and ↓you adopt ↓Briti:sh ↑acc:ent
b:ut

00.04.10 → 00.04.14

one th:ing >here< is just b:e ↓consist:ent with whatever ↓you choo:se

00.04.14 → 00.04.19

by the way ↑guys(.), if ↓you ↑are ↓looking f:or m:ore >ways< t:o impr:ove ↓your
↓Engl:ish t:o speak like a ↑n:ative ↓sp:ea:er(.).

00.04.21 → 00.04.25

↑I h:ave creat:ed a ↓w:orkbook in ↑English whi:ch ↑h:as all of the ↓r:ules that ↓you
can >think of<(.),

00.04.25 → 00.04.31

w:e ↑have idioms, there w:e ↑have li:sts o:f m:ov:ies that ↓you c:an w:atch i:n

↑Am:eric:an ↑Engl:ish(.), w:e ↑have a li:st of ↓yout:ub:ers and Instagr:am >bloggers<,
that

00.04.34 → 00.04.35

↓you ↑can follo:w vlog in English s:o ↓you ↑can ge:t a s:ense of ↑what r:ea:l ↑English

00.04.38 → 00.04.43

w:e ↑have a li:ot of v:isual examples(.) of >how< to Use d:iffer:ent ↑articl:es(.), w:e

↑have a li:ot of ↑tasks and ↓t:ests f:or ↓you(.),

00.04.43 → 00.04.46

↑I ↑worked= on this pr:oduct f:or four months,

00.04.48 → 00.04.50

↑I really ↓h:ope ↑you enjoyed th:e l:ink >will be< ↓b:elow it's ↓really interacti

00.04.50 → 00.04.54

it has a ↓v:ideo fr:om ↓m:e wher:e I explain ↓you h:ow ↓t:o ↓use it or explain ne:w
tens:es in ↓English

00.04.57 → 00.05.05

th:e m:ost ↓used tens:es it's ↓r:ea:ly ↓us:ef:ul f:or any ↓English lang:uag:e ↓learner
and i:t doesn't >m:atter< whi:ch ↓l:evel ↓you're at r:ight n:ow ↓b:eca:use it ↓c:ov:ers
alm:ost ev:ery t:opic in Engl:ish(.),

00.05.05 → 00.05.07

I th:ink it's g:oi:ng ↓t:o b:e< r:ea:ly us:ef:ul f:or ↓you

00.05.07 → 00.05.12

↓the link ↓will b:e b:el:ow but made ↓r:ea:ly ↑aff:ord:abl:e it's a >very< sm:all

↑ch:eck(.) ↓b:ut it's a li:ot a li:ot of ↑val:ue and

00.05.14 → 00.05.14

↓w:e've s:old ↓over 20,000 ↓copi:es alr:eady

00.05.17 → 00.05.19

and ↓we've g:ot am:azing ↓r:ev:iews fr:om ↓stud:ents fr:om all ↓ov:er the w:orld

00.05.19 → 00.05.21

s:o the l:ink will b:e below.

00.05.21 →

let ↓m:e kn:ow what ↓you think ↑ab:out my workbook n:o

00.05.23 → 00.05.30

the n:ext ↑is l:earn t:o ign:ore fill:ers(.), and ↑als:o l:earn t:o ↓use th:em

00.05.30 → 00.05.36

l:et's t:ake a ↓look at a li:st of c:ommon fill:ers(.) ↑act:ually anyw:ay ↓b:asically by

th:e w:ay erm by the w:ay with
00.05.41 → 00.05.46
um(h) ↑I h:ave a ↓v:ery int:eresting story when ↑I was read:ing a ↓book and th:ey had
↓th:is herb there(.),
00.05.46 → 00.05.49
I w:as l:iike what does that m:ean and
00.05.49 → 00.05.51
↑I start:ed digging it ↑up in th:e ↓dict:ion:ary(.),
00.05.51 → 00.05.56
↑I couldn't f:ind it and th:en ↑I st:arted ↓googling it and th:en, I r:realized >this is<
j:ust a w:ay t:o ride the sound erm it took m:e ↑some t:ime(.), and
00.05.56 → 00.06.03
if ↓you enco:unt:er o:ne of th:ose ↓fill:er ↑w:ords. d:on't >try to< translate th:em(.)
>j:ust< ign:ore th:em and
00.06.06 → 00.06.11
th:is is yo:ur w:ay to ↑understand ↑n:ati:ve speakers at the same time if you need
t:ime t:o th:ink ↓d:uring y:our speech,
00.06.13 → 00.06.15
↓pl:ease ↑feel free to insert th:em t:o
00.06.15 → 00.06.19
g:et ↑s:ome extra t:ime t:o think what ↓you're ↓gonna s:ay
00.06.19 → 00.06.20
n:ext let's ↓look at s:ome ↓other examples(.), of fill:er w:ords ↑I m:ean ↓incidentally
in f:act ↓obv:iousl:y w:ell ↓you↓kn:ow
00.06.30 → 00.06.33
let's ↓look at the sentence with fill:er w:ords(.),
00.06.33 →
by the w:ay ↑I s:aw m:ark yesterd:ay and s:o obviously ↑I said he:llo to him ↓b:ut h:e
↑b:asic:ally ign:ored m:e
00.06.39 → 00.06.43
yo:u see w:e h:ave a l:ot of fill:er w:ords here that don't ↓r:really ↑affect the m:eaning
00.06.45 → 00.06.50
th:ey ↓j:ust they're f:or ↓someb:ody wh:o said th:e sentence t:o t:ake ↓s:ome t:ime t:o
↓th:ink ↑about what's ↓g:onna be
00.06.50 → 00.06.52
n:ext let's r:emove all the ↓fill:er ↑w:ords and
00.06.54 → 00.05.54
look at th:e sentence once ↑again
00.06.56 → 00.07.02
↑I saw m:ark yesterday, ↑I sa:id hello t:o ↓him b:ut ↓he ign:ored m:e 13 w:ords
inst:ead of 20 w:ords ↓you see ↑makes >a ↑lot of< difference ↑esp:ecially
00.07.03 → 00.07.07

