CHAPTER I

INTRODUCTION

1.1 Background

Language is essential in human life because humans and language are closely related. Humans need language to communicate with others. Language is a system used by humans to convey meaning in communication. When someone speaks, they communicate thoughts, ideas, and emotions. The words uttered by someone carry the specific meaning they intend to convey. Language can be understood by studying Pragmatics.

Levinson (1983, p. 5) describes Pragmatics as the study of language use, namely the study of the relationship between language and context. It is fundamental to language understanding and involves making inferences related to people assumption and people said. The study of Pragmatics focuses on how humans create and understand meaning through language and how language is used in social circumstances. In communication, people not only speak but also engage in actions. It is called speech acts.

Speech Acts are essential to understanding the meaning that the speaker wants to convey to the hearer. The Speech Acts treats an utterance as an act performed by a speaker in the context of an addressee (Traugott & Pratt, 1980, p. 229). In other words, speech acts are how language is used in everyday life for various purposes, including conveying a message, asking for something, asking for help, expressing various feelings, and so on. In this case, speech acts adapt an action according to the context of communication.

In communication, there are speech acts in interpreting acts, which is illocutionary force indicating device (IFID). Illocutionary force indicating device is

the part of speech act. Speech means expression or ability to express thought. Then act means action or doing something. Yule (1996, p. 48) states that there are three types of speech acts. Illocutionary Force Indicating Device could be used in verbal communication, one of example is trough interview.

In today's digital era, language deeply intertwines with social media platforms. People communicate through internet. They usually record it as a video, and finally upload it on their social media so many people can access and watch. These videos have different themes, such as one of them being an interview-themed video. In general, interviews involve an interviewer and an interviewee. In the interview, the words of the interviewer and the interviewee contain speech acts.

Based on Searle (1979, p.12), there are five types of speech acts: representative (states the truth of a statement), directive (influences the listener's actions or behavior), commissive (involves a commitment or promise to future action), expressive (states the speaker's feelings, emotions, or attitudes), and declarative (changes the status or state of the world directly through the speaker's statement). Expressive speech acts are receiving increasing attention due to their role in emotional expression in daily life. Speech acts classified as expressive conveys the speaker's psychological attitude or condition, including happiness, sadness, and loves and dislikes. Apologizing, assigning blame, applauding, praising, criticizing, complementing, and expressing gratitude are examples of paradigmatic instances. This kind of speaking act has no prescribed direction.

In this study, the researcher analyzes the expressive speech act in TikTok Videos. The data was taken from Nawid Yosufi's Tiktok Videos. Nawid Yosufi is a 9-year-old boy who became a content creator. He became viral in social media because

of his videos, in which he asks questions in English to random people he meets in public.

The data source in this research is Nawid Yosufi's TikTok videos on part *random questions in public* in November 2023. The researcher chose Nawid Yosufi's TikTok video because Nawid became famous on social media. He shares videos of random questions, quotes, and boxing activities on his TikTok account. Now, his followers on TikTok have reached 2 M.

The researcher would like to observe the types and functions of expressive speech acts in the conversation part of a *random question in public* in Nawid Yosufi's TikTok video. In this video, any expressive utterance was expressed by the people he interviewed and also by Nawid to that person.

In Nawid Yosufi's Videos about random questions in public, many speech acts can be analyzed, especially expressive speech acts uttered by Nawid and the people he interviewed. Below is one of the expressive speech acts found in the first *random question in public* video in November 2023 on Nawid Yosufi's TikTok account, where Nawid interviewed Dian Pelangi, a well-known fashion designer in Indonesia.

Dian　　: *I have a daughter, three years old, and maybe for now**, my biggest fear** is I am afraid that I can't give enough time for her spend time with her, and I am also afraid that she will be upset if I am not around her because I am working as well. So, **I really hope** that one day she will understand I am doing right now and she is not really mad at what I am doing now.*

Nawid　: *Okay, **That's amazing. Thank you so much. I really appreciate your time.***

In the conversation above, there are several expressive speech acts. First, Dian expressed her fear that she might be unable to spend enough time with her daughter. She worries that her daughter might be upset because she does not have enough time with her daughter. In the context of the concerns expressed by Dian, this expression would be classified as expressing sorrow because her expressions reflect her feelings of sadness and worry about the situation. Second, Dian express her hope. This expression would be classified as volition because it shows her hope for the future. Third, Nawid expressed praise and appreciation, a form of Nawid's liking and positivity towards what Dian said. These expressions would classified as a type of agreement. Last, Nawid expressed his gratitude to Dian for her time in the conversation. This expression shows gratitude, and it is classified as a thanking.

