

**AN ANALYSIS OF ILLOCUTIONARY SPEECH ACT ON
SELECTED YOUTUBE CONTENTS ABOUT COVID-19
PREVENTION**

THESIS

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**DEPARTMENT OF ENGLISH LITERATURE
FACULTY OF HUMANITIES
UNIVERSITAS ISLAM NEGERI MAULANA MALIK
IBRAHIM MALANG
2022**

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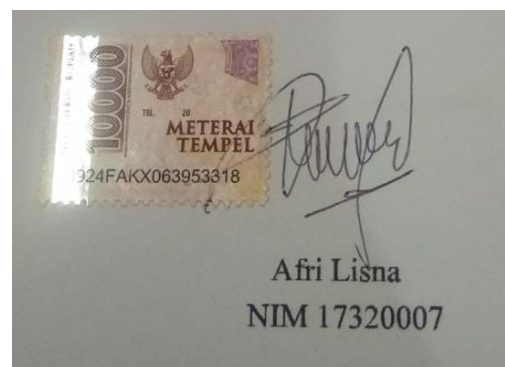
**DEPARTMENT OF ENGLISH LITERATURE
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2022**

STATEMENT OF AUTHORSHIP

I state that the thesis entitled “**An Analysis of Illocutionary Speech Act on Selected Youtube Contents about COVID-19 Prevention**” is my original work. I do not include any materials previously written or published by another person, except those ones that are cited as references and written in the bibliography. Hereby, if there is an objection or claim, I am the only person who is responsible for that.

Malang, 11 October 2022

The researcher,



APPROVAL SHEET

This to certify that Afri Lisna's thesis entitled **An Analysis of Illocutionary Speech Act on Selected Youtube Contents About COVID-19 Prevention** has been approved for thesis examination at the Faculty of Humanities, Universitas Islam Negeri Maulana Malik Ibrahim Malang, as one of the requirements for degree of *Sarjana Sastra* (S.S.).

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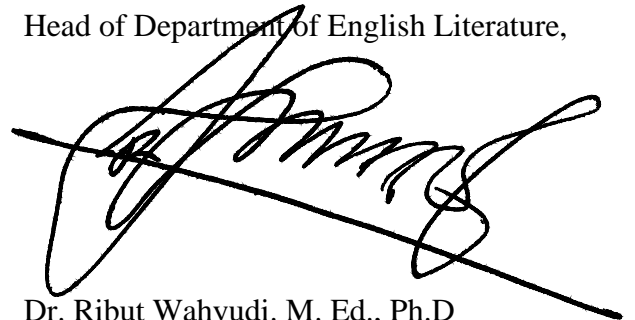
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MOTTO

وَلَا تَهِنُوا وَلَا تَحْزَنُوا وَأَنْتُمْ الْأَعْلَوْنَ إِنْ كُنْتُمْ مُؤْمِنِينَ

And do not waver, nor be sad. You are the superior ones—if you are believers.

(Q.S. Ali-‘Imran: 139)

DEDICATION

This thesis is dedicated to my beloved father, Sokhadi; to my beloved mother, Nadhriah; who never give up to encourage me in pursuing higher education; to my little brother who becomes my inspiration, to all of teachers and lectures who always give and share their knowledge to me for all this time; and the last all of my beloved friends who always support, give guide to me till I can finish my study.

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Alhamdulillah, praise be to Allah SWT who gives me strength, guidance, and blessing as long as my life. Second, I would like to deliver *sholawat* and *salam* to Muhammad SAW, who has been guided us from the darkness to the lightness which is called *islam rahmatan lil 'alamin*.

In completing this thesis, the researcher certainly gets help from various parties. For that reason, researcher would like to thank all of the parties that helped complete the study, including:

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The Researcher

Afri Lisna

مستخلص البحث

ليسنا، أفري. 2022. تحليل قانون أفعال الكلام على محتويات يوتيوبالمختارة حول الوقاية منكوفيد-19. قسم الأدب الإنجليزي، كلية العلوم الإنسانية، جامعة مولانا مالك إبراهيم الإسلامية الحكومية مالانج. المشرف: د. أجوين ديغاف، الماجستير.

الكلمات الرئيسية: إعلان، أفعال الكلام، كوفيد-19

تعمل أفعال الكلام على التقاط جميع الوظائف الممكنة للغة عن طريق تصنيف أنواع الإجراءات التي يمكن أن يؤديها الكلام. عند نظرية أوستن في كولتهارد (1977: 17)، يمكن لخطاب المتحدث أن يؤدي في نفس الوقت ثلاثة أنواع من أفعال الكلام. وهي أفعال تخاطب، وأفعال تنبيهة، وأفعال تنبؤية. يمكن أن يخدم كل فعل الكلام خمسة تصنيفات للوظائف. كما يقول سيارلي (2005)، فإن التصنيفات تمثيلية، توجيهية، مفوضة، معبرة، وتصريحية.

طريقة البحث المستخدمة هي منهج وصفي نوعي. يتضمن البحث النوعي دراسة في استخدام وجمع مجموعة متنوعة من المواد التجريبية ودراسات الحالة والتجارب الشخصية والتأمل الذاتي وتاريخ الحياة والمقابلات والملاحظات والنصوص التاريخية والتفاعلية والمرئية التي تصف القضايا الروتينية والزمنية ومعنى حياة الفرد. (برادوكو، 2017: 1). يركز البحث باستخدام الأساليب النوعية على وصف دقيق للحقائق أو البيانات أو الأشياء المادية في شكل كلمات أو خطاب من خلال تفسير دقيق ومنهجي وبيو، (2011).

نتائج هذه الدراسة هي عكس عادات الأفراد الاندونيسيين والأشخاص في البلدان الناطقة باللغة الإنجليزية. يعرف الإندونيسيون بأدبهم. لذلك فإنهم يميلون إلى استخدام أسلوب التحدث الدائري ليكونوا أكثر تهادياً. ومع ذلك، من حيث الإعلانات والحملات، فإن اللغة المستخدمة أكثر مباشرة وحرفية. يهدف استخدام اللغة المباشرة والحرفية إلى تقديم شرح أبسط ولكن أوضح لشيء مهم. من ناحية أخرى، يُعرف الأشخاص من البلدان الناطقة باللغة الإنجليزية بطريقتهم الخطية في التحدث. هم يعبرون عن أنفسهم بجرية غالبًا سواء كان ذلك مهذبن أم لا. ومع ذلك، من حيث الإعلانات والحملات، فإن اللغة المستخدمة هي لغة غير مباشرة وغير حرفية. يهدف استخدام اللغة غير المباشرة وغير الحرفية إلى جعل المحتوى يبدو أكثر إبداعًا وإثارة للاهتمام.

ABSTRACT

Lisna, Afri (2022) *An Analysis of Illocutionary Speech Act on Selected Youtube Contents About COVID-19 Prevention*. Undergraduate Thesis. Department of English Literature, Faculty of Humanities, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Advisor: Dr. Agwin Degaf, M.A.

Keywords: Advertisement, Speech Act, Covid-19

This study discusses illocutionary speech acts found in advertisements in information media such as YouTube. This study covers illocutionary speech acts used in campaign videos to prevent the spread of Covid-19 between advertisements in Indonesia and internationally. The purpose of this research is to find out the types and functions of illocutionary speech acts used by national and international governments in advertising campaigns for the COVID-19 prevention on YouTube.

This research is a descriptive qualitative research which is used to describe linguistic data related to the types and functions of illocutionary speech acts contained in speeches used in national and international advertisements. The source of the data in this study comes from selected videos that contain content from the COVID-19 prevention campaign on YouTube. The method used to analyze the data uses the theory of Austin (1977) and Searle (1976) to analyze the types and functions of illocutionary speech acts.

From these findings, it means that there are 5 types of illocutionary speech acts, namely directive illocutionary acts which dominate in the Covid-19 prevention campaign video. Then followed by representative speech acts, commissive illocutionary acts, and finally expressive illocutionary acts. Meanwhile, there are 3 ways to perform illocutionary speech acts, the first one that dominates is the direct literal. Second, indirect literals and at least direct non-literals. The use of direct and literal language aims to provide a simpler but clearer explanation of something important. However, in terms of advertisements and campaigns, the language used is more indirect and non-literal. The use of indirect and non-literal language aims to make the content look more creative and interesting to watch.

ABSTRAK

Lisna, Afri (2022) *An Analysis of Illocutionary Speech Act on Selected Youtube Contents About COVID-19 Prevention*. Skripsi Jurusan Sastra Inggris, Fakultas Humaniora, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Pembimbing: Dr. Agwin Degaf, M.A.

Kata Kunci: Iklan, Tindak tutur, Covid-19

Penelitian ini membahas tindak tutur ilokusi yang terdapat pada iklan di media informasi seperti YouTube. Studi ini mencakup tindak tutur ilokusi yang digunakan dalam video kampanye untuk mencegah penyebaran Covid-19 antara iklan di Indonesia dan internasional. Tujuan dari penelitian ini adalah untuk mengetahui jenis dan fungsi tindak tutur ilokusi yang digunakan oleh pemerintah nasional dan internasional dalam kampanye iklan pencegahan COVID-19 di YouTube.

Penelitian ini merupakan penelitian kualitatif deskriptif yang digunakan untuk mendeskripsikan data linguistik yang berkaitan dengan jenis dan fungsi tindak tutur ilokusi yang terkandung dalam tuturan yang digunakan dalam iklan nasional dan internasional. Sumber data dalam penelitian ini berasal dari video-video terpilih yang berisi konten kampanye pencegahan COVID-19 di YouTube. Metode yang digunakan untuk menganalisis data menggunakan teori Austin (1977) dan Searle (1976) untuk menganalisis jenis dan fungsi tindak tutur ilokusi.

Dari temuan tersebut, berarti ada 5 jenis tindak tutur ilokusi yaitu tindak ilokusi direktif yang mendominasi dalam video kampanye pencegahan Covid 19. Kemudian disusul dengan tindak tutur representatif, tindak ilokusi komisif, dan terakhir tindak ilokusi ekspresif. Sementara itu, ada 3 cara untuk melakukan tindak tutur ilokusi, yang pertama mendominasi adalah langsung literal. Kedua, literal tidak langsung dan setidaknya non-literal langsung. Penggunaan bahasa secara langsung dan literal bertujuan untuk memberikan penjelasan yang lebih sederhana namun jelas tentang sesuatu yang penting. Namun dalam hal iklan dan kampanye, bahasa yang digunakan lebih bersifat tidak langsung dan tidak literal. Penggunaan bahasa tidak langsung dan tidak literal bertujuan agar konten terlihat lebih kreatif dan menarik untuk ditonton.

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CHAPTER I

INTRODUCTION

This chapter contains an overview of the research such as background of the study, research problems, and significance of the study. There are also scope and limitations in this chapter which provide focus of the research. This section also includes definitions of key terms that provide key insights for understanding the research.

A. Background of the Study

SARS-CoV-2 or commonly known as Coronavirus, is a leading cause of a disease called COVID-19, which caused a global pandemic from late 2019 until the present day. The virus was initially named Wuhan pneumonia due to its first detection in Wuhan city, China. WHO or the World Health Organization has officially named this 2019 coronavirus (COVID-19), which is classified as an infectious disease.

All countries have begun to take action in response to slow down the infection. Many actions have been established and established in the community as a form of reducing and minimizing the transmission that spreads rapidly in the community. These preventive measures are recommendations for individuals to wash their hands properly following the rules, maintain cleanliness, maintain breathing by covering the mouth when coughing, wearing health protocols such as medical masks, and social distancing or self-quarantine (Guner et. al, 2020)

In the day of the present crisis, empowering the people with the right information to gain public trust is a critical resource in harnessing public cooperation and sustaining the behavior needed for pandemic management (Devine et al., 2020). In this case, the government has a role and duty to be more transparent in prioritizing several things, especially in acting quickly and appropriately in certain situations with limited consultation on matters that have a significant positive impact (Hyland-Wood et al., 2021). Transparency in the form of information is a necessary strategy to enable action and provide firmness; if transparency fails then public trust in institutions will be damaged (Siegrist & Zingng, 2014). In this case, having a portal or quick access to specific information on COVID-19 is very important (Reddy & Gupta, 2020).

Integrated COVID-19 information can be accessed throughout many different platforms of social media. Many healthcare and government institutes have initialized mass campaigns to feed the people with relevant information about COVID-19. On an international scale, the campaign was pioneered by institutions such as the World Health Organization (WHO) and Pfizer. As for the government of Indonesia, the campaign was set in motion by different ministries under their own initiative. Although carried off by many different institutions, the campaign shares the same motive, which is to educate and inform the people about COVID-19. For example, WHO uploaded Youtube video content at <https://www.youtube.com/watch?v=9ETufT1IdlA>, embracing people to do self-quarantine. President of Indonesia, Joko Widodo through, uploaded video content in <https://www.youtube.com/watch?v=oCXVnN3-uBk>, also empowered people to

carry out social distancing. The two examples above are dedicated to one major goal, which is to help prevent the infection of COVID-19.

In order to attract the people's interest, the content of the video is made in such a way so that people will be interested in watching the campaign, grasp its information, and ultimately understand the lesson behind it. According to Hidayat (2016, p.1), the ability to perceive utterances in communication can determine the actions followed. In this case, the narrator's utterance, which is later grasped by the viewer who watched the video, will greatly determine the campaign's success. Therefore, the campaign's successful relies on how the narrator conveys meaning through utterance.

In the field of academic studies, understanding meaning is one of the important characteristics of linguistics. As Fromkin (2000, p.7) states, knowledge of language enables one to associate sounds (or gestures in sign language) with meaning, to understand spoken or signaled utterances, and to express our thoughts through speech or signs. One of the main branches of linguistics that deals with meaning is pragmatics. Pragmatics is concerned with aspects of meaning that depend on or derive from how words and sentences are used (Kroeger, 2018 p.4). So, a meaning can be interpreted relatively by each individual. Yule (1996 p.3) states that pragmatics is all about the speaker's meaning. It focuses on the meaning uttered or communicated by the speaker which is interpreted by the listener or reader. Therefore, the speech spoken by the speaker does not only contain the actual meaning, but contains a deeper meaning than the word, phrase, or sentence itself in

a communication. In addition, speakers can also emphasize a suggested action that is conveyed through speech.

