

A Classification of Illocutionary Speech Act  
and Its Characterization  
in Fitness YouTube Vlogger's Motivational Speech:  
A Case Study of Cassey Ho from Blogilates Channel

Nidchakul Soprom<sup>1</sup>

Received 5 June 2021

Revised 8 September 2021

Published 21 September 2021

บทคัดย่อ

คำพูดสร้างแรงบันดาลใจถือเป็นเครื่องมือสื่อสารที่ผู้นำออกกำลังกายใช้เพื่อกระตุ้นให้ผู้คนออกกำลังกายและช่วยให้พวกเขาบรรลุเป้าหมายของการออกกำลังกายในที่สุด งานวิจัยนี้มีวัตถุประสงค์เพื่อวิเคราะห์หน้าที่ของวัจนกรรมปฏิบัติรวมทั้งการแสดงลักษณะของวัจนกรรมซึ่งได้แก่ วัจนกรรมตรงและวัจนกรรมอ้อมที่ใช้ภายใต้คำพูดสร้างแรงบันดาลใจในการออกกำลังกาย โมเดลวัจนกรรมปฏิบัติของ Searle และโมเดลวัจนกรรมตรงและวัจนกรรมอ้อมของ Yule ถูกนำมาใช้เพื่อเป็นกรอบของการศึกษาวิจัยนี้ ข้อมูลได้ถูกรวบรวมทั้งหมด 1,000 ชิ้นจากวิดีโอออกกำลังกาย 4 รายการบนช่อง YouTube ของ Blogilates ผลการวิเคราะห์ข้อมูลทั้ง 1,000 ชิ้น พบว่าหน้าที่ 4 ประการของวัจนกรรมปฏิบัติที่ถูกใช้คือ การบอกกล่าว การพูดสั่ง การพูดให้สัญญา และการพูดแสดงความรู้สึก ซึ่งการพูดสั่งนั้นเป็นหน้าที่ของวัจนกรรมปฏิบัติที่พบบ่อยที่สุดในคำพูดสร้างแรงบันดาลใจในการออกกำลังกาย ในขณะที่การพูดประกาศไม่ถูกใช้ในบริบทนี้ ผลการศึกษาในส่วนของ การแสดงลักษณะของวัจนกรรมตรงแสดงให้เห็นว่าคำพูดสร้างแรงบันดาลใจในการออกกำลังกายส่วนใหญ่ถูกใช้ในลักษณะของวัจนกรรมตรง ผลการวิจัยนี้ก่อให้เกิดประโยชน์แก่ผู้นำออกกำลังกายในด้านการพูดเพื่อกระตุ้นให้ผู้คนออกกำลังกายในฐานะผู้เชี่ยวชาญด้านการออกกำลังกายและยังก่อให้เกิดประโยชน์แก่ผู้ที่สนใจเพิ่มพูนความรู้ในเรื่องวัจนกรรม

คำสำคัญ: วัจนกรรมปฏิบัติ, วัจนกรรมตรงและวัจนกรรมอ้อม, การออกกำลังกาย, คำพูดสร้างแรงบันดาลใจ

---

<sup>1</sup> Senior Student, School of Liberal Arts, Mae Fah Luang University

## Abstract

A motivational speech is considered a communicative tool used by fitness trainers to encourage people to exercise and to help them eventually achieve their exercise goals. This research study aimed at analyzing the functions of illocutionary speech act and the characterization of speech act; direct and indirect speech acts used under the exercise motivational utterance. Searle's model of illocutionary speech act as well as Yule's model of direct and indirect speech acts were applied as frameworks of this research study. The data were collected in a total of 1,000 chunks from four fitness videos on Blogilates YouTube channel. From the analysis of 1,000 chunks, the results illustrated that four functions of illocutionary speech act, namely; assertives, directives, expressives, and commissives, were found from the analysis, in which the directive act was the most common function of illocutionary speech act used under the exercise motivational utterance. Meanwhile, the declaration act was not found in this context. In terms of the characterization of speech act, the results indicated that the direct speech act was used the most in the exercise motivational utterance. The results of this study could contribute to the fitness trainers on how to speak in order to motivate people to do the exercise as a fitness professional, and it can contribute to people who are interested in enriching their knowledge in the speech act's field.

