CHAPTER I

INTRODUCTION

1.1   Background of the Research

Language is a communication tool that everyone uses in daily life to provide information, argument, message, and to express thought, feeling, and goal to others. In ongoing communication, it is important to pay attention to the language used in interaction so that the message conveyed by the speaker can be well received by the listener. When the listener understands and receives the message clearly, communication can go well. Sometimes in the middle of communication, when people are engaged in conversation, they do not just say words, they also perform certain actions that can affect the listener such as convey message, express intention, make request, or share thought and emotion, it is called speech acts. Therefore, in every communication process, there will be speech acts.

Speech acts play an essential role in communication because understanding every action shown in communication can help every participant involved in communication understand the intent and purpose of every utterance. Yule (1996, p. 47) states that speech acts are actions performed through utterances delivered through apologies, complaints, compliments, invitations, promises, and requests. Speech acts occur in the process of speakers saying something and how listeners understand what they mean. In the existence of speech acts, speakers can convey physical actions only through words and utterance.

Austin (1962, pp. 103-104) stated that three types of action can be carried out by a speaker, namely locutionary acts, illocutionary acts, and perlocutionary acts. First, locutionary acts are bare speech acts that produce linguistic expressions whose words,

phrases, and sentences correspond to the meaning contained in the words, phrases, and sentences so that in these locutionary acts the purpose and function of the speech conveyed by the speaker is not a problem. Second, an illocutionary act is an action that is intended to be performed by the speaker in saying something. Lastly, there is a perlocutionary act, an action that the listener receives due to someone's speech. Based on these three types, Searle in Levinson (1969, p. 406) states that illocutionary acts are the essential core of a speech act unit.

Illocutionary acts in speech acts do not only occur in direct interaction but also occur in social media. Various social media platforms create an interaction between users, such as Instagram, Twitter, Facebook, Threads, and others. One of the most popular social media platforms in this century is Instagram. Instagram is an online photo-sharing, video-sharing, and mobile social networking service that allows users to take photos and videos that will be shared and then appear in the feeds of other users who follow each other. The user interaction generated in this Instagram platform comes from posts and comments. Communication will be created when someone posts on Instagram and receives comments from others.

Instagram users cover a wide range of professions, including football players. Similar to other users, football players utilize Instagram as a platform to share moments with their fans. Football players usually post photos of themselves while training, preparing to play football, finishing playing football, and even posting photos or videos after winning or losing a match. After posting pictures or videos, football players will get various kinds of positive and negative comments from Instagram users. Multiple types of comments are inevitable, even though times have advanced, there are still some negative comments containing racism given to football players, especially black football players. Black football players in Europe often get different

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treatment than other football players. Black football players often get negative comments after making posts after the match.

Illocutionary acts of netizen comments to football players are interesting to discuss because most of the language used in the comments affects the reader. The various comments made by netizens will be analyzed to determine the illocutionary acts. After the match, football players usually post photos on their Instagram pages, and then netizens will comment on the Instagram of the football players giving various kinds of comments. The netizen comments will be analyzed and then classified into types of illocutionary acts and functions of illocutionary acts.

Here is an example of netizen comments responding to the issue when black football players speak up about racism on @vinijr's account.

