



<https://jurnal.unigal.ac.id/index.php/jall/index>

JALL (Journal of Applied Linguistics and Literacy), ISSN 2598-8530, February, Vol. 9 No. 1, 2025
Received: January 14th, 2025. Accepted: February 21st, 2025. Published February 27th, 2025

DIRECTIVE SPEECH ACT PERFORMED BY MALE AND FEMALE SPEAKERS' IN TED TALK LANGUAGE LEARNING VIDEOS

Donni Husnan*, Dewi Kustanti, Erfan Muhammad Fauzi
State Islamic University of Sunan Gunung Djati Bandung, Indonesia
donnihusnan@gmail.com

ABSTRACT

This study analyzes the use of directive speech acts in TED Talk language learning videos through a pragmatic approach, focusing on orders and suggestions as primary categories. The research examines the speeches of four speakers Matyas Pilin, Chris Lonsdale Lydia Machova, and Marianna Pascal to understand how their speech styles influence the delivery of language learning strategies. This research employed a descriptive qualitative method with purposive sampling data collection. From the 273 data that the author found, 47 data of utterances were selected from four different videos for analysis. The findings reveal that male speakers predominantly use orders, emphasizing a structured and authoritative instructional approach, while female speakers favor suggestions, promoting a supportive and motivational teaching style. This balance between orders and suggestions highlights the diverse strategies employed to address both cognitive and emotional aspects of learners. This study contributes to the fields of pragmatics and educational communication by demonstrating how directive speech acts influence instructional effectiveness. The findings provide valuable insights for educators, linguists, and public speakers in developing more impactful and learner-centered teaching methods. Moreover, the study offers a foundation for further research into the interplay of speech acts, instructional strategies, and cultural or contextual influences in educational settings.

Keywords: Pragmatic, Speech Act, Speech, Ted Talk, Language Learning

INTRODUCTION

Language is important because it made us human and has allowed us to achieve unparalleled power over other animals and nature (Lozano & Mazzara, 2003). It is a tool of human communication and without language we do not have superiority over other animals and nature. Beside of it, language plays crucial role on human life. According to Nasution & Tambunan (2022), he stated that language can be very important to convey human ideas, desires, feeling, and experiences to friends, family, colleague, and even unite communities from many different regions or background. Thus, Language is used not only as a way of communication, but also as a strong instrument for shaping thoughts and actions (Leung, 2002). This aspect of language is even powerful in the context of public speaking, as speakers want to gives ideas, persuade the audiences, and inspire people. Speech Act is one of pragmatic branch, established by Austin (1962) and John Searle. According to Yule (1996), an utterance contains perform action depend on the context and speech act might helpful to understand the nuances of language used such settings.

TED Talks is a platform for public speaker deliver their ideas, from education to

entertainment. The talks delivered by experts and innovators from many fields of study, it is filled with many rich materials for pragmatic analysis. Moreover, the insight that can be taken are many such as strategies used by influential speaker, how they persuade, convince, and engage global audiences. TED Talks serve not only as a platform for sharing idea, seeing the multicultural and interdisciplinary nature of TED Talks also making it inspire the author to research and learn how speaker can utter effective communication with the audience.

Matyas Pilin is a polyglot and international debater who has made significant contributions to language learning methodology through his immersive approach. His journey began with challenging himself to master some of the world's most complex languages, including Mandarin Chinese and Estonian, demonstrating that determination and proper methodology can overcome linguistic barriers. His dedication to language immersion has led him through extensive travels across Estonia, Finland, and France, where he developed unique insights into cultural integration as a key component of language acquisition. Pilin's TED Talk titled "How To Learn Language Effectively" has garnered over 2 million views since its release and has been particularly influential among young language learners. The speech offers valuable perspectives on time management and motivation in language learning, providing rich material for pragmatic analysis, particularly in terms of directive speech acts. The researcher believes that examining the speech acts in Pilin's presentation can provide important insights into how personal experience and academic excellence can be effectively communicated to inspire and guide language learners.

