

CHAPTER I

INTRODUCTION

The researcher presents seven topics related with this study, includes context of the research, formulation of research problem, purpose of the research, significant of the research, scope and limitation of the research, definition of key terms and the systematic discussion of the study.

A. Context of the Research

Language plays a fundamental role in human life as the primary medium for communication. It is not only used to share information, but also to express feelings, build relationships, and perform various actions in social life.¹ However, communication is not merely about producing grammatically correct sentences. It also involves understanding the intended meaning behind those utterances in specific contexts. In addition, listeners are expected to understand the meaning of the speaker's utterance and identify the intention behind it.² In this regard, pragmatics emerges as a crucial branch of linguistics that examines how meaning is constructed and interpreted beyond the literal words. One key component within pragmatics is the theory of speech acts.³ It was introduced by J. L. Austin, which explains how speakers perform actions through their

¹ Chantika Egysta Ananda et al., *Analysis of Illocutionary Acts in the First Round of the 2024 Presidential Debate: A Pragmatic Study Based on Kreidler's Theory*, 1, no. 1 (2025): 99, <https://doi.org/https://doi.org/10.34050/dopj.v1i1.130296>.

² Isanabiah and Fitrawati, *Analysis of Illocutionary Acts Performed in To Fluency's YouTube Channel*, 11, no. 3 (2022): 336, <http://ejournal.unp.ac.id/index.php/jell>.

³ George Yule, *Pragmatics* (Oxford University Press, 1996).

utterances such as requesting, informing, or apologizing.⁴ Central to this theory is the concept of illocutionary acts, which reflects the speaker's communicative intention in real-life interactions. In the digital era, these acts are increasingly found in digital educational platforms such as YouTube, where the instructors deliver the specific material to millions of learners worldwide.

Speech acts refer to the actions performed by speakers through their utterances in communication. As proposed by J. L. Austin, when individuals use language, they are not only producing sentences but also performing actions such as requesting, informing, or apologizing.⁵ This idea was further developed by John Searle, who emphasized that speech acts are the basic units of communication, as they reflect how language is functionally used in real-life interactions.⁶ Furthermore, speech acts can be categorized into three main types, which are locutionary acts, illocutionary acts, and perlocutionary acts. Locutionary acts refer to the literal meaning of an utterance, illocutionary acts relate to the speaker's intended function, and perlocutionary acts concern the effect of the utterance on the listener.⁷ Among these three types, illocutionary acts are considered the most central, as they reflect the speaker's communicative intention.

In the context of English as a Foreign Language (EFL) learning, mastering grammar alone is insufficient, learners also need strong pragmatic

⁴ John L. Austin, *How to Do Things with Words* (Clarendon Press, 1975), 5–6.

⁵ Austin, *How to Do Things with Words*, 5–6.

⁶ John R. Searle, *Expression and Meaning: Studies in the Theory of Speech Acts*, 1st ed. (Cambridge University Press, 1979), 178.

⁷ Austin, *How to Do Things with Words*, 94–108.

competence to understand the intended meaning conveyed by the speaker in various communicative situations. Without this competence, learners are prone to pragmatic failure, as defined by Jenny Thomas, which involves misinterpreting the speaker's intention and can hinder effective communication in everyday interactions.⁸ This is particularly relevant in digital instructional content, where illocutionary acts such as advising, suggesting, reassuring, and providing instructions play a significant role in shaping the way knowledge and guidance are delivered. Therefore, a deep understanding of illocutionary acts is essential for EFL learners to interpret language functions accurately in both oral and written communication, as well as in digital learning environments.