Directives - advising and suggesting.
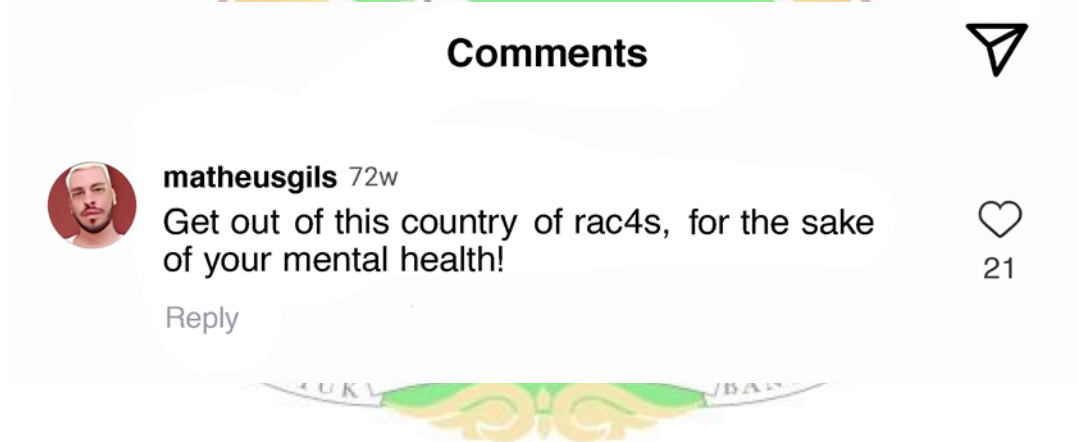
On 22 May 2023, Vinicius Junior was racially abused by fans at the Mestalla Stadium in Valencia. Real Madrid player's, Vinicius Junior criticised Spanish football's failure addressing the issue of racism in a post saying 'racism is normal in LaLiga' - a statement that sparked a global wave of support for the player who has been a leading voice in the fight. While the incident has led to widespread discussion on the issue of racism in Spanish football and promises from its governing bodies to take action, it was not the last. After writing about racism in his post, Vini Junior

received a variety of comments ranging from support, hopes, prayers, but there were also comments from netizens who emphasize racism issues more.

In the context above, it can be seen that the @matheusgils account responded to Vini Junior's post after he spoke up about racism by saying, **"Get out of this racist country, for your mental health!"**. The utterance used by @matheusgils is a comment that contains the **directive** part of the illocutionary act. This type of illocutionary act is typically used to prompt the recipient to perform a certain action. Directive forms include advising, requesting, commanding, inviting, and pleading. In this case, the comment contains advice, encouraging the football player to leave the club and country due to the high levels of racism against Black football players.

To determine the function of the illocutionary act, the analysis considers both the linguistic structure of the utterance and its contextual background. This includes examining the speaker's intention, the relationship between speaker and hearer, and the illocutionary goal (e.g., to influence, to express feelings, to inform). In the example above, the function is identified as advising, which falls under **competitive** function based on Leech's (1983) classification, where the speaker's goal conflicts with social politeness but serves a beneficial purpose. The utterance is aimed at helping the hearer (Vini Jr.) protect his mental health by leaving a toxic environment.

Based on this example, it becomes clear that illocutionary acts can only be accurately identified and interpreted when analyzed in context. Understanding the situation, the relationship between participants, and the speaker's communicative goals is essential for classifying both the type and function of the act. The writer is interested in examining the use of illocutionary acts in Instagram comments because relevant research in this area remains limited. Although many studies have focused on illocutionary acts in general, there is still a lack of research utilizing Instagram as a

data source. Therefore, this research will analyze the classification and function of illocutionary acts in Instagram comments directed at football players. The data will be collected from the comment section of posts made by Vinícius Júnior, a Black football player from Real Madrid. The results of this study are expected to contribute to the field of pragmatics, especially in understanding speech acts in digital communication contexts such as social media.

1.2 Theoretical Framework

1.2.1 Pragmatics

Pragmatics is a branch of linguistics that studies meaning related to context or meaning outside the language unit. According to Richard dan Schmidt (2002, p. 11), pragmatics is related to several fields. Pragmatics is concerned with the study of meanings communicated by speakers (or writers) and interpreted by listeners (or readers). Pragmatics is more concerned with analyzing what people mean in their utterances than with what the words or phrases in those utterances mean. Pragmatics is more about interpreting the meaning of the speaker.

Leech (1983, p. 36) states that pragmatics is the study of meaning in an utterance. Pragmatics explains that the meaning of language cannot be separated from context. Language and context are interdependent in building communication. The relationship between language and context, pragmatics becomes a separate study that can study several aspects such as deixis, implicature, presumption, speech acts, and other aspects of discourse. Levinson (1983, p. 42) asserts that pragmatics is the study of language use, especially the study of the relationship between language and context, as a basis for explaining the meaning of language, including giving conclusions will connect what is said with what is assumed together or what has been said before.