As emphasized by Austin (1975, p.375) regarding the study of meaning, a statement whose meaning is ambiguous should not be centered because it is out of context. This is because language has various functions and purposes in speech such as requests, invitations, and so on. Speech in other contexts is also not only as mentioned earlier, but can also be used to perform an action. Speech acts, what it is called in pragmatics (Yule, 1996, p.47). The function of this speech act is to detect, know and understand all the possibilities that exist in the function of language. This can be done by classifying the types of action that speech can perform.

According to Austin (1977), speech speakers can simultaneously perform three types of speech acts. They are locutionary acts, illocutionary acts, and perlocutionary acts. Each speech act can serve five functional classifications. As Searle (1976) states, the classifications are representative, directive, commissive, expressive, and declarative.

In the field of academic studies, speech acts theory is often applied to analyze advertisements. The study about speech act analysis on advertisements had been conducted by some researchers in the past. Agusta and Rosa (2012) focused on the function of illocutionary acts used in the slogan of tourism destination advertisements in Indonesia. The result concluded four types of illocutionary acts used in the slogan of tourism destination advertisements in Indonesia. They are declarative, representative, directive, and commissive acts. The most frequent type of illocutionary act used in the slogan of tourism destination advertisement is

declarative act because it has the power to enhance the appeal of the slogans and pique people's interest in them. While the least frequent type is a commissive act because it implies that there are only 7 slogans, advertisers for tourist places make promises with a purpose in order to market their location. From this previous study, the researcher decides to use different object. It is Covid-19 video content on Youtube which has been viral lately.

Another researcher was conducted by Halim (2016). The conclusion of this study is that the function of advertising is to influence buyers by including several different tones and styles. In this study, it was found that the three advertisements based on the point of view of Book and Schick can be classified into three styles. The first is a testimonial, then the second is a demonstration, and the third is a presentation. Not only in terms of style, in terms of tone it was found that the ad was categorized into three tones. The first is an emotional tone and the second is two factual notes. With the style and tone contained in the ad, it will make the ad more varied and interesting. Not only that, it can also increase innovation for copywriters. From this study, the researcher takes the novelty by analyzing the object used theory of illocutionary act.

The next researcher was conducted by Haryani (2017). This study focused on illocutionary act by Leech (1993) and cooperative principles by Grice (1975). The result concluded that English advertising in achieving its goal is to influence readers, namely by providing reports or news in the form of information and then offering services or products advertised. The advertising texts examined in the discussion contain various cooperative principles and illocutionary acts, and the

illocution power in the language of the English advertisement includes various obedience and deviation of the subjects as well as direct and indirect illocution. To make it different, the researcher focuses on discussing illocutionary using theory from Searle (1976) and Austin (1977).

Another researcher was conducted by Naufalina (2017). The research is focused on the speech act pattern used in the Bon appetit food advertisement. Two significant factors are shown by this study's findings. First, it is determined from 30 data that statements are the highest type of locutionary acts intended to provide information about the products, commissions are the highest type of illocutionary acts intended to offer the benefits of the products, and to get the readers to expect something is the highest type of perlocutionary acts intended to have an impact on the readers. Second, the most typical pattern utilized by copywriters is Statements-Commissives-Expect. Additionally, commission-based actors who perform acts of offering and assuring predominate in ads. Finally, the advertisements use rhetorical devices to create expectations in the readers regarding the promoted product. The researcher takes the gap as the novelty by comparing the object of Indonesian video content and international video content in illocutionary speech act.

The two researchers were conducted by Novianti and Maliyani (2018). The result reveals the use of illocutionary acts in three different products of child milk. In Bebelac 3 advertisement, the illocutionary act used is two representative and one expressive. In Nutrilon Royal 3 advertisement, illocutionary acts that are used are one declarative, three representative, one expressive, and two commissive. In Pediasure advertisement, illocutionary acts that are used are three representative,

one expressive, and two commissive. Illocutionary function in a television commercial for kid's milk displays dominance representational and commissive. This denotes the presence of a statement and an affirmation in the representation. For making a difference with this study, the researcher uses youtube content as the object and analyzes using the theory of Searle (1976) and Austin (1977).

Both researchers were conducted by Rudiawati and Fitria (2018). This study focused on illocutionary act which proposed by Searle (n.d) and supported by Yule (2006) in (Nyota & Mutasa, 2008). The result of the research, shampoo advertisements in Indonesia contain declarative, commissional, representative, expressive, and directive speech acts. This outcome demonstrates how shampoo manufacturers in Indonesia seek to market their goods by claiming to be able to provide the best results for customers, whether that means shinier hair, softer hair, stronger hair. This research briefly stated that Indonesia's shampoo advertisements use more declaratives, which indicates that shampoo Indonesia prefers to declare something based on provided facts to fit the certain phenomenon. To make it different, the researcher focuses on analyzing illocutionary act which appears in Youtube video content using theory of illocutionary by Searle (1976) and Austin (1977).

Another researcher was conducted by Albab and Setiawan (2018). This study focused on displaying different side from research of speech act by using data in the form of writing. This study used theory of speech acts which proposed by Yule (1996). The results of the study concluded that Lazada can use directive illocutionary speech acts of the types of commands, requests, orders, and

suggestions to lure customers to read and view status updates, pictures, and videos by creating an attractive impression on them. According to research, the wording of Lazada Id advertisements uses a number of illocutionary directive texts to provide clarity to consumers and the wider community. Directive illocutionary speech acts with these types function well to make consumers curious and feel compelled to read and view the advertisements. This study is totally different, because it uses Youtube video contents as the data source and uses theory of illocutionary acts from Searle (1976) and Austin (1977).

Astriningsih, Setiawan, Bram (2020) conducted research and the result of the analysis found that there was a representative and directive speech act that was frequently used on online news websites in Indonesia. Some even almost all the advertisements used as data in this research are located on this site. It can be concluded that advertising in Indonesia uses a strategy of representative action, for example “Great images, Great Prices, Great Service”. This is intended to highlight or show the superiority of the quality of a good product or service. On the other hand, the use of directive actions is situational because it is usually preceded by the emergence of representative acts, for example “Try it” or “Join Now”. The researcher analyzes Indonesian and international Youtube video contents to make it different whit this study.

Next researchers were Widiastuti, Oktariza, Asridayani (2020), which conducted research through a publication journal. The purpose of this study is to explain the meaning of and the illocutionary function in Indonesian tourism advertisements based on the work of Dell Hymes theory (1974) and the theory of

Searle (1969). The result showed that English tourism advertisements in Indonesia used expressive, directive, assertive, and commissive speech acts. It concluded that English tourism advertisements in Indonesia aren't using only declarative speech acts. The researcher takes the novelty from this study by using the theory from Searle (1976) and Austin (1977)

Another researcher was conducted by Maisaroh (2021). This study focused on illocutionary (Searle, 1985) and advertising function (Tyagi and Kumar, 2004) which used in McDonald and Wendy's advertisement. In this study, it can be concluded that in McDonald's advertisements there are several types of illocutions, namely assertive, directive, and declarative. Meanwhile, assertive, commissive, directive, and declarative were found in Wendy's advertisement. Furthermore, in McDonald's advertisements it was found that there were informing functions, persuading functions, reminding functions, and added value functions, while in Wendy's advertisements there were informing and helping functions, for example the clause "download the app to order ahead" is an assisting function for suggesting buyers to do an action. To make it different, the researcher focuses the analysis on illocutionary acts and how the used of illocutionary speech acts in Indonesia and international Youtube video contents.

Maulidiyah, Hidayat, Alek, & Defianty (2021) conducted a study that nonverbal speech acts used by speakers in formal events can have a significant impact in providing a detailed explanation of the speaker's intended purpose. This study used theory from Searle (1969) and a descriptive-qualitative method to show which nonverbal speech acts were carried out by the politicians above and what the

purpose of these speech acts was. The results of the research data analysis revealed 16 nonverbal speech acts performed by Shirley. Declarative speech acts dominate statements, followed by expressive and referential speech acts. In addition, in all the oral that is done, Shelley conveys seven purposes of his testimony: Opinion, Information, Argument, Suggestion, Gratitude, Praise, and Criticism. To make it different, the researcher uses theory of illocutionary act by Searle (1976) and supports by Austin (1977) to make the analysis more complex.

Then the research conducted by Aryanti (2021). This study demonstrates politeness through the theory of non-verbal behavior in the WHO (World Health Organization) coronavirus press conference. This study used theory from Brown et al. (1987) about politeness and universality of indirect speech acts by Yule (1996) (2). This study aims to (1) provide theoretical examples of politeness through speech acts and indirect speech acts from press conference situations, and (2) how speakers respond to what they say and what they expect. polite communication. Some actions are taken from the listener. The research explores (1) politeness in communicating can avoid conflict by using indirect speech acts; (2) You can introduce politeness into your language by using generalizations and offering rude solutions in certain situations. The researcher focuses on illocutionary acts by Searle (1976) and theory of felicity conditions by Austin (1977) to make this study different with this previous study.

The last researcher was conducted by Syahron (2022). This research, in his interview with Raffaele Trombetta, describes speech acts, and especially speech act analysis. This study aims to determine the types of speech acts produced by Raphael

Trombetta based on Searle's (1969) theory and types of speech acts based on Yule's (1996) theory. The design of this survey is a qualitative descriptive survey, using documents to collect data. The results of this study reveal that Raffaele Trombetta's 38 utterances have five types of speech acts, statements with 30 sayings and four functions such as, complaints, suggestions, and compliments. To make it different, the researcher focuses the analysis about Covid-19 Youtube video contents on illocutionary acts used theory from Searle (1976) and felicity condition by Austin (1977).

Verbal command with 1 question ability. Commissive in one talk with one speech feature that shows commitment. Rich expressive with one utterance and one language function like praise. The last type is a declaration which has one language function like declaration. Then there are 23 utterances consisting of direct speech acts with three prepositional characteristics: propositional, imperative, and question functions, and 15 utterances that use indirect speech acts with one propositional feature.

This research was conducted based on world trends regarding the COVID-19 pandemic. Born from the need for the importance of understanding the prevention of COVID-19, this research is expected to enrich people's knowledge in the linguistic realm, especially illocutionary speech acts in campaign videos. This research is also expected to be able to fill the gaps in linguistic studies regarding the meaning of COVID-19 prevention, especially mass socialization that is implemented in digital media such as, YouTube. This research is expected to provide an example of more various analysis than previous research on speech acts

which are mostly applied in advertising objects. Therefore, the researcher wishes to conduct research entitled Analysis of Illocutionary Speech Acts in Selected Youtube Content About Prevention of COVID-19.

B. Research Questions

On the basis of the research background mentioned earlier, the researcher proposes the following research problems:

1. What types of illocutionary speech acts are used by speakers in the COVID-19 Prevention YouTube content?
2. How are each illocutionary speech acts used by speakers in the COVID-19 Prevention YouTube content?

C. Significance of the Study

Theoretically, the researcher is expected this study to enrich the knowledge about speech acts theory applied in video campaigns, especially on digital online media such as, youtube. Practically, this study is hoped to give the researcher a chance to apply linguistics knowledge, especially in speech acts analysis. For the reader, this research is hoped to give new insights into interpreting meaning in youtube video content using speech acts theory. In addition, this study can also be used as a reference for research related to the analysis of video campaigns.

D. Scope and Limitation

The scope of this research is the analysis of video campaigns on pragmatic fields. In more detail, this research is in the smallest area, namely analysis of speech acts specified again in illocutionary speech acts. The researcher focuses on the analysis of types of speech acts and their functions in youtube video content about Covid-19 prevention campaigns. The researcher only limit this research to the form of words, phrases, or sentences from the data transcribed in the Covid-19 prevention campaign videos selected by the researcher.

To limit the object for this research, the object is narrowed on eleven selected COVID-19 socialization content on youtube. The six selected contents are originated from Indonesian, while the six remaining contents are originated from English. The first Indonesian content was uploaded by KEMENDIKBUD RI (Ministry of Education and Culture Republic of Indonesia) on March, 10 2020 under the title *Maksimalkan Perilaku Hidup Bersih dan Sehat, Cegah Penyebaran Virus Corona* (Maximize Clean and Healthy Life Behavior, Prevent the Spread of Coronavirus). The second was uploaded by Direktorat Promkes dan PM Kemenkes RI (Directorate of Health Promotion and PM of the Ministry of Health of the Republic of Indonesia) on November, 17 2020 under the title *Iklan Layanan Masyarakat Adaptasi Kebiasaan Baru Cegah COVID-19 di Kendaraan Umum* (Public Service Advertisement Adapting New Habits to Prevent COVID-19 on Public Vehicles).

The third was uploaded by Kementrian Kesehatan RI (Indonesian Health Ministry) on April, 2 2020 under the title Isolasi Mandiri COVID-19 #dirumahaja (COVID-19 Self-Isolation #athome). The fourth was uploaded by CNN Indonesia on April 6, 2020 under the title Pencegahan COVID-19 (Covid-19 prevention). The fifth was uploaded by UNEJ Official on June, 25 2020 under the title Video Edukasi Protokol COVID-19 Universitas Jember (University of Jember COVID-19 Protocol Education Video). The sixth was uploaded by Alodokter on March, 15 2020 under the title Pendampingan Dokter Pribadi Gratis Untuk Pasien COVID-19 #KamuTidakSendiri Iklan Layanan Masyarakat (Free Private Physician Assistance For COVID-19 Patients #You're Not Alone Public Service Advertisement).

The first English content was uploaded by CVS Health on December 18, 2020 under the title As COVID-19 Vaccine Arrives, CVS Health is Ready. The second content was uploaded by Pfizer on January 5, 2021 under the title Science Will Win. The third content was uploaded by the World Health Organization (WHO) on April 28, 2020 under the title Preventing COVID-19 in Your Workplace or while Teleworking. The fourth content was uploaded by CenturaHealth on March 14, 2021 under the title We've Got a Shot – the COVID-19 Vaccine. The fifth content was uploaded by Alliance for Aging Research on September 29, 2020 under the title Our Best Shot – Vaccine PSA. The analysis will cover all the utterances that appear in the video.

