# Illocutionary and Perlocutionary Acts on YouTube Videos Employed by Niana Guerrero

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## Abstract

This research is aimed at finding the illocutionary act types performed by Niana Guerrero in her YouTube videos and the perlocutionary effects performed by the hearers in Niana Guerrero's YouTube videos. This research employed a qualitative descriptive research. The subjects of this research were two of the most viewed videos uploaded from May 2019-August 2019. After listing, selecting, and collecting the videos, the videos were watched several times to ease the researcher in transcribing them. In analyzing the data, the researcher only took the interactional conversations which enabled Niana to deliver her intentions to the hearers directly and enabled the hearers to fulfill Niana's intentions directly as well. The illocutionary act data performed by Niana Guerrero were classified using an instrument following Searle's theory and the perlocutionary effect data performed by the hearers were classified using an instrument following Gu's theory. The first finding showed four illocutionary act types performed by Niana Guerrero namely representative, directive, commisive, and expressive. The second finding showed all of the six perlocutionary effect types performed by the hearers namely motor reflexive response, emotive response, cognitive response, negative response, verbal response, and physical response. By performing four types of illocutionary acts, Niana Guerrero may have various ways to express her intentions to the hearers. Meanwhile, the hearers may have various ways to fulfill Niana Guerrero's intention by performing six types of perlocutionary effects. These speech acts create the communicative effects that cause Niana Guerrero having many subscribers and viewers in her YouTube channel by establishing highly interactive, joyful, and interesting situation.

**Keywords:** illocutionary act, perlocutionary act, video, YouTube

## Introduction

Speech act is a branch of pragmatics that focuses on the action performed while people are talking in communication. According to Searle (as cited in Widiatmoko, 2017), speech act is the use of language while "uttering"

and "doing". In other words, speech act can be considered as the act of speaking something and doing the related thing in one time. Speech act is functioned to make language as a beneficial in communication. Bahing et al. 2018 adds that speech act is functioned to announce, to convey, to complain, to promise, to deny, to ask, to request, or to command. The speech act is divided into three types. The first type is locutionary act. According to Dylgjeri (2017), locutionary act deals with the utterance production for saying something. Locutionary act is the basic act of speaking performed to say a meaningful linguistic expression without any contextual meaning. The second type is illocutionary act which means the speaker's intention by uttering something. Tutuarima et al. (2018) adds that illocutionary act is the speaker's performed action to intend a meaning by producing an utterance. The last type is the perlocutionary act which refers to the hearer's effect and action of the speaker's meaning in the illocutionary act. Mufiah & Rahman (2018) adds that perlocutionary act is the effect of the speaker's utterance that influence the hearer's feeling, thought, or actions. Moreover, the perlocutionary act would include some results or effects, such as persuading, embarrassing, intimidating, irritating, or inspiring the hearer.

According to Della & Sembiring (2018), there are at least a speaker and a hearer to establish a successful communication. It is purposed to share each other's meanings through understanding and responding utterances. However, communication does not only happen in real-life situations but also in what people see on screen such as on YouTube. Risdianto (2015) claims that YouTube can be a medium that reflects the speech acts of verbal communication in human's daily. Speech acts can be reflected in both formal and informal contexts of communication that are provided in any kind of genres in YouTube. People use YouTube for many purposes especially for teaching and learning resources in classroom activities. Cayari (2011) suggests that YouTube is considered as a platform where users can learn some things; and is a famous resource for sharing and watching music videos. While watching YouTube, two different senses are involved at the same time, seeing and hearing, that enable the interest in language learning. Jalaludin (2016) claims that using YouTube inside or outside the classroom can be useful for

teachers to help the students to develop their English skills. Moreover, YouTube provides authentic example of everyday English spoken that can attract the students' attention and make the interesting classroom situation. This is in line with Almurashi (2016) who suggests that YouTube is a website which provides online materials resources that can be used for traditional lessons of English. In other words, YouTube is a website that is easy to be accessed and gives many benefits especially in any kind of learning materials.