Based on some expert's opinions, it can be concluded that studying language through a pragmatic approach leads to know the nature of language. Pragmatics leads to an in-depth analysis of what message is carried in an utterance spoken by a speaker in communication. Pragmatics can make someone talk about a person's intended meaning, assumptions, goals, or objectives, and the type of action performed in an utterance. Pragmatics is interesting to learn because it can increase knowledge about how to communicate well in society.

1.2.2 Speech Acts

Pragmatics examines how language performs an action. Humans can interact and continue to use language through action after using the language. This means that the language spoken has a particular meaning with a specific purpose so that the speaker intends to do something after the message is communicated. That is what the Speech Act means, which is where people use language to perform an action. Aitchison (2003, p. 106) defines speech acts as utterances that behave somewhat similar to actions. He also states that when someone utters a series of words, the speaker often tries to achieve several effects with those words, one of the effects of which, in some cases, may be achieved through alternative actions. From the statement, it can be inferred that when we want to say something, we also do something. If we say 'Pick up that paper from the table', we are performing a 'command' we are ordering someone. Commanding in that context is considered an action. Speech act is a basic unit of communication that implies a series of analytical relationships between the notion of speech act, what is intended by the speaker, what is the meaning of the sentence spoken by the speaker, what is intended by the speaker, the listener is expected to understand. (Searle, 1969, as cited in Schiffrin, 1995, p. 90).

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Speech acts are communication acts in which communication is expressed to express a certain attitude, and the type of speech act carried out is under the type of attitude expressed. For example, a statement expresses a belief, a request expresses a desire, and an apology expresses regret. As an act of communication, a speech act succeeds if the speaker's intention is the attitude being expressed. By performing speech acts, the speaker often tries to achieve some effect with those words; an effect that an alternative action might have in some cases accomplished. For example: "It is so hot in here". The utterance above can be regarded as a request to turn on the fan or air conditioner. If the hearer recognizes the speaker's intention, she/he will turn on the fan or the air conditioner. This situation is called a speech event. This is the nature of speech events that will determine the interpretation of an utterance as performing a particular speech act.

In conclusion, the writer can say that speech acts are utterances used to accomplish such actions. It's important to remember that to understand how the acts work, one cannot simply ignore the role of context around the utterances.

1. **Types of speech act**

Actions performed through an utterance are generally called speech acts. In learning English are given more specific labels, such as an apology, a complaint, a compliment, a promise, a threat, or a warning. There are three parts to the concept of speech acts, the first is the locutionary act, the second is the illocutionary act, and the third is the perlocutionary speech act.

a. **Locutionary act**

Locutionary acts involve literal and textual meaning in a speech. Yule (1996, p. 48) states that locutionary acts are actions that produce utterances that have meaning. In other words, locutionary acts are the

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literal meaning of what is said by the speaker. For example: if someone says "Turn off the lights!", this can be interpreted as meaning that the speaker wants someone else to turn off the lights that are currently on. Pronunciation of the sentence "turn off the lights" is a locutionary act if the listener understands each word off the lights and can identify the particular light in question.

b. **Illocutionary act**

Illocutionary acts are acts performed by using the communicative energy of a word. Searle quoted in Huang (2007, p. 127), states that an illocutionary act is the action intended to be performed by a speaker in uttering a linguistic expression. Through speech, people can create something new, can make people do something, change the situation, and others. For example: if someone says, 'I promise to be there at 8 PM.' In this example, the illocutionary act is commissive. The speaker is not simply stating a fact about their plans, they are committing to an action, thus committing the illocutionary act of promising.

c. **Perlocutionary act**

A perlocutionary act is an action that simply creates an utterance that has a function without intending to cause an effect. Hufford and Heasley (1983, p. 250) state that a perlocutionary speech act is an action carried out by a speaker when an utterance causes a certain effect on the listener. After uttering a sentence or utterance, the speaker hopes that the listener will produce a result. For example, "Where is your bracelet?" this may cause you to look and touch your hands quickly, or you may

respond, "Oh, I'm not wearing that today." The impact of these perlocutionary acts is sometimes unintentional.