E. Definition Key Terms

For a better understanding of this research there are some guidelines of key terms will be given as follows:

Speech Acts: An action that is performed through language (Yule, 1996, p. 47).

Illocutionary Speech Acts: Actions performed through the communicative power of an utterance (Yule, 1996, p. 48).

COVID-19: An official name of a virus that causes infectious disease in 2019.

Youtube Content: Valuable information that is shared through social media Youtube.

CHAPTER II

REVIEW ON RELATED LITERATURE

This section provides an overview of the theory that can be used to conduct the research and its relationship. The researcher describes the theory of speech under three sub-chapters of definition, kinds, and types.

A. Pragmatics

Pragmatics is a linguistics part that deals with or talks about meaning. Pragmatics deals with a lot of aspects such as in meaning which hinge on or arise from the use of words and sentences. Semantics refers to the relationship between linguistic form and meaning (Kroeger, 2018). The pragmatic meaning is defined in relation to the speaker or user of the language, while the semantic meaning is defined only as the expressive nature of a certain language in a certain context, an abstraction of the listener or speaker, Leech (1983 p.6).

Pragmatics according to which is defined by Yule (1996 p.3) is simply the study of the meaning of the speaker. In this case, we learn more about the meaning uttered by the speaker and interpreted by the listener or similarly from the writer and interpreted by the reader. In conclusion, this is more towards analyzing or translating broadly the meaning of someone's speech or writing in speech and not the actual meaning but more than that.

Parker and Riley (1994, p.11) state that the study of pragmatics concerns the way language is used to communicate in a contextual context. Analysis

involves interpreting what people mean in a given context and how that context affects what they say. In this way, this approach can reliably explore how listeners can infer from what is being said to infer the speaker's intended interpretation of meaning. In short, the study of pragmatics helps examine how much of what is not said is considered part of what is communicated, Yule (1996, p.3).

B. Speech Act

1. Definition

Speech act is a term that was first pioneered by John Austin. This term was later used by the British philosopher. The term originated in a 1955 lecture which was later published as a book entitled *How to Do Things with Words* in 1962. The book is then known as John Austin's pioneering work on how speech can be used to perform an action. That is, he was the first to show that in saying a sentence, we can do something as well as say something, Parker and Riley (1994, p.14).

To express oneself, Yule (1996, p.47) says and asserts that a person performs actions through their utterances and does not just utter utterances that have grammatical structures and ordinary words with no other meaning. Speech acts are the nicknames for actions performed through speech. In communication, more specific speech acts are usually given an identification mark on the speech. For example, apologies, complaints, compliments, invitations, promises, requests for orders, and so on.

Describing different types of speech acts, these terms describe the speaker's communicative intent in producing the utterance. Speakers usually expect their communicative intentions to be recognized by their listeners. Both the speaker and the listener are usually helped by the context of the speech. These situations are called audio events. The nature of speech events often determines the interpretation of speech as a performance of certain speech acts. News broadcasts, public speaking, class lectures, religious sermons, and conversations are used by ordinary people to have a specific purpose, identify social relationships between interlocutors, and discuss one or more topics. Considered an interactive speech event, Finegan (2004, p.292).

One of the considerations is an example of British Prime Minister Boris Johnson's speech on 20 March 2020, broadcast by the BBC on the youtube platform [youtube.com/watch?v=vJycNmK7KPk](https://www.youtube.com/watch?v=vJycNmK7KPk). The duration of the speech is only 6 minutes 36 seconds, and the duration is 1 minute 56 seconds to 1 minute 58 seconds. The Prime Minister declared, "You must stay at home." During the speech, the Prime Minister applied the use of speech acts to the statements previously mentioned. The statement implies an order to viewers of the BBC's youtube channel to stay at home.

2. Kinds of Speech Act

According to Austin, there are three types of speech acts, namely: locutionary acts, illocutionary acts, and perlocutionary acts, Leech (1983, p.199).

a) Locutionary Act

The locutionary act can briefly define: the act of saying something, Leech (1983, p.199). The act of doing something is a sentence from a spoken language which is a picture or description of a word uttered by the speaker, Parker and Riley (1994, p.14). Locutionary acts can be seen from a sentence that has a grammatical or grammatical arrangement and meaning in terms of linguistics, Finegan (2004 p.284). Yule (1996, p.48) added that Locutionary act is the rudimentary act of utterance or producing an eloquent linguistic expression which is just a well-performed utterance through no purpose.

Consider the example: “Can you close the door?” which is classified as an interrogative sentence, the locution for those sentences is about two answers between yes or no question through the recipient’s aptitude to close a certain door. For example, the bond will need the answer like yes or no, Finegan (2004, p.284). This particular example gives a clear explication that a locutionary act is only concerned with a meaningful utterance that the speaker produces without considering the intended meaning that the speaker may deliver through the utterance.

b) Illocutionary Act

In simple terms, illocutionary acts are defined as saying something, accompanied by taking action, Leech (1983, p.199). The speaker does this in a speech and the sentence he pronounces. Illocutionary acts include actions such as stating, asking, questioning, promising, apologizing and pointing. By performing illocutionary acts, speakers have a specific purpose in making an utterance and what they want to achieve, Finegan (2004 p.284). Yule (1996, p.48) gives a statement that the communicativeness of an utterance is carried out in an illocutionary act.

Consider the example from the declarative sentence "this day is absurdly hot". Let's use a simple example when the speaker (illocutionary) asks to turn on the air conditioner to his friend or the other person (illocutionary). This or this convention will make the recipient understand and recognize the speaker's statement structurally as a request, namely a request to do an action yes or no, Finegan (2004, p.284). This particular example provides a clear explanation that illocutionary acts are related to the speaker's intent and purpose by considering the speech events that occur when the speaker produces the utterance. In the previous example, we may assume that the speech event may be caused by the speaker's experience with the hot weather that occurred on that day.

c) **Perlocutionary Act**

The perlocutionary act can briefly be defined as performing the action but in the terms of producing a word, Leech (1983, p199). This is the consequence of the act on the listener, Finegan (2004, p.284). Yule (1996, p.8) gives additional explanation regarding this that we do not only produce function sign utterances and any purpose, not only that but also give other meanings that produce another epheisian. By performing a perlocutionary act, the hearer will be affected to perform something that refers to the utterer's word.

Consider the example from the declarative sentence, "A cup of coffee surely helps to boost the mood." At the right speech event, such as an early conversation in the morning, the perlocution is to suggest the addressee drink a coffee; as such, The convention will allow recipients to identify mechanical statements as suggestions for making and drinking coffee.

3. **Types of Speech Act**

In some contexts of discussion, the illocutionary act itself can also be referred to as a speech act, Finegan (2004 p.284). John Searle (1976) is a well-known philosopher, he was a previous student of Austin. It shows that there are several, if not many, illocutionary acts. He stated in his article entitled A Classification of Illocutionary Acts: that if illocutionary acts are divided into several parts based on different psychological states, they will

also have different meanings, Searle (1976, p.4). In that case, he provides a classification of illocutionary speech act as follows:

a) Representative

The representation relates the utterer to what happened, to the fact of what was said. Representative classes can be evaluated using evaluation dimensions that include true and false, Searle (1976, p.10). If the representative is used, the speaker makes words according to the world (beliefs). Statements of fact, conclusions, and explanations all cover how an utterer presents the things that they accept as true, Yule (1996, p.53). For example, when the speaker says, “the moon shines beautifully tonight,” the speaker is trying to make the hearer believe what he thinks by making those statements.

b) Directive

Directive embodies endeavors by the utterer to the hearer to doing certain things. It can be delicate attempts as an invitation to do something or a suggestion to do something, or rather it can be very fierce attempts as a compulsion to do something, Searle (1976, p.11). In using a directive, the speaker attempts to make the world fit the words. Briefly, it expresses what the speaker wants, Yule (1996, p.54). The verbs that denote members of this class ask, order, command, request, beg, plead, pray, entreat, and also invite, permit, and advise. For example, when the speaker says, “Do not enter that room,” the

speaker is trying to make the hearer do something for the speaker by making those statements.

c) Commissives

Commissives class is the type of speech act that represents a future course of action from the speaker. They express the speaker's intended action of the speaker. In using a commissive, the speaker attempts to make the world fit the world with sincerity condition, Searle (1976, p.11). The paradigmatic cases for this class include offers, pledges, promises, refusals, and threats. For example, when the speaker says, "I'll be there," the speaker is trying to perform a future course of action for the hearer by making those statements.

d) Expressive

Expressive class is the type of speech act that represents the psychological state of the speaker. In using expressive class, the speaker is neither trying to get the world to match the words nor the words to match the world, Searle (1976, p.12). Statements of pleasure, pain, likes, dislikes, joy, or sorrow can be caused by something the speaker does, or the hearer does, but they are about the speaker's experience. For example, when the speaker says, "This is so hurtful", the speaker is trying to make the listener know what the speaker feels by making those statements.

e) Declaration

Expressive class is the type of speech act that represents the actual course of action. In the using-declaration class, the speaker is actually changing the world through the words. In order to perform a declaration, the speaker has to have a special institutional role in a specific context, Yule (1996, p.53). For example, if the manager says, “You are fired” the manager is trying to change the actual world of the hearer by making those statements.

C. The Way of Performing Speech Act

The purpose of communication in speech act theory can be categorized into at least four. direct speech acts, indirect speech acts, literal speech acts, and nonliteral speech acts. Combining the four speech acts reveals four more speech acts. They are direct literal, direct non-literal, indirect literal, and direct non-literal (Wijana, 2009).

1. Direct Speech Act

Direct speech acts are situations where the sentences used to pronounce the utterance have a direct relationship between structure and function, Yule (1996, p.5). Formally, sentences are divided into declarative, interrogative, and imperative sentences according to mood. Traditional declarative clauses are used to give news or something (information), interrogative clauses are used to ask something, and imperative clauses are used to explain, invite or request, Zares et al (2013, p.294). Consider the example; the speaker says, “I already have a boyfriend.” The sentence in the

given utterance expressing information that the speaker already has a boyfriend is direct speech because declarative sentences express something.

2. Indirect Speech Act

The indirect speech act is a condition where the sentence that is used to speak an utterance has an indirect relationship between a structure and a function, Yule (1996, p.55). The mode of the sentence is the same as the direct speech act (i.e; declarative, interrogative, imperative). The difference occurs in the function of the sentence. The declarative sentence that is used to make a request is included as indirect speech. Thus, Yule (1996, p. 56) stated that indirect speech is associated with making greater politeness than direct speech. Consider the example; the speaker says, “It is so windy outside.” The sentence in the given utterance serves not only to express information but can also be used to imply the hearer to close the window because the weather is so windy outside.

3. Literal Speech Act

The literal speech act is a speech act that has the same meaning as the words contained in that sentence (Zares et al., 2013, p.294). A literal speech act occurs when the sentence that is used to propose an utterance has a similar meaning to the utterance that is produced. Consider the example; the speaker says, “You are looking so beautiful with that dress.” The sentence in the given utterance is expressed only to show admiration to the hearer’s appearance without any other intended meaning.

4. Non-literal Speech Act

The non-literal speech act is a speech act that has a different meaning or opposite to the meaning of the words from that sentence. Non-literal speech acts are often used when literal interpretation is either impossible, absurd, or inappropriate within the circumstances of the speaker's utterance. Consider the example; the speaker says, "How if you smoke twice as usual?". The sentence in the given utterance serves not only to express a question but can also use to satirize the hearer about his or her smoking habit.

5. Direct Literal Speech Act

The direct literal speech act is a speech act expressed by speech mode that suits the purpose of the speech. In addition, the words that are composed are appropriate to the purpose of the speakers, Zares et al (2013, p.294). Briefly, it is a speech act that expresses the sentence's meaning literally and functions directly. This includes statement expressed in declarative sentence, question expressed in interrogative, command, and request expressed imperative (Handayani, 2015). Consider the example; the speaker says, "She is so diligent." The sentence in the given utterance serves the function as a direct, declarative statement and the meaning of a praising statement.

6. Direct Non-Literal Speech Act

The direct non-literal speech act is a speech act expressed by speech mode that suits the function of the speech in addition that the sentence

composed are not appropriate to the purpose or meaning of the speakers, Zares et al (2013, p.294). Thus, the speaker does not mean as the sentence means. Consider the example; the speaker says, “This dog is tame.” The sentence in the given utterance serves the function of a direct statement and the meaning of inviting the hearer.

7. Indirect Literal Speech Act

The indirect literal speech act is a speech act expressed by speech mode that does not suit the function of speech. In addition, the sentence composed is appropriate to the purpose of the speakers, Zares et al (2013, p.295). Consider the example; of the father who speaks to his son, “Dad’s car is dirty.” That speech consists of not only information but also the purpose of the imperative, which is expressed indirectly through declarative sentences. In addition, the meaning of the composing words has the same purpose as the speaker.

8. Indirect Non-Literal Speech Act

The indirect non-literal speech act is a speech act that is expressed by speech mode and the sentence meaning which is not suitable for the purpose of the speaker, Zares et al (2013, p.295). Consider the example; of the mother who speaks to her child, “Your clothes are definitely so clean.” The meaning of the sentence above is to order a child to clean up his clothes. In addition, the meaning of the composing words is different from the utterance meaning.

D. Felicity Condition

In order to perform a speech act, one important feature that must be considered is the validity of that speech act. The use of speech act can be either valid or invalid depending on the expected or appropriate circumstances to perform it. Yule (1996, p.50) stated that the technical term for this condition is felicity condition. The performance of a speech act can be regarded as intended if it has met the criteria for its felicity condition. Otherwise, the performance will be recognized as infelicitous or inappropriate.

In regard to the felicity condition, Austin (2002) states that the happy state is contextual and the role of participants must be recognized by all parties. Actions must be carried out to the maximum and people must have the right intentions. Furthermore, Searle in Cutting (2002 p.18) states that a happy state is a general state of all speech acts, in which the listener must hear and understand the spoken word, and the speaker cannot pretend or act. The rule of explanation and instruction is that the speaker must believe that an action is possible. They act in the best interests of their listeners. They really want to do it, and their words count as actions.

