



The Comparison of Speech Acts Application by Pascal and Abraham in Youtube Videos

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Abstract

This research examines the use of speech acts in YouTube videos by professional English communication trainers *Learning a Language? Speak It Like You're Playing a Video Game* by Marianna Pascal and *Think Fast. Talk Smart* by Matt Abrahams. It compared speech acts utilized by the two professional trainers to explain how they effectively deliver their messages to diverse audiences. The analysis focused on identifying the realization, similarities, and differences in using Searle's (1976) five types of speech acts. The data for this research consisted of words, phrases, clauses, or sentences containing speech acts spoken by Pascal and Abraham during their speeches. This research employed a qualitative research method to categorize and analyze the speech acts. The findings revealed the differences in their communication styles despite of the similar predominant use of representative and directive acts. Pascal's narrative style was appealing and easy to understand compared to Abraham's logical and authoritative approach. Pascal's directives inspire self-reflection more, whereas Abraham's were direct and effective. The research offers a comprehensive perspective on the speech act strategies employed by professional English communication trainers thereby making valuable contributions to speech act theory and its application in real-world contexts.

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INTRODUCTION

Language is not only a tool of communication but also a fundamental aspect of human existence, which plays a vital role in our social lives. People through language communicate their thoughts and ideas, which allows them to relate and bond as members of a society. When asked to define communication, most people say that it involves talking and listening (Nurhidayah et al., 2024). However, the scope of language goes beyond just speech because meaning and action are intertwined in words. A major concept used to understand this connection is that of speech act. According to Searle (1969) and Levinson (1983), an act of speaking accomplishes an intended purpose during a conversation. Speech acts highlight how utterances function as performative tools within a communicative framework. This performative nature of speech is supported by the notion that speech production and perception share a common link and processing strategy (Yusanti et al., 2022), underscoring the integrated nature of speaking and listening. When people speak, they are not merely conveying information but performing actions, such as making promises, issuing commands, or saying sorry, which are intended to have a function and effect on the listener (Rosyidi et al., 2019).

Pragmatic competence, defined as the ability to use language effectively within specific social and cultural contexts, is vital for fostering clear communication and building relationships in diverse settings (Rafiq & Yavuz, 2024). Different forms of human interaction, such as ordinary conversations and the speeches of important individuals, politicians for example, greatly involve the use of speech acts. It is important to note that people in power usually make use of speech acts to communicate their ideas effectively to a given audience. They consciously produce specific kinds of speech acts in order to covertly authorise their beliefs and persuade their audience (Abiola, 2021; Purwati, 2022). It can be observed that this is something quite common, especially on platforms like

YouTube where speeches have millions of views across the world.

While there is a lot of research on speech acts in everyday conversations, there is a significant shortage of studies that compare different speakers or contexts. This shortcoming is significant because comparative analyses can provide deeper insights into how speech act usage varies according to individual speaking styles and distinct contexts. Describing how professional English trainers use speech acts will help understand how they attract their hearers' attention and persuade them to follow what they are saying.

Many researchers have attempted to make a great contribution to our understanding and application of speech acts across situations, including education, media, politics, and digital communication. In the realm of education, Ahmed et al. (2023) researched to observe the speech acts and language functions present in English language textbooks used in Libyan schools. The main aim was to explore the pragmatic features of EFL (English as a Foreign Language) textbooks used in public secondary schools in Libya. Pragmatics is the study of language in use (Chen & Zhang, 2019). They found that the distribution of speech act types in textbooks shows huge biases, indicating an uneven allocation of critical categories. This is relevant to this research as it underscores the importance of understanding speech acts in educational settings, providing a basis for analyzing how Pascal and Abraham use speech acts to educate their audiences.

