

Illocutionary Speech Acts in Oprah Winfrey's Motivational Speech: A Pragmatic Study

Warsidi¹, Siti Nurul Syakila², Dahniar³

*Universitas Islam Makassar*¹²³

warsidi.dty@uim-makassar.ac.id, sitinurulsyakila28@gmail.com, dahniar.dty@uim-makassar.ac.id

APA Citation:

Warsidi, W., Syakila, S. N., Dahniar, D. (2023). Illocutionary Speech Acts in Oprah Winfrey's Motivational Speech: A Pragmatic Study. *Journal of English Language Teaching and Linguistics*, 8(1), 2023, 1-12.
doi: <http://dx.doi.org/10.21462/jeltl.v8i1.998>

Abstract

Pragmatic studies have been widely conducted, but speech acts on motivational speeches were rarely investigated. Moreover, functions of illocutionary speech acts are received very limited scholarly attention. These gaps have been encouraging the researchers to conduct the present to analyze speech acts contained in Oprah Winfrey's motivational speeches with two purposes. First, it is to identify the forms of illocutionary speech acts in Oprah's motivational speech. Second, it also determines the function of illocutionary speech acts in Oprah's motivational speech. It employed a qualitative and quantitative method for the analysis. Then, in collecting data, it used note-taking as an instrument. In this regard, we watched and listened to five motivational videos of Oprah Winfrey's speeches four times, and then took notes of any utterances containing forms and functions of illocutionary speech acts. Then, for analyzing data, we classified the forms of speech acts using a theory from Searle (1969) and functions of speech acts employing an analytical framework from Leech (1993). The results show various forms and functions in delivering a motivational speech. However, most speech acts in the videos tend to be assertive rather than the others, and concerning functions, they tend to be collaborative. The reason behind these dominances is discussed in this paper.

Keywords: *forms and functions, illocutionary, Oprah Winfrey's speeches, pragmatic, speech acts*

1. Introduction

Studies on illocutionary speech acts have been conducted by various linguistic scholars using different objects, such as in Donald Trump's speech (Mufiah & Rahman, 2019; Mulyana & Engliana, 2021; Nurkhamidah, 2020). Besides, such studies also have been analyzed in teachers' talks (Al-Rawafi & Gunawan, 2019), classroom interactions (Armistany & Zamzani, 2019; Rafli, 2018), the novel *Hard times* (Salih, 2022), the movie *Tangled* (Ramayanti & Marlina, 2018), social media and comments (Nisa

& Manaf, 2021), defamation texts (Sholihatin, 2020), United Nation treaties (Kone, 2020), and many more. These many study numbers indicate that illocutionary speech act is critical to comprehend because humans, as social creatures, tend to interact with other humans. Thus, they must desire to get along with others to express opinions and criticisms, their desires, and their existence. In communicating, they need a tool called language, which is used as a communication system.

In this regard, humans use language to communicate for various purposes. One of them is to convey valuable messages and motivations to the interlocutor. This message means that when you say something, you also do something. For example, when you promise, apologize, or state something, you not only say but also take action to promise, apologize, and state something. That is what is called a speech act. Chaer and Agustina (2004) suggest that speech act is an individual symptom, psychological in nature, and its continuity is determined by the language ability of the speaker in dealing with specific situations. Speech acts are a form of pragmatics related to the speaker's actions shown through speeches, and pragmatics is the study of language in a grammatical or encoded context (Tarigan, 1986).

However, while the above reviews show that illocutionary speech acts have received much scholarly attention, they have yet to analyze such studies in motivational speeches to understand the forms and functions of these issues. Expanding comprehensions of forms and functions of speech acts contained in motivational speeches needs to be conducted because it may contribute to provide more complete understanding about how professional motivators employ forms and functions of illocutionary speech acts in their speeches. Thus, studying on forms and functions of illocutionary speech acts needs further analysis. However, to see what extent studies of illocutionary speech acts thus far, we review such studies on these pragmatic issues in the following section.

2. Literature Review

Speech acts express how a speaker uses language to achieve his/her intended action and how the listener concludes the intended meaning of what is said. The study of speech acts is crucial to conduct because it may provide an understanding of what messages are found in each utterance. Speech acts are also influenced by the speaker's language ability to give messages in communication. According to Searle (1969), at least three types of actions come over a speaker: locutionary speech acts, illocutionary speech acts, and perlocutionary speech acts. The locutionary act is the literal meaning of utterances, while the illocutionary act is the action behind utterances. Then, the perlocutionary act is the effect of utterances on the hearer. An illocutionary speech act (The act of doing something) is an utterance in addition to saying or informing something; it can also be used to do something as long as the speech situation is considered carefully. The illocutionary act intends to consider who the speaker and the interlocutor are and when and where the speech act takes place. In this regard, this section intends to review how far such studies have been carried out and to discover to what extent their analysis results were reported. The following reviews are some of the results of previous research which are relevant to this issue.

