

## The Use of Illocutionary Act in Marina Tasha's YouTube Vlog

Wynne Ramadhani Susilo<sup>1</sup>✉, Murni Fidiyanti, M.A<sup>2</sup>,  
Universitas Islam Negeri Sunan Ampel Surabaya<sup>1,2</sup>  
✉ [wynnermdhn28@gmail.com](mailto:wynnermdhn28@gmail.com)

### Abstract:

The aims of this research are to examining the purpose and function of Marina Tasha's illocutionary acts. This research used a descriptive-qualitative method to analyze the data. The data collection was conducted by downloading transcripts from two of Marina Tasha's YouTube vlogs in Palembang. The results showed that there are four types of illocutionary acts found in her two vlogs, namely assertive, expressive, directive, and commissive. First, the assertive acts are the most dominant with informing, describing, stating, explaining, and comparing functions that help the audience understand the specific details of Indonesian food. Second, expressive acts are used to show enthusiasm and appreciation for Indonesian food. Third, directive speech acts are used to build interaction with the audience through asking, instructing, and suggesting. Last, commissive acts are used to maintain the viewer's attention and build curiosity so that they continue to watch the vlog.

**Keywords:** speech act; illocutionary act; Marina Tasha; YouTube vlog

### Abstrak:

Penelitian ini bertujuan untuk mengetahui tujuan dan fungsi illocutionary act yang digunakan oleh Marina Tasha. Penelitian ini menggunakan metode deskriptif-kualitatif untuk menganalisis data. Pengumpulan data dilakukan dengan mengunduh transkrip dari dua vlog YouTube Marina Tasha di Palembang. Hasil penelitian menunjukkan bahwa terdapat empat jenis illocutionary act yang ditemukan dalam dua vlog tersebut, yaitu assertive, expressive, directive, and commissive. Pertama, assertive act adalah yang paling dominan dengan fungsi menginformasikan, mendeskripsikan, menyatakan, menjelaskan, dan membandingkan yang membantu penonton untuk memahami detail makanan Indonesia secara spesifik. Kedua, expressive act digunakan untuk menunjukkan antusiasme dan apresiasinya terhadap makanan Indonesia. Ketiga, directive act digunakan untuk membangun interaksi dengan penonton melalui fungsi meminta, memerintah, dan menyarankan. Terakhir, commissive act digunakan untuk mempertahankan perhatian penonton dan membangun rasa ingin tahu agar terus menonton vlognya.

**Kata kunci:** speech act; illocutionary act; Marina Tasha; YouTube vlog

## INTRODUCTION

In the digital era, social media such as Instagram, TikTok, and YouTube have become one of the communication tools that widely used by the public. According to



(Dean, 2024), as of January 2025 there are more than five billion people using social media with the current percentage almost reaching 64% of the total world population. The data shows how massive the development of social media has made it an important part of our lives considering all the information we get comes from social media. The existence of social media has provided many benefits and conveniences by providing unlimited access for its users to communicate with each other without being limited by distance, space, and time (Sri Rizki, 2023). People with various cultural backgrounds can easily share information, entertainment, or just to share their personal experiences. More than that, social media not only serves as a tool for sharing personal experiences or information, but also as a medium for communities or individuals to interact directly on a global scale. Unlike traditional media such as newspapers or television, social media offers a new experience in communication that allows users to conduct two-way interactions in real time. This proves that social media has an important role in building intercultural understanding and strengthening social relationships between individuals from different parts of the world.

One of the most popular online platforms for sharing cross-cultural content is YouTube, as it allows its users to watch, share, and upload various types of interesting content (Nursilah & Jayadi, 2025). Content creators are able to upload longer videos compared to other social media platforms, allowing them to provide more detailed information and engage with their audience more effectively. In addition, with its extensive reach, content creators can utilize this platform to promote and introduce their native cultures to global audiences. Moreover, in order to make cultural promotion more accessible globally, English plays an important role in achieving it. In the modern era, English as an interlanguage has become an effective tool for promoting cultural heritage to the global community (Harefa, 2025). In Indonesia, there's a lot of content creators who use English as the main language to introduce Indonesian culture such as Marina Tasha. She introduces Indonesian cuisine or street food through her YouTube vlog. With her engaging content and effective communication, Marina Tasha is actively involved in promoting Indonesia's cultural diversity to global audience.

