



## EXPLORING PERSUASIVE LANGUAGE USED IN KARISSAEATS'S YOUTUBE FOOD BLOGGER: A SPEECH ACT ANALYSIS

Titi Yuana Wulandari<sup>1</sup>, Heribertus Binawan<sup>2</sup>

<sup>1,2</sup>Universitas Mercu Buana Yogyakarta

E-mail: [221310008@student.mercubuana-yogya.ac.id](mailto:221310008@student.mercubuana-yogya.ac.id)<sup>1</sup>, [binawan@mercubuana-yogya.ac.id](mailto:binawan@mercubuana-yogya.ac.id)<sup>2</sup>

Accepted :

26 January 2026

Published :

26 January 2026

Corresponding Author:

Titi Yuana Wulandari

Email Corresponding:

221310008@student.mercubuana-yogya.ac.id

### ABSTRACT

Social media has developed from a space for information exchange into a powerful promotional medium, particularly for food bloggers who rely on persuasive language to shape audience perception and behavior. The linguistic strategies employed in food vlogs are capable of evoking emotional responses, stimulating curiosity, and even enhancing viewers' appetite. Recognizing the significance of language choice in attracting and engaging audiences, this study investigates the use of persuasive language on KarissaEats' YouTube channel. Adopting a qualitative research design, the study analyzes data collected through careful observation and transcription of selected videos using listening and matching techniques. The findings indicate three dominant types of speech acts: assertive, directive, and expressive. Assertive expressions function to deliver factual information through reporting and stating; directive expressions aim to prompt audience action through recommending or encouraging; and expressive expressions convey the speaker's psychological stance, such as praising or expressing gratitude. Among these, expressive language emerges as the most frequently used strategy. The prevalence of casual, friendly, and non-imposing expressions suggests their effectiveness in fostering viewer engagement and increasing interest in the culinary recommendations presented. Furthermore, the findings offer pedagogical value, particularly as authentic materials for English language teaching contexts.

**Keywords:** *Social media, Persuasive Language, Speech Act, YouTube Food Blogger*

### 1. INTRODUCTION

In the contemporary digital era, rapid technological advancement has significantly reshaped patterns of communication, positioning social media as an indispensable aspect of everyday life. The expansion of information technology has transformed the internet into a primary channel for communication and interaction (Li et al., 2022; Jaya et al., 2025; Sihite et al., 2024). Social media platforms enable users to create, share,

and exchange ideas within virtual networks, allowing these platforms to evolve beyond information dissemination into powerful tools for promotion and persuasion. This development aligns with Speech Act Theory, which emphasizes that language use can influence emotional appeal, stimulate curiosity, and enhance audience engagement (Alsamhori et al., 2025). Through unrestricted access across time and space, social media facilitates continuous interaction and information exchange.

**Vol 9, No 1 (2026): ESTEEM**

Language serves as a fundamental medium for expressing ideas, emotions, and intentions, enabling individuals to communicate across diverse contexts. Spoken language, in particular, functions as a means of conveying psychological states and interpersonal meanings. Communication is not limited to linguistic forms alone but also encompasses the actions performed through speech (Luh et al., 2025). Effective communication thus relies on the speaker's ability to convey intentions and the listener's capacity to interpret meaning. The development of language competence involves mastery of listening, speaking, reading, and writing skills (Pradhani, 2025; Jaya et al., 2025a; Mahesti et al., 2025). In persuasive contexts, language plays a strategic role in shaping attitudes and influencing decisions (Huma, 2023). Moreover, language structures social interaction by creating expectations, obligations, and relational meanings in everyday exchanges, including commercial and promotional settings (Alejandro, 2024).

Within linguistic studies, pragmatics examines language as it is used in real communicative contexts, focusing on meaning derived from speaker intention and listener interpretation (Taguchi & Kádár, 2025). Central to pragmatics is the concept of speech acts, which refers to actions performed through utterances. As articulated in Austin's theory, speech acts consist of three levels: locutionary acts (producing utterances), illocutionary acts (performing actions through speech), and perlocutionary acts (producing effects on listeners) (Reiland, 2024). Through illocutionary acts, speakers attempt to achieve communicative goals and influence audience responses (Mazzarella & Vaccargiu, 2024). In this context, growing global demands for effective communication have underscored the relevance of language proficiency, particularly within digital platforms such as YouTube.