In Indonesia, social media has been flooded with videos, written (such as on Facebook status or Instagram caption), and pictures (Rais & Triyono, 2019). Speech acts usage in the context of media and entertainment, Simon and Dejica-Cartis (2015) illustrate the use of speech act theory in written advertisements with a full understanding that various speech acts can then be identified. Advertisers mostly used speech acts to label product properties and present reader instructions and matters of opinion. Expanding on the treatment of speech acts in advertising, Haucsa et al. (2020) examined

the game of illocutionary speech acts in media interviews. This study not only added to the literature on how real-life communication does and ought to work in media interactions, but it also showed that if one is analyzing speech acts from interviews have a large role in speakers' intended meanings. These studies, specifically those by Simon and Dejica-Cartis (2015) and Haucsa et al. (2020), demonstrate the role of speech acts in engaging and persuading audiences, offering valuable frameworks for understanding Pascal's and Abraham's strategies in achieving similar effects through their talks.

Ardi et al. (2021) highlight the unique challenges and complexities of digital communication by examining the causes and nature of flaming in Malaysian Twitter interactions. Their findings reveal a nuanced interplay of factors contributing to the widespread use of derogatory language in Malaysian digital discourse. This aligns with Thuruvan and Yunus (2017), who observed that Malaysian students often display less politeness when communicating in English, a phenomenon attributed to limited pragmatic competence. Pragmatic competence in using speech acts effectively, especially in situations requiring nuanced interpretation, remains a critical challenge for learners and communicators in diverse contexts, including digital platforms (Song, 2020).

As stated by Shokirova (2000), this competence involves understanding and employing speech acts to achieve communicative intentions, which is particularly critical in environments such as digital platforms where subtlety and clarity are often required for meaningful interactions. Ardi et al. emphasize the need to promote public awareness and consider regulatory measures to address these issues in digital spaces. Although their study focuses on a different context, the challenges identified by Ardi et al. are relevant to the YouTube platform, where Pascal and Abraham engage their audiences. Speech acts in digital settings, including YouTube, are used to achieve similar performative outcomes as in traditional speech, albeit tailored to the norms and

constraints of online platforms (Balaanz, 2023). This underscores the importance of analyzing how these trainers strategically employ speech acts to sustain audience engagement and influence within the digital environment.

Moving to the political landscape, Rahmayani and Dwiyluania (2018) examined Barack Obama's use of speech acts in his 2009 election speeches. Their findings reveal how Obama strategically employed speech acts to achieve his goals and persuade audiences, highlighting the significant role of speech acts in political communication. Similarly, Larasati et al. (2020) analyzed the illocutionary acts in Donald Trump's presidential candidacy speeches, demonstrating how speech acts were used to construct a political profile and validate his authority, strategically reinforcing his power in public discourse. These studies emphasize the persuasive potential of speech acts in shaping audience perceptions and achieving communication goals, even in highly competitive contexts such as political campaigns. This relevance extends to the current research on Pascal and Abraham, as both speakers similarly aim to influence their audiences. While Pascal's focus is on empowering learners of English, and Abraham targets professionals seeking communication strategies, their use of speech acts, like those of political leaders, reflects deliberate efforts to guide, inform, and inspire their listeners effectively.

Taken together, these studies emphasize the critical role of speech acts in communication across various domains and contexts, including education, politics, and digital communication. However, there is a gap in comparing how professional language experts utilize speech acts in their communication. While many studies analyze speech acts in broader contexts, no research has specifically compared the speech act usage of two renowned language trainers, Marianna Pascal and Matt Abraham, in their professional talks. Both speakers are highly regarded for their expertise in English communication. Pascal is a communication trainer with over two decades of experience in helping Southeast Asians build confidence in

speaking English, while Abraham is a lecturer at Stanford University's Graduate School of Business and a renowned communication coach specializing in public speaking and spontaneous communication strategies. This kind of comparison is needed to understand the diverse strategies employed by language experts to address different audiences effectively. Additionally, analyzing how these experts tailor their speech acts provide valuable insights for educators, trainers, and linguists in improving communication practices. By examining their approaches, this research highlights the practical applications of speech acts in professional contexts and offers guidance for enhancing the effectiveness of communication in both educational and professional settings.