1.2.3 Illocutionary Acts

Yule (1996, p. 48), states that in illocutionary acts, the action is carried out based on the communicative power of an utterance, usually such as promising, apologizing, or offering something. This action in action is also called the act of doing something in saying something. The most significant level of action in a speech act is an illocutionary act because of the power produced by the utterance that the speaker wants to trigger the action. What is meant by the speaker in this illocutionary act depends on the suitability of the utterance to the speaker's purpose because in conveying something, the speaker carries out several action functions, such as utterances containing requests, commands, and suggestions. Examples of illocutionary acts, such as:

"It would be a good idea to grab dinner together sometime."

In this example, the illocutionary act is the directive part of suggesting. The speaker is not simply making an observation or stating a fact, they are proposing an action or course of behavior, namely, having dinner together.

1.2.3.1 Classification of Illocutionary Act

The classification used in this study focuses on illocutionary acts. Searle (1979, pp. 12-17) suggests that 5 kinds of illocutionary forms can be achieved in the proposition in an utterance, the parts are Representative (assertive), directives, commissive, expressive, and the last is declarative. This research will analyze speech acts using Searle's classification of illocutionary acts.

1. **Representative (assertive)**

   Representatives are used to state what they believe is the case or not. According to Searle quoted in Huang (2007, p. 133), speakers will make the world conform to their way of thinking by describing it as they understand it, such as statements, conclusions, clarifications, and descriptions. The forms of this illocutionary act are asserting, claiming, describing, concluding, stating, and reporting. In using representative illocutionary acts, speakers make words that fit the world (beliefs).

   Example:

   "Woman's brain is different from men's brain"

   The example is the representative form of the stating part.

2. **Directives**

   A directive is a form of speech in which the speaker intends to create an influence so that the speech partner takes action. According to Searle, quoted by Huang (2007, p. 133), by utilizing this kind of illocutionary act, the speaker has the aim of evoking some future action from the listener and makes an action through the words through the interlocutor. The forms of these illocutionary acts are asking, ordering, commanding, requesting, questioning, begging, pleading, praying, inviting, advising, suggesting, permitting, and entreating.

   Example:

   "Could you please turn on the air conditioner?"

   The example is the directive form of the requesting part.

3. **Commissives**

   Commissive makes the speaker take action for the future. According to Searle, quoted in Huang (2007, p. 133), the commissive is useful for communicating the speaker's purpose for doing something. The forms of these illocutionary acts are vows, threats, pledges, guarantees, contracts, promises, covenants, and oaths.

   Example:

   "Starting next week, I promise to wake up early"

   The example is the commissive form of the promises part.

4. **Expressives.**

   Expressive is a speech act that shows the speaker's psychological attitude towards the situation being experienced by the speech partner. According to Searle, quoted in Huang (2007, p. 134), an expressive speech act is intended by the speaker so that his speech is interpreted as an evaluation of the things mentioned in his speech. The forms of these speech acts are thanking, congratulating, apologizing, condoling, deploring, and welcoming.

   Example:

   Thank you for coming to my party.

   The example is the expressive form of the thanking part.

5. **Declaratives.**

   The speaker uses a declaration as a direct change of circumstances. According to Searle, quoted from Huang (2007, p. 134), a spoken declaration can instantly change in some circumstances because it relies on significant extralinguistic institutions. The forms of this illocutionary act are declaring

war, naming, deciding, excommunicating, firing from employment baptizing, declaring, resigning, hiring, and arresting.

Example:

"I hereby declare a total lockdown"

The example is the declarative form of the declaring part.

1.2.3.2 Functions of Illocutionary Act

An illocutionary function is closely related to politeness. In his book, Leech (1983, pp. 104-105) explains the function of illocutionary acts. Illocutionary functions are classified into four types. This illocutionary function is adapted to relate to the social goal of building and maintaining friendship. The following are the types of illocutionary functions:

1. **Competitive**

    Competitive has the function of producing several consequences through actions taken by the listener. The function of this illocutionary act is negative politeness. Based on illocutionary acts, this section attempts to minimize implied disagreement. The forms of these illocutions include begging, demanding, requesting, and commanding.