Furthermore, felicity conditions are categorized into four types based on Searle's expanded understanding about felicity conditions.

1. Preparatory Conditions.

Preparatory conditions are prerequisites that exist in a speech, including the speaker's beliefs about the abilities and state of mind of the listener. For example, an apology should make the speaker believe that something harmful has been done to the listener.

2. Sincerity Conditions.

Sincerity conditions are related to the state of mind of the speaker. For example, a valid apology requires the speaker to feel sorry for their actions.

3. Essential Condition.

The essential condition requires the speech to be recognized as an example of the speech act in question. For example, a valid apology requires that the utterance be recognized as an apology: if the speaker tries to apologize for something that was said aloud, if the listener doesn't understand the utterance the way they feel, that's a precondition of breaking excuse me. Such failure is indicated by the response "Are you trying to apologize?"

4. Propositional Content Conditions.

The propositional content condition refers to the predictive state in an utterance. For example, a valid apology should be based on the speaker's past behavior.

E. Youtube and Speech Act

The Youtube video site is one of the variants of social networking sites that are developing in the convergence of digital communication media. YouTube is ranked first as a video-sharing site because of its ability to attract the attention of a wide arrange of communities. It is well known for its self-broadcast, where it serves as a video-sharing site that provides various audio-visual information. For personal use, Youtube is very profitable for gaining viewers and, at the same time, turning

self-representation into a profitable personal brand (Maguire, 2015). For institutional use, Youtube can be used as a medium to share all kinds of important information. Information that is considered important can be easily distributed to the public, especially because of the rapid development of social media (Longhurst, 2009).

The use of Youtube is particularly concerned with medical and government institutions during this pandemic period. The institution may strive to share important information related to the pandemic with the public. The speech strategy used by the institution must be calculated properly to facilitate communication between the institution and the audience. But effective communication leads to greater understanding and orientation (Sari, 2016). In such critical times, the process of sharing information is not only limited for sharing but also giving direction about the procedures on what to do and what not to do.

To gain many viewers, the use of speech acts is inevitable due to its use to propose action by speaking. This means that the speaker is obliged to produce speech that is both interesting and understandable to his or her interlocutor (Ibrahim & Qura, 2021). To do so, the Youtube content may employ positive politeness with the goal of important unveiling information, giving direction, and promising something about medical breakthrough or consultation.

CHAPTER III

RESEARCH METHOD

This chapter discusses the methods used to conduct the research. First, the researcher presented the research design, secondly the data and data sources, thirdly data collection, and fourthly, data analysis.

A. Research Design

The method conducted in this research is the descriptive qualitative method. Qualitative research is a type of research that produces findings that cannot be achieved using statistical procedures or other quantitative means, Mujahaidin (2019, p. 11). Qualitative research methods fall under the umbrella of an interpretive or phenomenological paradigm that uses the social science thinking tradition, particularly sociology and anthropology, Rahardjo (2017, p.2). Qualitative research involves the study of using and collecting a variety of empirical materials, case studies, personal experiences, introspective, life histories, interviews, observations, historical, interactional, and visual texts that describe routine and time problems and the meaning of individual life, Pradoko (2017, p.1). The focus of the research that employs the qualitative method is the accurate description of the fact, data, or material object in the form of words or discourse through appropriate and systematic interpretation (Wibowo, 2011).

B. Data and Data Source

The data in this research are analyzed in the forms of utterances that contain the phenomena of illocutionary acts found in directed data

sources. The data source for this research takes from twelve selected COVID-19 content on youtube. The six selected contents originated from Indonesian, while the six remaining contents originated from English. First, one minute video uploaded by KEMENDIKBUD RI on March 10, 2020 under the title *Maksimalkan Perilaku Hidup Bersih dan Sehat, Cegah Penyebaran Virus Corona*. Second, a video of one minute and three second which uploaded by Direktorat Promkes dan PM Kemenkes RI on November, 17 2020 under the title *Iklan Layanan Masyarakat Adaptasi Kebiasaan Baru Cegah COVID-19 di Kendaraan Umum*.

Third, a video of two minute and forty-one second which uploaded by Kementrian Kesehatan RI on April, 2 2020 under the title *Isolasi Mandiri COVID-19 #dirumahaja*. Fourth, a video of two minute and five second that uploaded by CNN Indonesia on April, 6 2020 under the title *Pencegahan COVID-19*. Fifth, a video of two minute and sixteen second that uploaded by UNEJ Official on June, 25 2020 under the title *Video Edukasi Protokol COVID-19 Universitas Jember*. Sixth, video of forty-three second which uploaded by Alodokter on March, 15 2020 under the title *Pendampingan Dokter Pribadi Gratis Untuk Pasien COVID-19 #Kamu Tidak Sendiri Iklan Layanan Masyarakat*.

For the next is six selected videos of English content. First, is a video of one minute and twenty-six seconds which uploaded by CVS Health on December, 18 2020 under the title *As COVID-19 Vaccine Arrive, CVS Health is Ready*. Second, content is one minute and ten second video uploaded by Pfizer on January 5, 2021 under the title *Science Will Win*. Third, two minute and twenty-eight second video uploaded by the World Health Organization (WHO) on April 28, 2020 under the

title *COVID-19 and Preventing COVID-19 in Your Workplace or while Teleworking*. Fourth, also the same video of two minute and twenty-eight second video uploaded by the World Health Organization (WHO) on April 28, 2020 under the title *COVID-19 and Preventing COVID-19 in Your Workplace or while Teleworking*. Fifth, thirty second video uploaded by CenturaHealth on March, 14 2021 under the title *We've Got a Shot – the COVID-19 Vaccine*. Sixth, one minute video uploaded by Alliance for Aging Research on September 29, 2020 under the title *Our Best Shot – Vaccine PSA*. The analysis will cover all the utterances that appear in the video.

C. Data Collection

Data collection is initially performed by searching the video that qualifies to be the object of the research. The qualification will follow the aspect of how innovative the video content conveys delicate COVID-19 education and information. Based on that qualification, the researcher determined twelve selected COVID-19 videos taken from the youtube platform. The selected video includes six videos carried out in English and six videos carried out in Indonesia.

After qualifying and determining the object, the writer will watch twelve selected COVID-19 content on youtube to comprehend the required data for research. The data required for this research are utterances that contain the phenomena of illocutionary acts. Therefore, the step of watching and comprehending the data is conducted simultaneously with annotating the data of utterances that contain the phenomena of illocutionary acts.

D. Data Analysis

Data analysis includes the following steps: first, the data obtained is identified based on the type and function of the illocutionary speech act. Second, the data that has been recorded from illocutionary acts will be sorted according to function. Third, the data will be interpreted to understand the underlying situation for a descriptive elaboration in the findings section. Finally, the researcher draws collaboration from the existing findings.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter describes the analysis to fulfill the research problems. The analysis includes identifying and explaining the implementation of COVID-19 prevention through the use of illocutionary speech acts in selected youtube content. This chapter is divided into findings and discussion.

A. Findings

In this part of the research, the researcher presents illocutionary speech acts of COVID-19 prevention in both Indonesia and International youtube content. This part of the research also describes the type of illocutionary speech act along with the way it was performed and its felicity condition.

1. Illocutionary Act of COVID-19 Prevention in Indonesia Youtube Content

In the following elaboration, the researcher presents an illocutionary speech act of COVID-19 prevention in Indonesia youtube content. The elaboration includes describing the type of illocutionary speech act along with the way it was performed and its felicity condition.

Datum 1**KEMENDIKBUD RI, March, 10 2020 - (00:01:00)*****“Maksimalkan Perilaku Hidup Bersih dan Sehat, Cegah Penyebaran Virus Corona”***

(Maximize Clean and Healthy Life Behavior, Prevent the Spread of Coronavirus)

(1.1) : *Perilaku hidup bersih dan sehat merupakan cara paling efektif untuk mencegah penularan virus Corona*

(Clean and healthy living behavior is the most effective way to prevent the transmission of the Coronavirus)

(1.2) : *Mari mencuci tangan menggunakan sabun selama enam puluh detik dengan air mengalir*

(Let's wash our hands with soap for sixty seconds with running water)

(1.3) : *Tingkatkan daya tahan tubuh dengan istirahat cukup dan rajin berolahraga*

(Boost your immune system by getting enough rest and exercising regularly)

(1.4) : *Konsumsi makanan bergizi seimbang dan dimasak sempurna dan minum air putih delapan gelas per hari*

(Eat balanced and perfectly cooked nutritious food and drink eight glasses of water per day)

(1.5) : *Gunakanlah masker atau tutup mulut dengan lengan jika batuk atau bersin*

(Wear a mask or cover your mouth with your arm when you cough or sneeze)

(1.6) : *Jika ada gejala seperti demam dan sesak nafas segera kunjungi pelayanan kesehatan terdekat*

(If there are symptoms such as fever and shortness of breath, immediately visit the nearest health service)

(1.7) : *Mari kita maksimalkan upaya pencegahan virus Corona dengan menerapkan perilaku hidup bersih dan sehat*

(Let's maximize efforts to prevent the Corona virus by implementing clean and healthy living behavior)

In **(1.1)**, the speakers inform to the interlocutor about the way to prevent the spread of the Coronavirus. The objective of the speaker's utterance is to inform the interlocutor by the clause "*is the most effective way*" According to Searle (1976), the speaker's utterance can be classified as representative illocutionary speech act because the speaker's utterance can be possibly characterized as a truth that aimed to inform the interlocutor.

In **(1.1)**, the speaker's utterance is intended to share information to the interlocutor through declarative sentences. However, depending on the condition of the current situation where the world is struggling to control Covid-19 infection, the speaker's utterance might imply another intention. Basically, a declarative utterance in **(1.1)**, stated by a public figure (minister of education, Nadiem Makarim), can highly

imply a suggestion to the interlocutor. In this case, if the sentence's structure that is used to speak an utterance has an indirect relationship with its function, it is classified as an indirect speech act. In addition, the word that composed the sentence had no hidden meaning that needed to be interpreted. In this case, if the word that composed the sentence is appropriate to the intended meaning, it is classified as a literal speech act. In conclusion, the utterance from (1.1) is classified as **indirect literal speech act** because it contains not only information but also an imperative purpose, which is expressed indirectly through declarative sentences (Yule, 1996, p. 56).

In (1.2)-(1.7), the speaker denotes a meaning of directing, instructing, suggesting, and inviting the interlocutor. In order to carry out his intention, the speaker uses words such as "*Let's*," "*Boost*," "*Eat*," "*Wear*," and "*visit*." According to Searle (1976), the speaker's utterance can be classified as directive illocutionary speech because the speaker wants the interlocutor to follow the speaker's direction, instruction, suggestion, and invitation.

In (1.2)-(1.7), the speaker's utterance is intended to give a command to the interlocutor through imperative sentences. The imperative sentences that are used by the speaker are marked by a performative verb such as "*Let's*," "*Boost*," "*Eat*," "*Wear*," and "*visit*." All the mentioned performative verbs are used to make a command in a polite way. Instead of bold order, the speaker tries to

make an invitation, suggestion, and direction with all mentioned performative verbs. Ultimately, the sentences from the speaker's utterance in (1.2)-(1.7) have an immediate relationship with the function of giving a command. In this case, if the sentence's structure that is used to speak an utterance has an immediate relationship with its function, it is classified as a direct speech act. In addition, the word that composed the sentence had no hidden meaning that needed to be interpreted. In conclusion, according to Zares et al. (2013) the utterance from (1.2)-(1.7) is classified as **direct literal speech act** because the word that composed the sentence is appropriate to the intended meaning.

In (1.1), the speaker's utterance is intended to share information so that the hearer may recognize the speaker's utterance as information. Sharing and receiving information is essential for the speaker to pass the information to the hearer. According to Austin (1977), the utterance in (1.1) contains the felicity condition of the essential condition. Subsequently, by following the existing belief about the hearer's capabilities to comprehend the information in (1.1), the speaker can give direction, just as shown (1.2)-(1.7). Therefore, the utterance in (1.2)-(1.7) contains the felicity condition of the preparatory condition.

Datum 2

Direktorat Promkes dan PM Kemenkes RI, November, 17 2020 -

(00:01:04)

“Iklan Layanan Masyarakat Adaptasi Kebiasaan Baru Cegah COVID-19 di Kendaraan Umum”

(Public Service Advertisement Adapting New Habits to Prevent COVID-19 on Public Vehicles)

(2.1) : *Dulu aku dan adikku selalu diantar ayah naik kendaraan umum ke sekolah.*

(My father and I used to take public transportation to school.)

(2.2) : *Kita harus menjaga jarak dengan orang lain supaya mengurangi resiko terkena virus dan penyakit menular lainnya.*

(We must keep our distance from other people in order to reduce the risk of contracting viruses and other infectious diseases.)

(2.3) : *Kita harus selalu pakai alat pelindung diri seperti masker dan bisa ditambah dan bisa ditambahkan pelindung wajah.*

(We must always wear personal protective equipment such as masks and face shields.)

(2.4) : *Sesekali ayah mengajak kami naik kereta.*

(Every now and then my father took us on the train.)

(2.5) : *Jangan lupa mentaati protocol kesehatan yang berlaku sekarang.*

(Don't forget to obey the current health protocol.)

In (2.1) & (2.4), the speaker proposes information for the interlocutor. The information is conveyed by telling the interlocutor about the speaker's past experiences. In accordance with Searle (1976), the speaker's utterance is definitely classified as a representative illocutionary speech act because the speaker tells the truth that is proposed to inform the interlocutor.

In (2.1) & (2.4), the speaker's utterance is intended to convey information to the interlocutor through declarative sentences that tell the speaker's experience. From the way speaker tells his experience, the speaker has no intended meaning other than sharing his story. The sentences from the speaker's utterance are also in the form of correct declarative sentences that serve to make a statement. In this case, if the sentence's structure that is used to speak an utterance has an immediate relationship with its function, it is classified as a direct speech act. In addition, the word that composed the sentence had no hidden meaning that needed to be interpreted. In conclusion, the utterance from (2.1) & (2.4), is classified as **direct literal speech act** because the word that composed the sentence is appropriate to the intended meaning (Zares et al., 2013).