This comparative research, which concentrates on the use of speech acts by two different professional speakers on a modern digital platform, aims to address the following questions: How is the realization of speech acts in Marianna Pascal's and Matt Abrahams' videos? Specifically, this study explores: (1) How is the realization of speech acts by Pascal in her YouTube videos? (2) How is the realization of speech acts by Abrahams in his YouTube videos? (3) What are the similarities of the speech acts used by Pascal and Abraham in their speeches on YouTube videos? (4) What are the differences of the speech acts used by Pascal and Abraham in their speeches on YouTube videos? By answering these questions, the study is hoped to be beneficial for lecturers and students of linguistics, providing additional teaching and learning materials about the similarities and differences in the application of the five categories of speech acts performed by professional English trainers.

METHOD

This research analyzed speech acts in the utterances from two YouTube speeches delivered by professional English trainers. The speeches analyzed were *Learning a Language? Speak It Like You're Playing a Video Game* by Marianna Pascal and *Think Fast. Talk Smart* by Matt Abrahams. These speeches were selected because

both speakers are recognized as professional English trainers, and their talks reflect practical applications of English communication. The data for this research consisted of words, phrases, clauses, or sentences containing speech acts spoken by Pascal and Abraham in their speeches. A table summarizing the details of the analyzed speeches is provided below:

Table 1. Details of Analyzed Speeches

No	Title	Speaker	Upload date
1.	<i>Learning a Language? Speak It Like You're Playing a Video Game</i>	Marianna Pascal	June 15, 2018
2.	<i>Think Fast. Talk Smart</i>	Matt Abrahams	Nov 16, 2018

In addition to that, data sheets were used to systematically record and analyze the speech acts identified in the videos. It was structured as a table, with columns for the utterance, the type of speech act categorized based on Searle's taxonomy, and corresponding notes, as follows.

Table 2. Table for Speech Act Classification

No	Utterance	Type of Speech Act				
		Rep	Dir	Com	Exp	Dec

*Note. Rep = Representative, Dir = Directive, Com = Commissive, Exp = Expressive, Dec = Declaration.

For each utterance spoken by the speakers, a checkmark was placed under the appropriate category of speech act to indicate its classification. This format ensured consistency and facilitated a comprehensive analysis of the data. As a data collector, the researchers gathered research data from YouTube videos by Marianna Pascal and Matt Abrahams, while books, journals, and articles on related speech acts were used to provide theoretical support and contextual understanding for the analysis. As a data compiler, the researchers carefully and

thoroughly reviewed the collected data. Turning to the data analysis part, the researchers assessed the data which helped to answer the research questions. There were some major initial steps to the analysis of the data that were followed. In the first step, the utterances from the videos were identified and categorized based on their speech act types. After classifying the utterances, the next step involved creating a summary of the frequency of each type of speech act for both speakers. Once the data was summarized, a comparative analysis was conducted to highlight the similarities and differences in how Pascal and Abraham used speech acts. At the end of the whole section, all the data of the analysis and the previous steps were summarized to provide comprehensive conclusions.

The resources data for this research were the utterances of the speakers that contain Searle's (1976) speech acts types, namely representatives speech acts, directives speech acts, commissives speech acts, expressives speech acts, and declarations speech acts found in the YouTube video transcripts of the speech given by Marianna Pascal and Matt Abraham. The transcriptions of these videos were analyzed to identify and note the occurrences of the different types of speech acts.

Document analysis was used to collect the data. The research began with downloading the video transcripts and watching the videos multiple times to ensure accuracy and gain a thorough understanding of the content. Following this, the utterances containing speech acts were carefully identified by analyzing the spoken dialogue in the videos. These identified speech acts were then systematically classified based on Searle's (1976) taxonomy, which includes representatives, directives, commissives, expressives, and declarations. Finally, the categorized data was organized into a structured table format to facilitate detailed analysis and comparison.