Chris Lonsdale, a prominent psychologist and linguist, is the founder of The Third Ear group. With over 25 years of experience in accelerated learning and linguistic research, he has developed innovative approaches to language acquisition that challenge traditional teaching methods. His expertise spans across cognitive psychology and applied linguistics, having worked with numerous organizations and individuals to implement his language learning techniques. His method has demonstrated significant success in helping learners achieve conversational fluency in new languages within six months. His TED Talk video titled "How to Learn Any Language in Six Months" has accumulated more than 30 million views on YouTube and has become one of the most referenced resources in rapid language acquisition methodology. The speech is particularly rich in directive speech acts, as Lonsdale provides specific, actionable steps for language learners to follow, making it an excellent source for pragmatic analysis in educational discourse.

Lydia Machova, is a polyglot and language mentor who speaks nine languages fluently.

As the founder of Language Mentoring, she has developed a unique methodology that helps people learn languages independently and effectively. According to her company's statistics, her methods have helped over 100,000 language learners across Europe improve their language learning outcomes. Her approach emphasizes the importance of enjoyment in language learning and developing personalized learning strategies. Machova's TED Talk video titled "The Secrets of Learning a New Language" has garnered over 10 million views on YouTube since its release and has been translated into 35 languages. The speech provides valuable insights into effective language learning methodologies and contains numerous directive speech acts that guide listeners toward successful language acquisition strategies.

Marianna Pascal, is an award-winning speaker and communication expert specializing in language learning and professional communication. She recognized the challenges people face in developing effective communication skills. Pascal has dedicated her career to transforming how individuals and professionals approach language and interpersonal communication. Her TED Talk has garnered over 16 millions views on YouTube, demonstrating her global impact in communication training. Pascal's communication methodologies have significantly improved language learners' confidence and professional communication abilities. Her work bridges the gap between linguistic theory and practical communication skills, empowering individuals and organizations to communicate more effectively across cultural and professional boundaries.

REVIEW OF THE LITERATURE

To analyze directive speech act performed by male and female in TED Talk language learning videos, this research uses speech act theory developed by John L. Austin and expanded by John R. Searle by classifies types of speech acts into five main categories with each own purpose and characteristic, namely assertives, directives, commissives, expressive, and declarative. The main objectives of this research are twofold. First, the research focus on identifying the type of directive speech act. Speech acts is a part of pragmatics. According to Yule (1996) speech act is an action performed through utterances. While directives speech act refers to the act which speaker aim to get listener to do something, four kind of directive speech act can be recognized: command, order, request, and suggestion. Command is an utterance that demand the hearer to do something, command usually using imperative verb and followed by exclamation mark. Order is an utterance which aims to make hearer do something, in this case the speaker has an authority when telling someone to do something,

an order usually uttered in a form of instruction or statement without commanding sentence. Request is an utterance to ask something from the hearer with purpose to achieve it with polite sentences. Suggestion is an utterance that give opinions about things to do or not do according to the speaker knowledge, suggestion tells the hearer about something without commanding or ordering which gives more freedom to the hearer. The second objective of this research is to find which type of directive speech act used mostly by male and female speakers in Ted Talk language learning videos, after classifying the type of speech act using Yule directive speech act classification which is command, order, request, and suggestion. By applying this conceptual framework, this research explores how directives speech act in Ted Talk language learning videos used and to know which type of directives speech act used most often by male and female speakers.

To support this study of speech act concerning illocutionary act especially directive speech act, the researcher gathers several previous studies as comparison and to fill the gap of this study. There are four previous studies reviewed by the researcher.

The first research was conducted by Febiana (2020). Her research is to attain Bachelor degree from Universitas Teknokrat Indonesia entitled “A Pragmatic Analysis of Illocutionary Towards Greta Thunberg Speech: Save The World by Changing The Rules”. The research aimed to analyze Greta Thunberg’s speech using Searle’s and Austin’s theories of speech acts, focus in identifying the illocutionary and perlocutionary speech act. The scope of her study is a speech video by Greta Thunberg titled Save the World by Changing the Rules, the author finds that Greta Thunberg tends to use assertive act when talking about building awareness, climate change as a problem of existensial crisis and youth generation.

