

CHAPTER I INTRODUCTION

1.1. Background of The Research

Nowadays being able to communicate to other people is essential for people in the world. People use language to communicate each other. Language is used to convey the message to other people. Language is very important for human because it is the source of human life and power, we can do things with it. Language is also a vehicle to help the people in the world to know every culture each other. People generally develop attitudes towards language that reflect their views about those who speak the languages, and the contexts and functions with which are associated (Holmes, 1992:346). A person's behavior is reflected in the language he uses.

Communication has always been a necessity in human life. Through communication, the trade of thought among people, which directly contributes to the development of the quality of life itself, can be performed. The ability to percept utterances in communication can determine the actions followed. Communication can be conveyed through verbal and nonverbal communication. Buck (2002) states that there are two types of communication, they are verbal and nonverbal communication. Verbal communication is the way of communicating messages by using words as elements. Nonverbal communication is the way of communicating messages by using gesture, body movements, eye contact, facial expression, or general appearances as the elements.

In linguistics, the meaning of language is studied in Pragmatics. Pragmatics is the branch of linguistics that deals with the intention of what is said based on the context (Ruhlemann, 2019). Pragmatics studies the meaning of the speaker's utterances based on the context between the speaker and the hearer. Related to the context means the meaning of words used by the speaker depends on the purpose of the speaker's utterance itself, not on the actual meaning of the words.

According to Yule (1996), there are four main points studied in Pragmatics. First, Pragmatics concerns the speaker's utterances meaning which the hearer will interpret. In other words, communication works well if

the speaker can convey their message and the hearer understands without misunderstanding. Second, Pragmatics concerns the contextual meaning of the speaker's utterances. The situation between the speaker and the hearer influences the purpose of the utterance spoken by the speaker. Third, Pragmatics is concerned with how to communicate more than what is said. It probably means that the speaker says something not only to say the words but also to get the hearer understands what they want by their utterances. Last, Pragmatics is also concerned with the expression of relative distance. The relationship between the speaker and the hearer assures how many things the speaker might tell the hearer.

Furthermore, in communication, every word that people say usually acts such as a promise, an apology, a request, an order, etc that is called speech acts. Austin in Huang (2007) defines speech acts as the actions which are performed by producing utterances. The speaker conveys their purpose to the hearer by uttering something containing an action. To get the hearer more understanding of what the speaker says, both of them should consider the context of the situation in their communication to avoid misunderstanding or miscommunication. He divides speech acts into three types which are Locutionary, Illocutionary, and Perlocutionary.

The first speech act theory was introduced by Oxford philosopher in United Kingdom National, John L. Austin in his well-known book of *How to Do Things With Words* (1955), and further developed by American philosopher John R. Searle in 1962. It considers the degree to which utterances are said to perform locutionary acts, illocutionary acts, and perlocutionary acts). In communication, the speakers do not only produce utterances but also they perform actions through the utterances. They are doing things with their utterances when they speak because the language is used to perform an action which is intended to have a function and effect on the listener. The actions performed by utterances are called speech acts. Yule (1996: 47) says that speech act theory is a way to better understand human communication.

Podcasts are now more broadly defined as compressed digital multimedia files "audio or video" that can be downloaded from the internet and played on a computer or mobile device like the iPod. Additionally, podcast files can

be shared via email, websites, blogs, and other online services just like regular computer files (Fontichiaro, 2007).

The podcast on Youtube channel is one of kinds of human daily activity that uses language in interviewing someone. Podcast covers a variety of things include stories, jokes, song, and explanations. Podcast would be an audio and also video. In an interview video, the podcaster and the guest artist produce many kinds of utterances and also perform verbal actions of different types. Video is a good field in finding speech acts because it represented various speech acts in different situation.

The researcher chose the program on YouTube, namely the Podcast English Speaking Success episode in March 2021 as the object of research because in the podcast there are utterances between speakers that contain meaning from the content of the podcast delivered. In linguistics, a sentence can be analyzed based on its context, a sentence can only be said to be true if you know who is speaking, who is the listener, and how the communication is done. Therefore, in the podcast program, researchers can find speech acts in the podcast. So that researchers have the research object of the English Speaking Success podcast episode in March 2021 researchers can find the necessary data directly.

In this study, the researcher took data from the utterances that occurred in the episode of the English Speaking Success podcast in March 2021. The researcher chose this podcast program to include interesting speech acts for further research. This podcast program is presented in a language that is easy to understand and lots of learning. Based on the explanation above, the researcher used the English Speaking Success podcast episode in March 2021 as a research source, namely speech acts. This is what makes researchers interested in conducting research with the title Analysis of Speech Act in video podcasts.

1.2 Identification of The Research

According to the background in the previous chapter, the researcher is expected to describe the speech act in the podcast. Furthermore, the researcher was interested to analyzed types of speech act that used in podcast.

1.3 The Limitation of the Research

The researcher limited this research on analysis of speech act that used in podcast. In which will be focused to find out what types of speech act that used in podcast “5 Smart Ways to Improve Your English Skills”.

1.4 Research Question

Based on the research background above, the following research problems are proposed: What types of speech act used in the podcast “5 Smart Ways to Improve Your English Skills”?

1.5 Purpose of The Research

Based on the formulation of the problem, the purpose of this research are: to identify types of speech act used in the Podcast. “5 Smart Ways to Improve Your English Skills”

1.6 Significance of the Research

This research is expected to give these contributions:

1. Theoretically

Theoretically the research will provide valuable information to English Language Teaching for education purposes as for those who want to do the research about podcast and pragmatic to be specific speech act.

2. Practically

1. English Teacher and Lecturers

For English teachers and lecturers who teach English using video podcast as teaching media can used this research as reference to emphasize the importance of learning language through appropriate contexts and contexts found in utterances.

2. The students

For the students who learn English to improve their speaking skills by applying Podcast as a medium. Also, for students who study English Education or English major might find this research useful to give them a better understanding about linguistics specifically speech act.

3. Readers or other researcher

This research is expected to add another insight in speech act research.

1.7 Definition of Key Terms

The researcher would like to state that the definitions of the keyword or several terms concerning the topic to avoid misunderstanding about the research.