1.2 Theoretical framework

1.2.1 Pragmatics

When communicating, some people convey an implied language to the person they are talking to. Communication is successful if the person can understand the speaker's intention. Studying pragmatics means understanding the speaker's implied meaning in conversation. How someone can understand the meaning implied in the conversation is related to the context. The study of the speakers' meaning is pragmatics' focus (Yule, 1996, p. 3). Pragmatics is about how the context affects meaning in conversation, explaining the interpretation of utterances in specific situations. Pragmatics involves the connection between language and context as a foundation for comprehending an utterance (Levinson, 1983, p. 21). Context refers to the situation or background knowledge presumed to be mutually understood by the speaker and the hearer. In pragmatics, context is essential for the speaker to comprehend what is being said.

According to Grundy (2000, p. 3), Pragmatics helps people to produce and understand the implied meaning. Pragmatics helps the speaker produce the implied language and helps the hearer understand the implied language conveyed by the speaker. The process of reaching an understanding involves several actions, including speaking intelligibly, giving comprehensible language to the hearer, ensuring mutual understanding, and coming to an understanding with another person (Habermas,1998, p. 22).

Pragmatics studies how to reach the same understanding in communication between the speaker and the hearer to avoid misunderstandings. It helps reach communication goals so that communication runs well and can be said to be successful.

1.2.2 Speech Acts

In the field of pragmatics, there are core issues, namely speech act theory. Speech act theory originated from Austin (1962), a philosopher. Austin (1962) contends that the action carried out when a performative utterance is expressed constitutes speech acts. He emphasizes that language serves not only to assert but also to perform actions. Austin categorized speech acts into three components, introducing the concept of locutionary acts, illocutionary acts, and perlocutionary acts.

A. Locutionary Acts

Locutionary acts are what is said, the utterance delivered by the speaker. Locutionary is the primary utterance or verbal act in conversation. For example, three students are sitting together at the bun lunch.

MM: *I think I might go and have another bun.*

AM: *I was going to get another one.*

BM: *Could you get me a tuna and sweet corn one please?*

AM: *Me as well?*

(Cutting, 2000).

The dialogue above is an example of locutionary. MM and AM's utterances in the first and second verses in the bold writing above are locutionary acts, the utterances by the speaker which form the basis of their conversation.

B. Illocutionary Acts

Illocutionary acts are what in the speaker's mind, the meaning or intention of the utterance delivered by the speaker to the hearer. It is related to the context of the utterance. For example:

BM: **Could you get me** *a tuna and sweet corn one, please?*

AM: **Me as well?**

(Cutting, 2000)

The words in bold in the two sentences above indicate that they are Illocutionary. BM and AM mean requesting to MM.

Austin's Student, Searle (1979), in his book *Expression and Meaning,* recognizes five types of Illocutionary speech acts: assertive, directive, commissive, expressive, and declarative.

a. Assertive

Based on the theory proposed by Searle (1979), assertive are speech acts in which the speaker presents a preposition representing an actual state of affairs in utterance. The state of what the speaker believes or considers proper, such as describing, claiming, hypothesizing, insisting, and predicting.

b. Directive

Directive speech acts by Searle (1979) aim to get the hearer to do something, such as commanding, requesting, inviting, forbidding, and suggesting.
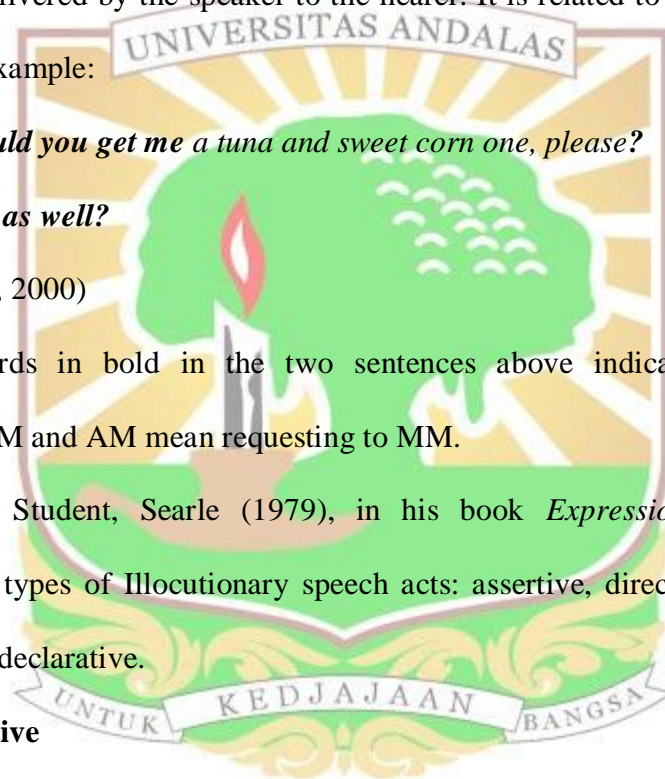
c. Commisive