Fitria (2018) analyzed how speech's act form, strategy, and function in buying and selling women's equipment on Instagram online in three online shops. The method used is a qualitative descriptive research. This research found four forms: commissive, assertive, declarative, directive, and expressive, but the most dominant speech acts were assertive and directive. Then, two forms of strategy are also found; they are a direct literal strategy and literal indirect strategy. Regarding the function of speech acts, the data employed three functions: competitive, fun, and cooperative states.

Illocutionary speech acts were also analyzed in the 'Tangled' movie, but the analysis only focused on the types using qualitative analysis (Ramayanti & Marlina, 2018). The results revealed four types of illocutionary speech act, including directive, representative, expressive, and commissive. However, the directive type is most dominant in the movie because some characters tend to instruct others to meet their expectations. However, although the study found that directive type is the most dominant

appearance, the indicators to identify whether a particular speech includes directive, representative, expressive, or commissive type had not been clearly explained in their method. Thus, the results may direct to unclear findings and claims. Such studies also have been investigated in the *Maleficent* film script (Violeta, 2019). In this regard, the method used is a qualitative descriptive method. The results indicate that *Maleficent* used all forms of the illocutionary act: representative, directive, commissive, expressive, and declarative forms. However, these two studies do not show explicitly regarding the dominant type of speech acts in their discussion, and as a result, they cannot interpret further for their findings.

Zahra (2019) analyzed the form and meaning of illocutionary speech act in student conversations in the Whatsapp application. This research used the Agih method. The results show four forms of illocutionary speech acts, namely: assertive, directive, expressive, and commissive, and found 17 meanings of illocutionary speech acts. This study concludes that only four forms of speech acts are most dominant in student conversations in the WhatsApp application.

Rosyidi et al. (2019) classify the types of illocutions used by Joko Widodo in the first Indonesian presidential election debate. The researchers use qualitative descriptive methods in this research. In this context, they found 13 illocutionary acts: 6 assertive illocutionary acts, three illocutionary directive acts, three expressive illocutionary acts, and one commissive illocutionary speech act. Thus, assertive forms seem to be most dominantly appeared in the data. Although the results already indicated assertive forms as the most dominant appearance found in the data, but unfortunately, the video records in this study have not been explicitly described in the method section in regarding how many video records being analyzed and how long the video duration. These unclear data remain a question for this study: have the videos represented the data in this study?

Another study of illocutionary speech acts was conducted to analyze the movie *You are my home* (Hutajulu & Herman, 2019). The analysis results showed four illocutionary speech acts found in the movie. However, among the four, the directive type is the most highly appearing in the movie. Nevertheless, the authors did not interpret the meaning behind their findings. Besides, the authors did not compare their findings with earlier research findings. Thus, this study may not provide complete comprehension for readers.

An analysis of illocutionary speech acts was conducted in interview recordings (Hauca et al., 2020). The purposes are to investigate the types and functions of illocutionary speech acts contained in the interviews. The results showed four types of illocutionary speech acts found in the interview: representative, commissive, directive, and expressive types. However, the functions of illocutionary speech acts are still questionable and remain unexplored. Also, the contexts of the data have not been explicitly explained about how many interviews were analyzed, how long the durations of the interview that were analyzed, have these data represented the data in this study, and many more. Presenting unclear data contexts may remain questions for readers, and the results may become ambiguous.

Sholihah and Syahrizal (2021) analyzed the types of illocutionary speech acts used by Hanan Attaki and identified the speech acts of Hanan Attaki on Youtube. This study employed a qualitative descriptive method. The results found 65 clauses containing illocutionary speech acts: representative (37), directive (22), declarative (5), and commissive (1). Each speech act conveys a different meaning, and representative is the most used by Ustadz Hanan Attaki. Thus, the most prominent speech act in religious speech is representative. Unfortunately, this study does not provide a complete understanding in the method section; for example, it does not classify what a particular data includes representative, directive, declarative, or commissive form.

