

## DIGITAL ASSERTIVENESS: A STUDY OF ASSERTIVE SPEECH ACTS INS

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### Abstract

This study investigated the representation of assertive speech acts in the vlogs of Sydney Serena, a popular Gen-Z content creator. Given the growing significance of digital communication and its pedagogical value in EFL contexts, the research focuses on how assertive utterances are linguistically and functionally expressed in informal, unscripted digital content. The study aimed to (1) identify the types of assertive speech acts used in Sydney Serena's vlogs, (2) explore their communicative functions across various contexts, and (3) examine the linguistic structures that reflect the speaker's degree of certainty and stance. Using a qualitative content analysis approach, 200 utterances were purposively sampled from two selected vlogs. The analysis was grounded in Searle's (1979) taxonomy of speech acts and Kreidler's (1998) communicative focus framework. The findings revealed that stating and reporting were the most frequent types of assertive acts, while functions such as informing, confessing, suggesting, and narrating were commonly observed. Linguistic analysis showed that declarative sentences, modal verbs, and reporting verbs were strategically used to convey varying degrees of certainty and speaker stance. The study concluded that assertive speech acts in vlogs enhance personal expression and serve as valuable models for authentic and confident language use, offering practical implications for English language learners and educators.

**Keywords:** assertive speech acts, communicative function, linguistic structure, speech acts, vlog

### INTRODUCTION

In today's digital landscape, vlogging has emerged as one of the most appealing and influential forms of communication, particularly among students and younger generations. The popularity of vlogs is driven by the widespread use of social media platforms like YouTube and TikTok. In Indonesia alone, young people spend over 30 hours a month on YouTube and even more on TikTok, signaling a significant shift in how they engage with language, media, and identity (Howe, 2025). This shift has not only transformed how content is consumed but also how it is created, with vloggers crafting

narratives that resonate with their audience's values and experiences. As Vlahović et al. (2023) noted, vlogs offer a powerful platform for authentic self-expression and storytelling by utilizing narrative structures that build emotional engagement. The accessibility and relatability of vlogs empower creators to voice their opinions and share personal experiences, fostering a sense of belonging and community. As vlogging continues to shape modern communication and cultural interaction, it becomes crucial to explore the ways language is employed to influence, inspire, and connect with audiences.

Unlike scripted media, vlogs are often characterized by unscripted, conversational language, making them rich sources of authentic language use. This spontaneity enables vloggers to naturally incorporate a variety of speech acts and linguistic features that mirror everyday communication. One of the most prominent and recurring functions found in vlog discourse is the assertive speech act, where the speaker expresses belief in the truth of a proposition. According to Searle's (1979) taxonomy, assertive speech acts include acts such as stating, claiming, reporting, and admitting, all of which reflect the speaker's commitment to the truth of their message. Kreidler (1998) further classifies these acts based on their discourse functions, such as focus on information, the value of truth, speaker involvement, and the nature or manner of communication. These theoretical perspectives are useful tools for analyzing how vloggers use language pragmatically to construct authenticity, shape persona, and connect with viewers. Studying assertive speech acts in vlogs, therefore, extends classical pragmatics into the realm of multimodal, digital discourse.

Scholars have begun to examine the role of assertive speech acts in various forms of digital media communication, particularly within YouTube-based content. Muhammad (2021), for example, explored how cultural background influences assertive speech use in the Korean Englishman channel, showing distinct patterns between British and Korean vloggers. Syahidah et al. (2021) analyzed assertive acts in Deddy Corbuzier's podcast, finding that informative statements dominated the dialogue and reflected strong speaker commitment. Similarly, Islami (2024) studied podcasts by Mel Robbins and Jay Shetty, showing that assertive acts such as informing and claiming were central to building connections with their audiences.

In the realm of corporate communication, Alifia et al. (2025) found that Apple's Instagram captions used assertive language strategically to inform and influence public perception. While these studies confirm the prevalence and pragmatic role of assertive speech acts in digital media, most focus on formal, semi-structured formats—such as speeches, podcasts, or branded content. Little attention has been given to informal, lifestyle vlogs that mirror peer interactions and spontaneous self-disclosure, leaving a gap in understanding how assertiveness operates in personal, relatable digital discourse.

