Expressive Illocutionary Acts Analysis of Donald Trump's Remarks on COVID-19 Pandemic in Press Briefing April 23rd, 2020

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Abstract.

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Language is a primary need that helps us share ideas and things that we want to express. Everyone has their own experiences that create preferences and results on how they express things. This is why some people even at the same time and place may have different judgments toward an event and this is what pragmatics is concerned with, it is not only about words or any literal meaning, it deals with how people use their language in which social context they use it. An utterance can result in three kinds of acts, they are locutionary, illocutionary, and perlocutionary, the researcher chose expressive speech acts. Expressive speech acts are the category that Vanderveken has developed in his book *Foundations of Illocutionary Logic.* For this research, the researcher decided to take Donald Trump's remarks on COVID-19 in the press briefing issued on April 23, 2020 to be discussed. As the result, 110 utterances were identified as expressive illocutionary activities. Donald Trump used thirteen different sorts of expressive illocutionary acts. They were 1) welcoming, 2) thanking, 3) complimenting, 4) complaining, 5) reproving, 6) boasting, 7) bragging, 8) approving, 9) deploring, 10) rejoicing, 11) disapproving, 12) blaming, and 13) praising. Thus, the researcher advises that the teacher should provide examples from real-life cultural and social contexts to teach students expressive illocutionary acts as offered in this paper.

Keywords: Expressive Illocutionary Acts, Press Briefing, Remark

Introduction

Discussing how language works can't be separated from one of its fields, pragmatics. According to Mey (2006:6), pragmatics is the study of how social context affects individuals using language. Everyone has their own experiences and preferences that create ways of thinking, it results in how they express things. People don't always simply express things

literally, sometimes we need to express things in a particular way to get the intended message delivered. This is why some people even at the same time and place, each person may have different judgments toward an event and this is what pragmatics is concerned with, it is not only about how people use their language but also in which social context they use it.

There is a category in illocutionary acts that the researcher was interested in, it is called expressive speech acts. Expressive speech acts are the category that Vanderveken has developed in his book *Foundations of Illocutionary Logic.* There are times when people are influenced by their emotions when they are communicating their thoughts. This is where expressive speech acts take part, it helps us analyze what kind of psychological state that the speaker feels.

The COVID-19 pandemic has been spreading around the world since the end of 2019 up to now and the world leaders have been trying their best to gather and embrace people getting through the pandemic. Apparently, not everyone gets what they expect from their leaders. Donald Trump is one of those leaders who received so many critiques due to his controversial statements. As for this research, the researcher is interested in Donald Trump's remarks in the COVID-19 press briefing issued on April 23, 2020.

There is a category in language learning strategy called socio-affective strategies, this was conducted by O'Malley and his colleagues. O'Malley and his colleagues (O'Malley et al, 1985; O'Malley & Chamot, 1990, among others) looked at how learners used strategies and divided them into three categories: metacognitive strategies, cognitive strategies, and socio-affective strategies. This reseacrh thus matches with the last category, socio-affective strategies. In this strategy, social mediating activity in relationships with others is the focus. As a result, communication strategies can be used to describe various socio-affective strategies. For this research, analyzing Donald Trump's remarks is expected to give a contribution in understanding how his psychological state took part in his way of delivering statements as a leader.

Literature Review

1.   Review of Previous Studies

The researcher has collected some previous studies and journals that have the same field of discussion—dealing with expressive speech acts—to be reviewed. The first study is from Lucky Kristina (2020), the researcher analyses the types of illocutionary acts and their meanings found in beauty advertisements slogans, particularly popular English make-up brand slogans in the UK, which were published on YouTube between July and October 2019. The slogans were analyzed using Yule's Theory of Illocutionary Act. The researcher employs both primary and secondary sources of information. The primary information comes from a cosmetics tagline commercial. The secondary data comes from other sources such as e-books, books, articles, and journals that are relevant to the topic.

Ngasini (2021) conducted the third study, in which she examined Billie Eillish's facial expressions during interviews on the Ellen Show. Billie Eilish was named one of the most influential persons in the world by Time magazine. The researcher conducted an expressive speech act analysis of the linguistic forms of speech, explicit speech act functions, and expressive reasons.