In the realm of language proficiency, speaking skills are widely considered one of the most challenging aspects for EFL learners to master. This difficulty stems from various barriers, including high levels of communication anxiety, limited vocabulary, and the pressure of real-time.⁹ Furthermore, this difficulty arises because speaking requires the simultaneous processing of linguistic, sociolinguistic, and discourse competencies in real-time.¹⁰ Consequently, learners often struggle to express ideas fluently and choose pragmatically appropriate expressions in social interactions. To address these challenges, learners increasingly rely on “speaking tips,” which provide

⁸ Jenny Thomas, *Cross-Cultural Pragmatic Failure*, 4, no. 2 (1983), <https://doi.org/https://doi.org/10.1093/APPLIN/4.2.91>.

⁹ Nguyen Hoang Tuan and Tran Ngoc Mai, *Factors Affecting Students' Speaking Performance at Le Thanh Hien High School*, 3, no. 2 (2015): 9, <https://www.multidisciplinaryjournals.com/wp-content/uploads/2015/03/FACTORS-AFFECTING-STUDENTS%E2%80%99-SPEAKING.pdf>.

¹⁰ Jack C. Richards and Willy A. Renandya, *Methodology in Language Teaching: An Anthology of Current Practice* (Cambridge University Press, 2002), 204.

practical communicative models and strategies to bridge the gap between classroom theory and real-life application.

The rapid advancement of technology has significantly transformed the landscape of language learning. Traditional classroom-based instruction is now complemented by digital platforms that provide flexible, accessible, and diverse learning resources. As argued by Mayer, the integration of multimedia elements, such as audio and visual cues, can significantly enhance the cognitive process of learning by allowing students to construct mental representations more effectively.¹¹ Among these digital platforms, YouTube has emerged as one of the most prominent media for English as a Foreign Language (EFL), offering a variety of content ranging from grammar explanations to practical speaking tips instruction.¹² These videos are strategically designed to simulate real-life interaction, providing learners with much-needed exposure to authentic language use that is often absent in conventional textbooks.

Among the vast array of digital resources, the *English with Lucy* YouTube channel stands out as an exceptionally influential platform for global EFL learners. Created by Lucy Bella Simkins, a British teacher of English as a foreign language and recipient of the British Council ELTon Award for Innovation in English Language Teaching, the channel has gained widespread international recognition among EFL learners. As of 2026, English with Lucy

¹¹ Richard E. Mayer, *The Cambridge Handbook of Multimedia Learning* (Cambridge University Press, 2005), 31.

¹² Ildi Kurniawan, *Student's Perception on the Use of YouTube as a Learning Media to Improve Their Speaking Skill*, 1, no. 1 (2018), <https://conference.unsri.ac.id/index.php/semirata/article/view/1130>.

has attracted approximately 13.6 million subscribers and accumulated more than 620 million views across hundreds of educational videos, making it one of the largest English-learning channels on YouTube. A study conducted by Simbolon and Ismahani reported that the *English with Lucy* YouTube channel contributes to the improvement of learners' speaking abilities.¹³ The study noted that the channel's focus on authentic British expressions and social etiquette helps them overcome the fear of sounding "unnatural." By providing a blend of linguistic input and social confidence, English with Lucy has effectively transformed how learners approach speaking challenges, making it a very important topic for linguistic analysis, particularly regarding the illocutionary forces used to deliver such impactful instruction.

Studies on illocutionary acts have been extensively conducted by previous researchers. For instance, Yulian and Mandarani found that ESL classroom teachers frequently use directive acts (e.g., "pay attention to the board") for instructions, representative acts for conveying facts, expressive acts for appreciation, and commissive acts for promises of help.¹⁴ Wati et al. revealed the dominance of representative acts in the movie *Frozen II*, where characters deliver factual statements during their narrative journey.¹⁵ Purba et al. highlighted expressive acts dominating Olivia Rodrigo's speech at the

¹³ Sulistina Ratulani Simbolon and Siti Ismahani, *Developing English Proficiency through Qualitative Study of "English With Lucy" YouTube Channel*, 12, no. 2 (2024), <https://journal.unnes.ac.id/journals//jed>.

