

**REVEALING PERSUASIVE SPEECH ACTS IN TEDX TALKS ON THE
THEME OF WELL-BEING**

THESIS

By:

Sephia Alya Nur Hidayah

210302110103



DEPARTMENT OF ENGLISH LITERATURE

FACULTY OF HUMANITIES

UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG

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THESIS

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By:

Sephia Alya Nur Hidayah

NIM 210302110103

Advisor:

Dr. Agus Eko Cahyono, M.Pd.

NIP 198208112011011008



DEPARTMENT OF ENGLISH LITERATURE

FACULTY OF HUMANITIES

UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG

2025

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Sephia Alya Nur Hidayah

NIM 210302110103

APPROVAL SHEET

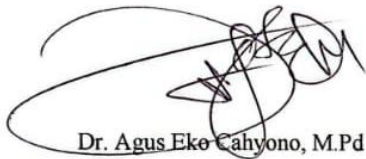
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Malang, 3 June 2025

Approved by

Advisor,

Head of Department of English Literature,



Dr. Agus Eko Cahyono, M.Pd

NIP. 198208112011011008





Ribut Wahyudi, M.Ed., Ph.D.

NIP. 198112052011011007

Acknowledged by,

Dean of Faculty of Humanities,

Dr. M. Faisol, M.Ag.

NIP. 19741101200312003

LEGITIMATION SHEET



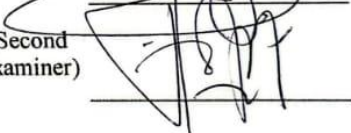
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Malang, 3 June 2025

Board of Examiners

1. Deny Efita Nur Rakhmawati, M.Pd
NIP. 198505302009122006
2. Dr. Agus Eko Cahyono, M.Pd.
NIP. 198208112011011008
3. Dr. Ulil Fitriyah, M.Pd., M.Ed.
NIP. 198208232023212021

Signatures

(Chair) 
(First Examiner) 
(Second Examiner) 

Approved by

Dean of Faculty of Humanities,


Dr. M. Farsol, M.Ag.
NIP. 19741101200312003

MOTTO

So, surely with hardship comes ease. Surely with ‘that’ hardship comes ‘more’
ease.

Ash-Shrah (94): 5-6

DEDICATION

I dedicate this thesis to:

My beloved parents: my Wonder Father and Super Mother.

My Queen Little Sister, the queen of our home and the highest throne we honor.

My warmest home, Kids Friendly.

The last, my Atlet Rebahan Squad.

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Secondly, I would like to express heartfelt thanks to all parties who have helped complete this thesis. Special thanks go to Dr. Agus Eko Cahyono, M.Pd., who guided me from the beginning. Thank you for your patience and for being a supportive and thoughtful advisor. May Allah Subhanahu wa Ta'ala reward you abundantly for your kindness and guidance.

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Lastly, I realize that this thesis is far from perfect. Therefore, with an open heart, I welcome constructive criticism and suggestions for future improvement. May this thesis provide some benefit and serve as a small contribution to the development of knowledge, particularly in the field of Linguistics.

Malang, 3 June 2025

The Researcher,

Sephia Alya Nur Hidayah

ABSTRACT

Hidayah, Sephia Alya Nur (2025). *Revealing Persuasive Speech Acts in TEDx Talks on the Theme of Well-Being*. Undergraduate Thesis. Department of English Literature, Faculty of Humanities, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Advisor, Dr. Agus Eko Cahyono, M.Pd.

Keywords: *persuasive speech acts, TEDx Talks, well-being, pragmatics*

In recent years, TEDx Talks have been widely used as a medium to deliver inspirational messages, including those related to well-being. This phenomenon highlights the importance of persuasive communication in reaching audiences both emotionally and intellectually. This study aims to analyze persuasive speech acts in TEDx Talks that focus on the topic of well-being. This study employs Searle's (1969) speech act theory as the primary framework, supported by Aristotle's (1967) rhetorical theory. The study also seeks to identify the types of illocutionary acts used by TEDx speakers and explore them as persuasive strategies through the Aristotelian appeals: ethos, pathos, and logos. A descriptive qualitative method is applied by classifying and analyzing 18 utterances drawn from five TEDx Talks videos uploaded to the official TEDx Talks YouTube channel. The findings reveal that four types of illocutionary acts are predominantly used: assertive, directive, expressive, and commissive. Each type contributes differently to the delivery of persuasive messages. Pathos is strongly present across all types of speech acts, particularly in appealing to the audience's emotions. Logos is frequently observed in assertive speech acts that present arguments supported by data or research findings. Ethos, on the other hand, reinforces assertive, directive and expressive acts by highlighting the speaker's credibility and sincerity. This study contributes to the field of pragmatics by offering insights into how illocutionary acts function as persuasive strategies in public speaking, specifically in talks centered on well-being. Future research is encouraged to analyze persuasive speech acts in other thematic contexts and incorporate audience responses to deepen the understanding of persuasive impact.

مستخلص البحث

هداية، سفيا علياء نور (2025). الكشف عن أعمال الكلام المقنعة في محادثات TEDx حول موضوع الرفاهية. أطروحة البكالوريوس. قسم الأدب الإنجليزي، كلية العلوم الإنسانية، مولانا مالك إبراهيم جامعة إبراهيم الإسلامية الحكومية مالانج. مستشار، الدكتور أغوس إيكو جاهيونو، ماجستير في التربية

الكلمات المفتاحية: أفعال الكلام المقنعة، محادثات TEDx، الرفاهية، البراغمية

في السنوات الأخيرة، تم استخدام محادثات TEDx على نطاق واسع كوسيلة لإيصال رسائل ملهمة، بما في ذلك تلك المتعلقة بالرفاهية. تسلط هذه الظاهرة الضوء على أهمية التواصل المقنع في الوصول إلى الجماهير عاطفياً وفكرياً. تهدف هذه الدراسة إلى تحليل أفعال الكلام المقنعة في محادثات TEDx التي تركز على موضوع الرفاهية. تستخدم هذه الدراسة نظرية سيرل (1969) كإطار أساسي، مدعومة بنظرية أرسطو البلاغية (1967). تسعى الدراسة أيضاً إلى تحديد أنواع الأفعال غير اللفظية التي يستخدمها المتحدثون في TEDx واستكشافها كاستراتيجيات مقنعة من خلال النداءات الأرسطية: الروح والشفقة والشعارات. يتم تطبيق طريقة وصفية نوعية من خلال تصنيف وتحليل 18 كفاية مستمدة من خمسة مقاطع فيديو TEDx Talks تم تحميلها على قناة TEDx Talks الرسمية على YouTube. تكشف النتائج أن أربعة أنواع من الأفعال غير اللفظية تستخدم في الغالب: الحازمة، والتوجيهية، والتعبيرية، والتساوي. يساهم كل نوع بشكل مختلف في تسليم الرسائل المقنعة. الشفقة موجودة بقوة في جميع أنواع أعمال الكلام، لا سيما في جذب مشاعر الجمهور. كثيراً ما يتم ملاحظة الشعارات في أفعال الكلام الحازمة التي تقدم حججاً مدعومة بالبيانات أو نتائج البحث. من ناحية أخرى، تعزز الروح الأفعال الحازمة والتوجيهية والتعبيرية من خلال إبراز مصداقية المتحدث وإخلاصه. تساهم هذه الدراسة في مجال البراغمية من خلال تقديم رؤى حول كيفية عمل الأفعال غير اللفظية كاستراتيجيات مقنعة في الخطابة، وتحديدًا في المحادثات التي تركز على الرفاهية. يتم تشجيع البحث المستقبلي على تحليل أفعال الكلام المقنعة في سياقات مواضيعية أخرى ودمج استجابات الجمهور لتعميق فهم التأثير المقنع.

ABSTRAK

Hidayah, Sephia Alya Nur (2025). “Mengungkap Tindak Tutur Persuasif dalam TEDx Talks dengan Tema Kesejahteraan” Skripsi Sarjana. Program Studi Sastra Inggris, Fakultas Humaniora, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Dosen Pembimbing: Dr. Agus Eko Cahyono, M.Pd.

Kata Kunci: *tindak tutur persuasif, TEDx Talks, kesejahteraan, pragmatik*

Dalam beberapa tahun terakhir, TEDx Talks telah banyak digunakan sebagai media untuk menyampaikan pesan inspirasional, termasuk yang terkait dengan kesejahteraan. Fenomena ini menyoroti pentingnya komunikasi persuasif dalam menjangkau audiens baik secara emosional maupun intelektual. Penelitian ini bertujuan untuk menganalisis tindak tutur persuasif dalam TEDx Talks yang berfokus pada topik kesejahteraan. Studi ini menggunakan teori tindak tutur Searle (1969) sebagai kerangka kerja utama, didukung oleh teori retorika Aristoteles (1967). Studi ini juga mengidentifikasi jenis-jenis tindakan ilokusi yang digunakan oleh penutur TEDx dan mengeksplorasinya sebagai strategi persuasif melalui elemen retorika Aristoteles: etos, pathos, dan logos. Metode kualitatif deskriptif diterapkan dengan mengklasifikasikan dan menganalisis 18 ujaran yang diambil dari lima video TEDx Talks yang diunggah ke kanal YouTube resmi TEDx Talks. Temuan ini mengungkapkan bahwa terdapat empat jenis tindakan ilokusi yang digunakan, yaitu asertif, direktif, ekspresif, dan komisif. Setiap jenis berkontribusi secara berbeda pada pengiriman pesan persuasif. Pathos hadir di semua jenis tindak ilokusi, terutama dalam menarik emosi audiens. Logos sering diamati dalam tindak tutur asertif yang menyajikan argumen yang didukung oleh data atau temuan penelitian. Etos, di sisi lain, memperkuat tindak tutur asertif, direktif, dan ekspresif dengan menyoroti kredibilitas dan ketulusan pembicara. Studi ini berkontribusi pada bidang pragmatika dengan menawarkan wawasan tentang bagaimana tindakan ilokusi berfungsi sebagai strategi persuasif dalam berbicara di depan umum, khususnya dalam pembicaraan yang berpusat pada kesejahteraan. Penelitian di masa depan disarankan untuk menganalisis tindak tutur persuasif dalam konteks lain dan memasukkan tanggapan audiens untuk memperdalam pemahaman tentang dampak persuasif.

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CHAPTER I

INTRODUCTION

A. Background of the Study

Persuasive communication is instrumental in enhancing effective connection skills, which can open doors of opportunity in various fields, such as organizations, where persuasive communication aims to mobilize donors (Humas Indonesia, 2020). In marketing, persuasion seeks to get customers to purchase (Adieb, 2023). Persuasive communication often occurs in professional environments, including meetings, proposal submissions, and client invitations to collaborate (Binus University, 2023). Thus, understanding persuasive communication strategies can avoid bad things, such as the difficulty of getting donors for organizations, decreasing product sales for companies, and even failing to establish collaborations due to rejected proposals. To achieve effective communication goals, an understanding of persuasive strategies is also needed when conveying educational, motivational ideas, such as those of TED or TEDx Talks, one of which is related to well-being.

In this digital age, TED Talks is a platform where people share ideas worth spreading (Ramalingam et al., 2021). TEDx was launched in 2009 to expand these talks to local communities and spread inspirational ideas (Alnasser, 2023; Pozdena, 2023). TEDx was chosen in this study

because its discussions on well-being are more varied, covering workplace, physical, emotional, psychological, and social well-being. As today's fast-paced world puts pressure on mental health (Sermi, 2023), many people seek emotional stability and personal growth to achieve life satisfaction. TEDx's global reach and relatable speakers make it an impactful platform for promoting well-being through meaningful experiences (Allegro Media Design, 2024; Weljii, 2024).

Speech acts are often used in conversation because they are part of oral communication used by humans to interact (Arbain et al., 2022; Khoirunnisa, 2022). Chaer (2012, as cited in Hambali et al., 2024) says that a speech act is a characteristic of a person acting when handling certain situations using language. Speech act discusses the action of an utterance that will help us understand a word's meaning (Khoirunnisa, 2022). Knowing the communicative function is important to accomplish the goal of good communication, which is when the meaning of the conversation can be interpreted correctly and understood as it should be (Paltridge in Izar et al., 2021).

Additionally, in terms of speech acts, persuasion plays an important role in speeches, especially those related to well-being. Persuasion studies focus on speech acts used to persuade, convince, or influence interlocutors (Khoirunnisa, 2022). Anyone can use persuasive speech acts commonly used by popular people, such as artists, influencers, and presidents, when delivering speeches like religious speeches, political

speeches, demonstration speeches, etc., so it is quite easy to find in everyday life. TEDx Talks is an event that can help famous figures convey their ideas in just 18 minutes. Therefore, the speakers should make the content of their speech as interesting as possible to captivate the audience's attention and be capable of changing the viewpoints that will lead them to well-being.

Pragmatics is the science that examines the interpretation outside language, including location, time, the intended audience, theme, and intention (Yule, 1996). In this case, pragmatics can help analyze an utterance's meaning or intention more deeply. Through the pragmatics approach, this research can help understand more about the use of persuasive speech acts and how these actions are used to convince or give a new perspective on well-being to the audience.

In connection with understanding pragmatics, speech acts are essential to learning because they explore actions and utterances that help humans communicate (Khoirunnisa, 2022). Through speech, everyone indirectly performs actions that try to influence the person they are talking to (Aflah et al., 2024). Austin (1962) argues that every utterance contains three aspects: locution, illocution, and perlocution. Later, this theory was developed by John Searle, who divided illocutionary acts into 5 types: declarative, assertive, expressive, directive, and commissive (Searle, 1969).