The second research conducted by Rais & Triyono (2019) from Yogyakarta State University entitled “Pragmatic Analysis of Speech Acts on The Video of Prabowo Vs Jokowi Epic Rap Battles Of Presidency”. The research were using descriptive qualitative method with data collection through watching, listening, and note taking from the video. The data consist of utterances from character that represent Prabowo and Jokowi. The research focus on speech act as part of pragmatic study in the video, using illocutionary act theory by Searle (2005). They identifies assertives, directives, commisives, expressives, and declaratives contained in the video. The result indicates 83 illocutionary acts found in the video with assertives being most frequent with 49%.

The third research conducted by Ramadhani et al. (2019) entitled “Assertive

Illocutionary Act Adapted in Donald Trump's Political Speech: A Pragmatic Study" published in the ELS Journal on Interdisciplinary Studies in Humanities. The research approached by qualitative descriptive method and Ancont software to classify the data. The research focus on illocutionary acts used in Donald Trump's political speech during the last American general election. The study found that Trump's speech is a statement of fact, used to convince citizens of America about certain issues and classified as assertive illocutionary act.

The last research conducted by Priambada et al. (2021) entitled "Analysis of Speech Acts In The Motivational Speech Ted Talk: The Secret of Learning A New Language". The research analyze motivational speech delivered by Lydia Machova on Ted Talk using Searle speech act theory and identified five types of speech act that are assertive, directives, declaratives, expressive, and commissive. The research methodology using descriptive qualitative to focus on every utterance and phrase in Lydia Machova's speech. The data analysis procedure is include identifying and interpreting the data collection using Searle's speech act theories. The study found assertive was the most dominant with 62,8% from 102 data, followed by directive 21,62%, declarative 2,02%, expressive 7,86%, and commissive 5,94%.

METHODOLOGY

From 273 data that the author found in 4 videos of TED Talk Learning videos, there are 47 data that author will analyze. The author uses the purposive sampling method in taking the data. According to Campbell et al. (2020), Purposive sampling improves methodological rigour and trustworthiness in qualitative research by aligning with the research methodology, aims, and objectives, enhancing credibility, transferability, dependability, and confirmability. Moreover, purposive sampling method is a nonprobability sampling, means the population are not given the same chances to be collected as data sample (Sugiyono, 2013), the sample carried out by researcher based on special consideration. This approach aims to gives opportunity for the researcher sampling data without consideration of any useless data and make the research to focus on its purpose. This research applies content analysis technique. Content analysis is a qualitative descriptive oriented technique that commonly used to analyze text by describing and identifying the text with special characteristic then drawing conclusion objectively and systematic (Sitasari, 2022). Objectively means fits to the theory that researcher used in the research, while systematic means the appliance of the theory is

consistence and valid. This technique is used to identify, classify, and analyze the speech act contained in TED Talk language learning videos which is the focus of the research.

At the analysis stage, the data was categorized into directive speech acts performed by male and female speakers in TED Talk language learning videos. To analyze these speech acts, this research applied the speech act theory developed by John L. Austin and expanded by John R. Searle. The analysis focuses on classifying directive speech acts into four categories: command, order, request, and suggestion (Yule, 1996). Each category was defined with distinct characteristics to ensure accurate classification. Commands are utterances that directly demand the listener to take action, often using imperative verbs and sometimes marked by exclamation points. Orders are statements in which the speaker uses authority to compel the listener to act, typically conveyed through instructions or declarative sentences rather than imperative forms. Requests are polite utterances aimed at asking the listener for something, characterized by a softer and more deferential tone. Suggestions are statements offering advice or opinions about actions the listener might take, providing freedom for the listener to decide without pressure or obligation. By applying this categorization framework, the analysis aimed to achieve two main objectives. First, it sought to identify the types of directive speech acts used in the selected videos. Second, it aimed to compare the frequency and distribution of these speech act types between male and female speakers to uncover potential differences in their instructional styles. This approach enabled a detailed and systematic analysis of how directive speech acts function in the context of language learning communication.