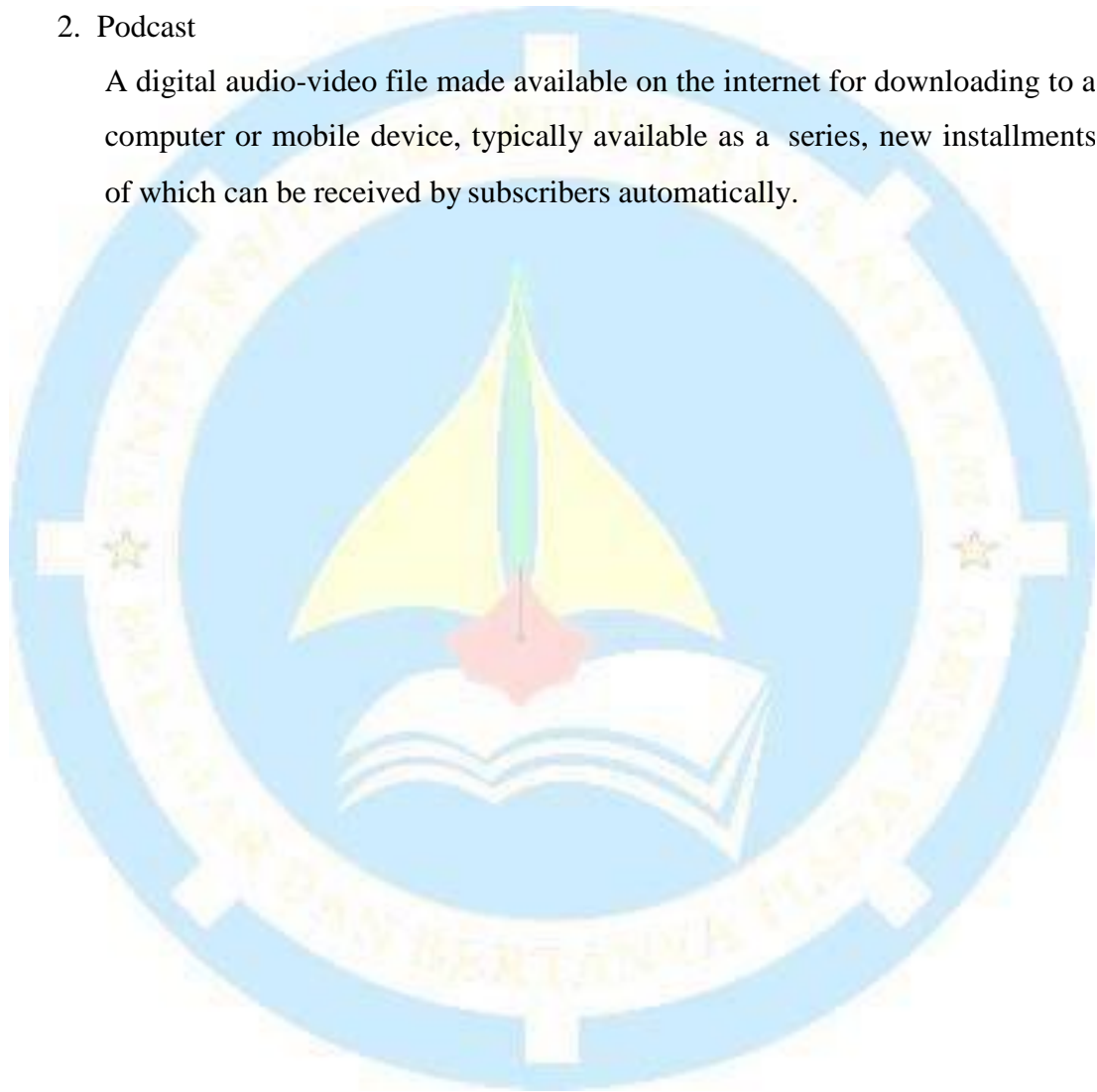
The definitions are as follows:

1. Speech Act

An utterance considered as an action, particularly with regard to its intention, purpose or effect.

2. Podcast

A digital audio-video file made available on the internet for downloading to a computer or mobile device, typically available as a series, new installments of which can be received by subscribers automatically.



CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Speech Act

2.1.1. Definition of Speech Act

Speech acts are part of pragmatics. A speech act is the utterance of a sentence to state that the intention of the speaker is known to the ear. Speech acts are part of speech events, and speech events are part of speech situations. Each speech event is limited to activities, or aspects of activities that are directly governed by rules or norms for speakers (Sumarsono and Partama, 2010).

Speech act is a speech in which there is an action. By saying something, the speaker also does something. By saying an utterance, the speaker has a goal to be achieved from his speech partner. Speech act theory is a theory that tends to examine sentence structure. If someone wants to convey something to another person, then what he puts forward is the meaning or intent of the sentence. However, to convey that meaning or intention, the person must put it in the form of a speech act (Austin, 1962)

2.1.2. Speech Act Function

Speech acts are a form of language that has an important function for humans, especially the communicative function. According to Tarigan (2015), speech acts have several functions, including:

1. Instrumental Function. An instrumental function serves the management of the environment, causing certain events to occur.
2. Regulatory Function. Speech functions as a tool to regulate people's behavior. For example approval, reproach, and disapproval.
3. Representational Function. The function of speech is to make statements, convey facts and knowledge, explain and report, in other words describe the actual reality, as someone sees it.
4. Interactional Functions. The function of speech is to establish and strengthen the relationship between speakers and hearers.
5. Personal Function. Speech functions in expressing feelings, emotions, personal, and deep reactions.

6. Heuristic Function. The heuristic function is used to gain knowledge and learn the ins and outs of the environment and is often conveyed in the form of questions that demand answers.
7. Imaginative Function. The function of speech is in creating imaginative systems or ideas.

2.1.3 Types of Speech Acts

According to Rahardi (2005) and Rusminto (2012), there are several types of speech acts, namely as follows:

1. Locutionary acts

Locutionary speech acts are speech acts to express something. The meaning of the utterance conveyed is usually a fact or actual situation. In locutionary speech acts, the information conveyed is true. This speech act does not contain a hidden meaning behind the speech and does not require an action or a certain effect from the speech partner.

Locutionary acts are acts of speaking with words, phrases and sentences according to the sentences contained in those words, phrases and sentences. Locutionary acts are seen when someone utters a statement or statement. Locutionary speech acts express something in the sense of saying or speech acts in the form of meaningful and understandable sentences. Therefore, what is prioritized in locutionary speech acts is the content of the speech expressed by the speaker.