Understanding the basic theory of speech acts is important to see its application in specific contexts, such as persuasion in well-being speeches. Searle (1969) considers persuasion as part of the directive speech

act because it aims to make the audience perform a certain action (Arisetiyani et al., 2017). However, if it is related to the context of well-being speech, all illocutionary acts might be included in persuasion. For example, assertive can build logos with facts, expressive can strengthen pathos through emotions, while commissive and directive can support ethos by showing commitment or persuasive directives. Therefore, Aristotle's (1967) rhetorical theory that divides persuasive strategies into logos (cogent evidence), ethos (speaker creditworthiness), and pathos (appeal of emotion) can complement the analysis of speech acts in this well-being context.

Previous studies that discuss speech acts have been conducted by Ramalingam et al. (2021), Astiandani et al. (2022), and Pranoto (2024). After that, research on illocutionary acts was conducted by Aflah and Setyawan (2024). In addition, research on impositive speech acts has been conducted by Arbain et al. (2022). Furthermore, research on assertive speech acts has also been conducted by Ashfira and Harjanto (2020). Moreover, research regarding expressive speech acts has been conducted by several researchers, such as Yulianti et al. (2020), Izar et al. (2021), Savana and Meisa (2021), and Hambali et al. (2024). These studies generally focus on identifying types and functions of speech acts in various contexts, such as political speeches, literature, and online platforms, often highlighting assertive or expressive acts and their relation to the speaker's intent. However, they mostly emphasize classification rather than function, and

seldom explore the link between speech acts and persuasion in public discourse.

Apart from those discussing speech acts, several other previous studies use Aristotle's persuasive theory, such as Ghasemi (2020), Alnasser (2023), Al-Khawaldeh et al. (2023), Prafitri and Nasir (2023), El-Dakhs et al. (2024), and Ndiritu and Maina (2024). These works contributed by analyzing ethos, pathos, and logos in political and academic discourse, often using Critical Discourse Analysis or rhetorical frameworks to identify persuasive strategies. However, these studies generally treated persuasion and speech acts as separate dimensions and did not analyze how persuasion could be inherently embedded in speech act structures.

Research that takes the object of TED Talks has also been studied by Ulfah and Hidayat (2020), Ramalingam et al. (2021), Alnasser (2023), Pozdena (2023), and Aflah and Setyawan (2024). These studies investigated aspects such as rhetorical strategy, humor, ideological framing, and part-of-speech usage in TED Talks, with some focusing on specific speakers (e.g., Elon Musk). While informative, these works generally lacked an integrated perspective that combines speech act theory with persuasive analysis, especially in TEDx Talks on well-being topics.

According to the descriptions above, it shows that research that analyzes persuasive speech acts in speeches about well-being that use TEDx Talks as a medium for dissemination has never been done. This research explores the kinds of persuasive speech acts used and their role in helping

speakers persuade the audience's viewpoint. Based on previous research, research on persuasive strategy or speech acts has been done in the context of political speeches (Pranoto, 2024). However, no one has combined the two theories with the object of research on well-being speeches in TEDx Talks.

This study examines speech acts and persuasive rhetoric as linguistic units employed in TEDx Talks delivered under the theme of well-being. This research explores how TEDx speakers use language to persuade audiences to improve their well-being. The context of well-being is also a highlight of this research, which provides different insights into persuasive speech acts, which were previously less explored. Therefore, this study offers a new contribution to understanding how well-being-related speech can influence audiences through persuasive speech acts.

This research is grounded on the premise that speeches must contain persuasive speech acts to persuade and inspire the audience (Aflah et al., 2021). The next assumption is that the speakers employ persuasive rhetoric to convince, persuade, influence, or change the audience's point of view on something. The last assumption is that using persuasive speech acts in well-being speech will improve the audience's well-being.

This study aims to achieve two objectives. First, this study aims to obtain an in-depth description of the types of illocutionary acts used in well-being speeches on TEDx Talks. Second, this study also explores how illocutionary acts function as persuasive strategies in TEDx Talks on well-

being, particularly through the lens of Aristotle's rhetorical appeals, to understand how speakers convey their arguments and influence audiences. Thus, this study contributes to understanding how language is appropriately and strategically used to encourage and persuade audiences regarding well-being ideas in public discourse, such as speeches in TEDx Talks.

B. Research Questions

From what is explained in the background of the study, the researcher proposes the following research problem.

1. What are the types of illocutionary acts used by TEDx speakers in conveying ideas related to well-being?
2. How do the identified illocutionary acts demonstrate persuasive strategies through Aristotle's rhetorical appeals in TEDx Talks on well-being?

C. Significance of the Study

Theoretically, this research aims to enrich awareness of speech act theory, especially persuasive speech acts that can convince or motivate audiences. Applying this theory contributes to understanding the importance of compelling persuasive speech acts in speeches, especially those related to well-being.

Practically, this study is intended to offer an opportunity for researchers to apply linguistic knowledge, especially in analyzing persuasive speech acts. It is hoped that this research can improve the

communication skills of speakers. In addition, this research is expected to help understand the meaning and purpose of communication for listeners. Furthermore, for readers, it can offer new insights that speech acts can be categorized as persuasive and can be used to examine motivational speech. Moreover, this research can also be a reflection for further research to analyze motivational speech acts in the form of videos and other persuasive speech acts.

D. Scope and Limitations of the Study

A descriptive qualitative method is used in this research with a pragmatic approach to understand how meaning can be interpreted, especially through persuasive speech acts. This research will analyze the data using Searle's speech act theory, focusing on illocutionary acts, which are divided into five types: expressive, declarative, assertive, commissive, and directive. This research also applies Aristotle's rhetorical theory to examine persuasion through logos, ethos, and pathos. This research centers on the role of persuasive speech acts utilized by TEDx presenters in conveying well-being ideas. It also explores the types of persuasive speech acts used and how they help speakers convince their audience. This research focuses on identifying the types of persuasive speech acts used by TEDx speakers in conveying well-being ideas.

Although there are many topics in TEDx Talks, this research only focuses on talks about well-being and does not include other topics such as technology, entertainment, politics, or ideology. This study is limited to five

TEDx Talks selected under the researcher's own classification of well-being-related content, as the TEDx YouTube channel does not provide an official thematic categorization. The dataset predominantly centers on emotional well-being, while other categories, such as societal, physical, and workplace well-being, are only minimally represented. These talks were chosen based on several criteria. Firstly, the topics in the selected talks reflect well-being themes, identified manually by the researcher. Secondly, the selected talks include available subtitles to ensure accurate verification between spoken utterances and transcribed text. Thirdly, the talks were chosen from different years between 2020 and 2024 to provide temporal variation. However, due to the small number of samples, the findings may not fully represent the broader discourse on well-being within TEDx Talks.

E. Definitions of Key Terms

The following terms are the definitions of key terms of this research:

1. Persuasive Speech Act

A persuasive speech act is a form of communication act that aims to influence other people's thoughts, feelings, or actions through a speech in TEDx Talks on well-being.

2. TEDx Talks

TEDx Talks is a small, independent conference that allows local communities to share topics, one of which is well-being.

3. Well-Being

According to the American Psychological Association (APA) dictionary, well-being is defined as the state of an individual with a sense of happiness and satisfaction, low stress levels, good physical condition, mental focus, and good quality of life.

CHAPTER II

REVIEW ON RELATED LITERATURE

In this chapter, the researcher will discuss several foundational theories underlying this study, including A) Pragmatics, B) Speech Act Theory, C) Persuasive Rhetoric, and D) the Well-Being Concept. These main points will be further elaborated in the subsequent sections.

A. Pragmatics

Pragmatics is a linguistics discipline that investigates the contextual meaning behind a speaker's or writer's utterance, which is then interpreted by the audience (Ramalingam et al., 2021). Through pragmatic analysis, we learn how to interpret the meaning behind someone's utterance within a specific context and how that context influences the conveyed meaning (Izar et al., 2021). In brief, pragmatics explores how listeners derive implied meanings from an utterance by interpreting the speaker's intention without direct expression. Additionally, pragmatics examines the expression of relative distance in communication, precisely how speakers adjust the amount and type of information they share based on their level of closeness or shared understanding with the listener (Yule, 1996).

Pragmatics aids in comprehending language meaning more deeply by examining the context in which language is used, as meaning arises not only from the words themselves but also from the surrounding

contextual factors (Yule, 1996). The context is therefore necessary as the appropriate interpretation of meaning depends on the situational context, including social context, physical context, mental frameworks, and the roles of those involved in the interaction (Paltridge, 2012). Cummings (2015) asserts that the meaning of an utterance is shaped by the physical context, shared knowledge, and social relationships between the speaker and listener. Thus, understanding the situational context is essential for grasping the intended meaning of someone's words.

Pragmatics covers various topics such as deixis, presupposition, implicature, politeness, speech acts, and more (Aflah et al., 2024). Based on this understanding, pragmatics will assist the researcher in uncovering the underlying meaning of utterances. Therefore, the researcher will focus on speech acts and persuasive rhetoric in this study.

B. Speech Acts

Speech act theory asserts that when an individual speaks, they are not just communicating words literally but also executing an action, such as making a commitment, delivering an order, making a request, or extending an invitation (Ramalingam et al., 2021). According to Austin (1965), speech acts can be classified as locutionary, illocutionary, or perlocutionary acts since every utterance has a distinct meaning and purpose.

1. **Locutionary Act**

A locutionary act is the actual act of expressing something in its most literal form (Izar et al., 2021). This implies that the words used really express their meaning without suggesting any other motive or goal. As an example, the literal sentence “*I am cold*” expresses only the speaker’s actual sensation of coldness.

2. **Illocutionary Act**

An illocutionary act is anything a speaker tries to do with their words that goes beyond just presenting information (Izar et al., 2021). The speaker expresses themselves with a clear goal or intention, not only with facts (Aflah et al., 2024). When someone states, “*I am cold,*” they may be implying that the listener should increase the room’s temperature or offer a blanket.

3. **Perlocutionary Act**

A perlocutionary act refers to the listener’s reaction or the impact resulting from the speaker’s statement (Aflah et al., 2024). For example, after hearing “*I am cold,*” the listener may react by increasing the surrounding temperature or providing a blanket or clothing for the speaker’s use.

The illocutionary act represents the essence of every speech act, since it clarifies or supports the interpretation of the speaker’s meaning and purpose (Pranoto, 2024; Savana et al., 2021). This differentiates it from the locutionary act, which focuses only on the literal expression, and the

perlocutionary act, which refers to the effect the utterance produces (Izar et al., 2021; Pranoto, 2024). Consequently, Searle (1969) developed a theory focusing on the illocutionary function. He categorized illocutionary acts into five types: declarative, assertive, expressive, directive, and commissive.

According to John Searle, the types of illocutionary acts are listed below.

1. **Declarative Speech Act**

A declarative speech act is an utterance that directly alters the hearer's or others' social state or status (Pranoto, 2024). Nevertheless, such an act requires appropriate authority and context. Examples of declarative speech acts include actions like hiring or firing someone, blessing, bidding, and passing judgment (Savana et al., 2021).

Example: "*You are fired.*" (firing)

In this example, the speaker (such as a boss or superior) possesses the authority to make the statement, thereby officially changing the employee's status to that of a former employee.

2. **Assertive Speech Act**

An assertive or representative speech act is used to express beliefs, opinions, or facts that the speaker considers valid (Pranoto, 2024). Examples of assertive speech acts include actions like stating, describing, telling, hypothesizing, predicting, swearing, claiming, or insisting (Astiandani, 2022).

Example: "*I am sure my exam score will be poor.*" (predicting)

This indicates that the speaker is anticipating a bad outcome, which implies the speaker's opinions on the issue. For assertive statements to work, the speaker has to believe what they are saying; honesty matters. For example, the speaker, in this case, may be worried about getting a low score because they did not study adequately or due to their poor performance on past examinations, which affects their perspective on future results.

3. **Expressive Speech Act**

Expressive speech act, as the name suggests, reflects situations in which the speaker conveys their feelings, emotions, or attitudes toward something (Hambali et al., 2024). This speech act reveals the speaker's reaction to a specific situation or action, examples of which include congratulating, welcoming, thanking, blaming and apologizing.

Example: *"Congratulations on your graduation!"*
(congratulating)

In this utterance, the speaker expresses happiness for their friend's achievement. For an expressive speech act to be considered genuine, the speaker should be sincere in their expression.

4. **Directive Speech Act**

A directive speech act aims to prompt the listener to perform a particular action directly (Astiandani et al., 2022). The primary function of this speech act is to motivate or guide the listener's actions,

encompassing commands, requests, suggestions, invitations, challenges, or advice (Pranoto, 2024).

Example: *“Please raise your hand if you agree with my opinion.”*

(requesting)

This statement indicates that the speaker expects a direct response from the listener, explicitly raising their hand if they agree with the speaker’s opinion. It reflects the speaker’s intent to have the listener take action. For a directive speech act to be effective, the speaker should be confident that the listener is capable of and willing to perform the requested action.

5. **Commissive Speech Act**

A commissive speech act commits the speaker to a future action, such as vowing, promising, or even threatening (Pranoto, 2024). This type of speech act involves a commitment by the speaker that indicates their intention to perform an action, often to fulfill an expectation or agreement with the listener (Aflah et al, 2024). Unlike other speech acts, commissives focus on the speaker’s future behavior rather than conveying a present reality or describing a past event.

Example: *“I promise to bring you a gift at your graduation.”*

(promising)

In this statement, the speaker binds themselves to a future action, bringing their friend a gift at graduation. This type of speech act is

considered successful only if the speaker genuinely intends and is capable of fulfilling the promise.

C. Persuasive Rhetoric

Aristotle (1967) explained, in his work *“The Art of Rhetoric”*, that persuasion has three main components, which are logos (where the speaker presents an argument grounded in general facts or logical reasoning), ethos (the credibility of the speaker), and pathos (the emotional response elicited from the audience by the speaker’s words). Each of these three components serves a unique persuasive function. For instance, logos can persuade through its factual basis, ethos helps the audience trust the speaker due to their relevant and credible background, while pathos creates a persuasive impact by emotionally engaging the audience with the topic (Ghasemi, 2020).