if you're struggl:ing t:o ↑underst:and ↓th:ings ↓you j:ustomit them and
00.07.07 → 00.07.12
↓you g:o ↑ahead ↓you s:ave ↓yo:ur t:ime ↓y:ou d:on't ↑pan:ic because you don't
understand every singl:e w:ord(.),
00.07.12 → 00.07.14
the ↑n:ext ↑import:ant ↓th:ing(h) <contracti:ons>,
00.07.14 → 00.07.21
<contr:acti:on> is als:o something to d:o with d:elivery b:ut(.) ↓we're talk:ing abo:ut
↑acti:ons in ↓the ↑l:angu:age(.).
00.07.21 → 00.07.31
↑I am >is it if< ↑I am hungr:y ↓you s:ay >I'm hungry<(.) and it's not even >I'm
hungry< >I'm hungry< ↓um like ↓um funny(h)(h) um hungry
00.07.31 → 00.07.43
this is the w:ay t:o contr:act ↑I am I'm hungr:y(.). ↓you ↑say ↓I'll inste:ad o:f ↑I will,
↑I'll d:o th:at, ↑I'll pick it u:p, ↑I'll b:e ↑b:ack,
00.07.43 → 00.07.47
↑b:ut(.) ↓pl:ease don't u:se this ↓contracti:on with n:ames(.),
00.07.49 → 00.07.49
↓you can ↑say Kate'll d:o th:at(.)
00.07.51 → 00.07.56
Kate will d:o th:at, the only ↑way t:o ↑say will with nam:es is to ↑say the wh:ole
th:ing ↑Kate will d:o th:at
00.07.56 → 00.08.03
↓you cannot ↓use contracti:ons with name:s, inste:ad of d:o not, ↓you ↑say don't ↑I
don't like ↑it, it's ↓just the ↑way t:o >speed up< ↓your ↓speech,
00.08.03 → 00.08.14
↑I don't l:ike it, try and say to yourself I don't like it I don't like it ↑I've inste:ad of ↑I
have(.), I've g:ot your back(.)
00.08.15 → 00.08.22
↑I've d:one, this ↓befo:re ↑I am ↑I've got ↓your back(.), and ↑I inste:ad of I would I'd
like t:o j:oin ↓you ↑I'd l:ike t:o ↓stay home(.), ↑I'd l:ike to kn:ow
00.08.24 → 00.08.24
p:ay attention t:o str:ess in ↓your ↓speech
00.08.28 → 00.8.35
↑what d:o ↓you n:otice ↑right ↓now is th:at ↑I've emphasized the w:ord stress because
↑I w:ant ↓your attention on this w:ord pay attention t:o str:ess(.), and
00.08.35 → 00.08.40
this is ↑what ↑Am:eric:ans do >a lot< they either sl:ow d:own wh:en s:ometh:ing
↓important is ↓go:ing on or
00.08.43 → 00.08.48
they ↑make the:ir v:oice loud:er loud:er ↓when they w:ant t:o emphasize a w:ord(.)
00.08.48 → 00.08.52

or they just ↑raise their int:onation when someth:ing is r:really ↓important
00.08.52 → 00.08.58
↓you see how ↑I ↑highlighted really with my speech s:o that's also a h:int for ↓you t:o
↑underst:and
00.08.58 → 00.09.04
↑n:atives they ↓would always ↑highlight the m:ost ↓important w:ord with the:ir
↑int:onation or ↑loudness of the:ir voice(.).
00.09.05 → 00.09.05
n:ext t:ip ↓use ↑slang
00.09.05 → 00.09.11
and y:es ↓we've ↓learned a l:ot o:f ↓slang ↑words with ↓you
00.09.11 → 00.09.14
↓but I >just< want to emphasize ↑that ↓p:eople::use those sLang words a l:ot
be:caus:e somet:imes ↓you learn them ↑and
00.09.14 → 00.09.19
you're in ↓your ↑country and ↓you're l:ike ↓okay whatever b:ut then ↓you start
interact:ing with ↑native ↓speakers(.) and
00.09.19 → 00.09.22
Suddenly they're like do ↓you want to ↑hang o:ut with me for m:e to hang out with
↓you and
00.09.24 → 00.09.25
you're l:ike ↑what was th:at hang o:ut is t:o spend time ↓together
00.09.25 → 00.09.32
oh we had a ↑blast ↓yesterday(.) it was ↑amazing party we're g:onna ↑have it bl:ast(.)
and you're like what does that
00.09.32 → 00.09.36
mean to ↑have a bl:ast ↓needs t:o ↑have ↑fun
00.09.36 → 00.09.38
s:o ↓please read w:atch my ↓videos
00.09.40 → 00.09.42
where I talk about ↑slang ↓words they're really ↑awesome ↑I l:ove sl:ang
00.09.42 → 00.09.45
because it has a lot of culture in it we watch them
00.09.45 → 00.9.49
try t:o ↓use them ↑in ↓your ↓speech when ↓you're ↓speaking with ↓native ↓speakers
00.09.51 → 00.09.53
and by the way disclaimer here if you're writing an academic essay
00.09.53 → 00.09.55
↓please d:on't ↓use ↑any of the r:ul:es
00.09.55 → 00.10.02
↑I mentioned this video ↓because ac:adem:ic ↓essays are all ↑about being way t:oo
↑academic boring old-fashioned(.) and