Commisive speech acts by Searle (1979) are a type of speech acts uttered to commit to doing something in the future, such as promising, offering, threatening, refusing, and vowing.

d. Expressive

Expressive speech acts by Searle (1979) are speech acts that express the feelings or emotions of the speaker. These acts convey the speaker's psychological state regarding a situation, lack a specific direction of alignment, and presuppose the truths of the stated proposition, e.g., apologize, agree, disagree, praise or compliment, thank, congratulate, and volition.

e. Declarative

Declarative are words that utterance will change the world's condition in the future by the utterance produced. The term "change" refers to any condition. It can alter an individual's standing and denote the possession of something.

C. Perlocutionary Acts

Perlocutionary acts are the response or effect of the hearer to the utterance delivered by the speaker. For example, in response to MM, he stood up and got a tuna and sweet corn, which BM and AM had entrusted.

1.2.3 Expressive Speech Acts

Expressive Speech Acts are utterances that express the speaker's feelings. This kind of speech act is a person's psychological condition expressed with sincerity and proportionate to the situation (Searle,1979). Expressive Speech Acts express feelings and attitudes towards others, such as agreement, disagreement, volition, thanking, apologizing, non-directed complaints in exclamations, expressing sorrow, and greetings. For example:

Tut mir furchtbar leid wegen der Sache mit Toni (Terribly sorry about the Toni thing)

(Cutting and Fordyce, 2021)

In the example above, there are expressive speech acts, namely apologizing. The speaker expressed his apologies and regrets to Toni for what happened to Toni.

When producing the utterance, the speaker produces words and spoken utterance, which can also influence the performance of acts. An utterance that consists of a verb that makes the speaker perform something is called a performative verb. The performative verb explains the illocutionary acts within the utterance.

1.2.4 Types of Expressive Speech Acts

According to the theory proposed by Ronan (2015), there are eight types of expressive speech acts. These types are agreement, disagreement, volition, thanking, apologizing, non-directed complaints in exclamations, expressing sorrow, and the last type is greetings. The following is an explanation of these types.

A. Agreement

Agreement is an expression of positive meaning to someone. It can be seen when someone likes and expresses an attitude towards something or someone and utterances that express a sense of approval towards something. For example:

*Yes, I **agree** with Dr. Fitzgerald*

(Ronan, 2015, p.35)

The sentence above is a positive expression to someone. This expression is an expression of approval towards someone. The expression above directly shows that the speaker is agree and happy with what the other person is saying. It shows the agreement of the statement or argument stated by speaker's interlocutor.

B. Disagreement

Expressing negative things to someone that is inversely proportional to the opinion or utterance of the other person is called disagreement. Disagreement is identical, with expressions of criticism, complaints, insults, and blaming a party. Disagreement is expressed when someone disagrees and hopes the hearer understands the expression. For example:

*No, I am afraid. I **disagree** with you*

(Ronan, 2015, p.36)

The sentence above is an example of an utterance that expresses the types of expressive speech acts. The word in the bold above indicated as a type of disagreement. The speaker disagrees with the listener because he is afraid. The speaker feels doubt and fear. He chooses to disagree and hopes the listener understands the expression.

C. Volition

Volition is an expression that contains a desire for something that has yet to happen or the desire to happen in the future. Someone expresses a wish for hope to come true. Such as saying good things to others, praying for someone, and congratulating someone. It is also used as an instruction to the hearer. For example:

*We **want** to see progressive politics here*

(Ronan, 2015, p.37)

The word in bold is an example of volition. The sentence above expresses wanting something and that it has not happened or is expected to happen in the future.