The next reference that the researcher collected are journals/articles. First is the journal that was conducted by Małgorzata Chałupnik, a student from University of Nottingham, United Kingdom and Sarah Atkins a student Aston University, United Kingdom, titled "Everyone happy with what their role is?": A Pragmalinguistic Evaluation of Leadership Practices in

Emergency Medicine Training. This journal describes a study of simulated interactions amongst emergency medical teams in the context of specialty trainee doctor education. The performance of leadership abilities is a significant area of communication competence on which trainees are evaluated.

The second journal that the researcher found was conducted by Alexander Brown from University of East Anglia, United Kingdom, titled African American Enslavement, Speech Act Theory, and the Law. The terms "negro," "nigger," "colored," and "black" are unavoidably important in the language and discourse of African American enslavement—as terms used by slave owners, slave traders, slave catchers, and slaves themselves; as terms still used today by people living with the legacy of slavery; and as terms highlighted by academics in explaining these events and other aspects of the African American experience. However, the purpose of this study is to investigate the significance of these terms as agents of racial servitude in the United States, both historically and currently. To be more specific, the article argues that the words "negro," "nigger," "colored," and "black" come to mean "slave" in several different ways relating to bodies of law, enforcement of law (or lack thereof), and the scope of law, and that the words "negro," "nigger," "colored," and "black" come to mean "slave" in several different ways relating to bodies of law, enforcement of law (or lack thereof), and the scope of law. His overarching goal is to debunk popular belief in the word "nigger's" illocutionary force. He also uses allegory as a rhetorical strategy to achieve this goal. He also uses the rhetorical tactic of allegory to achieve this goal. He relates the story of Usonia, a fictional (but eerily familiar) political community. This is significant since the story's elements are eerily similar to the situation in the United States. Nonetheless, the metaphor serves to emphasize and crystallize key contextual characteristics, allowing for a better comprehension of the enslaving power of the name "nigger."

2.   Review of Related Theories

As defined by Yule, pragmatics is the study of the connections between language forms and their users, according to Morris (1996: 5). He also shows the relevance of people's interpretations in different situations. It also looks into how listeners interpret the speaker's intended meaning (1996: 3). For the theory of speech acts, Austin is the first to introduce the theory of speech acts in 1962. He defines speech acts as "saying something in order to do something" or "doing something with words" (Austin, 1962: 108). In Seken (2015: 52), Austin (1975) emphasized the speech actions theory, which states that to say anything is to do something. Speaking a language, according to Searle (1969: 16), entails doing speech acts such as making statements, giving commands, asking questions, making promises, and so on. The activities are also performed in accordance with particular guidelines for the employment of linguistics elements, according to Searle (1969). To narrow it more, Searle in Vanderveken (1985: 211) describes expressive illocutionary acts (or expressive speech acts) as "....to express the speaker's attitudes about the state of affairs represented by the propositional content." Searle offered a unique category for speech acts that focus largely on communicating the speaker's feelings: expressives, according to Peceei (1999: 52). Speakers communicate their feelings by adjusting their words to their internal psychological reality, according to Peceei (1999: 52). "You're really sweet" or "This pizza is terrible" are examples of expressives (thanking, apologizing, congratulating, condoling).

Searle implies that the expressive speaking act has no direction of fit based on the aforementioned statements. Otherwise, Searle demonstrates that the speaker attempts to link word to world when performing an expressive. According to Searle (1979: 15), if someone is apologizing for hurting someone, he or she will not say, "I apologize for having bumped into

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you." Even though such utterance is syntactically correct, the paradigm of expressive verbs in their performative manifestations will not accept that sentence and will instead need a gerundive nominalization transformation. It will be more acceptable if the form is changed to "I apologize for bumping into you."

In the meantime, according to Vandervaken (1990: 213), Non-linguistic behavior can be used by humans to express their mental states. They can, for example, smile and laugh to communicate delight, and cry to convey sadness. When they undertake expressive illocutionary behaviors, however, they express their mental processes through the use of words. Continuing on from his assumptions and denial of Austin's speech acts theory (1962) in (1969), Saerle (1976) advances his assumption on speech actions classification. The illocutionary goal of this class, according to Searle, is to express the psychological state described in the sincerity condition regarding a situation specified in the propositional content. Thank, congratulate, apologize, condole, deplore, and welcome are examples of expressive verbs (1979: 15).