Examples of locutionary speech acts are: "Whales are mammals". The utterance is uttered solely to say something (locutionary), without the intention to do something (illocutionary), let alone influence the speech partner (perlocutionary). The information conveyed in this example is in the form of conveying a fact, that whales are classified as mammals.

2. Illocutionary acts

Illocutionary speech act is a speech act that contains a hidden meaning or other meaning desired by the speaker to the speech partner. Illocutionary speech acts are speech acts that contain the power to perform certain actions in relation to saying something.

When a speaker utters an utterance, he is actually also carrying out an action, namely conveying his intention or desire through the utterance.

Illocutionary acts are speech acts that contain the intent and function of speech power. The act is identified as a speech act that is to inform something and do something, and contains the intent and power of speech. Illocutionary acts are not easy to identify, because illocutionary acts are related to who the speaker is, to whom, when and where the speech act is performed and so on.

Illocutionary acts are usually identified with explicit performative sentences. These illocutionary acts usually involve giving permission, saying thank you, ordering, offering and promising. According to Searle in Rahay, FN et al. (2018) there are five types of illocutionary act, namely as follows:

1. Assertive. Speech acts that bind speakers to the truth of what they say. For example stating, suggesting, boasting, complaining, and claiming.
2. Directive. Speech acts carried out by the speaker with the intention that the interlocutor performs the action mentioned in the utterance. For example, ordering, commanding, begging, demanding, and advising.
3. Expressive. Speech acts in the form of speech function to express or show the speaker's psychological attitude towards a situation, for example thanking, congratulating, apologizing, blaming, praising, and condolences.
4. Commissive. Speech acts whose speech forms function to express promises or offers, for example, promise, swear, and offer something.
5. Declarations. Speech acts whose form of speech serves to connect the content of speech with reality, for example surrendering, firing, baptizing, naming, appointing, isolating, and punishing.

Examples of illocutionary speech acts, for example: "Your hair is long". This utterance when spoken by a man to his girlfriend is meant to

express admiration. However, when spoken by a mother to her son or by a wife to her husband, this sentence is intended to order or order the child or husband to cut his hair.

3. Perlocutionary acts

Perlocutionary speech acts are acts of growing influence or effect on speech partners. The perlocutionary act contains the power to do something by saying something. Perlocutionary acts are more concerned with results, because this action is said to be successful if the speech partner does something related to the speaker's speech. These actions are governed by the rules or norms of language use in speech situations between two parties.

Perlocutionary acts are speech acts related to other people's speech in relation to non-linguistic attitudes and behavior of other people. A speech uttered by someone often has the power of influence (perlocutionary force), or an effect on those who listen to it. This effect or power of influence can be intentionally or unintentionally created by speakers.

Examples of perlocutionary speech acts, for example: "The house is far away." The speech was spoken by the speaker to the chairman of the association. The meaning of the illocutionary is that the speaker intends to convey that the person being talked about cannot be too active in their organization, while the perlocutionary effect expected by the speaker is that the chairman of the association does not give too many tasks to the person being talked about.

Another example of perlocutionary speech acts in official situations is the judge's expression when starting a trial, namely: "The trial is opened". This statement was uttered by a judge in a trial, in the courtroom, when he declared that the trial had been opened. The utterance "the session was opened" has three meanings, namely: Locutionally conveying to the speech partner (trial participants) that the session has been opened. Meanwhile, by illocutionary informing the speech partner that the hearing will begin and the speaker expects the speech partner to be silent. The effect desired by the speaker (perlocutionary) is that the speech partner can carry out what the

speaker wants, namely the speaker is silent and attends the session in an orderly manner.

2.1.4 Directive Speech Act

According to Austin (1962), directive speech acts are speech acts that cause several effects through the actions of the listener, for example ordering, begging, requesting, suggesting, requests and orders. Directive speech acts are forms of speech acts intended by the speaker to influence the speech partner to take certain actions, for example ordering, commanding, requesting, advising, recommending.

A directive speech act is a speech act in which the speaker tries to ask the speech partner to do or not to do something. Directive speech acts are prospective, meaning that someone cannot order another person to do something in the past. Like other speech acts, directive speech acts presuppose a certain condition to the speech partner according to the context.

According to Tarigan (2015), directive speech acts are intended to provide several effects through the actions of the listener, for example: ordering, ordering, begging, asking or demanding, and suggesting or advising.

The types of directive speech acts are as follows (Rahardi, 2005):

1. The directive speech act of commanding

The directive speech act of commanding is a speech act that is spoken to command the speaker to do what the speaker says. Sentences that mean commanding, are used with the polite marker "try" as can be seen in the following example: "Try to erase the blackboard". The type of speech act uttered by the teacher to one of his students is a directive commanding speech act. Because the teacher expects the cooperation of their students to immediately take action to erase the blackboard.

2. The directive speech act of begging

The directive speech act of begging is a speech act of asking politely, the speech partner does something the speaker wants. Sentences that mean begging are usually marked with the politeness marker "please" as in the following example: "Please pay attention, children!". This utterance was spoken by a teacher to his students when the class condition was very noisy. This type of speech includes the directive

speech act of begging. Because the teacher asked his students not to make a fuss and pay attention to what the teacher was explaining. This is the teacher's way of diverting the attention of students.

3. The directive speech act of advising

The directive advising speech act is the speech act advising the hearer to do something good according to the speaker himself. Sentences that mean advising are usually marked with the politeness markers "should" and "should" as in the following example: "When there is an activity it is better for us to start with bismillah". This utterance is spoken by the teacher to his students, the teacher advises his students if they want to do the activity they should read bismillah. This type of speech includes the type of directive advising speech acts, because the teacher advises his students to read bismillah before carrying out activities.

4. The directive speech act demands

The directive speech act of demanding is a speech act performed by the speaker to demand what he needs. An example of a directive speech act requires, for example: "Move your seat forward". This speech was spoken by the teacher to one of his students. Its function is to demand that their students move forward immediately as desired by the teacher. This type of speech includes a challenging directive speech act. Because the teacher challenges their students to come forward to write down the numbers that have been given by the teacher and write them on the blackboard. Its function is to challenge students so that their students compete in doing what has been ordered by the teacher, and to provoke students to be active in class.

5. Order directive speech act

An example of a directive speech act is ordering, for example: "I'll clean my toilet later!" This example of speech is impolite because the speaker is forcing the interlocutor to do what is stated in his speech.