YouTube has emerged as one of the most influential global platforms, offering diverse content ranging from entertainment and education to marketing and promotion

(Maulinda & Riyanto, 2022). Among its popular content genres, food-related videos attract substantial audience attention. Food is no longer viewed solely as a basic necessity but also as a form of lifestyle consumption mediated through digital visuals (Dev & Godara, 2021). Food bloggers play a crucial role in shaping audience perceptions by presenting culinary experiences through persuasive language and engaging narratives.

One prominent example is KarissaEats, a widely recognized food blogger from the United States with millions of followers across YouTube, Instagram, and TikTok. Her success is attributed to effective communication strategies, including storytelling and collaboration with culinary figures, which enhance credibility and audience trust. Food influencers function as intermediaries between producers and consumers, significantly influencing purchasing decisions through digital engagement (Chopra et al., 2021; Truong et al., 2024; Putu et al., 2025). Karissa's distinctive approach to reviewing international street food has positioned her as an influential figure in the global culinary sphere, highlighting the importance of strategic language use in audience persuasion (Nani, 2024).

Previous studies on speech acts in media discourse provide a foundation for this research. Studies by Endriani et al. (2022), Syafitri et al. (2023), and Husein et al. (2023) demonstrate that assertive, directive, and expressive illocutionary acts frequently dominate media and social media discourse, with expressive acts often emerging as the most prevalent. While these studies share a focus on illocutionary acts, the present research differs in its object of study and pedagogical orientation. By analyzing persuasive language in KarissaEats' YouTube videos, this study seeks not only to identify speech act patterns but also to explore their implications for English language learning.

Recognizing the pedagogical potential of authentic digital content, this study emphasizes the urgency of examining persuasive word

**Vol 9, No 1 (2026): ESTEEM**

choices that capture attention and enhance engagement. Accordingly, this research aims to identify assertive, directive, and expressive illocutionary acts in KarissaEats' food vlog content. Assertive acts function to inform and convince, directive acts encourage action, and expressive acts convey evaluation and appreciation. Based on this focus, the study is entitled **“Exploring Persuasive Language Used in KarissaEats' YouTube Food Blogger: A Speech Act Analysis.”**

**2. METHODS**

This study employs a descriptive qualitative research design to examine the use of social media, particularly YouTube, as a medium for promoting street food through persuasive language. A qualitative approach is adopted to analyze language use within its natural context, positioning the researcher as the primary research instrument. Data collection is conducted through triangulation, combining observation, documentation, and systematic analysis of video content. Qualitative research generates descriptive data in the form of spoken or written language and is intended to portray social phenomena as they occur naturally (Waruwu, 2023). In line with this approach, the researcher determines the research focus, selects data sources, collects and evaluates data, analyzes findings, and draws conclusions (Lim, 2025).

The data source of this study is a YouTube food vlog by KarissaEats entitled *“I Only Ate Street Food for 24 Hours in Seoul, South Korea!”* Karissa Dumbacher is a well-known food content creator with over 4.61 million subscribers as of December 2025. Her channel features diverse food-related content aimed at a broad audience across age groups. The selected video, uploaded on February 13, 2025, has a duration of approximately 23 minutes and serves as the primary corpus for analysis.

Data were collected using documentation techniques, including video observation, transcription, and note-taking. The listening method was applied to identify utterances

containing illocutionary acts relevant to persuasive communication (Polatcan et al., 2025). Data analysis was conducted in three stages: data collection through repeated viewing and transcription, identification of persuasive illocutionary expressions based on communicative intent and context, and classification of data into assertive, directive, and expressive speech acts. This systematic process ensured analytical accuracy and alignment with the study's objectives.

**3. RESULTS AND DISCUSSION**

Karissa Channel emphasizes authenticity through natural and spontaneous visuals. The filming process is done live without a studio set, allowing for the capture of an authentic social atmosphere at the dining location. This approach reinforces the perception of honesty, which is the basis of viewers' trust in influencers (Almahdi et al., 2022). Detailed video recordings of food, market atmosphere, and even the expressions of sellers create an engaging audio-visual experience. This visual aspect demonstrates that documentary aesthetics can be an effective communication strategy for representing culinary culture.

