

Analysis of Illocutionary Speech Acts in the "Independent Curriculum" Playlist on the Learning Friends Channel

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Abstract

The research entitled *Analysis of Illocutionary Speech Acts in the "Independence Curriculum" Playlist in the Friends of Learners Channel* is motivated by the presence of interesting words to analyze and aims to describe illocutionary speech acts in speakers' speeches. This research is to explain illocutionary speech acts in the "Independence Curriculum" playlist on the Friends of Learners channel. This study uses a qualitative description method, the data source is from the "Independence Curriculum" playlist on the Friends of Learners Channel on YouTube social media. The data in this study are speech transcripts in the form of sentences or paragraphs indicating the existence of illocutionary speech acts in the "Independence Curriculum" playlist on the Friends of Learners Channel. The data collection technique is the listening and note-taking technique. The results showed that there were various types of illocutionary speech acts. Based on the results of research on illocutionary speech acts in the "Independence Curriculum" playlist on the Friends of Learners Channel, 15 illocutionary speech acts were found which included: 3 assertive speech acts, 3 declarative speech acts, 3 directive speech acts, 4 commissive speech acts, 2 expressive speech acts. The benefit of this research is that we can find out speech acts and as a reference in language in society.

Keywords: analysis; speech acts; illocutionary; independent curriculum; pragmatic

INTRODUCTION

Language is a means of communication, because through language every human being can live in society or be social. This means that humans are free to communicate with anyone they are talking to and are free to express ideas and thoughts that are in their minds. Language is used by humans as a tool that has the function of conveying messages from speakers to interlocutors. Every person has a different way of conveying their meaning or objectives. Human speech or utterances are produced for certain reasons or purposes. So, it is easier for us to understand the meaning of speech made by humans. Of the various languages that can be used to communicate, there are two types of communication that we often encounter; namely spoken and written language (Sartika, 2014).

Pragmatics is a branch of linguistics that studies language in human life with its various abilities, situations, circumstances and limitations. According to Wekke in (Wulandari & Utomo, 2021) argue that pragmatics is a scientific discipline that uses language in relation to speakers who explain the boundaries in this field. So, pragmatics can be interpreted as a study that explains something about how language is used when communicating. One element of pragmatics is speech. Speech contains the meaning of something that will give rise to an involved relationship between the speaker and the speech partner. Leech also explains pragmatics as a science that studies the meaning of utterances, namely what the utterance is for, asking the meaning of someone's utterance, the meaning of a speech act and connecting meaning with who , where, when and how.

A speech in which there is action is called a speech act. In the speaker's utterance or utterance, there is action in it. By saying something, the speaker has a purpose or goal that he wants to achieve. Speech act theory is a more extensive theory examine sentence structure. And something that is expressed is the meaning or intention of the sentence. Utterances or speech acts are entity ids that are main in pragmatics. Speech acts are divided into two , namely, the speaker's intention to influence his interlocutor to do something (Hapsari et al., 2016) . Speech acts are expressions of action that use words as a means of conveying them (Faroh & Utomo, 2020) .

Yule in (Hajija et al., 2017) said that when communicating of course there is a speech act. Speech acts are part of the study of pragmatics. A speech act is an action expressed through speech. Illocutionary speech acts are utterances or utterances that are intended to act, so that the speaker not only intends to speak but also acts. In the study of pragmatics there are many terms such as locution, perlocution, illocution, and so on. Speech acts also have a number of criteria, one of which is illocutionary speech acts, which will be discussed further in this article. Illocutionary speech acts, apart from being a statement of information, illocutionary speech also intends an action. The conveyance of illocutionary intent is not stated directly and clearly, so that in illocutionary speech acts, the context and relationship between the speaker and the speech partner really need to be taken into account in identifying the speaker's intent.