In promoting Indonesian culture, Marina Tasha, as a content creator, has applied speech acts in her communication process. Searle (1969, p. 16) states that "speaking a language is performing speech acts, such as making statements, giving commands, asking



questions, making promises, and so on." This means that the language we use is not just a collection of sentences or words but also an act of communication that has a specific intention. Speech acts play an important role in the process of communication and cultural promotion to shape interactions, influence public perception, and highlight cultural identity. Therefore, an analysis that focuses on the use of illocutionary acts by Indonesian content creators such as Marina Tasha can provide an in-depth understanding of how speech acts play an important role in promoting Indonesian food to a global audience.

In the past five years, several studies have been conducted using speech act theory. Giyatmi et al. (2024) identified the use of speech acts in election discount promotions by combining Yule and Searle's theories. The results show that direct commissive speech acts are most often used in promotional advertisements because they are more effective in conveying intent and purpose. Zulkhaeriyah et al. (2024) examined the use of illocutionary acts on vehicle stickers as a medium to promote ecotourism. The results show that the use of directive speech acts appears most often with the purpose of inviting, proposing, and ordering. Darmawan et al. (2025) analyzed the expressive speech acts used by netizens in politics-related posts on social media X, with the results showing that when expressing negative emotions, netizens tend to use direct and literal speech acts. In addition, there are several studies that analyze the use of speech acts by social media influencers, such as Rachmad & Rohmah (2022), who analyze expressive speech acts used by Muslim influencers on Instagram, and Ayomi et al. (2022), who analyze illocutionary speech acts used by Instagram influencers in food endorsements. However, from all the previous studies mentioned, only a few studies specifically analyze the use of illocutionary acts by Indonesian content creators such as Marina Tasha as a cultural promotion strategy. Therefore, this research aims to fill the gap by examining the purpose and function of Marina Tasha's illocutionary acts.

## LITERATURE REVIEW

Pragmatics is a branch of linguistics that studies how language is used in real word context. Austin (1962) states in his book "How to do things with Words" that language does not simply express information but can also perform actions. Austin classifies speech acts into three important components: locutionary act, illocutionary act, and perlocutionary act. Locutionary act is linguistic forms of speech that aim to convey



information. Illocutionary act is the intended meaning of the utterance. Perlocutionary act is the effect of the utterance. Searle (1969) then developed Austin's speech act theory by categorizing the illocutionary act into five main parts. First, assertive is a type of illocutionary act that deals with the delivery of propositions both true and false, and the function is to convey information or make statements that are in accordance with the facts such as answering, said, telling, and describing. Second, commissive act is linguistic expressions that bind the speaker to perform an action such as commitments, promises, oaths, vows, and swear. Third, directive act is language expressions related to action that aim to influence and instruct the listener to do something such as commanding, ordering, giving instructions, and forbidding. Fourth, expressive act is something related to the expression of feelings, emotional conditions to the second person such as thanking, apologizing, and greeting. And the last is declarative, which is a illocutionary act related to statements that can change a condition into a new condition such as marrying, baptism, and giving a name. Therefore, this research employed Searle's illocutionary act theory to determine the types of illocutionary act used by Marina Tasha in her vlog.

## RESEARCH METHODS

This research uses a descriptive-qualitative method to analyze the use of speech acts on Marina Tasha's YouTube content about Indonesian food based on Searle's speech acts theory. By using this method, the data is presented in the form of sentences and not numbers. According to Fraenkel et al. (2011), qualitative methods explore how an activity, relationship, or situation occurs, rather than how often it occurs. The data source for this study is Marina Tasha's utterances taken from two of her YouTube vlogs in Palembang with the title "Palembang in 24 Hours - Local Indonesian Food Tour Must Try! (part 1)" and "What I Eat in a Weekend in Palembang (part 2)". Those two videos were chosen because in both videos Marina Tasha tried various Indonesian traditional food in Palembang. In her videos, Marina Tasha also introduces and provides information about the food she tried. Therefore, both videos are relevant to the research topic because when Marina Tasha promotes Indonesian food, the use of illocutionary acts will be revealed in the communication process.