00.10.02 → 00.10.07

n:ot the way ↓you are in ↓your real life(.) ↑unfortunately b:ut these are the r:ules

00.10.07 → 00.10.12

↓every cloud has a silver l:ining if ↓you ↓kn:ow what I mean

00.10.12 → 00.10.15

↓you've ↑learned differ:ent idioms(.) ↑and ↓Pr:ov:erbs and

00.10.15 → 00.10.21

sayings and this is ↑another ↑important ↓thing to d:o ↓when ↓you're ↓learning a

f:oreign ↑language ↑always ↑always always l:earn the idi:oms(.),

00.10.23 → 00.10.29

because if somebody says I'm feeling ↓under the w:eather(.) and ↓you're like what

does th:at ↓mean because h:e can't figure out from just reading this ↑idiom (.) what

00.10.32 → 00.10.33

It m:eans because to f:eel ↓und:er the w:eather ↓m:eans t:o feel b:ad

00.10.33 → 00.10.37

but how are you s:upposed t:o figure it ↑out if it's sunny

10.37 ↓outside(.)

00.10.37 → 00.10.46

if the ↑sun is shining and if the weather is ↓amazing how can feeling ↓under the

w:eather(.) be a bad thing b:ut it is a little ↓under the ↓weather this m:orning let's pl:ay

by ↓ear what d:oes

00.10.46 → 00.10.58

↑that mean how can w:e pl:ay by e:ar(.) the only wa:y t:o underst:and it is t:o l:earn t:o

play by ↑ear(.) means to ↓look ↑at ↓circ:umst:ances l:ook at what's gonna h:appen

and then decide ↑based ↓on th:ose things(.)

00.10.58 → 00.11.04

so there are so m:any idioms and proverbs(.) and sayings that I urge you(.) to learn

again

00.11.04 → 00.11.08

↑I h:ave a >lot of< videos on that and you can

11.08 rewatch them

00.11.08 → 00.11.11

thank ↓y:ou so m:uch f:or ↑watching this ↓video up to the very young ↑guys and

00.11.11 →

if w:e want to be m:ore proficient in ↓English if w:e want to ↓sound like natives we're

gonna say see ya and

00.11.17 → 00.11.19

don't forget t:o ↑subscribe t:o ↓this ↑ch:annel and

00.11.19 → 00.11.21

↑like ↓this v:ideo if ↓y:ou've ↑enjoyed the ↓c:ont:ent(.) yeah

APPENDIX 2
DATA
VALIDATION
AND LETTER

Name :

Date :

NO	CODE	DATA	ILLOCUTIONARY ACTS					CONTEXT	PARADIGM	VALID ID	ID A
			RE P	DI R	CO M	EX P	DE C				
1.	V1/00 1/00:0 0:00	Do you really need to = speak English fast(.).		√				Marina made opening her video with question to the viewers about speak English fast.	Questioning	√	
2.	V1/00 2/00:0 0:05	let me tell you something↓,		√				Marina said that she offered about how to speak English fast like native speaker.	Offering	√	
3.	V1/00 3/00:0 0:06	we think that native speakers speak fast↓,	√					Marina made statement to her viewers that they think native speakers are speak fast.	Stating	√	
4.	V1/00 4/00:0 0:09	they don't = speak fast::, they just connect all the words together,	√					Marina has made statement to her viewers that in reality the native speaker don't speak fast , they only connected all the words.	Stating	√	
5.	V1/00 5/00:0 0:34	sometimes it's hard↑ for us to	√					Marina informed to the viewers	Stating	√	

		understand them. just because they don't(.) split ↑up words						that sometimes hard to understand what the native speaker says.		
6.	V1/00 6/00:0 0:38	↓we think, ↑that they're just speaking too f:ast,	√					Marina made statement that people think the native speaker just speak to fast.	Stating	√
7.	V1/00 7/00:0 0:44	<I'm gonna teach ↓you this technique>hh			√			Marina promised to her viewers that she will teach the techniques how to speak English like native speaker.	Promising	√
8.	V1/00 8/00:0 0:47	<I'm gonna teach ↓You how native speakers d:o it>hh.			√			Marina promised to her viewers that she will teach how to speak English like native speaker.	Promising	√
9.	V1/00 9/00:0 0:52	and s:::o that you↓ understand the >mechanics< behind kind of faster speaking s:::o yo:u can ↑understand	√					Marina concluded that if the viewers watching the video, they will understand of native speaker by	Stating	√

		native speakers(.)=						learning the mechanics of speaking fast.			
10.	V1/01 0/00:0 1:16	for example you see a phrase, <what↑ do you>		√				Marina ordered her viewers to look at the example of native native speaker speech.	Ordering	√	
11.	V1/01 1/00:0 1:22	but Americans would never say like this >what do you do<	√					Marina informed that American never say “what do you do” but say “whatchudo”	Informing	√	
12.	V1/01 2/00:0 1:28	so the speed the pace is kind of the same, it's just connecting everything	√					Marina informed that the way of native speaker speech is connecting the words.	Informing	√	
13.	V1/01 3/00:0 1:53	((they've connected something)) they actually, phrase	√					Marina informed that native speaker connecting everything,	Informing	√	
14.	V1/01 4/00:0 2:01	some Americans ↑would even say, ((I'm a just shopping))	√					Marina informed that some American say “I,m a just shopping”.	Informing	√	
15.	V1/01 5/00:0 2:09	so what Americans do, they(h) take	√					Marina informed that the way native	Informing	√	