There are some previous studies related to this research. Nurhayati & Yuwartatik (2016) investigated the illocutionary act types and the impacts of perlocutionary act performed by the main characters in a science-fiction novel. The results showed that all of the five illocutionary act types occurred in the novel. Meanwhile, the impacts of the perlocutionary act were described directly and narratively in each explanation of illocutionary act examples. Nadeak et al. (2017) also examined the illocutionary act types, the context of illocutionary act, and the perlocutionary effect of a character's utterances in a comedy-adventure movie. The results showed that all of the five illocutionary act types occurred in the movie. Meanwhile, the context of illocutionary act performed and the perlocutionary acts by the character's utterances were described directly and narratively in each explanation of illocutionary act examples. Kamajaya et al. (2017) also investigated the illocutionary act types and the perlocutionary acts found in a movie. The results showed that all of the five illocutionary act types occurred in a comedy-drama movie script. Meanwhile, the perlocutionary acts occurred in the movie were described directly and narratively in each explanation of illocutionary act examples.

Another previous study was conducted by Tutuarima et al. (2018) who tried to find out the speech act types and the classification of illocutionary act used in a movie. The results showed that locutionary act, illocutionary act, and perlocutionary act were used in the movie. Meanwhile, there were all of the five illocutionary act types used in the movie. Tanjung (2019) also conduct a research to find out the illocutionary act types, the dominant type of illocutionary act, and the use of the results for teaching and learning context. The results showed that all illocutionary act types occurred namely representative, directive, commisive, expressive, and declaration in which the

dominant type was directive. The results of this previous study could be used for teaching writing, grammar, linguistic expression, etc.

Prakarsa (2018) also tried to find out the context of situation and the illocutionary act types found in a movie. The results showed that there were several aspects of context underlying in the movie, such as addresser & addressee, setting, and context of situation. Meanwhile, there were four of the illocutionary act types found in the movie namely representative, directive, commisive, and expressive. Similarly, Rahayu et al. (2018) conducted a study to find put the illocutionary act types and the context underlying the illocutionary act of the main characters in the movie. The results revealed that there were also four types of illocutionary act found in the movie namely representative, directive, commisive, and expressive. Meanwhile, there were several aspects underlying in the movie, such as setting, participants, ends, act, sequence, key, instrumentalities, and genre.

Regarding the previous studies above, the data were mostly from novels, movie script, and classroom interaction. Meanwhile, the studies about illocutionary and perlocutionary acts within YouTubers' language are still very rarely analyzed in the pragmatics fields. Moreover, from all of the previous studies, there is no significant classification to categorize the perlocutionary effects performed by the hearers whereas the effects could be performed in various ways. Seeing the facts and the gap from the previous studies, the researcher was interested to analyze the illocutionary and the perlocutionary acts within a YouTubers' language. The present study was conducted to analyze the illocutionary act types performed by the YouTuber and the perlocutionary effects performed by the hearers from two different videos. The present study employed an illocutionary act theory from Searle who categorizes the illocutionary acts into representative, directive, commisive, expressive, and declaration. Meanwhile, a theory of perlocutionary act from Gu was used which has a clear classification namely motor reflexive response, emotive response, cognitive response, negative response, verbal response, and physical response.

**Research Methodology**

According to Kamajaya et al. (2017), descriptive qualitative research deals with the application of a deep explanation in analyzing the data. Meanwhile, Prakarsa (2017) adds that the information in a qualitative research is not in numerical form. Therefore, this research employed a descriptive qualitative design because the data were deeply analyzed and explained without dealing with numerical. Hancock (as cited in Oktadistio et al., 2018), states that a social phenomenon is closely related to the qualitative research. Therefore, this research was attempted to describe the social phenomenon of speech acts from YouTuber's language in her YouTub videos. The subjects of this video were acquired from two of the most viewed videos from Niana Guerrero's YouTube channel uploaded from May 2019-August 2019. The dance, tutorial, and prank videos were excluded because they were assumed to have less required data. The details of the videos are as follow.