D. Thanking

An expression of thanks is said when the speaker expresses a positive expression to someone who has done something that the speaker considers meritorious. This expression is given as appreciation for this meritorious deed. Expressing gratitude is also an attitude that contains positive politeness, which many people apply in communicating to appreciate the person they are speaking to because they has done something good for the speaker. For example:

*Okay, **thanks very much,** Gerard*

(Ronan, 2015, p.37)

The utterance in the bold above is an example of type of expressive speech acts of thanking. This is an expression of thanks to someone. The speaker utters gratitude, a positive expression to someone for what that person did to them. The sentence also means the speaker is joyful with what the hearer did or said. In the example above someone express their gratitude to Gerard, who is the interlocutor and someone who has done something good for the speaker.

E. Apologizing

When someone makes a mistake or regrets appear, they tend to express forgiveness. This apology is a statement addressed to someone whose feelings have been hurt or offended by the speaker. For example:

I apologize *if I do not because the two gentlemen here have a lot to answer, and the gist of it seems to be the weakness of the unionist leadership.*

(Ronan, 2015, p.38)

The sentence above is a form of apology for someone's negligence. He apologized and felt sorry for having made a mistake. He also explained the reason behind the negligence but admitted that it was wrong.

F. Non-directed complaints in exclamations

An expression in the form of an exclamation is addressed indirectly, and there is no idea and no explicit attempt to address the problem that caused the complaint. This expression contains religious or non-religious swearing to show the anxiety felt by the speaker. For example:

Oh, holy, Jaysus!

(Ronan, 2015, p.39)

The quote above contains religious swearing to show the speaker's anxiety. The utterance above indicated as a type of expressive speech acts. It is an example of non-directed complaints in exclamations. The quote expresses a complaint about something using curse words without explicit attempt to adress the problem that caused the complaint. It is just a complaint contains swearing in certain religion.

G. Expressing Sorrow

When feeling sad, someone expresses an expression called 'sorrow .This expression is expressed when someone experiences an accident and sadness experienced by themselves or by others. For example:

*I think **that's awfully sad** to see that*

(Ronan, 2015, p.40)

The quote above is an expression of expressing sorrow. The speaker feels sympathy because they see something that makes them sad. The quote expresses pity for something.

H. Greetings

Greeting is an expression when someone has just come in. The speaker expresses a positive greeting sentence that aims to welcome the hearer's arrival. For example:

Welcome back *to it's Friday*

(Ronan, 2015, p.40)

The quote above is an example of an expression of welcoming someone. This sentence contains the meaning of greetings: an expression that expresses a positive greeting for coming back, which means it has already come before.

1.2.5 Functions of Expressive Speech Acts

Searle and Vanderveken (1985, pp. 211–216) identified several functions in producing expressive speech acts. The theory explains the function of expressive speech acts. Below is an explanation of the function of Expressive speech acts.

A. To apologize

When someone makes a mistake, or regrets appear, they tend to express forgiveness—apologizing for functions to express this feeling. This apology is a statement addressed to someone whose feelings have been hurt or offended by the speaker. For example:

I am sorry for being late.

(Searle and Vaderveken, 1985)

B. To thank

Searle and Vanderveken (1985) state that the purpose of thanking is to express gratitude because the hearer has done something good for the speaker. Thanking is a form of the speaker's feeling of joy and gratitude for what is given to the speaker by the speaker's interlocutor. For example:

Thank you for helping me in the project.

(Searle and Vaderveken, 1985)