Viewer comments on Karissa's channel show a high level of emotional and cognitive engagement. Many viewers express a desire to try the dishes reviewed, such as comments on Korean food videos: “The way you appreciate and love food is rare among food bloggers or TikTokers. Plus, you take healthy, delicious, and authentic bites!!! I really love you and your food adventures.” Responses like these show that the content not only provides information but also motivates action.

This feedback indicates that the content inspires genuine action, not just the consumption of information. Viewers also provide culinary recommendations from various countries, enriching the content organically (user-generated suggestions). This type of participation forms a digital community based on shared interests. Positive comments also indicate a high level of trust in Karissa's

**Vol 9, No 1 (2026): ESTEEM**

credibility. Viewers see her as an authentic, honest, and consistent figure, not just a paid promoter. This factor is crucial because credibility is a primary prerequisite for influencers to shape public opinion (Khan, 2023).

In addition to positive responses, some comments also contained cultural reflections, such as admiration for the diversity of Korean cuisine and the importance of supporting culinary businesses. This study shows that culinary content can trigger cultural awareness and economic solidarity within communities. Food bloggers act as cultural educators and tourism promotion agents. Academic reflections on these findings show that social media has the potential to become an effective non-formal educational space for strengthening cultural literacy (Malliga & Vijhi, 2024).

The types of illocutionary acts in Karissa's YouTube videos primarily employ various kinds of speech acts, resulting in effective and engaging communication between the presenter and the audience. This aligns with Rachmawati's (2022) opinion that speech acts are a crucial component in language activities, as they facilitate understanding and effective communication between speakers and listeners, leading to

discourse that is both interesting to read and hear.

Types of speech acts include assertive, directive, and expressive speech acts (Saragih et al., 2025). Assertive speech acts aim to (1) report, (2) state, and (3) mention. Directive speech acts include three things, namely: (1) commanding, (2) instructing, and (3) recommending. In addition, expressive speech acts include three things: saying thank you, congratulating, and praising, as mentioned by Searle (1975) in his theory, "A Taxonomy of Illocutionary Acts." The results of this study indicate that Karissa's food blog videos use various types of illocutionary speech acts, with expressive speech acts being the most dominant. For further explanation, each type of illocutionary speech act in Karissa's video blog will be discussed as follows.

**a. Assertive Speech used in Karissa's blog "I Only Ate Street Food for 24 Hours in Seoul, South Korea!"**

Assertive speech is used to convey factual information to the audience, such as reporting, stating, and mentioning. In Karissa's video blog, assertive speech acts are identified in the following excerpts related to assertive speech. The analysis description can be seen in the following table:

**Table 1. Assertive Speech used in Karissa's blog**

NO	Speech Act	Context	Findings Quotes
1.	Assertive	Reporting	22 utterance
2.		Stating	5 utterance
3.		Mentioning	3 utterance

**Reporting**

Assertive speech acts are speech acts performed by the speaker when reporting a statement to provide information to the audience, in conveying the truth. For further explanation, please refer to the following data:

Utterance  
[00:00:49-00:01:08]

*Alright, fam, we have just arrived at Namdaemun Market, which I have heard is one of the most authentic markets in all of Seoul. It's also the biggest market in all of Korea. There are over 10,000 different vendors, and it's all of these like cool little hidden alleyways. There's a whole Alleyway just for knives, cut noodles. There's a whole alleyway for hotteok.*

**Vol 9, No 1 (2026): ESTEEM**

This quote shows a decisive utterance. A decisive utterance is an utterance that binds the speaker to the truth of what is said. This utterance is conveyed with the intention of reporting. The above quote is said to be a decisive utterance, reinforced by the following sentence: *"Namdæmun Market, which I have heard is one of the most authentic markets in all of Seoul. It's also the largest market in all of Korea."* The speaker affirms the truth of their statement. The situation in the conversation above is that Karissa is on her first visit to Nandaemon Market in Seoul, which makes her very enthusiastic and curious to try some of the famous culinary delights on offer.

**Stating**

Stating is an action performed by the speaker when uttering statements to ask the interlocutor to do something. For further explanation, consider the following data:

Utterance

[00:02:51-00:03:03]

*And did you even get street food in Seoul? If you didn't get Tteokbokki, I've heard that this is the chewiest Tteokbokki around. She said it wasn't too spicy, so I'm going to try it first. And then I'll try it with a spicy paste to see if I can handle it.*

This quote shows a firm utterance. A firm utterance is an utterance that binds the speaker to the truth of what is said. This utterance is conveyed with the intention of stating something. The quote on the side is said to be an assertive speech act, reinforced by the following sentence: *"And did you even get street food in Seoul?"* The speaker affirms the truth of their statement. The situation in the conversation above is Karissa telling the

audience that if they want to try the chewiest tteokbokki, they should go to Seoul, Korea.