The theory used in this research is illocutionary speech acts. This is because speech acts are closely related to the learning process. In the learning process there is a relationship between the speaker and the listener which serves the purpose of speaking according to the context in

which it occurs. Searle in (Tutut Ayu Dwijayanti, 2019) illocutionary acts are classified into five types of speech forms, namely 1) Non-representative speech acts, 2) Expressive speech acts, 3) Directive speech acts, 4) 5) Declaratory speech acts, namely speech in which the speaker connects expression with the reality of what happened. For example, to show, punish, name, decide, etc. When a speaker speaks to an interlocutor, the speaker must have meaning and purpose so that his speech has a function.

Deep leech (Rahmaniah, 2018) categorizes the function of illocutionary speech acts into four, namely 1) Competitive (competing) competitive function is an impolite utterance for a speech purpose that competes with a social purpose. Competitive goals are basically unethical goals, 2) Fun (Convivial) The fun function is polite speech. This illocutionary goal coincides with or is parallel to the social goal. In this function, politeness is a more positive way to show respect, looking for opportunities to do good, 3) Collaborative. The function of working together is speech without politeness because politeness is irrelevant. The illocutionary goal does not involve a social goal. Examples: description, report, announcement, teaching. 4) Contradictory (Conflictive) A contradictory character is speech that does not contain elements of politeness. This function is on basically intended to cause problems. This illocutionary target conflicts with social goals .

The definition of curriculum can be divided into such that, curriculum is narrow in meaning on a series of subjects that students must take to complete their education at a particular educational institution, while curriculum broadly means all the learning experiences that a school provides to students when they complete a certain level of education (Jeflin, 2020) . According to Alexander Inglis, in his book Principle of Secondary Education (1918) in (Elisa, 2013) said that the curriculum has several functions, namely the function of adaptation, integration, separation, preparation, selection and diagnostic function. According to Harrick in (Bahri, 2017) , the curriculum originates from three things, namely knowledge (the source conveyed to students), secondly, society (the source of the curriculum in schools), and finally, individuals (who are educated as a source of curriculum aimed at helping maximum student development.

There are several reasons researchers choose speech acts as study material. First, basically, to make it easier to understand speech acts, you need to first understand illocutionary speech acts. Because illocutionary speech acts are the main part of understanding the types of speech acts. Second, studies on speech acts have actually been carried out by many previous

researchers. There are several studies that are relevant to this research. For example, research (Rahma, 2018) which examines " Illocutionary Speech Acts in the Dialogue of the Animated Film Achieving Dreams " , then research conducted by (Wahyuni et al., 2018) studied " Illocutionary Speech Acts in Islamic Account Captions on Instagram ", further research studied by (Arrias et al., 2019) about " Illocutionary Speech Acts of Traders at Butung Market Makassar " , and finally research conducted by (Amalia, 2019) namely " Illocutionary Speech Acts in the Instagram Account @DAGELAN ". From several of these studies, there are similarities and differences with the research conducted. The similarity is that the reference research has the same pragmatic study, namely focusing on illocutionary speech acts. In several studies that have been carried out by previous researchers, studies on directive illocutionary speech acts have been found the most and can be said to be more dominant than other speech acts. Meanwhile, the difference lies in the data source used. Third, in previous research the objects of study were direct speech, film dialogue and captions on Instagram accounts. Therefore, the researcher tried something different by making the YouTube video playlist "Kurikulum Merdeka" on the Friends of Learners channel as the object of his study. In connection with this study, the researcher will examine five types of illocutionary speech acts consisting of representative/assertive, declarative/isbati, directive, commissive, and expressive/evaluative speech acts contained in the "Free Curriculum" playlist on the Learner's Friends channel.

Many researchers carry out illocutionary analysis which can then be used as a reference by writers. This is because several studies are considered relevant before, for example (Rahma, 2018) analyzing " Illocutionary Speech Acts in the dialogue of the animated film Reaching Dreams " , and (Arrias et al., 2019) analyzed " Illocutionary Speech Acts of traders at the Butung market in Makassar " . And also (Faroh & Utomo, 2020) who analyzed " Locutionary Speech Acts in V log q &a Session 3 on Sherly Annavita Rahmi 's YouTube Channel " . This reference research has the same pragmatic study, namely focusing on illocutionary speech acts. However, this has not been found in previous research illocutionary studies which analyzes utterances in a video of conversation and narrative between speakers and interlocutors in the educational realm . And which contains material and complex learning strategies regarding the independent curriculum. Namely in the "Independent Curriculum" playlist on the Learner's Friends channel. This is of course interesting and relevant to serve as new research in the analysis of illocutionary speech acts in pragmatic studies.