Furthermore, illocutionary speech act functions were also investigated in teachers' speeches in teaching speaking skills in a vocational high school in one region in Indonesia (Taridi et al., 2022). The investigation found three speech functions found in the data: expressive, directive, and referential functions. However, among these three functions, directive functions seem to be most dominant in this

study. This finding means that the teacher' speeches in the teaching process contain more requests. The reason may be because the context of teaching require the teacher to give more instruction that make her to do so. Although this finding focus on the dominant function appeared in the data, the authors here do not interpret their finding. Besides, they also do not mention the contexts of their data (for examples how many recordings of teachings, how many teachers are recorded as data, how long the duration of the recording, and so on). They do not explain these related data in their method section. Thus, although this study found directive function as the most dominant in teacher' speeches, it has not been clear in what contexts are their findings.

Besides presented above, illocutionary speech acts have also been investigated in various objects, including students' conversation to find out the forms (Budiasih, 2019), Donald Trump's speeches to find out the types of speech act (Mufiah & Rahman, 2019), defamation texts to discover the types of speech acts (Sholihatin, 2020), and videos (Sholihah & Syahrizal, 2021). These all reviews indicate that illocutionary speech act studies have been carried out in speech (Sholihah & Syahrizal, 2021), debates (Rosyidi et al., 2019), film scripts (Violeta, 2019), and conversations (Fitria, 2018; Zahra, 2019) and movies. However, although the research on illocutionary acts have been conducted in various objects, such this study objected to motivational speeches is rarely studied. Our reviews indicate that none has investigated speech acts contained in motivational videos. Also, although those earlier studies analyzed illocutionary speech acts, they tend to analyze the types and forms, while the functions of illocutionary speech acts have still received little scholarly attention to date. Besides, the meaning behind some of the studies remains questions because some of them did not focus on discussing the dominant appearing form or type of illocutionary speech acts for further interpretation. As a result, some of their results only present their finding data, without interpreting the meaning behind their findings. Findings these gaps have encouraged us intending to conduct the present study. The purpose is to find out the forms and functions of illocutionary speech acts in Oprah Winfrey's motivational speeches on the YouTube channel with the following research questions:

1. What forms of illocutionary speech acts do appear in Oprah Winfrey's motivational speeches on the YouTube channel?
2. What are the functions of the illocutionary speech acts that occur in Oprah Winfrey's motivational speeches on the YouTube channel?

3. Research Methods

3.1 Research Design

This study used a combined descriptive quantitative and qualitative approach in analyzing and reporting data analysis results. It analyzed the forms and functions of illocutionary speech acts found in motivational speech videos. Data were reported in table forms and then exemplified and described after the tables.

3.2 Data Sources

The data sources used in this study were five motivational videos of Oprah Winfrey's motivational speech on the YouTube Channel. In this regard, the researchers selected the five most recent videos from Oprah Winfrey's motivational speech on the Motivation Ark channel. They then analyzed these videos focusing only on illocutionary speech acts contained in the videos. The purposes are to discover the forms and functions of illocutionary speech acts contained in the videos. The titles and links of the five selected videos are as follows:

- Oprah Winfrey's life advice will change your future one of the most eye opening speeches ever (link: https://youtu.be/_DPxTTcxZ7c)
- Oprah Winfrey's life advice will change your future one of the most eye opening speeches ever (link: <https://youtu.be/7MpxatwXWNg>)

- 10 minutes to start your day right! - motivational speech by Oprah Winfrey [you need to watch this] (link: <https://youtu.be/KEvHZ-LpX7M>)
- The most important lesson people learn too late - Oprah Winfrey (link: <https://youtu.be/E6eeSd7BooU>)
- Crucial advice you must follow if you want success! Oprah Winfrey (link: <https://youtu.be/u4ZPwWNfN0A>)

3.3 Instruments

The instrument used in the study is note-taking. It is to collect data from motivational videos. In employing this instrument, the researchers took notes of dialogues signaling illocutionary speech acts from Oprah Winfrey's motivational speeches. Thus, any dialogues from the motivational videos signaling illocutionary speech acts were noted for further analysis.

3.4 Data Analysis

In analyzing the five motivational videos, the researchers employed several stages. First, they watched the video carefully at least five times to ensure that the contexts of the videos were comprehensively understood. Then, they took notes of any utterances containing illocutionary speech acts in the videos. After that, the researchers classified the data by grouping data according to Searle's analytical framework (Searle, 1969) to identify the forms of illocutionary speech acts. This framework was employed to identify whether the illocutionary speech acts appearing in Oprah's motivational speech videos tend to be assertive, directive, expressive, commissive, or declarative. Moreover, the researchers then employed a theory from Leech (1993) as an analytical framework to identify the functions of illocutionary speech acts in the videos, whether competitive, convivial, collaborative, or conflictive. After all these stages had been done, the researchers met and discussed the analysis results. The purposes are to ensure the analysis results and meet agreement regarding the results. To measure the level of importance, we employed an approach to identify whether a particular form and function are obligatory, quasi-obligatory, conventional, or optional (Warsidi, 2022; Ye, 2019; Zhang & Wannaruk, 2016).