    For example:

    "Close That Window"

    This statement made listeners who heard it immediately close the windows.

2. **Convivial**

    Convivial is the speaker's expression of something that also happens to the speaker. The function of this illocutionary act is positive politeness. This illocutionary act is more polite and seeks opportunities for friendship. The

forms of these illocutions include congratulating, thanking, greeting, inviting, and offering something.

For example:

"Happy birthday" and "Thank you for visiting my birthday party"

This statement is an expression of congratulations on a birthday event.

3. **Collaborative**

Collaborative is the speaker's commitment to expressing a general proposition. This illocutionary function is not classified as politeness because politeness is less important in this function. The purpose of the illocutionary does not care about the social purpose, the form of the illocutionary function is to emphasize, report, announce, and give instructions. Using this illocutionary function also means that the public or listeners can ignore the speaker's speech.

For example:

"This is our territory"

This statement is a form of collaborative announcement.

4. **Conflictive**

Conflictive causes the interlocutor to react to the conclusion. This illocutionary function contains slightly negative politeness because it is considered to offend. This form of illocutionary function, such as reprimanding, cursing, accusing, and threatening, is conflictual.

For example:

"If you commit another violation, I will report it to your parents."

This statement is a form of threat that gives a silent reaction to the listener.

1.2.4 Racism

Racism is an attitude that demeans, discriminates against, or regards one race or ethnic group as superior to another. Racism can take the form of hatred, prejudice or unfair treatment of people based on their race, colour or ethnic origin. Racist attitudes often arise due to misunderstandings, stereotypes or incorrect beliefs about certain racial groups. Racism can occur in various contexts, such as in everyday life, the education system, the workplace, or even in state policies. It can be seen that if someone views people of a certain race as inferior or undeserving of the same treatment as people of other races, it is racist.

According to Delgado and Stefencic (2017, p.183), racism is any programme or practice of discrimination, segregation, persecution, or mistreatment based on membership in a race or ethnic group. Delgado and Stefancic also said the concept of racism is not only understood as discriminatory attitudes or physical actions against individuals based on race, but also as something that manifests in language and speech. In Critical Race Theory (CRT), language is not only a way to communicate, but also a way to control and define social reality, including racial identity. Delgado and Stefancic argue that language and ways of communicating play a very important role in maintaining and reinforcing existing systems of racial inequality in society. Delgado and Stefancic argue that language is not just a means of communication, but also a tool to build and maintain power structures. In racist societies, language is often used to discriminate against or corner certain racial groups, especially marginalized groups, such as black people.

Racism against black people is rooted in power structures that have been established throughout history, particularly since the days of slavery and colonialism. In hierarchised social structures, white people occupy positions of dominance, while

black people are considered to be lower in the social hierarchy. Delgado and Stefancic point out that racism against black people is part of a system of domination that maintains white privilege and marginalisation of black people. In this view, racism is a way to maintain power. Portraying black people as inferior, unintelligent, or dangerous keeps black people in a position of threat or surveillance, while white people remain in a dominant position.

One form of words that often demean black people according to Delgado and Stefancic is the word 'Monkey'. The term 'monkey' is often used to denigrate black people by associating them with animals that are considered primitive and uncivilized. In the history of colonialism and slavery, black people were often portrayed as more akin to animals than humans, and the term 'monkey' reflects this dehumanization. It is used to indicate that black people are considered inferior or not fully human. In addition, there is the word 'Nigger' (Neger). The term 'nigger' is one of the most powerful and influential words in the English language, which has a long history as a derogatory word used to demean and discredit black people. It was used during slavery and segregation to describe black people as inferior, uneducated and uncivilised. Despite attempts to change the meaning of the word in popular culture, especially within the black community, it remains highly racist and hateful.