2.1.5 Speech Act for ELT

In teaching the Speech Act in the classroom the teacher or instructor should consider several things, since English for Indonesian students is the foreign language. The barrier mentioned previously can be found in the

classroom setting. When teaching the language expression such as giving advice could be misinterpreted into something offensive. Someone could easily interpret advicegiving acts as an act of criticism. When non-native speakers interact in a second language, they tend to transfer L1 pragmatic rules into the L2 without realizing the negative impact they may have (Blum-Kulka, 1983). In addition, even when advice is warranted, non-native speakers of English with many different L1s tend to rely on forms associated with direct advice, or softened advice, such as should, or had better (Altman, 1990). Not only in advise-giving act, acts such as requests, apologies, refusals, and compliments, have frequently been identified as particularly problematic for EFL/ESL learners at all levels (Fujinomori, 2004).

There are three different levels of goals can be achieved in teaching speech acts in the classroom depending on the amount of time available, and the depth of understanding that teachers would like their students to develop. These goals proposed by Fujimori (2004) are:

1. Conscious Rising,
2. Knowledge Building, and
3. Productive Development.

The goals of teaching speech acts in the classroom should be directed in rising consciousness of the students that utterances in English as foreign language could lead to misinterpretation. It is imperative to accurately understand the intended meaning by analyzing the utterances. By understanding the norms and idiomatic expressions of the first and second language the students could determine the message of the utterances so that it could expand their knowledge resulting in the ability to perform the speech act flawlessly.

2.2 Podcast

2.2.1 Definitions of Podcast

Sloan (2005) asserts that podcasting is a cutting-edge method of Internet broadcasting that enables the automatic distribution of digital audio information to mobile devices. According to Gromik (2008), podcasting can give students "access to resources which are authentic, free, and otherwise not available" in environments where English is not the primary language.

According to several academics (Blaisdell, 2006; Chinnery, 2006; Clark & Walsh, 2004; Laing, Wootton & Irons, 2006; Manning, 2005; Meng, 2005; Sloan, 2005), podcasts should be used in language learning classes. They consist of:

1. Anyone can podcast whenever and wherever you want. Students who download and listen to the podcasts at their convenience can save time, money, and effort.
2. Podcasting offers learners the option of personalization, which may be tailored to their learning preferences and methods. According to McRae (2010), personalized learning involves identifying and utilizing each learner's abilities in accordance with their unique needs and learning preferences.
3. Podcasting can have pedagogical benefits when utilized in conjunction with "e-learning."
4. The ability to learn by listening may be one of the podcasts' most significant pedagogical features. According to Rosell-Aguilar (2013), listening to podcasts can promote learning by supplying understandable input through interesting and motivating activities.
5. Podcasting facilitates learning and increases learners' interest in it.

Podcasts are online audio (and occasionally video) programs that are often updated. New episodes can be downloaded to an MP3 player or iPod and listened to later on a computer or other device. Although audio programs have been available online for a while, what makes podcasting special is its ability for "subscription": listeners may "subscribe" to their favorite podcasts through an RSS (Really Simple Syndication) feed. When new episodes are posted, their computer will thereafter receive "alerts" about it. Even while the program is opened, podcatcher software like iTunes will start downloading the most recent episodes. In other words, listeners can now receive the most recent episodes of their favorite shows without having to routinely visit various Websites for updated episodes of their favorite programs delivered to their computer.

2.2.2 Types of podcast

Types of sound recordings in podcasts are divided into three types. The basis used to determine the type of podcast is from the method the host applies when recording.

1. Solo podcasts

As the name implies, a solo podcast is a type of recording performed by a single host in a monologue. This means that the entire contents of the recorded podcast are read in one direction without any interlocutor.

Generally, the topic of a solo podcast is in the form of discussing the opinion of the host about something that is going viral, reading a story submitted by a listener, or providing information about something.

2. Podcast interviews

If previously the solo type only contained 1 host, podcast interview is the type that contains dialogue between several people with the context of the interview. The invited guest or resource person does not have to consist of only 1 person, but can also be a group. Podcast interview guests are people who will be different in each episode, adjusted to the theme that is presented.

3. Multi-host podcasts

Finally, there is a type of podcast that is hosted by several hosts at once. Multiple host or multi-host podcast is a type of recording in the form of a discussion from several speakers' perspectives on a topic.

The two main categories of podcasts that are available online are "radio podcasts" and "independent podcasts." Existing radio shows that have been converted to podcasts include those produced by the BBC (British Broadcasting Corporation) and RTHK (Radio Television Hong Kong). "Independent podcasts" are online podcasts created by independent both people and groups. Because they may be customized to meet the needs of various learners, the second category of podcasts has the most potential for application in ELT. Thanks to the development of the MP3 sound file format in recent years, the availability of free and user-friendly sound recording and editing software like Audacity, and the increasing popularity of MP3 players and the iPod as electronic devices owned by teenagers, learners can create them with the utmost ease.

Even though anyone can create a podcast on their own, educational podcasting has the potential to be very effective in fostering socially constructivist, collaborative learning settings where students develop and share knowledge. In addition to the fact that generating this type of social media almost always involves technical difficulties, especially when first learning how to record, edit, and distribute digital audio, podcasting also offers outstanding opportunities for peer learning. Students must collaborate to identify issues and negotiate solutions in order to resolve them.

2.3 Review of Related Findings

There have been many researchers that have been conducting studies about An analysis of speech act in podcast video. The first related study was about A Speech Act Analysis of An Interview Podcast Between Siti Fadilah And Deddy Corbuzier on Youtube, conducted by Rostiana (2021). This research aimed to investigate and analyze the speech acts utterances, especially in illocutionary types happened in an interview podcast between Siti Fadilah and Deddy Corbuzier on YouTube. The research conducted a descriptive qualitative method. The data in this research was in the speech act utterances used Siti Fadilah and Dedy Corbuzier which contains elements of illocutionary speech acts.

The second related study was conducted by Nakula (2021). Analysis of expressive speech act in podcast Deddy Corbuzier in April 2021, the purpose of this study is to describe the forms of expressive speech acts contained in the Deddy Corbuzier podcast episode in April 2021. To describe the function of speech acts. expressive content contained in the Deddy Corbuzier podcast episode in April 2021. The type of research method used is descriptive qualitative. The data obtained is in the form of conversations in the Deddy Corbuzier podcast episode in April 2021. The data collection techniques used by researchers are listening techniques and note-taking techniques. The researcher's data analysis technique is descriptive technique, this technique is to determine the type of expressive speech act. The results of the data obtained by researchers including expressive speech acts amounted to 42 conversation quotes.