4. Results

4.1 Forms of Illocutionary Speech Acts

Our data analysis revealed that there are four forms of illocutionary speech acts found in five of Oprah Winfrey's motivational speech videos on the youtube channel. They are assertive, directive, expressive, and *commissive* forms. However, most of the illocutionary speech acts in these five videos are assertive. More details about our analysis results are presented in Table 1.

Table 1: Forms of Illocutionary Speech Acts in Oprah Winfrey's motivational speeches

Illocutionary speech act form	Numbers	Percentages
Assertive form	51	59.30%
Directive form	28	32.56%
Expressive form	6	6.98%
Commissive form	1	1.16%
Declarative form	0	0%
Total	86	100%

As presented in Table 1, the assertive form appears in 51 or 59.30% of the total data, and thus, it is conventional. Then, the directive form has 28 occurrences or 32.56% of the total data. The expressive form appears in 6 data, or 6.9% of the total data, and the commissive form appears in 1, or 1.16% of the

total data. However, the declarative form doesn't appear in Oprah Winfrey's motivational speeches. More about appearances of the forms of speech acts appeared in Oprah Winfrey's motivational speeches are exemplified below:

1. Assertive forms

According to Searle (1969), assertive forms are speech acts that bind the speaker to what he says. The total number of assertive speech acts is 51 utterances. However, as the space for presenting this paper is limited, we only exemplify one of the assertive forms as follows:

Ex. 1: "Nobody's journey is seamless or smooth; we all stumble, and we all have setbacks." (video 4 minutes 0:58)

Ex. 2: "All people, if you live long enough, there's going to be a trial in your life." (video 1 minute 9:13)

Ex. 3: "these past few weeks, I've been thinking a lot about adele and our one-night-only conversation that we had for CBS; such a beautiful conversation and concert." (video 5 minutes 7:46)

The speech data above are some examples of assertive stating speech acts found in Oprah's Motivation Speech. The speech above shows that the speech is included in the form of assertive acts because Oprah intends to declare matters relating to the speech she delivered. In the first example, she said the speech intended to make a statement to the interlocutors of her speech about what is known that no life goes smoothly in your life too; Oprah's statement is something she has experienced in her life. In the third example, Oprah told her speech opponent that last week, she remembered Adele and her conversation while attending a concert. All forms of assertive stating declared by Oprah are statements intending to convey matters relating to her speech.

2. Directive forms

According to Searle (1969), it is intended to make influence so that the interlocutor takes action. It includes ordering, pleading, requesting, suggesting, advocating, and advising. The results of the research indicate that about 28 utterances are included in directive speech acts, as exemplified below:

Ex. 4: "You can give yourself 17 seconds to breathe and say thank you, then just let whatever happens to you". (video 1 minute 5:46)

Ex. 5: "I encourage you it's exciting to be able to write a check. It's even more exciting to be able to touch one life". (video 4 minutes 7:05)

Ex. 6: "First to listen to that voice that's in your spirit saying do what's best for you make the change." (video 5 minutes 9:27)

The speech data above are several directive forms in Oprah's motivational speeches. They are included in the form of directive suggest acts because Oprah intends to provide suggestions for the interlocutors of the speech. In example four, Oprah intends to advise the opponent of her speech to do something that can calm the mind. The second example is Oprah's suggestion to the listener that it is enjoyable if it can help direct the lives of others. In the third example, Oprah suggested to the opponent of her speech to listen to her conscience. All forms of speech directive suggested by Oprah intend to provide suggestions with the aim that the mind and insight of the interlocutors are more open.