**Mentioning**

Mentioning can express an action, existence, or experience. The linguistic act of mentioning is performed by a speaker who wants the listener to be aware of what is happening. To understand this, consider the following data:

Utterance

[00:00:14-00:00:27]

*We're going to visit some of the most authentic Street Food Markets in all of Seoul, featuring braised pig's feet and live octopus, as well as an entire alley dedicated to noodles. We'll also visit the Jongno district, where you can find a lunchbox market where you can fill your own Korean bento box.*

The above quote is an affirmative statement, as seen in the sentences that provide information to the listener in the following excerpt: *"We're going to go to some of the most authentic Street Food Markets in all of Seoul with like braised pig's feet and live octopus, and like a whole alley just for noodles."* The situation in the conversation above is Karissa inviting the audience to join her in seeing some of the most authentic street foods in all of Seoul.

**b. Directive Speech used in Karissa's blog "I Only Ate Street Food for 24 Hours in Seoul, South Korea!"**

Directive utterances are instructions used to influence the audience to take action, such as commands, orders, or recommendations. In Karissa's blog, imperative utterances are identified in the dialogue excerpts related to the following imperative utterances. The analysis description can be seen in the following table:

**Table 2. Directive Speech used in Karissa's blog**

NO	Speech Act	Context	Findings Quotes
1.		Ordering	6 utterance

2.	Directive	Commanding	3 utterance
3.		Recommending	6 utterance

**Ordering**

A request is an imperative utterance, which is an utterance made by the speaker to instruct the listener to do something. To understand this, consider the following data:

Utterance

[00:00:42-00:00:49]

*I am so frickin excited. Let's go eat some street food in Seoul!*

An ordering utterance is an utterance made by a speaker with the aim of getting the listener to do something or respond to the speaker in relation to what is mentioned in the utterance. The above quote is an example of a statement that falls into the category of imperative speech acts. This is because the speaker is asking the listener to do something. The following quote explains that this statement is an imperative speech act: "I am so frickin excited. Let's go eat some street food in Seoul!" The phrase "Let's go" clarifies the statement, prompting the listener to respond by doing what is described in the words.

**Commanding**

Speech acts are used by speakers to express an action, experience, or other thing. The speaker asks the recipient of the message to fulfill their request. To understand the types of speech acts, consider the following data:

Utterance

[00:03:43-00:03:47]

*I wish you could join me for a bite right now, as it's warming my soul.*

Directive speech acts are speech acts performed by the speaker with the intention that the listener will perform or respond to the speaker regarding what is mentioned in the speech. The above quote is an example of an

imperative speech act. This is because the speaker is asking the listener to do something. The following quote explains that this utterance falls into the category of an imperative speech act: "I wish that you could also have a bite with me right now because it's warming my soul." The words "you could also have a bite with me right now" explain the utterance so that the listener is required to perform the action described in those words.

**Recommending**

To recommend means to give advice or an opinion to someone for their consideration. The act of speaking in a recommending manner is an action taken by the speaker to offer advice or an opinion to the listener for their consideration. To understand this, consider the following data:

Utterance

[00:21:51-00:22:03]

*I would totally recommend street food when you come to Korea. Everything seemed very clean, and yes, it was extremely easy to navigate. Even if they didn't speak English, they were so healthy. You could just point to what you wanted or whip out your Google Translate or whatever.*

The above quote is an imperative statement. In this quote, the speaker is trying to elicit a response from the listener, with the desired response being words from the listener. Based on the quote, it can be confirmed that it is an imperative statement, as seen in the phrase "I would totally recommend street food when you come to Korea, it all seemed very clean."

