

Types of Speech Acts Spoken by Livi Redden on Video “What Nobody Tells You About Your Twenties” (2023) on Youtube

Reviana

(rreviana66@gmail.com)

Universitas Sains Al-Qur'an, Wonosobo, Indonesia

Abdur Rofik

(abdur.rofik32@yahoo.com)

Universitas Sains Al-Qur'an, Wonosobo, Indonesia

Abstract

This study is aimed to find out (1) types of speech acts and (2) the function of types of speech acts spoken by Livi Redden on video "What Nobody Tells You About Your Twenties" (2018) on YouTube. The method used in this research is qualitative approach. The research reveals the intricate ways in which speech acts contribute to the effectiveness of Redden's communication and engagement with her audience. The object of this study is Livi Redden and the subject of this study is Livi Redden's utterance. In collecting data, the techniques applied by the researcher are watching video, downloading transcript, picking, categorizing, and phrasing the data. To analyze the data, the researcher uses John R. Searle's theory of speech act. It is done through some steps as displaying, explaining, and interpreting. The findings provide insights into the performative aspects of online discourse, highlighting the role of speech acts in shaping viewers' understanding and responses. The result of this research shows that: first, the types of speech acts in the video which spoken by Livi Redden exists in this study. Those are; assertive, expressive, commissive, directive, declarative. Second, the functions of the types of speech acts according to Livi Redden's utterance, those are; commanding, refusal, expressing feelings, blaming, predicting, claiming.

Keywords: *Speech Acts, Pragmatic, Study, Linguistic*

Introduction

The emergence of digital platforms, particularly YouTube, has revolutionized communication, providing individuals with a powerful medium to share their thoughts, experiences, and insights with a global audience. With the increasing popularity of YouTube as a platform for disseminating information and opinions, it has become a rich source for linguistic analysis, particularly in the realm of speech acts.

The study of speech acts, as proposed by J.L. Austin and further developed by Searle, focuses on the performative aspects of language, examining how speakers use language not only to convey information but also to perform actions. Understanding the types of speech acts employed in various contexts can provide valuable insights into social interaction, power dynamics, and the construction of identity.

This study aims to analyze the kinds of speech acts performed by Livi Redden in her video "What Nobody Tells You About Your Twenties" on YouTube. By employing a pragmatic framework, this research seeks to identify and categorize the speech acts used by the speaker, examining how they contribute to the overall message and rhetorical strategies employed in the video.

Literary Review

Pragmatic Theory

Pragmatic science is a science used to study the study of oral language by speakers in conducting oral communication. This is in line with N. Chomsky (1965), who defined pragmatic as the study of how speakers use language to achieve goals in communication. Furthermore, pragmatics does not only examine pragmatic meaning, which is the meaning that arises from the context and situation in communicating the proportional meaning of a speech, but also the proportional meaning of a speech.

John R. Searle revealed the definition of pragmatics in his book entitled "Speech Acts: An Essay in the Philosophy of Language" (1969), pragmatics is the study of meaning that arises from a speech that has a certain context by the speaker. In addition, Yule (2017), also states that pragmatics is a science that studies the meaning communicated by the speaker (or writer) and interpreted by the reader, which contains: the meaning of the speaker, the conceptual meaning, the hidden meaning, and the expression about the relative distance between the speaker and the speaker. Based on this definition, it can be interpreted that the meaning of a speech cannot be interpreted just like that, the speech must be associated with the context and situation behind the publication of the speech.

Charles Morris (1938), states pragmatics is the study of how signs (language) are used and interpreted by users in specific contexts. It includes an understanding of the communication situation and the factors that influence the interpretation of meaning. On the other hand, H.P Grice (1975), reveals that pragmatics is the study of how implied meaning is conveyed and understood in conversation through the principles of cooperation and implicature. Overall, pragmatics emphasizes the importance of context, intention, and the relationship

between speaker and hearer in the 4 communication process, as well as how these elements together shape meaning in social interaction.