3. Expressive forms

According to Searle (1969), it is intended to express or show the psychological attitude of the speaker to a situation, for example, thanking, congratulating, pardoning, blaming, praising, and condoling. There are six expressive utterances found in this research, and the following examples are found in the data:

Ex.7: "Thank you." (video 1 minute 5:18)

Ex. 8: "I was like, I don't understand. I was a mess; I was a wreck". (video 1 minute 6:40)

Ex. 9: "It's offensive when you're called a liar, and you're not." (video 1 minute 7:54)

In example seven, an expressive thanking speech act was found in Oprah's motivational speech. The above utterances show that the speech is included in expressive thanking because Oprah expresses gratitude to the listener or interlocutor who listens to her speech. The form of expressive thanking is an expression of Oprah's feelings by saying thank you for the attention given by her interlocutor. However, examples eight and nine expressive anger speech acts because Oprah expressed her annoyance in the speech she brought. For example, she was annoyed when she told about her past when she was imprisoned for being slandered. It is a form of frustration with the events.

4. *Commissive* forms

According to Searle (1969), it aims to carry out an action that will be carried out in the future, such as to state a promise or offer, say (pray), and express an ability. As for the results of the commissive speech acts of the five videos studied, only one commissive speech was found. The following is the only commissive form found in the data:

Ex. 10: "So I didn't. The more he was spitting on me". (video 1 minute 7:31)

The speech data above is the only one example of the commissive promising speech act found in Oprah's motivational speech. The utterance above is commissive promising because Oprah intends to promise that she does not want to do and repeat something that she has done in the past.

4.2. Functions of Illocutionary Speech Acts

Our data analysis showed four functions of illocutionary speech acts found in Oprah Winfrey's motivational speeches. They are collaborative, convivial, competitive, and conflictive functions. However, the majority of data are collaborative functions. More details regarding functions found in Oprah Winfrey's motivational speeches are presented in Table 2.

Table 2: Functions of illocutionary Speech Acts in Oprah Winfrey's motivational speeches

Illocutionary speech acts function	Number	Percentage
Collaborative function	14	56%
Convivial function	1	4%
Competitive function	9	36%
Conflictive function	1	4%
Total	25	100%

As shown in Table 2, Oprah Winfrey's motivational speeches contain four functions of illocutionary speech acts. The collaborative function has 14 data or 56% of the total data, while the convivial function has only one datum or 4% of the total data. Then, the competitive function has 9 or 36% of the total data, and the conflictive function has only one datum or 4% of the total data. This finding implies that the majority of data function as collaborative.

1. Collaborative functions

According to Leech (1993), it is a speech that does not involve politeness because, in this function, politeness is irrelevant, such as declaring, reporting, announcing, and teaching. Some of the speeches below are included in the collaborative function because the speech is like stating and telling.

Ex.11: "I wanted to just make this point to everybody here's, not a black woman in this room who hasn't been through something that helped her build strength." (video 2 minutes 1:47)

Ex.12: "I decided to go to South Africa originally." (video 4 minutes 3:41)

Ex.13: "every time you got stronger, you were building power." (video 2 minutes 2:10)

The speech data above are examples of collaborative functions found in Oprah's motivational speeches. The utterances above show that the speech is included in the collaborative function because Oprah states speech related to the speech delivered. In example 11, Oprah states that there is not a single black woman in the room who has been through something without gaining strength from what she has been through. The utterance serves as a statement that Oprah utters to her interlocutor. Example 12 states a choice to live in South Africa originally. All of these utterances serve as statements in delivering motivational speeches.

2. Competitive functions

According to Leech (1993), it is not polite because the illocutionary purpose competes with social goals. Competitive goals mean goals that are inherently discourteous—for example, ordering, demanding, and begging. The following utterances are included in the competitive function speech, which can be seen from the sentences in the form of commands.

Ex. 14: "open your eyes." (video 1 minute 5:21)

Ex.15: "Do this, close your eyes, everybody; we're gonna do this for five seconds; you're gonna inhale, and on the exhale, just say thank you." (video 1 minute 4:45)

Ex.16: "I want everybody who hears your daughter's story." (video 3 minute 9:05)

The speech data above are examples of competitive functions found in Oprah's motivational speeches. Oprah gives the speech by asking the interlocutor to do what she wants. For example, example 14 tells the interlocutor to move according to Oprah's instructions. The next example also serves to ask the interlocutor to do what Oprah tells them to do. Thus, these examples intend to command interlocutors, and the goal is for the interlocutors to do what she is told.

3. Convivial functions

The statement below is included in the convivial function because the sentence refers to thank you. Leech (1993) states that a convivial function is a mannered speech, and the goals are offering, inviting, greeting, thanking, and congratulating.

Ex.17: "Thank you." (video 1 minute 5:18)

The utterance above is the only one example found in the data. It shows that the speech is included in the convivial function because Oprah uses the speech to thank the interlocutor for the attention given.