Therefore, it can be concluded that language plays a huge role in shaping social reality and sustaining racism. Language used in everyday conversation, the media, the education system, and public policy can reinforce racial stereotypes, maintain social inequalities, and denigrate certain racial groups, especially Black people. On the other hand, language also has the potential to build awareness and change unjust social structures if used consciously to promote racial inclusivity, empowerment and equality.

1.2.5 Context

The term "context" is defined by Mey (2004, p. 41) as the surrounding environment, in the broadest sense, it is stated that context is a dynamic concept, not a statistical concept, every context must be understood as the surrounding environment, in the broadest sense, that allows participants in the communication process to interact, and that makes the linguistic expressions of their interactions mutually intelligible. Context in verbal and nonverbal communication has a very important role because context is closely related to meaning.

Leech (1989, p. 13) states that context has been understood in various ways, for example by including "relevant" aspects of the physical or social environment in an utterance. To see and understand a text, context is needed. Without context, speakers and speech partners cannot interpret the speech conveyed clearly. In communication, context is the key so that meaning can be formed and understood from the existing context. If people do not understand the context of a conversation, communication will not be able to achieve its goals.

Schiffrin (1994, p. 65) states that speech act theory and pragmatics both look at context, meaning what is assumed to be known by speakers and listeners and this context is how this knowledge guides language use and interpretation of utterances in communication. Grice (in Schiffrin, 1994, p. 368) divides two types of context, namely linguistic context and otherwise context. Linguistic context is the text in which the utterance is linguistically encoded and context otherwise is the situation in which the utterance is produced. These two contexts contribute to inference because they contain information that can be used on the unknown background knowledge of each other. Therefore, speech acts as a pragmatic study cannot be separated from a context where illocutionary acts are used as the core part of speech acts which are very context-bound.

1.2.6   Felicity Conditions

Felicity conditions are one of the fundamental concepts in pragmatics, initially proposed by J.L. Austin and later refined by John Searle. According to Austin (1962), an utterance cannot merely be judged as true or false but should be evaluated based on whether it is successfully performed in the appropriate context. If an utterance fails to meet the required social and contextual criteria, it is considered infelicitous (Austin, 1962, p.14).

Searle (in Hadiati, 2019, p.700) expanded this notion by identifying four key conditions that must be fulfilled for an utterance to be felicitous: preparatory condition, propositional content, sincerity condition, and essential condition. Preparatory condition refers to whether the speaker is in a position to perform the speech act and is not being forced. Propositional content relates to whether the content of the utterance fits the situation — for example, a promise must be about a future act, not a past event. The sincerity condition requires the speaker to genuinely intend what is being said. Finally, the essential condition involves the speaker's commitment to the act performed through the utterance.

These conditions are crucial in analyzing different types of speech acts, including representatives, directives, commissives, expressives, and declarations. For instance, in a commissive act like promising, the speaker must be capable of performing the action (preparatory), must refer to a future act (propositional), must intend to fulfill the promise (sincerity), and must commit themselves to the act (essential) (Hadiati, 2019, pp.701–703).

Wijana (2021) also emphasizes that for a performative utterance to be valid, the context, the speaker's role, and the timing must be appropriate. The speaker must predicate a future action performed by themselves, not by others. For example, "I

promise I will come on time" is a felicitous utterance if sincerely stated by the speaker. In contrast, "I promise he will come on time" is infelicitous because it commits someone other than the speaker (Wijana, 2021, pp.22–23). Understanding felicity conditions is essential for evaluating the success of speech acts in real communication. They highlight that the effectiveness of language use depends not only on grammar and semantics but also on context, intention, and social appropriateness.

Felicity conditions are crucial criteria for a speech act to be considered appropriate or successful. These conditions ensure that utterances are not just grammatically correct but also pragmatically valid within a specific context. If these conditions are not met, the speech act is considered infelicitous or inappropriate (Yule, 1996, p. 50).