In (2.2), (2.3) & (2.5), the speaker utters an utterance intended to instruct and remind. The speaker uses the clause "*We must*" and "*Don't forget*" to express his intention to instruct and remind the

interlocutor. In this case, the speaker's utterance can be classified as directive illocutionary speech in accordance with Searle (1976) because the speaker wants the interlocutor to follow the speaker's instructions and reminders.

In (2.2), (2.3), & (2.5), the speaker's utterance is intended to give a command to the interlocutor through imperative sentences. A clause such as "*We must keep our distance*" and "*We must always wear personal protective equipment*" is boldly meant as an obligation for the interlocutor. In addition, a clause such as "*Don't forget*" mean to remind the interlocutor. In this case, obligation and reminding are classified as polite ways to give a command. Therefore, the imperative sentences from the speaker's utterance have an immediate relationship with their function in giving a command. In this case, if the sentence's structure that is used to speak an utterance has an immediate relationship with its function, it is classified as a direct speech act. In addition, the word that composed the sentence had no hidden meaning that needed to be interpreted. In conclusion, the utterance from (2.2), (2.3), & (2.5) is classified as **direct literal speech act** because the word that composed the sentence is appropriate to the intended meaning (Zares et al., 2013).

In (2.1) & (2.4), the speaker's utterance is intended to share information so that the hearer may recognize the speaker's utterance as information. Sharing and receiving information is essential for the speaker to pass the information to the hearer. Therefore, according to

Austin (1977) the utterance in (2.1) & (2.4) contains the felicity condition of essential condition. Subsequently, by following the existing belief about the hearer's capabilities to comprehend (Austin, 1977) the information in (2.1) & (2.4), the speaker can give direction, just as shown in (2.2), (2.3), & (2.5). Therefore, the utterance in (2.2), (2.3), & (2.5) contains the felicity condition of the preparatory condition.

Datum 3

Kementerian Kesehatan RI, April, 2 2020 - (00:02:40)

(COVID-19 self-isolation #at home)

(3.1) : *WHO menetapkan Covid-19 sebagai pandemi dan menyebar luas hingga ke Indonesia.*

(WHO has declared Covid-19 as a pandemic and has spread widely to Indonesia.)

(3.2) : *Wabah Corona bisa kita kendalikan salah satunya dengan cara melakukan isolasi mandiri di rumah.*

(One of the ways we can control the Corona outbreak is by doing self-isolation at home.)

(3.3) : *Tidak semua orang yang terinfeksi Corona terutama bagi yang tidak bergejala maupun yang bergejala ringan harus dirawat di rumah sakit.*

(Not everyone who is infected with Corona, especially those who are asymptomatic or with mild symptoms, have to be hospitalized.)

(3.4) : *Gunakan selalu masker dan ganti setiap hari serta buang bekasnya di tempat sampah tertutup.*

(Always use a mask and replace it every day and dispose of the used in a closed trash can.)

(3.5) : *Lakukan pengukuran suhu harian dan pantau gejala klinis jika memberat.*

(Take daily temperature measurements and monitor clinical symptoms if severe.)

(3.6) : *Hindari pemakaian bersama peralatan makan, minum, dan mandi.*

(Avoid sharing with eating, drinking and bathing utensils.)

(3.7) : *Jagalah kebersihan lingkungan rumah secara menyeluruh kalau perlu semprotkan desinfektan secukupnya.*

(Keep the house environment clean thoroughly if necessary, and spray enough disinfectant.)

(3.8) : *Hubungi hotline 119 extension 9 atau kunjungi fasilitas kesehatan terdekat jika kondisi tubuh memburuk.*

(Call the hotline 119 extension 9 or visit the nearest health facility if your body condition worsens.)

In **(3.1)** – **(3.3)**, the speaker's utterance is served to share information about Covid-19. The speaker uses the clauses "WHO has

declared Covid-19 as a pandemic”, “*we can control the Corona outbreak,*” and “*Not everyone who is infected with Corona has to be hospitalized*” to pass the information to the interlocutor. In accordance with Searle (1976), the speaker’s utterance is classified as a **representative illocutionary speech act** because the speaker’s utterance can be possibly characterized as a truth shared with the interlocutor.

In (3.1), the speaker's utterance is intended to convey information to the interlocutor through declarative sentences that tell the recent declaration from WHO. The utterance produced by the speaker is purely to deliver information without any implicit intended meaning. The sentences from the speaker's utterance are also in the form of correct declarative sentences that serve to make a statement. In this case, if the sentence's structure that is used to speak an utterance has an immediate relationship with its function, it is classified as a direct speech act. In conclusion, the word that composed the sentence had no hidden meaning that needed to be interpreted (Zares et al., 2013) as in the utterance from (3.1) is classified as **direct literal speech act** because the word that composed the sentence is appropriate to the intended meaning.

In (3.2) & (3.3), the speaker's utterance is intended to share information with the interlocutor through declarative sentences. However, the speaker's utterance also contains implicit imperative

meaning. The implicit imperative meaning is contained in the clause "*by doing self-isolation at home.*" and "*Not everyone who is infected with Corona has to be hospitalized.*" While giving information about the Coronavirus treatment, the clause also implies the meaning of direction to direct the interlocutor about the proper handling of the Coronavirus. Briefly, the speaker's utterance in (3.2) & (3.3) is indeed in the form of declarative sentences, but it serves not only to make a statement but also to give a command. In accordance with Zares et al. (2013), if the sentence's structure that is used to speak an utterance has an indirect relationship with its function, it is classified as an indirect speech act. The word that composed the sentence with no hidden meaning that needed to be interpreted is classified as a literal speech act. Hence, the utterance from (3.2) & (3.3) is classified as **indirect literal speech act** because it contains not only information but also an imperative purpose, which is expressed indirectly through declarative sentences.

In (3.4) – (3.8), the speaker's utterance is proposed to make a direction for the interlocutor. The way the speaker expresses direction is clearly reflected by words such as "*use,*" "*Take,*" "*Avoid,*" "*Keep,*" and "*Call.*" In this case, the speaker's utterance can be classified as **directive illocutionary speech** because the speaker wants the interlocutor to follow the speaker's direction (Searle, 1976). In (3.4) – (3.8), the speaker's utterance was intended to give a command to the

interlocutor through imperative sentences. The speaker delivers polite commands through performative verbs such as “*use*,” “*Take*,” “*Avoid*,” “*Keep*,” and “*Call*.” All the mentioned performative verb is used to make a command in a polite way. Instead of bold order, the speaker intends to deliver his command through polite and structured instruction. Briefly, the speaker’s utterance in (3.4) – (3.8) is in the form of imperative sentences that serve to make polite commands. In this case, if the sentence’s structure that is used to speak an utterance has an immediate relationship with its function, it is classified as a direct speech act. In addition, the word that composed the sentence had no hidden meaning that needed to be interpreted. In conclusion, the utterance from (3.4) – (3.8) is classified as *a direct literal speech act* because the word that composed the sentence is appropriate to the intended meaning (Zares et al., 2013).

In (3.1) – (3.3), the speaker's utterance is intended to share information so, the hearer may recognize the speaker's utterance as information. Sharing and receiving information is essential for the speaker to pass the information to the hearer (Austin, 1977). Therefore, the utterance in (3.1) – (3.3) contain the felicity condition of essential condition. Subsequently, by following the existing belief about the hearer's capabilities to comprehend the information in (3.1) – (3.3), the speaker can give direction, just as shown in (3.4) – (3.8). Hence,

according to Austin (1977) the utterance in (3.4) – (3.8) contains the felicity condition of the preparatory condition.

Datum 4

CNN Indonesia, April, 6 2020 - (00:02:05)

Covid-19 prevention

(4.1) : *Virus Corona telah menyebabkan kasus infeksi di sebagian besar negara di dunia termasuk Indonesia.*

(Corona virus has caused infection cases in most countries in the world including Indonesia.)

(4.2) : *Hindari menyentuh mata, mulut, dan hidung yang merupakan pintu masuk virus ke tubuh kita.*

(Avoid touching your eyes, mouth and nose, which are the entrances for the virus to enter your body.)

(4.3) : *Jika batuk dan bersin tutuplah mulut dengan lengan bagian dalam atau tisu dan gunakan juga masker.*

(If you cough and sneeze, cover your mouth with your inner arm or tissue and wear a mask.)

(4.4) : *Hindari kerumunan atau kegiatan yang melibatkan banyak orang.*

(Avoid crowds or activities that involve a lot of people.)

(4.5) : *Lakukan kegiatan bekerja, belajar, dan beribadah dari rumah.*

(Do work, study, and worship activities at home.)

(4.6) : *Mari kita bersama-sama cegah penyebaran virus Corona dengan melakukan kegiatan di rumah saja nikmatilah waktu bersama keluarga.*

(Let's together prevent the spread of the Corona virus by doing activities at home just enjoy time with family.)

In **(4.1)**, the speakers deliver information to the interlocutor about the new world pandemic caused by the Coronavirus. The objective of the speaker's utterance is to inform the interlocutor by the clause "*telah menyebabkan kasus infeksi di sebagian besar negara di dunia*" (has caused infection cases in most countries in the world including Indonesia). In accordance with Searle (1976), the speaker's utterance can be classified as a representative illocutionary speech act because the speaker's utterance is a fact because it already happens. Therefore, the speaker's utterance is characterized as a truth that aims to inform the interlocutor.

In **(4.1)**, the speaker's utterance is intended to convey information to the interlocutor through declarative sentences that tell about the spread of the Coronavirus. The utterance produced by the speaker is purely to deliver information without any implicit intended meaning (Zares et al., 2013). The sentences from the speaker's utterance

are also in the form of correct declarative sentences that serve to make a statement. In this case, if the sentence's structure that is used to speak an utterance has an immediate relationship with its function, it is classified as direct speech act. In addition, the word that composed the sentence had no hidden meaning that needed to be interpreted. In conclusion, the utterance from (4.1) is classified as **direct literal speech act** because the words that make up the sentence are in accordance with the intended meaning.

In (4.2) – (4.6), the speaker denotes a meaning of instructing and inviting the interlocutor. In order to carry out his intention, the speaker uses a word such as "Avoid," "cover," "Do," and "Let's." According to Searle (1976), the speaker's utterance can be classified as directive illocutionary speech because the speaker wants the interlocutor to follow the speaker's instruction and invitation.

In (4.2) – (4.6), the speaker's utterance is intended to give a command to the interlocutor through imperative sentences. The speaker delivers polite commands through performative verbs such as "Avoid," "cover," "Do," and "Let's" to give proper instruction to prevent the infection of Coronavirus. In addition, the speaker also used the performative verb "Let's" to invite the interlocutor. All the mentioned performative verbs are used to make a command in a polite way. Instead of bold order, the speaker intended to deliver his command through polite, structured instruction and invitation. Briefly, the speaker's

utterance in (4.2) – (4.6) is in the form of imperative sentences that serve to make polite commands. In this case, if the sentence's structure that is used to speak an utterance has an immediate relationship with its function, it is classified as a direct speech act. Hence, the word that composed the sentence had no hidden meaning that needed to be interpreted (Zares et al., 2013) as in (4.2) – (4.6) is classified as **direct literal speech act** the words that make up the sentence are in accordance with the intended meaning.

According to Austin (1977), the speaker's utterance in (4.1) is intended to share information so that the hearer may recognize the speaker's utterance as information. Sharing and receiving information is essential for the speaker to pass the information to the hearer. Therefore, the utterance in (4.1) contains the felicity condition of the essential condition. Subsequently, by following the existing belief about the hearer's capabilities to comprehend the information in (4.1), the speaker can give direction, just as shown in (4.2) – (4.6). Therefore, the utterance in (4.2) – (4.6) contains the felicity condition of the preparatory condition.

Datum 5

UNEJ Official, June, 25 2020 - (00:02:16)

"Video Edukasi Protokol COVID-19 Universitas Jember"

(University of Jember COVID-19 Protocol Educational Video)

(5.1) : *Pandemi virus Corona atau Covid-19 masih menghantui berbagai negara daerah di dunia khususnya di Indonesia*

(The Corona virus pandemic or Covid-19 is still haunting various regional countries in the world, especially in Indonesia)

(5.2) : *Sejak kasus pertama di umumkan, lonjakan pasien positif terus terjadi dan kian meningkat*

(Since the first case was announced, the surge in positive patients has continued and is increasing)

(5.3) : *Saat ini berbagai ilmuan dari seluruh dunia sedang berlomba-lomba untuk mencari vaksin melawan virus Covid-19*

(Currently, various scientists from around the world are competing to find a vaccine against the Covid-19 virus)

(5.4) : *Sebelum itu terjadi kita harus melakukan tindakan preventif untuk mencegah penularan virus Covid-19*

(Before that happens, we must take preventive measures to prevent the transmission of the Covid-19 virus)

In **(5.1)-(5.3)**, the speakers propose information related to the new world pandemic caused by the Coronavirus. The significance of

the speaker's utterance is to inform the interlocutor by the clause "*The Coronavirus pandemic or Covid-19 is still haunting various regional countries in the world*", "*the surge in positive patients has continued and is increasing,*" and "*various scientists from around the world are competing to find a vaccine against the Covid-19 virus*". In this case, the speaker's utterance can be classified as **representative illocutionary speech act** because the speaker's utterance can be possibly characterized as a truth that aims to inform the interlocutor (Searle, 1976).

In (5.1)-(5.3), the speaker's utterance is intended to convey information to the interlocutor through declarative sentences that tell about the recent condition of the Covid-19 pandemic. The utterance produced by the speaker is purely to deliver information without any implicit intended meaning. The sentences from the speaker's utterance are also in the form of correct declarative sentences that serve to make a statement. According to Zares et al. (2013), if the sentence's structure that is used to speak an utterance has an immediate relationship with its function, it is classified as a direct speech act. In addition, the word that composed the sentence had no hidden meaning that needed to be interpreted. So, the utterance from (5.1)-(5.3), is classified as **direct literal speech act** because the word that composed the sentence is appropriate to the intended meaning.