The third related study Illocutionary Speech Acts in the Jk-W and Nd-M Podcasts on the Youtube Channel and its Benefits as Pragmatic Teaching

Materials in Higher Education was conducted by Budiono (2022). this study aims to describe the types of illocutionary discourse acts, the types of illocutionary discourse acts in Podcasts on the Youtube channel, and their advantages as material for pragmatic shows in universities. The research method uses descriptive qualitative methods with the help of pragmatic analysis. The source of information in this study is the discourse expressed by speakers and presenters on podcasts on the Jk-W and Nd-M Podcast Youtube channels. Information sorting method in this research is for nothing listening procedure (SBLC) and note-taking strategy. The examination instrument used in this research is the scientist himself (human instrument). Given the information check, three ends can be drawn. First, the types of illocutionary discourse acts found are assertive, mandated, commissive, and expressive and announcements. Second, the elements of illocutionary discourse acts found are serious, beautiful, fun, and problematic. Third, the thing that arises because of this exam is through teaching materials that can be used as pragmatic learning in higher education.

2.4 Conceptual Framework

This study discusses theories that will support the concept of student speaking skills using podcasts. In this case, the theoretical framework will provide some clear concepts that are applied in research. This is intended to determine the limits of the research. Everyone believes that using certain media is one of many good ways to improve students' speaking skills because certain media will make students interested in learning a subject.

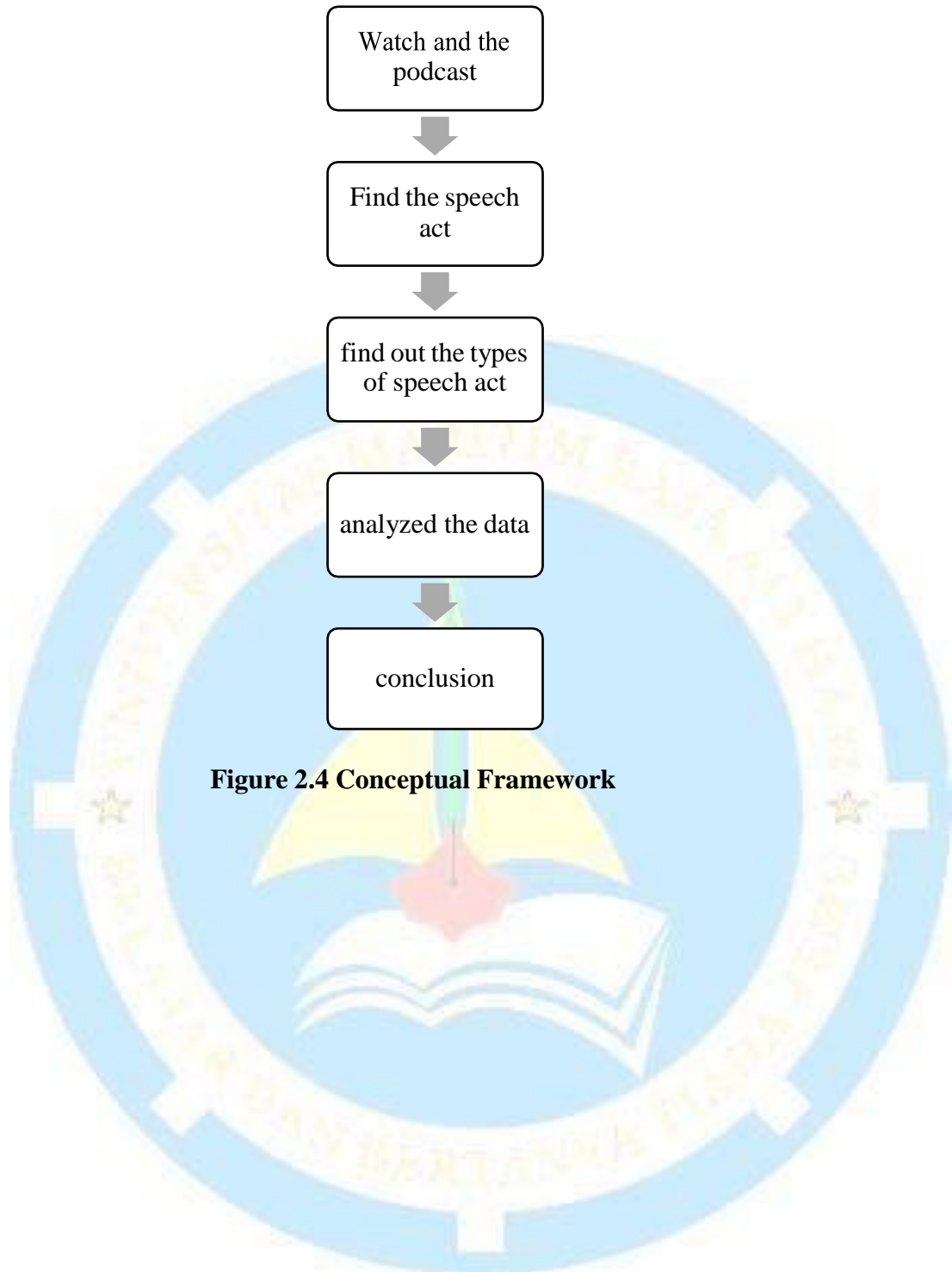


Figure 2.4 Conceptual Framework

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

This study used qualitative methods. Denzin and Lincoln (1994) define qualitative research as follows: Qualitative research employs multiple methods and approaches its subject in an interpretive, naturalistic manner. This means that qualitative researchers look at things in their natural environment, attempting to understand or interpret situations through the lenses of the meanings people assign to them.

According to Djam'an Satori and Aan Komariah, qualitative research is a type of inquiry that reveals certain social situations by accurately expressing reality with the aid of applicable data gathering and analytic methods gleaned from real-world circumstances. Research that describes or describes the data as they were collected without drawing any inferences or generalizations is known as descriptive research.

The aim of the descriptive research was to describe the speech act that used in the podcast and to describe what types of speech act that uttered in the podcast itself.

3.2 Research Place and Time

The research conducted start from 18th November until 18th December, and this research was conducted mostly located at the Library Raja Ali Haji Maritime University (UMRAH).