C. To condole

When the speaker expresses condolences, the speaker expresses sympathy for what happened to the hearer about something that has a harmful impact or misfortune.
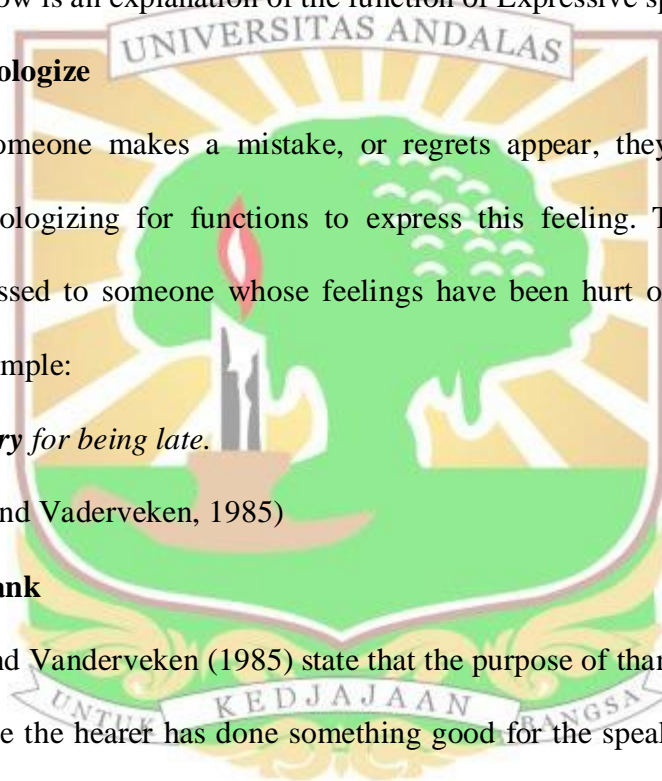
Condolence aims to show those affected by misfortune that the speaker is sorry and sympathetic for what happened to befell the hearer.

I am sorry to hear *about your grandmother's passing.*

(Searle, 1969)

D. To congratulate

In congratulating, the speaker expresses the feeling of being happy about something good that has been obtained or achieved by another person, namely the hearer. The speaker conveys congratulations as a form of support to the hearer because the hearer has achieved something good.

For example:

Congratulations *on your promotion!*

(Searle and Vaderveken, 1985)

E. To complain

When the speaker feels discontent about something. This utterance is used to express the condition of someone who feels bad due to weather, inflation, etc. The speaker expresses his discontent by complaining. For example:

I am *absolutely furious about the delay* *in processing my refund.*

(Searle, 1969)

The sentence above is an example of complaining. The speaker expresses their anger regarding the problem. The sentence above illustrates how expressive speech acts used to convey the speaker's feelings. In this context, the speaker expresses their frustration with the service.

F. To lament
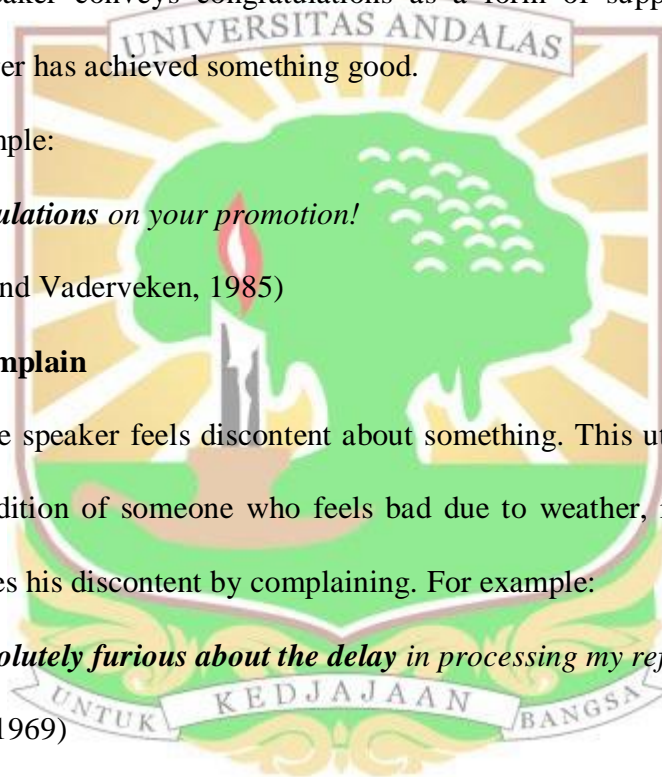
When someone feels sorrow for something, they lament it. Lamenting is a form of expression of sadness, grief, or regret about something. To lament shows how deeply someone is sad and grieving. For example:

I can't believe the poor guy.

(Ronan, 2015)

G. To protest

Protesting presupposes that the subject matter indicated within the given context is undesirable. The emotional stance is sadness or discontent, and protesting is a formal disapproval.

H. To deplore

To deplore serves a purpose to express where there is an intense sorrow or discontent. Unlike lamenting, it suggests that someone bears responsibility for the matter, thereby deploring it.