**c. Expressive Speech used in Karissa's blog "I Only Ate Street Food for 24 Hours in Seoul, South Korea!"**

Expressive utterances are used to convey the speaker's psychological attitude toward a

**Vol 9, No 1 (2026): ESTEEM**

situation, for example, when expressing thanks, congratulations, and praise. In food blogger Karissa's video, expressive language actions are identified in dialogue excerpts related to

the following expressive utterances. The analysis description can be seen in the following table:

**Table 3. Expressive Speech used in Karissa's blog**

NO	Speech Act	Context	Findings Quotes
1.	Expressive	Thanking	4 utterance
2.		Congratulating	2 utterance
3.		Praising	46 utterance

### Thanking

Expressing gratitude is a way of acknowledging someone for a job well done. The act of praise is an expression conveyed by the speaker in the form of an expression of enjoyment of the food that has been tasted. To understand this type of speech act, consider the following data:

Utterance

[00:08:34-00:08:44]

*We are not to be intimidated by the nice aunties who want us to eat their food. Okay. Let's go. Hello. No, we have to go this way. Thank you.*

Expressive speech acts are speech acts that reveal the speaker's psychological attitude toward a situation. The above quote is an expressive speech act because the speaker praises the person or food vendor being discussed in a complimentary manner. The speaker expresses gratitude to the interlocutor, as seen in the following quote: "Thank you." This expression of gratitude reflects the speaker's feelings and is adjusted to their feelings. The situation in the conversation above is Karissa inviting the audience to join her in seeing some of the most authentic street food places in Seoul and informing the audience that when passing by several food stalls run by aunties, they should remain calm and just focus on the food they want to eat.

### Congratulating

Congratulating is a prayer, remark, statement, etc. that contains wishes for prosperity, good

fortune, and abundance. The speech act of congratulating is a speech act conveyed by the speaker in the form of a prayer, remark, statement, etc. that contains wishes for prosperity, good fortune, and abundance. This suggests that expressive speech acts, such as congratulations, have a positive impact on the recipient's motivation (Lutfin et al., 2024). To understand this type of speech act, consider the following data:

Utterance

[00:22:27-00:22:34]

*I hope that you all have the best day, week, month, year, and life, because you deserve it and you're awesome.*

The above quote is an example of expressive speech because the speaker expresses her feelings to her audience by offering her congratulations. This can be seen in the following quote: "I hope that you all have the best day, week, month, year, and life." The situation in the above conversation is the closing session when Karissa has finished her street food activities in Seoul and congratulates the audience who have watched her journey.

### Praising

Praise is a statement directed at someone for a job well done. The speech act of praise is a speech act conveyed by the speaker in the form of kindness or appreciation for something, an expression of pride or pleasure in the work done. To understand this type of speech act, consider the following data:

**Vol 9, No 1 (2026): ESTEEM**

Utterance

[00:00:29-00:00:34]

*A Korean bento box, similar to the go-stall. It's so freaking cute. And these markets are not only delicious, but they're also ridiculously affordable.*

Expressive speech acts are speech acts that reveal the speaker's psychological attitude toward a situation. The above quote is an expressive speech act because the speaker praises the person being talked about by complimenting them. The situation in the above conversation is when Karissa is at a food stall selling bento boxes that look very cute.

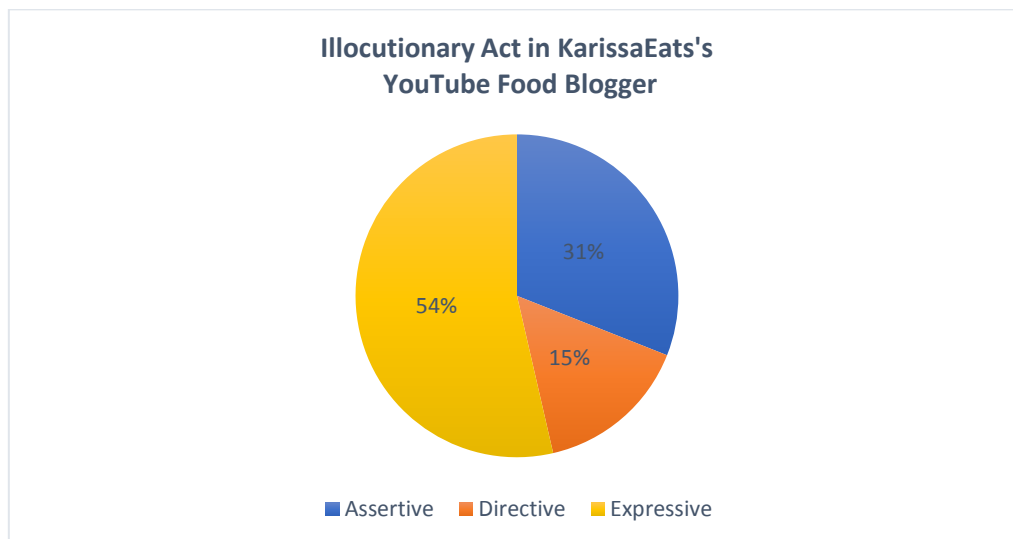
She says, *“These markets are not only delicious, but they’re also ridiculously affordable.”*