In (5.4), the speaker wants to give the interlocutor advice. The speaker uses the clause “*Before that happens, we must take preventive measures*” to convey his intention to give advice to the interlocutor. In this case, the speaker’s utterance is classified as **directive illocutionary speech act** because the speaker wants the interlocutor to do the speaker’s advice (Searle, 1976). In (5.4), the speaker’s utterance was intended to give a command to the interlocutor through imperative sentences. The clause that marks the speaker’s intention to deliver polite command is contained in “*Before that happens, we must take preventive measures.*” The clause is directed to the interlocutor as a form of invitation. In this way, the speaker delivers his command through a polite structured invitation.

Briefly, the speaker’s utterance in (5.4) is in the form of an imperative sentence that serves to make polite commands. In this case, if the sentence’s structure that is used to speak an utterance has an immediate relationship with its function, it is classified as a direct speech act. In addition, the word that composed the sentence had no hidden meaning that needed to be interpreted. Hence, according to Zares et al. (2013) the utterance from (5.4) is classified as **direct literal speech act** because the word that composed the sentence is appropriate to the intended meaning.

In accordance with Austin (1977), the speaker's utterance in (5.1)-(5.3) is intended to share information so that the hearer may

recognize the speaker's utterance as information. Sharing and receiving information is essential for the speaker to pass the information to the hearer. Therefore, the utterance in (5.1)-(5.3) contain the felicity condition of essential condition. Subsequently, by following the existing belief about the hearer's capabilities to comprehend the information in (5.1)-(5.3), the speaker can give direction, just as shown in (5.4). Therefore, the utterance in (5.4) contains the felicity condition of the preparatory condition.

Datum 6

Alodokter, March, 15 2020 - (00:00:43)

***"Pendampingan Dokter Pribadi Gratis Untuk Pasien COVID-19
#KamuTidakSendiri Iklan Layanan Masyarakat"***

(Free Private Doctor Assistance for COVID-19 Patients
##YouAreNotAlone Public Service Advertisement)

(6. 1) : *Bukanlah hal yang mudah untuk menjalani perawatan Covid-19.*

(It is not an easy thing to undergo Covid-19 treatment.)

(6. 2) : *Harus menjalani isolasi seorang diri tidak ada yang menjenguk.*

(Have to undergo isolation alone with no one to visit.)

(6.3) : *Meski begitu perlu kita sadari bahwa Covid-19 bukanlah akhir segalanya.*

(Even so, we need to realize that Covid-19 is not the end.)

(6.4) : *Dengan penanganan yang cepat dan tepat Corona bisa diatasi*

(With fast and proper handling Corona can be overcome)

(6.5) : *Melalui program pendampingan dokter pribadi kami akan selalu ada kapanpun dan dimanapun untuk mendampingi dan memberikan bimbingan medis disetiap langkah pemulihanmu*

(Through our personal doctor assistance program, we will always be there whenever and wherever to accompany and provide medical guidance at every step of your recovery.)

(6.6) : *Ingat kamu tidak sendiri kami ada disini*

(Remember you are not alone we are here)

In **(6.1)**, **(6.3)**, **(6.4)**, the speakers propose information about the treatment for Covid-19 patients. From the clause “*It is not an easy thing,*” “*Covid-19 is not the end*”, and “*With fast and proper handling,*” the speaker’s utterance is directed to inform the interlocutor about the treatment to handle Covid-19 patients. In accordance with Searle (1976), the speaker’s utterance can be classified as **representative illocutionary speech act** because the speaker’s

utterance can be possibly characterized as a truth that aims to inform the interlocutor.

In (6.1) & (6.4), the speaker's utterance is intended to convey information to the interlocutor through declarative sentences that tell about the treatment for Covid-19. The utterance produced by the speaker is purely to deliver information without any implicit intended meaning. The sentences from the speaker's utterance are also in the form of correct declarative sentences that serve to make a statement. In this case, if the sentence's structure that is used to speak an utterance has an immediate relationship with its function, it is classified as a direct speech act. In addition, the word that composed the sentence had no hidden meaning that needed to be interpreted. In accordance with Zares et al. (2013), the utterance from (6.1) & (6.4) is classified as **direct literal speech act** because the word that composed the sentence is appropriate to the intended meaning.

In (6.3), the speaker's utterance was intended to share information with the interlocutor through declarative sentences. However, depending on the condition of the current situation where the world is struggling to control Covid-19 infection, the speaker's utterance might imply another intention. The clause from the speaker's utterance, "*Covid-19 is not the end*," can implicitly be interpreted as the speaker's way of making suggestions for the interlocutor to not give up on the condition of the Covid-19 pandemic. In this way, the speaker's

utterance can be classified as a polite command in the form of declarative sentences. In this case, if the sentence's structure that is used to speak an utterance has an indirect relationship with its function, it is classified as an indirect speech act. In addition, the word that composed the sentence has no hidden meaning that needed to be interpreted. In this case, if the word that composed the sentence is appropriate to the intended meaning, it is classified as a literal speech act. According to Zares et al. (2013), the utterance from (6.3) is classified as **indirect literal speech act** because it contains not only information but also an imperative purpose, which is expressed indirectly through declarative sentences.

In (6.2), the speaker is trying to convey instruction. The speaker's instruction is contained within the clause "*Have to undergo isolation alone.*" In this case, the speaker's utterance can be classified as directive illocutionary speech because the speaker wants the interlocutor to follow the speaker's instructions. In (6.2), the speaker's utterance was intended to give a command to the interlocutor through imperative sentences. The clause that marks the speaker's intention to deliver polite command is contained in "*Have to undergo isolation alone.*" The clause is directed to the interlocutor as a form of direction. In this way, the speaker delivers his command in a polite structured direction. Briefly, the speaker's utterance in (6.2) is in the form of an imperative sentence that serves to make polite commands. In this case,

if the sentence's structure that is used to speak an utterance has an immediate relationship with its function, it is classified as a direct speech act (Zares et al., 2013). In addition, the word that composed the sentence had no hidden meaning that needed to be interpreted. In conclusion, the utterance from (6.2) is classified as **direct literal speech act** because the word that composed the sentence is appropriate to the intended meaning.

In (6.5) & (6.6), the speaker's utterance serves to give the interlocutor a future course of action. The speaker commits a future course of action through the clause "*we will always be there*" and "*we are here.*" By committing a future course of action, the speaker possibly wants the interlocutor to believe in the speaker's action in the future. In this case, the utterance from the above depiction can be classified as commission illocutionary speech because the speaker promises a future course of action. In (6.5) & (6.6) the speaker's utterance is intended to convey information to the interlocutor through declarative sentences that tell about the treatment for Covid-19. The utterance produced by the speaker is purely to deliver information without any implicit intended meaning (Zares et al., 2013). The sentences from the speaker's utterance are also in the form of correct declarative sentences that serve to make a statement. In this case, if the sentence's structure that is used to speak an utterance has an immediate relationship with its function, it is classified as direct speech act.

In addition, in composing the sentences, there is a clause that implies non-literal meaning. A clause such as "*we will always be there*" and "*we are here*" doesn't literally mean like the word that is used. Both clauses can be interpreted as the medical team's willingness to help the Covid-19 patient at any given time and place. In conclusion, the utterance from (6.5) & (6.6) is classified as a **direct non-literal speech act** because the word that composed the sentence is not appropriate to the sentence's meaning (Zares et al., 2013).

In accordance with Austin (1977) about felicity condition, the speaker's utterance in (6.1) is intended to share information so that the hearer may recognize the speaker's utterance as information. Sharing and receiving information is essential for the speaker to pass the information to the hearer. Therefore, the utterance in (6.1) contains the felicity condition of the essential condition. Subsequently, by following the existing belief about the hearer's capabilities to comprehend the information in (6.1), the speaker can give direction, just as shown in (6.2), (6.3), & (6.4). Therefore, the utterance in (6.2), (6.3), & (6.4) contains the felicity condition of the preparatory condition. In (6.5) & (6.6), the speaker, as a medical expert, makes a promise to the hearer. The promise reflects the speaker's sincerity in helping the hearer through medical consultation. Therefore, the utterance in (6.5) & (6.6) contains the felicity condition of sincerity condition.

2. Illocutionary Act of COVID-19 Prevention in International Youtube Content

In the following elaboration, the researcher will present illocutionary speech act of COVID-19 prevention in International youtube content. The elaboration includes describing the type of illocutionary speech act along with the way it was performed and its felicity condition.

Datum 1

CVS Health, December, 18 2020- As COVID-19 Vaccine Arrive, CVS Health is Ready (00:00:26)

(1. 1) : *It can be accompany by laughter or tears*

(1. 2) : *It can celebrate victory or comfort defeat*

(1. 3) : *It can make you feel weak or strong*

(1. 4) : *A hug is the most basic thing we do to feel connected and we never knew how much we rely on it until we couldn't do it anymore*

(1. 5) : *We were forced to keep your loved one at arm's length*

(1. 6) : *But now there is hope*

(1. 7) : *You are the people who are going to deliver that hope because with every appointment you confirmed, every line you facilitated, every vaccination you provide, you are bringing an end to the greatest health crisis in our life time*

(1.8) : *We are so proud of you, so proud that we can give you a hug, and because of your effort we might actually able to do that*

In **(1.1)-(1.7)**, the speakers propose information related to the effect of the new world pandemic caused by the Coronavirus. The significance of the speaker's utterance is to share the speaker's belief about the effect that the Coronavirus brought on human life. According to Searle (1976), the speaker's utterance can be classified as **representative illocutionary speech act** because the speaker's utterance can be possibly characterized as a truth that aims to inform the interlocutor.

In **(1.1), (1.2), (1.3) & (1.6)**, the speaker's utterance is intended to convey information to the interlocutor through declarative sentences that tell the influence of Covid-19 on the world society. The utterance produced by the speaker is purely to deliver information without any implicit intended meaning. The sentences from the speaker's utterance are also in the form of correct declarative sentences that serve to make a statement. In this case, if the sentence's structure that is used to speak an utterance has an immediate relationship with its function, it is classified as direct speech act. In addition, the word that composed the sentence had no hidden meaning that needed to be interpreted. So, the word that composed the sentence is appropriate to the intended meaning (Zares et al. 2013) as in utterance from **(1.1), (1.2), (1.3) & (1.6)** are classified as **direct literal speech act**.

In (1.8), the speaker's utterance contains a meaning that expresses the speaker's expression to the interlocutor (Zares et al. 2013). The clause "*we are so proud of you*" implies the speaker's expression about the interlocutor. By expressing his expression to the interlocutor, the speaker possibly wants to appreciate the interlocutor. In this case, the utterance from the description above can be classified as expressive illocutionary speech act because the interlocutor is given the opportunity to know the form of the speaker's expression.

In (1.5), (1.7), & (1.8), the speaker's utterance was intended to share any information with the interlocutor through declarative sentences. However, the declarative sentences that the speaker used were not only meant to propose a statement. The declarative sentences in (1.5), (1.7), & (1.8) can be interpreted as a polite form of imperative because the speaker proposed it in a declarative form. In this case, if the sentence's structure that is used to speak an utterance has an indirect relationship with its function, it is classified as indirect speech act. In addition, the word that composed the sentence has no hidden meaning that needed to be interpreted. According to Zares et al. (2013), if the word that composed the sentence is appropriate to the intended meaning, it is classified as a literal speech act. So, the utterance from (1.5), (1.7), & (1.8) is classified as **indirect literal speech acts**.

In accordance with Austin (1977), the speaker's utterance in (1.1) – (1.7) are intended to propose a statement so that the hearer may

recognize the speaker's meaning. That action is essential to let the hearer understand the meaning of the speaker. Therefore, the utterance in (1.1) – (1.7) contains the felicity condition of essential condition. In (1.8), the speaker, as a medical institution, praises the hearer. The praise reflects the speaker's sincerity in acknowledging the hearer's contribution to reducing the spread of COVID-19. Therefore, the utterance in (1.8) contains the felicity condition of sincerity condition.

Datum 2

Pfizer, January, 5 2021- *Science Will Win (00:01:10)*

- (2. 1) : *When you want to save human from disease, ask science*
- (2. 2) : *It will make a breakthrough because science is relentless*
- (2. 3) : *It never gives up*
- (2. 4) : *It keeps asking question until it finds what it's looking for*
- (2. 5) : *Science wants to cure people more than any disease wants to exist*
- (2. 6) : *Just ask the one that's already beaten*
- (2. 7) : *But science is humble it never rest because it has to reinvent itself every day prove it again and again until science makes the breakthrough it isn't done*
- (2. 8) : *We believe can cure every human disease and we're going all in because in the end science will win*

In (2.2), (2.3), (2.4), (2.5), & (2.7), the speakers propose information on the characteristics of science. The speakers intend to convince the interlocutor to believe in science. In this case, the speaker's utterance can be classified as representative illocutionary speech act because the speaker's utterance can be possibly characterized as a truth that aims to inform the interlocutor.

In (2.8), the speaker's utterance serves to give the interlocutor a future course of action. The speaker commits a future course of action through the clause "*we're going all in*". By committing a future course of action, the speaker possibly wants the interlocutor to believe in the speaker's action in the future. In this case, the utterance from the above depiction can be classified as commissive illocutionary speech because the speaker promises a future course of action.

In (2.2), (2.3), (2.4), (2.5), (2.7), & (2.8), the speaker's utterance is intended to convey information to the interlocutor through declarative sentences that tell the fact about science. The utterance produced by the speaker is purely to deliver information without any implicit intended meaning. The sentences from the speaker's utterance are also in the form of correct declarative sentences that serve to make a statement. In this case, if the sentence's structure that is used to speak an utterance has an immediate relationship with its function, it is classified as direct speech act. In addition, in composing the sentences, there is a clause that implies non-literal meaning. A clause such as "*science is*

relentless, "It never gives up," "It keeps asking the question," "Science wants to cure people," and "science is humble" doesn't literally mean as the word used. All the clause uses the word "science" as a personification of scientist and medical. In this case, if the word that composed the sentence is not appropriate to the sentence's meaning (Zares et al., 2013), as in the utterance from (2.2), (2.3), (2.4), (2.5), (2.7), & (2.8) are classified as **direct non-literal speech act**.

In the (2.1) & (2.6), the speaker meant the interlocutor to do something. The speaker's intention is clearly reflected in the clause "*just ask*". In this case, the speaker's utterance can be classified as directive illocutionary speech because the speaker demand the interlocutor to do something that the speaker want (Searle, 1976).