**Tabel 1.** Niana Guerreo's Videos Details

| No | Video Title | Upload Time | Video Duration | Link |
|---|---|---|---|---|
| 1. | RECREATING OUR OLD PHOTOS!! (Hilarious!!) | August 17, 2019 | 13:01 | https://youtu.be/rT5uBKEvsvE |
| 2. | EXTREME RIDES NO REACTION CHALLENGE! (Passed out!) | May 11, 2019 | 18:16 | https://youtu.be/Wx4eMqF3CrE |

According to Rahayu et al. (2018), the researcher is the key instrument in qualitative. Therefore, the researcher used herself as the main research instrument. There were also 2 datasheets as the secondary instrument of this research. The first datasheet was used to collect the illocutionary act types performed by Niana Guerrero in her YouTube videos following Searle's theory and the second datasheet was used to record the perlocutionary effects performed by the hearers in Niana Guerrero's YouTube videos following Gu's theory.

There were some processes applied to collect the data of this research. After listing all videos uploaded from May 2019-August 2019, two videos were selected excluding the videos of prank, dance cover, and tutorial because they were assumed to have less or no required data. After the video had been

collected from YouTube, the videos were watched several times to ease the researcher in transcribing the videos since there were no available transcription for each video.

According to Miles and Huberman (as cited in Rahayu et al., 2018), there are three procedures of data analysis in qualitative research namely data reduction, data display, and data conclusion. In data reduction, the researcher took some notes to classify the data and discard the data which did not answer the research questions. In data display, the data of the illocutionary act types by Searle's theory and the perlocutionary effects by Gu's theory that have been analyzed were presented in paragraph narratively. After reducing and presenting the data, the conclusion from the overall data was drawn which explained the previous discussion based on the research questions.

**Findings and Discussion**

**Findings**

**1.** **The Illocutionary Act Types Performed by Niana Guerrero in her YouTube Videos**

The first objective of this research is to find out the illocutionary act types performed by Niana Guerrero in her YouTube videos. From Niana Guerrero's YouTube videos, there were four of the illocutionary act types performed by Niana Guerrero namely representative, directive, commisive, and expressive. The data of illocutionary act are summarized in Table 2 below.

**Tabel 2.** The Illocutionary Act Types Performed by Niana Guerrero in her YouTube Videos

| No | Video Title | Number of Data | Illocutionary Act Type by Searle | | | | |
|----|-------------|----------------|-----|-----|-----|-----|-----|
| | | | Rep | Dir | Com | Exp | Dec |
| 1. | RECREATING OUR OLD PHOTO!! (Hilarious!) | 33 | √ | √ | - | √ | - |
| 2. | EXTREME RIDES NO REACTION CHALLENGE! (Passed out!) | 68 | √ | √ | √ | √ | - |

Note:

|        |                   |     |                 |
|--------|-------------------|-----|-----------------|
| Rep    | : Representatives  | Exp | : Expressives   |
| Dir    | : Directives       | Dec | : Declaration   |
| Com    | : Commissives      |     |                 |

Table 2 shows 33 data containing 3 types of illocutionary act in the first video namely representative, directive, and expressive, and 68 data containing 4 types of illocutionary act in the second video namely representative, directive, commisive, and expressive. Additionally, the different number of data between the first video and the second video happened because of the different number of the interactional conversations in both videos. Moreover, the numbers of the illocutionary act data in both videos are more than the numbers of the utterances performed by Niana Guerrero because one utterance sometimes consist of more than one type of illocutionary act since one utterance may have multiple intentions. Furthermore, the illocutionary act types performed by Niana Guerrero (representative, directive, commisive, and expressive) in both videos are elaborated as follows.

1.      Representative/Assertive

Example:

> R      : Okay guys, now we're gonna try to copy the photo. Okay,
>           blanket, okay. 3, 2, 1. Let's do the shot, sleeping shot.
>           Okay guys, [ so= ]
> N      :                     [ I think ] we're done with the shot.
> R      : Let's go on with the next photo.

Representative is purposed to convey some states of affairs of the world from the speaker to the hearer, such as *stating, suggesting, claiming, describing, telling, asserting, informing,* etc. The example above belongs to representative because Niana seemed asserting the viewers of her video that she and Ranz had finished taking the photo that time. Niana said this utterance because she may also signal others that they would rumble another photo to be recreated since they had finished taking the previous photo.

