CHAPTER I

INTRODUCTION

This chapter discusses the initial description related to expressive speech acts in one of the episodes in the *Hi-5* children's television program entitled *Hi-5 Super Food Love Season 16*. This chapter is divided into research background, problem formulation, research objectives, research significance, previous research, conceptual framework and definition of key terms.

1.1 Research Background

Speech acts play a role in effective communication and interaction between individuals. Through speech acts, speakers can convey various intentions, such as wishes, hopes, requests or feelings to the listener. This facilitates a clear and effective exchange of information because the listener can capture the intent that the speaker wants to convey. In the context of communication between children and adults, speech acts play an important role in understanding social actions, building and maintaining meaningful social relationships. Speech acts are not only used in communication, through speech acts, children and adults can engage in activities that enrich social interaction to encourage the development of social skills and form positive relationships (Cekaite, 2012, p. 1).

Speech acts are one of the focuses in pragmatics. According to Yule (1996, p. 3), pragmatics is a field of science that examines the meaning of speakers related to context. The listener must be able to infer the speaker's speech and meaning by interpreting it. The way speakers interact with listeners is also strongly influenced

by the context being discussed. In the development of pragmatics, children acquire communicative competence, namely learning how to use language, communicate, and understand others appropriately and effectively in various contexts and increasingly widespread social activities (Hymes, 1972, p. 269).

Speech acts describe how language is used in conveying communicative intentions, purposes, and effects that allow us to understand the complexity of social interaction through language, such as saying thank you, apologizing, congratulating, etc. The purpose of speech acts is to create social harmony. In addition to conveying the intent and purpose of a speech, we indirectly generate and maintain social harmony between speakers and listeners. The analysis of speech acts ensures that speakers or listeners have followed the rules that apply when communicating. The analysis will be more significant with children's speech acts because they learn to understand good communication rules, such as taking turns speaking, using polite words, acting friendly, and behaving in various situations. For example, when saying "please" when asking for something or "thank you" when receiving help.

Leech (1983, pp. 13–14) divides the speech act situation into 5 aspects: addressers or addresees (the person speaking & the person listening); the context if an utterance (background knowledge possessed by the speaker and the listener); the goals of an utterance, the utterance as a form of act or activity (speech acts); and the utterance as a product of a verbal act. In speech acts, word selection is also done to form sentences related to ongoing events or circumstances. This is done with the aim that the message conveyed can be properly understood by listeners so that it

reflects the actual situation. In addition, communication is effective and efficient to avoid misunderstandings. Examples of speech acts include greeting someone, congratulating, ordering, warning, advising, apologizing, or saying something.

Speech-act interaction occurs in all circles of various ages, ranging from adults and teenagers to children. Each of these age groups has its style of communication that reflects the stage of language development and understanding. Children, as individuals who are in the process of learning and understanding language, have their way of acting and speaking. They still communicate in a context that is relevant to the conditions around them. Children begin to show an early understanding of language pragmatics by learning to adjust their language based on who they are talking to and the situation. Certainly, the speech that takes place has a purpose with the hope that children can understand the message conveyed by the speaker so that the purpose of communication can be realized perfectly.

Children have unique and interesting language characteristics when speaking. This is in accordance with Dulay's opinion (Rusminto, 2010, p. 1), when children speak, they will create unique language structures, patterns and rules so that they look different from adult language. These differences can be seen in the semantic, syntactic and conceptual components in speech acts. Therefore, children's language is considered unique because it is figurative and imaginative, and it is also considered interesting because it is simple yet creative. When they speak, they reflect the process of exploration and discovery of meaning experienced. This

uniqueness not only enhances their communication dynamics, but also provides insight into how language develops and is understood early on.