George Yule, in Pragmatics (1996), discusses felicity conditions in the context of speech acts and events. He states that certain expected or appropriate circumstances, technically known as felicity conditions, are necessary for a speech act to be recognized as intended. For example, a speech act like "marrying" performed by someone who is not a specific person in a special context (e.g., a judge in a courtroom) would be infelicitous or inappropriate (Yule, 1996, p. 50). Yule further explains that there are general conditions on the participants in a speech event. These participants must be in the correct position to execute the speech act, and they must not be pretending or acting nonseriously. Additionally, there are content conditions, which mean the content of the utterance must fit the situation—for a promise, it must be about a future act. A further content condition for a promise requires that the future event will be a future act of the speaker. Finally, the preparatory conditions for a promise require the speaker to be able to do something (Yule, 1996, p. 50).

1.3   Research Questions

Based on the research background, there are two research questions that arise in this study. Research questions that correspond to illocutionary acts are as follows:

1. What are the types of illocutionary acts found in netizen comments towards Vini's post?

2. What are the functions of illocutionary acts found in netizen comments towards Vini's post?

1.4   Review of Previous Studies

This section includes several previous studies that can support this research. The sources are journal articles and theses that discuss illocutionary acts. Five previous studies were used in this research.

The first previous study was entitled "*Illocutionary Acts In Jubilee Youtube Channel*" written by Fatika Andhini (2020). This thesis discusses the illocutionary acts used by video participants on the YouTube channel, namely Jubilee. This research aims to identify the types of illocutionary acts and illocutionary functions used by participants. In analyzing the data, utterances were identified based on the type of illocutionary act using Searle's theory (1969). After the data was collected, the writer determined the illocutionary function of the illocutionary act using Leech's (1989) theory. In determining the type of illocutionary act and illocutionary function, context aids are used to help analyze the illocutionary act and illocutionary function of speech.

The results of the study show that there are four types of illocutionary acts. These types are (1) assertive, (2) directive, (3) commissive, and (4) expressive. Among the four types of illocutionary acts, assertive is the most dominant type of illocutionary act because participants tend to emphasize their words when saying something. On the other hand, this research shows three illocutionary functions used by participants,

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namely (1) competitive, (2) convivial, and (3) collaborative. Collaborative is the most dominant function. It can be concluded that when speakers have a goal that can be tolerated by society, then they use that function.

The second previous study is "*An Analysis Of Illocutionary Act Found In Kendall Jenner's Captions In Instagram*" written by Mifta Ardila (2019). In this thesis, the writer discusses illocutionary acts found in photo captions on Instagram. The purpose of this research is to analyze the types of illocutionary acts and illocutionary functions that Kendall Jenner conveys to her followers on her Instagram account. The data selected from the photo captions on Kendall Jenner's Instagram was taken in the period from January to December 2017. Next, the data was re-recorded and the photo captions on Kendall Jenner's Instagram were observed. The data that has been collected is then analyzed using the theory of types of illocutionary acts proposed by John R. Searle (1979) and the theory of illocutionary functions initiated by Geoffrey Leech (1989).

The writer uses the same theory as this research. The difference in this research is the object studied, this research examines captions while the writer discusses comments on Instagram. The research results showed that there were 129 total data on illocutionary acts. The research found that the types of illocutionary acts are assertive, directive, commissive, expressive, and declaration types and the illocutionary functions are collaborative, competitive, convivial, and conflict. In conclusion, in the post, Jenner uses more assertive types of illocutionary acts. This type was found 57 times from 129 data. Jenner rarely uses commissive and declarative types because these types are found 3 times out of 129 data. Jenner is seen more often uploading photo captions about her opinions in the world of modeling. Apart from that, the research results show that the collaborative function is widely used by Jenner. This

collaborative function was found 79 times. She often uses the collaborative function to report and notify his followers of his activities.

The third previous study is "*An Analysis Of Directive Illocutionary Acts Found In Selected "Avengers Featuring Special Guest Stars Nova And Totally Awesome Hulk*" written by Desi Reflina Sari (2017). This thesis discusses the illocutionary act of the directive part of the speech of comic characters. Data collection in this research uses observation methods and techniques of non-participation. Data were analyzed using the pragmatic equivalent method and applying the theory of directive illocutionary speech act types (Leech, 1983) and context theory proposed by Schiffrin (1994). The results of the data analysis aim to explain the context that is occurring in the speech event. The aim of directive research is also to show that directives are not only in verbal form but also in written form.