2.      Directive

*Example:*

> N      : C'mon let's do this!
> X      : I am not a baby anymore.

Directive expresses what the speaker wants to the hearer. This type is purposed to get the hearer to do something for the speaker through *commanding, requesting, asking, praying, inviting,* etc. The example above belongs to directive because Niana seemed inviting her little sister named Natalia to recreate the photo. Niana said this utterance because Natalia kept refusing Ranz invitation to recreate the photo. Therefore, Niana tried to invite her as well in the hope that she would join to recreate the photo.

3.    Commisive

Example:

> R      : Okay guys, so the next ride that we're gonna ride is, Space
>           Shadow! Let's go! Space Shadow.
> N      : <u>I'm not, I'm not doing this.</u>
> R      : You are.
> N      : <u>No I'm not.</u>
> R      : You are.
> N      : <u>I'm not doing it.</u>
> R      : You are.
> N      : <u>I'm not doing it.</u>

Commisive tries to commit the speaker to the future actions through *promising, refusing, pledging*, etc. The example above belongs to commisive because Niana seemed refusing to try the extreme ride. Niana kept refusing even though Ranz kept insisting on her. Niana said these utterances because she felt so scared and she may think that she would not ready to try the ride. Meanwhile, this type was not performed in the first video. It might happen because Niana did not want to commit anything to the other hearers while doing the challenge of recreating the old photos.

4.    Expressive

Example:

> N      : You were really, bangs there. (LAUGH). Oh my God,
>           you're the old Ranz Kyle! <u>Kuya Gab, old Ranz Kyle.</u>
>           (LAUGH). <u>Old</u> Ranz Kyle. (LAUGH). <u>Oh my God,</u>
>           <u>you're back, welcome home dude!</u>
> R      : What you mean?!
> N      : <u>Welcome home! Yo, you're- you're back!</u>

Expressive states the speaker's psychological feelings, such as to *thank, to apologize, to greet, to mock, to praise,* etc. This example belongs to expressive because Niana seemed mocking Ranz because his hair looked like

the old version of him. Niana mocked that she could not find Ranz for years and finally, she found him with the same look. Niana also mocked Ranz that she was happy to welcome someone she had been looking for years.

**2.     The Perlocutionary Effects performed by The Hearers in Niana Guerrero's YouTube Videos**

The second objective of this research is to find out the perlocutionary effects performed by the hearers in Niana Guerrero's YouTube videos. From Niana Guerrero's YouTube videos, there were six types of perlocutionary effect performed by the hearers namely motor reflexive response, emotive response, cognitive response, negative response, verbal response, and physical response. The data of perlocutionary effects are summarized in Table 3 below.

**Tabel 3.** The Perlocutionary Effect Performed by The Hearers in Niana Guerrero's YouTube Videos

| No | Video Title | Number of Data | Perlocutionary Effect by Gu | | | | | |
|---|---|---|---|---|---|---|---|---|
| | | | MRR | ER | CR | NR | VR | PR |
| 1. | RECREATING OUR OLD PHOTO!! (Hilarious!) | 37 | √ | √ | √ | √ | √ | √ |
| 2. | EXTREME RIDES NO REACTION CHALLENGE! (Passed out!) | 60 | √ | √ | - | √ | √ | √ |

Note:

MRR    : Motor Reflexive Response      NR      : Negative Response
ER      : Emotive Response                  VR      : Verbal Response
CR      : Cognitive Response                PR      : Physical Response

Table 3 shows 37 responses containing all types of perlocutionary effect in the first video namely motor reflexive response, expressive response, cognitive response, negative response, verbal response, and physical response, and 60 responses containing 5 types of perlocutionary effect in the second video namely motor reflexive response, emotive response, negative response, verbal response, and physical response. Moreover, the different number of data between the first video and the second video happened because the different number of the interactional conversations in both videos. Additionaly,

the numbers of the perlocutionary effect data in both videos are more than the numbers of the utterances in both videos because one utterance sometimes affects the hearers to perform more than one type of perlocutionary effect. Furthermore, the perlocutionary effects performed by the hearers (motor reflexive response, emotive response, cognitive response, negative response, verbal response, and physical response) in both videos are elaborated as follows.