The benefit of this research is that it makes it easier for readers to understand and know the various types of illocutionary speech acts . Speech act statements contained in the world of education, digital or social life. Research carried out by researchers can expand and increase knowledge about illocutionary speech acts.

RESEARCH METHODS

Researchers in this study used a pragmatic approach. The pragmatic approach is an approach that aims to determine the meaning of the utterance expressed by the speaker in order to obtain clear information related to the context of the utterance. (Arrias et al., 2019) . This research also uses qualitative descriptive methods. The qualitative descriptive method is a research method that is a literature study and is presented descriptively regarding illocutionary speech acts in the "Free Curriculum" playlist on the Friends of Learners channel. According to (National & Unpam, 2022) The aim of using qualitative descriptive techniques is to describe the data to be analyzed clearly and easily understood. The researcher has the desire to explain the meaning or purpose of the speech acts conveyed in the "Free Curriculum" playlist on the Learner's Friends channel .

In this research, the researcher focused on the speech acts contained in the "Free Curriculum" playlist on the Friends of Learners channel which contained illocutionary speech acts. Researchers used data from various forms contained in learning videos on this channel , such as snippets of sentences, paragraphs, and speeches contained in the "Free Curriculum" playlist on the Friends of Learners channel. The data in this research comes from illocutionary speech acts contained in the speech acts of the "Free Curriculum" playlist on the Friends of Learners channel. The data source used in this research is speech from speakers, namely on the "Free Curriculum" playlist on the Friends of Learners channel.

In this research, The technique used by the author is technical listening , and note-taking techniques as the data collection process. Next, the researcher used the proficient free-involved listening method, which means the researcher was a language observer who identified illocutionary speech acts contained in the "Free Curriculum" playlist on the Learner's Friend channel. The technique used in this research went through several stages, namely the researcher watched the video contained in the "Free Curriculum" playlist on the Friends of Learners channel. After listening carefully, the researcher recorded every utterance contained in the narrative or conversation between the speaker and the speech partner. It has been found that

several types of illocutionary utterances were conveyed by speakers in the videos. After the researcher records all the utterances that contain illocutionary speech acts, the researcher will then classify these utterances into types of illocutionary speech acts. Types of illocutionary speech acts such as non-representative speech acts, expressive speech acts, directive speech acts, commissive speech acts, declarative speech acts.

The steps for analyzing the "Merdeka Curriculum" playlist on the Friends of Learners channel, namely the researcher analyzed various utterances containing illocutionary speech acts contained in the "Kurikulum Merdeka" playlist on the Friends of Learners channel. The next step, the researcher develops the materials obtained that are appropriate to the illocutionary speech act. For the final step, the researcher linked all the results of the researcher's findings to previous research so that the more accurate the data used was .

RESULTS AND DISCUSSION

The results of this research are in the form of an analysis of illocutionary speech acts in the "Free Curriculum" playlist on the Learner's Friend Channel. These illocutionary speech acts will later be classified into five types of speech forms, namely assertive, declarative, directive, commissive and expressive . According to (VJ Caiozzo, F. Haddad, S. Lee, M. Baker et al., 2019) suggests that illocutionary speech acts are divided into five, including those mentioned above. According to Shibatani, in (Mahpuji Arianto, 2015) an assertive speech act is an act of stating, expressing an opinion, assuming, predicting. Declarative in (Muhammad Aris, 2014) is the act of creating status, circumstances. And the forms include deciding, canceling, prohibiting, permitting, dismissing, convicting (ELI HIDAYAT, 2014) . The directive in (Setiyani, 2020) aims at telling the interlocutor to do something. According to Paina in (Andrasari et al., 2015) commissive speech acts aim to bind the speaker to carry out something. Expressive speech acts in (Rahmaniah, 2018) mean speech acts carried out with the intention that the speech is interpreted as an evaluation of the thing mentioned. in speech. Meanwhile, according to Searle in (Imaniar, 2013) expressive actions are actions that involve emotions and attitudes, for example apologies, thanks, congratulations, praise, condolences, sarcasm and others.