This study examines the interrelation between rhetoric and speech act theory. Speech act theory emphasizes the functional role of language and utterances in communication, positing that an utterance constitutes not only a statement but also an action (Ramalingam et al., 2021). For instance, an utterance qualifies as an assertive speech act when the speaker states an opinion or fact they consider to be true. Conversely, rhetorical theory classifies persuasive strategies into logos, ethos, and pathos. The integration of these theories facilitates a more nuanced analysis, as they mutually reinforce one another. For example, an assertive speech act that conveys

facts or opinions can amplify persuasion when coupled with ethos, thereby strengthening the speaker's credibility and enhancing audience trust.

1. Logos

Logos refers to the logical reasoning or argument used by an individual when presenting their viewpoint (Ghasemi, 2020). Logos is often accompanied by evidence that is logically acceptable (Prafitri, 2023). According to Aristotle (1967), to convince the audience, an argument must be able to prove something, or at least appear to prove something, and must be rational and acceptable to the audience (Alnasser, 2023).

Example: *“Our team found that only 40% of participants truly feel happy, and the amount of free time is not a determining factor in your happiness.”*

In this statement, logos is demonstrated through statistical data that provides concrete evidence to the audience. Moreover, the conclusion drawn that *“the amount of free time is not a determining factor in your happiness”* is based on survey evidence. This statement is logically acceptable to the audience because the speaker presents their argument by providing proof that is rational and credible.

2. Ethos

Ethos refers to the credibility of the speaker (Abusalim et al., 2022). This credibility is often derived from the speaker's character, personality, or even personal experience (Ghasemi, 2020). Ethos is

crucial in persuasive communication because the audience is more likely to believe and consider what the speaker says as true if the speaker is seen as trustworthy or knowledgeable (El-Dakhs et al., 2024).

Example: *“As a referee, I am the scapegoat. Apparently, I’m always wrong. It’s always my fault. And I wanted to learn how not to take all this personally.”*

In this utterance, the speaker reveals their identity as a referee and shares their personal experience by saying, *“As a referee, I am the scapegoat.”* This helps build the speaker’s credibility or ethos because the audience understands that the speaker is speaking from direct experience in facing criticism and often being blamed. Additionally, the phrase *“Apparently, I’m always wrong. It’s always my fault.”* indicates that the speaker has become accustomed to criticism, further suggesting that they are open and resilient in dealing with high-pressure situations. Despite this, the speaker demonstrates professionalism by expressing their desire to learn how to manage emotions, which further strengthens and enhances their credibility.

3. Pathos

Pathos is a persuasive strategy used to attract the audience’s attention or trust through emotional connections (Alnasser, 2023). According to Halmari (2005, in Ghasemi, 2020), pathos often makes it easier for the audience to believe, accept, and even take action based on the information conveyed by the speaker.

Example: *“If I was trying to sell you a pen and you didn’t buy it. Okay, I would blame the pen is not good. But when the product is me, when is me appearing on the national TV and serving millions of audience all across the nation, it is getting harder and harder to sleep.”*

In the above example, the speaker uses pathos by describing the pressure and anxiety they are experiencing. The speaker compares themselves to a pen, which enhances their sense of anxiety, making the audience connect emotionally. Additionally, the phrase *“It is getting harder and harder to sleep”* evokes empathy from the audience because many people can understand or even feel the pressure and anxiety of performing in front of a large audience.

A speaker can effectively influence or convince an audience of a particular viewpoint through persuasive rhetoric (Alnasser, 2023). Rhetoric plays a crucial role as it is closely linked to the embedded power structures and beliefs within society. It can reinforce existing power structures by supporting certain viewpoints or challenge them by offering alternative perspectives. Thus, speakers can use persuasive strategies to lead audiences to believe in or accept the speaker’s perspective, either to reinforce social hierarchies or, conversely, to encourage audiences to resist dominant ideas, thereby shaping audience attitudes toward power and authority.

Later, Mai (2016) expanded on Aristotle’s (1967) theory of persuasive rhetoric. Mai aimed to show that Aristotle’s theory is still pertinent today by using this rhetorical framework in a modern setting. Mai

(2016) expanded Aristotle's ideas by using metadiscourse markers to increase persuasive impact and applied them to political debate.

Thus, Aristotle's theory of persuasive rhetoric remains rather relevant today and may be applied in many modern communication environments based on its fundamental ideas. The elements of logos, ethos, and pathos are clear not only in political spheres but also in other spheres, including education, social concerns, and digital media platforms like the TEDx Talks YouTube channel that becoming an important venue for idea distribution.

TEDx presenters, for instance, frequently establish their credibility by using ethos to show that their topic fits their background and knowledge, therefore supporting their position in convincing the audience (Alnasser, 2023). Moreover, logos strengthens the speaker's arguments and validates the covered issue by factual data or information (Ghasemi, 2020). On the other hand, pathos is meant to inspire the audience to support or sympathy, therefore strengthening the emotional connection between the speaker and the listeners (Prafitri et al., 2023). This shows that, in spite of ongoing shifts in communication, classic persuasive strategies still play a crucial role in shaping audience perspectives and actions across various settings.

D. Well-Being Concepts

Well-being is commonly defined as the perception of life as positive and meaningful. Well-being has various interpretations, such as

happiness, a sustained state of contentment, and wellness, encompassing physical and mental health (Tov, 2018). Davis (2024) adds that well-being also includes a sense of meaning or purpose in life. According to him, well-being can be defined as an individual's ability to manage emotions and cope with personal stress.

According to Davis (2024), well-being encompasses five types: social, societal, emotional, workplace, and physical well-being.

1. **Social well-being** refers to an individual's ability to socialize and build positive relationships with their surroundings, reducing feelings of loneliness.
2. **Societal well-being** involves the capacity to contribute meaningfully within a healthy, dynamic, and prosperous community, culture, or environment where all aspects of life grow and function optimally.
3. **Emotional well-being** is the ability to manage emotions and stress through various practices, such as self-love, thought management, relaxation or meditation techniques, and emotional regulation, collectively promoting positive feelings.
4. **Workplace well-being** is all about finding a career that matches your passions, skills, and values. When you do this, it brings a genuine sense of happiness and fulfillment to your personal life.
5. **Physical well-being** focuses on taking care of your body through healthy habits and regular exercise, allowing you to feel your best physically.

In addition to Davis (2024), who elaborates on the types of well-being, Carol Ryff, inspired by Aristotle's *Nicomachean Ethics*, emphasizes that well-being is not a simple construct but rather a complex phenomenon. According to Ryff, well-being encompasses six dimensions, and the scores individuals achieve on these scales serve as a reflection or representation of their overall well-being (Ulliance, n.d.).

1. Self-Acceptance

Self-acceptance means recognizing and embracing all aspects of yourself, including both positive and negative traits. It involves acknowledging that you are an individual with unique differences from others, yet accepting these differences and living your life with a positive attitude. This acceptance allows you to make peace with your past, free from regret, as you have fully embraced and come to terms with who you are. Such a level of self-acceptance significantly influences your overall well-being.

2. Personal Growth

Personal growth refers to your strategies and efforts to understand yourself better and continuously develop your potential. Through learning to grow, you can identify your weaknesses and work to improve them, transforming them into strengths or more positive traits. A lack of personal growth often leads to feelings of boredom and disinterest, as it diminishes curiosity and the desire to learn. This stagnation also reduces overall happiness, as failing to explore and engage in personal

development prevents individuals from realizing the benefits of growth and self-improvement.

3. Life Purpose

Everyone has different goals in life. These goals become even more significant when you continuously strive to achieve them. Having a purpose in life is essential as it serves as a guide, directing you toward the path you want to take. It is the sense of purpose that makes life more meaningful and contributes to a stable sense of well-being.

4. Autonomy

Autonomy refers to the ability to stand firm in what you believe, trust, and choose. It involves confidently making decisions and determining choices without being overly influenced by the opinions of others. Autonomy means prioritizing yourself based on your own personal standards rather than those of others.

Lacking autonomy often manifests as a tendency to please others, commonly referred to as being a “people pleaser.” This entails consistently striving to meet others’ expectations or make them happy at the expense of your own feelings or genuine choices. If you constantly worry about failing to satisfy others instead of focusing on yourself, attaining a true sense of well-being becomes challenging.

5. Positive Relationships

Positive relationships mean being in healthy connections where trust, mutual care, and emotional bonding are present, making you feel

satisfied, warm, and happy to be in those relationships. In positive relationships, you are able to build strong empathy and intimacy with others. On the contrary, if you are not in a positive relationship, you may often feel lonely, even in crowded situations. You may also find it difficult to open up to others because you feel a lack of closeness or emotional connection with them.

6. Environmental Mastery

At this stage, it means you are able to manage your environment and choose activities that align with your interests and needs effectively. If you find it difficult to organize your daily activities or feel unable to make changes in your environment, it indicates a lack of control over the external world.

CHAPTER III

RESEARCH METHOD

This chapter provides an explanation of the research methods used in this study, including research design, research instruments, data sources, data collection, and data analysis.

A. Research Design

The researcher employs a descriptive qualitative method to analyze data in this study. The data to be analyzed through this method consists of various well-being speeches on the TEDx Talks YouTube channel. Accordingly, the qualitative method, which is inclined to analyze the meaning behind a phenomenon, is well-suited for this study (Creswell & Creswell, 2018). Through this method, the research will generate descriptive data in the form of written words or spoken utterances from the observed speakers. Here, the researcher will interpret data from TEDx speakers' utterances on well-being to answer research questions in detail and with clarity.

In this context, the qualitative method focuses on interpreting and understanding the meaning of a social or human issue (Creswell & Creswell, 2018). In this study, the researcher will analyze types of speech acts containing persuasion within well-being speeches delivered by TEDx speakers. Therefore, this study adopts a qualitative descriptive approach, as it will interpret the meaning of utterances using speech act theory and analyze the persuasive

elements within these utterances through rhetorical theory within the scope of Pragmatics.

B. Research Instrument

In descriptive qualitative research, the primary research instrument is the researcher, also known as a human instrument (Creswell & Creswell, 2018). As the primary instrument, the researcher plays a crucial role in observing and selecting TEDx Talks videos to be used as research data. The researcher is also crucial in interpreting the data to ensure its consistency with the research objectives.

Additionally, in this study, the researcher utilizes supplementary tools, such as Kome and Zeemo transcription AI. These AIs assist the researcher in converting spoken data into written text. The transcribed text is then analyzed using Microsoft Excel to facilitate the organization and categorization of the data.

C. Data and Data Sources

In this study, the data analyzed consist of utterances in the form of phrases or sentences, which may comprise two or more sentences in one speaking turn. These utterances are selected on their persuasive speech acts and the relevance to the well-being theme. In addition to thematic relevance, the videos were also selected based on audience engagement indicators such as the number of views, likes, and positive comments, which serve as supporting factors in evaluating the speakers' persuasive effectiveness.

The data sources for this study consist of selected videos from the TEDx Talks YouTube channel. These videos were chosen based on their relevance to the research objectives, particularly those addressing topics related to well-being, such as emotional and workplace well-being, and were uploaded between 2020 and 2024. The selected talks include Fredrik Imbo's "*How Not to Take Things Personally?*" (March 4, 2020) https://www.youtube.com/watch?v=LnJwH_PZXnM; Khanh Vy Tran's talk on workplace well-being entitled "*Challenge Yourself to Step Out of the Norm*" (April 28, 2021) <https://www.youtube.com/watch?v=1DwuF-J2t64>; Shadé Zahrai's "*Master Your Mindset: Overcome Self-Deception, Change Your Life*" (March 30, 2022) <https://www.youtube.com/watch?v=4AzpmZ7AjaQ>; Tia Graham's "*The Simple Secret to Being Happier*" (January 30, 2023) https://www.youtube.com/watch?v=gYeHV_nA36c; and Janice Burt's "*One Fear per Year: Personal Growth Hack that Changes Everything*" (August 1, 2024) <https://www.youtube.com/watch?v=ZSfGaNNJQ38>.

D. Data Collection

The researcher conducted multiple procedures to collect data for this study. First, the researcher viewed several videos on the TEDx Talks YouTube channel. The researcher subsequently picked those that exclusively addressed the topic of well-being. This was executed to align the data with the research objectives.

Second, the researcher transcribed the videos with transcribing tools. The researcher then cross-checked the transcription with the videos to guarantee the accuracy of the speech and the subtitles offered by TEDx. The last step is reduction. The researcher concentrated just on utterances including persuasive speech acts related to well-being.

The researcher identified sentences that highlighted a specific category of speech act and linked them with rhetoric during the reduction process. An utterance can be classified as an expressive speech act when it conveys the speaker's emotions or feelings. The researcher analyzed the persuasive strategy in the utterance, aligning it with Aristotle's rhetorical theory. The utterance, as an expressive speech act, likely incorporates pathos, aiming to engage the audience emotionally and establish a connection of trust or attention through the speaker's emotional appeal. This reduction guarantees that the data aligns with the research objectives, concentrating on persuasive speech acts within the context of well-being.

E. Data Analysis

After collecting the data, the researcher followed a structured process to conduct the analysis. First, the data were categorized using Searle's (1969) theory of illocutionary acts to identify the types of illocutionary acts used in each TEDx Talk. Then, each utterance was further analyzed using Aristotle's (1967) rhetorical theory to identify persuasive strategies. Descriptive explanations were provided in each stage to illustrate how the illocutionary acts and rhetorical appeals function in the speakers' attempts to promote well-being.