Beyond its relevance to digital communication, understanding assertive speech acts holds significant pedagogical value, especially in English as a Foreign Language (EFL) classroom. Recent research has emphasized the importance of pragmatic instruction in language education. For example, Uspayanti (2020) underlined that teachers' use of assertive speech acts supports clearer communication and student motivation, while Urazaliyevich (2024) found that explicit awareness of language functions significantly improved students' fluency and sociolinguistic competence. According to Zulfa and Haryanti (2023), speech acts help learners not only with linguistic competence but also with pragmatic awareness that enables them to use language appropriately across various contexts. Darong (2024) further emphasized that teaching speech acts helps learners move beyond grammatical correctness toward functional appropriateness in communication. As mentioned by Saraswati et al. (2023), mastering effective spoken communication in English involves not just understanding grammar and vocabulary, but also conveying meaning, appreciating cultural nuances, and developing interactional competence in real-world

situations. Despite these benefits, many EFL learners still struggle to produce assertive expressions effectively due to limited vocabulary, lack of confidence, and minimal exposure to authentic examples. This gap between theoretical knowledge and communicative practice underscores the need for accessible, real-world language models.

To better understand this challenge, a preliminary study was conducted among senior high school students, exploring the use of assertive speech acts from both student and teacher perspectives. Student interviews revealed an overall enjoyment of speaking English, especially during interactive classroom activities, but also noted common difficulties such as fear of making mistakes, limited vocabulary, and low self-confidence. While many students had been introduced to basic opinion expressions like —I think and —I believe, instruction lacked depth and contextual application. Teacher interviews echoed similar concerns, showing inconsistent understanding and implementation of assertive expressions in classroom practice. These findings highlight a pressing need for engaging and relatable examples that can bridge the gap between textbook language and authentic use.

In this regard, Sydney Serena's vlogs offer promising pedagogical value. Her lifestyle-oriented content includes frequent, natural use of assertive speech acts, often expressed through personal reflections and everyday experiences. For example, statements like —I always try to start my day by making my bed—it just helps me feel organized or—Honestly, I've been struggling with comparison a lot lately illustrate how young speakers confidently articulate personal beliefs and emotions in a conversational tone. These examples provide students with authentic, context-rich input that can enhance their understanding

and production of assertive speech in English. For educators, such content can serve as a practical tool to make language instruction more relatable and meaningful, helping learners overcome challenges related to vocabulary limitations, fluency, and confidence.

Therefore, this study aims to examine the representation of assertive speech acts in Sydney Serena's vlogs by analyzing their types, communicative functions, and linguistic structures. Grounded in Searle's (1979) and Kreidler's (1998) frameworks, the study seeks to contribute to digital pragmatics and offer insights into how authentic digital materials can be used to support language learning. By situating assertive speech within the context of informal, multimodal communication, the study highlights the pedagogical potential of vlogs in bridging the gap between classroom learning and real-life language use.

## METHODOLOGY

This study employed a qualitative research design through content analysis, focusing on the representation of assertive speech acts in digital media, specifically in Sydney Serena's vlogs. As Creswell (2013) emphasizes, qualitative research is particularly suited for exploring meanings, interpretations, and patterns within social phenomena, which aligns with this study's goal of uncovering the communicative strategies embedded in naturally occurring digital discourse. Content analysis was selected as the primary method for examining the linguistic forms and functions of Serena's assertive speech acts, offering insights into her personal communication style. According to Krippendorff (2004), content analysis has become increasingly relevant in the digital age, as electronic texts, including video transcripts, scripts, and online interactions, are now rich sources

of data that reflect evolving modes of communication.

Data Collection involved transcription and manual coding to ensure systematic and context-sensitive interpretation. The data were drawn from two vlogs selected through purposeful sampling: “*A Much Needed Q & A*” (16:25 minutes) and “*A Sunday Vlog*” (12:47 minutes), both published in October 2024. These vlogs were chosen due to their spontaneous, unscripted nature and personal content, which created an ideal context for observing assertive speech acts. In the Q&A vlog, Serena engages directly with audience questions, often using assertive expressions to clarify beliefs, share experiences, and explain perspectives. In contrast, the Sunday vlog adopts a narrative —day-in-the-life structure, where she expresses reflections and real-time thoughts through informal commentary. Compared to her other videos, such as product reviews or tutorials, which tend to be more instructional and scripted, these vlogs offer greater spontaneity and a wider range of authentic assertive utterances.