The data in this research comes from the "Independent Curriculum" playlist on the Learner's Friends Channel . From the results of the analysis, researchers found several speech data which were included in illocutionary speech acts. There were 15 data on illocutionary

speech acts which included: 1 assertive speech act showing, 1 assertive speech act asking, 1 assertive speech act expressing an opinion, 1 declarative speech act apologizing, 1 declarative speech act inviting, 1 declarative speech act urging, 1 act directive speech act ordered, 1 directive speech act recommended, 1 directive speech act prohibited, 4 commissive speech acts offered, 1 expressive speech act thanked, and 1 expressive speech act flattered.

The results and discussion in this research are related to research conducted by (Wahyuni et al., 2018) discussing the forms of illocutionary speech acts in *Islamic account captions on Instagram* which include assertive, directive, expressive and declaration illocutionary speech acts. The aspects studied in this research have similarities with this research, namely focusing on illocutionary speech acts. However, the object of study used is different from research (Wahyuni et al., 2018) which analyzed the form and function of illocutionary speech acts in "*Islamic account captions on Instagram*". This is different from this research which applies analysis of the form and function of illocutionary speech acts to the "Independent Curriculum" playlist on the Learner's Friends Channel. Apart from that, there are differences in analysis, namely the author discusses the forms of illocutionary speech acts which include assertive, declarative, directive, commissive and expressive. Meanwhile, research (Wahyuni et al., 2018) discusses the forms of illocutionary speech acts in the form of assertive, directive, expressive and declaration. However, it does not discuss commissive illocutionary speech acts.

Based on studies carried out by researchers and confirmed by research (Amalia, 2019) which reveals that speech in illocutionary speech acts contains a certain purpose, which is related to the speech partner, the time and place where the speech occurs. Therefore, the speech act is called *the act of doing something*, which means that the speech act intends to move the speech partner to carry out a certain action that refers to the speaker's intentions. Based on this, the analysis that has been obtained can be described as follows.

Analysis of Assertive or Representative Illocutionary Speech Acts Used by Muhammad Fathurrohman in the Video "Confused about Scheduling Projects to Strengthen Pancasila Student Profiles"

An assertive or representative illocutionary speech act is a speech act that binds the speaker to the truth of what he says. The results and discussion in the analysis of assertive illocutionary speech acts are related to research conducted by (Hapsari et al., 2016) which discusses answering speech in the novel *Pride and Prejudice (PAP)* and its two translated versions which

represent assertive or representative illocutionary speech acts. In this research, the researcher only focused on one form of illocutionary speech act, namely the assertive speech act of *answering*. Yule in (Hapsari et al., 2016) states that assertive speech acts are speech acts that are intended by the speaker so that his speech partner knows and believes that something he is saying is a fact. Based on these findings, the analysis of assertive or representative illocutionary speech acts in the video *"Confused about Scheduling the Project to Strengthen Pancasila Student Profiles"* that we have obtained can be described as follows.

(a) *"The structure of the independent curriculum consists of intracurricular and extracurricular".*

Fragment of the speech above on the learner's friend channel. "Confused about Scheduling the Project to Strengthen the Profile of Pancasila Students" is a form of finding of an assertive illocutionary speech act that shows. Because, explaining the structure of the independent curriculum aims to convince the interlocutors to believe in the structure of the independent curriculum that has been conveyed by the speakers.