4. Conflictive functions

According to Leech (1993), a conflictive function is a speech that does not have an element of politeness, such as threatening, accusing, cursing, scolding, blaming, and imposing punishment. Of some of Oprah's speeches that have been analyzed, only one includes the conflictive function. The speech is in the form of a threat or a kind of warning, but it seems a little impolite.

Ex. 18: "If you ignore the whisper, sooner or later, you'll get a scream." (video 4 minutes 1:47)

The speech data above exemplifies a conflictive function in Oprah's motivational speech because it is a threat or warning. For example, in the speech "if you ignore the whisper sooner or later you'll get a scream," the sentence used by Oprah serves as a threat to her interlocutor if they don't listen. It is the only one example of conflictive function discovered in the data.

In summary, there are four forms and functions of illocutionary speech acts contained in Oprah's motivational speeches in the present study. The forms are assertive, directive, expressive, and *commissive* forms, but assertive is the most dominant form. Then, the analysis results also showed four functions of the illocutionary speech acts: collaborative, convivial, competitive, and conflictive functions. However, a collaborative function is the most dominant function in the present study.

5. Discussion

Our analysis results show four forms of illocutionary speech acts used in Oprah's motivational speeches: assertive, directive, expressive, and commissive illocutionary acts. However, an assertive form is the most dominant form in Oprah's motivational speeches, with a percentage of 59.30% of the total data. This finding is because the motivational speech by Oprah aims to tell listeners about her experiences, things she has been through, and messages about things or events that have happened to her, and she deserves to be imitated. The assertive form has parts such as assertive informing and assertive stating. As the current finding shows, the assertive form is most dominant in the data, which implies that the utterances used by Oprah tend to convey and provide information that possibly perceives interlocutors need it.

This finding seems similar to those in the context of buying and selling women's equipment on Instagram (Fitria, 2018), student conversations on Whatsapp (Ramayanti & Marlina, 2018), teachers' talks (Al-Rawafi & Gunawan, 2019), Donald Trump's speeches (Mufiah & Rahman, 2019; Nurkhamidah, 2020), and Joko Widodo in the first Indonesian presidential election debate (Rosyidi et al., 2019) that their findings also tend to be assertive. This similarity may be because the speakers in all these contexts intend to deliver and convey messages to their listeners, and thus, they employ assertive forms. Thus, in this regard, since a speaker intends to provide and convey information to interlocutors, she/he may tend to employ assertive forms to deliver her/his messages successfully and completely delivered and more understandable.

In contrast, the present findings seem different from those found in speech acts on the Hanan Attaki YouTube channel (Sholihah & Syahrizal, 2021), interview recordings (Haucsa et al., 2020), Maleficent film scripts (Violeta, 2019), and teachers' speeches in the context of teaching speaking skills (Taridi et al., 2022). The present findings tend to employ assertive forms, while those found in the Tangled movie (Ramayanti & Marlina, 2018), movie *You are my home* (Hutajulu & Herman, 2019), and teacher's speeches in teaching speaking (Taridi et al., 2022) tend to employ directive forms. The difference may be because the contexts of the present study is different the Tangled movie (Ramayanti & Marlina, 2018), a movie *You are my home* (Hutajulu & Herman, 2019), and teacher's speeches (Taridi et al., 2022). The present data are about motivational speeches, and in this regard, the speaker intends to convey her messages more acceptable to her interlocutors, so the speeches contain more assertive form rather than the other forms. In contrast, Tangled movie and *You are my home* movie contain dialogues intending hearers to take actions, so the speaking may tend to be directive forms (Ramayanti & Marlina, 2018). Besides, in the teacher's speeches for teaching speaking skills (Taridi et al., 2022), the dialogues also may contain many instructions to encourage students taking further actions, and thus, their speech forms tend to be directive.

Furthermore, the present findings are also different from those found in Islamic speeches of Hanan Attaki on YouTube (Sholihah & Syahrizal, 2021). The speech forms in present findings tend to be assertive, while those in Islamic speeches of Hanan Attaki on YouTube tend to be representative. The reason for this difference is possibly that the context of the speeches is also different. The present study analyzed motivational speeches which Oprah intended to make her messages more acceptable because the purpose are mainly to motivate and train participants and interlocutors, so she employed more assertive than the other types. In contrast, Hanan Attaki's speeches are Islamic speeches that deliver messages from God and the prophets. Hence, the speeches may quote references from Holy Qur'an and hadiths, and thus, they employed more representative type more than the other types. In

this regard, the assertive speech act form is used when a speaker wants to convey a thing, statement, or information to the interlocutor, for example, in a speech, debate, or conversation that intends to state.