Data Analysis followed the steps proposed by Miles, Huberman, and Saldaña (2014): data condensation, data display, and conclusion drawing/verification. First, data condensation involved reducing and organizing the transcripts to focus on instances of assertive speech acts, identified based on Searle’s (1979) and Kreidler’s (1998) frameworks. Next, data display was implemented through visual representations like tables and charts to categorize and interpret the types and communicative functions of the assertive acts. Finally, during the conclusion drawing and verification phase, the researcher interpreted the data to construct meaning and check the consistency of emerging patterns. As Miles et al. (2014) assert conclusions in qualitative

research are often iterative and shaped by ongoing interaction with the data, including field notes and coding cycles. In this way, the study provides an in-depth account of how assertive speech acts function in the digital discourse of a lifestyle vlogger.

## FINDINGS AND DISCUSSION

This section presents findings and discussion that answer these research questions:

1. What types of assertive speech acts are used by Sydney Serena in her vlogs?
2. What are the communicative functions of assertive speech acts reflected in Sydney Serena’s vlogs across different situations?
3. How do the linguistic structures employed by Sydney Serena in her vlogs reflect her assertive stance and degree of certainty?

### RQ1: What Types of Assertive Speech Acts are used by Sydney Serena in Her Vlogs?

#### Findings

Based on the qualitative content analysis of 200 utterances (U1–U200) from selected Sydney Serena’s vlogs, the researcher identified several types of assertive speech acts. The categorization followed Searle’s (1979) taxonomy and is further developed by Damayanti et al. (2024), who elaborated specific types such as stating, reporting, predicting, admitting, and expressing opinions. Table 1 shows the types of assertive speech acts in Sydney Serena’s vlog.

**Table 1.** Types of Assertive Speech Acts in Sydney Serena’s Vlogs

Assertive Type	Frequency	Example
Stating	61	—I do really like waking up early.
Reporting	27	—I filmed a video earlier this morning.¶

Claiming	18	—I think this is one of my favorite drinks.¶	<b>Discussion</b> Sydney Serena's communicative style is characterized by the dominance of stating acts, which prioritize clarity, sincerity, and personal authenticity. These acts are typically direct and serve to establish routine and lifestyle credibility. This trend is consistent with findings by Damayanti et al. (2024), who observed that stating and claiming are dominant assertive acts in character dialogues within film contexts. Such evidence suggested that stating is a preferred method for articulating personal truths, especially in emotionally charged or reflective discourse. In addition, the frequent use of reporting aligns with Serena's role as a lifestyle vlogger, where she regularly informs her audience about her activities and routines. This mirrored about the observations of Huda et al. (2023) regarding Nadiem Makarim's summit speech, where reporting was utilized to provide trustworthy information and progress updates. This approach reflects a broader trend seen in character dialogues within film contexts, where stating is a preferred method for articulating personal truths, particularly in emotionally charged or reflective discourse. Furthermore, Serena's use of claiming and expressing opinions indicated her effort to share personal beliefs in a tentative or reflective tone. This supported Nurlela & Handayani's (2023) view that claiming and asserting are often utilized to shape public perception in digital political discourse. Additionally, the presence of predicting and admitting in her vlogs demonstrated her emotional openness and vulnerability, traits that foster an interpersonal connection with her audience. Damayanti et al. (2024) similarly noted that admitting and confessing are significant in asserting emotional truths in digital narratives. Overall, the diversity of assertive acts in Sydney's vlogs highlights her ability to seamlessly transition between objective information sharing and subjective, affective engagement, a dual function frequently observed in authentic, informal digital discourse (Islami,
Predicting	9	—I know that I'll be less anxious if I clean up.¶	
Admitting	7	—Honestly, I've been struggling with comparison a lot lately.¶	
Explaining	12	—It's just so good for digestion.¶	
Expressing Opinions	15	—In my opinion, this really helps with the stress.¶	

Table 1 presents the types and frequency of assertive speech acts identified in Sydney Serena's vlogs. The most frequent type is stating (61 instances), exemplified by direct declarations such as "I do really like waking up early," indicating Serena's tendency to clearly express personal preferences. Reporting follows with 27 instances, where she shares past actions or events, as in "I filmed a video earlier this morning." Other assertive types include claiming (18), expressing opinions (15), and explaining (12), which reflect her effort to provide reasoning and personal viewpoints, often using subjective language. Less frequent but still notable are predicting (9), shown through statements like "I know that I'll be less anxious if I clean up," and admitting (7), where she conveys vulnerability, as in "Honestly, I've been struggling with comparison a lot lately." These findings highlight Serena's use of assertive speech to communicate her beliefs, share experiences, and foster relatability through honest self-expression.