To ensure analytical clarity and consistency, each datum was systematically labeled using the format *X.Y.*, where *X* denotes the speaker (1 for Frederik Imbo, 2 for Khanh Vy Tran, 3 for Shadé Zahrai, 4 for Tia Graham, and 5 for Janice Burt), and *Y* indicates the utterance sequence. For instance, Datum 1.1 refers to the first utterance by Frederik Imbo, while Datum 2.1 corresponds to the first utterance by Khanh Vy Tran, and so on. All categorized data were systematically organized in a table to support comparison and interpretation. The categorized findings then served as the basis for answering the research questions in this study.

To facilitate the analysis of the utterances in TEDx Talks, this study employs a coding system for both speech acts and rhetorical appeals. The speech acts are categorized based on Searle's classification as follows: assertive [SA.1], directive [SA.2], expressive [SA.3], commissive [SA.4], and declarative [SA.5]. In addition, the rhetorical appeals are coded based on Aristotle's framework: ethos (speaker's credibility) [RA.1], pathos (emotional appeal) [RA.2], and logos (logical reasoning) [RA.3]. these codes are consistently used in tables and discussion sections to provide a clearer and more structured representation.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the explanation of the findings and the discussion. The researcher will provide the analysis in the findings section, while the discussion section will elaborate on the relationship between the research findings and the theoretical frameworks. Therefore, this chapter addresses the two research questions proposed in the first chapter of this study.

A. Findings

The data analyzed in this study consist of utterances containing persuasive speech acts in TEDx Talks on well-being. Each datum is supplemented with contextual information and analyzed comprehensively using John Searle's (1969) speech act theory and Aristotle's (1967) rhetorical framework.

In this chapter, each utterance is labeled with a datum code such as 1.1, 2.1, and so on, referring to the talk and the order of the utterance. The speech acts are identified using codes such as SA.1 (assertive), SA.2 (directive), etc., while rhetorical appeals are categorized as RA.1 (ethos), RA.2 (pathos), and RA.3 (logos). These codes support the interpretation and classification of the data presented in the tables.

1. Emotional Well-Being

Emotional well-being, as defined by Davis (2024), refers to one's ability to manage emotions and maintain positive feelings through strategies such as emotional regulation and self-reflection. In the context of this study, several utterances were identified as reflecting emotional well-being content. These utterances, along with their associated persuasive speech acts and rhetorical appeals, are summarized in Table 4.1.

Table 4.1 Distribution of Persuasive Speech Acts in Utterances Related to Emotional Well-Being

NO.	SPEAKERS	TOTAL	SPEECH ACTS	RHETORICAL APPEALS
1.	Frederik Imbo	5	[SA.1], [SA.2], [SA.3]	[RA.1], [RA.2], [RA.3]
2.	Khanh Vy Tran	3	[SA.1], [SA.2], [SA.3]	[RA.1], [RA.2]
3.	Shadé Zahrai	3	[SA.1], [SA.2], [SA.4]	[RA.2], [RA.3]
4.	Tia Graham	-	-	-
5.	Janice Burt	2	[SA.1], [SA.3]	[RA.1], [RA.2], [RA.3]

The data in Table 4.1 demonstrate that utterances related to emotional well-being appear in four out of the five TEDx speakers, with Frederik Imbo contributing the highest number (5 utterances), followed by Khanh Vy Tran and Shadé Zahrai (3 utterances each), and Janice Burt (2 utterances). However, Tia Graham doesn't present any utterances classified under emotional well-being. In terms of persuasive speech acts, the most frequently used types are assertive and directive speech acts, indicating a consistent use of certain strategies to deliver emotional messages. Meanwhile, rhetorical appeals show a dominant use of pathos, suggesting that emotional well-being content tends to be conveyed through emotionally resonant language to foster audience connection. Overall, this pattern reflects that speakers rely on emotional and assertive expressions, supported

by empathetic rhetorical appeals, to effectively communicate ideas centered on emotional well-being.

The following data represent persuasive speech acts found in utterances related to emotional well-being:

Datum 1.1

“When my ego takes over, I’m fighting all day. I’m in a constant struggle with the rest of the world, and it drains my energy. Wouldn’t it be so much easier to not take things personally?”

Context (Datum 1.1):

In this utterance, Frederik Imbo, who was working as a referee at the time, shares his personal experience of dealing with his ego while on the field. Imbo explains that when his ego takes control, he feels drained and constantly struggles with external negativity. This statement highlights his internal conflict and how it affects his emotional well-being. By sharing this story, Imbo intends to convey to the audience that overcoming ego is a challenging process. The speaker’s goal is to encourage the audience to manage their ego in a way that does not emotionally exhaust them or lead to unnecessary conflicts.

Imbo’s statement serves as an illustration of how easily the ego can dominate a person’s response to external situations, making them more susceptible to emotional distress. This idea clearly shows that it is not just based on his personal experience but is also a fundamental part of his talk’s main discussion, *“How Not to Take Things Personally?”* By sharing his background as a referee, where direct criticism and negative comments are

inevitable, Imbo makes his story relatable to the audience. Through this analogy, he highlights a universal struggle: the difficulty of separating external remarks from one's self-worth. His message suggests that by managing the ego, individuals can minimize unnecessary stress and enhance their emotional resilience.

Analysis (Datum 1.1):

In this utterance, Frederik Imbo employs an **assertive act** by narrating his personal experience and describing his struggle with his ego. Imbo informs the audience about his emotional state when dealing with his ego. Additionally, Imbo employs an **expressive act** to express the speaker's psychological state. Imbo conveys feelings of exhaustion and frustration. This emotional vulnerability is further underscored in the rhetorical question that functions as an indirect **directive speech act** that subtly encourages the audience to engage in introspection and adopt a more composed and less reactive attitude in facing challenges.

From the perspective of **Aristotle's rhetorical theory**, the dominant persuasive strategy in this utterance is **ethos**, as the speaker builds credibility by drawing on his own experiences. Imbo presents himself as someone who has firsthand experience with the issue, making him more relatable and trustworthy. Furthermore, **pathos**, which Aristotle describes as an appeal to emotion, is strongly present in the speaker's attempt to evoke empathy. His phrase "*It drains my energy*" directly conveys his emotional exhaustion, while the rhetorical question encourages the audience to reflect

on their own struggles, deepening their emotional connection with the message.

Datum 1.2:

“Do you have any idea, ladies and gentlemen, how many thoughts our brain produces a day? 50.000! And guess how many of them are positives? Only 10.000. So this means that 80% of what we think are negative thoughts. That’s a lot. Isn’t it?”

Context (Datum 1.2):

Frederik Imbo captivates the listeners in this statement by sharing a truth regarding the human brain and its potential for cognition. Beginning with a rhetorical question, he hopes to grab the audience’s attention and inspire critical thinking. To support his claim, he then provides statistical data showing the brain generates 50,000 thoughts daily, 80% of which are negative. This methodical approach helps him establish credibility and increase audience openness to his case of argumentation.

This assertion is part of Imbo’s larger discussion of why people take things personally. Through emphasizing the frequency of negative ideas, Imbo hopes to raise awareness of mental habits among the audience and how these patterns affect emotional reactions. He wants to demonstrate that negative thinking is a normal cognitive inclination that often causes people to take outside comments personally and react emotionally. His choice of words, particularly the phrase *“That’s a lot,”* is crucial. The line *“Isn’t it?”* emphasizes the irony of the situation, gently prompting the audience to recognize the overwhelming presence of negativity in their thoughts and contemplate how it shapes their perception of external criticism.

Analysis (Datum 1.2):

The speaker, Frederik Imbo, employs two types of **illocutionary acts**, as classified by **John Searle (1969)**: **directive** and **assertive**. The **directive speech act** is used when Imbo implicitly prompts the audience to think and engage with the topic by inviting them to reflect on their own cognitive process through his rhetorical questions. Subsequently, Imbo uses **assertive speech acts** by providing factual information, such as the statistics mentioned, to deliver factual knowledge and express his perspective, strengthening his claim about the overwhelming presence of negative thinking patterns.

From a **rhetorical perspective**, the utterance prominently employs **logos**, as defined by **Aristotle**, through the use of statistical data to build and reinforce the logical argument. The inclusion of numerical facts enhances the credibility of the speaker's argument, making it more objective and evidence-based. Additionally, the closing phrase demonstrates the use of **pathos** to evoke an emotional response from the audience. This phrase is intended to surprise or provoke reflection, encouraging the audience to acknowledge the impact of the high proportion of negative thoughts.

Datum 1.3:

“Because some words they shout at me, like here, do really hit a raw nerve: “You’re a loser. Choose another hobby!” You know what? “Go fishing!” Ouch! Maybe they are right. Perhaps I took the wrong decision. Maybe I am a loser. Honestly, that’s how I feel sometimes.”

Context (Datum 1.3):

In this statement, Frederik Imbo discusses his experience with verbal criticism while working as a referee on the field of play. He recalls hearing unpleasant comments from spectators, including *“You’re a loser. Choose another hobby!”* and *“Go fishing!”* exemplify the harsh scrutiny that referees frequently receive. These words have a huge influence, causing him to question his talents and temporarily internalize negative beliefs about himself. By honestly confessing his emotions in *“Maybe they’re right. Perhaps I took the wrong decision. Maybe I’m a loser,”* Imbo emphasizes the psychological difficulties of dealing with criticism, which is consistent with the overall topic of emotional resilience in preserving well-being. This statement also highlights how quickly external negativity can influence one’s self-perception. By expressing this vulnerability, Imbo urges the audience to think about how they process criticism and develop healthier ways of dealing with external negativity.

Analysis (Datum 1.3):

In this statement, Frederik Imbo expresses his experience and feelings by combining **assertive** and **expressive speech acts** (Searle, 1969). The **assertive speech act** shows up when he shares personal accounts and doubts, committing to the truthfulness of his self-reflection and illustrating how external comments can shape self-perception. Meanwhile, **expressive speech acts** reveals his emotional pain and vulnerability, highlighting the impact of criticism on emotional well-being. Through these illocutionary acts, Imbo not only shares his experience but also invites the audience to reflect on how external negativity can influence their self-perceptions.

From a **rhetorical perspective**, the speaker strategically integrates **ethos** and **pathos** to reinforce the persuasiveness of his message. **Ethos** is constructed through the deliberate disclosure of personal struggles and self-doubt, positioning the speaker as both credible and relatable; statements like *“Honestly, that’s how I feel sometimes”* function not merely as confessions but as calculated moves to establish authenticity and trustworthiness. **Pathos** operates alongside this by eliciting empathy through emotionally charged statements, which do not simply express vulnerability but foreground the speaker’s internal conflict and emotional turmoil. This interplay between ethos and pathos not only humanizes the speaker but also deepens audience engagement, making the overall argument more compelling by aligning credibility with emotional resonance.

Datum 1.4:

“As a beginning referee, I still feel insecure. Especially me. I never played soccer. It is about me because it has something to do with my insecurity. I doubt about myself or a part of myself that I haven’t come to terms with.”

Context (Datum 1.4):

In this statement, Frederik Imbo considers his fears as a referee, especially related to his lack of past soccer expertise. The statement centers on the speaker’s self-awareness of his perceived shortcomings as a beginner referee, highlighting his personal struggle with self-doubt and feelings of inadequacy. This vulnerability aligns with the broader theme of self-awareness and emotional resilience in overcoming personal limitations.

Imbo's experience is highly relevant to the main topic of his talk, as it highlights the common struggle with insecurity and its impact on self-perception. His story emphasizes how self-doubt can shape an individual's confidence in their abilities, making it a relatable issue for the audience. As an inexperienced referee who has experienced extra difficulties, Imbo questions his abilities. He establishes himself as a relatable individual for viewers who may experience professional self-doubt by sharing this story. This statement serves as a transition to a broader discussion on how individuals can manage their insecurities and prevent them from defining their self-worth.

Analysis (Datum 1.4):

In this utterance, the speaker, Frederik Imbo, predominantly uses **assertive speech acts**, as classified by **John Searle (1969)**, to convey his insecurities and self-reflection. According to assertive speech acts, the speaker utilizes language to state facts and express his beliefs as truths. This utterance highlights the reason why Imbo feels insecure. The recognition of a direct link between his internal state and personal insecurity further substantiates the depth of his self-awareness and affirms the authenticity of his emotional experience. Moreover, the speaker also employs an **expressive speech act** to express his feelings of doubt in carrying out his duties, considering that he has no background in football.

From **Aristotle's rhetorical perspective**, **ethos** is prominently employed as the speaker builds credibility through his candid admission of

being a beginner. By acknowledging his inexperience, Imbo normalizes feelings of self-doubt, making his struggles more authentic and relatable to the audience. This honesty enhances his credibility, as the audience is more likely to trust someone who admits their vulnerabilities rather than pretending to be perfect. Furthermore, **pathos** is utilized to evoke an emotional response from the audience. The speaker's vulnerability fosters empathy and allows the audience to connect with the speaker's challenges on a personal level. By articulating his struggles with self-doubt, the speaker encourages the audience to reflect on their own insecurities, making the talk not just informative but also emotionally engaging.

Datum 1.5:

“People may attack you, criticize you, or ignore you. They can crumple you up with their words, spit you out, or even walk all over you. But remember, whatever they do or say, you will always keep your value.”

Context (Datum 1.5):

Frederik Imbo assures and counsels the audience directly with this speech. He underlines that a person's fundamental value is always consistent and untouched by the words or acts of others, regardless of the difficulties one encounters, including criticism or abuse. The analogies in *“They can crumple you up with their words, spit you out, or even walk all over you”* highlight the emotional impact of external criticism, emphasizing the notion that people are frequently devalued by others' judgments. However, the speaker counters this notion with *“But remember, whatever they do or say, you will always keep your value,”* providing a strong message of emotional resilience and self-worth.

This assertion is consistent with the overarching themes of personal growth and well-being that were addressed in Imbo's presentation. Having personally faced direct criticism in his capacity as a referee, Imbo is aware of how outside negativity could affect one's self-perception. Directly addressing the audience helps him to inspire them to cultivate an attitude that gives internal confidence and self-acceptance first priority over outside approval. This message not only supports the general principle of not allowing one to take things personally but also helps the audience to separate their value from external judgments.