This study used a human instrument where the researcher are the ones who collect, categorize, and analyze the data. The data for this research was collected by downloading transcripts from two of Marina Tasha's YouTube vlogs in Palembang. After that, all the

utterances in the videos were analyzed using Searle's speech act theory, which categorizes illocutionary acts into five types: assertive, directive, commissive, expressive, and declarative. The stages of the data analysis technique are as follows: (1) Categorizing Marina Tasha's utterances into Searle's five speech act categories: assertive, directive, commissive, expressive, and declarative, (3) Calculating the frequency of occurrence of each speech act in Marina Tasha's videos which are then presented in a simple table, (4) each utterance containing speech acts is interpreted based on the context in the video, (5) analyzing the function of each speech act.

## FINDINGS

This research found 37 illocutionary acts in Marina Tasha's utterances on her YouTube vlog. From the five classifications of illocutionary acts, proposed by Searle, the researcher found four types of illocutionary acts which can be seen in the table below.

**Table 1. List of illocutionary acts used by Marina Tasha**

No.	Type of Illocutionary Act	Function	Frequency
1.	Assertive	Describing	6
		Informing	2
		Stating	4
		Explaining	7
		Comparing	5
2.	Directive	Asking	1
		Instructing	1
		Suggesting	2
3.	Commissive	Promising	2
4.	Expressive	Appreciating	7
Total			37

All utterances found were then classified into each type of illocutionary act based on its communicative function. The researcher has selected some examples of utterances from each type of illocutionary act to further explain their context and function.

### Assertive Acts

#### *Describing*

*"This is what we call 'es kacang'. There's a lot of toppings goin on. We got 'cendol', 'grass jelly', 'red beans', we got 'fermented cassava, we call that 'tape'."*

The sentence above belongs to the assertive illocutionary act with the subtype describing. Describing is the act when the speaker provides a factual description of an

object, phenomenon, or situation so that the listener can have a deep understanding of what the speaker is talking about.

In this context, Marina Tasha gives a description of the dessert called "es kacang" by telling the viewers all the toppings inside. If she's only showed the visual of the dessert, viewers might not know the specific names and ingredients in the dessert. Therefore, providing a verbal description is important to give the viewers an understanding of the "ice kacang" dessert.

### **Informing**

*"So apparently this martabak place is really popular. Even some people say that martabak everywhere else don't taste as good as this."*

The sentence above can be categorized as an assertive illocutionary act because it shows that the speaker provides information to the hearer. The function of providing information is to convey factual information to the hearer in order to increase their understanding of a topic.

The context of the sentence is Marina Tasha giving information about a Martabak place in Palembang to her viewers. In the first sentence, Marina Tasha said that this Martabak place is really famous in Palembang and many people say that this place sells delicious martabak. These utterances provide information to the viewers about delicious and popular martabak places in Palembang, so that when someone visits Palembang, they know where to buy a good martabak.

### **Stating**

*"No I think I like it more with the curry cause the cuko is too sour for this, in my opinion."*

The sentence above can be classified into assertive illocutionary act with the subtype stating. Stating is the act of expressing an intention, purpose, or opinion so that the hearer can understand what the speaker means behind their action.

The context is Marina Tasha trying martabak with two different sauces, curry and cuko. It turns out that she prefers the curry one because cuko is too sour for her taste. By using this illocutionary act, Marina Tasha expresses her opinion and the reason behind her action, so that the audience can get an overview of which sauce is suitable according to their preferences.

### **Explaining**

*"So it's called 'lenjer cerewet', which is like 'talkative lenjer' because they added a lot chili, so it's super spicy! Makes you like open your mouth."*

The sentence above belongs to the assertive illocutionary act because it indicates that the speaker explains something to the hearer. The function is to make the hearer understand about an object or topic being discussed.

In the video, Marina Tasha explains a certain variety of Pempek called "pempek lenjer". She translates the name "pempek lenjer" into English as "talkative lenjer" and also explains why the pempek is named so because it is very spicy. By translating and explaining the food, Marina Tasha gives the viewers, especially the foreign viewers, an insight about Indonesian food.

### **Comparing**

*"Eating pempek in Palembang is like having scones with your tea in England. It's like tea time food. The English does tea time with cookies, but we do it with pempek."*

The sentence above can be categorized as an assertive illocutionary act with the subtype comparing. The function of comparing is to highlight the differences or similarities of an object or topic. By comparing, the speaker can explain the general concepts from a particular concept so that they can be easily understood by the hearer.

In this context, Marina Tasha explained that in Indonesia, Pempek is not a main dish but rather a snack by comparing it with scones from English. Marina Tasha pointed out the similarities between pempek and cookies in the context of tea time. She also highlighted the differences by saying "the English does tea time with cookies, but we do it with pempek". By using the sentence, Marina Tasha compares the concept of eating pempek in Indonesian culture with the familiar concept of tea time from England so that foreign audiences can understand it.