To analyze the data, the researchers employed a systematic process focused on identifying, categorizing, and quantifying speech acts. First, utterances from the video transcripts were reviewed to identify instances of speech

acts. These utterances were then categorized based on Searle's taxonomy, classifying them into five types: representatives, directives, commissives, expressives, and declarations. The categorization process employed Illocutionary Force Indicating Devices (IFIDs) to identify the intent behind each utterance. The researchers relied on IFIDs because, as Yule (1996) noted, the absence of clear IFIDs can make it challenging for listeners to discern whether an utterance is intended as a directive, a request, or merely a statement of fact. Subsequently, the frequency of each speech act type was calculated to determine their prominence in the speeches. This structured analysis ensured clarity and alignment with the research objectives. The findings were then compared to find out the similarities and differences in speech act usage between Marianna Pascal and Matt Abraham. At the end of the whole section, all the data of the analysis and the previous steps were summarized to provide comprehensive conclusions.

RESULTS AND DISCUSSIONS

In speech act theory, as proposed by Austin (192) and Searle (1969), language is not only a means of communication but also a performative tool that conveys intentions and influences responses. Analyzing the speeches of Marianna Pascal and Matt Abrahams provides insight into the varied strategies they use to effectively engage their audiences through these speech acts.

Speech Acts Realization by Marianna Pascal

The following table summarizes the frequency and percentage distribution of the speech acts identified in Marianna Pascal's video *Learning a language? Speak it like you're playing a video game*. This classification was observed according to Searle's (1976) categorization of speech act and supported by an extensive analysis of illocutionary force indicating devices (IFIDs) that serve as cues for what purposes she used the utterance.

Table 3. Speech act classification from Pascal's video

No	Speech Act Type	Frequency	Percentage
1.	Representatives	122	82
2.	Directives	16	11
3.	Commissives	4	3
4.	Expressives	7	5
5.	Declarations	0	0
Total		149	100

The above table gives a detailed picture of the types of speech acts identified as well as their frequencies and percentages. It can be seen that the representatives were the most frequently used type in this analysis with 122 instances or 82% of the total. The high frequency of representatives showed that the utterances were mainly informative and assertive, passing information and stating facts. The second most common type was directives. They were not so frequent as representatives, in total, there were 16 cases of directives which made up 11% from all speeches. There was also a significant element of interaction where the speaker sought to influence the listener's actions or behavior indicated by directives alongside informative discourse emphasizing that it involved mostly giving information but also intended shaping listeners' actions.

The findings showed that Pascal rarely used commissive speech acts such as promises, offers and commitments to do something. There were only 4 of them, which represented 3% of total speech acts. This indicated that she hardly ever committed herself to future activities or made any pledges. Also, the expressive speech acts in which she expressed her emotions, or psychological state had a very low frequency. They only occurred 7 times accounting for 5% of the speech acts. Additionally, while this finding reveals that Pascal made no declaration speech act in relation to change in the external situation by her utterance. Therefore, it means that her presentation did not involve speech act that can affect external circumstances or statuses.

The total findings covered 149 speech acts. Representative speech acts predominated,

signifying that in essence most of the discourse was about information transfer and facts stating. Directives presents suggest some sort of interaction which aims to influence listener, while few commissives or expressives show that there is a lack of commitment and emotional expression in the discourse. There are no instances at all where declarations are used suggesting that this discursive activity does not engage in performativity which change external realities.

Speech Acts Realization by Matt Abraham

The analysis findings of the speech acts used by Matt Abraham in his video titled *Think Fast. Talk Smart*, categorized according to Searle's (1976) framework, is presented in the following table with the corresponding frequencies and percentages.

Table 4. Speech act classification from Abraham's video

No	Speech Act Type	Frequency	Percentage
1.	Representatives	139	73
2.	Directives	32	17
3.	Commissives	7	4
4.	Expressives	9	5
5.	Declarations	2	1
Total		189	100

From these findings it was clear that representatives were most prominent with 139 instances making up 73% of all speech acts analyzed. The high frequency of representatives showed that Abraham mainly used his utterances for sharing information, stating facts or describing various situations. It indicated a strong focus on informing and explaining things to his listeners as is usual in such educational or explanatory contexts. Second most frequent category were imperatives with 32 time of occurrences constituting 17% of all the speech acts analyzed. This implied that he actively directed his audiences to do something or think along certain lines, thus trying to influence their minds or behaviors.