Analysis (Datum 1.5):

The speaker employs **assertive** and **directive speech acts**, as categorized by **John Searle (1969)**, to emphasize the themes of self-worth and resilience. The **assertive speech act** is demonstrated when the speaker affirms a universal fact on the inevitability of external negative. Furthermore, the use of **directive speech acts** in this context reveals a directive intended not to instruct but to inspire. Rather than imposing action, it encourages the listener to internalize the belief that their self-worth remains unaffected by others' perceptions or behaviors.

From a **rhetorical perspective** by **Aristotle**, **pathos** represents the primary rhetorical strategy employed in this utterance. By presenting familiar instances of being attacked, criticized, or ignored, the speaker invokes emotional resonance, thereby enhancing the utterance's persuasive power through pathos. Additionally, the speaker employs strong metaphors,

such as “*crumple you up with their words*” and “*spit you out,*” which evoke intense emotions and allow the audience to empathize with the experience of being disrespected or undervalued. By the end of the utterance, the speaker reinforces an emotional conclusion, emphasizing that one’s self-worth remains intact despite external negativity.

Datum 2.1:

“And seeing me getting disappointed, being sad, blaming myself from time to time. Then, my mom asked me, “Have you ever considered quitting this job? I mean, you’re still a student, you don’t have to work. You can fail, you can try. I just wanted you to be healthy and happy every day.””

Context (Datum 2.1):

In this utterance, Khanh Vy Tran, a former singer who has now established a career as a television host, shares her personal experience of facing challenges in the professional world. She received various criticisms from audiences, ranging from remarks about her vocal tone while singing and hosting to negative comments about her hosting skills and English proficiency. These criticisms arose because the program she hosted was an English learning show, leading to high expectations regarding her fluency and language skills.

Faced with these pressures, Tran experienced sadness, disappointment, and self-doubt. This utterance also highlights the profound impact of negative words on mental well-being, illustrating how external comments can influence an individual’s self-confidence and emotional state. Furthermore, she underscores the importance of emotional support in maintaining well-being, as conveyed through her mother’s message, that

happiness and health should take precedence over work-related pressures, and that failure is an essential part of the learning process.

Analysis (Datum 2.1):

In this utterance, Khanh Vy Tran employs **expressive** and **assertive speech acts**, as classified by **John Searle (1969)**. The **expressive speech act** emerges through the speaker's acknowledgment of her emotional responses when encountering difficulties. By revealing moments of disappointment, sadness, and self-blame, she conveys a sense of vulnerability that invites the audience to connect with her on a personal level. Meanwhile, the **assertive speech act** is implicitly present through the speaker's tendency to share personal narratives and provide descriptive accounts of past experiences. This storytelling approach emphasizes the informative and reflective nature of her speech, rather than aiming to persuade the audience.

From **Aristotle's rhetorical perspective**, **pathos** is the dominant persuasive element in this utterance. By expressing her emotions when responding to criticism, she appeals to the audience's emotions, fostering a sense of empathy and connection. However, **ethos** is also present, as she shares a personal experience, enhances her credibility by recounting a real-life struggle, making her message more authentic and relatable. This use of ethos strengthens the persuasiveness of her speech, as personal narratives often increase the audience's trust in the speaker's insights.

Datum 2.3:

“At the end of the day, we as humans, we are allowed to make mistakes. We are allowed to laugh at ourselves. We are allowed, you know, to do something wrong, just make mistakes. It’s not the end of the world. It’s okay to feel down and heavy sometimes because the cloud rains when it’s heavy too. So, it’s really okay. It’s totally normal.”

Context (Datum 2.3):

This utterance contains encouraging advice from Khanh Vy Tran to her audience. It reinforces the importance of embracing one’s passion, which is a key theme in her TEDx talk, *“Challenge Yourself to Step Out of the Norm.”* Through this statement, she emphasizes that stepping outside of societal expectations requires both self-acceptance and resilience. She also reminds the audience that it is okay to make mistakes and go through difficult times.

By stating, *“We are allowed to make mistakes”* and *“It’s okay to feel down and heavy sometimes,”* Tran normalizes human imperfection and validates emotional struggles as a natural part of life. The metaphor of *“cloud rains when it’s heavy”* serves to illustrate that feeling burdened by emotions is not a sign of weakness but a necessary process. This further strengthens the underlying message of self-compassion and personal growth, encouraging the audience to accept their emotions rather than suppress them.

Her words align with the broader discussion in her TEDx talk, where she advocates for breaking free from external expectations and embracing one’s authentic self. This utterance not only reassures the audience that perfection is unattainable but also subtly urges them to focus on personal

fulfillment rather than fear of failure. By framing mistakes and emotional struggles as a normal part of life, she encourages the audience to develop a healthier perspective on self-growth.

Analysis (Datum 2.3):

In this utterance, Khanh Vy Tran employs double speech acts, as classified by **John Searle (1969)**, including **directive** and **assertive speech acts**. The **directive speech act** functions as advice given to the audience regarding well-being. Here, Tran directly suggests that making mistakes is a natural part of life, encouraging the audience to embrace their imperfections rather than fear failure. Additionally, **assertive speech acts** appear when Tran presents a belief she holds to be true, that life continues despite one's mistakes. By stating this as a fact, she reinforces a mindset of resilience, persuading the audience that setbacks should not define their self-worth.

From **Aristotle's rhetorical perspective**, **pathos** is the dominant persuasive element in this utterance. Tran leverages emotional appeal to enhance the impact of her message, using personal reflection and metaphor to connect with the audience's struggles. Through the metaphor "*the clouds rain when it's heavy*," she normalizes emotional burdens, illustrating that struggles are temporary and should be embraced rather than feared. By sharing her own journey of overcoming career-related challenges and pursuing her passion, Tran not only motivates the audience but also makes her message more relatable and emotionally compelling.

Datum 2.4:

“And no matter what you are facing right now, and I don’t know no matter what the future holds for you, please never change yourself. Love yourself, accept yourself, and then transform yourself.”

Context (Datum 2.4):

This utterance contains support and encouragement from Khanh Vy Tran to her audience at the conclusion of her speech. After sharing her personal experiences regarding self-acceptance and self-growth, Tran aims to inspire the audience to embrace and love themselves without changing who they are, but rather by improving and refining their existing qualities. This statement implicitly conveys that, after all she has experienced, she has found happiness and fulfillment, aligning with the broader concept of well-being, which is inherently complex and multifaceted. Her words suggest that she has achieved a sense of contentment in her career as a television host, reinforcing the importance of self-acceptance in personal and professional fulfillment.

In this utterance, Tran emphasizes that self-acceptance is crucial for achieving well-being. This idea is reinforced by the choice of diction in the phrase *“please never change yourself,”* which clearly suggests that individuals are not expected to change who they are. Instead, she implies that it is possible to accept oneself while still striving for growth. The goal is not to become a completely different person but to improve and transform into a better version of oneself.

Analysis (Datum 2.4):

In this utterance, Khanh Vy Tran predominantly employs a **directive speech act**, as classified by **John Searle (1969)**. This is reflected in her appeals that urge the audience toward self-love, acceptance, and transformation, while simultaneously discouraging them from altering themselves to meet external expectations. **Directive speech acts** are commonly used when a speaker intends to influence the audience's actions. Consequently, these speech acts frequently take the form of invitations, commands, requests, suggestions, challenges, or advice, all of which encourage the listener to act in a certain way.

From **Aristotle's rhetorical perspective**, **pathos** is the primary persuasive strategy in this utterance. Tran appeals to the audience's emotions and insecurities, reassuring them that they are worthy as they are and do not need to conform to external expectations. The emotionally appeal emphasizes a deep empathy for the audience's struggles with self-doubt, making her encouragement more impactful. By framing transformation as something that comes after self-acceptance rather than as a requirement to fit societal norms, she strengthens her emotional connection with the audience, motivating them to reflect on their self-worth and identity.

Datum 3.1:

“Most psychology researchers agree that these deceivers begin to emerge based on the parenting you received when you were a child. If you had a critical, controlling, or demanding parent, you come to internalize this judgment, and it manifests within you as an adult.”

Context (Datum 3.1):

In this utterance, Shadé Zahrai discusses the concept of inner deceivers in her TEDx talk, highlighting how they often limit or hinder an individual's potential. She emphasizes that, according to psychological researchers, parenting styles play a crucial role in the development of these inner deceivers. Individuals who are raised by controlling, critical, or demanding parents are more likely to internalize these behaviors, which then influence their decision-making and self-perception in adulthood. This perspective reinforces the idea that self-deception is not an inherent trait but rather a learned response shaped by past experiences.

Furthermore, Zahrai underscores the significant impact of childhood experiences on one's ability to make decisions later in life. By doing so, she subtly invites the audience to reflect on their upbringing and recognize the influence of parental guidance on their internal struggles. Through this, she aligns with the broader theme of self-awareness, mindset shifts, and personal growth, which are central to her TEDx Talks.

Analysis (Datum 3.1):

In this utterance, Shadé Zahrai exclusively employs **assertive speech acts**, as classified by **John Searle (1969)**, to inform the audience about the topic she presents. The **assertive speech act** functions as a means of delivering information, reinforcing her claims with references to psychological research. By mentioning researchers as a source, Zahrai strengthens the credibility of her argument, emphasizing that her claim is based on external evidence. Another instance appears when Zahrai presents

her statement as a factual claim, asserting a cause-and-effect relationship between parenting styles and self-deception. This reinforces her perspective that self-deception is shaped by past experiences rather than being an inherent trait.

From **Aristotle's rhetorical perspective**, Zahrai employs both **logos** and **pathos** to enhance the persuasiveness of her statement. **Logos** is used as it reflects a logical argument supported by external validation. In rhetorical theory, logos requires well-reasoned arguments accompanied by credible evidence, which Zahrai achieves by grounding her statement in psychological research. Meanwhile, **pathos** emerges in her discussion of parenting styles. By using emotionally charged descriptors such as “critical,” “controlling,” and “demanding parent,” Zahrai appeals to the audience's personal experiences. Many listeners may relate to the struggle of having highly demanding parents, which makes her statement emotionally compelling. Through this emotional appeal, she encourages the audience to reflect on their upbringing and recognize how it may have influenced their internal struggles.

Datum 3.3:

“But I promise you, as you distance yourself from these voices, your life will begin to transform. So I have a challenge for you. Seriously, commit to reframing your relationship with your inner deceivers, acknowledge they exist, be aware of them, and learn to discern between rational thought and the voices of the ego.”

Context (Datum 3.3):

In this part of her speech, Shadé Zahrai invites the audience to take action against their inner deceivers, a metaphor she uses to describe the self-critical inner voices that undermine personal growth. By stating “*I promise you,*” Zahrai reinforces her personal conviction that positive transformation is achievable, while simultaneously building trust and emotional connection with her audience. She positions herself not only as someone who understands this internal struggle but also as someone who has personally overcome it, lending credibility and authenticity to her message. This utterance occurs in the closing section of her talk, where Zahrai transitions from explaining the concept of *inner deceivers* to offering actionable steps for overcoming them. In this final moment, she urges her audience to reframe their mindset and take control of their thoughts, empowering them to break free from the limiting narratives imposed by their inner critics.

Zahrai’s statement plays a critical role in promoting psychological well-being, particularly by encouraging self-awareness and mental resilience. By urging the audience to “*distance yourself from these voices*” and “*commit to reframing your relationship with your inner deceivers,*” she empowers individuals to challenge the internal narratives that contribute to stress, guilt, and burnout. This guidance aligns with the broader goals of well-being by fostering healthier cognitive patterns and emotional regulation. Through her persuasive appeal, Zahrai not only addresses mental health challenges but also provides actionable strategies to enhance the audience’s overall sense of self-worth and psychological balance.

Analysis (Datum 3.3):

In this utterance, Shadé Zahrai employs both **commissive** and **directive speech acts**, as classified by **John Searle (1969)**. The **commissive** appears when Zahrai makes a promise to her audience, assuring them that their lives will improve if they follow her advice to distance themselves from their ego-driven inner voices. Meanwhile, the **directive speech acts** are evident in her instructions, which urge the audience to take specific actions to confront and manage their inner deceivers by recognizing their existence, becoming aware of them, and distinguishing them from rational thought. The combination of these speech acts serves to both motivate the audience to take action and reassure them of the positive outcomes that such actions can lead to.

From the **perspective of Aristotle's rhetorical appeals**, this utterance predominantly relies on **pathos**, serving as an emotional appeal that fosters hope and motivation among the audience. Through these statements, she creates a sense of reassurance that positive change is attainable, encouraging individuals to believe in their own capacity for personal transformation. This emotional appeal is particularly effective in addressing audience members who may be struggling with self-doubt and internal criticism. By evoking optimism and self-confidence, Zahrai strengthens the audience's willingness to take actionable steps toward improving their psychological well-being. Thus, the emotional resonance emphasized in this utterance becomes the primary instrument of persuasion, guiding the audience toward a healthier and more balanced mental state.

Datum 5.1:

“Well, that’s where I was curled up in the fetal position. And this is how I felt inside: unworthy, insecure, lacking all kinds of confidence, a pro-people pleaser, but the biggest thing that I became aware of, was the fear. The fear that controlled pretty much every decision that I made.”

Context (Datum 5.1):

Before delving into the core of her TEDx Talk, titled “*One Fear Per Year: A Personal Growth Hack that Changes Everything*”, Janice Burt shares her personal story of being at her lowest point. She describes her emotions at the time as feeling unworthy, insecure, and most dominantly, fearful. She mentions that this fear controlled pretty much every decision she made during that time. In this context, we can see how fear can deeply affect mental and emotional well-being, as the inability to cope with fear can prevent an individual from making decisions that support personal growth.

