THE SELF ESTEEM IN EXPRESSIVE ACTS FROM

***NEVER HAVE I EVER* SERIES**

THESIS

Submitted in Partial Fulfillment of the Requirements for the Degree of

Sarjana Humaniora

Written By :

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ENGLISH LETTERS STUDY PROGRAM

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RADEN MAS SAID SURAKARTA

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Assalamu'alaikum wa rahmatullahi wa barakaatuh

After reading thoroughly and giving necessary advices, herewith, as the advisor, I state that the thesis of

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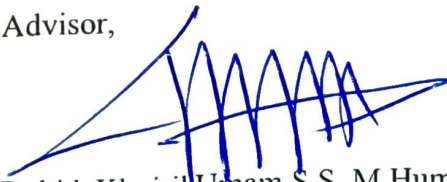Title   : Self Esteem In Expressive Act From *Never Have I Ever Series*

Has already fulfilled the requirements to be presented before the Board of Examiners (munaqosyah) to attain the degree of Sarjana Humaniora in English Letters.

Thank you for the attention.

Wassalamu'alaikum wa rahmatullahi wa barakaatuh

Surakarta, September 08 2023

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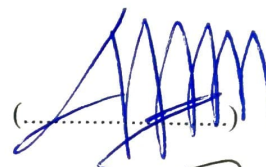
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I

RATIFICATION

This is to certify that the *Sarjana* thesis entitled Self Esteem In Expressive Act From *Never Have I Ever Series* by Mukti Arsanti Ardiningrum has been approved by the Board of Thesis Examiners as the requirement for the degree of *Sarjana Humaniora* in English Letters.

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II

DEDICATION

This thesis is dedicated to:

1. My beloved parents

2. All of my family

3. My best friends

4. English Letters Department

5. My Almamater UIN Raden Mas Said Surakarta

MOTTO

Tell me and I forget. Teach me and I remember. Involve me and I learn.

– Benjamin Franklin

PRONOUNCEMENT

Name   : Mukti Arsanti Ardiningrum

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I hereby sincerely state that the thesis entitled (The Self Esteem In Expressive Act From Never Have I Ever Series) 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.

Surakarta,September 08 2023

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The Researcher,

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ABSTRACT

Mukti Arsanti Ardiningrum. 2023. *Self Esteem In Expressive Act From Never Have I Ever Series.* Thesis. English Letters Study Program, Faculty of Culture and Language. UIN Raden Mas Said Surakarta Surakarta.

Advisor   : Mr. Robith Khoiril Umam, S.S., M.Hum.
Keywords : Speech Act, Expreesive Act, Self-Esteem, Never Have I Ever.

Expressive speech act is often used by people because it reveals their psychological condition where they cannot be away from it, such as happy, sad, regret, sorrow, and so on. This research aims to describe expressive acts, and self-esteem are found from *Never Have I Ever series.* The phenomenon of finding types of expressive acts, and self-esteem is interesting to study because can get to know the characters deeper in a film.

To answer each formulated research question, there are three theories which are applied in this research. For the first theory comes from Yule (1996) stated six types of expressive acts namely thanking, like, dislike, welcoming, praising, greeting. For the second theory comes from Rosenberg, M. (1965) stated two types of self-esteem namely high and low. Last is theory from Coopersmith (1967) identify 4 types of various factors to influence self-esteem namely physical condition, family environment, social environment, and inteligence.

This research uses descriptive qualitative method. The data of this research is word, phrase and sentences of addressing terms and the source of the data in this research is from the *Never Have I Ever Series*. The researcher uses film as documentation to collect the data. The researcher asked validator to make sure the data is valid. Furthermore, classifies the types of expressive speech act and self esteem that are dominant. To analyze the data, the researcher using spradley approach, namely domain analysis, taxonomy analysis, componential analysis, and cultural theme analysis.

The result of this study showed that there are 63 data, it can be concluded that the analysis of expressive speech acts that show the speaker from *the Never Have I Ever Series* has found six types. They are 21 (33,33%) data of thanking, 8 (12,69%) data of like 3 (4,76%) data of dislike, 3 (4,76%) data of welcoming, 21 (33,33%) data of praising, and 7 (11,11%) data of greeting. Self-esteem that shows of the speaker has been found are two types. They are 31 (43,66%) data of high and 40 (56,33%) data of low self-esteem. Self-esteem factors believed to influence self-esteem that shows off the speaker has been found to be four types. They are 10 (14,08%) data on physical condition, 20 (28,16%) data on family environment, 33 (46,47%) data on social environment, and 8 (11,26%) data on Intelligence. From the classification types of self-esteem and expressive speech acts described above, it can be concluded that *the Never Have I Ever Series* used the thanking and praising expressive speech act, low self-esteem, and social environment factor as the dominant strategies by the characters utterance.

LIST OF TABLES

LIST OF ABBREVIATIONS

Hi: High

Lo: Low

Phy: Physical condition

Fam: Family Environment

Soc: Social Environment

Int: Intelligence

Tha: Thanking

Like: Like Dis:

Dislike

Wel: Welcoming

Pra: Praising

Gre: Greeting

Pro: Proud

Fru: Frustating

Sad: Sad

Opt: Optimism

Pes: Pesimism

Ins: Insecure

Lsa: Lack Self-acceptance

Ups: Upset

Ang: Angry

Len: Less Enthusiastic

Hap: Happy

Jea: Jealous

Oco: Over-complaining

Inf: Inferior include

Con: Confident

Slo: Self-love

Ram: Rampage

Bla: Blamming

Sim: Self-improvement

Cup: Cursing people

Sde: Self-depreciating

Scr: Self-criticism Opr:

Over protective Acp:

Accuse People

Dac: Doesn't Accept Criticism

Acc: Accept Advice and Criticism

Avo: Avoid the Risk

Def: Defensive

Out: Outgoing

Wil: Willing to Admit Mistakes

Pri: Pride

Spe: Speak Up For Self

Pth: Positive Thinking

Ben: Benevolent

Hyp: Hypersensitive

Wor: Worried

Ovt: Overthinking

Nst: Negative Self-talk

Hto: Hostility to OthersAmb:

Ambitious

Imp: Impulsive

Sel: Selfish

Fea: Fear

Inf: Inferiority

Gui: Guilty

Sca: Scary

Reg: Regretful

Los: Loss of Identity

Cow: Cowardly

Bra: Brave

Tap: Trouble Accepting Positive Feedback

CHAPTER I

INTRODUCTION

A. **Background of The Study**

One of the phenomena that is still trending today is the analyzing series or film. Entertainment has always been an important part of life. Because entertaining activities can refresh the mind and maintain mental health and emotional well-being. The entertainment industry has several types, one of them is film. Film is the easiest and most common form of entertainment consumed by most people in the world. The film is one part of literature, which means moving pictures that have been recorded and can be shown at the cinema or on television. Made by the director, and roles by the actors and actresses. Film usually contains someone's life story, fiction, and biography as entertainment for the people. The film's purpose is as a medium to convey messages through the plot of the story conveyed by the screenwriter to the audience. Messages are conveyed in the form of information, education, and entertainment. Films have many genres, such as comedy, horror, war, drama, action, law, sci-fi, etc. That lot of genre can be enjoyed by all people from children, young, and adults.

From analyzing the film, the researcher can find the speech act in this film. In expressing oneself, the results of each person's speech do not only contain the structure of language and words but also actions called speech acts (Yule, 1996: 47). Speech act is a part of pragmatics study and an important part of communication. Because people do not only produce

utterances containing 2 grammatical structures and words, people also perform actions via that utterance. Speech acts are the utterances produced by the speakers, often carrying actions such as to inform, to persuade, to express feelings, etc. To understand the intended speaker's intent, the listener speaker can observe the actions the speaker takes while speaking, Austin (1962) distinguishes three types of speech acts: illocutionary acts, illocutionary acts, and perlocutionary acts. In the evolution of speech act theory, Searle (1976) classified the illocutionary act from Austin, such as representatives, commissives, directives, expressive, and the last one is declarations.

In this study, the researcher focuses on analyzing speech acts of expressive. Expressive is one of the classifications of the speech act. It is used to understand the speaker's feelings; as Yule (1996) said, "Expressive are those kinds of speech acts that speech act that state what the speaker feels. They express psychological states and can be statement of pleasure, pain, likes, dislike, joy, or sorrow." It consists of thanking, congratulating, condoling, praising, blaming, forgiving, liking, disliking, welcoming, boasting, wishing, lamenting, deploring, protesting, complaining, and greeting. The study of speech acts is very important for us. The importance of studying speech acts is to make us comprehend the message discovered in every utterance. A speech act is also decided by the language ability of the speaker to convey the message in communication. Hence, we can understand the meaning of speech act clearly. Expressing something usually happens in daily life. People do it because they want to express an idea or something.

When people express something, they often show their negative or positive expressions to the interlocutor. Because of that, people should know the types of expressions used to express something. Speech acts can be studied in communicative events, including in the dialogue of a film. In movies, people use language to deliver their statements. The speaker's utterances are followed by actions that refer to the speech act. In the speech act, people are not only produced by grammatical or structural words but also followed by some actions via that utterance. Speech act in real life is not much different from happening in movies because it reflects real human life. Therefore, the speech act phenomenon is not only studied in everyday life. By studying it, we can understand the utterance of events in the speech where the speaker says or the message the speech partner receives in the film's dialogue. Another way to learn about how to understand communication is that we can do with words and identify some conventional utterances, the form we use to perform certain actions. We must look at extended interaction gestures to understand how these actions are carried out and interpreted within speech events of utterance in movie dialogue.

Context :

Speaker (S) looks at her friends and feels impressed, and interlocutors (I) agree with her.

S: She's super fashionable and way cooler than me.

I : Yeah, I think so.

In the above context, there was a conversation in the form of self-esteem found in expressive speech acts between S (the speaker) and I (the interlocutors). Speech "She's super fashionable and way cooler than me." The statement conveyed that she praising to others and including low self-esteem physical factor because she feels pesimism, and insecure.

Self-esteem is how people measure themselves, like a person's thoughts, feelings, and satisfied views of themselves, and is based on how much a person values, judges, and likes themselves and their abilities. Self-esteem is a positive or negative orientation toward oneself and an overall evaluation of one's worth or value. Self-esteem is a judgment toward self-worthiness shown in behavior. People are motivated to have high self-esteem, and having it indicates positive self-regard, not egotism. Self-esteem is only one component of the self-concept, which Rosenberg defines as the "totality of the individual's thoughts and feelings with reference to himself as an object." Besides self-esteem, self-efficacy or mastery and self-identities are important parts of the self-concept.

There are 2 types of self-esteem: first is high self-esteem, which tends to love and accept themselves. They believe in themselves and their abilities. Ex: (Confident, rational, realistic, optimistic, creative, self-love, etc.) Second is low self-esteem, meaning they are filled with doubts and criticisms about themselves and their abilities. Ex: (Irrational, defensive, pessimism, fearful, insecure, depressed, etc.) Rosenberg, M. (1965).

Based on the explanation above, this study focuses on analyzing the expressive speech acts in relation to self-esteem building used by the characters in the *"Never Have I Ever"* Netflix series. *"Never Have I Ever"* is an American coming-of-age comedy-drama television series starring Maitreyi Ramakrishnan and created by Mindy Kaling and Lang Fisher. It premiered on Netflix on April 27, 2020, and is about an Indian-American high school student dealing with the sudden death of her father. The series has been described as a watershed moment for South Asian representation in Hollywood and praised for breaking South Asian stereotypes. They received generally favorable reviews.

This study uses expressive act analysis theory by Yule and self-esteem theory by Rosenberg, M. The analyses will focus on the expressive speech act and self-esteem found in the dialogue. This series is used to analyze because the dialogues in the series represent the dialogue in our daily lives, and this series is very popular. The researcher's title of this research is *"Self Esteem In Expressive Act From Never Have I Ever Series"*. The researcher hoped this study would give the differences and build the spirit for the reader to study speech act and self-esteem. Also, the reader can use this study to enrich their knowledge about the use of expressive speech acts in daily communication.

There are some previous studies related to expressive speech acts. The first is Donatus Haryo Krisnugraha in "University Of Sarjanawiyata Tamansiswa" Yogyakarta (2020); this research is a thesis. entitled *"An Analysis of Expressive Speech Act Found In Moana Movie."* This research used the qualitative descriptive analysis method. The purpose of this

study is to find the expressive speech act that is used by the character in the Moana movie. The second researcher is Ulin Nafi'ah in "State Islamic Institute" Tulungagung (2015); this research is thesis entitled "*Expressive Speech Act in the Harry Potter and Chamber of Secret Movie Script.*" This research uses the qualitative descriptive analysis method. This research purpose is to find out the expressive speech acts and the classification used by native speakers that are stated in the *Harry Potter and Chamber of Secret* movie script and to know the syntactical realization of expressive speech acts found in the *Harry Potter and Chamber of Secret*. The third researcher is Reisha Nareswara and Bambang Suseno in "Ahmad Dahlan University" Yogyakarta (2019); this research is a journal entitled *"A Pragmatic Analysis of Expressive Speech Acts In The Movie Venom."* This research uses descriptive qualitative research. This research aims to identify the kinds of expressive speech acts found in *Venom* movies and the types of speech acts seen in *Venom* movies.