		tho:se smalle::r >words< and they pronounce them in a wa:y that is easier for them in da:ily speech(.).					speaker speak is take those sammaler words and pronoun them in a way easier for them.		
16.	V1/01 6/00:0 2:23	s:o the:y ↑don't ↑say what's the w:eather >today<,	√				Marina infromed to her viewers to don't say “what’s the weather today”.	Informing	√
17.	V1/01 7/00:0 2:33	yo::u sometime:s ↑sounds like yeah(h),	√				Marina informed her viewers that sometimes they sound like native speaker.	Stating	√
18.	V1/01 8/00:0 2:43	if y:ou just started learni:ng ↑English(.). do yo:u >want< >to< <go< for ↑walk. ↑sound:s(0,9) close:r t:: being a n:ativ:e ↑speake:r,	√				Marina stated her viewers that if the viewers started learning English, they will closer to beaing native speaker	Stating	√
19.	V1/01 9/00:0 2:51	when we sa:y (((what do))) s:o w:e hav:e T at the end of the word↓	√				Marina informed to her viewers that when someone say	Informing	√

		<p>what↓. and we hav:e D at the begin:ing of the word↓ do(.). we >↑kind of< >invent< a new sound h:ere >↑instead< of <saying>, (((what do you d:o))). We sa:y what you ↓d::o</p>					<p>“what do” so there are T at the end of the word “what” and D at the beginning of the word “do”.</p>		
20.	V1/02 0/00:0 3:06- 00:03: 16	<p>so there is a ↓sou:nd >chip< whi:ch appears in the middle↓(.). again(h) this- is a↑ wa:y, t:o make you:r spee:ch sm:oothe::r, and >this- is< what all native speaker:s ↓do(.),</p>	√				<p>Marina informed the way speak smoother like native speaker.</p>	Informing	√
21.	V1/02 1/00:0 3:23	<p>t:o make this even clare::r fo:r you, >I'm< >gonn:a< rea:d a ↓sentence</p>			√		<p>Marina promised to the viewers to read example of the sentence usually pronounced by native</p>	Promising	√

								speaker.		
22.	V1/02 2/00:0 3:26	th:e first ti:me, I <u>rea:d</u> it, I'm >gonna< >read< >it< as a st:udent(.), the <u>second</u> ti:me(h), I <u>read</u> it I would ↓try t:o rea:d >it< a:s a n:ative speake:r(.).	√					Marina informed her viewers that she will read as two person, it is student and native speaker.	Informing	√
23.	V1/02 3/00:0 3:43	I >replaced<(.) , I'm go:ing t::o with I'::: go:::nna >	√					Marina informed her viewers that she replaced the sentence.	Informing	√
24.	V1/02 4/00:0 3:46	I've connected Walma:rt with d:o,	√					Marina informed that she connected the word Walmart.	Informing	√
25.	V1/02 5/00:0 3:58	There's this ↑chick that ↓appeared <in the middle> ,	√					Marina informed that example of connecting word.	Informing	√
26.	V1/02 6/00:0 4:14	it's ju:st the wa:y the ↑language >evolves< <when> people spe:ak :it(.),	√					Marina informed that	Informing	√
27.	V1/02 7/00:0 4:19	>sometimes< whe:n native speakers↓ say↑ >which		√				Marina forbade to her viewers to don't be	Forbidding	√

		is< ↓co:rrrect, <don't> b:e confused↓.						confused when native speaker say “something” but you will hear “sumethin”.		
28.	V1/02 8/00:0 4:33	s:o they j:ust >omit< th l:etter ↑T, and yo:u ↓get >let me<	√					Marina informed to the viewers that native speaker just omit lte letter T in sentence “let me/”	Informing	√
29.	V1/21 9/00:0 4:41	in Americ:an >English<, if yo:u have a letterT, i:n the middle o:f a wo:rd sometime:s,y ou pronounce it as d.	√					Marina informed how to pronounce letter T in the middle of words	Informing	√
30.	V1/03 0/00:0 4:59	>it's ↑like< >DNR< >↓City< <bi:tte> and it sounds a little >British<(.), so in Great Britain ↓they >would say sell< <↓bitter> in American English there's a >↓bitter< >bitter< (.)	√					Marina informed the viewers to pronounce “bitter”	Informing	√
31.	V1/03	↓you see this	√					Marina	Informing	√

	1/00:0 5:34	↑t:ea conv:erts D(.) a:ll the t:ime a:s ↓you notice it's even unnatural for m:e to say↓ <little>						informed the viewers to how to convert D.		
32.	V1/03 2/00:0 5:45	I'm so used to you know in certain D(.)	√					Marina informed the viewers to how to convert D.	Informing	√
33.	V1/03 3/00:0 5:58	when ↓yo:u ↑practice(.) thi:s ↑is first the way to speak faster.(.)	√					Marina informed that the example she was explained is the way native speaker speak.	Informing	√
34.	V1/03 4/00:0 6:01	second >this is< the wa:y to ↓speak(.) more ↑naturally	√					Marina informed that the example she was explained is the way speak naturally	Informing	√
35.	V1/03 5/00:0 6:03	and thir:d, ↓this is an easier way to ↑understand ↑native speakers	√					Marina informed that the example she was explained is the way to understand native speakers.	Informing	√
36.	V1/03	write ↓down		√				Marina said	Asking	√