**Keywords:** Illocutionary speech acts, direct and indirect speech acts, exercise, motivational speech

## Introduction

Exercise is a subset of a planned, organized, and repetitive physical activity, and it has a final or an intermediate goal in physical health development or maintenance (Caspersen, Powell, & Christenson, 1985). Exercising regularly is one of the best ways for people to maintain their good health, as it provides several benefits such as improving overall health and decreasing the risk of many chronic diseases (MedlinePlus, n.d.). However, why do some people accomplish their exercise goals while others fail? To answer this paradoxical spectacle, the result of previous studies illustrated that the critical reason why people fail in exercise is related to psychology. Mental factors that limit success can lead to failure in exercise or poor exercise adherence. Positive thinking is the key to success in almost any effort, while negative thinking results in the opposite way. For example, successful athletes employ positive thinking and imagination of success to enhance their training performances. Therefore, it is scientifically suggested to stay optimistic and focus on the goals in order to increase the chances of success (NCSF, 2014). Additionally, another previous study identified two reasons why people feel unmotivated to engage in the physical activity. The first reason has it on the low-perceived competence because people may lack some particular skills to do the activities. Another reason is that people may insufficiently see the value of the results or do not feel

interested and enjoyable in the activities (Ryan, Williams, Patrick, & Deci, 2009). All of the above data emphasize that the manipulation of emotions and thoughts is a psychological strategy to motivate people to exercise, and it seems that motivation is an important key to encouraging people to participate in physical activity and ultimately helping them achieve their exercise goals.

Motivation is “the enthusiasm, the need, or the reason for doing something” (Cambridge dictionaries online, 2021). As reported in the *Handbook of Educational Psychology*, motivation refers to the study of how people think and act the way they do, and the concept of motivation is the thought about the general successful behavior. For example, students study for their examination, and view the motivation in a sequential stage; how it started, remained, continued, and ended (Graham & Weiner, 2004). Motivational speech, thereby, is the speech that gives enthusiasm to listeners. To put it another way, it refers to the persuasive speech that helps increase the effort and energy to improve the listener’s performance.

Language plays a significant role in a motivational speech. For instance, a statement such as “*I can’t*” can have severely destructive impacts on self-motivation (Graham & Weiner, 2004). It can be seen that negative self-talk can affect one’s low self-perceived competence that can eventually lead to amotivation. Rashid et al. (2016) studied how fitness trainers, Kevin Zahri, Joanna Soh, and Wong Yu Jin, persuade their audience through Facebook status postings by using Aristotle’s rhetorical approach; ethos, logos, and pathos. The result showed that the three fitness trainers fluently employed the elements of ethos, logos, and pathos in status posting to create their credibility as a fitness trainer, and to persuade their audience to be healthy. However, the research on how fitness trainers persuade the public on a social networking site is considered a non-linguistic study since it has largely overlooked how language was constructed under ethos, logos, and pathos. In addition, Savović, Ubović, & Radenovic (2018) studied discourse analysis on the Serbian football team coach’ motivational speech. The results indicated that the characteristics of coach’s speech are about calling for dignity, unity, and responsibility. The coach conveyed positive emotions to motivate their players by employing a high number of social words such as ‘we’, ‘want’, and ‘all’. However, this research mainly focused on the lexical meaningful elements or words employed in the coach’s motivational speech.

Indeed, a study of speech act in motivational speech seems to be interesting to investigate due to the fact that motivational speech has its own communicative purpose. Chakim & Dibdyaningsih (2019) conducted a research to explore the illocutionary speech act in teacher’s motivational speech for English students. It highlighted that the teacher mainly employed a directive act in her motivational speech which was 40 percent, and the teacher’s reason for using the directive act was to get students to talk and share their opinions in class.

However, the previous research on teacher's illocutionary speech act in giving motivation to English students has overlooked the characterization of a speech act; direct and indirect speech acts. Therefore, the illocutionary speech act as well as its characterization in fitness YouTube vlogger's motivational speech is interesting to investigate how the utterance is spoken to support the purpose of the motivation for achieving the exercise goals.

In this study, I classified the illocutionary speech act as well as its characterization in fitness YouTube vlogger's motivational speech; a case study of Cassey Ho from Blogilates Channel, in order to propose the proportion of each piece of the aforementioned information and to highlight the reasons of the most common illocutionary function and characterization of speech act used under the exercise motivational utterance. Moreover, this study aims to shed the light on the gap of previous studies relating the motivational speech by providing insights on how illocutionary speech acts as well as the characterization of speech act link to motivating others to do exercise. This research may be useful for the fitness trainers to study how to speak to motivate people to do the exercise as a fitness professional, and this research can contribute to people who would like to enrich their knowledge in the speech act's field.

## Literature Review

### 1. Austin's Speech Act Theory

Speech act theory was initially created by John Langshaw Austin, a British philosopher of language. Austin (1975) described the speech act that it refers to when people say something, they are actually doing something. He divided speech act into three different types which are locutionary, illocutionary, and perlocutionary.

#### 1.1 Locutionary

Austin defined a locutionary speech act that it is an utterance in which explicitly expresses the literal meaning of the utterance. For example, the statement "shoot her" conveys the meaning according to its lexical grammatical elements contained in the statement which are "shoot" and "her".