¹⁴ Alif Aribah Yulian and Vidya Mandarani, *A Speech Act Analysis: Illocutionary Acts Produced by Teacher in ESL Classroom*, 1, no. 1 (2023), <https://doi.org/10.22219/celtic.v10i1.23276>.

¹⁵ Refina Wati, Siti Fitriani, and Afifah Al Rosyidah, *An Analysis of Illocutionary Act in "Frozen II" Movie*, 4, no. 1 (2025), <https://online-journal.unja.ac.id/kal>.

Billboard Women in Music Award, used to express gratitude, admiration, and inspiration to the audience.¹⁶ Almathuroh and Djuharie demonstrated how the lyrics of *Garam dan Madu* employ illocutionary acts to imply profound emotional and social meanings.¹⁷ Khairatunnisa and Manaf also identified acts such as questioning, suggesting, or provoking in students' social media posts and comments.¹⁸ Collectively, these studies affirm that illocutionary acts have been extensively researched in formal classrooms, films, speeches, songs, and social media.

However, most previous studies focus on face-to-face classroom interactions or fictional dialogues, while digital platform research is limited to speeches or podcasts. Research on illocutionary acts within educational content on digital platforms, particularly YouTube, remains significantly underexplored, especially in the context of EFL learning. Therefore, there is a significant research gap in the analysis of illocutionary acts within educational content on digital platforms such as YouTube, particularly in the context of English as a Foreign Language (EFL), such as the channel “English with Lucy”, which has millions of subscribers and attracted millions of learners worldwide.

¹⁶ Raysa Purba et al., *An Illocutionary Acts Analysis of Olivia Rodrigo's Speech at Billboard's Women in Music Award*, 2, no. 1 (2024), <https://ejurnal-unisap.ac.id/index.php/leksikon/index>.

¹⁷ Siti Maryam Almathuroh and Otong Setiawan Djuharie, *Analysis of Illocutionary Speech Acts in the Lyrics of the Songs Garam Dan Madu by Joan Pasha Syahputra, James Yusuf Diraja Nugroho And Nayya Rahmania*, 10, no. 1 (2025), <https://doi.org/10.8734/Argopuro.v1i2.3%206>.

¹⁸ Khairatunnisa and Ngusman Abdul Manaf, *Analysis of Illocutionary Speech Acts on Student's Social Media Post and Comments*, 10, no. 1 (2021), <https://doi.org/https://doi.org/10.15294/seloka.v10i1.44409>.

The urgency of this research is further reinforced by the unique nature of digital learning communication. Unlike face-to-face interaction, asynchronous educational content such as YouTube videos does not allow for direct feedback between educators and learners. As a result, educators like Lucy must construct highly potent and precise illocutionary force through tone, visuals, and repetition to ensure that educational messages remain effective. Learners' inability to capture these illocutionary strategies risks exacerbating pragmatic failure in self-directed learning. Therefore, analysing illocutionary acts in such digital instructional content is not only linguistically significant but also pedagogically crucial, as it reveals the underlying pragmatic strategies that make digital EFL instruction effective and contributes to the development of more pragmatically-aware learning materials.

Therefore, this study, titled “**An Analysis of Illocutionary Acts in Speaking Tips Videos on *English with Lucy* YouTube Channel**”, aims to analyze the types and the functions of illocutionary acts in speaking tips videos. This analysis is crucial because identifying these acts reveals the underlying pragmatic strategies used to deliver effective pedagogical messages, which are often implicit in natural conversation. By examining how these speech acts are structured, the study provides a deeper understanding of how instructional authority and learner engagement are linguistically constructed in a digital environment. Consequently, this research offers novelty by revealing how such acts serve as effective learning instruments beyond traditional classrooms, thus

contributing to the development of more interactive and pragmatically-aware digital EFL materials.

B. Formulation of Research Problem

Based on the context of the research, the research problems can be formulated as follows:

1. What types of illocutionary acts are found in Lucy's speaking tips videos?
2. What are the functions of illocutionary acts found in Lucy's speaking tips videos?