3.3 Research Object

The data of this study is an English Learning Podcast. A English Podcast include words, sentences or utterances of doing something based on the podcast. The source of data in the study was subjects from which the data can be obtained. This research used Podcast entitled "5 Smart Ways to Improve Your English Speaking Skills." By English Speaking Success podcast.

3.4 Research Instruments

Instrument is tools that are required to get the information. Instrument is a tool that is used by researchers to help them in order to make it more systemically and easy in collecting the data. In the way to get the data,

researcher used observation. The researcher was the subject of this skripsi for analyzing the data and comprehending the sources to support this skripsi in this research. Cresswell (2012) stated that the human investigator is the primary instrument for gathering and analyzing the data, qualitative researchers are the one who collects the data through examining documents, observing behavior, or interviewing participants.

3.5 Data Collection

The data is the important information in the research which is in the form of phenomenon in the field. From the data, the researcher knew the result of this study. In order to get the data, the researcher followed some steps.

The researcher conducted three steps to gather the data. Firstly, the researcher listened and watched to the podcast. YouTube used to listen and watched the podcast. Secondly, the researcher listened to the podcast repeatedly and observed it. Thirdly, the researcher has classified the words based on types of speech act, wrote down the data, arranged the data into several parts based on classification and given comments why the words, utterances and sentence are included in the types of the speech act.

3.6 Data Analysis

In this research, the data analysis was based on the data from the document. Firstly, in doing analysis the researcher made a table documentation sheet of type's speech act based on the theories presented in the previous chapter. It will help the researcher to categorize the speech act. Secondly, the researcher categorized the data based on the types of speech act. This process also called coding. According to Gibbs (2012), coding is how you define what the data you are analyzing are about.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

4.1 Research Findings

In order to get the speech act found on podcast, the researcher conducted the research. The podcast that used as an object for this research was a podcast entitled “5 Smart Ways to Improve Your English Speaking Skills.” By English Speaking Success. The instrument used in this research, the researcher itself to collect the data.

4.1.1. Data Description

As the researcher mentioned in Chapter 3, the instrument in this study was herself. According to Cresswell (2012), the main instrument for collecting and analyzing data is the human investigator; qualitative collecting the data by analyzing and examining, observation, or interviews. In this study, the researcher was gathering, collecting, and analyzing the data from the podcast in order to get the result and the answer of this research. As seen in Figure 4.1 , there are only three types Illocutionary speech acts, and two Locutionary speech act found in podcast video entitled “5 Smart Ways to Improve Your English Speaking Skills.”

Table 4.1 The Summary of Speech Act

No.	Podcast Video	Speech Act					
		Locutionary	Illocutionary				
			As	Di	Ex	Co	De
	5 Smart Ways to Improve Your English Speaking Skills.” By English Speaking Success	4	11	5		2	
Total of Speech Act		22					

4.1.2. Data Analysis

The goal of this research was to find the speech act that found in the video Podcast. The data of this study was taken from video podcast entitled “5 Smart Ways to Improve Your English Speaking Skills.” By English Speaking Success. After watching and analyzing the video podcast, the researcher found 22 utterances which refer to speech act. After presenting the words which classified into speech act that found in the video podcast and putting it into the table, the researcher presents a table to show the figurative language. The following table is going to show the utterances that the podcaster said which classified into speech act and the what kind of speech acts they are.

Table 4.2 The Summary of Speech Acts and Types of Speech Acts

No.	Utterances	Speech Act Types					Time Stamp	
		Locutionary	Illocutionary					
			As	Di	Ex	Co		De
1.	And, actually it's not that you need more technique, technique exam or tips.		✓					1:16
2.	If you're stuck at Band 6 or 6,5 it might be that your overall level of spoken English is too low		✓					1:23
3.	English in my head it's like Ferrari but, then when I speak it's like a car crash		✓					1:46
4.	I'm gonna look at the following		✓					2:03
5.	Unfortunately, many students around the world learn speaking with books, by looking at the words by reading and reading aloud.		✓					2:42
6.	Keith Speaking Academy, if you've heard of that. there are audios around the world by click of a button.		✓					5:50
7.	Tried and tested method		✓					7:08

	repeat and juggle.							
8.	This is juggling.		✓					7:59
9.	As you can imagine, speed up your fluency.		✓					13:05
10.	If you learn the collocation, it just help you become much more fluent.		✓					14:12
11.	Go and check it out.		✓					21:39
12.	Well, today I'm gonna help you.			✓				0:10
13.	Then, come with me.			✓				0:33
14.	Let's move on			✓				15:25
15.	Push your comfort zone			✓				15:45
16.	Practice with other people.			✓				17:21
17.	"Hey, Keith would you like to come and play football with me?"				✓			4:26
18.	Woodpecker learning app. It gives you not only access to ESL stuff so students stuff.				✓			21:05
19.	We've been speaking, right?	✓						3:45
20.	And yet still so many people choose the books to help them learn to speak.	✓						4:02
21.	You got the context, you know how to use the language when you're speaking it's no brainer	✓						5:20
22.	We are surrounded by a native speaker, text on proficient speaker audio texts, videos, Netflix, Youtube.	✓						5:28

After analyzing the data, the researcher found 2 types of speech act that utterances by Keith as the podcaster in his video podcast, they are Locutionary and Illocutionary acts which for the illocutionary acts it divided into five categories. Those five categories are: Assertive, Directive, Expressive, Commissive and Declarations. Nevertheless, the researcher only found 3 types of illocutionary acts in the podcast.

1. Assertives

The point or purpose of the members of the assertives class is to commit the speaker (in varying degrees) to something being the case, to the truth of the expressed proposition. All of the members of the assertive class are assessable on the dimension of assessment which includes true Journal of Applied Linguistics (JoAL), In other word, Assertives are those kinds of illocutionary act that state or express what the speaker believes to be case or not. It shows the truth condition of the meaning of the utterance. The example of this type is stating, suggesting, complaining, claiming, informing, and describing. They express speaker's belief. In performing this type of speech act, the speaker represents the world as she/he believe it is, thus making the world to belief. Examples : It was a warm sunny day. (The speaker describes his/her opinion that the day is warm and sunny as his/her belief although maybe it is a hot sunny day. In this example, the speaker uses the illocutionary acts of assertives, describing)

Data 1. Time Stamp; 1:16

“And, actually it's not that you need more technique, technique exam or tips.”

This utterance was said by Keith before he explain several reason for the most common problem for being stuck at the same level in taking ELTS Test. This utterance categorized into Assertive because Keith stating that about no more technique that need for IELTS test.