All previous studies used similar research methods. The author decided to use these studies as a reference because they are related to the author's topic. Although there have been many experts who have discussed research on expressive speech act of course, this research has some similarities with previous research, such as methods. However, the author will emphasize the differences between this study and previous studies. First, the difference in the research is the object such as the character of the film, and the types of expressive speech act. The similarity in this study is researchers analyze the speech act, especially the expressive act.

B. Limitation of The Study

This research is focused on speech act, and self esteem theory. The main framework in this research lies in pragmatics. Then, this research focuses on the script in the Netflix series entitled *"Never Have I Ever"* as the main data in the expressive speech act, and self esteem section. The researcher wants to focus on the kind of self esteem found in expressive speech acts sentence because they want to analyze pragmatic patterns. Sentences or dialogues that have been collected will be analyzed and limited to expressions of thanking, like, dislike, welcoming, praising, and greeting. Then the data obtained will be analyzed using theory from Searle and Yule which relates to speech acts, especially in the expressive part. The self esteem theory is from Rosenberg, M. He Classified self esteem in two types as high, and low self-esteem.

C. Formulation of The Problem

Based on the background of study, the writer choose some problem to analyze there are :

1. What are types expressive acts perfomed in *Never Have I Ever series* ?

2. What are types self-esteem in expressive acts perfomed in *Never Have I Ever series* ?

D. Objectives of The Study

Based on the formulation of problem, the purpose of the research are :

1. To describe expressive acts are found from Never Have I Ever series.

2. To describe self-esteem in expressive acts are found from *Never Have I Ever series.*

E. Benefits of The Study

The researcher may expect that the research will be useful and benefit aspects of speech acts and self-esteem situations. It can also be used as an additional reference if the students want to do a speech act and self-esteem analysis, especially on the tv series.

1. Theoretical

This research is aimed to be able to deepen of the explanation of translations quality of speech act. So, this research can help the next research who wants analyze the same,object, topic or theory that can make it easier fot the next researchers.

2. Practically

This research is expected to give a valuable contribution to the English Literary of the University of Islamic State, Raden Mas Said Surakarta. This research can help to increase the knowledge about Expressive speech acts and Self-Esteem found in the Never Have I Ever Series.

F. Key of Terms

The following are the definitions words/phrases that are frequently used in this research:

1. Expressive is one of the classifications of the speech act. It is used to understand the speaker's feelings, as Yule (1996) said.

2. According to Coopersmith (1967), Self Esteem is an individual's subjective evaluation of their worth. Self-esteem encompasses beliefs about oneself and emotional states, such as triumph, despair, pride, and shame.

3. Coopersmith (1967) identify 4 types of various factors believed to influence our self esteem, there are : physical condition, family environtment, social environtment, and Intelligence.

4. Self esteem found in expressive speech act conversation dialogue is corealated because usually in 1 sentence a conversation can include 2 categories, namely expressive speech act and self-esteem which are caused by physical, intelligence, family, and social factors where the sentence or situation refers to herself/himself.

5. Never Have I Ever series is an American coming-of-age comedy-drama television series starring Maitreyi Ramakrishnan and created by Mindy Kaling and Lang Fisher. It premiered on Netflix on April 27, 2020, and is about an Indian-American high school student dealing with the sudden death of her father. The series has been described as a watershed moment for South Asian representation in Hollywood and praised for breaking South Asian stereotypes. (Source from Wikipedia)

CHAPTER II

LITERATURE REVIEW

A. Theoretical Background

This chapter consists of six parts: there is a description of pragmatics, speech act, self-esteem, a factor of self-esteem, film, and the Never Have I Ever Series. The last is a previous study.

1. Pragmatics

Yule (1996:3) states pragmatics is concerned with the study of meaning as communicated by a speaker (or writer) and interpreted by a listener (or reader). It has more to do with analyzing what people mean by their utterances than what the words or phrases in those utterances might mean by themselves. He defines pragmatics in three parts: studying the speaker's meaning, contextual meaning, how more gets communicated than is said, and the expression of relative distance. Pragmatics is one of the linguistics branches. Pragmatics is the study of meaning of utterances in relation to the contexts which involves how a speaker produces an utterances to deliver his or her intention an how the listener interprets it. Based on the philosophical sense, pragmatics is the branch of semiotics dealing with the causal and other relations between words, expressions, or symbol and their users.

In addition, Leech (1983:6) states that pragmatics is the study of meaning which related to the speech situation. Futher he explains that pragmatics can be seen as a way to solve problem which can arise, both from perspective of a speaker and a hearer. For example from the speaker's point of view, the problem is the planning about how to

produce an utterance. On the other hand, from the hearer's point of view, the problem is related to the interpetation, which forces the hearer to be able to interpret the possible reason that makes the speaker saying the utterance.

According to Leech (1983:13), there are some aspects of speech situation in communication dealing with pragmatics studies:

1. Addressers or addressees

Both of them refer to addressers and addresses, as a matter of convenience, as s ('speaker') and h ('hearer').

2. The context of an utterance

Context has been understood in various ways, for example, to include 'relevant aspects of the physical or social setting of an utterance. It also considers the background knowledge that shared by s and h.

3. The goals of an utterance

The goal or function of an utterance is the intended meaning of speaker's utterance.

4. The utterance as a form of act or activity: a speech act

Pragmatics deals with verbal acts or performances which take place in particular situations, in time (illocutionary act).

5. The utterance as a product of verbal act.

The utterances discussed in pragmatics can refer to the product of a verbal act. For instance, the words "Would you please to get away from here?", spoken with a polite rising intonation, might be described as a sentence, or as a question, or a request.

Based on the definitions above, we can summarized that pragmatics is the study of meaning of utterances in relation to the contexts which involves how a speaker produces an utterances to deliver his or her intention an how the listener interprets it.

2. Speech Act

In Linguistic, a speech act is an utterances defined in terms of a speaker's intention and the effect it has on a listener. Speech act is a part of pragmatics study, and important part of communication. Because people do not only produce utterance containing 2 grammatical structure and words, people also Perform actions via that utterance. Speech acts are the utterances produced by the speakers, often carrying actions such as informing, persuading, expressing feeling, etc. When a person is uttering something, at the same time, he is also performing acts. To understand the intended speaker's intent, the listener speaker can observe the actions the speaker takes while speaking. (Yule, 1996: 47) says that in expressing oneself, the results of each person's speech do not only contain the structure of language and words but also actions called speech acts. In summary, speech acts are utterances that replace actions for particular goals in certain situations.

Austin (1962) distinguishes three types of speech acts: illocutionary acts, illocutionary acts, and perlocutionary acts. In the evolution of speech act theory, Searle (1976) classified the illocutionary act from Austin, such as representatives, commissives, directives, expressive, and the last one is declarations. Three classifications in speech act will describe below.

a. Locutionary

A locutionary act is saying the literal meaning of the utterances. Locutionary is the description of what the speakers said. The locutionary act is the basic act of speaking, which is concerned with the physical act of producing sound, constructing a good string of signs, and being responsible for tasks. Austin (1962) describes an elocutionary act as uttering certain utterances with particular sense and reference, roughly equivalent to traditional meaning. In performing a locutionary act, a speaker uses identifiable expression, consisting of a sentence or fragment of sentence from language.

Locutionary acts can be classified into three types. They include declarative, imperative, and interrogative. Each has the idea of saying something, giving an order, and asking a question. In performing a lucotionary act, a speaker uses an identifiable expression consisting of a sentence or fragment of a sentence from language. For example: "the sky is blue".

b. Illocutionary Act

An illocutionary act is an act done in speaking which has the purpose of something or can be called a function of the spoken language. Even if someone talks to each other in daily activity, it belongs to an illocutionary act. An illocutionary act has "a certain conventional force" or a "contextual function". One illocutionary act can make different illocutionary forces because every act is ambiguous; it can be interpreted based on the circumstance. It also can be concluded that an illocutionary act is an act of doing something or the speaker's intention toward the

utterance he says. For example: "please give me some salt".

Austin (1962) describes an illocutionary act as an utterance with a particular conventional force. In other words, an illocutionary act refers to what one does in saying something. Searle (1979) divided the illocutionary act into five categories. They are representatives, directives, commissives, declarative, and expressive. Here are the explanations and examples of the types of illocutionary acts.

1) Representatives

Representative is the utterances which consist of word that show the speaker's believe to be the case. Yule (1996) states representatives are types of illocutionary act that commit the speaker believe about something the truth or not. In performing this type of illocutionary act, it can be noted by some performative verbs, such as: state, tell, assert, correct, predict, report, remind, described, inform, assure, agree, guess, claim, believe, conclude, etc.

● Reporting: to give a description of something or information about it to someone. exp: "Surakarta is raining today."

2) Directives

A type of illocutionary acts in which the speaker tries to make the addressee. Yule (1996) explains directives is illocutionary act that attempts by the speaker to get the hearer to do something. They express about what they want directly to the hearer. It is commonly appear with some performative verbs such as: requesting, demanding, questioning,asking, proposing, advising, suggesting, interrogating, urging, encouraging, inviting, begging, ordering, and etc.

● Requesting: the act of politely or officially asking for something. exp: "Could you open the window?"

3) Commissives

A type of illocutionary act that commits the speaker to do something in the future. Yule (1996) argues commissives are kind of illocutionary act that is commit the speaker to some future course of action. In performing this type of illocutionary act, commonly using performative verbs such as: ask, order, command, request, beg, plead, pray, entreat, invite, permit, advise, dare, defy, and challenge. In the case of commissives, the world is adapted to the words via the speaker him or herself.

● Promising : to tell someone that you will certainly do something. exp: "I will always stand by your side, dear."

4) Declarative

A type of illocutionary act that brings a change in the external situation. The words that can be indicated in this type are curse, announce, declare, define, appoint, call, bless, nominate, and authorized.

● Declaring: to announce something clearly, firmly, publicly, and officially. exp: "Since August, 17th 1945 Indonesia has been an independent country."

5) Expressive

A type of illocutionary acts in which the speaker expresses his/her feelings or emotional reaction. It is used to understand what the speaker's feeling, as said by Yule (1996) "Expressive are those kinds of speech acts that speech act that state what the speakers feels. They express psychological states and can be statement of pleasure, pain, likes, dislike, joy, or sorrow.

- Praising : to express admiration or approval for the achievements or characteristics of a person or thing. exp: "Wow, your house is very beautiful."

c. Perlocutionary

This act deals with the effects of utterances. It means that the perlocutionary tells what speakers want to achieve in saying something, such as to get hearers to know, to do something, to expect something, to show the speaker's feelings, and to praise. Perlocutionary acts are the effect achieved by the speech act. A perlocutionary act can elicit some behavioral response from the listener. A perlocutionary act indicates the effect on the addressee we bring about or achieve by saying something. Perlocutionary acts include persuading, convincing, scaring, enlightening, inspiring, or otherwise affecting the interlocutor. For example, when someone says, "it is raining," the perlocutionary part of the utterance will manifest itself if, following that proclamation, someone takes an umbrella with him.

3. Expressive Speech Act

A type of illocutionary act in which the speaker expresses his/her feelings or emotional reaction. It is used to understand what the speaker's feeling; as said by Yule (1996), "Expressive are those kinds of speech acts that speech act that states what the speakers feel. They express psychological states and can be statements of pleasure, pain, likes, dislike, joy, or sorrow. It consists of :

a. Thanking

Thanking is an expression used by speaker to say gratitude for other people for something that they have done. Moreover, it is also commonly used to show gratitude and appreciation to hearer for what speaker's got.

Ex: "Thank you for giving me some food."

b. Like

Like is an expression used by someone to say enjoy or approve ofsomething or someone.

Ex: This food is delicious, I like it so much, because this suits my taste."

c. Dislike

D i s l i k e is an expressed that is used by someone to convey theirdistaste of someone or something.

Ex: "What is this? The smell is bad and also disgusting. I hate it."

d. Welcoming

Welcoming is a sentence used by someone to welcome someonewhen someone else come to her/his place.

Ex: "We welcome you to the show."

e. Praising

Praising is an expression used by someone to give praises someone'sperformance or appearance.

Ex: "Wow your dress is look amazing and gorgeous."

f. Greeting

Greeting is a polite word or sign of welcome or recognition.

Ex: "Hi baby, long time no see. How are you?."

4. Self-Esteem

Self Esteem is how people measure themselves. This means an individual's subjective evaluation includes a positive or negative orientation towards oneself and an overall evaluation of one's worth or worth. Examples include a person's thoughts, feelings, and satisfied views about themselves. Self-esteem encompasses beliefs about oneself as well as emotional states, such as triumph, despair, pride, and shame. Morris Rosenberg (1965) defines self-esteem as quite simply one's attitude toward oneself. He described it as a "favourable or unfavourable attitude toward the self". Various factors believed to influence our self-esteem include genetics and personality.