(b) *"How do I schedule or create a P5 schedule in the guidebook?"*

Fragment of the speech above on the learner's friend channel. "Confused about Scheduling the Project to Strengthen Pancasila Student Profiles" is a form of finding of the assertive illocutionary speech act of questions. Because this utterance is a problem experienced by the interlocutor, it is still a matter of discussion.

(c) *"There are two types of P5 schedule, namely the regular model and the blog model"*

Fragment of the speech above on the Learner's Friend channel. "Confused about Scheduling Projects to Strengthen Pancasila Student Profiles." Upon a question from the interlocutor, M. Fathurohman expressed his opinion regarding the question "How to schedule or make a P5 schedule in the guidebook". Therefore, the researcher concluded that the fragment of speech delivered by Muhammad Fathurrahman was an assertive illocutionary statement expressing an opinion.

Analysis of Declarative Illocutionary Speech Acts Used by Muhammad Fathurrahman in the Video "Still Confused About the Merdeka Curriculum Watch the Talk Show"

Declarative speech acts are illocutionary speech acts that result in a correspondence between the content of the proposition and reality. (ELI HIDAYAT, 2014) in his journal entitled "*Declarative Speech Acts in Sundanese Friday Sermon Discourse at the Baiturrahman Mosque, Bener Village, Majenang District, Cilacap Regency*". According to Searle in (ELI HIDAYAT, 2014) revealed that the realization of the form or form of declarative illocutionary speech acts is classified into five, namely utterances of deciding, forbidding, allow, cancel, and forgive. In every utterance, whether in dialogue or our everyday speech, it is possible to realize the form or form of declarative speech. In line with these findings, The researcher will describe the results of our research on declarative locutionary speech acts found in the video "Still Confused About the *Merdeka Curriculum Watch the Talk Show*" as follows.

- (a) *"We apologize because this question has not yet been answered. We haven't had time to discuss it either. Some of the questions asked by the audience"*

Fragment of the speech above on the learner's friend channel. "Still Confused About the Merdeka Curriculum Watch the Talk Show" delivered by Muhammad Fathurrahman is a form of declarative illocutionary speech of apology. Because the speaker apologizes to the interlocutor for questions that have not been discussed and have not been discussed either.

- (b) *"We hope that at another time, Mr. Fathur and his fellow teachers will also be able to convey important things that we both need here."*

Fragment of the speech above on the learner's friend channel. "Still Confused About the Merdeka Curriculum Watch the Talk Show" delivered by Muhammad Fathurrahman is a form of declarative illocutionary speech inviting. Because the speaker invites his speech partner to convey important things that we both need here .

- (c) *"In the future, all 200 or 300,000 schools in Indonesia from the initial level to high school and MA are required to join in to provide space for independence for students and teachers. Namely to follow the teaching and learning process"*

Fragment of the speech above on the learner's friend channel. "Still Confused About the Independent Curriculum Watch the Talk Show" delivered by Muhammad Fathurrahman is a

form of urgent declarative illocutionary speech. Because the speaker urges the interlocutor to oblige them to join in providing space for independence for students and teachers to participate in the teaching and learning process.

Analysis of Directive Illocutionary Speech Acts Used by Muhammad Fathurrahman in the Video "Implementation of the Independent Curriculum"

This discussion about illocutionary speech acts is based on research that we found in several journals or scientific articles, one of which discusses directive illocutionary speech acts. Act illocutionary directive is speech Which addressed by speaker For push listener do action Which mentioned in statement . In (Indahningrum et al., 2020) stated that a directive is a form of speech that has the function of stating an agreement or an offer. Based on these findings, the researcher describes the results of the analysis of directive illocutionary speech acts contained in the video *"Implementation of the Merdeka Mandiri Curriculum"* as follows.

(a) *"Where driving schools are obliged to fully implement the independent curriculum."*

"Well, those who go through the independent route (IKM Mandiri) must study the independent curriculum."

Fragment of the speech above on the learner's friend channel. "Implementation of the Independent Curriculum" delivered by Muhammad Faturahmman is a form of commanding directive illocutionary speech. Because the speaker orders the interlocutor to fully implement the independent curriculum and must study the independent curriculum independently.