Speech Acts

J.L. Austin's theory of speech acts, articulated in his influential work "How to Do Things with Words" (1955), revolutionized the field of linguistics and philosophy of language by shifting the focus from language as mere descriptive tool to language as a tool for action and social interaction. J.L. Austin's theory of speech acts revolutionized our understanding of language use by emphasizing that speech is not merely descriptive but also performative and action-oriented. By categorizing speech acts into illocutionary types and defining felicity conditions, Austin provided a framework for analyzing how language shapes social interactions, manages relationships, and influences behavior in diverse contexts. Despite criticisms and further developments, Austin's contributions continue to be foundational in the study of pragmatics and the philosophy of language. Types of speech act according to Austin's theory:

1. Locutionary Acts

These are the basic acts of uttering meaningful expressions with a certain sense and reference. It involves the grammatical structure and the literal meaning of the words used. For example, the sentence "The cat is on the mat" constitutes a locutionary act where the speaker utters a statement with a clear propositional content.

2. Illocutionary Acts

These are the acts performed in saying something, where the speaker intends to perform a specific communicative function. Austin classified illocutionary acts into various types based on their intended effect: assertives, directives, expressives, commissives, and declarations.

3. Perlocutionary Acts

Perlocutionary acts refer to the effects that speech acts have on the listener or the broader context. These effects are the consequences or responses that are brought about by the act of speaking. For example, a request to "Pass me the salt" has the perlocutionary effect of prompting the listener to pass the salt.

Paul Grice (1975) is not primarily known for formulating a theory of speech acts like Austin or Searle, his work in pragmatics, particularly on implicature and cooperative principles, has significant implications for understanding how meaning is constructed in communication. John R. Searle (1969), in his book "Speech Acts: An Essay in the Philosophy of Language", defines speech act as an action taken by a speaker when saying a sentence (speech) in a certain context. The meaning of speech act is not only seen from the words and sentence structure, but also by the speaker's intent, the speaker's beliefs, the common knowledge of the speaker and the listener, and the communication situation. Searle divides speech acts into five types, namely;

1. Assertive

Assertive speech aims to express a proposition or belief from the speaker and is used to provide information, describe something, or make predictions.

2. Directive

Directive speech is used to give instructions, make requests, or give suggestions. It aims to command, ask, or advise the listener to do something.

3. Commissive

The act of commissive speech aims to bind the speaker to do something in the future.

4. Expressive

Expressive speech aims to express the speaker's feelings, emotions, or attitudes towards something. This act of speech is usually used to say greetings, compliments, or apologies.

5. Directive

The act of declarative speech aims to change a state or situation in accordance with the proposition that is spoken.

Research Methodology

This research focuses on what Mrs. Livi does on the TEDx Talks podcast uploaded on You Tube. It investigates the pragmatic aspects in term of speech acts, especially the perlocutionary acts of Austin's there dimensions in Mrs. Livi utterance when she speech. The data is in the form of Mrs. Livi's speech. Related to the objectives which is to find out what Mrs. Livi says as a motivator, this

research contains some description and explanation which is in verbal form. Thus, this research mainly uses qualitative method to analyze the data.

The object in this research is Mrs.'s utterances when doing speech to motivate the audience on TEDx Talks YouTube Channel video under title "What Nobody Tells You About Your Twenties" (2023). The video published sentences of subtitle.

The method of collecting data in this research is by doing observation. The procedures are watching the video and downloading the transcripts, selecting the data base on the scripts

After the data are collected, the next step is analyzing data by following: Displaying the data, explaining data, and interpreting data.

Finding and Discussion

The research investigates the matter in this chapter. The matter is about the types of speech acts spoken by Livi Redden on video "What Nobody Tells You About Your Twenties" (2023) On YouTube.

1. The Type of Speech Acts Spoken by Livi Redden on Video Entitled "What Nobody Tells You About Your Twenties" (2023) on YouTube

Assertives

Assertive speech aims to express a proposition or belief from the speaker and is used to provide information, describe something, or make predictions. In object of research, the types of speech acts spoken by Livi Redden is assertive. She predicted what happen if she has same mindset as she was twenty.