Self-esteem has an important role. Self-esteem is a judgment toward self-worthiness shown in behavior. People are motivated to have high self-esteem, and having it indicates positive self-regard, not egotism. In addition, positive self-esteem is important because when people experience it, they feel and look good, effective, and productive, and they respond to others and themselves in a healthy, positive, and developing way. Know that they are loved and capable

and care for themselves and others. They do not have to build themselves up by tearing others down or patronizing less competent people.

High or low self-esteem produced by people will influence their feelings and beliefs. People with lower self-esteem will not know what they have made. Meanwhile, the higher one will know about their weaknesses and mistakes that they have made. Speaking requires high self-esteem, which means being sure of doing something and not being shy and aggressive in society.

Self-esteem is only one component of the self-concept, which Rosenberg defines as the "totality of the individual's thoughts and feelings with reference to himself as an object." Besides self-esteem, self-efficacy, mastery, and self-identities are important parts of the self-concept.

Rosenberg, M. (1965) classified self-esteem has 2 types :

a. High self-esteem.

High self-esteem is the people with more self-confidence in speaking in public than low self-esteem. They are more easily adapted to the environment and comfortable with themselves, so they can speak publicly fluently to tell anyone about something. Not only that, but also high self-esteem is the people who always positive thinking in every situation. They tend to love, accept, and believe in themselves and their abilities. Ex: (Confident, rational, realistic, optimistic, creative, self-love, etc.)

b. Low self-esteem.

Low self-esteem is people who have low self-confidence and easy to feel shy. They tend to hide from social situations, stop trying new things, avoid challenging things, and remain quiet in social life. People with low self-esteem have poor communication with the people around them. They feel insecure or everything they do and uncomfortable themselves, so they do not like to speak in public.

They are filled with doubts and criticisms about themselves and their abilities. People with low self-esteem are consistently afraid of making mistakes or letting others down. Ex: (Irrational, defensive, pessimism, fearful, insecure, depressed, incompetent, unloved, or inadequate.etc.)

5. **Factor Self-Esteem**

Coopersmith (1967) Identify, there are 4 types of Various factors believed to influence our self esteem :

a. Physical Condition

Coopersmith (1967) found a consistent relationship between physical attractiveness and height with self-esteem. Individuals with attractive physical health tend to have better self-esteem compared to less attractive physical conditions.

b. Family Environment

The role of the family is very decisive for the development of self-esteem child. In the family, a child, for the first time, gets to know people, parents who educate and raise it, and the basis for socializing in an environment that is wider. The family must find an essential condition for achieving self-esteem development, a good girl.

c. Social Environment

The formation of self-esteem starts with someone who realizes he is valuable or not. This results from the environment, appreciation, acceptance, and treatment of others towards himself. Including approval from close friends; they even want to let go of the principles held to be accepted by their close friends. In other words, the individual wants to do the same thing with what? What his close friends do to be accepted and recognized even though what they did was harmful.

d. Intelligence

Intelligence or intelligence is a complete picture of functional capacity that is closely related to one's achievements. Coopersmith says that individuals with high self-esteem are able to achieve academic achievement and always try hard to achieve achievement.

6. Film

Entertainment has always been an essential part of life. Because entertaining activities can refresh the mind and maintain mental health and emotional well-being, it will bring happiness. The entertainment industry has several types; there are films/movies, tv shows, books, video games, open mic nights, sporting events, comedy clubs, circuses, theaters, carnivals, magic shows, concerts, food festivals, shopping festivals, travel, road trips, amusement parks, pet show, extreme sports, and recreational activities. Film is the easiest and most common form of entertainment consumed by most people in the world. The reason people go to watch films is to feel and escape from reality. The film transports us to a different time, place, or situation we may never be able to experience. The emotion felt when watching a movie is an addictive feeling that makes us want to watch it again. Apart from entertainment and edification, films employ millions of people worldwide. So, films are not only for entertainment. They play a crucial role in national development.

The film is one part of literature. Hornby (2006) explains a movie is a series of moving pictures recorded with a sound that tells a story, shown at a cinema/movie, which means moving images that have been recorded and can be shown at the cinema or on television. Movie or film is a term that encompasses individual motion pictures, the field of movies as an art form, and the motion pictures industry. The film is produced by recording images from the world with cameras or creating images using animation techniques or special effects. Made by the director, and roles by the actors and actresses.

Film usually contains someone's life story, fiction, and biography as entertainment for the people. The film aims to convey messagesthrough the story's plot, narrated by the screenwriter to the audience. Messages are described in the form of information, education, and entertainment. The film has many genres, such as comedy, horror, war, drama, action, law, sci-fi, etc.

7. *Never Have I Ever Series*

Never Have I Ever series is an American coming-of-age comedy -drama television series starring Maitreyi Ramakrishnan andcreated by Mindy Kaling and Lang Fisher. It premiered on Netflix on April 27, 2020. The story of this series focuses on the story of anIndian teenager named Devi (Maitreyi Ramakrishnan) in his attempt to forget the grief of the sudden loss of his father (Sendhil Ramamurthy) and his teenage activities both inside and outside ofschool.

Devi has two best friends, Fabiola (Lee Rodriguez) and Eleanor (Ramona Young). The two always accompany Devi when she becomes paralyzed from the shock of her father's death. However, Devi's paralysis story is not the story's focus because, in the first few minutes of this series, Devi immediately recovered when she saw Paxton Hall-Yoshida (Darren Barnet). Paxton is a teenage boy whom Devi has a crush on, but also almost all the girls in the school because of his good looks and athletic body. Paxton is one of the reasons Devi invites 2 of her best friends to find a boyfriend. This is done as one of Devi's efforts to change the image of a nerd girl into a popular girl.

This series also tells the spirit of competition between Devi and Ben Gross (Jaren Lewison). They always compete in many ways, especially academically. Although both are smart, Devi and Ben have fundamental differences in the family. Devi has the warmth of a family, although sometimes she doesn't realize it. On the other hand, Ben rarely spends time with his parents due to their busy schedules.

The story of Devi, who worries about Paxton's feelings for her, will decorate this series. Devi's friendship with Fabiola and Eleanor is also often tested. Several times, Devi unconsciously considers the problems that befell her far more important than those that befell her two best friends. The mother-daughter relationship that sometimes does not get along is also depicted in this series. As the story progresses, Devi and Ben finally understand each other more and try to help each other when one faces difficulties.

The actors and actresses in this series can also play their roles well. The division of the story is also quite good, so the supporting characters can also make this story more alive. Never Have I Ever is perfect for teens to watch. The problems raised in this series may also be felt by teenagers in the self-discovery stage.

B. Previous Study

The researcher has been collecting some previous studies related to the researcher's thesis. The researcher would like to compare his research and the other research. The researcher couldn't find the same object from some sources. But some relevant studies have been done by previous researchers in the area of expressive speech acts, as follows:

The first researcher is Donatus Haryo Krisnugraha in"University Of Sarjanawiyata Tamansiswa" Yogyakarta (2020); this research is a thesis. entitled *"An Analysis of Expressive Speech Act Found In Moana Movie."*This research used the qualitative descriptive analysis method. The purpose of this study is to find the expressive speech act that is used by the character in the Moana movie. The researcher collects the data from the script, then describes contexts and classifications of expressive acts. The researcher used Searle and Austin's theories of expressive speech acts to analyze the data. Based on the result of the analysis, the researcher describes that there are nine kinds of expressive speech acts used by the characters in *Moana's* movie. The data showed that regretting is the expressive speech act mostly found in the conversation produced by the characters in *Moana's* movie. There were nine functions of expressive speech acts. This research is similar in analyzing the expressive act definition using Yule theory. The difference between this research is in the type of expressive act; this research used Norick's theory.

The second researcher is Ulin Nafi'ah in "State Islamic Institute" Tulungagung (2015); this research is thesis entitled "*Expressive Speech Act in the Harry Potter and Chamber of Secret Movie Script.*" This research uses the qualitative descriptive analysis method. This research purpose is to find out the expressive speech acts and the classification used by native speakers that are stated in the *Harry Potter and Chamber of Secret* movie script and to know the syntactical realization of expressive speech acts found in the *Harry Potter and Chamber of Secret*. The researcher used the theory from George Yule to classify the expressive speech acts found by the researcher. The researcher collects the data from the script, then describes contexts and classifications of expressive acts. Based on the analysis, the researcher describes five kinds of expressive speech acts stated by George Yule that are stated in the *Harry Potter and Chamber of Secret* movie script. The first result of

her research is that there are five kinds of expressive speech acts: dislike, sorrow, pleasure, and pain. Dislike expressions most often appear in the movie script. The syntactical realization of the expressive speech acts that the researcher found were declarative, interrogative, and impressive. Most of the expressions are declarative. The similarity of this research is in analyzing the types of expressive acts using Yule theory and the classification of speech acts by Searle related to Austin. The differences of this research are the object of the study.

The third researcher is Reisha Nareswara1 and Bambang Suseno in "Ahmad Dahlan University" Yogyakarta (2019); this research is a journal entitled *"A Pragmatic Analysis of Expressive Speech Acts In The Movie Venom."* This research uses descriptive qualitative research. This research aims to identify the kinds of expressive speech acts found in *Venom* movies and the types of speech acts seen in *Venom* movies. The researcher collects the data from the script, then describes contexts and classifications of expressive acts. The researcher used Yule's (1996) theory of expressive act. The results of this research findings can be formulated as follows: The kinds of expressive speech acts in Venom movies and the types of speech acts. The researcher finds seven expressive acts. The data showed that introductions are the expressive speech acts mostly found in the conversation produced in *Venom* movies. The similarity of this research is used Yule's theory of expressive act. The differences in this research are the object and type of expressive act.

The fourth researcher is Novy Widyowati in "Sarjanawiyata Tamansiswa University" Yogyakarta (2019); the research is journal entitled *"An Analysis of The Expressive Speech Acts used by John and Savannah as The Main Characters in Dear John Movie."* The type of this research is discourse analysis mixed with quantitative methods to explain the data further. The data for the research was taken from *the Dear John* movie. This research aims to identify the types of expressive speech acts used by the main characters of *Dear John* movie and to find out the function of the expressive speech acts used. The data were analyzed based on the theories of Yule (1996) and Clark (1995) of expressive speech acts to answer the research questions. This research

showed that the expressive speech act used by the main characters of *Dear John's* movie consisted of 6 out of 7 types. The most dominant type found in the main character's utterances was Thanking. The similarity of this research is used Yule's theory of type expressive act. The difference in this research is the object.

The last researcher is Harun Hidayat in "State Islamic Institute" Tulungagung (2018); the research thesis is entitled *"Expressive Speech Acts in The Fate of The Furious Movie."* This research uses descriptive qualitative research. This research aims to discover the expressive speech acts in *The Fate of The Furious* Movie Script. The researcher used theory from George Yule and John Searle to classify the expressive speech acts that the researcher found. From analyzing *The Fate of The Furious* movie script, the researcher found the expressive speech act and the syntactical realization of the speech act. The first result of the research is that are nine kinds of expressive speech acts. They are apologizing, thanking, praising, blaming, welcoming, pleasure, liking, disliking, and sorrow. Of the nine kinds of expressive speech acts that were found by the researchers, praising expressions were the most often appeared in the movie script. The syntactical realization of the expressive speech acts found by the researcher was declarative, interrogative, and impressive. Most of the expressions are declarative. The similarity of this research is the purpose of analyzing expressive acts from the movies. The differences in this research are the object and type of expressive act.

From the explanation above, the researcher concludes that there are similarities and differences between researchers in a study. The similarity in this study is researchers analyze the speech act, especially the expressive act. The difference between other researchers is the object, and the novelty of my research is that there is a correlation between self-esteem and expressive speech acts in the speech of characters in a film.

CHAPTER III

RESEARCH METHOD

A. Research Design

In a research process, two methods are often used by the researchers; there are quantitative and qualitative methods. The researcher used the descriptive qualitative method because there was no statistical data. The descriptive qualitative way is an analysis focusing on the meaning, explanation, description, and allocation of data in that context, and it is often shown in words than numbers (Mahsun, 2012:256). Descriptive research is a research that conducted to answer questions relating to the status of the object of research at the time the research was conducted, or in other words, informing the situation as it is (Barlian, 2016). Qualitative research is a particular tradition in the social sciences that is fundamentally dependent on observations of humans both in their area and in their terminology (Kirk & Miller, 1986). Qualitative research is research that uses natural setting, with the intention of interpreting the phenomena that occur and is carried out by involving various existing methods (Denzim & Lincoln, 1987). Qualitative research produces descriptive data, written or spoken words from people and observable behavior (Bogdan & Taylor, 1975).

This approach is directed at the background and the individual holistically. (Barlian, 2016) states that qualitative research is research that intends to understand the phenomena of what is experienced by research subjects, for example, behaviour, perceptions, motivations, actions and others holistically and through descriptions in the form of words and language, in a special natural context with using various methods experience.