The research results show that there are 12 directive illocutionary acts in the speech of this comic character. The context observed in this research is in the form of images and other speech as well as various additional information about this comic. The findings from the research show that the types of directive speech in the comic "Avengers Featuring Special Guest – Stars Nova and Totally Awesome Hulk" are in the form of requests, commands, and suggestions.

The fourth previous study is "*An Analysis of Illocutionary Act in Incredible 2 Movie*" written by Partohap Saut Raja Sihombing, Dumaris E. Silalahi, Debby Intragedy Saragih, Herman (2017). This article aims to analyze the types of illocutionary acts in the film Incredible 2 and interpret the dominant types of illocutionary acts. The subject of this research is the film entitled Incredible 2. This research is qualitative research using content or document analysis. The data used are

several scenes including illocutionary acts in the film Incredible 2. Searle's theory (1976) was used by researchers to answer the formulated research questions.

Based on the results of the research, 25 illocutionary acts were found in the film. Based on Searle's theory, there are 5 types of illocutionary, namely assertive, directive, expressive, commissive, and declaration. Of these types, in the film Incredible the following types of illocutionary acts were found: directive as many as 8 data (32%), assertive as many as 7 data (28%), expressive as many as 7 data (28%), commissive as many as 2 data (8%) and the declaration consists of 1 data (4%). The second question of this research is the analysis of the dominant type of illocutionary act. Based on the results of the analysis of illocutionary types, researchers found the dominant illocutionary type used in the film Incredible 2. The dominant type of illocutionary act is directive. Based on the findings and discussion above, the researcher concludes that in the film Incredible 2, there are all types of illocutionary acts based on Searle's theory, namely assertive, directive, expressive, commissive, and declaration.

The last previous study was "The Analysis Of Types Illocutionary Acts In 'Tangled' Movie" written by Dilla Ramayanti and Leni Marlina (2018). This article aims to describe the types of speech acts produced by the characters in the Western animated film entitled "Tangled". This research data consists of utterances involving illocutionary acts used by each character in the film and then classifying them into illocutionary act categories based on Searle's theory. The type of research in this research is qualitative and quantitative research. Qualitative research is applied to analyze data in text form. Quantitative research is used to count the types of speech acts used by the characters in the film to conclude which types of speech acts are dominantly used.

The writer uses one of the same theories as this research. The difference is the object studied, the source of the research taken from the movie while the writer uses comments on Instagram. Based on the results of the research, it was found that there were four illocutionary acts found in the film; directive, representative, expressive, and commissive. This research shows that the dominant speech act used is directive with a percentage of 44%. This shows that the characters in the movie "Tangled" use direction because some of them want other characters to do something.

All previous research has an important role for the writer in writing this thesis. Having the previous writing helps the writer understand the theory and analyze related data about speech acts, especially illocutionary acts. In this research, the writer focuses on studying the classification of illocutionary acts and the function of illocutionary acts. The title of this research is Analyzing Illocutionary Acts of Netizen Comments in Football: Racism-Related Instagram Post.

1.5 Objectives of the Research

This research aims to analyse the illocutionary acts contained in racist comments received by football players on Instagram. Based on the research question above, there are two objectives of this research, namely:

1. To analyze the types of illocutionary acts contained in the comments of netizens towards Vini's post.

2. To interpret the functions of illocutionary acts contained in the comments of netizens towards Vini's Post.

1.6 Scope of The Research

This research focuses on finding out the types of illocutionary acts and functions of illocutionary acts in racist comments on Instagram of football players. The author selects comments on the account of the black football player @vinijr which

will be taken in the post of May 2023. The author examines the form of comments given to the football player. This research only focuses on investigating the comments of Instagram account users towards football players that contain illocutionary acts. In the case of research, the author analyses this research based on the theories of Searle (1979, pp. 12-17) and Leech (1983, pp. 104-105)