I. To boast

Boasting aims to brag about something by making others admire the speaker for the good things they are proud of. For instance, one might boast by affirming an achievement or a fortunate event. Such boasting often implies that the speaker is attempting to conceal the act of boasting.

J. To compliment

A compliment is used to show appreciation or approval for something. Complimenting assumes that the thing complimented is good, even though it is not
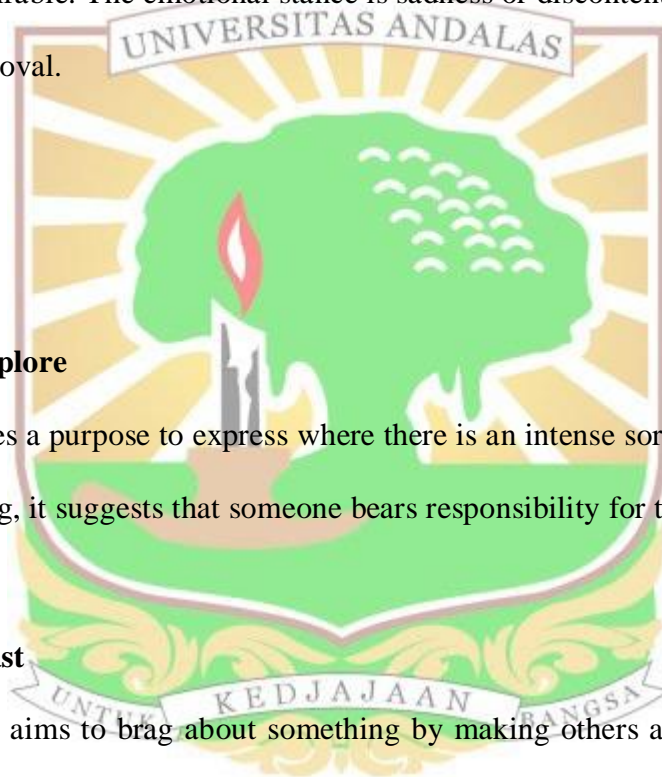
necessarily suitable for those who compliment it. It could be towards a thing or a person. For example:

Oh, yes, great, mmm, ssahh!

(Yule, 1996)

The utterance above is an example of the function of expressive speech acts of to compliment. The speaker expresses a compliment to the hearer because of something good toward the thing that they complimented.

K. To praise

To praise assumes that the subject being praised is good. Praise is a form of expression of approbation, a warm expression of approval. Praise is an expression of admiration for someone for doing something good.

L. To welcome

To welcome means that someone expresses pleasure about the presence or arrival of someone. In welcoming, we are showing a positive attitude towards someone's presence.
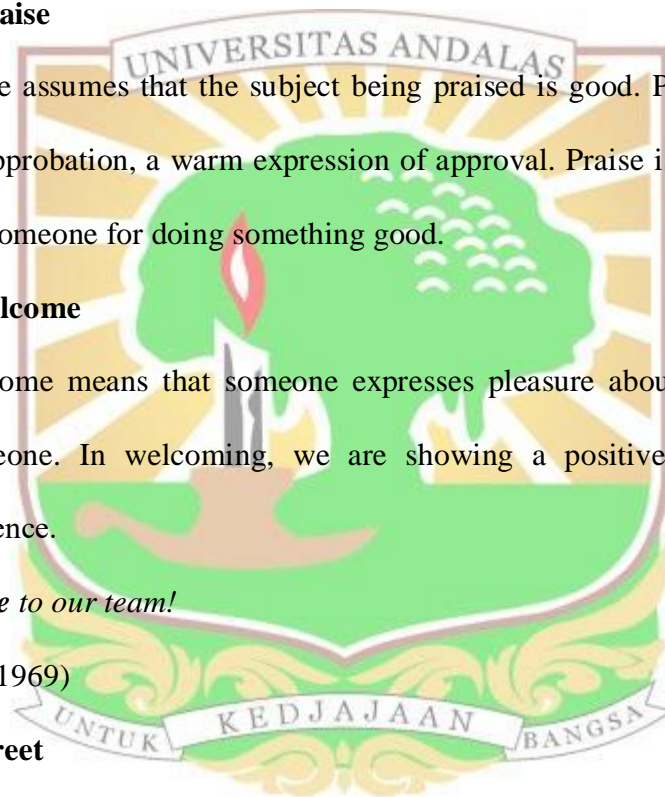
Welcome to our team!