In this research, the researcher analyzes and presents the data about the expressive speech act of the "*Never Have I Ever*" series. The reason for using the qualitative method is to involve the study of both text and context, and since the data is in the form of words and sentences, the subject of the research was human, and the outcome was a narrative description of the finding. It helps solve problems to find answers to each formulation question and collect facts based on systematic procedures. The purpose used to support this research was collected from previous studies in various journals. The study is based on the researcher's knowledge and supported by some references.

For this qualitative research, the researcher relied on documents to collect data. The document is in the form of expressive act and self esteem. Based on the description above, the researcher only conducted this research by collecting, compiling, and analyzing data. The data in this study are the word, phrase and sentence from character utterance of the series *Never Have I Ever*. Which were obtained through watching on the Netflix App. These data were observed to classifies the types that are dominant.

B. Data and Data Sources

Data is a raw material that researchers use to come to conclusions about some issues (Walliman, 2010: 65). Data are collected and analyzed to conclude our research. The main data in qualitative research are words and actions or attitudes in dialogue. The data analysis in this study is collected from the dialogue spoken that represents expressive speech acts performed by the characters in *Never Have I Ever* Netflix series.

The data source is the subjects from which the data can be collected for the purpose of research (Arikunto,2020). The data source can be collected from people, phenomena, facts, places, and papers. Are two kinds of data sources, primary data and secondary data. Primary data is the kind of data collected directly from the data sources. In comparison, secondary data is the kind of data that supports the primary data. The researcher uses the series *Never Have I Ever* taken from the official site Netflix as primary data in this research. *Never Have I Ever series* is an American coming-of-age comedy-drama television series starring Maitreyi Ramakrishnan and created by Mindy Kaling and Lang Fisher. For secondary data, the researcher used data in the form of subtitles and dialogue transcripts from SUBSLIKESCRIPT. The data source was taken from *the Never Have I Ever* series. This research focused on finding the expressive act found in the series' dialogue by using the theory of Yule.

C. Research Instruments

Research is the main instrument in this research because the researcher thought and arranged the research concept coherently. Research instruments related to the instruments are used in collecting data for research. A research instrument is used to manage the data. Arikunto (2006:165) points out that a research instrument is a tool that helps the researcher in the activity of collecting data, so the activity becomes systematic and easy. In this research, the researcher used two research instruments to collect the data, itself and the internet.

In qualitative research, the main research instrument is the researcher (Sugiyono, 2013), then the supporting instrument is the internet. In research that uses a qualitative approach, the researcher is an instrument or measuring tool for the research to be carried out (Barlian, 2016). Qualitative research as a human instrument, serves to determine the focus of research, select informants as data sources, assess data quality, analyze data, interpret data and draw conclusions from their findings. Researchers are the key instrument in collecting data, researchers must actively participate in the field by themselves. The main instrument of research is the researcher because the researcher is someone who thinks and collects data thoroughly and systematically (Sugiyono, 2013).

In addition, the primary function of the researcher here is to determine the focus of the research, carefully select data and data sources, analyze all data, interpret data, and draw conclusions from the research made. Then, the internet as a supporting instrument means that through the internet, researchers can get information from complete data sources, and the internet is also one of the elements that can support the sustainability of research success

Furthermore, both research instruments are needed to complete the research. The researcher is needed to answer the questions provided in the research question. The questions are related to expressive acts, specifically the types. In comparison, the internet is needed to give information to find the main data, citations, and trusted sources. Those instruments are needed to conduct this research. So, this research can be related to the topic and object studied.

D. Data Collection Techniques

Data collection techniques are ways to collect data in research. There are four data collection techniques in qualitative research to obtain the required data: documentation, interviews, observation, and visual images. (Creswell,1994). To collect the data from this research, the researcher chooses documentation methods. Documentation is way of collecting the Data by citation from many sources, like journals, newspapers, magazines, films, videos, etc.

In the documentation, the writer collected data from a series of scripts entitled *Never Have I Ever*. There are several steps to collect the data:

1. The researcher watching *Never Have I Ever series* in original Netflix application until understood the plot of the movie.

2. The researcher reading the *Never Have I Ever Series* transcript.

3. Finding the expressive speech act, and self-esteem from the dialogue in the movie.

4. Analyzing the data that have been successfully collected and made a conclusion from this research.

5. Giving code to each data.

Table 1 The Code of type expressive speech act

No	Data	Code
1.	Mohan: You're the most beautiful girl in the world.	16/16:06/Moh/Ex:Pra

Code   : 16/16:06/Moh/Ex:Pra

16   : Number

16:06   : Time

Moh   : The name of the character (Mohan)

Ex   : The types of speech act (Expressive)

Pra   : The types of expressive act (Praising)

This research data is get from analysis Utterance in the *Never Have I Ever* series script and select the utterance that is consist with expressive speech act. In this study, the data got from analyzing utterances in *Never Have I Ever* and selecting the utterances that is consist with expressive speech act.

E. Data Validation Techniques

After collecting the data, the researchers need to provide the data validation. Data Validation is techniques to obtain the accuracy and quality of the data to be used in research. Denzin (in Patton, 2009) stated that there are four types techniques of data validation, there are: source triangulation, investigator triangulation, methodological triangulation, theoretical triangulation. In this research, researcher is using investigator triangulation, means technique that uses more than one researcher in collecting and analyzing data. Based on investigator, someone who is expert. In this research the investigator checked and validated the data. The investigator must be someone who is expert in linguistics and expert in speech acts theory.

From some researcher's view in interpreting information and collecting the data, the validity of data can be increased. To obtain the quality of data. Researchers collect data sources related to this research, both from topic and object similarities. Various sources, there is having the same topic, as those studied by the researcher. So, the authors sorted the references to find the same topic to match what was expected in the research.

F. Data Analysis Techniques

The researcher used Spradley's theory to analyze this study. Spradley (1980) said that there are several ways to formulate research define a research problem, formulate hypotheses, make operational definitions, design a research instrument, gather the data, analyzed the data, draw conclusions, and report the results. Spradley (1980) stated that there is four-stage in analyzing data, domains, taxonomy, componential and cultural value/cultural theme.

1. Domain Analysis

Domain analysis is to provide a general and comprehensive picture of the object of research. The purpose of this analysis is to distinguish between data and non-data, its to comprehend the definition of the object analysis, the researcher would ensure that the data are appropriate for the study's purpose using some theories. In this domain analysis, the researcher identifies the dialogue of the characters utterances that contain the type of expressive acts by using theory from Yule (1996). Below is an example of a domain analysis table:

Table 2 Domain analysis

No.	Data	Non Data
1.	Thanks for the apology	Open it!

The table on the left is one of the data in the form of expressive speech act. As explained in the previous chapter chapter, expressive speech act is type of illocutionary acts in which the speaker expresses his/her feelings or emotional reaction. It is used to understand what the speaker's feeling. The utterance in the left table is an example of expressive speech act "thanking''.

Meanwhile, the table on the right shows the directive speech act because it is clearly illustrated that the speaker is in a state of request.

2. Taxonomy Analysis

The taxonomy analysis is a more detailed elaboration of the domain analysis through focused on categorizing into several classifications. As citied (Spradley,1980) taxonomy analysis is clasification a search for cultural domain are organized to help the researcher understand the relationship among domain. This is a step where the researcher is classifying and grouping the data founds in the form of utterances by classifying based on types of expressive act theory by Yule (1996) using data coding. It must be arranged based on the codes that have the same data. Based on the description, the taxonomy analysis can be seen in the following table:

Table 3 Taxonomy analysis

	Types Of Expressive Act					
	Tha	**Lik**	**Dis**	**Wel**	**Pra**	**Gre**
Characters Utterance						

	Types Of Self-Esteem		Factors Self-Esteem			
	Hi	**Lo**	**Phy**	**Fam**	**Soc**	**Int**
Characters Utterance						

3. Componential Analysis

Componential analysis was ensuring the data that be analyzed had elements of interpretation against the theory. The component is another term for "unit", therefore componential analysis looks for the unit of meaning assigned to a cultural category. Componential analysis is used to organize and correlate the data based on the domain, types, functions, and context. As cited Spradley (1980), componential analysis included atrributes (component meaning) of terms in each domain. In this researh, data tabulation will be analyzed in the form of table, as below:

Table 4 Componential analysis

	Types Of Expressive Spech Act						Types Of Self-Esteem		Factors Self-Esteem			
	Tha	Lik	Dis	Wel	Pra	Gre	Hi	Lo	Phy	Fam	Soc	Int
Chara-cters Utter -ance												

Tha: Thanking

Hi: High

Soc: Social Environment

Lik: Like

Lo: Low

Pra: Praising

Dis: Dislike

Phy: Physical Condition

Int: Intelligence

Wel: Welcoming

Fam: Family Environment

Gre: Greeting

4. Cultural Theme Analysis

The last step of the analysis of the data is making the cultural theme or interpreting the result. Cultural values are the final step for Spradley's theory. Cultural values analyze the specifics of each structural detail and discover the relationships among its cultural themes. According Spradley (1980), cultural theme included relationship among cultural domain. To find the cultural theme is to reveal the most dominant or frequent data that appear in this research. After revealing the most dominant, the researcher makes the meaning related with the research topic or theme of the object. Then the last is to relate it with the cultures background the literary work. In this research, to find the cultural theme, the researcher finds the most dominant from the types of expressive acts.

CHAPTER IV

FINDING AND DISCUSSIONS

This chapter consists of findings and discussion. In the findings, the researcher presents the result of the analysis of expressive speech acts and self-esteem found in *the Never Have I Ever series*. In the discussion, the researcher explains the types of expressive speech acts used by the characters and the types of self-esteem used by the characters.

A. Research Findings

In this chapter, the results of the research are explained in detail. This chapter describes the analysis of data. There are two problem statements that should be answered. The first question is what the types of expressive acts performed in *the Never Have I Ever series,* and the second question is what the types of self-esteem performed in *the Never Have I Ever series.*

1. The Types of Expressive Speech Act in *Never Have I Ever series*

These data findings relate to the type of expressive speech acts performed in the *Never Have I Ever series.* The researcher uses the theory from Yule (1996). There are 63 utterances of the characters in *the Never Have I Ever series,* which contain expressive acts, and the data are classified into the six types of expressive acts; thanking, like, dislike, welcoming, praising, and greeting. Below is the table of types of expressive speech acts:

Table 5 The Types of Expressive Acts

``

Types of Expressive Acts	Total	Percentage
Thanking	21	33,33%
Like	8	12,69%
Dislike	3	4,76%
Welcoming	3	4,76%
Praising	21	33,33%
Greeting	7	11,11%
Total	63	100%

The table 5 shows that the most common findings of the expressive acts in *Never Have I Ever series* are thanking, and praising with 21 data out of 63. The researcher will describe the explanation of each strategy in the following explanation:

a. Thanking

Thanking is one of the expressive acts found in the character's utterances. It is an expression of the speaker to thank the hearer because of helping him. Furthermore, it is an expression to show gratitude to others for something they have done. The Never Have I Ever series has 21 utterances of thanking spoken by characters. Here are examples of expressive acts of thanking, which can be concluded as follows:

Datum : **02/05:33/Kam/ex:tha**

Kamala : Oh, Thank u so much.

From the data above, the expressive act contained in the utterances is thanking. From data number 02, Kamala is the speaker, and the stranger is the opponent. Kamala replied stranger who gave a compliment question to her. He asked if Kamala was a model because she was so beautiful and sexy.

Datum : **09/08:56/Jon/ex:tha**

Jonah : Thank u. It's Forever by Mariah Carey.

From the data above, the expressive act contained in the utterances is thanking. From data number 09, Jonah is Devi classmate and he is the speaker, Devi is the opponent of the conversation. The contect of this conversation is Devi compliment to him, she said that Jonah smelled good today, and he say thank you.

Datum : **15/16:43/Dev/ex:tha**

Devi : Thanks, Dad. I'll try.

From the data above, the expressive act contained in the utterances is thanking. From data number 15, Devi is the speaker, and Mohan is Devi's father also the opponent of the conversation. The context of this conversation is Devi replied thank you to her father or Mohan's advice to her, because he told Devi how to deal with the ridicule that happened to her.

Datum : **34/27:45/Dev/ex:tha**

Devi : Well, thanks for the apology.

From the data above, the expressive act contained in the utterances is thanking. From data number 34, Devi and Paxton are friend. She is the speaker, and Paxton is the opponent. The context of this conversation is Paxton appologies his mistake to Devi about their problem yesterday, because he overprotective about his sister, and spoke harshly to Devi. Devi accepted his appologies and said thank you to him .

Datum : **17/17:47/Dev/ex:tha**

Devi   : Thanks, Fab, but I thought we were dressing hot today.

From the data above, the expressive act contained in the utterances is thanking. From data number 17, Devi and Fabiola are bestfriend. Devi is the speaker, and Fabiola is the opponent. Devi replied thank you to Fabiola because she praising about the Devi dress looks pretty that day.

Datum : **28/19:19/Dev/ex:tha**

Devi   : Damn, girl. Savage burn. Thanks.