In her utterance, Burt emphasizes that fear can influence most of our lives, creating mental barriers that stop us from feeling more confident and empowered. This kind of fear disrupts emotional well-being, leading to feelings of unworthiness and lack of self-confidence, which can hinder personal development and happiness. By overcoming this fear, as she explains in her talk, the audience is encouraged to transform their lives towards more positivity and achieve a better emotional well-being.

Analysis (Datum 5.1):

In this utterance, Janice Burt applies **assertive** and **expressive speech acts**. **Assertive speech acts** are used to inform and provide a clear depiction

to the audience of her personal experience when she was at her lowest point. For instance, she expresses a belief she holds to be true, offering insight into how fear significantly influenced her actions and decisions. In contrast to earlier assertive speech acts, the speaker transitions to an **expressive speech act** by revealing her inner emotional experience, emphasizing vulnerability and self-perception.

From the perspective of **Aristotelian rhetoric**, Burt uses **ethos** and **pathos** as persuasive tools to help engage the audience. In her utterance, **ethos** appears when Burt uses her personal experience to explain to the audience, which helps the audience trust her credibility. By sharing such an emotional and vulnerable personal experience, Burt builds trust with the audience in her message. Then, to engage and connect emotionally with the audience through her story, she employs **pathos** so that the audience can easily empathize with her by expressing her deeply felt emotions during that time. This strengthens the emotional connection between Burt and the audience, making it easier for the audience to be influenced by the story and message she is conveying.

Datum 5.2:

“And research shows that between 60% to 90% of people who have participated in exposure therapy, with the help of a therapist, have had either complete eradication of their symptoms, or their symptoms have been so much improved by undergoing that therapy.”

Context (Datum 5.2):

In this utterance, Janice Burt presents the results of a study showing that exposure therapy is highly effective in reducing or even eliminating

symptoms of anxiety or trauma disorders experienced by individuals. The study found that the success rate of this therapy can range from 60% to 90%, demonstrating the significant positive impact it can have on an individual's emotional and psychological well-being. Exposure therapy involves gradually exposing patients to the source of their fear or anxiety, with the goal of helping them overcome those fears effectively. This therapy not only helps individuals manage their symptoms but also improves their emotional well-being by empowering them to face and overcome psychological challenges that previously seemed overwhelming.

Analysis (Datum 5.2):

In this utterance, Janice Burt applies an **assertive speech act** as described by **John Searle (1969)**. The **assertive speech act** in this utterance is used to inform and convey to the audience that the success rate of exposure therapy is very high. This assertion communicates the effectiveness of the therapy, stating that between 60% to 90% of people who have undergone the therapy have experienced significant improvements or complete eradication of their symptoms. This assertive function serves to give the audience clear information, emphasizing that fear and anxiety are not insurmountable but can be overcome through effective therapeutic methods. In addition to informing, this utterance also indirectly encourages the audience to believe in the potential for personal change, reinforcing the idea that psychological well-being can be restored or significantly improved through exposure therapy. By using assertive speech acts, Burt helps frame

exposure therapy as a treatment and a transformational tool for mental health.

From an **Aristotelian rhetorical perspective**, this utterance contains **logos** by presenting statistical data demonstrating exposure therapy's success rate. The use of **logos** here is crucial because it provides rational evidence to support Burt's claim about the effectiveness of exposure therapy. Data from scientific research adds credibility to her argument, making it easier for the audience to accept and trust her message. By presenting facts and figures, Burt appeals to the audience's logical reasoning, showing that exposure therapy is a proven and scientifically supported method for overcoming fear and anxiety. The use of logos enhances the persuasive power of the speech by grounding Burt's claims in verifiable research, making it harder for the audience to dismiss the message. The success rates presented—ranging from 60% to 90%—serve as compelling evidence that therapy can significantly reduce or eliminate the symptoms of fear and anxiety, thereby promoting better emotional and psychological well-being.

2. Societal Well-Being

Societal well-being refers to an individual's involvement in and contribution to a thriving and supportive social environment. It emphasizes a sense of belonging, mutual respect, and active participation within a community or society. In this study, utterances reflecting societal well-being

are presented in Table 4.2, along with their corresponding persuasive strategies.

Table 4.2 Distribution of Persuasive Speech Acts in Utterances Related to Societal Well-Being

NO.	SPEAKERS	TOTAL	SPEECH ACTS	RHETORICAL APPEALS
1.	Frederik Imbo	-	-	-
2.	Khanh Vy Tran	1	[SA.1], [SA.2]	[RA.2]
3.	Shadé Zahrai	-	-	-
4.	Tia Graham	-	-	-
5.	Janice Burt	1	[SA.2], [SA.4]	[RA.2]

Table 4.2 indicates that societal well-being was minimally addressed across the analyzed TEDx Talks, with only Khanh Vy Tran and Janice Burt contributing a single utterance each related to this theme. Despite the limited number, both speakers employed directive speech acts, with Khanh Vy Tran utilizing an assertive form and Janice Burt a commissive form. Notably, both utterances relied on the rhetorical appeal of pathos ([RA.2]), suggesting that emotional resonance remains a key strategy even in the context of societal well-being. This limited pattern may reflect the speakers' greater emphasis on personal or emotional well-being over broader societal concerns.

The following data represent persuasive speech acts found in utterances related to societal well-being:

Datum 2.2:

“The lesson I learned hard way from this big event in my life is that people cannot take the right decision in your life. It can be very difficult to navigate in at first, but it is sometimes better to take a conscious decision that might appear very crazy, very not right for others, than just following the norms blindly.”

Context (Datum 2.2):

In this utterance, Khanh Vy Tran reflects on a pivotal moment in her life, where she faced harsh criticism regarding her voice, singing ability, hosting skills, and English proficiency. This experience occurred during her early years in university when she started pursuing singing and was offered the opportunity to join an agency to become a professional singer. During this period, she was also offered the opportunity to join an agency and pursue a career in singing. However, she declined the offer, recognizing that her true passion lay in education. Despite being perceived by many as ungrateful for rejecting such an opportunity, she remained firm in her decision. She chose to continue her career as a television host for a national station, embracing her identity without changing herself, but transforming and refining her skills.

Through this statement, Tran emphasizes the importance of self-agency in decision-making, asserting that one's life choices should not be dictated by others. She acknowledges that challenges and uncertainties are inevitable but reassures the audience that they can be overcome. Additionally, she underscores the idea that it is far more fulfilling to pursue one's passions rather than simply following societal expectations or inherited career paths. Her statement reinforces the significance of personal growth, courage, and self-determination, aligning with her TEDx Talks' central theme.

Analysis (Datum 2.2):

Khanh Vy Tran's utterance incorporates **directive** and **assertive**, as classified by **John Searle (1969)**. According to Searle, **directive speech acts** are used to encourage the audience to take action, often in the form of commands, requests, or suggestions. In this context, the **directive** functions as a suggestive directive speech act, as it implicitly encourages the audience to make independent decisions rather than conforming to societal expectations. This motivates the listener to take bold steps in shaping their own lives, reinforcing the theme of self-agency. Additionally, an **assertive speech act** appears at the beginning of the utterance, asserts a belief or personal truth that she considers valid, and presents her experience as a factual lesson learned through personal struggle.

From **Aristotle's rhetorical perspective**, Tran employs **ethos** and **pathos** to enhance the persuasiveness of her speech. **Ethos** in this utterance establishes credibility by positioning herself as someone who speaks from firsthand experience. She strengthens the audience's trust in her message by sharing a personal turning point. Furthermore, **pathos** is utilized to create an emotional connection with the audience, which resonates with the audience by acknowledging the struggles and uncertainty that come with making life-changing decisions, reinforcing the relatability of her message.

Datum 5.3:

"But I just invite you to join me on this journey. This one fear per year journey. Gain the awareness of what is holding you back. What are you scared of? And then make the intentional choice to walk through it. And together, we will not just transform ourselves. We will change our communities, this country, and ultimately the world."

Context (Datum 5.3):

In the final part of her TEDx Talks, Janice Burt invites the entire audience to join her on the journey of one fear per year. After sharing her personal story of how fear controlled her life and how she confronted and overcame her fears, she emphasizes to the audience that there is nothing to fear in life through her rhetorical question. Burt encourages her audience to take their first step into the first stage of the six dimensions of well-being, which is self-acceptance. In this context, this stage involves recognizing one's limitations or fears, which is a crucial first step before moving forward into the second stage, which is personal growth.

Burt makes it clear that if a person can accept themselves as they are, and in this case, if they can overcome their fears, they are already on the path to personal growth. By confronting and overcoming fear, an individual actively engages in the personal growth process, enhancing their emotional and psychological well-being. Burt goes on to say that by participating in this challenge, we will not just change ourselves for the better but also impact the environment around us, creating a ripple effect of positive change that can ultimately transform not only individual lives but also our communities, countries, and even the world.

Analysis (Datum 5.3):

In this utterance, Janice Burt employs both **directive** and **commissive** speech acts, as classified by **John Searle (1969)**. She initially uses a directive to encourage the audience to participate in her one fear per year challenge. Further directives appear when Burt directly asks the audience to

reflect on their limitations and actively choose to confront them. These directives are complemented by a commissive speech act as Burt commits to both personal and collective transformation, emphasizing unity and shared responsibility for broader social change.

From **Aristotle's rhetorical theory**, Burt predominantly draws on **pathos** to emotionally engage her audience. She appeals to their introspection and vulnerabilities by asking them a rhetorical question, which prompts self-reflection and elicits empathy, as many can relate to internal obstacles. Beyond invoking self-awareness, Burt also inspires hope and optimism through the vision of collective impact. By framing personal growth as a pathway to societal transformation, she motivates the audience to act not only for themselves but for a greater good, strengthening the emotional and aspirational appeal of her message.

3. Physical Well-Being

Physical well-being centers on maintaining bodily health through consistent physical activity, balanced nutrition, and overall self-care. It highlights the importance of sustaining energy and vitality in daily life. Table 4.3 outlines the utterances that relate to physical well-being, including the persuasive speech acts and rhetorical appeals used to convey them.

Table 4.3 Distribution of Persuasive Speech Acts in Utterances Related to Physical Well-Being

NO.	SPEAKERS	TOTAL	SPEECH ACTS	RHETORICAL APPEALS
1.	Frederik Imbo	-	-	-
2.	Khanh Vy Tran	-	-	-
3.	Shadé Zahrai	-	-	-
4.	Tia Graham	2	[SA.1], [SA.2]	[RA.2], [RA.3]
5.	Janice Burt	-	-	-

Table 4.3 shows that physical well-being is represented solely by Tia Graham, who delivered two utterances related to this theme. The speech acts used in her messages include assertive and directive types, indicating a blend of informative and motivate the audience. Furthermore, she employed both pathos and logos as rhetorical appeals, suggesting that her persuasive strategy relied on evoking emotion while also presenting logical reasoning. Although limited in quantity, these utterances reflect a thoughtful approach to promoting physical well-being through emotionally engaging and rational arguments.

The following data represent persuasive speech acts found in utterances related to physical well-being:

Datum 4.1:

“Research shows that sleep increases our happiness, improves our brain functioning, and improves our overall quality of life. So even though those streaming shows are so good or even though you could stay up just one more hour, just answer a few more emails, go to bed and leave your phone in the kitchen.”

Context (Datum 4.1):

In this utterance, Tia Graham highlights the crucial role of sleep in improving both physical and mental well-being in her TEDx Talks entitled *“The Simple Secret of Being Happier.”* She emphasizes that, according to scientific research, sufficient sleep can enhance happiness, brain function, and overall quality of life. Graham specifically addresses the common habit of staying up late to binge-watch streaming shows or answer emails,

and encourages her audience to prioritize sleep over these distractions. She underscores that sleep is not just a matter of rest, but an essential part of maintaining a healthy mind and body.

This perspective reinforces the idea that habits formed around sleep are not only about physical recovery but also have significant psychological benefits, affecting how individuals approach their daily lives and overall happiness. Furthermore, Graham subtly invites the audience to reflect on their personal habits and make conscious decisions to foster better sleep practices, aligning with the broader theme of self-care, balance, and personal growth, which is central to her TEDx Talks.

Analysis (Datum 4.1):

According to **Searle's (1969) speech act theory**, Graham combines the use of **assertive** and **directive speech acts** in her utterance. The **assertive** speech act appears when Graham informs the audience about research findings. As Searle (1969) explains, **assertives** are speech acts where the speaker provides information or makes a statement to the listener. Then, the **directive speech act** appears as an instruction. In this instance, Graham directs the audience to take immediate action, to sleep earlier, and to place their phones out of reach.

In terms of **Aristotle's rhetoric**, this utterance strategically employs both **logos** and **pathos** to enhance its persuasiveness. Logos is used when Graham wants to support her recommendations with scientific information, offering verifiable reasons to urge his audience to prioritize

sleep to improve quality of life and happiness. Additionally, **pathos** is elicited through relevant instances, which symbolize popular temptations and resonate with the audience's daily experiences. By highlighting familiar struggles, Graham not only fosters emotional connection but also creates a sense of urgency, compelling the audience to align their actions with her advice.

Datum 4.2:

“Do not exercise to look good; exercise to be happier. And I know you’re busy. You don’t need to do an hour workout class. Even if you move 15, 20 minutes, you will get the benefit.”

Context (Datum 4.2):

In her TEDx Talk titled “*The Simple Secret of Being Happier*”, Tia Graham provides the audience with several practical tips for enhancing happiness. One of the key points she emphasizes is the importance of exercise, which not only increases happiness and brain function but also reduces stress and anxiety. Graham highlights that although many audience members may feel they are too busy to find time for exercise or may not feel strong enough to engage in long workout sessions, even short periods of exercise still offer significant benefits. In her words, “*Do not exercise to look good; exercise to be happier*”, reassuring the audience that even 15 to 20 minutes of exercise can bring positive results. This serves as an important encouragement for the audience to shift their mindset about exercise, from viewing it as a physical obligation to embracing it as an activity that supports both emotional and physical well-being.