It can be seen under this dialogue:

*Mrs. Livi : "Mrs. Livi: "I remember the exact day and place my entire life changed and I didn't even know it. It's April 26th and I'm 18 years old. I'm in the gym. I'm listening to a podcast, as I usually do when I work out. And I heard the podcast guest in my ear say something. I'd heard so many of these 30 to 60 something psychologists, activists, authors and business leaders say many times before. **If I had the same mindset now that I did in my teens or 20s, I'd be miserable.**"*
(What Nobody Tells You About Your Twenties, 2023, 00.16-00.50)

The sentence "if I had the same mindset now that I did in my teens or 20s, I'd be miserable" expressed by Mrs. Livi and addressed to the audience is a form of statement. The statement aims to predict the possibility that will happen if Mrs. Livi has the same mindset as when she was 20 years old. The speaker reflects on a hypothetical scenario to emphasize the importance of personal growth and the negative consequences of not evolving one's mindset. In this case, the speaker intends to assert a belief or opinion about the importance of personal growth and the negative consequences of stagnation in mindset. The speaker uses a hypothetical situation to illustrate their point, making it clear that their current well-being is due to the changes in their mindset over time.

Function: predicting

The text above primarily uses assertive speech acts to provide information and set the context for a significant personal revelation. The speaker uses these assertive acts to predict a narrative about a life-changing moment, offering detailed context and background to make the story relatable and understandable.

Expressive

Expressive speech aims to express the speaker's feelings, emotions, or attitudes towards something. This act of speech is usually used to say greetings, compliments, or apologies. It is reflected on the quotations below.

Mrs. Livi : "Over the next decade, I was supposed to determine a field of study or career, potentially find a life partner, decide where to live, handle personal finances and retirement, maybe even start a family and many other decisions that had life long impacts. But here I was with thousands of other high school seniors receiving the same piece of advice for most of the adults in our lives. You've got time. You'll figure it out. I just don't think you need to worry about it. **And although this advice is slightly anxiety reducing in the moment, we are rarely if ever, given practical, emotional and decision making, training, making the anxiety, reducing moments extremely short and fleeting.**"
(What Nobody Tells You About Your Twenties, 2023, 02.03-02.46)

These statements express the speaker's feelings and evaluations about the advice received. The speaker expresses frustration and critique towards the advice, highlighting that while it momentarily reduces anxiety, it lacks practical guidance

and emotional support needed for effective decision-making. The speaker acknowledges that the advice does have a temporary effect of reducing anxiety ("slightly anxiety reducing in the moment"), suggesting that initially, it offers some comfort or reassurance.

This part of the statement reflects the speaker's acknowledgement that the advice to "not worry" or "you'll figure it 20 out" can provide a brief sense of relief from immediate concerns about the future. However, the use of "slightly" indicates that this relief is not substantial or long-lasting.

Function: expressing feelings

The expressive part of the paragraph functions to express the speaker's emotions, evaluate and critique the advice received, implicitly persuade for systemic improvement, call for action to address deficiencies, and contextualize personal experience within broader societal contexts. Together, these functions contribute to a nuanced portrayal of the speaker's perspective on navigating significant life decisions and highlight opportunities for social and educational improvement.

Commissive

The act of commissive speech aims to bind the speaker to do something in the future. This act of speech is usually used to make a promise or take an oath. It can be seen under this monologue:

*Mrs. Livi : "I was such an idiot. I remember every time. I heard those statements expressed with a laugh, it made me feel sad. I was entering college. I **didn't want to be miserable, and then I felt actually pretty irritated. I refused to be miserable. Much of this refusal of misery had to do with that.**"*
(*What Nobody Tells You About Your Twenties*, 2023, 01.56-01.19)

"I didn't want to be miserable, and then I felt actually pretty irritated. I refused to be miserable" has statement form. It is direct refusal because Mrs. Livi declared that she did not want to be miserable on her own in front of the audience. The statement "I refused to be miserable" within the paragraph represents a commissive speech act in Searle's framework by committing the speaker to a resolute stance against negativity. This declaration not only asserts the speaker's intent to avoid misery but also emphasizes their proactive approach to maintaining

emotional well-being. By choosing the word "refused," the speaker communicates a strong determination and personal agency, highlighting a deliberate decision to confront challenges with resilience and optimism.