1.     Motor Reflexive Response

Example:

> R      : Yeah, subscribe right now, but yeah let's continue last one
>
>         photo [ to jumble! ]
> N      :        [ Let's go ] jumble the photo! 1, 2, 3, go! Sshhoo! Ddu-ddu-ddu-ddu-ddu-ddu-ddu-ddu-ddu-ddu-ddu-ddu-ddu-ddu.
> R & N  : Sshoo!

Motor reflexive response is the hearer's unconscious response towards the speaker's utterance. The example above belongs to motor reflexive response because Ranz responded by reflexively pulling back Niana to stop her from walking away because he seemed planning to rumble the last photo at the street in front of their house. Niana was stopped because she seemed going to the front yard to rumble the last photo there. After being pulled by Ranz, Niana did not go to the front yard and they finally rumbled the photo at the street in front of their house.

2.     Emotive Response

Example:

> N      : You were really, bangs there. (LAUGH). Oh my God, you're the old Ranz Kyle! Kuya Gab, old Ranz Kyle. (LAUGH). *Old* Ranz Kyle. (LAUGH). Oh my God, you're back, welcome home dude!
> R      : What you mean?!
> N      : Welcome home! Yo, you're- you're back!

Emotive response is an emotive message after the hearer processing the utterance by the speaker. The example above belongs to emotive response because Ranz responded by showing his confusing expression after Niana mocked him because she felt someone that she had been missing was finally coming back home. Ranz showed his confusing expression because he might

not understand what Niana was talking about. He confused because he may think that his look was not as close as the old photo like what Niana said.

3.      Cognitive Response

Example:

> N      : <u>Go!</u>
> R      : I have one minute.

Cognitive response deals with the hearer's processing and evaluating the utterance by the speaker to form attitudes and positions. The example above belongs to cognitive response because Ranz responded by thinking while saying that he had one minute to transform his look after being commanded by Niana. Ranz performed this effect because he processed Niana's command and evaluated her utterance that he had one minute and the time started as Niana command him to go. Also, he seemed evaluating that what should he use to transform his look in one minute. Meanwhile, this type was not performed in the second video. It might happen because they were in a theme park with many extreme rides to try as the challenge so they may not concentrate to evaluate and process the speaker's utterance in that place.

4.      Negative Response

Example:

> N      : Old Ranz Kyle. (LAUGH). *Old* Ranz Kyle. (LAUGH).
>          <u>Oh my God, you're back, welcome home dude!</u>
> R      : What you mean?!

Negative response happens after the hearers being insisted by certain conditions to stop them doing the present action. The example above belongs to negative response because Ranz responded by stopping to fix up his hair because he probably wanted to see Niana's expression while she mocked and pushed Ranz because she felt someone that she had been missing was finally coming back home. Besides, he seemed that he did not understand what Niana was talking about because he may think that his look was not as close as the old photo like what Niana said.

5.      Verbal Response

Example:

> N      : <u>Why</u> [ <u>me?</u> ]
> R      :        [ Ddu-ddu-ddu-ddu! ]

Verbal response happens when the hearer responds by producing any utterance or verbal sound. The example above belongs to verbal response because Ranz responded by producing verbal sound to joke Niana because the photo showed that Niana was holding her little sister when she was a baby. Ranz may want to express that he was happy because he did not have to recreate the photo anymore. Ranz may also produce the sound because the photo was hilarious for him.

6.      Physical Response

Example:

> N      : <u>Why</u> [ <u>me?</u> ]
> R      :        [ Ddu-ddu-ddu-ddu! ]

Physical response deals with the hearer's conscious physical action towards the speaker's utterance. The example above belongs to physical response because Ranz responded by physically looking at the photo on the phone after Niana questioned why only her appeared in the photo. Ranz looked at the photo one more time because he may want to see the hilarious photo again before describing the detail of the photo that appeared on the phone.