Furthermore, physical well-being closely associated with exercise, is also deeply connected to emotional well-being, as the two are mutually supportive. Through exercise, individuals not only take care of their bodies but also create space for their minds to become more positive, reduce anxiety, and foster feelings of happiness. By engaging in physical activity, the audience can experience direct benefits to their emotional well-being, improving their mood and even enhancing their ability to cope with life's challenges.

Analysis (Datum 4.2):

According to **Searle's (1969) Speech Act Theory**, Graham's utterance predominantly employs **directive speech acts** and **assertive speech acts**. Graham gives direct instructions to the audience to engage in exercise with the goal of increasing happiness, not just physical appearance. Meanwhile, the **assertive speech act** appears when Graham emphasizes the information that even short exercise sessions can still provide benefits. This statement can also be classified as an assertive speech act because it conveys an opinion or belief held by the speaker.

From an **Aristotelian rhetorical perspective**, Graham predominantly utilizes **pathos** in this utterance. By acknowledging that the audience may be busy in her phrases, Graham makes them feel understood and connected to the speaker. By recognizing that many people might feel burdened by tight schedules, Graham alleviates the pressure typically associated with long workout sessions. Therefore, by using language that

shows empathy for the audience's situation, Graham provides a solution that is easier for the audience to accept: exercise for a shorter period of time, yet still benefit, motivating the audience to take action and change their mindset about exercise.

4. Workplace Well-Being

Workplace well-being concerns the alignment between one's work and personal values, interests, and abilities, leading to a fulfilling and meaningful career experience. It often appears in expressions that discuss satisfaction, purpose, or passion at work. Table 4.4 presents the relevant utterances associated with workplace well-being and the persuasive strategies employed in their delivery.

Table 4.4 Distribution of Persuasive Speech Acts in Utterances Related to Workplace Well-Being

NO.	SPEAKERS	TOTAL	SPEECH ACTS	RHETORICAL APPEALS
1.	Frederik Imbo	-	-	-
2.	Khanh Vy Tran	-	-	-
3.	Shadé Zahrai	1	[SA.1]	[RA.2], [RA.3]
4.	Tia Graham	1	[SA.1], [SA.2]	[RA.3]
5.	Janice Burt	-	-	-

Table 4.4 shows that workplace well-being appears in the speeches of only two speakers: Shadé Zahrai and Tia Graham, each contributing one utterance related to this theme. Both speakers employed assertive speech acts, while Tia Graham also included a directive act, reflecting a more action-oriented approach. Regarding rhetorical appeals, both relied on logos, indicating a preference for logical reasoning when addressing workplace issues. Additionally, Shadé Zahrai incorporated pathos, reflecting an emotional dimension to complement her rational message.

Although limited in quantity, these utterances reveal a pattern of using logic and clarity to convey messages about workplace well-being, occasionally enhanced by emotional appeal.

The following data represent persuasive speech acts found in utterances related to workplace well-being:

Datum 3.2:

“But the thing is, no matter how hard you push yourself or what you achieve, you will never be good enough or have done enough for the ringmaster. Our survey of 2,500 people globally found an overwhelming 93% experienced this guilt frequently, putting themselves at risk of burnout.”

Context (Datum 3.2):

In this utterance, Shadé Zahrai introduces the concept of the inner deceiver, which she refers to as the “ringmaster,” meaning an internal voice that imposes unrealistically high standards on individuals, making them feel that their achievements are never enough. She highlights how this self-deception leads to excessive guilt and pressure, which ultimately increases the risk of burnout. Her statement is made in the context of the growing mental strain experienced by individuals who set unattainable expectations for themselves, particularly in workplaces, educational settings, and personal life, where many struggle with the feeling that their efforts are never truly sufficient.

To reinforce her argument, Zahrai presents empirical data from a global survey of 2,500 people, which found that 93% frequently experience overwhelming guilt, putting them at risk of burnout. By incorporating this

research, she enhances her credibility and emphasizes that this issue is not just an isolated experience but a widespread phenomenon affecting many people. Through this discussion, Zahrai urges the audience to reflect on the internal standards they impose on themselves and to consider whether the pressure they feel is genuinely necessary or merely an illusion created by their own inner deceiver. In doing so, her statement aligns with the broader themes of self-awareness, mental resilience, and psychological well-being in her TEDx Talks.

Analysis (Datum 3.2):

In this utterance, Shadé Zahrai employs **assertive speech acts**, as classified by **John Searle (1969)**, to present her perspective and share knowledge with the audience. In this utterance, Zahrai expresses her opinion about individuals influenced by the ringmaster, emphasizing that this internalized self-critic will never be satisfied with any achievement. An **assertive speech act** also appears as Zahrai presents empirical data to inform the audience. By citing statistical findings, she conveys a research-backed claim, reinforcing her argument that individuals with an internalized ringmaster are more prone to burnout due to excessive self-imposed guilt.

From **Aristotle's rhetorical viewpoint**, Zahrai smoothly employs **pathos** and **logos** to support her claim. **Pathos** is apparent in her depiction of guilt and burnout, which elicits emotional connection with individuals experiencing self-doubt and perfectionism, therefore enhancing relatability and validation. Simultaneously, **logos** is demonstrated through empirical

evidence, including her citation of a survey involving 2,500 participants, indicating that 93% commonly experience such guilt. This data not only supports her assertions but also positions the issue as a statistically significant phenomenon, reinforcing the logical basis of her argument and highlighting its broader significance.

Datum 4.3:

“Research shows that meaningful work makes us happier and way more motivated while we’re working and makes us happier in our personal life. And if you don’t have the opportunity right now to change jobs or change careers, just spend more time helping people, and your work will be more meaningful.”

Context (Datum 4.3):

In her TEDx Talk, Tia Graham not only mentions psychological well-being and physical well-being but also workplace well-being, which aligns with the topic she discusses. Graham references research showing that work that provides a sense of purpose and meaning makes us happier and more motivated while working, as well as contributing to happiness in our personal lives. Meaningful work, according to her, is not only work that aligns with one’s skills and interests but also work that brings emotional and psychological satisfaction. Graham also suggests that if your job doesn’t make you happy, you can find happiness through other sources, such as by helping others. Helping others not only has a positive impact on those being helped, but it also generates positive feelings within ourselves, which in turn enhances our well-being. By sharing kindness or doing something positive, we create a positive energy exchange, which helps us feel better and happier in our daily lives.

Analysis (Datum 4.3):

According to **speech act theory** by **John Searle (1969)**, Graham applies both **assertive** and **directive speech acts** in her utterance. An **assertive speech act** in her statement aims to inform and give the audience an understanding that meaningful work also contributes to psychological well-being. Additionally, assertive appears when Graham believes something to be true, reinforcing that meaningful work provides emotional satisfaction. Then, Graham uses the **directive speech act** to invite those who may not have the opportunity to change careers to find meaning by helping others. In this way, Graham directly encourages the audience to do good for others, which can create a lighter and more meaningful feeling, as it also contributes to their emotional well-being.

From an **Aristotelian rhetorical** perspective, Graham predominantly uses **logos** in this utterance, which serves as a persuasive tool to strengthen her argument about meaningful work. By using research-based logic, Graham supports her claim, making it easier for the audience to trust her argument, as what she is presenting is not just an opinion, but backed by facts and evidence. In this way, logos not only provides rational reasoning, but also enhances the emotional persuasion of the audience to accept the importance of meaningful work in their lives.

B. Discussion

In this section, the researcher elaborates the discussion of the findings previously presented. The classification of speech act types in this study is

based on Searle's (1969) Speech Act Theory, with a particular focus on illocutionary acts. This study identified 18 instances of speech acts from five TEDx Talks that addressed the topic of well-being. Out of the five types of speech acts outlined by Searle (1969), the researcher found four types represented in the data: 26 assertive speech acts, 13 directive speech acts, 6 expressive speech acts, and 2 commissive speech acts. Based on these findings, the most frequently employed types of speech acts were assertive and directive.

The most frequently used speech act type is the assertive. As previously explained in the earlier chapter, assertive speech acts are those in which the speaker expresses an opinion, belief, or fact that they hold to be true (Astiandani et al., 2022). According to Searle, assertive speech acts are often used by speakers in various contexts to build a respectable image (Ramalingam et al., 2021). Similar to their use in the context of well-being, speakers often use assertive speech acts to voice their personal viewpoints to the audience. In addition to expressing opinions, assertives are also commonly used to present statements, such as statistical data, descriptions of events or personal experiences, and claims (Aflah et al., 2024). These findings align with Pranoto (2024), who found that assertive speech acts dominate post-election news reports due to their factual and informative nature. However, in contrast to political or journalistic contexts, TEDx Talks on well-being use assertives more to build emotional connection and personal credibility.

The second most frequently occurring speech act type is the directive. Directive speech acts are employed by speakers to prompt the audience to take

specific actions (Ashfira et al., 2020). Within the context of TEDx Talks on well-being, speakers often use directives with the intention of encouraging the audience to engage in concrete behavioral changes (Astiandani et al., 2022). For example, as seen in Datum 14, the speaker urges the audience to shift their mindset regarding exercise, from doing it merely to look good to valuing it as a means to achieve health and happiness. This is consistent with Arbain et al. (2022), who found that directive and impositive acts are used to urge or instruct, but their study focused more on commanding functions in fictional texts, while the present study emphasizes motivational and advisory tones in real-life speeches.

Thirdly, the expressive speech act appears in six occurrences. This type is used when the speaker expresses emotions or feelings without necessarily intending to persuade the audience (Izar et al., 2021). Expressive speech acts can also reflect the speaker's emotional responses to particular events or topics (Hambali et al., 2024). In well-being speeches, expressive speech acts often occur when the speaker reacts emotionally to aspects of their narrative (Ashfira et al., 2020). This supports the findings of Yulianti et al. (2020), who highlighted that expressive acts are frequently used in media platforms to convey the speaker's inner state. However, unlike radio or entertainment contexts, expressive acts in TEDx Talks aim to build empathy and relatability, aligning with persuasive goals through pathos.

In addition to the frequently used types, there are also speech acts that appear less often in well-being speeches, such as the commissive speech act,

which was identified only twice. Commissive speech acts are utterances in which the speaker commits themselves to a future course of action (Ashfira et al., 2020). Their rarity in the well-being context can be attributed to the nature of the speeches, where the speakers are not in a position to make binding promises to the audience. Furthermore, well-being talks tend to focus on sharing advice and personal stories, rather than making commitments, unlike political speeches, where promises are a common rhetorical strategy.

Lastly, the declarative speech act was not identified at all in the analyzed TEDx Talks on well-being. According to Searle (1969), declarative speech acts are used when the speaker aims to change the status or condition of the listener. One of the main factors why declarative speech acts do not appear in well-being speeches in TEDx Talks is the failure to meet their felicity conditions, particularly the preparatory conditions. According to these conditions, the speaker must hold a higher or authorized position relative to the hearer. Therefore, declarative speech acts are absent in well-being speeches because the speakers do not possess institutional authority. Moreover, the TEDx Talks format, which is generally centered around sharing inspiring personal narratives, makes the use of declarative speech acts less relevant, especially in a well-being context.

This study also found that several utterances contained more than one type of speech act. This is understandable, given that the data analyzed consisted of utterances that may comprise multiple sentences. For instance, Datum 1.1 is a combination of assertive and directive speech acts, a pattern that

is also observed in Data 1.2, 1.5, 2.2, 2.3, 4.1, 4.2, and 4.3. Meanwhile, combinations of assertive and expressive speech acts are found in Data 1.3, 1.4, 2.1, and 5.1. Lastly, the combination of directive and commissive speech acts appears in Data 3.3 and 5.3.

However, there are two particularly noteworthy data points, as each contains two different types of speech acts within a single utterance and even within a single sentence. The first can be seen in Datum 1.1, in the phrase “*It drains my energy,*” which not only functions as part of an assertive speech act, as the speaker recounts a personal experience, but also qualifies as an expressive speech act, as it conveys the speaker’s feelings of exhaustion and frustration. Similarly, the first clause of Datum 2.1, “*And seeing me getting disappointed, being sad, blaming myself from time to time,*” is classified as assertive, as the speaker is informing the audience about their emotional state. At the same time, it also qualifies as expressive, since it reveals the speaker’s emotional reaction and internal reflection.

Regarding the second research question, which explores how the identified illocutionary acts demonstrate persuasive strategies from Aristotle’s rhetorical framework, the researcher found that each of these illocutionary acts is also classified into several rhetorical appeals. For instance, some assertive speech acts may contain elements of pathos, ethos, or logos, all of which can aid the speaker in persuading the audience. In addition, both directive and expressive speech acts were also supported by ethos and pathos, while the commissive speech act co-occurred with pathos within the same utterance.

Each rhetorical appeal serves a distinct persuasive function. Pathos appeals to the audience's emotions, logos provides logical reasoning or statistical evidence, and ethos enhances the speaker's credibility, making their statements more trustworthy to the audience (Ghasemi, 2020). In other words, the speech acts identified in the findings also function as persuasive strategies. This is because the rhetorical appeals embedded within them contribute to their persuasive nature, thus qualifying them as persuasive speech acts.

This study contributes to the development of existing scholarship by integrating speech act theory and rhetorical theory to analyze persuasive speech acts. While earlier studies, as outlined in the previous section, tended to focus solely on either speech acts or rhetoric, this research offers a more integrative approach. For example, Ghasemi (2020) and Prafitri & Nasir (2023) explored persuasive strategies using Aristotle's rhetoric, but they did not relate them to specific speech act categories. Conversely, studies like Aflah & Setyawan (2024) or Ramalingam et al. (2021) focused on speech act types but without analyzing their persuasive potential. It demonstrates that illocutionary acts function not merely as communicative actions but may also serve as persuasive strategies when interpreted through the lens of Aristotle's rhetorical appeals.