Regarding the functions, the present study also found four functions in the data; they are competitive, collaborative, convivial, and conflictive. However, among the four functions, the collaborative function is the most dominant one appearing in the present study. The reason is that motivational speeches primarily provide information and convey something to the interlocutors. Because of this reason, they mainly function to be collaborative rather than the other functions. Unfortunately, studies on functions within illocutionary speech acts seem limited, and thus far, we cannot find such studies in this area. As a result, the present finding regarding the functions of illocutionary speech acts cannot be compared to earlier findings.

In short, different contexts of speech act may influence different uses of types and functions of speech acts. The present finding is the evidence that the type of speech acts in motivational speeches is different from those found in the movies of *Tangled* and *You are my home* (Hutajulu & Herman, 2019; Ramayanti & Marlina, 2018), teacher's speeches in teaching speaking skills (Taridi et al., 2022), and Islamic speeches (Sholihah & Syahrizal, 2021). Thus, in this regard, the contexts of speech acts may influence the form of utterances, and one speech context may diver from those in other contexts.

6. Conclusion

Our analysis results employing Searle's theory (Searle, 1969) show four illocutionary speech acts, but the assertive form is the most dominant one in our data. In this regard, Oprah may intend to convey her messages to audiences more acceptable because she aims to motivate and train them, so assertive form becomes the most dominant one in this study. Then, our analysis also revealed that the illocutionary speech acts contained in the data include four functions, but the collaborative function is the most dominant one.

Based on the results of this research, the researchers provide suggestions that can be considered. As this research is helpful in developing pragmatic studies, thus, those who are interested in pragmatic studies on illocutionary speech acts can use this finding for their study. However, this study only analyzed five motivational videos and focused on illocutionary speech acts' forms and functions. Thus, further studies on this topic with broader and more data are interesting and recommended to complete more comprehension about forms and functions of illocutionary speech acts in videos. Also, studies of this topic in different objects (such as films, movies, songs, and many more) are welcome to provide a deeper understanding of this study.

References

- Al-Rawafi, A. A. A., & Gunawan, W. (2019). The illocutionary speech acts of Insha'allah: Pragmatic analysis of teachers talks in daily school activities. *3rd Asian Education Symposium (AES 2018)*, 522-528. <https://doi.org/https://doi.org/10.2991/aes-18.2019.117>
- Armistany, P., & Zamzani, Z. (2019). The Functions of Illocutionary Speech Acts Used by Teachers in the Classroom Interactions. *LiNGUA: Jurnal Ilmu Bahasa dan Sastra*, 14(1), 187-196. <https://doi.org/https://doi.org/10.18860/ling.v14i1.6444>
- Budiasih, L. T. (2019). Illocution on speech acts of foreign students in Indonesian learning. *Diglossia: Jurnal Kajian Ilmiah Kebahasaan dan Kesusastraan*, 10(2), 117-130. <https://doi.org/https://doi.org/10.26594/diglossia.v10i2.904>
- Chaer, A., & Agustina, L. (2004). *Sosiolinguistik: pengenalan awal*. Penerbit PT Rineka Cipta.
- Fitria, R. (2018). *Tindak Tutur dalam Transaksi Jual Beli Perlengkapan Wanita di Daring Instagram*. [Thesis Universitas Jember].