**Discussion**

The first objective of this research is aimed at finding the illocutionary act types performed by Niana Guerrero in her YouTube videos. There were four types of illocutionary act performed namely representative, directive, commisive, and expressive. Representative type was used during the challenge because Niana seemed sharing the facts through telling, informing, convincing, asserting, reminding, predicting, stating, and questioning other hearers. In order to make the challenge running fairly, the directive type was probably used because Niana's intentions could be fulfilled through commanding, inviting, requesting, asking, advising, or insisting on other hearers. Besides, commisive type was used because Niana seemed telling other hearers about what she would do through committing, promising, or what she would not do through refusing. Meanwhile, the expressive type was used because she probably wanted to express her feelings since both videos were about fun and challenging videos.

This finding is in line with the previous study from Rahayu et al. (2018) which was aimed at finding the illocutionary act types performed by the main characters' in a movie. The present study was also aimed at finding the illocutionary act types performed by Niana in her YouTube videos. In the previous study, the speaker performed the representative type through stating and informing. Similarly, Niana performed the representative type through informing, telling, convincing, etc. The directive type was performed in the previous study through commanding, requesting, questioning, inviting, and forbidding, and Niana also performed this type through commanding, inviting, insisting, etc. The speaker performed the commisive type through promising, while Niana also performed the commisive type through promising, committing, and refusing. Expressive type was performed in the previous study through praising, thanking, and disliking, and Niana also expressed her feelings through this type. In other words, the speakers in the previous study and Niana in the present study have similar intentions to perform the illocutionary act types.

The result revealed that the commisive type only occured in the second video. Commisive is an act that expresses the speaker's intention for future action. Since this type was not found in the first video, it can be assumed that Niana did not want to commit anything to the participants in the video while doing the challenge. Declaration type was also not performed by Niana Guerrero but in both videos. It might happen because she seemed considering to have an equal status or level with the other hearers even though most hearers were older than her. Since the videos were in informal situation and Niana wanted to entertain her viewers, she probably did not have any institutional role with any appropriate context to change the status or situation of an object through declaring.

This finding is in line with the previous study from Prakarsa (2018) who aimed at finding the illocutionary act types in a movie. Similarly, the present study was also aimed at finding the illocutionary act types on YouTube videos. The results of the previous study revealed that the declaration type was not performed. It might happen because the context of the movie was inappropriate for the declaration type to be performed. That is to say, the character did not have power to cause a situation happened by performing

any declarative utterances. Also, the declaration type was not performed in the present study. It might also happen because Niana's videos were set up with informal context and they were purposed to entertain the viewers of her YouTube videos. Therefore Niana did not have any authority within an appropriate context to declare a thing. In other words, both the previous study and the present study have the similar reasons of why the declaration type was not performed.

Meanwhile, this finding is contrast with the previous studies from Nadeak et al. (2017) who found the declaration type in their study. This previous study was aimed at finding the illocutionary act types in the main character's utterances from a movie script. The declaration type might occur in the previous study because the speaker's status (a police officer) was higher than the other hearers so the speaker had the power to perform the declaration type within certain context to cause immediate change. Similarly, the previous study from Tanjung (2019) also found the declaration type in the study. This previous study was aimed at finding the illocutionary act types used by the fantasy-movie characters. The declaration type might occur in this previous study because the hearer's status (prisoner) was lower than the speaker so the hearer had to obey the speaker's declarative utterances. Meanwhile, the declaration type was not performed by Niana in the present study. The present study was aimed at finding the illocutionary act types employed in YouTube videos. It might happen because Niana seemed considering herself to have an equal status or level with other hearers. In other words, Niana did not have any power to change a situation through declaring since she wanted to entertain the viewers and her videos were in informal conversations That is to say, the different contexts between the previous studies and the present study possibly influenced the declaration type performed by the speakers.

The second objective of this research is to find out the perlocutionary effects performed by the hearers in Niana's YouTube videos. There were all of the six types of perlocutionary effect performed namely motor reflexive response, emotive response, cognitive response, negative response, verbal response, and physical response. Motor reflexive response was probably performed because the hearers may want to give a quick or an unconscious

response towards Niana's utterance. Since the situations in both videos were fun and challenging, the hearers probably expressed their feelings through emotive response. Besides, cognitive response was performed because the hearer seemed processing and evaluating Niana's utterance to form an attitude. Negative response was probably performed by the hearers after being insisted by certain conditions that made them stopped doing the present actions. Verbal response was performed because the hearers probably wanted to respond by saying something to Niana. Lastly, the physical response was probably performed because the hearers probably wanted to do a conscious action towards Niana's utterance.