Austin (1962, p. 102) identifies levels of speech acts: locution, illocution and perlocution. Locutionary acts is a speech act that focuses on the structure and literal meaning of the sentence. Illocutionary acts are speech acts performed by speakers, and perlocutionary acts are effects or consequences that occur to listeners due to the utterances spoken by speakers. Austin's book (1962, p. 100) also argues that illocutionary acts are a form of speech acts that not only convey information but also perform actions and contain certain meanings. Then, Searle (1979) continues Austin's theory (1962) by dividing illocutionary acts into five categories, namely representative/assertive, directive, commissive, declarative, and expressive. Representative/assertive is a form of speech to describe or state the situation. The directive is a form of speech to instruct others. Commissive speech is a form committed to its listener, such as promising or swearing. Declarative is a speech act that can change a certain status or situation. Expressive speech is an act of speech that expresses the speaker's feelings.

The focus of this research is the study of expressive speech acts. According to Searle (1979, p. 15) Expressive speech acts are speech used by speakers to express their psychological attitudes. In other words, this expressive speech act expresses the speaker's feelings toward the implied situation. Of the five forms of illocutionary acts, expressive speech acts are considered to be often used by children in communication. At 3 years and above, children have started to acquire some forms of expressive speech acts such as thanking and apologizing. Expressive

speech interactions between adults and children can take place anywhere. Adults play an important role as a link between expressive speech acts and children by ensuring that the expression is considered appropriate to use.

In addition to modeling good and correct language use, adults play a role in helping children understand when and how to express emotions appropriately. Teaching children to articulate feelings in a constructively and politely through daily guidance is also a simple thing that can be done to develop of children's speech acts. Furthermore, the role of adults includes providing supportive and empathic responses to children's emotional expressions so that children will feel more valued and heard. Thus, the foundation of children's good communication in the future can be realized. Therefore, as the child's closest role model, parents as adults play a significant role in the acquiring and teaching of children's speech acts. One effective way is through carefully selected television shows.

Parents can take advantage of educational television programs that present various forms of emotional expression and positive social interaction according to the age of the child and quality programs. Properly selected shows are not only fun but also model good communication. In line with growth and development that requires positive stimulation, quality television programs can be one of the best ways to educate children. There are thousands of educational television programs for children that help with their expressive speech. One of the most popular and effective programs in this regard is *Hi-5*. The researcher chose *Hi-5* as the best children's television program selected to be the subject of this study. The decision

is based on the content and educational quality of *Hi-5*, which effectively supports the development of children's expressive speech acts.

Hi-5 is a children's television program from Australia that presents energetic shows wrapped in music, stories, and dance. *Hi-5* is aimed at those aged 2-10 years old. The program shares various examples of good and creative social interactions. It teaches children positive values such as cooperation, empathy, proper communication, and encourages children to express their feelings through interactive activities. Parents will receive *Hi-5* because it is considered a family-friendly series with cheerful characters.

For this research, researcher chose one episode of the *Hi-5* program entitled *Hi-5: Super Food Love Season 16* because this episode has the most viewers of the entire season 16 and displays various styles of expressive speech acts through the speech delivered. In it, there are five adults, namely Stevie, Mary, Diane, Ashley, and Tanika, acting as guides who guide children. Children will benefit from the many verbal and non-verbal expressions these hosts use, which help them learn to express feelings appropriately and creatively. This research uses Searle's (1979) theory of expressive speech acts to observe the use of expressive speech acts in the communication styles of the five adult hosts towards children as the audience in terms of pragmatics. In addition, this study also determines how the convivial function of expressive speech acts used by adult hosts on the *Hi-5* children's television program.

Expressive speech acts express emotions, either positively or negatively, not beliefs. This clearly correlates with the character of children who always want to be

understood and like to express their feelings. This research is considered different from other pragmatic interpretations which are based on how speakers express their psychological state. According to Leech (1983), every form of illocution acts has a function, including four functions: competitive, convivial, collaborative, and conflictive. In this research on expressive speech acts, the convivial function is the dominant function contained therein. The convivial function emphasizes politeness and friendliness, both of which are widely displayed in the forms of expressive speech acts, such as in the speech acts of thanking, greeting, inviting, and so on.