There were 7 occurrences of commissive speech act, making up for 4% of total speech acts.

The fewer commissive suggest that Abraham spoke less often about what he intended to do in the future. This may have resulted from a presentation where information was more important than offers or promises. The expressive speech acts (9 times, 5% of all speech acts) showed how Abraham feels or expresses his emotions. His occasional use of expressive speech acts indicated moments where he shared his emotional responses or attitudes, adding a personal touch to his communication to create a more engaging and relatable presentation for his audiences. Lastly, declarations were the least common with just 2 occurrences representing 1% of all the speech acts found. The rarity of declarations in Abraham's speech implied that he rarely made statements aimed at changing things such as external situations directly. This aligns with the nature of his presentation, which was likely more focused on discussion and explanation rather than enacting changes through speech alone.

The results gave a detailed presentation of various kinds of speech acts that Abraham utilized where representatives took the highest percentage, directives were moderate while commissives, expressives and declarations were used minimally. This distribution illustrates how Abraham's speeches were mainly characterized by explanations and directions to keep his audiences informed rather than his commitment to future engagements or making changes through speech.

Pascal and Abrahams demonstrate a subtle interpretation and application of Searle's (1976) five types of speech acts. In their YouTube videos, both of them show how they did it quite well in terms of engaging with their audiences, delivering messages efficiently as well as making sure that they can establish common ground. The data indicates that representative speech acts are the most frequently used by both speakers. This dominance can be attributed to their roles as educators and trainers, where the primary goal is to share knowledge and establish authority. Representatives, as described by Searle (1976), are used to convey information or state something the speaker believes to be true. In

professional communication contexts, this type of speech act often serves to provide insights and validate the speaker's expertise.

Speech act recognition involves higher-order cognitive abilities, as demonstrated by Licea-Haquet et al. (2019). Their research revealed that recognizing speech acts requires both automatic and contextually driven mechanisms, relying on executive functions and theory of mind to categorize and comprehend illocutionary acts. These findings underscore that speech acts are not merely linguistic tools but also cognitive processes shaped by cultural and contextual factors. Similarly, Pascal and Abrahams' strategies reflect their awareness of pragmatic principles, enabling them to connect with diverse audiences effectively. The comparatively lower frequency of commissive and expressive speech acts—both below 5% for Pascal and Abrahams—suggests that the speakers prioritize delivering structured content over sharing personal commitments or emotions. This aligns with their professional contexts, where the focus is on practical communication strategies rather than personal storytelling.

The similarities of the speech acts used by Marianna Pascal and Matt Abraham

1. Representatives usage

To share information and experiences, Marianna Pascal and Matt Abrahams depended heavily on representative acts of speech to establish credibility. Pascal's utterance "For the past 20 years, I've been helping Malaysians and other Southeast Asians speak better English," for instance, she used her extensive experience to convey her knowledge. In the same way, Abraham's opening utterance was "You see, I am a professor of communication" and it meant to introduce himself and establish his authority in the field of communication. The two speakers used representatives, which indicated their personal and professional experiences thereby making their speech more persuasive by being relatable.

2. Directive usage

Both Pascal's and Abraham's speeches incorporated directive speech acts, a way of

engaging the audience and inspiring them to act or reflect. Pascal frequently employed questions such as, "How do they do it?" to stimulate curiosity and involve the audience in her narrative. She also provided actionable advice with directives like, "What's one thing you can do starting today if you want to speak with that calm clear confidence?" Similarly, by asking his listeners "What time of day are you communicating?" and offering practical tips, Abrahams adopted the same strategy. Both of the speakers used directive speech acts in order to encourage active participation as well as offer direction regarding the application of the subject matter presented.

3. Commissives usage

Commissives speech acts that engendered trust and rapport were used by Pascal and Abraham. Pascal often made commitments to clarify her arguments, for instance, she said, "*I'll take you back about 10 years in answering that question.*" This technique convinced the audience that she would explain everything thoroughly, thus, increasing her credibility. In the same way, Abraham used commissive speech acts to show his commitment. For example, in this utterance "*First we're going to talk about the approach that we take,*" the phrase "*we're going to*" showed his intention of doing something specific. This included a performative verb "*talk about*" expressing this commitment and an adverb "*first*" showing the sequence to make it clear what he was committed to doing.