From the data above, the expressive act contained in the utterances is thanking. From data number 28, Rebecca is Paxton sister, Devi and Rebecca are friend. From this conversation Devi is the speaker, and Rebecca is the opponent. The context is, Devi replied thank you to Rebecca utterances because she saying something savage to Devi.

Besides the data number of 01, 09, 15, 17, 28 and 34 , thanking expressive speech acts can be found in the data number 26, 31, 37, 39, 42, 45, 48, 49, 50, 52, 55, 56, 57, 58, and 62.

b. Like

Like is one of the expressive acts found in characters' utterances. It is an expression someone uses to say enjoy or approve of something or someone. The *Never Have I Ever series* has eight utterances of like spoken by characters. Here are examples of expressive acts of thanking, which can be concluded as follows:

Datum : **03/06:23/Fab/ex:like**

Fabiola : Have you seen a nurse a new haircut? I love it.

From the data above, the expressive act contained in the utterances is like. From data number 03, Fabiola and Eleanor are bestfriend. The context in this conversation is Fabiola the speaker, and Eleanor is the opponent. Fabiola just said to Eleanor that she liked a nurse's new haircut because looks pretty.

Datum : **06/08:30/Jon/ex:like**

Jonah : Oh, my God, Tiffany. Where did you get that top?

I'm gagged.

From the data above, the expressive act contained in the utterances is like. From data number 06, Jonah and Tiffany are classmate. From this conversation Jonah is the speaker, and Tiffany is the opponent. The context is, Jonah just asked Tiffany where she bought her top because he was impressed, and he liked it.

Datum : **21/3:36/Ale/ex:like**

Alex Gomez : Hey, Fab. I like your denim overalls.

From the data above, the expressive act contained in the utterances is like. From data number 21, Alex and Fabiola are classmate. The context of this conversation is, Alex the speaker, and Fabiola is the opponent. They are went on a date, and Alex complimented Fabiola's outfit, because he liked it.

Datum : **18/24:48/Dev/ex:like**

Devi   : I'm into you.

From the data above, the expressive act contained in the utterances is like. From data number 18, Devi and Paxton are friend. The context of this conversation is Devi the speaker, and Paxton is the opponent. Devi tried to confess her feelings to Paxton because she had crush on him.

Datum   : **38/08:05/Fmo/ex:like**

Fabiola Mom   : I prefer a round square, and maybe tasteful ombre in neutral pinks.

From the data above, the expressive act contained in the utterances is like. From data number 38, the context is Fabiola and her mother did nail art at a salon. In this conversation Fabiola Mom the speaker, and Fabiola is the opponent. Fabiola Mom telling to her daughter that she like round scare and tasteful ombre in neutral pinks nail because looks good on her., and cute

Besides the data number of 03, 06, 18, 21 and 38, like expressive speech acts can be found in the data number 40, 54, and 59.

c. Dislike

Dislike is one of the expressive acts found in characters' utterances. It is an expressed that is used by someone to convey their distaste of something or someone.

Datum : **01/05:13/John/ex:dis**

John McEnroe : Devi is not a fan.

From the data above, the expressive act contained in the utterances is disliked. From data number 01, The context in this conversation is John a narrator and speaker. He wanna tells us that Devi doesn't like Kamala (she is her cousin) because she felt jealous to her.

Datum : **24/06:02/Nal/ex:dis**

Nalini : I always hated it.

From the data above, the expressive act contained in the utterances is disliked. From data number 24, The context in this conversation is Nalini the speaker, and Kamala is the opponent. Their relationship is aunt and nephew. Nalini told to Kamala that she didn't like her husband's motorcycle, and want to sell it.

Datum : **40/12:38/Tre/ex:dis**

Trent : [laughs] Yo, that slogan sucks.

From the data above, the expressive act contained in the utterances is disliked. From data number 40, the context of this coversation is Trent and Paxton are bestfriend, and Paxton is the opponent. He said that Paxton's slogan was terrible, and he didn't like it.

d. Welcoming

Welcoming is one of expressive acts which has been found in characters utterances. It is a sentence used by someone to welcome someone when someone else come to her/his place.

Datum : **10/09:55/Sha/ex:wel**

Mr. Shaphiro : Welcome to Facing History…

From the data above, the expressive act contained in the utterances is welcoming. From data number 10, Mr. Shaphiro is the speaker, and his students are the opponent. He said welcome to history class when he went to the class.

Datum : **25/08:44/Cha/ex:wel**

Mr. Chan : Anyway, welcome back, Devi! Let's jam.

From the data above, the expressive act contained in the utterances is welcoming. From data number 25, there is conversation between teacher and student. Mr. Chan is the speaker, and Devi is the opponent. He said, welcome to Devi because she is back to the music class after a long time from some accident happened to her.

Datum : **63/08:23/Cha/ex:wel**

Mr. Chan : I'd like to welcome back Devi V, our star harpist.

From the data above, the expressive act contained in the utterances is welcoming. From data number 63, there is conversation between teacher and student. Mr. Chan is the speaker, and Devi is the opponent. He said, welcome to Devi because she is back to the music class after a long time from some accident happened to her.

e. Praising

Praising is one of the expressive acts found in characters' utterances. It is an expression used by someone to praise someone's performance or appearance.

Datum : **05/08:23/Dev/ex:pra**

Devi : Yeah. He's international and sexy. You could write a play about it.

From the data above, the expressive act contained in the utterances is praising. From data number 05, Devi is the speaker, and Eleanor is the opponent. They are bestfriend. She complimented that Russian exchange student and said he was good to be a boyfriend after see him.

Datum : **12/11:48/Ben/ex:pra**

Ben   : Well, of course, Mister Shapiro. A great idea, as always.

From the data above, the expressive act contained in the utterances is praising. From data number 12, Ben is the speaker, and Mr.Shaphiro is the opponent. They are teacher and student. He agrees and compliments his teacher's idea to set aside his rivalry with Devi for the good of the class.

Datum : **14/16:06/Moh/ex:pra**

Mohan : You're the most beautiful girl in the world.

From the data above, the expressive act contained in the utterances is praising. From data number 14, Mohan is the speaker, and Devi is the opponent. They are father and daughter. He compliments Devi that she is beautiful because she asked to him.

Datum : **16/17:44/Fab/ex:pra**

Fabiola : Woah, Devi, you look like an Indian Kardashian.

From the data above, the expressive act contained in the utterances is praising. From data number 16, the context is Fabiola the speaker, and Devi is the opponent. They are bestfriend. She compliments Devi today that she is beautiful and cool, like an Indian Kardashian, because she dresses well when at school.

Datum : **19/00:39/Pax/ex:pra**

Paxton : Your body looks so good in that over-sized t-shirt.

From the data above, the expressive act contained in the utterances is praising. From data number 19, the context is Paxton the speaker, and Devi is the opponent. They are friend. He compliments Devi because she looks so good in over-sized t-shirt.

Besides the data number of 05, 12, 14, 16 and 19, praising expressive speech acts can be found in the data number 11, 13, 20, 22, 23, 27, 29, 30, 33, 35, 43, 47, 51, 53, 60, and 61.

f. Greeting

Greeting is one of expressive acts which has been found in characters utterances. It is a polite word or sign of welcome or recognition.

Datum : **04/07:15/Boy/ex:gre**

Boy : Whats Up, FDR?

From the data above, the expressive act contained in the utterances is greeting. From data number 04, the boy is the speaker, and Devi and their friends is the opponent. He greeted them when acrossed the schoolyard and met.

Datum : **07/08:50/Ele/ex:gre**

Eleanor : [nervously] Hi.

From the data above, the expressive act contained in the utterances is greeting. From data number 07, Eleanor is the speaker, and the Rusian boy is the opponent. They are classmate, and she greeted him and sat beside him in the classroom.

Datum : **08/08:52/Fab/ex:gre**

Fabiola : [hesitantly] Hi.

From the data above, the expressive act contained in the utterances is greeting. From data number 08, the context in this conversation is Fabiola and Alex is classmate. Fabiola the speaker, and Alex is the opponent. She greeted when met him in the class and sat beside him.

Datum : **32/26:58/Pax/ex:gre**

Paxton : Hai

From the data above, the expressive act contained in the utterances is greeting. From data number 32, Paxton and Devi are friend. Context in this conversation is Paxton the speaker, and Devi is the opponent, he greeting when Devi open the door of her house.

Datum : **36/05:19/Kam/ex:gre**

Kamala : Hi.

From the data above, the expressive act contained in the utterances is greeting. From data number 36, context of this coversation is Kamala and steve are dating. Kamala the speaker, and Steve is the opponent. She greeted and hugged him when met steve at campus.

Besides the data number of 04, 07, and 08, the greeting speech acts can be found in the data number 44, and 46.

2. **The Types of Self-Esteem in** *Never Have I Ever series*

These data findings relate to the type of self-esteem performed in the *Never Have I Ever series.* The researcher use the self-esteem types theory from Rosenberg, M. (1965) and factors believed to influence our self-esteem from Coopersmith (1967). There are 71 utterances of the characters in *the Never Have I Ever series,* which contain the data classified into two types of self-esteem: high and low. And four types of various factors believed to influence our self-esteem: physical condition, family environment, social environment, and Intelligence. Below are the table types and factors of self-esteem:

Table 6.1 The Types of Self-Esteem

Types Self-Esteem	Total	Percentage
High	31	43,66%
Low	40	56,33%
Total	71	100%

Table 6.2 The Factor of Self-Esteem

Factor Self-Esteem	Total	Percentage
Physical condition	10	14,08%
Family Environtment	20	28,16%
Social Environtment	33	46,47%
Intelligence	8	11,26%
Total	71	100%

Table 6.1 and Table 6.2 shows that the most common finding of types self-esteem in *the Never Have I Ever series* is low self-esteem with 40 data out of 71, and the most common finding of factor self-esteem in *the Never Have I Ever series* is social environment factor self-esteem with 33 data out of 71. The researcher will describe the explanation of each strategy in the following explanation:

a. High Self-Esteem

High self-esteem is the people with more self-confidence in speaking in public than low self-esteem. They are more easily adapted to the environment and comfortable with themselves, so they can speak publicly fluently to tell anyone about something.

Datum : **01/01:29/high:pro/phy**

John McEnroe : Wow, I look great there.

From the data number 01, this character's utterance is include high self-esteem and physical condition factor, because its talk about his body.

Datum : **04/03:15/High:opt/Soc**

Fabiola : Oneday, you will walk again. If not I will build you legs.

From data number 04, this character's utterance is optimism, including high self-esteem and social environment factor, because she feels optimistic to encourage her friends who are stricken by disaster.

Datum : **07/06:57/High:opt,con,pro/Phy**

Fabiola : Who says we're not cool? We're the only students who get to eat in the teacher's lounge.

From data number 07, this character's utterance is optimistic and proud, including high self-esteem and social environment factor because she feels her circle is more cool and special than others.

Datum : **11/14:52/High:hap/Fam**

Nalini : Finally, some goodnews for this family.

From data number 11, this character's utterance is happy including high self-esteem and family environment factor because she was happy to have good news for her family.

Datum : **15/18:42/High:con,slo/Phy**

Ben : I'm not skinny. I'm jacked.

From data number 15, this character's utterance is confident and self-love including high self-esteem and physical factor because he confident with his body.

Datum : **25/17:05/High:opt/Soc**

Devi : Okay, Devi. You can do this.

From data number 25, this character's utterance is optimism including high self-esteem and social factor because she feels optimism about doing something.

Besides the data number of 01, 04, 07, 11, 15 and, 25, the high self-esteem can be found in the data number 08, 14, 20, 24, 29, 32, 33, 34, 35, 36, 40, 41, 42, 43, 44, 50, 51, 53, 59, 61, 65, 67, 68, 69, and 70.

b. Low Self-Esteem

Low self-esteem is people who have low self-confidence and easy to feel shy. They tend to hide from social situations, stop trying new things, avoid challenging things, and remain quiet in social life.

Datum : **02/01:36/Low:fru/phy**

Devi   : Damn It !.

From data number 02, this character's utterance is, frustrated including low self-esteem and physical condition factor, because she fails to dress up and is not confident about her appearance.

Datum : **05/05:31/Low:pes,ins/Phy**

Kamala : I could never be a model. Im to curvaceous.

From data number 05, this character's utterance is pessimism and insecure, including low self-esteem and physical condition factor because its talks about her body.

Datum : **06/06:46/Low:Ins,lsa/Phy**

Devi   : We're not cool.

From data number 06, this character's utterance is insecure and lacks self-acceptance, including low self-esteem and physical condition factors because its talks about their body appearance.

Datum : **13/15:57/Low:ins,sad,inf/Phy**

Devi : *crying* Dad, am I ugly?

From data number 13, this character's utterance is insecure, sad, and inferiority include, including low self-esteem and physical condition factor, because she was sad and asked her father is she looked ugly.

Datum : **19/22:13/Low:ups,ang/Fam**

Devi : Just leave me alone. *shout*

From data number 19, is upsetting and angry, including low self-esteem and family environment factors. She was angry because she was having problems with his schoolmates, and at home, his mother scolded her for making a mess.