	6/00:0 6:15	in <u>comments</u> below. ↑what other <u>words</u> have T(.) in the middle and ↓you <u>pronounce</u> them with a D.						asked her viewers to write a comment.		
37.	V1/03 7/00:0 6:29	make sure ↓you <u>w</u> rite ↓something in comments(.).		√				Marina said asked her viewers to write a comment.	Asking	√
38.	V1/03 8/00:0 6:30	thank ↓you so ↑much watching this ↓video(.				√		Marina said thank you to her viewers because they was watched marina's video.	Thanking	√
39.	V1/03 9/00:0 6:34	don't forget to ↓subscribe		√				Marina asked to her viewers to subscribe her YouTube channel Linguamarina .	Asking	√
40.	V2/04 0/00:0 0:00	↑hey gu:ys <u>w</u> elcome to my <u>channel</u> (.)				√		Marina said hey to her viewers because watching her video.	Greeting	√
41.	V2/04 1/00:0 0:02	I had= p:eople ↓from a:ll ov:er the <u>w</u> orld, and w:e all <u>s</u> poke <u>E</u> nglish and	√					Marina informed that she has online meetup event from all over the world and	Informing	√

		we were >just< discussing ↓online business in 2020					spoke English to discussing online business in 2020.		
42.	V2/04 2/00:0 0:23	some people ↓wh:o ↑are in the US(.) and thei:r ↑language wa:s completely(h) ↓different	√				Marina informed to her viewers that some people in US using English completely different.	Informing	√
43.	V2/04 3/00:0 0:29	one >was listening< t:o tho:se ↓people ↑I started ↓noting th:ose ↓differen↑ce: s(,),	√				Marina informed to her viewers that she noticed some people using English is different.	Informing	√
44.	V2/04 4/00:0 0:37	wi:th the:se ↓insights ↓you will be able t:o spe:ak ↓English a:s a native= speaker(,),√	√				Marina informed to her viewers, that they be able speak English like native speaker after watched her knowledge about how to speak English.	Informing	√
45.	V2/04 5/00:0 0:50	th:ese tips(,), by the end of th:is cla:ss(.) your ↓English ↑will be	√				Marina informed the tips how to speak English and she wish the viewers	Informing	√

		mo:re na:ive(.), will b:e mo:re ↑kind o ↑Am:erican(. ,) and <u>Morton</u> ,						can speak like American or Morton na:ive speakers.		
46.	V2/04 6/00:0 1:00	if ↓you're <u>interested</u> ↓cont:inue ↑w:atching th:is v:ideo		√				Marina asked to her viewers to continue watching her video.	Asking	√
47.	V2/04 7/00:0 1:13	↑let's <u>start</u> w:ith a >very< b:asic and a >very< ↓c:ommon <u>thing</u>		√				Marina asked to her viewers to discussing with very basic and common thing in speaking English.	Asking	√
48.	V2/04 8/00:0 1:20	th:is th:ing is ↓red:uced <u>forms</u> (.),	√					Marina infomed tips on how to speak English like an American na:ive speaker, it is reduced form.	Informing	√
49.	V2/04 9/00:0 1:22	let's l:ook <u>at</u> another example(.),		√				Marina asked her viewers to pay attaention the example that she will explain.	Asking	√
50.	V2/04 7/00:0 1:24	<u>instead</u> o:f <w::ant t:o> ↓you say		√				Marina asked to her viewrs to say	Asking	√

		>wanna<						“wanna”.		
51.	V2/05 1/00:0 1:34	wh:en ↓you ↑say I w:ant t:o st:udy ↓in ↓the US(h)(h) ↓it <u>sounds</u> a l:ittle >weird< it doesn't have this n:at:ur:al flo::w(.), so with th:ese r:educed ↓form so ↓you're g:ett:ing ↓this n:atural fl:ow t:o <your> ↑langu:age(.)	√					Marina informed to her viewers about example of reduce form.	Informing	√
52.	V2/05 2/00:0 1:44	let's l:ook <u>at</u> another example(.),		√				Marina asked her viewers to pay attention the example that she will explain.	Asking	√
53.	V2/05 3/00:0 1:47	ple:ase g:o ahe:ad and try ↑saying ↓st:uff t:ogeth:er with m:e(.),		√				Marina requested the viewers to saying stuff together with Marina.	Requesting	√
54.	V2/05 4/00:0 1:59	↓you <u>see</u> the ↓ <u>difference</u> ↓you see it's a completly different attitudes(.), completly different ↓mood(.) ↓on the <u>sentence</u> ,	√					Marina informed the viewers the differences of the sentence who she explained.	Informing	√