2024).

### RQ2: What are the communicative functions of assertive speech acts reflected in Sydney Serena's vlogs across different situations?

To answer this question, Kreidler's (1998) classification of assertive speech acts was used, which groups communicative functions based on the *focus of the speaker's speech*. These include:

1. Focus on Information
2. Focus on Truth
3. Focus on Speaker's Commitment
4. Focus on the Manner of Communication
5. Focus on the Nature of the Message
6. Focus on Aspect (Time: Past/Future)

### Findings

Table 2 shows the distribution of communicative functions across different situational contexts in Sydney Serena's vlogs, based on Kreidler's classification:

**Table 2.** Communicative Functions of Assertive Speech Acts

Situational Context	Focus of Speech (Kreidler)	Communicative Function
Morning Routine	Focus on Information	Explaining, Describing, Relating
Personal Reflections	Focus on Truth	Affirming, Asserting, Confessing
Giving Advice or Opinions	Focus on Commitment	Claiming, Professing, Suggesting
Daily Updates and Narratives	Focus on the Nature of Message	Narrating, Reporting
Addressing the Audience	Focus on Manner of Speaking	Emphasizing, Hinting

Sharing Experiences	Focus on Aspect (Time)	Reminding, Predicting
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Table 2 outlines the communicative functions of assertive speech acts in Sydney Serena's vlogs, categorized by situational context and Kreidler's focus of speech framework. During morning routines, the dominant function is to explain and describe daily activities, aligning with Kreidler's focus on information, as Serena often relates personal habits and preferences. In segments of personal reflection, her speech shifts to a focus on truth, involving acts like affirming and confessing, which convey sincerity and emotional depth. When giving advice or sharing opinions, the assertive acts reflect a focus on commitment, as she claims or suggests with confidence, guiding her audience. In daily updates and narrative segments, Serena uses assertives for reporting and narrating, which emphasize the nature of the message and help construct a coherent storyline. When addressing her audience directly, she frequently uses a focus on manner of speaking, employing strategies like emphasizing or hinting to maintain engagement and tone. Lastly, when sharing past experiences or making plans, her speech reflects a focus on aspect (time), using predicting and reminding to connect past, present, and future experiences. These patterns illustrate how assertive speech acts in her vlogs function beyond information delivery—they help structure discourse, manage interpersonal tone, and create intimacy with viewers.

### Discussion

This section explores how Sydney Serena's assertive utterances function pragmatically across six communicative functions outlined by Kreidler (1998). These categories represent how assertive speech acts are employed in varied situational contexts to build authenticity, engagement, and narrative coherence in her vlogs.

#### Focus on Information

In lifestyle-related segments, Sydney used

statements like:

—I always journal in the morning

This utterance informs and explains a daily habit, modelling structured behaviour in a relatable tone. These aligned with assertive verbs such as explain, describe, and relate (Kreidler, 1998), commonly used for didactic purposes. This mirrors findings by Hassan (2023) and Wahyudi et al. (2024), who noted that vlogs serve educational functions, especially in teaching routines, self-care habits, or motivational content in an informal, appealing format for learners.

#### *Focus on Truth*

Reflective expressions such as:

—I've been feeling anxious lately.¶

function as truth-commitment acts, aiming to affirm personal experiences. Kreidler classifies these under *affirm*, *assert*, or *confess*, which convey honesty and personal conviction. This was supported by Turturean (2016), who explained that assertiveness is not about aggressiveness, but about expressing truth with sincerity. Similarly, Salsabila & Munazharoh (2024) found that emotional honesty in Gen-Z content enhances engagement and viewer identification.

#### *Focus on Commitment*

Statements like:

—I think this is essential,¶ or —I truly believe this helps.¶

show epistemic stance and subjective responsibility. These aligned with professing and claiming, which are assertive strategies for expressing belief (Kreidler, 1998). Nurlela & Handayani (2023) found that these functions were central in Joe Biden's speech, where commitment and belief were emphasized to build audience trust. Similarly, Damayanti et al. (2024) noted that these acts help clarify a speaker's intention in persuasive discourse.