FINDINGS AND DISCUSSION

From 273 data that researchers found in the four videos of language learning videos entitled “How to Learn Language Effectively”, “How to Learn Any Language in Six Months”, “The Secrets Of Learning New Language”, and “Learning a Language? Speak It Like You’re Playing a Video Game”, there are 47 data that author will analyze. The data is in the form of text taken from transcript. The following is analysis of the data in Ted Talk language learning videos. The table categorizes directive speech acts into four main types: Commands (C), Orders (O), Requests (R), and Suggestions (S). Each type represents a distinct way in which the speaker delivers instructions or guidance in their speech. Commands (C) are direct and imperative, Orders (O) convey authority and require compliance, Requests (R) are polite expressions of asking, and Suggestions (S) offer advice

or recommendations without imposing obligation. The classification allows for a systematic analysis of the speech acts used by the speakers.

Data Analysis of Male Speakers In Ted Talk Language Learning Videos

Table 1 Matyas Pilin Speech

Matyas Pilin Speech					
No.	Utterances	C	O	R	S
1	"These four things: message, importance, observation, comprehension. All amount of the same thing the same goal learning a language effectively and they all are as you'll soon find interconnected. You can not just focus on one of them."		✓		
2	"This is how you learn a language, once you find the meaning, the message behind a sentence you're able to acquire the language."				✓
3	"Then you have importance, every language, no matter what it is has to be useful to you, has to be relevant to you, has to be something you enjoy "		✓		
4	"It has to be relevant to ours education, something that you want to learn because you want to progress in your life"		✓		
5	"Languages are tools just like any other part of our lives, they can be used in some meaningful way once you find this"				✓
6	"you have to be actually able to put yourself there to pay attention to observe how people are doing"		✓		
7	"you need to be able to act on your knowledge. You have to be able to actually find somebody that you can talk to an equal sense and you have to be able to listen a lot."		✓		
8	"Actions are more important than words and this sort of progress is something that's key for learning a language effectively"				✓
9	"All these things are essential you can't remove one and hope that the others will come with it or that you focus only on one of them and completely disregard the others it is important to push yourself."		✓		

In Tabel 1 Matyas Pilin data show nine directive speech act reveals preferences for orders over suggestion in his approach. From the data analysis of his speech total 9 directive speech act identified as 6 order and 3 suggestions. Order appears twice as frequently as suggestion, showing authoritative approach to language learning instruction since Matyas Pilin is an expert linguist that have understanding over language learning. The orders as the majority of directive speech act in Matyas Pilin speech serve to establish the requirement for language learning, these statements emphasizing mandatory aspect of language learning such as in the beginning of his speech he pointed four things that really important to learn language such as messages, importance, observation, and comprehension. Furthermore, the suggestion

appears in his speech fewer than orders indicating optional approaches while maintaining the prescribe principles of language learning, suggestion also offers flexibility in implementing the technique of learning language effectively. For examples Matyas Pilin stated “Languages are tools just like any other part of people lives.” as suggestion to see language as a way to deliver messages in daily conversation, this approach makes language learning more effective since tools are only prepared when it has to be. Moreover, suggestions in Matyas Pilin speech act as additional information to learn language effectively, he added extra key points in his speech to add as many information as possible to make learning more comprehension. The higher proportion of orders to suggestions reveals an instructional style of speech that emphasizes clear direction over flexibility, this approach makes his speech to fulfill certain aspects of language learning as fundamental requirements rather than optional strategies, he consistently using orders to establish clear expectation and core principles while suggestions provide example of how to implement the core principles.