#### 1.2 Illocutionary

Illocutionary refers to the way in which the speaker uses the locution, or it is the speaker's intention when uttering the utterance such as ordering, advising, promising, or pronouncing. Therefore, according to the illocutionary speech act, the locution 'shoot me' might refer to an order or an advice as the speaker's intention while uttering.

### 1.3 Perlocutionary

Perlocutionary act refers to the effect of locution and illocution, or it is an action of the listeners after hearing the utterance. As a result of perlocution 'shoot me', the listener might be forced or convinced to shoot someone.

A statement 'shoot her'		
Locutionary	Illocutionary	Perlocutionary
It expresses literal meaning as 'shoot' 'her'	The speaker's intention behind the utterance can be considered as an order or an advice	The hearer is forced or convinced to shoot someone

## 2. Searle's Illocutionary Model

According to Searle (1969), he defined an illocutionary act that when people say something, there is always an intended meaning behind what they say. Searle (1975) classified the illocutionary act into five functions which are assertives, directives, commissives, expressives, and declarations.

### 2.1 Assertives

Assertive act is used to state how things are according to the speakers' beliefs, and the hearers' task is to characterize whether it is true or false. For example:

(1) *"I state that it is raining"*

(2) *"I predict he will come"*

(Searle, 1975)

### 2.2 Directives

Directive act is used when the speaker attempts to get the hearer to do something such as requesting, ordering, commanding, and pleading, and the hypothetical content is that the hearer does some future actions as the speaker would want them to do. For example:

(3) *"I order you to leave"*

(4) *"I command you to stand at attention"*

(Searle, 1975)

### 2.3 Commissives

Commissive act is used when the speakers commit themselves to do some future actions such as promising and vowing. The hypothetical content is that the speaker does some future actions as they intended. For example:

(5) *"I promise to pay you the money"*

(6) *"I vow to get revenge"*

(Searle, 1975)

## 2.4 Expressives

Expressive act is used to express the speaker's feeling or attitude towards a particular thing or situation. The verbs used in the expressive act include "thank", "apologize", "welcome", and "congratulate". These are the example sentences of the expressive act.

(7) *"I thank you for paying me the money"*

(8) *"I apologize for stepping on your toe"*

(Searle, 1975)

## 2.5 Declarations

Declaration act refers to a speaker's speech that brings about the change in the listener's status or condition in reality such as blessing, firing, and hiring. For instance, if the speaker declares a state of war, then the war has begun. The below information is the example sentences of the declaration act.

(9) *"You're fired"*

(10) *"I now announce you man and wife"*

(Searle, 1975)

## 3. Characterizations of Speech Act By Yule

Speech act can be classified as direct and indirect speech acts, and it can be characterized based on the sentence structure and the sentence function of that utterance (Yule, 1996).

### 3.1 Direct Speech Act

According to Yule (1996), the direct speech act refers to a direct relationship between a structure and a function of the speech. In other words, the direct speech act happens when the speaker wants to directly or explicitly say something to the listener. These are the examples showing the direct relationship between the structural form and its function in the direct speech act characterization.

(11) *You wear a seatbelt.* (declarative: statement)

(12) *Do you wear a seatbelt?* (interrogative: question)

(13) *Wear a seatbelt!* (imperative: order/request)

(Yule, 1996)

### 3.2 Indirect Speech Act

Indirect speech act, on the other hand, refers to an indirect relationship between a structural form and its function of the speech. For example, the declarative that is used to make a statement is

considered a direct speech act, but the declarative used to make a request is an indirect speech act. As indicated in the below examples, the structure of the utterance (14) is a declarative. When it is uttered to make a statement as paraphrased in (15), it is a direct speech act. However, when (14) is uttered to make a request or a command as paraphrased in (16), it is functioning as an indirect speech act.

(14) *It's cold outside.*

(15) *I hereby tell you to about the weather.*

(16) *I hereby request of you that you close the door.*

(Yule, 1996)

Different structures can be used to achieve the same function. As illustrated in the below examples, when the speaker's intention is to get the listener to not stand in front of the TV, the speaker can use all the sentences below to make a request or a command, but only the imperative in (17) represents a direct speech act. The interrogative in (18) does not function as a question, but it is an indirect request. The declarative in (19) functions as an indirect speech act request as well.