4. Expressive usage

To reach their listeners, both speakers employed expressive utterances that enabled them to express their feelings and attitudes on different subjects. Pascal often used expressions that indicated her strong emotions about certain issues in life. This was seen when she said, "*They are just disgusting places*", in which case she showed her disgust and negative assessment of some settings. Hence, the audience could sympathize with her situation better. Also, Abraham's use of expressive speech act might be noticed in his utterances that represented his reactions. For instance, he said "*And when they make me upset, I used to raise my voice to no avail.*" Here, he shared his annoyance as well as the futility of his own

response to it. The expressive speech act assisted the audience in determining how he felt about the challenges he went through. Pascal's engagement strategy entails expressive speech acts.

The differences of the speech acts used by Marianna Pascal and Matt Abraham

1. Representative usage

Marianna Pascal, just like Abraham, had used direct speech acts to reflect and share about their experiences but they differed in many ways from one another. Pascal's direct speech acts were predominantly meant to exemplify broader ideas and theories concerning effective communication skills in English. Her reflections helped to support these principles by providing specific stories such as meeting Faizal and going to a cybercafé. She wanted to display how attitudes toward English affect communication skills, using tangible examples to reinforce her arguments. The approach was aimed at giving practical advice and guidance based on challenging common misconceptions and compelling people to reconsider their attitude about English language use.

The representative speech acts of Abraham, on the other hand, were more personally introspective considering them as his private concerns. He reflected on his personal growth, challenges, and philosophical insights using humor and self-reflection to make connections with his audiences. For instance, his statements that he could never be able to teach children in elementary school or the funny guilt and shame associated with teaching pointed to his life experiences transforming his teaching philosophy. Abraham's narrative-based approach centered on sharing his journey thereby making it possible for reflections about him to be relatable and interesting for his audiences.

2. Directives usage

Instead of giving an outright command or order, Pascal's directive speech acts were usually put into the form of rhetorical questions or gentle suggestions meant to inspire self-reflection rather than immediate action. Asking questions such as "How do they do it?" and "What is one thing you can do starting today if you want to speak with that calm clear confidence?" prompted her

listeners to engage in introspection and consider their own experiences and practices. She made her conversation reflective and participatory for the listener to take in her message without feeling pressured. Her methods were aimed at making people think and assess themselves to create an environment of learning that encouraged the audience to find solutions through reflection. The approach also allowed Pascal to relate with her audience on a personal level such that her directive speech acts sounded more like invitations to explore rather than commands. In this way, she guided her audiences toward gradual and significant changes without dictating to them what exactly they should do. By posing rhetorical questions, she stimulated possibilities of internal dialogue among her listeners as they discovered and understood more.

In contrast, Abraham's use of directives was more straightforward and effective. He gave direct orders and tangible advice such as "In addition to knowledge, we need to be thinking about their expectations" or "So, we need to appreciate our audience." Basra & Thoyyibah (2017) noted that directive speech acts are particularly effective in fostering active participation and communication, especially in teaching environments. These guidelines were meant to make the audience act immediately by providing practical ideas that could help them better their communication skills. This directness and clarity were his trademarks since he wanted to give the audience strategies that could be implemented. Abraham used a direct and clear approach that involved giving practical steps that his audience could easily follow. This approach demonstrated his commitment to providing practical guidance coupled with a sense of urgency for adopting learned techniques. By giving explicit directions, Abraham helped his listeners know what moves to take, making it clear what he meant thereby reducing ambiguity and increasing chances of instant application. His directive speech acts were not merely suggestions but definite steps that listeners could easily understand and do thus making them more functional.

3. Commissives usage

Pascal used commissive speech acts to build relationships with her audience by telling personal stories and making commitments about the consequences of learning language strategies. For instance, she said, "*So today I wanted to share with you what is so different about people like Faizal.*" Another example is when Pascal said, "*To answer that question, I was going to take you back about 10 years, okay?*" She committed herself to sharing a major past event to provide context and enhance comprehension. By putting her commitment in the past tense, Pascal confirmed his obligation from the past to apply any previous experience for better learning of her listeners.