Datum : **23/11:51/Low:cup,ang,ups/Fam**

Devi : Mom, you're being such a bitch!

From data number 23, is anger, upset, and cursing people, including low self-esteem and family environment factors. She was angry because she was disagrees with his mother to selling her father old motorcycle.

Besides the data number of 02, 05, 06, 13, 19 and 23, the low self-esteem can be found in the data number 03, 09, 10, 12, 16, 17, 18, 21, 22, 26, 27, 28, 30, 31, 37, 38, 39,45, 46, 47, 48, 49, 52, 54, 55, 56, 57, 58, 60, 62, 63, 64, 66, and 71.

3. Self-Esteem in Expressive Act from *Never Have I Ever series*

Datum : **01/01:29/pra/High:pro,sl/phy**

Data : Wow, I look great there.

From data, this character utterance is including praising herself sentence because proud, and self-love from expressive act, and including highself-esteem physical condition factor..

Datum : **03/0:31/dis/Low:pes,ins/phy**

Data : I could never be a model. Im to curvaceous.

From data, this character utterance is including disliking sentence about herself from expressive act, and including low self-esteem physical condition factor.

Datum : **04/12:17/lik/High:pro,sat/int**

Data : Nah, that's sounds busy. I like mine.

From data, this character utterance is including liking sentence about herself from expressive act, and including high self-esteem physical conditionfactor, because he feels satisfied with his idea.

Datum : **05/07:27/gre/Low:sco/soc**

Data : Bad morning, enemy.

From data, this character utterance is including greeting sentence to other but in a bad way from expressive act, and including low self-esteem social factor.

Datum : **06/27:34/pra/Low:pes,ins/phy**

Data : She's super fashionable and way cooler than me.

From data, this character utterance is including praising sentence to other from expressive act, and including low self-esteem physical condition factor, because she feels pesimism, and insecure.

From the data above, the self-esteem in expressive speech act can be found in the data number 01,03,04,05, and 06.

B. Discussion

In this section, the findings of expressive speech acts used by the characters in *Never Have I Ever series* are discussed more comprehensively and supported by relevant evidence. The aim of the discussion is to answer the objectives of this research clearly. They are the types of expressive speech acts and the types, and the factor of self-esteem used by the characters in *Never Have I Ever series.*

To find the cultural theme in this study, as mentioned in the data analysis process, all variables in this study must be presented in a table called a componential table. This table should represent the relationship between each variable. The componential table shows how research question 1 affects research question 2 and its effect on research question 3.

Table 7: Componential Analysis Table

	Type Of Self-Esteem		Factor Self-Esteem			
	Hi	**Lo**	**Phy**	**Fam**	**Soc**	**Int**
Characters Utterance	31	40	10	21	32	8

	Type Of Expressive Act					
	Tha	**Lik**	**Dis**	**Wel**	**Pra**	**Gre**
Characters Utterance	21	8	3	3	21	7

According to the result of the researcher's findings above, it can be concluded that the analysis of expressive speech acts that show the speaker from *the Never Have I Ever Series* has found six types. They are 21 (33,33%) data of thanking, 8 (12,69%) data of like 3 (4,76%) data of dislike, 3 (4,76%) data of welcoming, 21 (33,33%) data of praising, and 7 (11,11%) data of greeting. Self-esteem that shows of the speaker has been found are two types. They are 31 (43,66%) data of high and 40 (56,33%) data of low self-esteem. Self-esteem factors believed to influence self-esteem that shows off the speaker has been found to be four types. They are 10 (14,08%) data on physical condition, 21 (28,16%) data on family environment, 32 (46,47%)

data on social environment, and 8 (11,26%) data on Intelligence. Expressive thanking and praising is the most dominant expressive act of the utterance performed by the characters. Low self-esteem and social environment factor are the most dominant data of self-esteem performed by the character's utterance.

From the classification types of self-esteem and expressive speech acts described above, it can be concluded that *the Never Have I Ever Series* used the thanking and praising expressive speech act, low self-esteem, and social environment factor as the dominant strategies. This analysis aims to describes expressive acts and self-esteem found in *the Never Have I Ever series* characters utterances.

In the most minor result in expressing speech act based on the findings is the expressive speech act of dislike, and welcoming. It's only contains 3 utterances of dislike, and 3 utterances of welcoming can found in the *Never Have I Ever series.* It is about 4,76% of the total percentage of the utterances.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

In this chapter, the researcher discusses the conclusion of the research, as stated in the chapter before. The decision is drawn on the result of the data analysis to answer the research question. From the analysis, there are 63 data of expressive speech acts and 71 data of self-esteem performed in *the Never Have I Ever series (2020)* created by Mindy Kaling and Lang Fisher.

In expressive speech acts the researcher used theory by Yule (1996). Expressive acts that show the speaker have been found from *Never Have I Ever Series* are six types. They are thanking, liking, disliking, welcoming, praising, and greeting. From the 63 data of speech acts, 21 (33,33%) data of thanking, 8 (12,69%) data of like, 3 (4,76%) data of dislike, 3 data (4,76%) of welcoming, 21 (33,33%) data of praising, 7 (11,11%) data of greeting. Expressive of thanking and praising are the dominant data of the utterance performed by the characters.

In Self-esteem the researcher used theory by Rosenberg, M. (1965) Self-esteem that shows of the speaker has been found from *Never Have I Ever Series* are two types. They are 31 (43,66%) data of high and 40 (56,33%) data of low self-esteem. Self-esteem factors believed to influence self-esteem that shows off the speaker has been found to be four types.Self-esteem factors believed to influence self-esteem that shows off the speaker has been found to be four types. They are 10 (14,08%) data on physical condition, 21 (28,16%)

data on family environment, 32 (46,47%) data on social environment, and 8 (11,26%) data on Intelligence. Expressive thanking and praising is the most dominant expressive act of the utterance performed by the characters. Low self-esteem and social environment factor are the most dominant data of self-esteem performed by the character's utterance.

B. Suggestions

Speech acts, especially expressive acts, are usually present in each oral language, whether in formal/ non-formal conversation, speech, film, or TV series. Expressive acts have a purpose and meaning in each speaker's utterance. Therefore, learning more, especially in expressive acts, is important to help the reader or listener understand what the speaker means.

1. Suggestion for the Other Researcher

The researcher hopes that this research can be reference and motivation to conduct research. The researcher hopes that the next researcher is able to conduct research by giving data from different source, year, and theory. The researcher suggests analyzing two or more characters in a film, series, or other. It intends that what is analyzed in future research can be more complex so that the reader can understand more about what is being analyzed. It would be better if the future researcher applied with deeper methodology and read a lot of references so that this research can develop. Therefore, the research about expressive speech act of addressing terms become more various and improvement for many aspects.

2. Suggestion for English Literature Student

For english literature students, this research can be used for additional knowledge in speech act lessons and an overview if you want to use speech act especially expressive as an object of research. The researcher also suggests the student to apply the theory of expressive speech acts in their daily conversation since it is very important to maintain a good relationship with others. By applying theory of expressive speech acts, it will help them to conduct the conversation as well and deliver the message to the hearers properly.

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APPENDICES

APPENDICES

Appendices 1 (Validator Sheet)

VALIDATION

The data of this thesis entitled "**Self Esteem In Expressive Act From Never Have I Ever Series**" has been validated by M. Romdhoni Prakoso, M.Pd. on:

Day   :   Wednesday

Date : June 14th 2023

Surakarta, 14th June 2023

Validator

M. Romdhoni Prakoso, M.Pd.

Appendices 2 (Data Tabel)

N O	DATA	TYPES OF SELF-ESTEEM		FACTOR SELF-ESTEEM				CONTEXT	DATUM
		Hi	Lo	Phy	Fam	Soc	Int		
1.	Wow, I look great there.	√		√				This character's utterance is proud, including high self-esteem and physical condition factor, because it talks about his body.	01/01:29/ high:pro/ phy
2.	Damn It!.		√	√				This character's utterance is Frustrating, including low self-esteem and physical condition factor, because she fails to dress up and is not confident about her appearance.	02/01:36/ Low:fru/phy
3.	Devi was devastated. But, the situation is getting worse.		√		√			This character's utterance telling someone is sad includes low self-esteem and family environment factor because her dad is dead.	03/02:30/ Low:sad/ Fam
4.	Oneday, you will walk again. If not I will build you legs.	√				√		This character's utterance is optimism includes high self-esteem and social environment factor because she feels optimistic about encouraging her friends who are stricken by disaster.	04/03:15/ High:opt/ Soc
5.	I could never be a model. Im to		√	√				This character's utterance is	05/05:31/ Low:pes,ins/

No.	Utterance							Explanation	Code
	curvaceous.							pessimism and insecure, including low self-esteem and physical condition factor because its talks about her body.	Phy
6.	We're not cool.		√	√				This character's utterance is insecure and lacks self-acceptance, including low self-esteem and physical condition factors because its talks about their body appearance.	06/06:46/ Low:Ins,lsa/Phy
7.	Who says we're not cool? We're the only students who get to eat in the teacher's lounge.	√				√		This character's optimism and proud utterance includes high self-esteem and social environment factor because she feels her circle is more cool and special than others.	07/06:57/ High:opt, con,pro/Soc
8.	Well, nobody remember that when were cool.	√		√				This character's utterance is optimism, including high self-esteem and physical condition factor, because she says that no one will remember they're bad past after being a cool popular teen with a good appearance.	08/07:18/ High:opt/ Phy
9.	Arghhh...*slaming the erlenmeyer flask* *shout*		√				√	This character's utterance is angry and upset, including low self-esteem and intelligence factor, because she was annoyed to get lower grades than her rival academic friends.	09/11:38/ Low:ups,ang/ Int

No	Utterance							Analysis	Code
10	Oh that so wonderful. A husband from india ? someone I've never met before. [sarcastically] Perfect stranger. How exciting. *Kamala was expected to have an arranged marriage after she finished her studies abroad, but she felt less than enthusiastic about this idea*		√		√			This character's utterance is less enthusiastic, including low self-esteem and family environment factor because she was annoyed with her family because of this arranged marriage.	10/14:44/ Low:Len/ Fam
11	Finally, some goodnews for this family.	√			√			This character's utterance is happy, including high self-esteem and family environment factor because she was happy to have good news for her family.	11/14:52/ High:hap/ Fam
12	Kamala does nothing and gets a full husband in the mail. Meanwhile, I'm trying to trick a gay guy into going to Johnny Rockets with me. You know what? I'm just too jealous to eat with you right now. *speak in high tone* *leaving dining room*		√		√			This character's utterance is jealous, upset, and over-complaining, including low self-esteem and family environment factor, because she was jealous of her sister and complained to her family.	12/14:57/ Low:jea,ups, oco/Fam
13	*crying* Dad, am I ugly?		√	√				This character's utterance is insecure, sad, and inferior include, including	13/15:57/ Low:ins,sad, inf/Phy

#	Utterance							Analysis	Code
								low self-esteem and physical condition factor because she is sad and asking her father if she looks ugly.	
14	*new fashion look* Before you know it, well all be boinking at prom. Okay.	√		√				This character's utterance is optimism and confident, including high self-esteem and physical condition factor, because she is happy with her new fashion look and excited to impress people at prom.	14/18:13/ High:opt, con/Phy
15	I'm not skinny. I'm jacked.	√		√				This character's utterance is confident, and self-love includes high self-esteem and physical condition factor because he feels confident about his body.	15/18:42/ High:con,slo/ Phy
16	Argh… *shout* *slam the door*		√			√		This character's utterance is upset, and anger includes low self-esteem and social environment factors. She was angry because she felt lied to by her best friend.	16/21:01/ Low:ups,ang/ Soc
17	Argh… *throw a book out the window*		√			√		This character's utterance is upset, rampage, and angry, including low self-esteem and social environment factors. She was angry because she angrily threw the book out the window thinking her friend	17/21:38/ Low:ups,ang, ram/Soc

No	Utterance							Description	Code
								felt that she was a sad and lonely orphan girl who used a wheelchair.	
18	This is my fault for keeping the windows so clean. Where is the poor bird?.		√		√			This character's utterance is guilty and blaming herself includes high self-esteem and family environment factor because she blames herself for what went wrong.	18/21:51/ Low:gui,bla/ Fam
19	Just leave me alone. *shout*		√		√			This character's utterance is upsetting and angry, including low self-esteem and family environment factors. She was angry because she was having problems with his schoolmates, and at home, his mother scolded her for making a mess.	19/22:13/ Low:ups,ang/ Fam
20	Hey, Paxton.	√				√		This character's utterance is confident, and self-improvement includes high self-esteem and social environment factor because she feels confident in greeting her crush first.	20/24:30/ High:sim/ Soc
21	Oh,my God. I'm such an idiot.I'm sorry.		√			√		This character's utterance is self-inferiority, including low self-esteem and social environment factor, because she blamed herself.	21/25:14/ Low:inf/Soc
22	What? you can't sell it. I'm almost		√		√			This character's utterance is over	22/11:36: Low:oco/