Approve, compliment, praise, laud, extol, plaudit, applaud, acclaim, brag, boast, complain, disapprove, blame, reprove, deplore, protest, grieve, mourn, lament, rejoice, condole, congratulate, thank, apologize, greet, and welcome are among the expressives listed by Vandervaken (1990: 213), who collaborated with MacQueen. The following tree diagram depicts it in a systematic manner.

a.   Complaining

According to Vandervaken (1990: 216), complaining is an expression of dissatisfaction. One can complain about circumstances that are unrelated to the listener, such as terrible luck, poor health, and so on.

b.   Reproving

The expressive use of reprove is used to show extreme displeasure of an agent's purposeful activity and the sincerity of reprobation. The deepest form of blaming is reproval (Vandervaken, 1990: 219).

c.   Approving

To approve, according to Vandervaken, is to express favorable feelings of action or support (sincerity condition) for a situation or an activity with a good pireparatory condition (1990: 215).

d.   Praising

According to Vandervaken (1990: 219), praise is an expression of high degree of approval (raising the degree of strength) that is not always directed at the listener. That is, the speaker may compliment the listener or may compliment someone else in his absence.

e.   Bragging

To boast, according to Vandevaken (1990: 216), is to show acceptance of oneself as well as a sense of pride. There is a precondition that the proporsitional material is regarded to be good for the speaker and that the hearer might admire or envy it.

f.   Boasting

Vandervaken defines boasting as "bragging with a higher degree of trange expressing a prepared state that includes a perlocutionary purpose of making the hearer highly adoring or envious" (1990: 216).

g.   Welcoming

To welcome is similar to greeting, but it adds the precondition that the hearer has arrived, as well as the sincerity condition that one is sincerely pleased to see him, according to Vandervaken (1990: 219).

h.   Rejoicing

Vandervaken defines celebrate as "expressing a great degree of joy and happiness (sincerity condition) about a state of affairs that is deemed to be highly good for the speaker" (1990: 217).

i.   Thanking

To thank, according to Vandervaken (1990: 219), is to convey gratitude (cincerity condition). The following utterances demonstrate the expression of gratitude: (Seken, 2015: 61).

j.   Disapproving

Disapproving is an expression which the speaker shows his/her deny other speaker's statement.

k.   Blaming

Blaming is an expression where the speaker makes negative statements

l.   Deploring

Deploring, like lamenting, doesn't have to be an overt act of speech. One can deplore something simply by bewailing, bemoaning, weeping, or feeling enraged over it. However, unlike lamenting, "deplore" can also be used to indicate an overt verbal act, a forceful display of sadness, or displeasure, and, unlike lamenting, it seems to imply that someone is to blame for the thing deplored. When I lament someone's death, I'm simply expressing my sorrow. If I lament his death, I'm holding someone accountable for it, even if the person I'm lamenting may not be the one I'm holding responsibly Vanderveken (1985:214).

m.   Complimenting

Vandervaken (1990: 215) says that complimenting someone is expressing the listener's approbation for something (additional propositional content condition).

Method

1. Research Design

The researcher employed a descriptive qualitative method in this investigation. According to Yin, qualitative research has the attraction of allowing the researcher to conduct a variety of topics while also giving them more freedom in selecting a certain topic (2011: 6). Meanwhile, qualitative research is defined by Vickie and Clinton (2012: 255) as "a dedication to examining anything in its natural state to the extent possible within the constraints of the research arena."