Abraham used commissive speech acts differently. Most of his commissives were based on practical ideas and methods that he promised would help his audience become better at communicating skills. For instance, he uttered, "*So if you get the message right and you communicate it effectively, you can make a big difference.*" This utterance is an example of a commissive speech act where Abraham leaves himself open to the suggestion that there will be a positive result by proper communication. By stating this promise as a conditional commitment, Abraham convinced his listeners about how they could benefit from following his advice.

Another example is when Abraham said, "*And to this day, I try to apply those principles.*" This commissive speech act highlighted how much of himself he still invested in these principles. By referring to how he still strains to put these principles into action every day, Abraham secretly vowed to his audience that these practices were worth following with conviction. The ongoing nature of his commitment reinforced the reliability of his counsel while guaranteeing long-term benefits from following these principles.

4. Expressives usage

To have a close relationship with her listeners, Pascal shared personal stories and emotional experiences. For instance, when she talked about her daughter learning piano or her involvement in cybercafes, she used these narratives to inspire empathy and identification. Some of these emotional connections allowed

Pascal to connect with her listeners on a more intimate level; hence, helping in the messages' resonance. Pascal managed to create a strong bond of emotions with the listeners by expressing feelings which made her statements go deep-rooted to listeners. Not only did such expressive speech acts effectively attract attention but also, they contributed to trustworthiness and genuineness as she openly discussed her personal experiences.

Abraham was different from Pascal in terms of expressive use of speech acts. Pascal used expressive speech acts to share his personal feelings and anecdotes to create emotional appeal while Abraham, on some utterances, employed expressive speech acts aimed at invigorating confidence and giving practical advice. For instance, Abraham said, "*So I want for you what I wish for all of my students: bold communication that's confident and compelling.*" Abraham mixed emotional expression with teachings on the use of tools and skills they needed for better communication instead of using emotions only in his speeches. This distinction in approach illustrated how each one of these two speakers catered their styles of communication towards specific goals; based on emotional connection (in Pascal's case) or combining emotional expression with real-life guidance (in that of Abraham).

5. Declarations usage

Based on the findings, Pascal did not employ declarative utterances. Declaratives are speech acts that can alter the world with their utterance such as pronouncing someone married or naming something. In contrast, Abraham used declarative acts to assert the effectiveness of the communication techniques he discusses. An example is the utterance "Finally, my favorite structure, the one that I use the most, I call this 'the MacGyver of all structures' where he gave his favorite structure a specific name giving it a certain status in his discourse. In this case, naming the structure as 'the MacGyver of all structures' altered its status and identity making it a performative declaration. This change was explicitly signified by a verb 'call' giving more power to Abraham's authoritative tone and finality in his comparison. He endorsed new

practices by naming his favorite structural component which serves to reinforce his credibility and motivate others to follow suit. This is how he sets himself up as an authority figure and inspires people to apply what he has said in practice.

CONCLUSION

Demonstrating themselves as professional teachers of English communication skills, both speakers have shown remarkable competence in the use of such speech acts to engage, inform, and influence the audience effectively. The findings revealed that their communication was mostly based on representative and directive speech acts that aimed at clarity and direction in their communication. This study reaffirms the importance of pragmatics in enhancing communication, supporting previous claims that mastering speech acts aids speakers in achieving communication goals. The differences in their communication styles were notable despite the similar predominant use of representative and directive acts. Pascal's narrative style was appealing and easy to understand compared to Abraham's logical and authoritative approach. Pascal's directives inspire self-reflection more, whereas Abraham's were direct and effective. These differences highlighted the versatility and adaptability of speech acts in professional communication, showing that different strategies can be used depending on the desired communication outcome. The research offers a comprehensive perspective on the speech act strategies employed by professional English communication trainers thereby making valuable contributions to speech act theory and its application in real-world contexts.

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