(b) *"If it is necessary, you can call resource persons to hold training at the school."*

" There is a special page that we can access, namely the independent teaching platform."

"We can access this independent teaching platform via a laptop or desktop computer but can also be accessed via Android."

Fragment of the speech above on the learner's friend channel. "Implementation of the Merdeka Mandiri Curriculum" delivered by Muhammad Faturahmman is a form of recommendation directive illocutionary speech. Because the speaker recommends that the interlocutor invite the resource person to hold training at school, there is a special page that we

can access, namely the Merdeka Merdeka teaching platform and we can access it via a laptop or desktop computer but can also be accessed via Android.

(c) *"Remember to log in using a study account, don't use a regular Google account."*

Fragment of the speech above on the learner's friend channel. "Implementation of the Independent Curriculum" delivered by Muhammad Faturohmman is a form of prohibitive directive illocutionary speech. Because the speaker forbids the speaker from logging in using a study account, don't use a regular Google account.

Analysis of Commissive Illocutionary Speech Acts Used by Muhammad Fathurrahman in the Video "Implementation of formative and summative assessments in the curriculum"

In an article written by (Andrasari et al., 2015), Kridalaksana (1993) stated that commissive speech acts are illocutionary speech acts which in the utterance require the action to be carried out by the speaker. A commissive speech act is an illocutionary speech act in which the speaker is bound to an action that will occur in the future. Commissive speech acts have certain functions which can be named according to the purpose of communication. In commissive speech acts, each pattern or type of commissive speech act has a specific pragmatic purpose. According to I Dewa Putu Wijana (1996:2) in (Andrasari et al., 2015) revealed that at this pragmatic level, study is no longer just limited to meaning, but meaning is bound by a certain context. Therefore, based on these findings, in the discussion about commissive illocutionary speech acts, researchers will describe the results of the data about commissive speech acts that we found in the video *"Implementing formative and summative assessments in the curriculum"* as follows.

(a) *"So it is also permissible for formative assessments to be implemented at the beginning of lessons, in the middle of the semester, or at the beginning of the semester, or at the beginning of the school year."*

Fragment of the speech above on the learner's friend channel. "Implementation of formative and summative assessments in the curriculum". So, the researcher concludes that the speech fragment above is a commissive illocutionary "offering something". Because these utterances are utterances that contain elements or have the context of offering something. Namely,

formative assessments can be applied at various learning times. The offer can be at the beginning of learning, in the middle of the semester, at the beginning of the semester, or at the beginning of the school year.

- (b) *"Well, we can use daily assessments in formative assessments, or we can leave them, don't get hung up on terms."*

Fragment of the speech above on the learner's friend channel. "Implementation of formative and summative assessments in the curriculum". So, the researcher concludes that the speech fragment above is a commissive illocutionary "offering something". Because, that statement is speech that has the element or context of offering something. Namely related to daily assessments in formative assessments that can be applied or may be used. However, it's okay if it's not applied as long as it's not stuck with terms."

- (c) *"The term problem is that you can use daily assessments, you can use mid-semester assessments, you can also use final semester assessments."*

Fragment of the speech above on the learner's friend channel. "Implementation of formative and summative assessments in the curriculum". Researchers conclude that the speech fragment above is a commissive illocutionary "offering something". Because these utterances are utterances that contain elements or have the context of offering something. Namely, regarding the terms referred to in the daily assessment, a somative assessment may refer to the daily assessment of the mid-semester assessment or use the end-of-semester assessment.

- (d) *" Then, if we don't want to use the old terms, we can use somative assessment 1, somative assessment 2, somative assessment 3, or later at the end of the semester, use end of semester somative. And or for example, later in the middle of the semester, you may use the mid-semester assessment."*

Fragment of the speech above in the learner's friend's journal. "Implementation of formative and summative assessments in the curriculum". Researchers conclude that the speech fragment above is a commissive illocutionary "offering something". Because this utterance was spoken by the speaker, namely Muhammad Fathurrahman, as an utterance that had the element or context of offering something. Namely related to old terms that can be applied using any

language. Both somative assessment 1, somative assessment 2, assessment 3 according to the semester being taken.