55.	V2/05 5/00:0 2:05	when <u>somebody</u> ↑asks ↓you		√				Marina suggested to her viewers that they can say “i dunno know” means “I don’t know”.	Suggesting	√
56.	V2/05 6/00:0 2:22	it's l:ike <I don't know> yeah(h)(.), it's w:eird ↓but this is h:ow it ↓w:orks with the ↑language(.)	√					Marina informed to her viewers about how the English work.	Informing	√
57.	V2/05 7/00:0 2:40	↑by the w:ay ↓you can s:ay,		√				Marina suggested to her viewers that they can say “I got to do my homework”.	Suggesting	√
58.	V2/05 8/00:0 2:48	my t:ip number tw:o, ↓you need t:o <u>decide</u> which ↑accent ↓you ↑want t:o ado:pt	√					Second statement of Marina about tips on how to speak English like an American native speaker is choose the accent of language.	Stating	√
59.	V2/05 9/00:0 2:54	↓you can speak >British ↑English<(.) ↓you <u>can</u> speak C:anad:ian	√					Marina informed to the viewers many kind of accent of English.	Informing	√

		English(.), ↓you can ↓speak <u>Australian</u> English(.), ↓you can sp:eaK Am:erican English,								
60.	V2/06 0/00:0 3:09	↓you <u>need</u> >to be< consistent and ↑I started l:earning ↑English	√					Marina stated the viewers need to be consistent and start learning English.	Stating	√
61.	V2/06 1/00:0 3:14	↑I rea:lly lik:ed it,				√		Marina talked about her feeling to the viewers that she really like American accent.	Pleasure	√
62.	V2/06 2/00:0 3:25	maybe > if I come to >Britain f:or a week< I will ↑get b:ack t;o >British< ↑accent.			√			Marina hoped if she will get back to British accent, when she come to Britain.	Wishing	√
63.	V2/06 3/00:0 3:27	↑ <i>I l:ike</i> ↑ <i>American</i> ↑ <i>accent</i>				√		Marina expressed her feeling to the viewers that she really like American accent.	Pleasure	√
64.	V2/06 4/00:0 3:29	↑Am:erican ↑acc:ent is the <u>ea</u> siest to	√					Marina stated American accent is the	Stating	√

		↓learn(.)						easiest to learn because many resource when learn American accent.		
65.	V2/06 5/00:0 3:32	↑many resource:s in ↓Am:eric:an English(.),	√					Marina informed that many resource when learning American English.	Informing	√
66.	V2/06 6/00:0 3:34	↑I try t:o speak >with< >an< >Am:eric:an< >↑accent<(.) >there are a lot< o:f ↓y:outubers out ther:e, ↓if ↓you ↓take t:op 20 ↓youtube:rs(.)	√					Marina informed the viewers that a lot of youtuber using American English.	Informing	√
67.	V2/06 7/00:0 3:45	Canadian ↑accent is s:upp:osed t:o be the ↓e:asiest to ↑understand,	√					Marina informed the viewers that Canadian accent is easiest to understand.	Informing	√
68.	V2/06 8/00:0 3:54	↑watch their v:ideos ↓first,		√				Marina asked her viewers to watch Canadian youtubers, if they learn Canadian	Asking	√

								accent.		
69.	V2/06 9/00:0 4:03	↓you move on t:o ↑Am:eric:an ↓yout:ube:rs		√				Marina asked her viewers to move on American youtubers.	Asking	√
70.	V2/07 0/00:0 4:10	one th:ing >here< is just b:e ↓consist:ent with whatever ↓you choo:se.	√					Marina stated just be consistent using accent which you choose.	Stating	√
71.	V2/07 1/00:0 4:21	↑I h:ave creat:ed a ↓w:orkbook	√					Marina had workbook about English.	Claiming	√
72.	V2/07 2/00:0 4:25	w:e ↑have idioms, there w:e ↑have li:sts o:f m:ov:ies that ↓you c:an w:atch i:n ↑Am:eric:an ↑Engl:ish(.), w:e ↑have a l:ist of ↓yout:ub:ers and Instagr:am >bloggers<.	√					Marina claimed that she has list of American English such as idioms, movie, youtubers, and instagram bloggers.	Claiming	√
73.	V2/07 3/00:0 4:34	↓you ↑can follo:w vlog in English s:o ↓you ↑can ge:t a s:ense of ↑what r:real ↑English		√				Marina requested her viewers to following vlog in English.	Requesting	√
74.	V2/07 4/00:0 4:38	w:e ↑have a l:ot of v:isual examples(.)	√					Marina informed her viewers that a	Informing	√

		of >how< to Use d:ifferent ↑articl:es(), w:e ↑have a l:ot of ↑tasks and ↓t:ests f:or ↓you(),						lot of tasks and tests in Marina's workbooks.		
75.	V2/07 5/00:0 4:43	↑I ↑worked= on this pr:oduct f:or <u>four months</u>	√					Marina informed her viewers that she created the workbook for four months.	Informing	√
76.	V2/07 6/00:0 4:48	↑I really ↓h:ope ↑you <u>enjoyed</u>		√				Marina wished the viewers can enjoy when watching her video.	Suggesting	√
77.	V2/07 7/00:0 4:50	it has a ↓video fr:om ↓m:e wh:e I explain ↓you h:ow ↓t:o ↓use it or <u>explain</u> ne:w tens:es in ↓English.	√					Marina informed her viewers that she has interactive video which explained about tenses.	Informing	√
78.	V2/07 8/00:0 5:05	I th:ink it's g:oiing >↓t:o b:e< r:eally usef:ul for ↓you	√					Marina claimed that workbook really useful.	Claiming	√
79.	V2/07 9/00:0 5:07	↓the link ↓will b:e b:el:ow	√					Marina informed the viewers that the link below of the video.	Informing	√
80.	V2/08	↓w:e've s:old	√					Marina	Claiming	√