Data 2. Time stamp: 1:23

“If you're stuck at Band 6 or 6,5 it might be that your overall level of spoken English is too low.”

And this was said by Keith when he stating about the level in IELTS Test. This utterance categorized into Assertive because Keith stating about the level in IELTS Speaking test.

Data 3. Time Stamp: 1:46

“English in my head it's like Ferrari but, then when I speak it's like a car crash”

Keith said this when he was explain about the ability of students' English when they try to speak and what the English they master in their head. This utterance was categorized into Assertive because Keith stated about how English the students' had in their head and when try to speak.

Data 4. Time Stamp: 2:03

“I’m gonna look at the following.”

Keith said this before he is going to explain about how to learn speaking, how to automate vocabulary, how to increase fluency, how to gain confidence, and how to choose the right tools. This utterance categorized into Assertive because he stated that he gonna look which means explain about the tips that he will explain.

Data 5. Time Stamp: 2:42

“Unfortunately, many students around the world learn speaking with books, by looking at the words by reading and reading aloud.”

This utterance was spoken by Keith when he talked about how many students learn speaking with books. This utterance categorized into Assertive because he also stated about many students around the world still learn speaking with books.

Data 6. Time Stamp: 5:50

“Keith Speaking Academy, if you’ve heard of that. there are audios around the world by click of a button”

Keith mentioned this about the audios that he had to help the audience learn speaking. This utterance categorized into Assertive because he stated about the Keith Speaking Academy who is a platform that give you audios to help you in Speaking.

Data 7. Time Stamp: 7:08

“Tried and tested method repeat and juggle”

Keith said this when he talked about the method that should the audience try to improve speaking skills. This words categorized into Assertive, because Keith suggesting the audience.

Data 8. Time Stamp: 7:59

“This is juggling.”

When he said this he was also show how to do the juggling, he was explaining what juggling is incase the audience didn’t know what it is. This utterance categorized into Assertive because he stated that this what juggling means.

Data 9. Time Stamp: 13:05

“As you can imagine, speeds up your fluency”

When he said this, he was explain about the method chunks that will be effective, therefore he meant that this will speed up the fluency. This utterance categorized into Assertive because he stated that it will speed up your fluency.

Data 10. Time Stamp: 14:12

“If you learn the collocation, it just help you become much more fluent”

This utterance was said when he explain about the collocation. This sentence categorized into Assertive because Keith stating with learn collocation you will become much more fluent in speaking.

Data 11. Time Stamp: 21:39

” Go and check it out.”

Keith said before he close the video podcast that the audience should check the application that he mentioned before which will help you in speaking. This utterance categorized into Assertive because he suggesting it.

2. Directive

The illocutionary point of these consists in the fact that they are attempts (of varying degrees, and hence, more precisely, they are determinates of the determinable which includes attempting) by the speaker to get the hearer to do something. In other word, Directives are 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, etc. It's express the speaker's desire or wish for the addressee to do something. In using directives, the speaker intends to elicit some future course of action on the part of the addressee, thus making the world match the world via the addressee. Examples : Clean the whiteboard, Melda! (The speaker wants the hearer (Melda) to do something (to clean the whiteboard). The speaker uses the word “clean” indicating the illocutionary acts of directive, commanding).

Data 1. Time Stamp: 0:10

“Well, today I'm gonna help you”

Keith said this in the opening before he start to explain about the method that should the audience try to improve speaking skills. This utterance categorized into Directive because he helping the audience in improve speaking skills.

Data 2. Time Stamp: 0:33

“Then, come with me.”

This sentence was spoken by Keith when he asked the audience to follow him to watch him until the end of the video podcast. This utterance categorized into Directive because he asking the audience.

Data 3. Time Stamp: 15:25

” Let’s move on.”

This sentence was spoken when he asked the audience to move on to another topic which he will talked about another ways or method. This utterance categorized into Directive because he asking the audience.

Data 4. Time Stamp: 15:45

“Push your comfort zone.”

This utterance was uttered by Keith when he talked about the tip to the audience. This utterance categorized into Directive because he advising the audience to push their comfort zone.

Data 5. Time Stamp: 17:21

“Practice with other people”

Keith said this which he meant as learn English, the audience or student need to practice with other people too, therefore it will improve your English skills in speaking. This utterance categorized into Directive because he suggesting the audience.

3. Commissive

Commissives are those illocutionary acts whose point is to commit the speaker (again in varying degrees) to some future course of action. The speaker uses word to commit the future action such as promising, offering, threatening, refusing, vowing, and volunteering. It expresses what speaker intends. In using commissives, the speaker undertakes to make the world fit the word (via the speaker). Examples : I am able to try my best. (This brings consequences for the speaker to fulfill what he hassaid. So, the speaker uses the illocutionary act of commissive, vowing).

Data 1. Time Stamp: 4:26

““Hey, Keith would you like to come and play football with me?””

Keith said this when he talked about how many people still choose the book to help them learn to speak, then he give the audience an example. This utterance categorized into Commisive because in this context of example that Keith gave, it offering, it expressed what his intends.

Data 2. Time Stamp: 21:05

“Woodpecker learning app. It gives you not only access to ESL stuff so students stuff.”

Keith said this in the end before he close the video podcast. This utterance categorized into Commissive because he offering something that the audience should try.

While above are 3 out of 5 categories of illocutionary speech act that found in the video podcast. There were also, Locutionary acts found in the video podcast, that will mentioned below.

Locutionary speech acts are speech acts to express something. The meaning of the utterance conveyed is usually a fact or actual situation. In locutionary speech acts, the information conveyed is true. This speech act does not contain a hidden meaning behind the speech and does not require an action or a certain effect from the speech partner.

Locutionary acts are acts of speaking with words, phrases and sentences according to the sentences contained in those words, phrases and sentences. Locutionary acts are seen when someone utters a statement or statement. Locutionary speech acts express something in the sense of saying or speech acts in the form of meaningful and understandable sentences. Therefore, what is prioritized in locutionary speech acts is the content of the speech expressed by the speaker.

Examples of locutionary speech acts are: "Whales are mammals". The utterance is uttered solely to say something (locutionary).

Data 1. Time Stamp: 3:45

“We’ve been speaking, right?”

This utterances uttered by Keith, which means we’ve been speaking all this time in our life. This utterance categorized into Locutionary because his

utterance express something in the form of understandable sentences which means he spoke an actual fact.