After identifying the types of illocutionary acts in Karissa's video blog titled “I Only Ate Street Food for 24 Hours in Seoul, South Korea!”, which amounted to three types of illocutionary acts: assertive, directive, and expressive, the author continued his analysis of the data to determine the types of illocutionary acts that were dominant in Karissa's video blog. The results of the analysis can be seen in the following table:

**The dominant types of illocutionary acts found in Karissa's video blog**

**Table 4. The dominant types of illocutionary acts found in Karissa's video blog**

No	Type of Illocutionary Act	Amount	%
1	Assertive	30	31,0%
2	Directive	15	15,4%
3	Expressive	52	53,6%
Total		97	100%



**Figure 1. The dominant types of illocutionary acts found in Karissa's video blog**

**Vol 9, No 1 (2026): ESTEEM**

Based on the table above, it can be seen that the most dominant type of illocutionary act in Karissa's YouTube video titled "I Only Ate Street Food for 24 Hours in Seoul, South Korea!" is "expressive" (expressive illocutionary act) with a percentage of 53.6% out of 100%, while "assertive" (assertive illocutionary acts) had a percentage of 31.0% out of 100%. Meanwhile, "directive" illocutionary acts ranked lowest as the least dominant type of illocutionary act in the video blog. The percentage was only 15.4% out of 100%.

If the author wishes to elaborate further, they can explain that there are a total of 93 utterances made by Karissa in her YouTube food blogger video that contain illocutionary acts. Of the total 97 utterances, expressive illocutionary acts rank highest as the most frequently uttered illocutionary acts by Karissa in her blog. There are 3 utterances that fall into the category of expressive illocutionary acts, namely saying thank you, saying congratulations, and praising. Therefore, expressive illocutionary acts contribute the largest percentage, namely 53.6% of the total. The second most frequently uttered illocutionary act is the assertive illocutionary act. There are three utterances that fall into the "assertive" category, namely reporting, stating, and mentioning, which contribute 31.0% of the total. Meanwhile, the lowest position in illocutionary acts is occupied by directive illocutionary acts. Of the total 97 utterances, only 15 fall into the directive category, namely commanding, ordering, and recommending. Therefore, directive illocutionary acts have the lowest percentage, namely 15.4% of 100%.

**4. CONCLUSION**

Based on the analysis of Karissa's video blog entitled "I Only Ate Street Food for 24 Hours in Seoul, South Korea!", this study identifies three major categories of illocutionary acts: assertive, directive, and expressive. Among these categories, expressive illocutionary acts emerge as the most prominent, indicating that emotional expression and personal evaluation play a

central role in persuasive communication within food vlog content. Assertive acts are used to convey information and describe experiences, while directive acts function to encourage audience engagement and response.

The findings highlight the strategic use of language in digital media to influence audience perception and interaction. From an educational perspective, this research contributes to English language teaching by providing practical insights into the application of pragmatics, particularly speech act theory, in authentic contexts. Karissa's video blog can serve as effective instructional material for teaching everyday English expressions, such as expressing opinions, offering compliments, congratulating others, and making commitments. Incorporating such multimedia resources into language classrooms can enhance learner engagement, support the development of communicative competence across language skills, and foster a more dynamic and interactive learning environment.

**5. REFERENCES**

- Alejandro, J. (2024). The role of language in thought formation and personality. *International journal of multidisciplinary sciences*, 2(4), 356-367. <https://jayapanguspress.penerbit.org/index.php/IJMS/article/view/3759>
- Almahdi, M. H., Alsayed, N., & Alabbas, A. (2022). In influencers we trust? A model of trust transfer in social media influencer marketing. In *Future of organizations and work after the 4th industrial revolution: The role of artificial intelligence, big data, automation, and robotics* (pp. 159-173). Cham: Springer International Publishing.
- Alsamhori, M. A. O., Seine, M. I., & Al-Zuriqat, Z. K. (2025). Speech acts as a means of influence and social interaction: Perspectives from Austin and Searle. *Journal of Posthumanism*, 5(3), 627-637.
- Asia M, A. M., Asdar, A., & Lutfin, N. (2024). An analysis of expressive speech acts in online discussion through whatsapp group. *RETORIKA: Jurnal Bahasa, Sastra dan Pengajarannya*, 17(1), 1-9. <https://eprints.unm.ac.id/35592>
- Chopra, A., Avhad, V., & Jaju, A. S. (2021). Influencer marketing: An exploratory