The gap and novelty of this study reside in its selection of the research object and the adoption of a dual-theoretical framework. Previous studies analyzing persuasive speech acts did not use TEDx Talks on well-being as their object of analysis. Conversely, those that examined TEDx Talks typically did not focus on the topic of well-being and did not explore persuasive speech acts.

Furthermore, the uniqueness of this research also stems from the use of a dual-theoretical approach, which includes Speech Act Theory and Rhetorical Theory, while earlier studies tended to rely on a single theoretical framework. In this way, the study addresses an existing gap in the literature and offers a new perspective for analyzing persuasive strategies in speeches.

Despite these contributions, the study has several limitations. First, the analysis is confined to five TEDx Talks delivered by Frederik Imbo (2020), Khanh Vy Tran (2021), Shadé Zahrai (2022), Tia Graham (2023), and Janice Burt (2024), all of which focus on the theme of well-being. As such, the findings may not be generalizable to all TEDx Talks or to broader discourses. Second, only selected utterances containing persuasive speech acts were analyzed, which means not every linguistic element of the talks was examined. Third, the study draws solely on Searle's illocutionary act classification (1969) and Aristotle's rhetorical appeals (1967), without incorporating other relevant frameworks that might have enriched the analysis. Finally, this study does not include audience responses, such as comments or engagement metrics, as part of the data. Thus, it does not assess the effectiveness of the speakers' persuasive strategies from the listeners' perspectives.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion and suggestions. This study has found that speakers in TEDx Talks on well-being utilize persuasive speech acts in their talks. The analysis shows that these speech acts are employed to capture the audience's attention and persuade them toward a particular point of view.

A. Conclusion

This analysis identified four types of illocutionary acts: assertive, expressive, directive, and commissive. Out of the 18 data samples analyzed, 23 instances of assertive speech acts were found, followed by 13 directives, then 6 expressives, and lastly, 2 commissives. It can be concluded that the most frequently used speech acts in TEDx Talks on well-being are assertives and directives. The dominance of assertive speech acts indicates that TEDx speakers on well-being emphasize sharing personal experiences and opinions as evidence to illustrate their journey or how well-being can be achieved. Then, directive speech acts complement this by motivating the audience to take concrete actions, such as transforming unhealthy habits. This balance between informing and motivating the audience is an essential aspect for inspiring personal growth and promoting well-being.

By applying Aristotle's rhetorical theory, it can be stated that the speech acts identified also contain persuasive elements. Pathos, for

example, supports assertive, directive, expressive, and commissive speech acts by emotionally engaging the audience. Additionally, logos strengthens assertive speech acts by providing persuasive arguments supported by research findings or statistical data. Finally, ethos enhances assertive, directive, and expressive speech acts by demonstrating the speaker's credibility, making it easier for the audience to trust the message being conveyed.

In conclusion, the analysis demonstrates that among the four types of illocutionary acts identified in TEDx Talks on well-being, assertive and directive speech acts are the most dominant. This aligns with the primary purpose of well-being talks, which is to share insights and experiences that can enhance well-being while also encouraging the audience to take concrete actions toward improving their lives. From the perspective of Aristotle's rhetorical theory, these illocutionary acts not only serve as linguistic units but also embed persuasive strategies through the application of ethos, pathos, and logos. The interaction between illocutionary acts and rhetorical appeals illustrates how TEDx speakers effectively inspire personal growth and promote well-being, while emphasizing the importance of integrating informative and persuasive elements to foster a deeper persuasive impact on the audience.

B. Suggestion

For those interested in analyzing persuasive speech acts, this study can serve as an example or reference. However, the scope of this study

remains limited and thus still open for further improvement. This research contributes not only to the field of linguistics but may also serve as a useful reference in teaching and learning contexts, as speech act theory is part of the broader discipline of linguistics.

Therefore, it is hoped that this research will be beneficial to a wide range of audiences, including the researcher, future researchers, public speakers, and listeners alike. For future studies, it is recommended to analyze persuasive speech acts in talks addressing topics other than well-being, such as educational or motivational speeches. Additionally, future researchers could consider expanding the discourse topics being analyzed and incorporating audience comments to gain a more comprehensive understanding of the persuasive impact of speech acts. Moreover, future researchers may consider combining this framework with other theories or adding more theoretical perspectives to enrich their analysis. Nevertheless, it is essential to clearly define the scope of data to be analyzed in order to maintain focus and efficiency.

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CURRICULUM VITAE



Sephia Alya Nur Hidayah was born in Bekasi on September 09, 2002. She graduated from SMAN 1 Cibarusah in 2021. During her studies at the senior high school, she actively participated in an extracurricular activity called the Study Club as a treasurer. She was also once the chairman of the School Science Olympiad, which selected students to represent the school at the district level.

She started her higher education in the same year she graduated from high school, 2021, at the Department of English Literature in UIN Maulana Malik Ibrahim Malang and finished in 2025. During her study at the University, she joined the English Literature Students Association as part of the Division of Linguistics and Literature. She also participated in international proceedings held by Universitas Jenderal Soedirman, which the article was published in Atlantis Press, a part of Springer Nature. To further enrich her professional experience, she undertook an internship as a tour guide at the Jakarta Historical Museums and also served as a translator at Licolize Communications.

APPENDIX

Table A.1. Classification of Persuasive Speech Acts in Frederik Imbo's Talk: *"How Not to Take Things Personally"*

DATUM	UTTERANCE	SPEECH ACTS	RHETORICAL APPEALS	WELL-BEING
1.1	"When my ego takes over, I'm fighting all day. I'm in a constant struggle with the rest of the world, and it drains my energy."	[SA.1]	[RA.1]	Emotional Well-Being
	"It drains my energy."	[SA.3]	[RA.2]	
	"Wouldn't it be so much easier to not take things personally?"	[SA.2]	[RA.2]	
1.2	"Do you have any idea, ladies and gentlemen, how many thoughts our brain produces a day?"	[SA.2]	-	Emotional Well-Being
	"50.000!"	[SA.1]	[RA.3]	
	"And guess how many of them are positives?"	[SA.2]	-	
	"Only 10.000."	[SA.1]	[RA.3]	
	"So this means that 80% of what we think are negative thoughts."	[SA.1]	[RA.3]	
	"That's a lot. Isn't it?"		[RA.2]	Emotional Well-Being
1.3	"Because some words they shout at me,"	[SA.1]	[RA.2]	
	"Do really hit a raw nerve."	-	[RA.2]	
	"Ouch! Maybe they are right."	[SA.3]	[RA.2]	
	"Perhaps I took the wrong decision."	[SA.1]	[RA.2]	
	"Maybe I am a loser."	[SA.1]	[RA.2]	
	"Honestly, that's how I feel sometimes."	[SA.3]	[RA.1]	
1.4	"As a beginning referee, I still feel insecure. Especially me. I never played soccer."	[SA.1]	[RA.1]	Emotional Well-Being
	"I still feel insecure."	[SA.1]	[RA.2]	
	"It is about me because it has something to do with my insecurity."	[SA.1]	-	
	I doubt about myself or a part of myself that I haven't come to terms with."	[SA.3]	[RA.2]	

DATUM	UTTERANCE	SPEECH ACTS	RHETORICAL APPEALS	WELL-BEING
1.5	“People may attack you, criticize you, or ignore you. They can crumple you up with their words, spit you out, or even walk all over you.”	[SA.1]	[RA.2]	Emotional Well-Being
	“But remember, whatever they do or say, you will always keep your value.”	[SA.2]	[RA.2]	

Source: https://www.youtube.com/watch?v=LnJwH_PZXnM

Table A.2 Classification of Persuasive Speech Acts in Khanh Vy Tran’s Talk: “Challenge Yourself to Step Out of the Norm”

DATUM	UTTERANCE	SPEECH ACTS	RHETORICAL APPEALS	WELL-BEING
2.1	“Getting disappointed, being sad, blaming myself from time to time.”	[SA.3]	[RA.2]	Emotional Well-Being
	“And seeing me getting disappointed, being sad, blaming myself from time to time. Then, my mom asked me,”	[SA.1]	[RA.1]	
2.2	“The lesson I learned hard way from this big event in my life is that people cannot take the right decision in your life.”	[SA.1]	[RA.1]	Societal Well-Being
	“It can be very difficult to navigate in at first,”	[SA.1]	[RA.2]	
	“But it is sometimes better to take a conscious decision that might appear very crazy, very not right for others, than just following the norms blindly.”	[SA.2]	-	
2.3	“We are allowed to make mistakes. We are allowed to laugh at ourselves. We are allowed, you know, to do something wrong, just make mistakes.”	[SA.2]	-	Emotional Well-Being
	“It’s not the end of the world. It’s okay to feel down and heavy sometimes because the cloud rains when it’s heavy too. So, it’s really okay. It’s totally normal.”	[SA.1]	[RA.2]	
2.4	“Please never change yourself. Love yourself, accept yourself, and then transform yourself.”	[SA.2]	[RA.2]	Emotional Well-Being

Source: <https://www.youtube.com/watch?v=1DwuF-J2t64>

Table A.3 Classification of Persuasive Speech Acts in Shadé Zahrai's Talk: *"Master Your Mindset, Overcome Self-Deception, Change Your Life"*

DATUM	UTTERANCE	SPEECH ACTS	RHETORICAL APPEALS	WELL-BEING
3.1	"Most psychology researchers agree that these deceivers begin to emerge based on the parenting you received when you were a child."	[SA.1]	[RA.3]	Emotional Well-Being
	"If you had a critical, controlling, or demanding parent, you come to internalize this judgment, and it manifests within you as an adult."	[SA.1]	[RA.2]	
3.2	"But the thing is, no matter how hard you push yourself or what you achieve, you will never be good enough or have done enough for the ringmaster."	[SA.1]	[RA.2]	Workplace and Emotional Well-Being
	"Our survey of 2.500 people globally found an overwhelming 93% experienced this guilt frequently, putting themselves at risk of burnout."	[SA.1]	[RA.3]	
3.3	"But I promise you, as you distance yourself from these voices, your life will begin to transform."	[SA.4]	[RA.2]	Emotional Well-Being
	"Seriously, commit to reframing your relationship with your inner deceivers, acknowledge they exist, be aware of them, and learn to discern between rational thought and the voices of the ego."	[SA.2]	[RA.2]	

Source: <https://www.youtube.com/watch?v=4AzpmZ7AjaQ>

Table A.4 Classification of Persuasive Speech Acts in Tia Graham's Talk: *"The Simple Secret of Being Happier"*

DATUM	UTTERANCE	SPEECH ACTS	RHETORICAL APPEALS	WELL-BEING
4.1	"Research shows that sleep increases our happiness, improves our brain functioning, and improves our overall quality of life."	[SA.1]	[RA.3]	Physical Well-Being
	"So even though those streaming shows are so good or even though you could stay up just one more hour, just answer a few more emails,"	-	[RA.2]	
	"Go to bed and leave your phone in the kitchen."	[SA.2]	-	
4.2	"Do not exercise to look good; exercise to be happier."	[SA.2]	-	Physical Well-Being
	"And I know you're busy. You don't need to do an hour workout class."	-	[RA.2]	
	"Even if you move 15, 20 minutes, you will get the benefit."	[SA.1]	-	
4.3	"Research shows that meaningful work makes us happier and way more motivated while we're working and makes us happier in our personal life."	[SA.1]	[RA.3]	Workplace Well-Being
	"Just spend more time helping people,"	[SA.2]	-	
	"And your work will be more meaningful."	[SA.1]	-	

Source: https://www.youtube.com/watch?v=gYeHV_nA36c

Table A.5 Classification of Persuasive Speech Acts in Janice Burt's Talk: *"One Fear Per Year: A Personal Growth Hack That Changes Everything"*

DATUM	UTTERANCE	SPEECH ACTS	RHETORICAL APPEALS	WELL-BEING
5.1	"Well, that's where I was curled up in the fetal position."	[SA.1]	[RA.1]	Emotional Well-Being
	"And this is how I felt inside: unworthy, insecure, lacking all kinds of confidence, a pro-people pleaser, but the biggest thing that I became aware of was the fear."	[SA.3]	[RA.2]	
	"The fear that controlled pretty much every decision that I made."	[SA.1]	-	

DATUM	UTTERANCE	SPEECH ACTS	RHETORICAL APPEALS	WELL-BEING
5.2	“And research shows that between 60% to 90% of people who have participated in exposure therapy, with the help of a therapist, have had either complete eradication of their symptoms, or their symptoms have been so much improved by undergoing that therapy.”	[SA.1]	[RA.3]	Emotional Well-Being
5.3	“I just invite you to join me on this journey. This one fear per year journey.”	[SA.2]	-	Societal Well-Being
	“Gain the awareness of what is holding you back. What are you scared of? And then make the intentional choice to walk through it.”	[SA.2]	[RA.2]	
	“And together, we will not just transform ourselves. We will change our communities, this country, and ultimately the world.”	[SA.4]	[RA.2]	

Source: <https://www.youtube.com/watch?v=ZSfGaNNJQ38>

Table A.6 Summary of the Use of Speech Acts and Rhetorical Appeals

SPEAKERS	SPEECH ACTS					RHETORICAL APPEALS		
	Assertive [SA.1]	Directive [SA.2]	Expressive [SA.3]	Commissive [SA.4]	Declarative [SA.5]	Ethos [RA.1]	Pathos [RA.2]	Logos [RA.3]
Frederik Imbo	11	4	4	-	-	3	12	3
Khanh Vy Tran	4	3	1	-	-	2	4	-
Shadé Zahrai	4	1	-	1	-	-	4	2
Tia Graham	4	3	-	-	-	-	2	2
Janice Burt	3	2	1	1	-	1	3	1
TOTAL	26	13	6	2	-	6	25	8