(Searle, 1969)

M. To greet

Greeting means saying something, such as 'hello' or 'hi' when meeting someone. Greetings show that we recognize the presence of other people in a particular situation or place. They are also a form of politeness and respect for people.

Hello, how are you?

(Searle, 1969)

1.2.6 Context

Context is important for communicating. It is essential for interpreting the utterances of both people in communication. According to Leech (1989), context refers to the background knowledge or understanding that is assumed to be shared by the speaker and hearer and conduces in the hearer's interpretation of what the speaker means. Understanding by speaker and hearer could be understood in context. To understand an utterance's implied meaning or actual meaning is to relate it to the context.

The primary objective of context in communication is that the conversational partner can understand the implied meaning of what the speaker is saying. This shows that the listener must understand the speaker's intention to avoid communication misunderstanding. In societies that use more than one language or multilanguage, people must know the purpose and direction of the conversation so that the speaker and hearer can understand each other. In this research, context is important to analyze the language, purpose, and background of the conversation in each video content.

1. 3 Review of Previous Studies

The researcher read some research that used Expressive Speech Acts as a topic to help the researcher understand more deeply the topic discussed and to use as references.

The first previous study is the article entitled *Expressive Speech Act in Comic Bintang Emon's Speech in Social Media about Social Distancing,"* written by Julisah Izar, M. Muslim Nasution, Rengki Afria, Neldi Harianto, and Mar'atun Sholiha (2021). This article aims to analyze the speech act as a form of angry expression spoken by comic Bintang Emon on social media about social distancing. The data results are the speech act strategies used: literal direct speech act and unliteral direct

speech act. This study used a descriptive qualitative approach. This study used the speech acts theory by Levinson (1983) and the expressive speech acts theory by Searle (1969). Based on the research, the frequent use of non-literal direct speeches in Bintang Emon's speech is a speech that contains many forms of expressions of anger that are expressed directly but not literally.

The second previous study is a thesis by Rizki Kurniawan Putra entitled *Expressive Speech Acts Found in American TV Series Entitled 2 Broke Girls Season 1*. The thesis was written in 2020. This research discusses the use of expressive speech acts by the main characters in an American TV Series entitled *2 Broke Girls*. The writer analyzed the types of expressive speech acts and identified the functions of the expressive speech acts by the main characters. The theory used by the writer is the theory by Yule (1996:48), the theory by Ronan (2015:35-41) used for the analysis of the types of expressive speech acts, and the theory by Searle and Vanderveken (1985:211-216) to identify the function of expressive speech acts. The writer found eight types of expressive speech acts, and the dominant one is a type of disagreement. The writer also found 11 functions of expressive speech acts, the dominant of which is to complain. The writer uses a qualitative descriptive method. The strength of this research is that the explanation of the analysis and findings is easy to understand. However, there is less coherence between paragraphs in the background because there are no connecting sentences between paragraphs. Also, in this research, the object used is a series, and the speech acts contained in it are not spontaneous because they have been set and there is a script.

The third previous study is a thesis by Jihan Aliyani entitled *Expressive Utterances as Found in Ellen Degeneres Show*. The thesis was written in 2020. The research describes the types and functions of Expressive utterances by Ellen and Elias

in the Ellen Degeneres Show on YouTube, and the writer aims to determine whether the perlocutionary effects are successful or not in the conversation. The data was analyzed by using the theory of speech acts by Searle (1979), the theory of types of expressive utterance by Ronan (2015), functions of expressive utterance by Searle and Vanderveken (1985), and the theory of context by Leech(1983). There are 82 expressive utterances found in three videos. The most dominant expressive illocutionary act type is an agreement with a percentage of 84,146% by Ellen and Elias. The most dominant function of expressive utterance is a compliment, with a percentage of 67,073%. The strength of this research is that the writer analyzes the data according to the theory and methods used but only describes in detail the dominant parts, while the non-dominant parts are explained less. However, in this research, there is no specific section in the results and findings that discusses the identification problem number 3, which is that perlocutionary effects are successful or unsuccessful after the speech acts are uttered. The writer only wrote it in the first paragraph of the result and findings.