**Vol 9, No 1 (2026): ESTEEM**

- study to identify antecedents of consumer behavior of millennial. *Business Perspectives and Research*, 9(1), 77-91. <https://journals.sagepub.com/doi/abs/10.1177/2278533720923486>
- Endriani, H., Sabardila, A., & Wahyudi, A. B. (2022, May). Assertive, directive, and expressive illocutionary speech acts in hitam putih at trans 7 edition 2018. In *International Conference of Learning on Advance Education (ICOLAE 2021)* (pp. 357-366). Atlantis Press. <https://www.atlantispress.com/proceedings/icolae-21/125974294>
- Franza, N. P. S., Indiani, N. L. P., & Wahyuni, N. M. (2025). The role of purchase intention in mediating the influence of influencers and online customer reviews on the purchase decisions of electronic products in e-commerce (a case study in Denpasar City). *International Journal of Environmental, Sustainability, and Social Science*, 6(2), 221-234. <https://journalkeberlanjutan.com/index.php/ijesss/article/view/1331>
- Godara, K. C., & Dev, N. (2021). The growth of culinary and food related content on visual and social media. *International Journal of Research in Engineering, Science and Management*, 4(12), 61-65. [https://www.researchgate.net/profile/Neerej-Dev/publication/357167196\\_The\\_Growth\\_of\\_Culinary\\_and\\_Food\\_Related\\_Content\\_on\\_Visual\\_and\\_Social\\_Media/links/61bf64bb1d88475981ffbdb7/The-Growth-of-Culinary-and-Food-Related-Content-on-Visual-and-Social-Media.pdf](https://www.researchgate.net/profile/Neerej-Dev/publication/357167196_The_Growth_of_Culinary_and_Food_Related_Content_on_Visual_and_Social_Media/links/61bf64bb1d88475981ffbdb7/The-Growth-of-Culinary-and-Food-Related-Content-on-Visual-and-Social-Media.pdf)
- Humã, B. (2023). Language and persuasion: A discursive psychological approach. *Social and Personality Psychology Compass*, 17(6), e12755. <https://compass.onlinelibrary.wiley.com/doi/abs/10.1111/spc3.12755>
- Husein, S., Kholisin, K., & Gintsburg, S. (2023). Illocutionary Speech Acts of Assertive, Directive, Expressive, Commissive, and Declarative in the Tweets of Jibrán Kholil Jibrán Account. *Arabiyatuna: Jurnal Bahasa Arab*, 7(2 November), 541-564.
- Jaya, A., Hartono, R., Wahyuni, S., & Yulianto, H. J. (2025a). From silent to supreme: The transformative power of project-based learning on language learners. *Multidisciplinary Reviews*, 8(8), 2025258. <https://doi.org/10.31893/multirev.2025258>
- Jaya, A., Hartono, R., Wahyuni, S., & Yulianto, H. J. (2025b). Los efectos de la estrategia de aprendizaje basado en proyectos con actividad física en función del género sobre el rendimiento escolar y la confianza en sí mismos de los estudiantes. *Retos: Nuevas Tendencias En Educación Física, Deporte y Recreación*, 66, 349-360. <https://doi.org/10.47197/retos.v66.110067>
- Khan, S. (2023). The role of digital influencer credibility on purchase intention and the mediating effect of customer trust and engagement. *Global Journal for Management and Administrative Sciences*, 4(1), 19-45. <https://pdfs.semanticscholar.org/b894/527c1a198182a27014e12bc24e2b424a784d.pdf>
- Li, C., Ning, G., Xia, Y., Guo, K., & Liu, Q. (2022). Does the internet bring people closer together or further apart? The impact of internet usage on interpersonal communications. *Behavioral sciences*, 12(11), 425. <https://www.mdpi.com/2076-328X/12/11/425>
- Lim, W. M. (2025). What is qualitative research? An overview and guidelines. *Australasian Marketing Journal*, 33(2), 199-229. <https://journals.sagepub.com/doi/abs/10.1177/14413582241264619>
- Mahesti, A., Hermansyah, & Jaya, A. (2025). The validity and practicality of the development of learning videos to improve students' speaking ability in the eleventh grade. *Esteem Journal of English Education Study Programme*, 8(1), 177-185. <https://doi.org/https://doi.org/10.31851/esteem.v8i1.15767>
- Maulinda, S., & Riyanto, S. (2022). The influence of Youtube influencer (Youtuber) on a brand promoted through social media (Youtube). *Manajemen Agribisnis: Jurnal Agribisnis*, 22(1), 79-