This commissive act serves not only to express a mindset of empowerment but also to inspire others with its call to actively shape one's emotional responses and outlook on life. It encapsulates a commitment to steering one's future actions towards positivity and strength, fostering a narrative of self-determination and proactive emotional management.

Function: refusal

The function of the commissive speech act "I refused to be miserable" is multifaceted and impactful. Primarily, it asserts the speaker's agency and determination in choosing their emotional responses, thereby promoting a proactive approach to managing adversity. By declaring this commitment, the speaker not only sets a personal standard of resilience but also inspires others to consider their own responses to challenges. This act encourages self-empowerment by highlighting the importance of maintaining a positive mindset and refusing to let external circumstances dictate one's emotional state.

Additionally, it fosters emotional well-being by promoting constructive attitudes and actions, ultimately contributing to personal growth and adaptive skills in navigating life's ups and downs. In essence, "I refused to be miserable" functions as a call to action for resilience, advocating for intentional choices that cultivate strength, positivity, and resilience in the face of adversity.

Declarative

The act of declarative speech aims to change a state or situation in accordance with the proposition that is spoken. This act of speech is usually used to make announcements, name something, or give a verdict. It shows in this monologue:

Mrs. Livi : "whether we like it or not, we do have some big decisions to make over the next decade. Let's dig even deeper. We're humans not statistics as I mentioned so instead of going to Google, I went to humans to create my own type of study on the matter I've spent my career thus far talking to today's teens and 20 somethings about what they actually need to feel more prepared for their life. I wrote a book answering their questions"

(*What Nobody Tells You About Your Twenties*, 2023, 05.34-06.05)

The entire passage revolves around the speaker's reflection on the importance of understanding correlations versus causation, and the need for making significant decisions in the future. The speaker emphasizes their approach of engaging directly with their audience (today's teens and young adults) rather than relying solely on statistical data or conventional sources like Google.

This declaration helps establish a track record of the speaker's commitment and efforts. Writing a book is a tangible accomplishment that demonstrates expertise, research, and a deep understanding of the issues at hand.

Directive

Directive speech is used to give instructions, make requests, or give suggestions. It aims to command, ask, or advise the listener to do something. It can be seen in the monologue below:

Mrs. Livi : *“To any young person listening. Our 20s don't need to be so confusing and they don't need to be miserable. **Start being intuitive and intentional as soon as possible. No waiting for a traumatic event or the stereotypical midlife crisis to change and to grow. Take radical responsibility as soon as possible as this is where joy and fulfillment are born.** An idea we're spreading to every teen and 20 something. The sooner you grow, the better.”*
(*What Nobody Tells You About Your Twenties*, 2023, 17.11-17.46)

“Start being intuitive and intentional as soon as possible. No waiting for a traumatic event or the stereotypical midlife crisis to change and to grow. Take radical responsibility as soon as possible as this is where joy and fulfillment are born.” is interrogative form. This statement is a directive because it instructs or advises the listener to take action. It prescribes a course of behavior ("start being intuitive and intentional") and encourages proactive behavior without delay.

The directive encourages immediate action by using the phrase "as soon as possible." This urgency suggests that the speaker believes there is no time to waste in adopting a more intentional and intuitive approach to life. The sentences above implies that individuals have the power and agency to shape their own experiences and outcomes through intentional actions. It empowers young people

by suggesting that they can take control of their lives and steer them towards joy and fulfillment.

Function: commanding

The directive part of the paragraph serves to instruct, motivate, and empower young people to adopt a proactive approach to personal growth and fulfillment. It encourages immediate action, critiques passive waiting for change, and promotes empowerment through intentional living. This analysis highlights how directives 31 can influence behavior and mindset, guiding individuals towards a path of greater self-awareness and fulfillment from an early age.