Table 2 Chris Lonsdale Speech

Chris Lonsdale Speech					
No.	Utterances	C	O	R	S
1	"So, if you draw like this, you learn these principles for five days and apply them and after five days you can draw something like this.."				✓
2	"I want to dispel two myths. The first is that you need talent"		✓		
3	"First: the four words, attention, meaning, relevance and memory, and these interconnect in very, very important ways"		✓		
4	"So, the first rule, first principle for learning a language is focus on language content that is relevant to you.		✓		
5	"So the second principle for learning a language is to use your language as a tool to communicate right from day one. . "		✓		
6	"When you first understand the message, then you will acquire the language unconsciously."				✓
7	"Comprehension is key and language learning is not about accumulating lots of knowledge. In many, many ways it's about physiological training."		✓		
8	"You've got 43 muscles in your face, you have to coordinate those in a way that you make sounds that other people will understand. "		✓		
9	"And the final principle is state. Psycho-physiological state. If you're sad, angry, worried, upset, you're not going to learn."		✓		

Chris Lonsdale Speech					
No.	Utterances	C	O	R	S
10	"If you're comfortable with getting some, not getting some, just paying attention to what you do understand, you're going to be fine, relaxed, and you'll be learning quickly."				✓
11	"So based on those five principles, what are the seven actions that you take? Number one: Listen a lot."		✓		
12	"The second action is that you get the meaning first, even before you get the words. "		✓		
13	"The third action: Start mixing. You probably have never thought of this but if you've got 10 verbs, 10 nouns and 10 adjectives, you can say 1000 different things."		✓		
14	"And when you're just beginning with a new language, start with your tool box. "				✓
15	"There are four rules of a language parent. Spouses are not very good at this. But the four rules are, first of all, they will work hard to understand what you mean even when you're way off beat. Secondly, they will never correct your mistakes. Thirdly, they will feed back their understanding of what you are saying so that you can respond appropriately and get that feedback and then they will use words that you know."		✓		
16	"The sixth thing you have to do, is copy the face"		✓		
17	"The final action you need to take is something that I call "direct connect"."		✓		
18	"What you need to do is realize that everything you know is an image inside your mind, it's feelings, if you talk about fire, you can smell the smoke, you can hear the crackling, you can see the flames"		✓		
19	"So, there are five principles that you need to work with, seven actions, if you do any of them, you're going to improve."		✓		

In Table 2, the data from Chris Lonsdale speech reveals a total of 19 directive speech acts, with a noticeable preference for orders (commands) over suggestions. Out of these 19 utterances, 15 were categorized as orders, while 4 were identified as suggestions. This distribution highlights Chris Lonsdale structured and authoritative approach to language learning instruction. His speech reflects a methodology that places significant importance on following clear, actionable principles rather than leaving learners to interpret or adapt the instructions themselves. The frequent use of orders suggests that Chris Lonsdale views language learning as a process that requires discipline and consistency to proven strategies. Examples such as "Listen a lot" and "Focus on language content that is relevant to you"

illustrate how he frames his principles as definitive actions that must be taken to achieve success. These utterances are not in the form advice but rather non-negotiable steps that learners must follow. Through these commands, Chris Lonsdale emphasizes a goal-oriented structure where learners must engage actively with the process and apply the principles he outlines. Furthermore, suggestions also play a significant role in Chris Lonsdale speech. Suggestions such as "If you're comfortable with getting some, not getting some, just paying attention to what you do understand, you're going to be fine, relaxed, and you'll be learning quickly" introduce an element of flexibility. These suggestions offer psychological reassurance, addressing the emotional and mental challenges associated with language learning. Chris Lonsdale recognizes that structure alone is not sufficient; learners must also feel comfortable and confident in their approach. The combination of orders and suggestions in Chris Lonsdale speech creates a dual-layered instructional approach. Orders serve as the foundation, providing clear guidelines and expectations, while suggestions act as adaptive tools that allow learners to personalize their experience. This ensures that learners are not only given a roadmap but are also equipped with the emotional and cognitive tools to follow it effectively. Chris Lonsdale's approach reflects a deep understanding of the psychological and practical dimensions of language learning, blending structure with flexibility in a cohesive manner.