Data 2. Time Stamp: 4:02

“And yet still so many people choose the books to help them learn to speak.”

This sentences spoken by Keith when he talked about books are the chosen tools for people to help them learn to speak. This utterance categorized into Locutionary because he spoke an actual fact or situation.

Data 3. Time Stamp: 5:20

“You got the context, you know how to use the language when you’re speaking it’s no brainer.”

Keith said this when he talked about learn by listening method that he mentioned. This utterance categorized into Locutionary acts because he spoke with an actual situation.

Data 4. Time Stamp: 5:28

“We are surrounded by native speaker, text on proficient speaker audio texts, videos, Netflix and Youtube.”

He said this when he still talked about the learn by listening method. His utterances in this context categorized into Locutionary acts because he spoke an actual fact which is true that we are indeed surrounded by native speaker; audio texts, videos, Netflix and YouTube.

From the data the researcher found 22 total of speech act utterances that divided into two types of speech act, they are Locutionary act and Illocutionary act, and the researcher found the most types of speech act in the video podcast was illocutionary acts that divided into 5 types of illocutionary, 3 out of 5 were the most illocutionary acts found in the video podcast. In the table above, there are several types of speech act in the video podcast by English Speaking Success with Keith as the podcaster. From 22 utterances that classified into speech act there are 2 types of speech act, which are 2 locutionary and 20 illocutionary which divided into 3 kinds of illocutionary acts, which are: 11 Assertives, 5 Directives, and 2 Commissives. The data was collected from observing and analyzed the utterances that spoken from video podcast “5 Smart Ways to Improve Your English Speaking Skills.”

4.2. Data Discussion

The researcher identified there are total 22 utterances were classified into Speech Act. The researcher, then classified the utterances into types of speech act based on theory about speech act from the works of J.L Austin in the lectures he delivered, which later on were codified in a book entitled “How to Do Things with Words.” Austin (1962) stated that sometimes, when people utter an utterance, it is not always to describe something. Instead, they do something when saying utterances. Speech acts are those acts of making statement or question, giving commands or order, refusing, complimenting, apologizing and etc.

After analyzing the data, the researcher found 2 types of speech act that utterances by Keith as the podcaster in his video podcast, they are Locutionary and Illocutionary acts which for the illocutionary acts it divided into five categories. Those five categories are: Assertive, Directive, Expressive, Commissive and Declarations. Nevertheless, the researcher only found 3 types of illocutionary acts in the podcast.

In Assertive acts it divided into 5 types of it. They are: state, suggest, claim, report, and speculate. However, the researcher only found 2 types it in the video podcast, they are: State. And Suggest. These utterances were classified into state form of assertive acts because the speaker stated what he said and suggesting something. States means to make clear declaration of something that is true or false. While, suggesting means inviting the listener to consider your suggestion. A suggestion does not explicitly state anything, it instead implies something, which leaves room for the listener to either agree or disagree with the speaker. This two type of assertive act was supported by Searle in Rahay FN et al (2018) that has different types of assertive acts.

In Directive acts, it divided into 5 types. They are: commanding, ordering, advising, begging and demanding. Nevertheless, the researcher only found 2 types of it. They are: Commanding and advising. These are classified into commanding, and advising. Commanding means telling the listener to do

(or not do) something. It can be persuasive, or even manipulative. While, advising means put forward an idea to another person. Unlike commands, it does not directly tell someone to do something, instead persuades them to consider a different view or approach. This two type of directive acts was also supported by theory from Searle in Rahay FN et al (2018) that claimed directive has different types.

In Commissive acts, it also divided into some types. There are 3 types of it, which are: promise, swear, and offer something. However, in the podcast the researcher only found one types, which is offer something. Offer means, chances for the speaker to freely volunteer to do something for the benefit of listener. In doing so, they are agreeing to give something to the listener. This was classified into offer something because the speaker in the podcast has offer something to the listener. This was supported by the theory from Searle in Rahay FN et al (2018) that also claimed has different types of commissive acts.

Another then the illocutionary acts that found by the researcher, there are also locutionary acts that found in the podcast. They are classified into locutionary acts, because the speaker has speak the actual fact based on actual situation. This was supported by Austin (1967), he divided speech acts into three types, they are: locutionary acts, illocutionary acts and perlocutionary acts. Therefore, the researcher classified it into locutionary acts.

This was supported by previous research Rostiana (2021) which conducted the research about analysis speech act in interview podcast, she found 75 utterances assertive, 4 directive, and 1 commissive. Meanwhile, there were also second previous research study by Nakula (2021) that conducted about analysis expressive speech act in podcast Deddy Corbuzier, he only focused on expressive illocutionary acts that uttered by the speaker in the podcast, he found 42 utterances of expressive speech acts. Even though he had found different types, but they were still part of types illocutionary acts. Another than two previous research mentioned above, there were also another previous study by Budiono (2022) that conducted about speech act in interview podcast. In his research, he found 13 Assertive, 9 Directive and 1 Commissive.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1. Conclusion

After analyzed the data and findings, the researcher conclude it. related to the research question. There are 2 types of speech acts. Locutionary acts and illocutionary acts. However, the researcher also found types of Illocutionary acts in the video podcast based on Searle's theory on types of Illocutionary acts. However, there are only three out of five types of illocutionary acts were found. They are: Assertive, Directive and Commissive. Assertive type of illocutionary acts becomes a speech act type that dominates utterances that uttered by Keith as the podcaster of video podcast entitled "5 Smart Ways to Improve Your English Speaking Skills." As an object for this research. This means that Keith tends to assert his beliefs of something which he thinks to be true or false.

5.2. Suggestion

1. The researcher would like to give some suggestion to the English Language Education Study Program (ELESP) students, English teachers, and future researchers. First, video podcast can use to be the sources to learn English. The video podcast can be used as material in learning English. It can be material for the ELESP students to learn, particularly in semantic class. It helps students know and understand many types of speech act.
2. English teachers can use video podcast as their sources to teach speaking or speech act. Since both speaking and speech act is not that

easy to be understood, then the researcher recommends the use of the video podcast, the student will be easy to learn speech act because video podcast is things that really close to humans.

3. The last, the future researcher can conduct research that has similar topic with the researcher. They can use types of speech act as the topic and use different video podcast or other literary works to be researched. The future researchers are expected to analyze deeper about video podcast with other pragmatic features and aspects.