2. Method of Data Collection and Data Analysis

a. Method of Data Collection

The data of this study was taken from the White House official website with the title *Remarks by President Trump, Vice President Pence, and Members of the Coronavirus Task Force in Press Briefing*. The data came in the form of Donald Trump's words, phrases, sentences, and utterances. The purpose of this study was to look at Donald Trump's remarks. According to Searle's speech acts theory, the examination of the utterances revealed the expression of expressive speech acts. The following steps were needed for the researcher to collect the data:

1. To begin, the researcher gathered information by watching the press briefing video on *YouTube* several times in order to fully comprehend the context.
2. Second, in order to support the data needed, the researcher obtained the transcript from White House official website.
3. Finally, in order to crosscheck and complete the essential utterances, the researcher gathered data and chose those that featured expressive speech acts expressions.

b. Method of Data Analysis

The researcher employed a qualitative descriptive method to analyze the data when completing this study. Spradley analysis (1980: 34) was employed, which included domain, taxonomy, componential, and theme analysis. Spradley's qualitative research, also known as ethnographic qualitative research, is a qualitative research of an individual or group with the goal of methodically describing cultural traits in place and time. Ethnographic study began in anthropological studies and has since spread to other sectors of science such as medicine, health, psychology, education, and other social sciences. Domain analysis, taxonomic analysis, componential analysis, and model analysis are four types of ethnographic research analysis.

Conducting domain analysis is the first form of analysis described in Spradley's. This analysis is carried out in order to identify the initial domain, which concentrates on domains that are object names. The next step is to organize the taxonomy analysis. In order to establish a taxonomy, we must first choose a taxonomic analysis domain, then find the right substitution framework for analysis, then search for a subset among numerous terms covered, then search for a broader domain, and last, create a temporary taxonomy. Component analysis is the third step. A systematic search for various features (meaning components) connected with cultural symbols is known as component analysis. Finally, after those four analysis we can get to determine the cultural theme.

Finding and Discussion

1. Research Finding

This chapter is split into two sections. The findings are presented in the first section. It shows the findings of a data analysis of the many sorts of expressive illocutionary acts used by Donald Trump. The writer limited the object of this study based on earlier coverages in the study's limitation. It concentrated on the various sorts of expressive illocutionary acts that contribute to language learning. The second section is discussions. It examines how Donald Trump's expressive illocutionary acts are actualized in his utterances, as well as the role of expressive illocutionary acts in language learning.

According to the findings of the data analysis, 110 utterances were identified as expressive illocutionary activities. In his statements, Donald Trump used thirteen different sorts of expressive illocutionary acts. They were the expressions of 1) welcoming, 2) thanking, 3) complimenting, 4) complaining, 5) reproving, 6) boasting, 7) bragging, 8) approving, 9) deploring, 10) rejoicing, 11) disapproving, 12) blaming, and 13) praising.

2. Discussion

The findings are discussed in further depth in this chapter. First, it expands on the various sorts of expressive speech acts used by Donald Trump. Second, it looks at how those expressive speech acts are put into practice. Third, it specifies the role that expressive speech acts play in language learning.

a. The Types of Expressive Illocutionary Acts Actualized by Donald Trump in his Remarks at the Press Briefing

In this discussion, the researcher have found out the utterances from the remarks and classifying them into each category in illocutionary acts. As mentioned before, the rersearcher uses Spradley's method of data analysis, it means that at this stage the

researcher has done the domain and taxonomy analysis. The identification of the forms of expressive speech was adopted from Vandervaken's and MacQueen's ideas, as mentioned by the researcher in the data analysis method (1990).

As the result, according to the findings of the data analysis, 110 utterances were identified as expressive illocutionary activities. In his statements, Donald Trump used sixteen different sorts of expressive illocutionary acts. They were 1) twenty six utterances welcoming, 2) seven utterances of thanking, 3) thirteen utterances of complimenting, 4) three utterances of complaining, 5) three utterances of reproving, 6) eight utterances of boasting, 7) twelve utterances of bragging, 8) three utterances of approving, 9) one utterance of deploring, 10) seven utterances of rejoicing, 11) three utterances of disapproving, 12) three utterances of blaming, and 13) ten utterances of praising.

b. The Ways of Expressive Illocutionary Acts Actualized by Donald Trump in his Remarks at the Press Briefing

The second part of the discussion focused on ways of how Donald Trump expressed himself in his remarks at the Press Briefing. It detailed how the speaker realized those expressions and how the interlocutor responded to them. In this discussion, the researcher got into the final step of data analysis called cultural theme.