From the explanation of male speakers' data above, 21 orders were used by both male speakers and 7 suggestions. In other words, males are more likely to use orders in their speech, indicating a preference for direct and authoritative instruction in language learning contexts. This tendency reflects a structured approach and clear. Actionable directives are emphasized to guide learners through specific steps and principles. The relatively fewer suggestions, while still present, are used to provide supplementary flexibility, offering optional methods or strategies to enhance the learning process. Moreover, male speakers favoring clarity and decisiveness to establish authority and confidence in their delivery. The focus on orders suggests an emphasis on foundational principles and mandatory actions as critical components of effective language learning.

Data Analysis of Female Speakers in Ted Talk Language Learning Videos

Table 3 Lydia Machova Speech

Lydia Machova Speech					
No.	Utterances	C	O	R	S
1	"If you don't like writing words down on paper, you can always type them in an app."				✓
2	"If you don't like listening to boring textbook material, find interesting content on YouTube or in podcasts for any language."				✓
3	"If you're a more introverted person and you can't imagine speaking to native speakers right away, you can apply the method of self-talk. "				✓
4	"You can talk to yourself in the comfort of your room, describing your plans for the weekend, how your day has been, or even take a random picture from your phone and describe the picture to your imaginary friend. "				✓
5	"If you want to achieve fluency in a foreign language, you'll also need to apply three more principles."				✓
6	"If you, however, want to keep words long term, you need to revise them in the course of a few days repeatedly using the so-called space repetition. You can use apps which are based on this system such as Anki or Memrise"				✓
7	"If you're not sure which methods are effective and what is available out there, just check out polyglots' YouTube channels and websites and get inspiration from them"				✓
8	"The third principle to follow is to create a system in your learning."		✓		
9	"If you create a system in your learning, you don't need to find that extra time, because it will become a part of your everyday life."				✓
10	"if you want to learn a language fluently, you need also a bit of patience."				✓
11	"if you learn in small chunks every day in a way that you enjoy. And there is nothing that motivates us more than our own success."				✓
12	"Find effective methods which you can use systematically over the period of sometime in a way which you enjoy"		✓		
13	"So if you've also tried to learn a language and you gave up, thinking it's too difficult or you don't have the language talent, give it another try. Maybe you're also just one enjoyable method away from learning that language fluently."				✓

In Table 3, the analysis of Lydia Machova speech reveals a clear preference for suggestions over orders. Out of 13 analyzed utterances, 11 were categorized as suggestions, while only 2 were identified as orders. This distribution signifies Lydia Machova approach as persuasive and supportive, focusing on motivating and inspiring learners rather than

imposing structures or instructions. Her style of speech demonstrates a collaborative and empowering method of teaching, where the learner's personal preferences are prioritized. Lydia's reliance on suggestions can be seen in examples such as "If you don't like listening to boring textbook material, find interesting content on YouTube or in podcasts for any language." These utterances are framed as optional pathways rather than mandatory actions. By doing so, Lydia Machova acknowledges the diversity of learner preferences and encourages individuals to explore methods that align with their personal interests and learning styles. This approach reduces pressure and enhances intrinsic motivation, making language learning feel less like a task and more like an enjoyable experience. Moreover, the limited presence of orders in Lydia's speech serves as a guide rather than a strict directive. An example is seen in her statement, "The third principle to follow is to create a system in your learning." While this utterance carries a prescriptive tone, it is delivered in a way that emphasizes the importance of methods without overwhelming the learner. Her orders function as principles rather than step-by-step commands, allowing room for interpretation and adaptation by the learner. Lydia Machova speech reflects a personal learning. The dominance of suggestions indicates her belief in empowering learners to take control of their language learning journey. Her use of suggestions growth confidence to learner, while the orders act as strategy that provide direction. This approach create an environment where language learning becomes a sustainable and enjoyable process.