	0/00:0 5:14	↓over 20,000 ↓copies already						claimed that she sold out 20,000 copies workbook.		
81.	V2/08 1/00:0 5:17	↓we've got am:azing ↓r:ev:iews fr:om ↓stud:ents fr:om all ↓ov:er the world	√					Marina informed that she got amazing reviews from students all over the world.	Informing	√
82.	V2/08 2/00:0 5:21	the link will be below	√					Marina informed that the link is below the video.	Informing	√
83.	V2/08 3/00:0 5:23	the next ↑is learn to ignore fillers(.), and ↑also learn to ↓use them.	√					Third statement of Marina about tips on how to speak English like an American native speaker is ignore fillers.	Stating	√
84.	V2/08 4/00:0 5:30	let's take a ↓look at a list of common fillers(.)		√				Marina Mogilko asked to her viewers to pay attention her explanation about a list of common fillers in English.	Asking	√
85.	V2/08 5/00:0 5:41	↑I have a ↓very interesting story when ↑I	√					Marina told to her viewers about her	Claiming	√

		was reading a ↓book and they had ↓this herb there(,),						experience during learning English.		
86.	V2/08 6/00:0 5:49	↑I started digging it ↑up in the ↓dictionary(.),	√					Marina informed that she started digging fillers word in dictionary.	Informing	√
87.	V2/08 7/00:0 5:52	↑I started ↓googling it and then, I realized >this is< just a way to ride the sound.	√					Marina informed that she googling filler words.	Informing	√
88.	V2/08 8/00:0 5:56	if ↓you encourage one of those ↓filler ↑words. don't >try to< translate them(.		√				Marina prohibits its viewers to don't translating filler words.	Forbidding	√
89.	V2/08 9/00:0 6:06	this is your way to ↑understand ↑native speakers	√					Marina informed that don't translate fillers words is the ways to understand native speakers.	Informing	√
90.	V2/09 0/00:0 6:13	↓please ↑feel free to insert them.		√				Marina advised her viewers to feel free when using	Advising	√

								filler words.		
91.	V2/09 1/00:0 6:19	n:ext let's ↓look at s:ome ↓other examples(.),		√				Marina asked her viewers to look at other exsmpls of filler words is incendentally, in fact obviously.	Asking	√
92.	V2/09 2/00:0 6:31	let's ↓look at the <u>sentence</u>		√				Marina asked her viewers to look at sentence of filler words “by the way I saw Mark yesterday and so obviously”.	Asking	√
93.	V2/09 3/00:0 6:41	w:e h:ave a l:ot of fill:er w:ords here that don't ↓r:eally ↑affect the m:eaning	√					Marina informed that filler word don't affect the meaning.	Informing	√
94.	V2/09 4/00:0 6:50	let's r:emove all the ↓fill:er ↑w:ords		√				Marina asked her viewers to remove from the fillers words.	Asking	√
95.	V2/09 5/00:0 6:54	look at th: <u>sentence</u> <u>once</u> ↑again		√				Marina asked her viewers to look at sentence of filler words “by the way I saw mark yesterday and so obviously	Asking	√

								I said hello to him but he basically ignored me”.			
96.	V2/09 6/00:0 7:03	if <u>you're</u> struggl:ing t:o ↑underst:and ↓th:ings ↓you j:ust <u>omit</u> them.	√					Marina informed her viewers to omit fillers word when they are struggling.	Informing	√	
97.	V2/09 7/00:0 7:07	s:ave ↓yo:ur t:ime ↓y:ou d:on't ↑pan:ic		√				Marina advised her viewers when they are struggling to understand the native speaker, so don't panic.	Advising	√	
98.	V2/09 8/00:0 7:12	the ↑n:ext ↑import:ant ↓th:ing(h) <contracti:on s> ,	√					Marina stated the important thing in speaking like native speaker is contraction.	Stating	√	
99.	V2/09 9/00:0 7:14	<contr:acti:on > is als:o something to d:o with d:eliv:ery b:ut(.) ↓we're talk:ing abo:ut ↑acti:ons in ↓the ↑l:angu:age(.) .	√					Marina informed definition of contraction to the viewers.	Informing	√	
100.	V2/10 0/00:0 7:47	↑b:ut(.) ↓pl:ease don't u:se this		√				Marina forbade her viewers not	Forbidding	√	

		↓contracti:on with n:ames(.),						to use contraction when speak English.		
101.	V2/10 1/00:0 7:49	↓you can ↑say		√				Marina requested her viewers to say “Kate will do”.	Suggesting	√
102.	V2/10 2/00:0 7:56	↓you cannot ↓use contract:ions with name:s		√				Marina advised her viewers not to use contractions with names.	Forbidding	√
103.	V2/10 3/00:0 8:24	p:ay attention t:o str:ess in ↓your ↓speech		√				Marina stated the way to speak English like native speaker is pay attention to stress.	Asking	√
104.	V2/10 4/00:0 8:35	this is ↑what ↑Am:eric:ans do >a lot< they e <u>i</u> ther sl:ow d:own wh:en s:ometh:ing ↓import:ant is ↓go:ing on	√					Marina informed when American do during speaking English.	Informing	√
105.	V2/10 5/00:0 8:43	they ↑make the:ir v:oice loud:er loud:er ↓when they w:ant t:o emphasize a w:ord(.)	√					Marina informed when American do during speaking English.	Informing	√
106.	V2/10 6/00:0 8:48	th:ey just ↑raise th:eir int:on:ation	√					Marina informed when	Informing	√