The fourth previous study is a thesis by Afira Nada Hafshah entitled *Expressive Illocutionary Acts as Found in Three Beauty Vlogger's Videos on YouTube*. The thesis was written in 2020. The writer analyzes the types and functions of expressive illocutionary speech acts in three beauty vloggers in video reviews of beauty products on YouTube. The writer uses the speech act theory by Searle (1979), types of expressive speech acts by Ronan (2015), functions of expressive speech acts by Searle and Vanderveken (1985), and theory of context proposed by Leech (1983). data results presented descriptively using tables. The writer found 83 expressive illocutionary acts in the three videos. The type of agreement is the most dominant expressive illocutionary act, with a percentage of 43,37 %. The most dominant

function of expressive illocutionary acts is a function to compliment, with a percentage of 40,96%. The writer concludes that this happened because, in the three videos studied, the three beauty vloggers provided positive support for the items reviewed, so the dominant function found overall was to praise. The strength of this research is that it presents data using appropriate methods, and the explanation of the analysis and findings is clear and easy to understand. However, in this research, the section on context is only briefly discussed. It would be better if the writer added at least one paragraph to the explanation.

The last previous study is the article entitled *The Expressive Speech Act on Ridwan Kamil's Comment in Instagram Posting about the First COVID-19 Case in Indonesia* written by Yulia Anggraeni, Lia Maulia Indrayani, and Ypsi Soeria Soemantri (2020). This study aims to analyze the netizens' responses to the news about the first patient who was infected with COVID-19 in Indonesia on Ridwan Kamil's Instagram, posted through the theory of expressive speech act. This research used qualitative descriptive research with observation and document as a research instrument. This research chose random sampling as the data collection. In this research, the researcher found expressive speech acts that contained wishing, complaining, and protest.

The different between this research and the previous studies is in the theory that used in the analysis. This research uses the theory of speech acts by Searle (1979). In a thesis by Rizki Kurniawan Putra entitled Expressive Speech Acts Found in American TV Series Entitled 2 Broke Girls Season 1, the researcher used the theory of speech act by Yule (1996). This research also used the theory of types of expressive utterance by Ronan (2015), functions of expressive utterance by Searle and Vanderveken (1985), and the theory of context by Leech(1983).

The difference between this research and the previous studies lies in the research object; the researcher will write about the object of the research and identify the problem. In the first research written by Afira Nada Hafshah, the researcher examined Expressive Illocutionary Acts in video reviews of beauty products by Three Beauty Vloggers on YouTube. In the second research written by Rizki Kurniawan Putra, the object of the Expressive Speech Acts he studied is Found in the American TV Series Entitled 2 Broke Girls Season 1. The object of the third previous study is Ellen and Elias in the Ellen Degeneres Show on YouTube, and the identification of the problem is 3, while the research the researcher will write there is 2. One of the objectives of this research is for the writer to determine whether the perlocutionary effects are successful in the conversation. Meanwhile, the research that the researcher will write uses the object Nawid Yosufi's videos from his TikTok Account.

1. 4 Research Questions

This research will focus on analyzing the expressive speech acts in Nawid Yosufi's TikTok video "Random Question in Public."

1. What are the types of expressive speech acts found in the "random question in public" videos on Nawid Yosufi's Tiktok Account?

2. What are the functions of expressive speech acts found in the conversations on the "random question in public" video on Nawid Yosufi's Tiktok Account?

1. 5 Objective

Based on the problems above, this research conducted to answer the research question, they are:

1. To identify the types of expressive speech acts on "random question in public" video on Nawid Yosufi's Tiktok Account.

2. To find out the functions of expressive speech acts on the "random question in public" video on Nawid Yosufi's Account.

1. 6 Scope

This research aims to find and analyze the types and functions of expressive speech acts in Nawid Yosufi's TikTok video. The videos used are in November 2023 under the title Random Question in Public, a collection of videos interviewing random people. The researcher will choose several videos uploaded by Nawid in November 2023 because this month, Nawid Yosufi's Account uploaded 12 videos, the month he uploaded the most at the updated time. Also, his account appeared on TikTok and had almost 2 M followers. He uploaded a video that reached 2 M followers on 10 December 2023. The researcher only chose the three most watched videos with a duration of 1-3 minutes per video, because those three videos is enough and represent all of expressive speech acts. The researcher used the theory by Searle (1979) about expressive speech acts, the types of expressive speech acts with theory by Ronan (2015), and the functions of expressive speech acts with theory by Searle and Vanderveken (1985).