### **Directive Acts**

#### **Asking**

*"Do you guys like to add additional chili?"*

The sentence above can be categorized as an assertive illocutionary act with the subtype asking. By asking, the speaker wants to get an answer, information, or opinion from the hearer. Additionally, when asking, the speaker is building interaction with the hearer.

In the video, Marina Tasha asks viewers if they like to add extra chili to the cuko when eating pempek. The reason she asked this was because she wanted to know the audience's preference when eating pempek with cuko. Marina Tasha's statement also aims to build interaction with the viewers so that they feel involved.

### ***Instructing***

*"This is the best way to enjoy it. You take the green sambal."*

The sentence above is included in the directive illocutionary act because it shows that the speaker gives instructions to the hearer. Giving instructions is an action that serves to provide direction, instructions, or suggestions so that the hearer can understand or execute what the speaker says.

The context of the sentence above is when Marina Tasha tried a Palembang dish called tekwan. She gave instructions to the audience on how to enjoy tekwan by adding green sambal. This utterance gives clear directions and instructions to the viewers especially foreign viewers when they want to try the Indonesian food tekwan.

### ***Suggesting***

*"If you're looking for one spot where you can get most of the iconic Palembang dishes. Pempek Taman Kenten!"*

The sentence can be classified as a directive illocutionary act with the subtype suggesting. The act of suggesting is when the speaker gives recommendations or ideas to the hearer before taking an action or decision.

In this context, Marina suggests her viewers to visit Pempek Taman Kenten if they're looking for a place where they can try a variety of Palembang's most iconic foods. By giving recommendations, tourists will get information about best places to eat Palembang dishes before they visit Palembang.

### **Commissive Acts**

#### **Promising**

*"We'll try them later."*

The sentence above is included in the commissive illocutionary act because it shows a person's commitment to perform an action in the future. By using this expression, the speaker not only provides information but also shows their intention to do something that will be realized in the future.

In the video, Marina Tasha shows various types of raw fresh vegetables, or "lalapan" in Indonesian. One of the lalapan she shows is "jengkol," which is a dog fruit. Marina did not immediately try the jengkol, but she promised to try it later. The utterance also serves to build the audience's curiosity so that they are compelled to continue watching Marina Tasha's video to see her reaction to trying jengkol.

## **Expressive acts**

### **Appreciating**

*"So look at the curry. It smells so good!"*

The sentence above can be classified as an expressive illocutionary act with the subtype appreciating. Through expressive speech acts, the speaker reveals their psychological attitudes toward an object or situation. These speech acts not only serve to provide information to the hearer, but also reveal the speaker's judgment towards an object. In this context, Marina Tasha is trying martabak with curry sauce. She uses expressive act to express her appreciation and admiration for the aroma of the curry she is trying.

## **DISCUSSION**

The findings show that the assertive acts are the most dominant type of illocutionary acts in Marina Tasha's two vlogs. The assertive types include informing, describing, stating, explaining, and comparing. Through these acts, Marina provides detailed information to the viewers about Indonesian food, describes the flavors of the food, and compares Indonesian culinary traditions with those of other countries. This becomes an effective way to promote Indonesian culture because the viewers get a clear, accurate, and contextual understanding of the Indonesian culture.

The next most frequent illocutionary acts are expressive acts. Marina Tasha used expressive acts in the form of appreciation when she expressed admiration for the aroma and taste of the food she tried. This appreciative expression emphasizes the positive value of Indonesian culinary culture that can arouse the audience's interest in trying Indonesian food.

Marina also used directive acts in the form of asking, instructing, and suggesting. Through these illocutionary acts, she is asking questions to the audience, giving directions on how to enjoy Indonesian specialties, and suggesting must-visit places to eat in Palembang. The function of directive acts used by Marina Tasha is to form interactions with the audience as well as encourage them to be more interested in trying and experiencing Indonesian specialties. Therefore, the use of directive acts is not only interactive but also strategic in supporting Marina's cultural promotion.