		wh someth:ing is r:eally ↓important					American do during speaking English.		
107.	V2/10 7/00:0 8:58	↑n:atives th:ey ↓would always ↑highlight the m:ost ↓important w:ord w:ith the:ir ↑int:onat:ion or ↑loudness of the:ir voice(.	√				Marina informed her viewers that native speakers always highlight the important words with their intonation or their voice.	Informing	√
108.	V2/10 8/00:0 9:05	n:ext t:ip ↓use ↑slang	√				Fourth statement of Marina about tips on how to speak English like an American native speaker is using slang.	Stating	√
109.	V2/10 9/00:0 9:11	but I >just< want to emphasize ↑that ↓p:ople ::use those sLang w:ords a l:ot be:caus:e somet:imes ↓you learn them	√				Marina informed people using slang words because sometimes they learn slang.	Informing	√
110.	V2/11 0/00:0 9:24	you're l:ike ↑what w:as th:at hang o:ut is t:o spend time	√				Marina informed the meaning of slang “hang out”.	Informing	√

		↓together								
111.	V2/11 1/00:0 9:32	mean to ↑have a bl:ast ↓needs t:o ↑have ↑fun	√					Marina informed the meaning of slang “have a blast”.	Informing	√
112.	V2/11 2/00:0 9:36	s:o ↓please read w:atch my ↓videos		√				where I talk about slang words	Requesting	√
113.	V2/11 3/00:0 9:40	they're really ↑awesome ↑ l:ove sl:ang				√		Marina expressed her feeling that she loved slang because it has a lot of culture.	Pleasure	√
114.	V2/11 4/00:0 9:45	try t:o ↓use th:em ↑in ↓your ↓speech when ↓you're ↓speaking with ↓native ↓speakers		√				Marina advised to the viewers to trying use slang when them speech with native speakers.	Advising	√
115.	V2/11 5/00:0 9:53	↓please d:on't ↓use ↑any of the r:ules		√				Marina said that the tips about how to speak english like a native speaker above not use for academic rules.	Forbidding	√
116.	V2/11 6/00:1 0:12	↓you've ↑learned differ:ent idioms(.) ↑an ↓Pr:ov:erbs	√					Marina informed the viewers have learned idioms and proverbs.	Informing	√
117.	V2/11	↑anoth:er	√					Marina made	Stating	√

	7/00:1 0:15	↑important ↓thing to d:o ↓when ↓you'r ↓learning a f:oreign ↑language ↑always ↑always always l:earn the idi:oms(,),					statement to the viewers that important thing when learning foreign language is learn the idioms.		
118.	V2/11 8/00:1 0:32	it means because to f:eel ↓und:er the w:ea:ther ↓m:eans t:o feel b:ad	√				Marina informed to the viewers that the meaning of idioms feel under the weather is feel bad.	Informing	√
119.	V2/11 9/00:1 0:46	↑that mean h <u>ow</u> can w:e pl:ay by e:ar(.) the only wa:y t:o underst:and it is t:o l <u>earn</u> t:o play by ↑ear(.) means to ↓look ↑at ↓circ:umst:an ces l:ook at what's g <u>onna</u> h:appen and then decide ↑based ↓on th:ose th <u>ings</u> (.)	√				Marina informed to the viewers about the meaning of idioms play by ears means l Marina informed when American do during speaking English.ook at the circumstanc es and look at what's gonna happen.	Informing	√
120.	V2/12	↑I h:ave a	√				Marina	Claiming	√

	0/00:1 1:04	>lot of< videos						claimed that she has a lot of videos about English learning.		
121.	V2/12 1/00:1 1:08	thank ↓y:ou so m:uch f:o ↑watching this ↓video.				√		Marina expressed feeling happy because the viewers were watched the Marina's video.	Thanking	√
122.	V2/12 2/00:1 1:17	don't forget ↑subscribe t:o ↓ths ↑ch:annel		√				Marina ordered to the viewers to subscribe her YouTube channel.	Asking	√
123.	V2/12 3/00:1 1:19	↑like ↓this v:ideo if ↓y:ou've ↑enjoyed the ↓c:ont:ent(.)		√				Marina asking to the viewers to like her videos.	Asking	√

VALIDATION

The thesis data title "AN ANALYSIS OF ILLOCUTIONARY ACTS USED BY MARINA MOGILKO ON THE LINGUAMARINA ENGLISH LEARNING YOUTUBE CHANNEL" has been validated by Robith Khoiril Umam, SS., M.Hum.

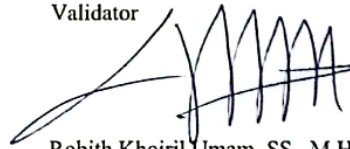
in :

Day : Friday

Date : May 26th 2023

Sukoharjo, May 26th 2023

Validator

A handwritten signature in black ink, consisting of a series of vertical, slightly wavy lines that resemble the letters 'R' and 'K' intertwined, with a horizontal line crossing through them.

Robith Khoiril Umam, SS., M.Hum.

VALIDATION

The thesis data title "AN ANALYSIS OF ILLOCUTIONARY ACTS USED BY MARINA MOGILKO ON THE LINGUAMARINA ENGLISH LEARNING YOUTUBE CHANNEL" has been validated by Alissa Shafa. in :

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VALIDATION

The thesis data title "AN ANALYSIS OF ILLOCUTIONARY ACTS USED BY MARINA MOGILKO ON THE LINGUAMARINA ENGLISH LEARNING YOUTUBE CHANNEL" has been validated by Risma Yuliana. in :

Day : Thursday

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