Analysis of Expressive Illocutionary Speech Acts Used by Muhammad Fathurrahman in the Video "Still confused about the principles of formative and summative independent curriculum?"

Expressive or evaluative illocutionary speech acts are illocutionary speech acts that function to express the speaker's psychological attitude towards the situation implied in the illocutionary act, for example saying thank you, congratulating, apologizing, threatening or praising, and expressing condolences. In (Imaniar, 2013) suggests that the role or function of speech acts can emerge through a meaning that will be expressed or uttered, and is realized in several forms of sentences. Based on these findings, the researcher describes the results of the analysis of expressive or evaluative illocutionary speech acts contained in the video *"Still confused about the principles of formative and summative independent curriculum?"* as follows.

(a) *"Okay, thank you to Mr. Muhammad Fathurrahman S.Pd. as the resource person in today's webinar who delivered the material."*

Fragment of the speech above in the learner's friend's journal. *"Still confused about the principles of formative and summative independent curriculum?"* The researcher concludes that the fragment of speech above is an expressive illocutionary "saying thank you". Expressing gratitude by the talk show host at the Independent Curriculum webinar, and Muhammad Fathurrahman was the speaker.

(b) *"Okay, please give a cheerful upload, sir/madam. To our presenters today. You are welcome to give a hand re-action on the zoom feature that is available."*

Fragment of the speech above in the learner's friend's journal. *"Still confused about the principles of a formative and summative independent curriculum?"* The researcher concludes that the fragment of speech above is a "flattering" expressive illocution. Because the speech was uttered by the speaker, namely the presenter. As a speech that has a flattering element or context. Namely, it is related to the presenter who invited the audience to come together to

praise the talk show presenter, namely Muhammad Fathurrahman, by utilizing the zoom feature, namely applause re-action.

Research on speech acts was previously conducted by (Hani Nur Alifah et al., 2022) entitled "Analysis of Speech Acts in Indonesian Podcasts. You Have Graduated from Education, So What?" which examines assertive speech acts, directive speech acts, expressive speech acts, commissive speech acts. There is a difference between this research and previous research, namely using podcasts as the object and the speech acts being analyzed. Then research conducted by (Cahyani & Irma, 2021) entitled "Illocutionary Speech Acts in Buying and Selling at Karangpucung Market, Cilacap Regency" which analyzed illocutionary acts, the difference with this research is the object being analyzed.

Further research was also carried out by (Nadia Rahmania, Asnia Rahma Leniati, 2022) entitled "Analysis of Types of Speech Acts in the Short Film "Berubah (2017)" on the YouTube Cube Films Channel" which shows that the aim of the research is to understand the types -types of illocutionary speech acts in the short film Berubah (2017) on the Cube Films YouTube channel. This research method uses pragmatic analysis methods. Data was collected using the note-taking method. The results of this research can be concluded that there are types of speech acts in the short film Berubah (2017) on the Cube Films YouTube channel which include locutionary, illocutionary and perlocutionary speech acts. Apart from that, there is an explanation or explanation of illocutionary speech acts into speech acts that have assertive/representative, directive, declarative, commissive and expressive characteristics.

CONCLUSION

Based on the results of research and discussion about illocutionary speech acts in the "Independent Curriculum" playlist on the Learner's Friend Channel, it was found that there were fifteen data on illocutionary speech acts which included: one assertive speech act of showing, one assertive speech act of asking, one assertive speech act of expressing an opinion , one declarative speech act apologizes, one declarative speech act invites, one declarative speech act urges, one directive speech act orders, one directive speech act recommends, one directive speech act prohibits, four commissive speech acts offer, one expressive speech act says thank love, and a flattering expressive speech act. The type and function of illocutionary

speech acts that most dominate in the "Independent Curriculum" playlist are commissive speech acts with the pragmatic function of "offering"

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