No.	Utterance							Description	Code
16	16. I could drive it. But it's Dad's. He wouldn't want you to sell it to a discount Luke Wilson.							complaining, including low self-esteem and family environment factor, because she disagrees with her father's motorbike being sold and looks for reasons for her mother not to sell it.	Fam
23	Mom, you're being such a bitch!		√		√			This character's utterance is anger, upset, and cursing people, including low self-esteem and family environment factor because she disagrees with her father's motorbike being sold by her mother.	23/11:51/ Low:cup, ang,ups /Fam
24	At least I can grow a mustache.	√		√				This character's utterance is confident, and self-love includes high self-esteem and physical condition factor because she feels proud of herself and can grow a mustache more than her male friend.	24/14:42/ High:con,slo /Phy
25	Okay, Devi. You can do this.	√				√		This character's utterance is optimism includes high self-esteem and social environment factor because she feels optimism about doing something.	25/17:05/ High:opt /Soc
26	I'm just messed up person who ruins everything and will never find happiness. And why should I? I		√			√		This character's utterance is frustrated, self-deprecating, and self-criticism, including low	26/22:48/ Low:fru,sde,s cr/Soc

No	Utterance							Description	Code
	don't deserve love. I'm a rude teenager, who disrespects her mother.							self-esteem and social environment factors because she was frustrated and overthinking her problems with her friends and family.	
27	Why you sneaking around my house, and talking with my sister? *high tone* Oh, you think I'm hiding her now,because I'm embarrassed of her, or something?		√		√			This character's utterance is angry and overprotective, and he accuses people, including low self-esteem and family environment factor, because he was over-protecting his sister, who has a physical disability. He was afraid that others would bully his sister. That's why he is angry with his friend.	27/19:45/ Low:ang,opr, acp/Soc
28	Then, don't drink it!		√		√			This character's utterance doesn't accept criticism, including low self-esteem and family environment factor, because she is annoyed and does not accept criticism from her family that the lemon drink she made was too sour.	28/26:02 /Low:dac/ Fam
29	I'm understand. I'm sorry. *nodded*	√			√			This character's utterance accepts advice and criticism, including high self-esteem and family environment factor, because she feels guilty about her family.	29/26:28/ High:acc/ Fam
30	I prefer to work alone. I don't want		√				√	This character's utterance is to avoid	30/04:44/ Low:avo/Soc

No.	Utterance							Analysis	Code
	anyone diluting the quality of my project.							the risk, including low self-esteem and social environment factors, because he didn't accept his friend to work in groups together, fearing it would affect the quality of the project.	
31	Why asking me? I don't know anything about boyfriend. [exhales] Did someone say that I know about boyfriend?		√		√			This character's utterance is defensive, including low self-esteem and family environment factor, because she feels cornered by her family for her dating experience.	31/10:32/ Low:def/ Fam
32	Nah. That sounds busy. I like mine.	√					√	This character's utterance is confident and includes high self-esteem and intelligence factor because he feels satisfied with his idea.	32/12:17/ High :con/I nt
33	Shut up, dude. It's good. *punching Trent*	√					√	This character's utterance is confident and includes high self-esteem and intelligence factor because he feels satisfied with his idea.	33/12:43/ High:con/Int
34	Jewber's a good idea. You guys are crazy. A ride-sharing app to help the jews escape the Nazis? [chuckless] it's brilliant. Whatever. It's a good idea from the smartest person in	√					√	This character's utterance is confidence and includes high self-esteem and intelligence factor because he feels confident and satisfied with his idea as an intelligent student.	34/13:30/ High:con/Int

No.	Utterance							Description	Code
	the room, and you're all hating on it 'cause you are anti-semitic.								
35	I will. *nodded*	√				√		This character's utterance accepts advice and criticism, including high self-esteem and social environment factor, because she accepted the excellent advice to solve her problem from her personal consultant psychology.	35/16:47/ High:acc/ Soc
36	Yeah, they do. Hey, what's up Trent? *clench fist* Whatever.	√				√		This character's utterance is confident, optimistic, and outgoing, including high self-esteem and social environment factor because he doesn't care if people hate him, and he still tries to get along in social circles.	36/20:28/ High:con, opt,out/Soc
37	*drinking alcohol* *jealous* *sad* [cough] Maybe you should shut up.		√			√		This character's utterance is jealous, doesn't accept advice, and is sad and upset, including low self-esteem and social environment factor because she feels jealous of her crush being close to another girl.	37/21:03/ Low:jea,sad, ups/Soc
38	Oh, my God, you guys. I should have never gone to the kickback without you. I legit got mauled.		√			√		This character's utterance of feeling guilty includes low self-esteem and social environment factor because she	38/22:09 /Low:fgu/ Soc

#	Utterance							Description	Code
								regretted her actions to go party without her friends.	
39	I know. I know I messed up. I was just trying to be a normal teenager.		√				√	This character utterance is willing to admit mistakes, including high self-esteem and social environment factors. She realizes what she did to her friends was wrong and regrets it.	39/24:09/ High:Wil/ Soc
40	[sighs] I'm on it, Mom. Winning over old-ass teacher types is my super power.	√				√		This character's utterance is confident, and optimism includes high self-esteem and a family environment factor. She told his mother that she felt confident that she would win the heart of a teacher to get into a top university.	40/04:29/ High:con, opt/Fam
41	No one was standing in the corner making fun of it. They were dancing and chanting, and having a great time, and it made me think, ''Why do I think it's so weird and embarrasing to be Indian?'' I just thought,''Am I gonna be this insecure Indian guy, who hates doing Indian things?'' cause that's its own identity.	√				√		This character's utterance is about self-improvement, pride, and confidence, including high self-esteem and social environment factor. He realized that there was no need to be embarrassed, and now he feels proud and confident to be Indian in society.	41/07:46/ High:sim, pri,con/Soc

No.	Utterance							Analysis	Code
42	I'm not like any other Indian kid, and I'm not interesting just because my dad died. Oh, I don't know, Ron. Maybe it's my perfect grafes or my killer test scores. Or maybe it's my bitchin' personality or my insane Powerpoint skills. I don't need some washed-up white dude, who leases a Tesla telling me what makes me special. *leaving*	√					√		This character's utterance is to speak up for self, and confidence includes high self-esteem and intelligence factor. She felt humiliated and used by his teacher, so she defended herself and pointed out that she was smart and talented.	42/13:54/ High:spe, con/Int
43	I'm fine, my life is totally awesome *crying*	√			√				This character's utterance is positive thinking, including high self-esteem and family environment factor. He thought positively about his life, even though the reality was sad. He always eats alone at home because his parents are busy working.	43/15:41/ High:pth/ fam
44	Though there is pain, the pain will subside because you are a good family. And God will always see that. [recites blessing in Sanskrit]	√					√		This character's utterance is benevolent and includes high self-esteem and social environment factor. He was advising and giving prayers to others who have helped him.	44/20:13/ High:ben/ Soc
45	You don't know what the hell		√				√		This character's utterance is angry,	45/05:04/ Low:ang,ape,

No.	Utterance							Description	Code
	you're talking about. [stammers] You can't just start a rumor about someone's mom like that. Clearly, you think all Asian woman look alike. You're a racist, Paxton Hall-Yoshida!							accusing people, upset, and hypersensitive, including low self-esteem and social environment factors. Because she was angry, she felt offended by his friend's words, even though he only conveyed that her mother worked in a fast food restaurant. She thought her mother had been working as an actress on cruise ships.	ups,hyp/Soc
46	What if it was my mom? What if she's just 20 minutes away serving enchiladas?		√		√			This character's utterance is worried, and overthinking includes low self-esteem and social environment factor. She worried because she thought about what her friend had said about her mother working in a fast-food restaurant.	46/29:36/ Low:wor,ovt/ Fam
47	I can't believe I trusted Paxton's beautiful lying mouth over her.		√			√		This character's utterance is negative self-talk, including low self-esteem and social environment factors.	47/14:29 /Low:nst/Soc
48	You're so lucky. You have a perfect family.		√			√		This character's utterance is jealous includes low self-esteem and social environment factor.	48/17:08/ Low:jea/Soc
49	Bad morning, enemy.		√			√		This character's utterance is hostility to others, including low self-esteem and	49/07:27/ Low:hto/Soc

No.	Utterance							Description	Code
								social environment factor because he greeted his friend badly.	
50	No way. I'm winning that Best delegate hammer.	√					√	This character's utterance is confident, optimistic, and ambitious, including high self-esteem and intelligence factor because she is optimistic about winning the competition.	50/07:37/ High:con, opt,amb/Int
51	Equatorial Guinea feels that the United States' resolution is a poorly considered half measure at best. Building taller and taller seawalls isn't doing anything except lining the pockets of seawall corporations.	√					√	This character's utterance is confident and includes high self-esteem and intelligence factor. She was confident to answer the debate contest because she was brilliant.	51/08:37/ High:con/ Int
52	Trust me, whatever you guys have going on, my shit bigger, okay? i have the bigger shit *shout*		√			√		This character's utterance is impulsive and selfish, including low self-esteem and social environment factor because she doesn't want to listen to her friend's problems and felt herself the most miserable right now while shouting.	52/27:02/ Low:imp,sfh/ Soc
53	And I am American actor, producer, writer, and fake rapper Andy Samberg.	√					√	This character's utterance is proud and confident, including high self-esteem and	53/00:16/ High:pro, con/Int

No	Utterance							Analysis	Code
	What can I say? I wear a lot of hats.							intelligence factor. He was proud of himself because he was multitalented and famous.	
54	Yeah I'm definitely gonna go.		√			√		This character's utterance is fear, including low self-esteem and social environment factors. He fears meeting strangers he meets on social media who turn out to be weirdos.	54/12:52/ Low:fea/Soc
55	I know I'm loser.		√			√		This character's utterance is inferiority, including low self-esteem and social environment factors. She feels loser because she panicked because her friend took off his shirt, and then they failed to make out.	55/20:54/ Low:inf/Soc
56	Just keep your nose out my business and up the teacher's but where it usually is.		√			√		This character's utterance is ang, and playing victim includes low self-esteem and social environment factor. She was angry at her friend because he spread fake rumors her crush was mad and hated her. Her friend thought the rumor was true, but it was just a lie. She lies to others and even blames her friend.	56/07:23/ Low:ang/ Soc
57	You know, I felt so terrible. I wanted to explain		√		√			This character's utterance is guilty, includes low	57/07:09/ Low:gui/ Fam

No.	Utterance							Analysis	Code
	everything to her, but then she ran out the door.							self-esteem because of negative emotions, and the factor is a family environment. She had lied to her daughter about her job, and her daughter already knew the truth. She now regrets it and wants to explain everything to her daughter.	
58	I'm just really scared to tell my family I'm gay.		√		√			This character's utterance is scary and includes low self-esteem and a family environment factor. She was afraid because she had to explain to her family about her sexual orientation. She was worried her family would be disappointed or angry.	58/08:07/ Low:sca/ Fam
59	You know, I've been known to punch above my weight too. Nathan Lane.	√		√				This character's utterance is proud and confident, including high self-esteem and physical factor. She was proud of herself because she was dating a high-standard guy because of her beautiful appearance.	59//High:pro, con/phy
60	I've been a really shitty friend, so I understand if you prefer Jonah's company over mine.		√			√		This character's utterance is regretful and insecure, including low self-esteem and social environment factors. She regrets being a bad friend	60/19:42/ Low:reg,ins/ Soc

No	Utterance							Description	Code
								and understands why her position as a friend was replaced by someone else.	
61	When you become a famous designer, could I be your muse, like Bella Hadid is for Dior?	√		√				This character's utterance is confident and includes high self-esteem and physical factor. She was confident during a photoshoot for clothes, and she offered to be the muse of a fashion designer.	61/01:48/ High:con/ phy
62	I'm different since I quit the play. I'm no longer a creative person therefore, I no longer require a colorful appearance.		√		√			This character's utterance is pessimism, frustrated, and loss of identity, including low self-esteem and a family environment factor. This happened because she felt sad that her mother left her to audition for actors.	62/08:20/ Low:pes,fru,l os/Fam
63	Oh, God. I can't imagine what you must tink of me. I'm so ashamed.		√		√			This character's utterance, including low self-esteem and family environment factors, is shamed. She felt ashamed because her cousin caught her that she was kissing her boyfriend in her room.	63/14:43/ Low:sha/ Fam
64	Yeah. I'm an idiot. Um…		√			√		This character's utterance is self-criticism, including low self-esteem and social environment factor. He felt stupid for having made a	64/19:47/ Low:scr/Soc