This research refers to several previous similar studies so that it can be a reference for relevant studies without plagiarism. The first previous research was conducted by Shevira Salsabila, Novitri, and Erni (2022) entitled *Analyzing of Expressive Speech Acts of The Main Character in The Joker Movie* by examining the context and types of expressive speech acts spoken by the main character in the *Joker film*. This research uses Searle's theory (1979) and the descriptive qualitative method. Data collection is done by watching, observing, and writing down utterances indicated as expressive speech acts. The data is presented using a table (formal method) and description (informal method). The result of the analysis shows that there are six classifications of expressive speech acts, including greeting, agreeing, thanking, apologizing, hoping, and exclaiming. The researcher also found that the main character most often uses the expressive speech acts of greeting. This research uses the same method of presentation, namely tables and descriptions. In addition, the similarity is seen in the use of Searle's theory (1979), but what distinguishes this research from the researcher is the object and focus of the research

theme. This research uses film as the object, while the researcher uses children's television programs. The researcher's research theme focuses on the speech acts of adults to children.

The second research from Kurniawan (2023) entitled *Parentinguistic: Parenting Supportive Message of Expressive Act in Parenting Perspective*. This research focuses on the use and intent of parental support messages to children. The method used is the qualitative method. In answering the formulation of the problem, Yule's (2006) and Wolfson & Judd's (1983) theories of speech acts about the meaning behind the messages of support are used. Data comes from movies about parenting. The results showed three forms of parental support messages to children, all of which were found in each film studied: praise, approval, and encouragement. From each message of support delivered, it has its purpose and objectives. The background of the speaker or listener influences the delivery of support messages. This shows that support messages in parenting play a big role in communication between children and parents.

Then, research was conducted by Yuniarsih, Eki Kusuma Hapsari, and Sekar Adinda Reviona (2023) with the title *Analysis of Children's Expressive Speech Acts in Sayounara Bokutachi No Youchien Movie*. This study aims to determine the type of speech acts and the form of children's expressive speech. The background of this research is that moral education taught early to children makes them unable to express themselves straightforwardly. Searle (1969) and Wijana (1996) are the theory used as a reference. The results were 24 expressive speech acts: thanking, worrying, getting angry, apologizing, praising, criticizing, blaming, sad, happy,

afraid, and feeling guilty. This research is similiar to the researcher on the use of Searle's theory to analyze expressive speech acts that appear, and the difference lies in the research object.

The research from Irma Tanjung (2021) entitled *The Expressive Speech Act in The Lovely Bones Movie*, analyzes the types of expressive speech acts that are dominantly used by the cast of the movie Lovely Bones. The qualitative method is used in this study and the data is collected through the speech acts used by the cast. The results of this study show nine types of expressive speech acts found in the movie: apologizing, blaming, congratulating, doubting, greeting, praising, regretting, thanking, and wishing. The most dominant type of expressive speech act used is the praising speech act, because the actors often do this action when admiring a person or object.

Then, Research by Roby Octo Aritonang and Ambalegin (2023) with the title *An Analysis of The Expressive Speech Acts in "Avatar: Way of The Water" Movie*. This study aims to investigate expressive speech acts using the theory of Searle & Vandervaken (1985). Data were collected through observation and pragmatic equalization techniques. The result of the research from the speech data in the movie, there are 46 expressive speech acts which are divided into 10 types. Complaint becomes the most dominant speech act used with 11 data. Then greet 8 data, compliment 5 data, lament 3 data, thanks 3 data, boasting 2 data, praise and deplore 1 data. Condole and congratulate speech acts are not found because in the context of this movie, death occurs in war and victory is considered an obligation.

Research by Herry Rica and Ambalegin (2022) with the title *Expressive Speech Acts Found in Love at First Swipe Web Series* to analyze and find expressive speech acts spoken by actors in the web series Love at First Swipe. The data is taken by analyzing using the theory of expressive speech acts of Searle (1979) and Illie & Norrick (2018). This research uses a qualitative descriptive approach. The results of this study found 15 expressive speech act data with the most common type is praising with 8 data. The two types of speech acts that are not found are deploring and condoling.