Table 4 Marianna Pascal Speech

Marianna Pascal Speech					
No.	Utterances	C	O	R	S
1	"In the real world, what would matter is did you understand the email, or did you understand your customer so that you can go ahead and take action?"				✓
2	"The first one is that your listening goes. Someone is talking to you, and you're so busy thinking about how you're going to respond and express yourself correctly, you don't actually hear what the other person said. "		✓		
3	"The second thing to go is your speaking. Your mind sort of shuts down, and that vocabulary you do know just disappears, and the words don't come out. "		✓		
4	"The third thing to go is your confidence. And the worst thing about this is you may only be confident because you cannot express yourself clearly "		✓		
5	"So if you want to speak English like Faizal with that great confidence, here's the one thing that you can do. When you				✓

Marianna Pascal Speech					
No.	Utterances	C	O	R	S
	Speak, don't focus on yourself. Focus on the other person and the result you want to achieve. "				
6	"Because let's remember that English today is not an art to be mastered, it's just a tool to use to get a result. And that tool belongs to you."				✓

In Table 4, the analysis of Marianna Pascal speech reveals a balanced distribution between orders and suggestions. Out of 6 utterances, 3 were identified as orders, and 3 were classified as suggestions. This balanced ratio create adaptable approach to language learning instruction, where clear directions are paired with reflective advice. Marianna Pascal orders are framed as observations or key points about common challenges faced by language learners. For example, she states, "The first one is that your listening goes." and "The third thing to go is your confidence." These utterances highlight specific obstacles that learners encounter, offering clarity and direction. Rather than functioning purely as orders to follow, these orders serve as diagnostic insights, helping learners recognize and address areas to learn language effectively. Furthermore, Marianna Pascal suggestions offer learners a reflective perspective. Statements such as "When you speak, don't focus on yourself. Focus on the other person and the result you want to achieve." provide a psychological shift in perspective. These suggestions are not only tips but transformative approaches that address the mental barriers often associated with speaking a foreign language. By building the learner focus from self-criticism to effective communication, Marianna reduces anxiety and enhances confidence. The equilibrium between orders and suggestions in Marianna Pascal speech underscores her practical approach to language learning. Orders serve to identify and address key challenges, while suggestions provide learners with strategies to overcome these obstacles effectively. This balance reflects an understanding of both the technical and emotional dimensions of language learning. Marianna Pascal approach prioritizes clarity, confidence, and actionable insights, creating an instructional style that feels both authoritative and supportive.

From the explanation of female speakers' data above, 14 suggestions were used by both female speakers and 5 orders. In other words, females are more likely to use suggestions in their speech, reflecting a supportive and motivational instructional style. This preference emphasizes flexibility and learner autonomy, encouraging individuals to explore methods

that align with their personal preferences and needs. The use of suggestions allows female speakers to create a more inclusive and adaptable approach, fostering an environment where learners feel inspired and empowered to take control of their language learning journey. Furthermore, the relatively fewer orders while present function as general guidelines rather than strict rules. These orders provide foundational direction but are delivered in a way that complements the overall supportive tone of the speech. This pattern highlights a gendered difference in instructional style, with female speakers prioritizing encouragement and adaptability over rigidity and directiveness.

This research is significant because it demonstrates how the use of directive speech acts, specifically orders and suggestions, shapes the instructional styles of TED Talk speakers in the context of language learning. Male speakers predominantly use orders, emphasizing a structured and authoritative approach, while female speakers rely on suggestions to foster a supportive and motivational learning environment. These findings align with studies on the most frequent speech acts in education are directive speech acts, which give students a regulated and organized learning environment (Faiz, 2024). However, it is essential to explore the impact of other linguistic features such as tone, pacing, or nonverbal communication, which may also influence the effectiveness of language learning instruction. The implications of this study suggest that educators and speakers can benefit from tailoring their instructional styles by integrating both orders and suggestions to address diverse learner preferences and challenges. The limitations of this study include its focus on the analysis of directive speech acts alone, without considering the broader communicative context or other elements, such as humor, anecdotes, or audience interaction, which could provide a more comprehensive understanding of instructional strategies in TED Talks. Future research could investigate these aspects to develop a more nuanced framework for effective language learning communication.