This finding is in contrast with the previous study from Kamajaya et al. (2017). The previous study was aimed at finding the perlocutionary acts that occurred in the movie script by using theory from Attardo. However, the perlocutionary effect data were not classified into certain categorizations. Similarly, the previous study from  Nurhayati & Yuwartatik (2016) also did not classify the hearers' responses into a clear perlocutionary effects categorization. Meanwhile, the present study was aimed at finding the perlocutionary effects performed by the hearers in Niana Guerrero's YouTube videos by using the theory from Gu. Apparently, the perlocutionary effects in the previous studies only described directly and narratively in each explanation of illocutionary act examples. It might happen since the data of the first previous study were taken from a movie script and the data from of the second previous study were taken from a novel in which both of them were in the form of written materials. Therefore, it can be assumed that the previous researchers could not see the direct effect of the hearers. Meanwhile, the perlocutionary effects in the present study were classified into several categorizations and were clearly described. Each effect was analyzed relying on the theory and the hearers' responses that could be seen from their gestures, mimics, or verbal effect that appears on the screen.

The results revealed that cognitive response was only performed in the first video. Cognitive response occurs after the hearer processes the speaker's utterance and evaluates it to perform an attitude and position. It can be assumed that the hearers may not concentrate to evaluate and process the

speaker's utterance since they were in a theme park with many extreme rides to try. Moreover, they may have no time to perform this type since they were excited and scared of the rides that they tried.

All this research findings revealed that the number of the illocutionary act types were more than the number of the listed utterances. It might happen because one utterance may have multiple intentions so it contained more than one type of illocutionary act. Also, the number of the perlocutionary effects were more than the number of the listed utterances. It might happen because one utterance may affect the hearers to perform more than one response so they performed more than one perlocutionary effects. This is in line with the study from Tutuarima et al. (2018). This previous study was also attempted to find out the speech acts used in a movie. The results of this previous research showed that the number of illocutionary act types (99 data) were higher than the number of the listed utterance (37 utterances). It might happen because the speakers were assumed to deliver different meanings to the hearers. In other words, the speakers had various ways to deliver their meaning by performing different meanings to the hearers.

**Conclusion and Suggestion**

**Conclusion**

From the research results and discussion, there were several conclusions that can be concluded regarding the research problems. Firstly, there were four types of illocutionary act performed by Niana Guerrero in her YouTube videos namely representative, directive, commisive, and expressive. Therefore, each illocutionary act type in an utterance represents Niana's intention and Niana had various ways to deliver her intentions. Secondly, there were six types perlocutionary effect performed by the hearers in Niana Guerrero's YouTube videos namely motor reflexive response, emotive response, cognitive response, negative response, verbal response, and physical response. Therefore, each perlocutionary effect represents the hearers' responses towards the Niana's utterances and the hearers had various ways to fulfill Niana's intentions.

The communicative effects were achieved through speech acts because the videos were covered up with highly interactive, joyful, and

interesting situation that made the viewers kept subscribing and viewing Niana Guerrero's YouTube videos. However, the speech act studies about languages used by YouTubers are still rarely analyzed so that related references are quite difficult to obtain. Whereas, YouTube gives many benefits for those who are interested in speech acts fields. Moreover, YouTube can be used for learning resources for teachers to practice the students' English skills through classroom activities.

## Suggestion

This study was limited in analyzing the illocutionary and perlocutionary acts on YouTube videos employed by Niana Guerrero. Other researchers may be able to conduct further about YouTuber's languages since they are still very rarely analyzed and about the communivative effects caused by the illocutionary and perlocutionary acts. The researcher believes that the findings of this research provide examples and clear explanation about illocutionary and perlocutionary act so that language learners may be able to use it as learning references. Besides, English teachers are suggested to use YouTube as learning resources for classroom activities since YouTube provides authentic materials to develop the students' English skills.

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