In (2.1) & (2.6), the speaker's utterance was intended to give a command to the interlocutor through imperative sentences. The speaker's intention to deliver polite command is contained in the word "*ask*." The word is directed to the interlocutor as a form of clear order. Briefly, the speaker's utterance in (2.1) & (2.6) is in the form of imperative sentences that serve to make an order. In this case, if the sentence's structure that is used to speak an utterance has an immediate relationship with its function, it is classified as direct speech act. In addition, in composing the sentences, there is a clause that implies non-literal meaning. A clause such as "*ask science*" and "*the one that's already beaten*" doesn't literally mean like the word that is used. The

word “*science*” refers to the personification of scientists and medical experts. Meanwhile, the word “*beaten*” refers to a personification of diseases that have already been beaten. In this case, if the word that composed the sentence is not appropriate to the sentence's meaning (Zares et al., 2013) as in the utterance from (2.1) & (2.6) is classified **as direct non-literal speech act.**

According to Austin (1977) about felicity condition, the speaker's utterance in (2.1) & (2.6) can be assumed based on the existing belief about the hearer's state of mind. It reflects the speaker's confidence in saving a human from disease through science and in answering the hearer's hope of being saved from disease. Therefore, based on those foundations, the utterance in (2.1) & (2.6) contains the felicity condition of the preparatory condition. In the (2.2), (2.3), (2.4), (2.5), (2.7), & (2.8), the speaker, as a medical expert, makes a promise to the hearer. The promise reflects the speaker's sincerity in helping the hearer through medical breakthroughs. Therefore, the utterance in (2.2), (2.3), (2.4), (2.5), (2.7), & (2.8) contains the felicity condition of sincerity condition.

Datum 3**World Health Organization (WHO), April, 28 2020- *Preventing COVID-19 in Your Workplace or while Teleworking (00:02:08)***

(3.1) : *There are several things you can do to protect yourself and others from Covid-19 in your workplace, whether you are at your worksite, or teleworking at home*

(3.2) : *Follow distancing measures issues for your location and stay informed through information from trusted sources, such as WHO and your local health authority*

(3.3) : *Stay at home and avoid direct contact with anyone if you feel unwell or even have a mild cough*

(3.4) : *You can reduce your risk of catching the virus by avoiding crowded public transport*

(3.5) : *Avoid using your hand to touch common object like elevator button, door handles, or staircase railings*

(3.6) : *If you work in an office, create distance based meetings either through video conferencing or maintaining*

(3.7) : *If you work in contact with the public, stay at least 1 meter away from others as much as you can*

(3.8) : *Avoid touching your eyes, mouth, and nose*

(3.9) : *Avoid crowded places and unnecessary public activities*

(3.10) : *Contact your family and colleague regularly to check how they are coping*

(3. 11) : *Let's all prevent the spread of Covid-19*

In all of data from **Datum 3**, the speaker's utterance portrays direction. The direction is contained in words and clauses such as "avoid," "create distance," "stay at least 1 meter away from others", "Contact your family and colleague," and "Let's all prevent." By directing, the speaker possibly wants the interlocutor to follow the speaker's direction. In this case, the utterance from the description above can be classified as directive illocutionary speech because the speaker wants the interlocutor to follow the speaker's direction (Searle, 1976).

In all data from **datum 3**, the speaker's utterance was intended to give a command to the interlocutor through imperative sentences. The clause that marks the speaker's intention to deliver polite command is contained in "There are several things you can do," "Follow distancing measures issues," "Stay at home and avoid direct contact with anyone," and "avoiding crowded public transport," "Avoid using your hand to touch," "create distance based meetings," "stay at least 1 meter away", "Avoid touching your eyes, mouth, and nose," "Avoid crowded places and unnecessary public activities," "Contact your family and colleague regularly," and "Let's all prevent the spread of Covid-19". The clause is directed to the interlocutor as a form of direction. In this way, the speaker delivers his command in a polite structured direction. Briefly, the speaker's utterance in

all data from **datum 3** is in the form of imperative sentences that serve to make polite commands. In this case, if the sentence's structure that is used to speak an utterance has an immediate relationship with its function, it is classified as a direct speech act. In addition, the word that composed the sentence has no hidden meaning that needed to be interpreted (Zares et al., 2013). In this case, if the word that composed the sentence is appropriate to the intended meaning as in utterances from all data from **datum 3** is classified as **direct literal speech act**.

In all of the data from **Datum 3**, the speaker's utterance was intended to share information so that the hearer may recognize the speaker's utterance as an information (Austin, 1977). Those sharing and receiving information is essential for the speaker to pass the information to the hearer. Therefore, the utterance in all of the data from **Datum 3** contain the felicity condition of essential condition.

Datum 4

CenturaHealth, March, 14 2021- *We've Got a Shot – the COVID-19 Vaccine (00:00:30)*

(4.1) : *For the past year life has change for all of us*

(4.2) : *But now hope is here and we've got a shot to get back to life, back to the thing that make us feel alive, back to making plan and*

doing the unplanned if we all get the Covid-19 vaccine we could soon return to the life we love

(4.3) : *When you can, get the Covid-19 vaccine*

In **(4.1)**, the speakers deliver information to the interlocutor about the recent situation caused by the spread of the Coronavirus. The objective of the speaker's utterance is to inform the interlocutor by the clause "*life has changed for all of us*" In this case, the speaker's utterance can be classified as representative illocutionary speech act because the speaker's utterance can be possibly characterized as a truth that aimed to inform the interlocutor (Searle, 1976).

In **(4.1)**, the speaker's utterance is intended to convey information to the interlocutor through declarative sentences that tell the influence of Covid-19 on the world society. The utterance produced by the speaker is purely to deliver information without any implicit intended meaning. The sentences from the speaker's utterance are also in the form of correct declarative sentences that serve to make a statement. In this case, if the sentence's structure that is used to speak an utterance has an immediate relationship with its function, it is classified as a direct speech act. In addition, the word that composed the sentence has no hidden meaning that needed to be interpreted (Zares et al., 2013). In this case, if the word that composed the sentence is appropriate to the intended meaning as in the utterance from **(4.1)** is classified as **direct literal speech act**.

In (4.2) & (4.3), the speaker's utterance is intended to give the interlocutor suggestion. The clause "*if we all get the Covid-19 vaccine, we could soon return to the life we love*" and "*get the Covid-19 vaccine*" imply meaning that the interlocutor should take the Covid-19 vaccine. By suggesting, the speaker wants the interlocutor to follow the speaker's suggestion. In this case, the utterance from the description above can be classified as directive illocutionary speech because the speaker wants the interlocutor to follow the speaker's suggestion (Searle, 1976).

In (4.2) & (4.3), the speaker's utterance is intended to give a command to the interlocutor through imperative sentences. The clause that marks the speaker's intention to deliver polite command is contained in "*if we all get the Covid-19 vaccine, we could soon return to the life we love*" and "*get the Covid-19 vaccine*". The clause is directed to the interlocutor as a form of direction. In this way, the speaker delivers his command in a polite structured direction. Briefly, the speaker's utterance in (4.2) & (4.3) is in the form of imperative sentences that serve to make polite commands. In this case, if the sentence's structure that is used to speak an utterance has an immediate relationship with its function, it is classified as direct speech act. In addition, the word that composed the sentence has no hidden meaning that needed to be interpreted. In this case, if the word that composed the sentence is appropriate to the intended meaning (Zares et al., 2013) as

in the utterance from (4.2) & (4.3) is classified as **direct literal speech act**.

In (4.1), the speaker's utterance is intended to share information so that the hearer may recognize the speaker's utterance as information (Austin, 1977). Sharing and receiving information is essential for the speaker to pass the information to the hearer. Therefore, the utterance in (4.1) contains the felicity condition of the essential condition. Subsequently, by following the existing belief about the hearer's capabilities to comprehend the information in (4.1), the speaker can give direction, just as shown in (4.2) & (4.3). Therefore, the utterance in (4.2) & (4.3) contains the felicity condition of the preparatory condition.

Datum 5

Alliance for Aging Research, September, 29 2020- *Our Best Shot – Vaccine PSA (00:01:00)*

(5.1) : *Our lives have been turned upside down by Covid-19*

(5.2) : *When a vaccine becomes available, it's critical that all of us get it.*

(5.3) : *What we do as individuals will impact everyone's health, including those who can't get the vaccine*

(5.4) : *We won't through this unless everyone takes part*

(5.5) : *If you're older, you should get both the flu and pneumonia vaccine since both illnesses can make Covid-19 even worse*

(5.6) : *Vaccine are available at lot of convenient places, so be an example for friends and loved ones, and encourage them to get vaccinated too*

(5.7) : *Get vaccinated, it's our best shot*

In **(5.1) & (5.3)**, the speakers tell the interlocutor about his beliefs and the recent situation of the Covid-19 pandemic. The objective of the speaker's utterance is clearly to share information and his beliefs with the interlocutor. In this case, the speaker's utterance can be classified as representative illocutionary speech act because the speaker's utterance can be possibly characterized as a truth that aims to inform the interlocutor.

In **(5.4)**, the speaker's utterance is meant to give the interlocutor a future course of action (Searle, 1976). The utterance implies meaning that the speaker will definitely take part in eradicating Covid-19. By committing a future course of action, the speaker possibly wants the interlocutor to believe in the speaker's action in the future. In this case, the utterance from the above depiction can be classified as commissive illocutionary speech because the speaker promises a future course of action.

In **(5.1)**, the speaker's utterance is intended to convey information to the interlocutor through declarative sentences that tell

the influence of Covid-19 on the world society. The utterance produced by the speaker is purely to deliver information without any implicit intended meaning. The sentences from the speaker's utterance are also in the form of correct declarative sentences that serve to make a statement. In this case, if the sentence's structure that is used to speak an utterance has an immediate relationship with its function, it is classified as direct speech act. In addition, the word that composed the sentence had no hidden meaning that needed to be interpreted (Zares et al., 2013). In this case, if the word that composed the sentence is appropriate to the intended meaning, for example in the utterance from (5.1) is classified as **direct literal speech act**.

In (5.3) & (5.4), the speaker's utterance is intended to share any information with the interlocutor through declarative sentences. However, the declarative sentences that the speaker used were not only meant to propose a statement. The declarative sentences in (5.3) & (5.4) can be interpreted as a polite form of imperative because the speaker proposed it in a declarative form. In this case, if the sentence's structure that is used to speak an utterance has an indirect relationship with its function, it is classified as an indirect speech act. In addition, the word that composed the sentence had no hidden meaning that needed to be interpreted (Zares et al., 2013). In this case, if the word that composed the sentence is appropriate to the intended meaning, it is

classified as a literal speech act. In conclusion, the utterance from (5.3) & (5.4) is classified as **indirect literal speech act**.

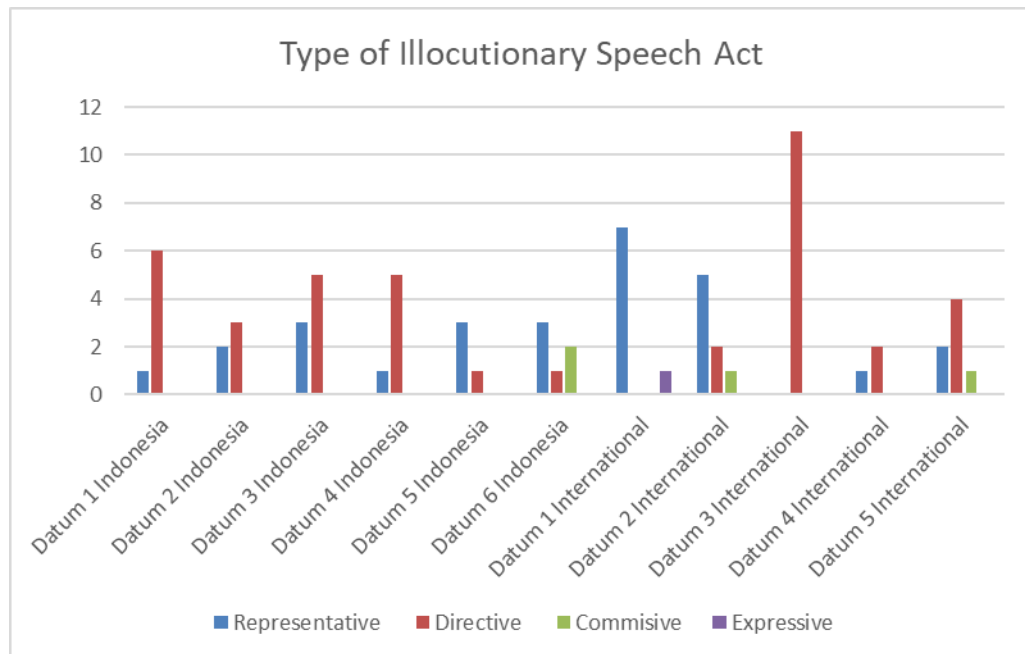
In (5.2), (5.5), (5.6), & (5.7), the speaker's utterance is meant to direct the interlocutor to believe in the Covid-19 vaccine. The objective of the speaker's utterance is aimed to give direction to the interlocutor. In this case, by directing, the speaker possibly wants the interlocutor to follow the speaker's direction. In this case, the utterance from the description above can be classified as directive illocutionary speech because the speaker wants the interlocutor to follow the speaker's direction.