#### *Focus on the Nature of the Message*

Narrative-style utterances like:

—I filmed a video earlier today.¶

are reportive or narrating in function, adding coherence and personal storytelling. According to Kreidler, these are characteristics of a *report*, *narrate*, or *relate*. This aligned with Châteauvert (2021), who emphasized that vlogs mirror conversational narratives that foster audience intimacy. Syahidah et al. (2022) also found that assertive narrations are crucial in podcasts and informal media to structure ideas and maintain engagement.

#### *Focus on Manner of Speaking*

Phrases such as:

—Honestly, I just had to share this...¶

serve an emphatic and expressive function. These are acts of *emphasizing* and *hinting*, which signal emotional sincerity and rhetorical intent (Kreidler, 1998). Fatmawati & Ningsih (2024) emphasized that such indirect acts play a role in cyber-pragmatic politeness, where sincerity, face-saving, and softening tone influence the perception of assertive language in online discourse.

#### *Focus on Aspect (Temporal)*

Utterances like:

—I know I'll feel better soon.¶

reflect time-based assertions, including *predicting* and *reminding*. These indicate how personal experience shapes current belief and guidance. In Huda et al. (2023), similar acts were found in Nadiem Makarim's speeches to forecast ideas and reaffirm values. Likewise, Damayanti et al. (2024) observed that assertive prediction strengthens speaker confidence and helps organize reflective content for the audience.

The findings reinforce that Sydney Serena's vlog utterances serve multiple assertive communicative functions. These aligned with Kreidler's framework and are validated by previous research in education, political discourse, and media pragmatics. Her style blends information, authenticity, commitment, narrative fluency, emotional

tone, and temporal framing, providing an exemplary model of assertive communication in Gen-Z digital media.

### RQ3: How do the linguistic structures employed by Sydney Serena in her vlogs reflect her assertive stance and degree of certainty?

This section explains the linguistic structures reflecting an assertive stance and certainty employed by Serena in her vlogs.

#### Findings

Sydney Serena uses various linguistic structures to convey assertiveness as illustrated in Table 3.

**Table 3.** Linguistic Structures

Structure Type	Frequency	Example
Declarative Sentences	132	—I love how this makes me feel productive.
Modal Verbs (e.g., will, might, should)	36	—This might sound silly, but I always stretch first.
Reporting Verbs (e.g., think, feel, know)	54	—I think journaling helps with mental clarity.

As shown in Table 3, declarative sentences are the most frequently used structure, occurring 132 times. These sentences function to directly state opinions or facts with confidence and clarity, as seen in statements like “*I love how this makes me feel productive.*” In addition to declaratives, she also makes use of modal verbs, appearing 36 times, which introduce varying degrees of certainty and serve to modulate assertiveness. For instance, the phrase “*This might sound silly, but I always stretch first*” shows how Serena uses modals to soften the

delivery of personal content, balancing honesty with humility and politeness. Another notable structure is the use of reporting verbs, such as *think*, *feel*, and *know*, which appear 54 times across the data. These verbs allow Serena to present thoughts and emotions as subjective evaluations rather than objective truths, as in “*I think journaling helps with mental clarity.*” Such expressions align with Kreidler’s (1998) perspective that reporting verbs signal speaker stance while maintaining interpersonal tact.

#### Discussion

The linguistic structures used by Sydney Serena in her vlogs reveal how she expresses assertive speech acts with varying degrees of certainty and speaker stance. The most frequently used structures include:

- Declarative Sentences: Direct statements presenting facts or beliefs.
- Modal Verbs: Expressing possibility, necessity, or obligation (e.g., might, should, will).
- Reporting Verbs: Indicating personal stance or belief (e.g., think, believe, know, feel).

#### *Declarative Sentences: High Certainty and Confidence*

The dominance of declarative sentences (132 instances) in Sydney Serena’s vlogs highlights her consistent reliance on clear, direct language to express beliefs and build a credible digital persona. Recent findings by Huda et al. (2023) further support this, noting that declaratives are frequently used in educational and public speaking contexts to convey authority, share knowledge, and enhance speaker trustworthiness. Extending this perspective, Krifka (2024) emphasized the syntactic and semantic versatility of declarative sentences, particularly their compatibility with various speech acts beyond assertion, such as declarations and descriptions. In Serena’s case, the



declarative form not only structures personal opinions and routines but also reinforces her reliability and relatability. Compared to more formal speech contexts, her vlogs demonstrate how declaratives adapt to informal, digital genres where credibility is built not through institutional power, but through perceived authenticity. This suggests that declaratives are not only vehicles of factual communication but also central tools for audience engagement, especially in parasocial, media-rich environments like YouTube. Their strategic use in Serena's vlogs underscores their pragmatic importance and their potential as authentic models for EFL learners seeking to communicate assertively in both spoken and digital formats.