CONCLUSION

From the 47 data that have been analyzed, it can be concluded that the directive speech acts in TED Talk language learning videos exhibit distinct patterns. Male speakers predominantly use orders with 21 identified compared to 7 suggestions reflecting a structured and authoritative instructional style. In contrast, female speakers demonstrate a preference for suggestions with 14 identified and only 5 orders highlighting a supportive and motivational approach that emphasizes learner autonomy. This research underscores the importance of

understanding the balance between orders and suggestions in shaping effective communication strategies for language learning. The combination of clear directives and flexible suggestions not only enhances the instructional quality but also addresses the diverse cognitive and emotional needs of learners. The findings are relevant for educators, linguists, and public speakers in designing impactful teaching methods and for academics interested in speech acts and instructional styles. By analyzing directive speech acts, this study contributes to the broader field of language instruction and pragmatic analysis. Future researchers can build on this foundation by exploring other aspects of speech, such as intonation, body language, and emotional appeals, to gain a more comprehensive understanding of instructional communication. Additionally, examining how cultural and contextual factors influence the use of orders and suggestions can further enhance the practical applications of these findings. Therefore, this research makes a valuable contribution to the study of speech acts and language learning, providing the way for future exploration of effective communication strategies in education.

REFERENCES

- Austin, J. L. (1962). *How To Do Things With Words*. Oxford University Press.
- Campbell, S., Greenwood, M., Prior, S., Shearer, T., Walkem, K., Young, S., Bywaters, D., & Walker, K. (2020). Purposive sampling: complex or simple? Research case examples. *https://doi.org/10.1177/1744987120927206*, 25(8), 652–661.
<https://doi.org/10.1177/1744987120927206>
- Faiz, H. A. (2024). An Analysis of Speech Acts in English Lesson in Madrasah Aliyah Al Irsyad Tengeran. *Afeksi: Jurnal Penelitian Dan Evaluasi Pendidikan*, 5(3), 454–465.
<https://doi.org/10.59698/AFEKSI.V5I3.276>
- Febiana, S. A. (2020). *A Pragmatic Analysis of Illocutionary Towards Greta's Thunberg Speech: Save the World by Changing the Rules*.
- Leung, S. (2002). Language as Social Action: Social Psychology and Language Use. *Issues in Applied Linguistics*, 13(1). <https://doi.org/10.5070/L4131005054>
- Lozano, M., & Mazzara, R. (2003). Importance of language. *The Lancet*, 361(9370), 1750.
[https://doi.org/10.1016/s0140-6736\(03\)13362-4](https://doi.org/10.1016/s0140-6736(03)13362-4)
- Nasution, Fauziah., & Tambunan, E. E. (2022). Language and Communication. *IJCS: International Journal of Community Service*, 1(1), 01–10.
<https://doi.org/10.55299/IJCS.V1I1.86>
- Priambada, T., Senowarsito, & Sodik, J. (2021). Analysis of Speech Acts in the Motivational Speech “TED Talks: The Secret of Learning a New Language.” *Proceeding of English*

Teaching, Literature and Linguistics (Eternal) Conference, 1(1), 857–867.
<https://conference.upgris.ac.id/index.php/etll/article/view/2782>

Rais, B., & Triyono, S. (2019). Pragmatic Analysis of Speech Acts on The Video of Prabowo Vs Jokowi - Epic Rap Battles Of Presidency. *Ijllt*, 2(3), 150–157.
<https://doi.org/10.32996/IJLLT.2019.2.3.17>

Ramadhani, R., Indrayani, L. M., & Soemantri, Y. S. (2019). Assertive Illocutionary Act Adapted in Donald Trump's Political Speech: A Pragmatic Study. *ELS Journal on Interdisciplinary Studies in Humanities*, 2(4), 493–498. <https://doi.org/10.34050/ELS-JISH.V2I4.8354>

Searle, J. R. (2005). Expression and Meaning: Studies in the Theory of Speech Acts. *Expression and Meaning*. <https://doi.org/10.1017/CBO9780511609213>

Sitasari, N. W. (2022). *Mengenai Analisa Konten Dan Analisa Tematik Dalam Penelitian Kualitatif Forum Ilmiah*. 19, 77.

Sugiyono. (2013). *Metode Penelitian Kuantitatif, Kualitatif, dan RD*. Alfabeta.

Yule, G. (1996). *Pragmatics*. Oxford University Press.