Commissive speech acts are found in the form of promising for example, when Marina promises to try certain foods. These acts make the cultural promotion strategy



more engaging because it builds the viewer's curiosity to continue watching the vlog until the end. Meanwhile, this study did not find any declarative acts, because this type of illocutionary act is generally used in formal contexts, such as the determination of official decisions or the confirmation of certain statuses. This is contrary to the concept of Marina's vlog, which is casual, personal, and focuses on culinary exploration, which does not require the use of declarative speech acts.

## CONCLUSION(S)

Based on the analysis, it can be concluded that the use of speech acts in Marina Tasha's two vlogs has an important role in supporting the promotion of Indonesian culture through culinary. Assertive acts appeared as the most dominant with informing, describing, stating, explaining, and comparing functions that help the audience understand the specific details of Indonesian food. Moreover, the used of expressive acts by Marina Tasha shows her enthusiasm and appreciation for Indonesian food. Additionally, directive speech acts are used by Marina Tasha to build interaction with the audience through asking, instructing, and suggesting. Meanwhile, the commissive speech act of promising serves to maintain the viewer's attention and build curiosity so that they continue to watch the vlog. In conclusion, this combination of illocutionary acts makes Marina Tasha's vlogs effective to promote Indonesian culture.

## REFERENCES

- Austin, J. L. (1962). How to do things with words. In *Oxford University Press*.  
<https://doi.org/10.2307/3326622>
- Ayomi, P. N., Candra, K. D. P., Maha, P. P. I. S. P., & Putri, W. (2022). the Illocutionary Act of Food Product Endorsements By Indonesian Influencers on Instagram. *Prosiding Seminar Nasional Linguistik Dan Sastra, January*, 357–364.
- Darmawan, A. S. W., Degaf, A., & Anggrisia, N. F. (2025). Expressive Speech Acts and Public Sentiments in Netizen Responses to Political Posts on X. *Journal of Languages and Language Teaching*, 13(2), 960. <https://doi.org/10.33394/jollt.v13i2.13167>
- Dean, B. (2024). *Social media usage and growth statistics*. Backlinko.  
<https://backlinko.com/social-media-users>
- Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (2011). How to design and evaluate research in education. In *McGraw-Hill Education* (8th ed.).  
<http://repositorio.unan.edu.ni/2986/1/5624.pdf>  
<http://fiskal.kemenkeu.go.id/ejournal>  
<http://dx.doi.org/10.1016/j.cirp.2016.06.001>  
<http://dx.doi.org/10.1016/j.powtec.2016.12.055>  
<https://doi.org/10.1016/j.ijfatigue.2019.02.006>  
<https://doi.org/10.1>

- Giyatmi, G., Arumi, S., & Wijayava, R. (2024). Speech Acts Used in 2024 General Election Discount Promo in Instagram. *English Franca: Academic Journal Oof English Language and Education*, 8(2), 291–302.
- Harefa, D. (2025). Globalizing Hombo Batu the Role of English in Promoting Nias Local Wisdom on the International Stage. *Research on English Language Education*, 7(1), 74–91. <https://doi.org/10.57094/relation.v7i1.2638>
- Nursilah, N., & Jayadi, U. (2025). Exploring Cultural Representations in Regional Content on YouTube: A Comprehensive Review. *SIWAYANG Journal: Publikasi Ilmiah Bidang Pariwisata, Kebudayaan, Dan Antropologi*, 4(1), 41–52. <https://doi.org/10.54443/siwayang.v4i1.2697>
- Rachmad, R. N., & Rohmah, Z. (2022). Expressive Acts Constructing Religious Identity among Indonesian Muslim Influencers on Instagram. *NOBEL: Journal of Literature and Language Teaching*, 13(2), 175–192. <https://doi.org/10.15642/nobel.2022.13.2.175-192>
- Searle. (1969). A Theory of Speech Acts. In *Cambridge University Press*. <https://doi.org/http://dx.doi.org/10.1017/CBO9781139173438>
- Sri Rizki, J. W. (2023). Social media as tools of communication and learning. *QALAMUNA: Jurnal Pendidikan, Sosial, Dan Agama*, 15(1), 391–404. <https://doi.org/10.37680/qalamuna.v15i1.2429>
- Zulkhaeriyah, Z. Z., Romadlani, M. M. I., Rahayu, L. S., & Zuhra, S. F. (2024). Illocutionary Speech Acts on Stickers as Promotional Media of Mangroves Ecotourism in Bangkalan, Madura. *Prosodi*, 18(2), 340–347. <https://doi.org/10.21107/prosodi.v18i2.27477>