#### *Modal Verbs: Nuanced Commitment*

Although modal verbs occur less frequently (36 instances), they play a pivotal role in hedging statements and maintaining audience rapport. As Rahmawati and Hardjanto's (2021) emphasized that modals play a key role in positioning the speaker's perspective. Phrases like "*This might sound silly, but...*" allow Serena to project her perspective while softening its force. Such expressions reflect pragmatic politeness strategies, especially in digital environments where tone and intent must often be inferred without nonverbal cues. Fatmawati and Ningsih (2024) further stated that modal verbs are crucial in online contexts for managing interpersonal relationships, particularly by softening directness and maintaining a conversational, inclusive tone. In Serena's discourse, assertiveness is often blended with approachability, as modalized statements allow her to assert without alienating. Serena's frequent use of modals such as "*I think I'll do that later*" or "*You could try journaling too*" illustrates how modality helps her maintain dialogic engagement, suggesting rather than

imposing ideas. This contributes to her digital persona as both informative and relatable, reinforcing her credibility while respecting audience autonomy.

#### *Reporting Verbs: Speaker's Stance and Subjectivity*

Reporting verbs such as think, feel, and know appear in 54 cases and provide a strategy for introducing personal opinions and beliefs in a reflective, audience-aware manner. These verbs allow Sydney Serena to frame her statements as subjective evaluations rather than objective facts, thereby asserting her beliefs while maintaining interpersonal openness. For example, the utterance "*I think journaling helps with mental clarity*" presents an opinion grounded in personal experience, without imposing it as a universal truth. This style aligns with Turturean's (2016) notion of genuine assertiveness as the ability to express thoughts and emotions responsibly, balancing conviction with respect for others' perspectives. Damayanti et al. (2024) further supported this function, noting that reporting verbs in youth discourse often blend informative and affective assertiveness. Serena exemplifies this balance particularly in segments involving advice-giving, self-reflection, or emotionally vulnerable moments. Through reporting verbs, she invites viewers into her thought process, sharing experiences as suggestions rather than directives. This communicative strategy enhances her relatability and authenticity, which are essential for audience trust in the vlogging genre.

Overall, the findings revealed that Sydney Serena skilfully employs a diverse range of linguistic structures to convey assertive speech acts, each with varying degrees of certainty. Her use of declarative sentences establishes her messages with factual confidence, while the incorporation

of modals and reporting verbs adds nuance and subjectivity, highlighting her keen awareness of interpersonal dynamics within digital media. This study validates previous studies, demonstrating the intricate relationship between linguistic form and assertive function, particularly in vlogs, where communication is both informative and affective. For EFL learners, this provides a valuable model for how to express belief and emotion assertively while fostering respectful, audience-sensitive communication.

## CONCLUSION

This study delved into the different types, functions, and linguistic expressions of assertive speech acts in Sydney Serena's vlogs. It highlighted how these acts create authenticity, clarity, and personal engagement in digital communication. The study found that —stating‖ and —reporting‖ were the most commonly used assertive acts, serving various purposes like informing, narrating, and expressing opinions. These speech acts typically employed declarative sentences, modal verbs, and reporting verbs—choices that indicate different levels of certainty and the speaker's stance. Moreover, the analysis showed that Serena's statements fulfilled multiple communicative functions, such as conveying truth, commitment, information, and emotional honesty, as outlined by Kreidler's framework.

The study concluded that assertive speech acts play a crucial role in vlogging, enabling influencers to express their ideas with confidence, honesty, and relatability. Vlogs, such as those by Sydney Serena, serve as practical and genuine examples of assertive language, helping to bridge the gap between theoretical learning and real-world communication. For English language learners and educators, this underscores the value of using vlog content as examples of effective communication skills, particularly

in developing clear, assertive, and emotional expression in English. Therefore, assertive speech acts not only help shape the personas of digital influencers but also offer valuable insights into language study and practice in online environments.

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