Based on the data, the researcher found that Donald Trump has used the unfriendly types the most of expressive illocutionary acts, (1) blaming, (2) bragging, (3) boasting, (4) disapproving and (5) complaining. The term 'unfriendly' here emphasizes on how his utterances has offended the other speaker (the reporters), we can see the reporters' reaction in the tables too. After his rude and offensive acts, Donald Trump didn't even say any apology, which was the expression that the researcher didn't find any.

From the detail above, we can see that Donald Trump used the 'unfriendly' expressions more compared to the other expressions. He suddenly hated a reporter for being honest and asking detailed informations, he got mad and called the reporter a 'total faker.' Donald Trump was also joking about injecting disinfectant to human, and ignoring to discuss certain issues that he seemed too lazy to respond by saying 'I dont wanna talk about that.' If we look at how he used those expressions in critical situation, it is obvious that Donald Trump as a leader didn't show his empathy enough to his people. The way he showed his psychological state in a formal meeting and discussing a critical stuation (COVID-19 pandemic) that hit his people and all countries just feels so wrong. This is why many people think the way he senses a situation is questionable. For a leader that has the duty to gather his people, his statements are important and people are tuning into it. This is why it is important to have a good ability in sensing a situation based on the references that take sides on the people.

c. The Contribution of Expressive Illocutionary Acts in Language Learning

In order to reflect their psychological states, people's speech incorporates expressive illocutionary acts into their daily conversations. Expressives, according to Yule (1996: 53), are verbal acts that express how the speaker feels. Expressive speech, as a fundamental rule, still persists today. As evidenced, expressive speech act is a hot topic in language learning, particularly among junior high school students and students at higher levels such as senior high school students and college students majoring in English. The concept of expressive illocutionary acts is crucial for pupils to grasp. The writer concludes that it could be an alternate resource in teaching Language Learning based on the prior findings and the initial debate on Donald Trump's expressive illocutionary acts.

It has the potential to help pupils gain more social references, allowing them to think more critically and thoughtfully about what they say. Results and discussion presented as much as 40-60% of the length of the article. The major part of the results contains the data analysis and hypothesis testing. Discussion is an important part of the overall content of a scientific article, load response research problem, interpretation of the findings integration of findings from research into the existing body of knowledge, the preparation of a new theory or modifying existing theories.

Conclusion and Suggestion

1. Conclusion

As a result, based on the study findings, 110 utterances were identified as expressive illocutionary activities. In his statements, Donald Trump used sixteen different sorts of expressive illocutionary acts. They were 1) twenty six utterances welcoming, 2) seven utterances of thanking, 3) thirteen utterances of complimenting, 4) three utterances of complaining, 5) three utterances of reproving, 6) eight utterances of boasting, 7) twelve utterances of bragging, 8) three utterances of approving, 9) one utterance of deploring, 10) seven utterances of rejoicing, 11) three utterances of disapproving, 12) three utterances of blaming, and 13) ten utterances of praising.

The researcher discovered that Donald Trump has employed the unfriendly sorts of expressive illocutionary acts the most, including (1) blaming, (2) bragging, (3) boasting, (4) disapproving, and (5) complaining, based on the data. The adjective 'unfriendly' here refers to how his comments irritated the other speaker (the reporters), and we can see the reporters' reactions in the tables as well. Donald Trump didn't even say anything after his unpleasant and disrespectful acts, which was the expression that the researcher didn't uncover any.

As a leader, Donald Trump did not demonstrate enough empathy for his constituents. It just feels improper to exhibit his psychological state in a formal meeting while discussing a critical situation (the COVID-19 epidemic) that has affected his people and all countries. This is why many people believe his perception of a situation is questionable. Folks are paying attention to a leader's remarks since he has the responsibility of gathering his people. This is why having a good capacity to sense a situation based on references that take sides on people is essential.

2. Suggestion

The researcher would like to provide the following suggestion based on the facts that have been drawn in the conclusions: in relation to Language Learning, expressive illocutionary acts should be taught in the form of many expressions. The context must be used to teach those terms. As a result, the researcher advises that the teacher should teach students about expressive illocutionary acts by providing examples from real-life cultural and social contexts, such as those offered in Donald Trump's press briefing remarks.

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