- Haucsa, G. M., Marzuki, A. G., Alek, A., & Hidayat, D. N. (2020). Illocutionary speech acts analysis in Tom Cruise's interview. *Academic Journal Perspective: Education, Language, and Literature*, 8(1), 11-19. <https://doi.org/https://doi.org/10.33603/perspective.v8i1.3304>
- Hutajulu, F. S. L., & Herman, H. (2019). Analysis of illocutionary act in the movie "You Are My Home" English subtitle. *Journal of English Educational Study (JEES)*, 2(1), 29-36. <https://doi.org/https://doi.org/10.31932/jees.v2i1.371>
- Kone, N. (2020). Speech Acts in UN Treaties: A Pragmatic Perspective. *Open Journal of Modern Linguistics*, 10(6), 813-827. <https://doi.org/https://doi.org/10.4236/ojml.2020.106051>
- Leech, G. (1993). Prinsip-Prinsip Pragmatik. Jakarta: Universitas Indonesia. Terjemahan MDD Oka. 1983. *The Principles Of Pragmatics*. Longman Group UK.
- Mufiah, N. S., & Rahman, M. Y. N. (2019). Speech acts analysis of Donald Trump's speech. *PROJECT (Professional Journal of English Education)*, 1(2), 125-132. <https://doi.org/https://doi.org/10.22460/project.v1i2.p125-132>
- Mulyana, L., & Engliana, E. (2021). Direct and Indirect Illocutionary Speech Acts on Donald Trump's Victory Speech in 2016. *INFERENCE: Journal of English Language Teaching*, 4(1), 60-67. <https://doi.org/https://doi.org/10.30998/inference.v4i1.6850>
- Nisa, K., & Manaf, N. A. (2021). Analysis of Illocutionary Speech Acts on Student's Social Media Post and Comments. *Seloka: Jurnal Pendidikan Bahasa dan Sastra Indonesia*, 10(1), 62-67. <https://doi.org/https://doi.org/10.15294/seloka.v10i1.44409>
- Nurkhamidah, N. (2020). Illocutionary speech acts on Donald Trump's speech in addressing the covid-19 breakout. *Journal of Research on English and Language Learning (J-REaLL)*, 1(2), 119-126. <https://doi.org/https://doi.org/10.33474/j-reall.v1i2.6756>
- Rafli, Z. (2018). English speech acts of illocutionary force in class interaction. *Advances in Language and Literary Studies*, 9(3), 113-120. <https://doi.org/https://doi.org/10.7575/aiac.all.v.9n.3p.113>
- Ramayanti, D., & Marlina, L. (2018). The analysis of types illocutionary acts in "Tangled" movie. *English Language and Literature*, 7(1). <https://doi.org/https://doi.org/10.24036/ell.v7i1.8800>
- Rosyidi, A. Z., Mahyuni, M., & Muhaimi, M. (2019). Illocutionary Speech acts use by jokowidodo in first Indonesia Presidential Election Debate 2019. *International Journal of Multicultural and Multireligious Understanding*, 6(2), 735-740. <https://doi.org/https://doi.org/10.18415/ijmmu.v6i2.760>
- Salih, R. H. (2022). A discourse-pragmatic analysis of illocutionary speech acts in dickens 'hard times'. *Int. J. Humanit. Educ. Res*, 4. <https://doi.org/https://doi.org/10.47832/2757-5403.13.10>
- Searle, J. R. (1969). *Speech acts: An essay in the philosophy of language* (Vol. 626). Cambridge university press. <https://doi.org/https://doi.org/10.1017/CBO9781139173438>
- Sholihah, A. A. M. a., & Syahrizal, T. (2021). The Analysis Illocutionary Acts of Ustadz Hanan Attaki, Lc on Video Ust. Hanan Attaki YouTube Channel. *PROJECT (Professional Journal of English Education)*, 4(1), 47-54. <https://doi.org/https://doi.org/10.22460/project.v4i1.p47-54>
- Sholihatini, E. (2020). An analysis of illocutionary and perlocutionary speech act in defamation texts. *Journal of Languages and Language Teaching*, 7(1), 49-56. <https://doi.org/https://doi.org/10.33394/jollt.v7i1.1438>
- Taridi, M., Fitria, W., Supriusman, S., & Deska, R. (2022). Speech Function in Teaching Speaking Skill: Evaluation, Analysis, and Recommendation. *Indonesian Journal of EFL and Linguistics*, 7(2), 349-362. <https://doi.org/http://dx.doi.org/10.21462/ijefl.v7i2.528>
- Violeta, R. (2019). Speech acts analysis of the main character in maleficent movie script by Jane Mctee UIN Raden Intan Lampung].
- Warsidi, W. (2022). Genre Analysis of English vs. Indonesian Application Letters. *Journal of English Language Teaching and Linguistics*, 7(2), 419-435. <https://doi.org/https://dx.doi.org/10.21462/jeltl.v7i2.857>
- Ye, Y. (2019). Macrostructures and rhetorical moves in energy engineering research articles written by Chinese expert writers. *Journal of English for Academic Purposes*, 38, 48-61. <https://doi.org/https://doi.org/10.1016/j.jeap.2019.01.007>

Warsidi, Siti Nurul Syakila & Dahmiar

Zahra, N. A. (2019). *Tindak Tutur Ilokusi pada Percakapan Mahasiswa di Aplikasi Whatsapp: Kajian Pragmatik*. [Thesis Universitas Sumatera Utara].

Zhang, B., & Wannaruk, A. (2016). Rhetorical structure of education research article methods sections. *PASAA: Journal of Language Teaching and Learning in Thailand*, 51, 155-184.