No	Utterance							Explanation	Code
								mistake.	
65	It's not embarrassing for me. I always come out of it looking cool.	√					√		This character's utterance is confident, including high self-esteem and social environment factor. He felt cool because he is a popular student at school.	65/24:17/ High:con/ Soc
66	I was going to, but I didn't know how big prashant was, and also, I'm scared of your mom.		√				√		This character's utterance is cowardly and includes low self-esteem and social environment factor. He didn't pick up his girlfriend in the living room out of fear and instead sneaked into the room to meet her secretly.	66/08:40/ Low:cow/ Soc
67	Listen, I don't wanna sound conceited, but I'm kind of cool, and she's like, known for competing in the National Spelling Bee.	√					√		This character's utterance is confident, including high self-esteem and social environment factor. He felt cool because he was a popular student at school and didn't want to date his friend.	67/16:03/ High:con/ Soc
68	No. I don't care. I'm just gonna go to this party tonight and hang out with my cooler friends, like Paxton and Trent. We're more alike anyways.	√					√		This character's utterance is confident to make her own decision, including high self-esteem and social environment factor.	68/09:39/ High:con/ Soc
69	And I'm not lost. I know exactly where I am.	√					√		This character's utterance is confident this including high self-esteem and social environment	69/21:59/ High:con/ Soc

NUM	DATA							EXPLANATION	DATUM
								factor. She was fighting with her friends, and she confidently said that.	
70	Hey Eve… I know that I was weird to you before, but if I haven't totally blown it, would you wanna grab food sometime?	√				√		This character's utterance is brave, including high self-esteem and social environment factor. She asked her crush to go hang out together.	70/23:44/High:bra/Soc
71	Why should I apologize? She is the one who's ruining my life by moving me to India. I never even got to go to Coachella, Ben.		√		√			This character's utterance is trouble accepting positive feedback, including low self-esteem and family environment factor. She didn't want to apologize to her mother.	71/03:02/Low:tap/Fam

NUM	DATA	TYPES OF EXPRESSIVE ACT						DATUM
		THA	LIK	DIS	WEL	PRA	GRE	
1.	John McEnroe : Devi is not a fan.			√				01/05:13/John/ex:dis
2.	Kamala : Oh, Thank u so much.	√						02/05:33/Kam/ex:tha
3.	Fabiola : Have you seen a nurse a new haircut? I love it.		√					03/06:23/Fab/ex:like
4.	Boy: Whats Up, FDR?						√	04/07:15/Boy/ex:gre
5.	Devi : Yeah. He's international and sexy. You could write a play about it.					√		05/08:23/Dev/ex:pra
6.	Jonah : Oh, my God, Tiffany. Where did you get that top? I'm gagged.		√					06/08:30/Jon/ex:like
7.	Eleanor : [nervously] Hi.						√	07/08:50/Ele/ex:gre
8.	Fabiola : [hesitantly] Hi.						√	08/08:52/Fab/ex:gre
9.	Jonah : Thank u. It's Forever by Mariah Carey.	√						09/08:56/Jon/ex:tha
10	Mr.Shaphiro : Welcome to Facing History…				√			10/09:55/Sha/ex:wel
11	Mr.Shaphiro : I am honored to have powerful voices in my					√		11/09:55/Sha/ex:pra

No	Utterance							Code
	class.							
12	Ben : A great idea, as always.					√		12/11:48/Ben/ex:pra
13	Devi : That's so cool.					√		13/12:08/Dev/ex:pra
14	Mohan : You're the most beautiful girl in the world.					√		14/16:06/Moh/ex:pra
15	Devi : Thanks, Dad. I'll try.	√						15/16:43/Dev/ex:tha
16	Fabiola : Woah, Devi, you look like an Indian Kardashian.					√		16/17:44/Fab/ex:pra
17	Devi : Thanks, Fab, but I thought we were dressing hot today.	√						17/17:47/Dev/ex:tha
18	Devi : I'm into you.		√					18/24:48/Dev/ex:like
19	Paxton : Your body looks so good in that over-sized t-shirt.					√		19/00:39/Pax/ex:pra
20	Paxton : I mean, look at you. You have the beauty of Priyanka Chopra.					√		20/00:55/Pax/ex:pra
21	Alex Gomez : I like your denim overalls.		√					21/3:36/Ale/ex:like
22	Devi : Fab,what was that? That was so sexy.					√		22/03:37/Dev/ex:pra
23	Devi : I think you're super cool and whip-smart.					√		23/04:18/Dev/ex:pra
24	Nalini : I always hated it.			√				24/06:02/Nal/ex:dis
25	Mr.Chan : Anyway, welcome back, Devi! Let's jam.				√			25/08:44/Cha/ex:wel
26	Devi : Thanks.	√						26/17:54/Dev/ex:tha
27	Rebecca : Cool. I got fired from retail.					√		27/19:07/Reb/ex:pra
28	Devi : Damn, girl. Savage burn. Thanks.	√						28/19:19/Dev/ex:tha
29	Fabiola : You're glowing.					√		29/20:51/Fab/ex:pra
30	Mr.Shaphiro : That's Right Ben, good work.					√		30/29:54/Sha/ex:pra
31	Devi : But,Thanks.	√						31/23:57/Dev/ex:tha
32	Paxton : Hai						√	32/26:58/Pax/ex:gre
33	Devi : She's super fashionable and way cooler than me.					√		33/27:34/Dev/ex:pra
34	Devi : Well, thanks for the apology.	√						34/27:45/Dev/ex:tha
35	Paxton : This is Devi, she's					√		35/05:04/Pax/ex:pra

No	Utterance						Code
	cool.						
36	Kamala : Hi.					√	36/05:19/Kam/ex:gre
37	Paxton : [chuckless] Thanks. I'm not too worried thought. I've been going to prom since seventh grade.	√					37/06:58/Pax/ex:tha
38	Fabiola Mom : I prefer a round square, and maybe tasteful ombre in neutral pinks.		√				38/08:05/Fmo/ex:like
39	Devi : Thanks, Big P.	√					39/11:45/Dev/ex:tha
40	Trent : Nah. That soundsbusy.			√			40/12:38/Tre/ex:dis
41	Trent : [laughs] Yo, that slogan sucks.			√			41/12:37/Tre/ex:dis
42	Fabiola : Thanks.	√					42/27:46/Fab/ex:tha
43	Dr.Ryan : Good girl.				√		43/16:49/Drr/ex:pra
44	Devi : Hey, Mom. Sorry interrupt.					√	44/17:00/Dev/ex:gre
45	Devi : Thanks.	√					45/22:37/Dev/ex:tha
46	Robot : Hello. How are you?					√	46/27:42/Rob/ex:gre
47	Nalini : Good girl.				√		47/04:35/Nal/ex:pra
48	Devi : [sarcastically] Thank you. I'm sure your prayers did it.	√					48/05:15/Dev/ex:tha
49	Nalini : Yes. Thank you for thinking of us. How is Arjun?	√					49/05:18/Nal/ex:tha
50	Nalini : Oh, thank you so much!	√					50/18:36/Nal/ex:tha
51	Paxton : Also, you look cool in that outfit.				√		51/18:26/Pax/ex:pra
52	Nalini : Thank you.	√					52/18:59/Nal/ex:tha
53	Pandit Raj : This is very kind of you.				√		53/19:28/Pan/ex:pra
54	Devi : I really enjoyed puja today.		√				54/19:37/Dev/ex:like
55	Pandit Raj : Thank you. You can buy it on my website…	√					55/19:41/Pan/ex:tha
56	Pandit Raj : Thanks for the ride. Go,lakers!	√					56/20:33/Pan/ex:tha
57	Devi : Thanks for not ratting me out about model UN. I've kinda been a dick to you lately,so..I'm honestly would've deserved it.	√					56/19:24/Dev/ex:tha
58	Ms. Wong : Devi, thank you again for letting us borrow	√					58/11:00/Msw/ex:tha

59	your kitchen, and for letting me use your washing machine. Ms. Wong : No, I love it. Good for you Devi.		√											59/12:11/Msw/ex:like
60	Ms. Wong : The lead? Oh, my goodness! How wonderful!					√								60/21:21/Msw/ex:pra
61	Mr. Schleicher : Amazing, Eleanor. Better than Katharine Hepburn.					√								61/21:58/Sch/ex:pra
62	Rebecca : Devi. Thank you. You're a lifesaver.	√												62/01:09/Reb/ex:tha
63	Mr.Chan : I'd like to welcome back Devi V, our star harpist.				√									63/08:23/Cha/ex:wel

CODES	DATA	TYPES OF EXPRESSIVE SPEECH ACT						TYPES OF SELF-ESTEEM		FACTORS SELF-ESTEEM			
		Tha	Lik	Dis	Wel	Pra	Gre	Hi	Lo	Phy	Fam	Soc	Int
1/pra/Hi: pro/phy 2/lik/Hi: hap/phy	Wow, I look great there. I like it. Have you seen a nurse haircut? I love it.		 √			√		√ √		√ √			
3/dis/Lo: pes,ins/ phy	I could never be a model. Im too curvaceous.			√					√	√			
4/lik/Hi: con/ int	Nah, that's sounds busy. I like mine.		√					√					√

Code	Utterance											
5/gre/Lo: evi/soc	Bad morning, enemy.					√		√			√	
6/pra/Lo: pes,ins/ phy	She's super fashionable and way cooler than me.				√			√	√			
7/gre/Hi: con,bra/ soc	Hey, paxton *saying confidently*					√	√				√	
8/lik/Hi: pro/int	Shut up, dude. Its good	√					√					√
9/pra/Lo: jea/fam	You're so lucky. You have a perfect family. *sarcasm*				√			√		√		
10/pra/ Hi:Pro/ int	A great idea, as always.				√		√					√
11/gre/ Hi:con, opt,out/ soc	Hey, whats up Trent? *ignored* Whatever.					√	√				√	
12/pra/ Hi:pro, pth/fam	I'm fine, my life is totally awesome.				√		√			√		

13/pra/ Hi:con/ int	Whatever, it's a good idea from the smartest person in the room.				√		√				√
14/dis/ Lo:inf/ soc	I know im loser, I hate it.		√					√		√	
15/pra/ Hi:con, opt/phy	My body looks so good in this oversize t-shirt.				√		√	√			
16/tha/ Hi:con, opt,amb/ int	No way. I'm winning that best delegate hammer. Thanks God.	√					√				√
17/tha/ Hi:con, opt,amb/ int	Thanks for not ratting me out about model UN. I've kinda been a dick to you lately, so...I'm honestly would've deserve it.	√					√				√
18/tha/ Hi:con/ fam	Thanks dad, I will try the best.	√					√		√		

No./Code	Utterance										
19/wel/ Hi:con/ phy	Welcome to facing history class with me your handsome teacher.				√			√		√		
20/gre/ Hi:con/ soc	Hey bro listen, I don't wanna sound conceited, but i'm kind of cool, and she's like, known for competing in the National Spelling Bee.					√	√					√
21/pra/ Hi:con/ soc	No. I don't care. I'm just gonna go to this party tonight and hang out with my cooler friends, like Paxton and Trent. We're more alike anyways.				√		√				√	
22/pra/ Lo:nst/ soc	I can't believe I trusted Paxton's beautiful lying mouth over her.				√			√			√	
23/tha/ Lo:avo/	No thanks, I prefer to work alone. I don't	√						√			√	

soc	want anyone diluting the quality of my project.												
24/tha/ Lo:fea/ soc	Yeah I'm definitely gonna go. Thanks for ur time.	√							√			√	
25/tha/ Hi:con/ soc	Thank you. You can buy it on my website, this is guaranteed quality products.	√						√				√	
26/pra /Lo:jea/ phy	Wow, you're glowing. I feel jealous					√			√	√			
27/gre/ Lo:reg, Ins/Soc	Hey guys. I've been a really shitty friend, so I understand if you prefer Jonah's company over mine.						√		√			√	
28/dis/ Lo:wor, ovt/soc	What if it was my mom? What if she's just 20 minutes away serving enchiladas? I don't like it.			√					√		√		

29/tha/ Hi:hap/ phy	Thanks for the compliment, im happy to hear that.	√					√	√		
30/gre/ Hi:bra/ soc	Hey Eve… I know that I was weird to you before, but if I haven't totally blown it, would you wanna grab food sometime?					√	√		√	
31/lik/ Hi:con, Slo/phy	I'm not skinny. I'm jacked. And I like my body.		√				√	√		
32/gre/ Hi:con/ soc	Oh hi, let me introduce myself, I am Eleanor the best main character in the drama.					√	√		√	
33/dis/ Lo:scr/ soc	Yeah. I'm an idiot. I hate myself.			√			√			√
34/dis/ Lo:tap/ fam	Why should I apologize? She is the one who's ruining my			√			√	√		

Code	Utterance											
	life by moving me to India. I never even got to go to Coachella, Ben. I don't like her.											
35/tha/ Hi:wil/ soc	Well, thanks for the apology. Actually it's my fault too.	√						√				√
36/tha/ Hi:con/ phy	Thanks, I'm totally cool.	√						√		√		
37/gre/ Hi:wil/ fam	Hey, Mom. Sorry interrupt, my fault.						√	√			√	
38/pra/ Hi:pes, Ins/soc	You look cool in that outfit, but not on me.					√			√	√		
39/lik/ Hi:bra/ soc	I'm into you		√					√				√
40/lik/ Hi:hap/ soc	No, I love it. Good for you Devi.		√					√				√