- 86.
- Nani, N. (2024). The Influence of Language on Interaction and Communication Within Social Media Platforms. *Focus Journal: Language Review*, 2(2).
- Mazzarella, D., & Vaccargiu, E. (2024). Communication: Inferring speaker intentions or perceiving the world? Insights from developmental research. *Journal of Pragmatics*, 221, 123-136.  
<https://www.sciencedirect.com/science/article/pii/S0378216623003119>
- Ni Luh Desy Suari Dewi, I Gede Neil Prajamukti Wardhana, & Yohanes Octovianus L. Awololon. (2025). Analysis Pragmatic Competence in Student Interviews With Foreign Tourists in Seminyak, Bali. *Jurnal Riset Rumpun Ilmu Bahasa*, 4(1), 747-754.  
<https://doi.org/10.55606/jurribah.v4i1.5875>
- Polatcan, F., Biçer, N., & Er, O. (2025). Metacognitive listening strategies and critical listening attitudes as predictors of teacher candidates' academic listening skills: a structural equation modeling analysis. *SAGE Open*, 15(1), 21582440251328768.  
<https://journals.sagepub.com/doi/abs/10.1177/21582440251328768>
- Pradhani, R. C. (2025). The Role of Four Skills in Teaching and Learning: An Integrated Approach to Second Language Acquisition. *The Voice of Creative Research*, 7(3), 48-68.
- Reiland, Indrek. (2024). Austin vs. Searle on Locutionary and Illocutionary acts. 10.1080/0020174X.2024.2380322
- Rachmawati, C. F., Rustandi, A., & Thoyyibah, L. (2022). An analysis of speech act during speaking class activity (teacher-students talks). *English Education and Applied Linguistics Journal (EEAL Journal)*, 5(2), 63-76.
- Saragih, N. E., & Damanik, B. A. R. (2025). Meaning structures in speech acts: a semantic analysis of formal and informal conversation. *Jurnal Pendidikan Sosial dan Humaniora*, 4(3), 6023-6033.
- Searle, J. R. (1975). A taxonomy of illocutionary acts.  
<https://hdl.handle.net/11299/185220>
- Sihite, D., Jaya, A., & Mortini, A. V. (2024). Microteaching lesson on increasing the student teachers' ability in teaching english. *Esteem: Journal of English Education Study Programme*, 7(1), 132-143.
- Syafitri, Y., Wahyudi, A. B., & Sabardila, A. (2023, August). Assertive, Directive, and Expressive Illocutionary Speech Acts in @muktamar. 48 Instagram Account Posts and Their Implications for Indonesian Learning. In *International Conference on Learning and Advanced Education (ICOLAE 2022)* (pp. 2451-2466). Atlantis Press.
- Taguchi, N., & Kádár, D. Z. (2025). Pragmatics: an overview. *The Encyclopedia of Applied Linguistics*, 1-8.
- Truong, T. A., Piscarac, D., Kang, S. M., & Yoo, S. C. (2024). Virtual Culinary Influence: Assessing the Technological Impact of Food Vlogs on Viewer Preferences and Visit Behavior.
- Vijhi, M. M., & Lekshmi, M. P. T. (2024). The role of social media in education: A comprehensive overview. *Changing Landscape of Education*.
- Waruwu, M. (2023). Educational research approaches: qualitative research methods, quantitative research methods, and mixed methods. *Tambusai Education Journal*, 7(1), 2896-2910.
- Widharyanto, B., & Binawan, H. (2020). Learning style and language learning strategies of students from various ethnics in Indonesia. *Cakrawala Pendidikan*, 39(2), 480-492.