Furthermore, the thesis made by Shinta Desfitriningrum (2023) with the title *Expressive Speech Acts and Teaching Strategies for Children Reflected in "Wow English" Youtube Channel*. This research focuses on the use of expressive speech acts that are successfully applied to teaching strategies for children in teaching and learning activities through the *Wow English Youtube Channel* video entitled *How To Teach Kids from A Prague Kindergarten Part 1*. The research method used is descriptive qualitative data analysis. The results of the research are divided into two parts. The first result shows 40 expressive speech act data based on the use of Searle's Theory which is dominated by expressive praise. The second result shows the teaching strategies used by Steve as a teacher, namely the game method, story method and TPR method.

Previous researches have similarities and differences with this research, especially regarding the topic analyzed, namely expressive speech acts. Most previous researches examined expressive speech acts in the context of movies, messages or daily real-life conversation. These previous researches provide a strong

theoretical basis regarding the types of expressive speech acts in various contexts, thus helping researcher understand the different forms of expressive speech acts and forming a more consistent direction of analysis. The connection with previous studies lies of Searle and Vandervaken's (1985) theory of expressive speech acts. Still this study goes further by including the theory of convivial function analysis based on Leech's (1983) theory which is rarely found in previous studies. This research adds new perspectives and nuances on how expressive speech acts in children's television programs can build positive and educative social interactions in communication between adults and children.

1.2 Research Questions

Hi-5 is an educational children's television program with thousand of fans worldwide. With energetic performances wrapped in music, stories, and dance, this program has managed to steal children's heart so that it is highly anticipated in each season. One of the communication styles of the five adult hosts in the program is expressive speech acts. With these speech acts, this research aims to identify the expressive speech acts used, and describe the convivial function of the use of expressive speech acts by adult hosts on the children's television program. From the research background above, the researcher formulates two questions that will be the main focus of this research as follows:

1. What kinds of expressive speech acts are used in *Hi-5* program television?

2. How is the convivial function of expressive speech acts used by the five *Hi-5* adults hosts for children?

1.3 Research Purposes

Based on the formulation of the research question above, the purpose of this research are as follows:

1. To find out which expressive speech acts are used in *Hi-5* program television

2. To analyze how the convivial function of expressive speech acts used by five adult hosts in a *Hi-5* program for children.

1.4 Research Significances

Researcher hope that the results of this study can provide benefits both theoretically and practically for other researcher. Theoretically, this research can expand the understanding and theoretical point of view in the field of linguistics and pragmatics, especially related to expressive speech acts used by adults in communicating with children. The researcher also hopes that this research can enrich academic studies in the field of language.

The researcher also hopes that practically this research can be useful for other studies, especially for English literature students who also examine expressive speech acts with different methods or approaches. This study is expected to encourage other researchers to be more creative and critical in analyzing expressive speech acts directed at children. The findings of this study can provide new insights in the future, both in the context of education, child language development, or in an effort to strengthen social interaction in communication between adults and children.

1.5 Definition of Key Terms

Defining important terms is necessary to ensure this research can be understood correctly. The researcher will explain the important words: pragmatics, speech acts, illocutionary acts, expressive speech acts, and children's language

1. **Pragmatics**

Pragmatics deals with the study of meaning communicated by speakers and interpreted by listeners. According to Yule (1996, p. 3), pragmatics is a field of science that examines the interpretation of speakers' meanings and relates to context

2. **Speech Acts**

Speech acts are a pragmatic element involving speakers, listeners, and the context of the conversation. In this communication process, the speaker utter the words and does something through his speech, such as asking for something, providing information, or stating a promise

3. **Illocutionary Act**

Illocutionary acts are speech acts that have intentions and purposes behind the utterances that have been delivered. When speaking, in addition to conveying words to inform something to others, we also have an intention behind the utterance

4. **Expressive Speech Acts**

Searle (1979, p. 15), state that expressive speech act is an illocutionary act involving speakers expressing feelings, emotions, or attitudes toward a situation

5. **Children Language**

Children's speech act ability will develop along with their ability to use language appropriately. Children's language refers to the way they use and produce language in their daily lives

6. Children Program Television

A proper selection of children's television programs can help in improve speaking skills, especially in children's expressive speech acts either through interactive content, verb models, or social situations.