C. Purpose of the Research

Based on the formulation of research problems, the purposes of the research are presented below:

1. To identify the types of illocutionary acts found in Lucy's speaking tips videos.
2. To determine the functions of the illocutionary acts found in Lucy's speaking tips videos.

D. Significant of the Research

The findings of this study are expected to provide both theoretical and practical contributions to the fields of Pragmatics and English as a Foreign Language (EFL) learning, as follows:

1. Theoretical Significance

This research is expected to contribute to the development of pragmatic theory, specifically concerning illocutionary acts in the

context of digital educational media. Furthermore, this research provides a deeper understanding of how native speakers perform speech acts in instructional settings, offering a theoretical bridge between linguistic forms and their intended functions in a digital learning environment like YouTube.

2. Practical Significance

For Future Researchers, this study can be used as a foundation or comparative reference for future researchers who are interested in analysing illocutionary acts or another theoretical frameworks within different digital platforms or other categories of educational content.

E. Scope and Limitation of the Research

The scope and limitation of the study are intended to define the boundaries of the research, ensuring that the study remains focused and manageable. They clarify what aspects are included and excluded in the research, thereby helping readers understand the direction, focus, and constraints of the study.

1. Scope of the Research

As stated in the context of the research, this study focuses on analyzing illocutionary acts using the theory proposed by John Searle. The data analyzed consist of utterances containing illocutionary elements found in speaking tips videos on the *English with Lucy* YouTube channel. This study specifically examines how

illocutionary acts are used to convey the speaker's intentions in the context of English language learning content.

2. Limitation of the Research

To ensure a focused and in-depth analysis, this study is subject to several methodological limitations. First, regarding the scope of the material, the visual data are exclusively drawn from videos categorized under “Speaking Tips” on the *English with Lucy* YouTube channel. Second, the data set is restricted to three specific videos uploaded between 2024 and 2026, with a sampling distribution of one video per calendar year. Third, the theoretical framework is strictly confined to illocutionary acts, focusing specifically on the speaker's communicative intentions. Consequently, other dimensions of speech act theory, such as locutionary acts and perlocutionary acts, fall outside the scope of this investigation.

F. Definition of Key Terms

To avoid misinterpretation and ensure conceptual clarity, here are the definitions of the key terms on this study:

1. Illocutionary Acts

Illocutionary acts is defined as the action the speaker intends to convey through utterance, such as requesting, promising or suggesting.

2. Speaking Tips Videos

Speaking tips videos is defined as a video containing advice, guidance or examples for improving English speaking skills.

3. English with Lucy YouTube Channel

English with Lucy YouTube channel is defined as a YouTube channel offering English language learning content, including videos with speaking tips.

G. Systematic Discussion of the Thesis

1. Initial Section

The initial section consists of the front cover page, title page, advisor's approval sheet, board of examiner's approval sheet, declaration of authenticity, publication sheet, motto, dedication, acknowledgement, table of contents, list of appendices and abstract.

2. Main Section

The main section consists of six chapters, described as follows:

CHAPTER I The Introduction consists of context of the research, research questions, purposes, significance, scope and limitation, definition of key terms and systematic discussion of the thesis.

CHAPTER II The Review of Related Literature presents of discussion the theories of pragmatics, speech acts, illocutionary acts, speaking tips, *english with lucy* youtube channel and previous studies.

- CHAPTER III** The Research Method explains the research design, data and data source, technique of data collection, data analysis and technique of data verification.
- CHAPTER IV** The Findings presents the the results of the research based on research questions in chapter I.
- CHAPTER V** The Discussion provides the detail explanations of the research's findings based on research questions in chapter I.
- CHAPTER VI** Conclusion and Suggestion provides the conclusion and suggestion of the research.

3. Last Section

The last section consists of a bibliography and appendices.