In (5.2), (5.5), (5.6), & (5.7), the speaker's utterance is intended to give a command to the interlocutor through imperative sentences. The clause that marks the speaker's intention to deliver polite command is contained in "*it's critical that all of us get it,*" "*If you're older, you should get both the flu and pneumonia vaccine,*" and "*encourage them to get vaccinated too,*" and "*Get vaccinated.*" The clause is directed to the interlocutor as a form of suggestion. In this way, the speaker delivers his command through polite structured suggestions. Briefly, the speaker's utterance in (5.2), (5.5), (5.6), & (5.7) is in the form of imperative sentences that serve to make polite commands. In this case, if the sentence's structure that is used to speak an utterance has an immediate relationship with its function, it is classified as direct speech act. In addition, the word that composed the sentence had no hidden

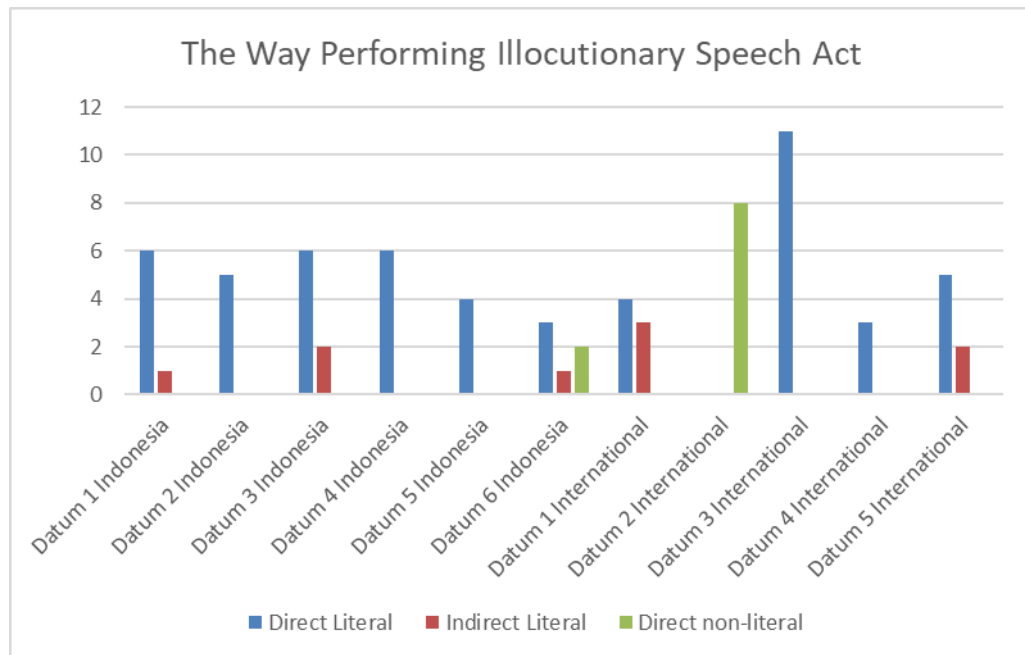
meaning that needed to be interpreted (Zares et al., 2013). In this case, if the word that composed the sentence is appropriate to the intended meaning, it is classified as a literal speech act. In conclusion, the utterance from (5.2), (5.5), (5.6), & (5.7) are classified as **direct literal speech act**.

In accordance with Austin (1977), the speaker's utterance in (5.1) – (5.3) was intended to share information so that the hearer may recognize the speaker's utterance as information. Sharing and receiving information is essential for the speaker to pass the information to the hearer. Therefore, the utterance in (5.1) – (5.3) contains the felicity condition of essential condition. Subsequently, by following the existing belief about the hearer's capabilities to comprehend the information in (5.1) – (5.3), the speaker can give direction, just as shown in (5.4) – (5.7). Therefore, the utterance in (5.4) – (5.7) contains the felicity condition of preparatory condition.

B. Discussions



The results of the data findings shown in the chart above show that directive illocutionary act appears to be the most used. Then, followed by representative illocutionary, commissive illocutionary act, and finally, expressive illocutionary act that is least used. Directive illocutionary act is considered the most appropriate to use because the data that is used is a type of campaign video content. It is in line with the function of directive illocutionary act which is meant to give the interlocutor direction on direction to act in accordance with the speaker's intention.



The results of the data findings shown in the chart above show that direct literal appears to be most used. Then followed by indirect literal and direct non-literal that appear to be least used. Directly expressing the intention of the speaker is considered the right way to perform a speech act considering the data that is used is a type of campaign video content. Also, all the speakers in the video content are either experts or public figures. In this case, the speaker who already has an influence on society is considered able to lead the interlocutor to understand and follow the speaker's intention.

In both Indonesia and International video content, the directive illocutionary speech act still is the dominant. The frequent use of directive illocutionary acts is understandable considering the reasons mentioned earlier. However, it appears that in Indonesia youtube content, the content creator decided to emphasize only giving the stiff interlocutor direction such as suggestions, invitations, and demands. In

contrast, in international youtube content, the content creator decided to show some sympathy through the speaker's expression. In terms of performing the speech, the video content from international video content is considered more creative compared to Indonesia video content. According to the findings, the international video content uses more indirect and non-literal speech act, while Indonesia uses more direct and literal speech act.

In Indonesian youtube content, the way illocutionary speech acts are carried out is more direct and literal because of the differences in literacy culture between Indonesian and international video content. Therefore, the use of simple but effective language to carry out advertisements or campaigns will have a greater chance of being ogled and understood by the people of Indonesia. On the other hand, international YouTube content carries out more indirect and non-literal illocutionary speech acts because it favors sympathy and empathy so that people want to watch this covid 19 prevention campaign video. Therefore, the meanings in each message in the campaign video can be understood and accepted by the whole world. In conclusion, the difference between Indonesian and international youtube content lies in the way speakers convey their intentions through their speeches.

In previous studies that used the main topic of illocutionary speech acts, it was often juxtaposed with advertisements as the object of study. As a result, many researchers have found that the most widely used illocutionary speech acts in research on advertising objects are declarative or commissive. For example, from previous researchers Agusta and Rosa (2012), who conducted research through published articles by analyzing the types of illocutionary acts in tourism destination

advertising slogans with data using Indonesian as the mother tongue. The results of their research found that the most frequently used type of illocutionary act in tourism destination advertising slogans was declarative. Because it has the power to increase the appeal of a slogan and attract crowds towards it. Although research from Agusta and Rosa (2012) has the same topic as recent research in the form of analysis of illocutionary speech acts, the object studied is different because recent research uses video campaigns in the form of videos so that the delivery of speech acts produces different findings.

Research on illocutionary speech acts for advertising a product as an object has been carried out by several previous researchers such as Rudiawati and Fitria (2018). In this study, researchers analyzed illocutionary speech acts in shampoo advertisements which resulted in the finding that declaratives were most often used by claiming the efficacy of the product. Even though this research is the same in terms of its research topic on illocutionary speech acts, the objects studied are different so that the findings produced are also different, in which recent research has produced the most dominant declarative.

Still in advertising a product, Novianti and Maliyani (2018) conducted research on illocutionary speech acts in 3 milk brands which produced findings that were different from the findings of other advertising objects. The results of his findings produce representative speech acts that dominate in his research. Even though the topic studied is the same as the current research, the object being carried out is different, in which the video campaign for the prevention of Covid-19 is

different from product advertisements whose aim is to get other people to buy the product.

In addition, Naufalina (2017) also conducted research through the publication of a thesis by analyzing the Speech Acts of Bon Appetit Food Advertisements. The results of the study concluded that the most frequently used pattern was Statements-Commissives-Expect. This is understandable, given that commercial ads focus on stating and promising something about their product. On the other hand, this type of campaign advertising, especially campaigns about health in the midst of a pandemic crisis like this one, is focused on providing the right information and directions to the public. Therefore, the illocutionary speech acts that are often used are directive and representative illocutionary acts, which are very different from Naufalina's research (2017) even though the topic used is the same, namely illocutionary speech acts.

The findings that have a very significant difference are in Halim's research (2016) which analyzes speech act expressions in advertisements on television. Meanwhile, recent research examines campaign videos on YouTube that analyze illocutionary speech acts. The media used is different between television and YouTube with different durations. So, the use of the words chosen in order to achieve their respective goals will affect the results of these difficulties. Although, the broad umbrella of the study of pragmatic speech acts, the focus studied is different, in which Halim (2016) analyzes speech acts, while this research is about illocutionary speech acts, resulting in a different result.

Previous research did not only focus on product advertisements in information media but also advertisements in the service sector were also studied for linguistic studies, especially pragmatics. Like Haryani's research (2017) which discusses English advertising using Leech's theory (1993). The results of the study show that English advertisements persuade consumers by offering information in the form of reports offering goods or services that only show one object being studied. Whereas in recent research the findings are that video campaigns differ between Indonesia and international video campaign content where there is a comparison between the two concluding that Indonesian video campaigns are more direct than international video campaigns.

Another researcher was conducted by Setiawan (2018). The results of the study concluded that Lazada can use direct illocutionary speech acts of orders, requests, orders, and suggestions to lure customers to read and view status updates, images, and videos by creating an interesting impression for them. According to research, the wording of Lazada Id advertisements uses several illocutionary directive texts to provide clarity to consumers and the wider community. Directive illocutionary speech acts with these types work well to make consumers curious. In the end, consumers feel compelled to read and view the advertisements displayed by Lazada_Id. This is very different from the object of recent research by analyzing video advertisements for the COVID-19 prevention campaign, even though the topic raised is the same, namely illocutionary speech acts.

Astriningsih, Setiawan, Bram (2020) conducted research that was quite similar to current research. It's just that the difference is that the latest research is in

the form of videos while Astriningsih, Setiawan, Bram's research (2020) uses news writing. The results of the analysis found that there are representative and directed speech acts that are often used on online news sites in Indonesia. Some or even almost all of the advertisements used as data in this research are on this site. It can be interpreted that advertising in Indonesia uses a representative action strategy, whereas in recent research it uses declarative speech acts so that the purpose of conveying information about the prevention of COVID-19 is well received.

The next researcher is Widiastuti, Oktariza, Asridayani (2020) related to tourism. Previous research was research on illocutionary speech acts on slogans, while this study analyzed advertisements in Indonesia with data in English. In this latest study, data was obtained from 2 aspects, namely data from videos in Indonesian and English, so the findings are also the result of a comparison of the two data. The object under study is also different from the previous one regarding tourism promotion while the latest one is about the COVID-19 prevention campaign. The theory used is quite similar but different. Previous study used the theory of Dell Hymes (1974) and Searle's theory (1969) while this study uses the theory of Austin (1977) dan Searle (1976).

The next research was conducted by Maisaroh (2021) which has similarities with the latest research, namely in the form of a comparison of 2 data. In this study Maisaroh (2021) analyzed speech acts on 2 data objects, namely McDonald's and Wendy's advertisements. In McDonald's advertisements there are several types of illocutionary, namely assertive, directive, and declarative. Meanwhile, assertive, commissive, directive, and declarative are found in Wendy's advertisements. Even

though they have little similarities in the comparison of the 2 data, the types of objects are different because the latest research is on advertising campaigns for the prevention of COVID-19 while the previous research is about promotional ads for fast food companies.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the writer draws conclusions from the analysis that has been conducted in chapter four. This chapter provides organized conclusion to answer the previous problem statement in chapter one. Also, the suggestion is provided for further study related to the topic of speech act.

A. Conclusion

There are two research problems to conclude from this research. The first question is what types of illocutionary speech acts are used by speakers in the COVID-19 Prevention YouTube content? Second, how are each illocutionary speech acts used by speakers in the COVID-19 Prevention YouTube content? In the previous chapter, findings, and discussion, the researcher proposed two conclusions. The type of illocutionary speech act that appear are representative, directive, commissive, and expressive. The way of performing illocutionary speech acts that appear redirect literal speech act, direct non-literal speech act, and indirect literal speech act.

The results of the analysis, the most used type of illocutionary act that used in each selected youtube content is directive illocutionary speech act with a total data of 35 directive illocutionary speech act. Then, followed by representative illocutionary speech act with a total data of 28 representative illocutionary speech act. After that, followed by a commissive illocutionary

speech act with a total data of 4 commissive illocutionary speech acts. Finally, the least used type of illocutionary act in each selected youtube content is expressive illocutionary speech act with a total data of 1 expressive illocutionary speech act. This result indicates that the content about Covid-19 is mostly used to educate and direct the viewer to participate in preventing the spread of Coronavirus.

The results of the analysis, the most used way of performing illocutionary speech act that used in each selected youtube content is direct literal speech act with a total data of 53 direct literal speech act. Then, followed by a direct non-literal speech act with a total data of 10 direct non-literal speech acts. Finally, the least used way of performing illocutionary speech act in each selected youtube content is indirect literal speech act with a total data of 9 indirect literal speech act. These results show that the content about Covid-19 is conveyed clearly and directly without much hidden meaning so that the viewer can understand the importance of preventing the spread of Coronavirus. The content is also created, uploaded, and provided by influential parties who are responsible for public health.

The results of this study are the opposite of the literacy and communication culture in each of Indonesian people and people in English-speaking countries. Indonesian people are famous for their politeness. Therefore, they tend to use indirect words to be more polite. However, in terms of advertising and campaigns, the language used is more direct and literal. The use of direct and literal language aims to provide a simpler but clearer explanation of something important. In this case, the explanation about COVID-19 which was broadcast through the Indonesian youtube channel was delivered more directly and literally. On the other hand,

people from English speaking countries are known for their linear way of speaking. They often express themselves freely whether polite or not. However, in terms of advertising and campaigns, the language used is more indirect and non-literal. The use of indirect and non-literal language aims to make the content look more creative and interesting to see. Therefore, advertisements and campaigns on international YouTube channels are delivered more indirectly and not literally.

B. Suggestion

This research only focuses on the types of illocutionary speech acts that are used in educating and directing the public whereas there are still a lot of functions that illocutionary speech acts can cover. This research also only focuses on the topic of general COVID-19 prevention whereas the topic of COVID-19 still can be discussed more detail. As for the issue of health problems, the topic that can be discussed about COVID-19 can be about the transmission, the symptoms, how to handle those who are exposed, and many more. The object that uses in this research is also limited in youtube content that use Indonesian language and English language whereas the COVID-19 are known to be pandemic that spread in the entire country of the world.

Based on the reflective gap mentioned above, the researcher hopes that the next research will explore more about the function of illocutionary speech act as the way to convey action through utterance. The next researcher is also need to encourage more discussion about COVID-19 in detail since the COVID-19 in video campaign has been broadly discussed in various ways. In addition, the next researcher can explore more about COVID-19 advertisements and campaigns that

use not only Indonesia and the English language. In the end, this research is expected to enrich the reader's knowledge about illocutionary speech act as a part of pragmatic studies. The writer also hopes that this study also contributes a new insight about understanding the speaker's action that is conveyed through utterance.

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