Function: Asserting.

Declarative speech acts are used to assert facts or provide information about states of affairs. In this case, the speaker is informing the audience about their concrete action of writing a book. By making this declaration, the speaker implicitly commits to the truth of the statement. The speaker is asserting that they have indeed written a book, which implies a commitment to the reality of this action.

Conclusion

This research aimed to analyze the types of speech acts spoken by Livi Redden in her YouTube video entitled "What Nobody Tells You About Your Twenties," using John Searle's speech act theory. The analysis focused on identifying assertive, directive, commissive, expressive, and declarative speech acts within the context of her video. The study provided a comprehensive understanding of how Livi Redden utilizes various speech acts to communicate her message effectively to her audience. The findings revealed that assertive speech acts were the most frequently used by Redden. These included statements where she shared personal experiences, provided information, and expressed her beliefs about life in one's twenties. Her use of assertives helped establish her credibility and connected her personal narrative with the audience, making her insights relatable and trustworthy. Directive speech acts were also prominent in Redden's video. These acts involved giving advice, recommendations, and suggestions to her audience, aiming to guide them through the challenges of their twenties. By using directives, Redden positioned herself as a mentor figure, offering practical guidance and

fostering a sense of support and community among her viewers. Commissive speech acts, though less frequent, played a significant role in Redden's communication. She made commitments and promises about her ongoing efforts to provide valuable content and support for her audience. These acts reinforced her dedication and accountability, enhancing the trust and loyalty of her viewers. Expressive speech acts were used to convey emotions and attitudes, adding a personal and emotional dimension to her communication. Lastly, declarative speech acts were minimally used, reflecting the informal and conversational nature of the video content. Overall, the analysis demonstrated that Livi Redden's use of speech acts is strategically varied to engage, inform, and support her audience effectively. Her ability to blend personal experiences with practical advice and emotional expressions creates a compelling and persuasive communication style that resonates with her viewers.

References

- Austin, J.L. (1962). *How to Do Things with Words*. Oxford: Clarendon Press.
- Chomsky, N. (1965). *Aspects of the Theory of Syntax*. Cambridge, MA: MIT Press.
- Grice, H.P. (1975). *Logic and conversation*. In P. Cole & J. Morgan (Eds.), *Syntax and Semantics, Vol. 3: Speech Acts* (pp. 41-58). New York: Academic Press.
- Hajijal, S., Suryadi, & Bambang, J. (Tanpa tahun). *Tindak Tutur Ilokusi Guru Bahasa Indonesia pada Proses Pembelajaran di Kelas XI IPA 1 SMAN 9 Kota Bengkulu*. Artikel Jurnal Skripsi.
- Kesuma, T.M.J. (2007). *Pengantar (Metode) Penelitian Bahasa*. Yogyakarta. Carasvatibooks.
- Mahsun. (2005). *Metode Penelitian Bahasa: Tahap Strategi, Metode, dan Tekniknya*. Jakarta: PT RajaGrafindo Persada.
- Morris, C. (1938). *Foundations of the Theory of Signs*. Chicago: University of Chicago Press.
- Mulyani. (Tanpa tahun). *Kajian Pragmatik terhadap Tindak Tutur Direktif Guru SMA dalam Kegiatan Belajar di Kelas*. Makalah Seminar Nasional PRASASTI II “Kajian Pragmatik dalam Berbagai Bidang”.
- Redden, L. (2023). *What Nobody Tells You About Your Twenties [Video]*. YouTube. (Note: The exact URL is not provided in the document)

- Searle, J.R. (1969). *Speech Acts: An Essay in the Philosophy of Language*. Cambridge: Cambridge University Press.
- Yule, G. (2017). *The Study of Language (6th ed.)*. Cambridge: Cambridge University Press. *Global Journal of Human Social Science*. Vol. 13. Issue 13. Version 1.0. Year 2013.