(17) *Move out of the way!*

(18) *Do you have to stand in front of the TV?*

(19) *You are standing in front of the TV.*

(Yule, 1996)

## Research Methodology

### Data collection and procedures

In this study, the illocutionary speech act as well as its characterization used under the fitness YouTube vlogger's motivational speech; a case study of Cassey Ho from Blogilates Channel, were classified and analyzed attentively. I chose to study Cassey's exercise motivational speech for these following reasons. Firstly, she is an award-winning fitness influencer and the certified fitness instructor. Her accomplishment has been widely known so far. In 2012, she won Fitness Magazine's Fitterati blogger awards in the category of "Best Healthy Living Blog." After that, she succeeded a Shorty Award in the category of "Social Fitness" in the next year. Moreover, in 2017, Cassey was named in the third annual list of "The 25 Most Influential People on the Internet" in Time magazine (Cassey Ho, 2021). Secondly, she is the creator of Blogilates Channel which has over 5 million subscribers and more than half billion views on YouTube. Apart from that, as a certified group fitness instructor and Pilates mat and Reformer teacher (ACE, NESTA, Balanced Body) Cassey has been encouraging people to do exercise for more than a decade (Nayyar, 2016).

Selected videos (content)	Duration (minute)	Number of Views (million)	Currentness
1. 10 Minute Side Booty Shaper	12:55	1.7 M	11 months ago
2. 10 Minute Inner Thigh Slimmer	12:23	1.3 M	1 year ago
3. 10 Minute Fat Burning Cardio Workout	11:38	1 M	6 months ago
4. 10 Minute Arm Toner	13:50	1.2 M	1 year ago

Table A. The Selected Videos

Table A. shows the information of the selected videos. In fact, the exercise videos on Blogilates channels have a variety of contents, so I have defined four criteria for selecting videos. First, to study Cassey's constant motivational speech, the content of the 4 videos is about the durability challenge in exercising on different parts of the body. Second, the duration of videos is no longer than fifteen minutes. In terms of the number of views, videos have been reached more than one million views indicating its popularity. Lastly, in terms of the currentness, the videos must already be posted up to two years which show the up-to-date information.

The four fitness videos were transcribed to text on [www.downsub.com](http://www.downsub.com). After that, the total of 1,000 chunks were collected 250 chunks from each video, and the chunks were defined by using a pause-defined-unit in which a "breath pause" was applied to this method.

According to Igras-Cybulska, Ziółko, Żelasko, & Witkowski (2016), "a breath pause is the regular natural pause caused by respiration activity". The breath pause was applied to define the chunk of Cassey's exercise motivational speech for the reason that she was actually doing the exercise while giving her motivational speech to the audience. However, defining each chunk is inevitably based on my intuition of hearing the pause because the problem is that there is a difficulty to measure the exact pausing duration for each chunk in a parameter measurement unit.

## Data Analysis

All data were inserted into the excel program and were attentively classified five functions of illocutionary speech act according to Searle (1975) as well as the characterization of speech act based on Yule (1996). Searle's theory was applied to this analysis for the reason that he further developed and evidently refined the term of illocutionary of Austin's conception by classifying it into



5 functions, namely: assertives, directives, expressives, commissives, and declarations. Additionally, Yule's theory was applied due to the reason that he further distinguished speech acts into two characterizations, both direct and indirect speech acts coupled with clear explanation of the relationship between the structure and function of the speech as described in the literature review section above.

After the analysis, the excel program was used to generate the frequency/proportion found in each function, and the research findings were presented in both forms of qualitative and quantitative data analyses respectively.

## Findings

This section will firstly present three examples of each illocutionary function, namely: assertive, directive, expressive, commissive, and declaration, found in Cassey's exercise motivational speech with an analysis of the findings followed by the pie chart showing the proportion of each piece of the aforementioned information.

No.	Example sentences	Function	Characterization
1.1	Hey guys, Cassey here	Assertive	Direct
1.2	You've got 50 seconds on, 10 seconds off, 10 moves.	Assertive	Direct
1.3	These are your moves for today.	Assertive	Direct

Table 1. Examples of Assertive Act

According to Searle (1975), the function of assertive act is to state how things are or to transfer some information to the listener. The result suggested that Cassey's exercising process began with an introduction and followed by exercise instructions, and it revealed that assertive act was mostly used in these parts. From the analysis in Table 1, it implied that Cassey's purposes of using assertive act are to introduce herself as in (1.1) and to state the brief overview as well as the instructions of today's exercise as in (1.2) and (1.3).

Additionally, in terms of the characterization, she used the direct speech act to explicitly state how things are as in (1.1), (1.2), and (1.3).

No.	Example sentences	Function	Characterization
2.1	Keep those arms forward	Directive	Direct
2.2	Stop thinking about the negative things	Directive	Direct
2.3	You guys, you need to go try it, okay	Directive	Indirect

Table 2. Examples of Directive Act

Based on the Searle's speech act theory (1975), the function of directive act is to get the listener to do something. From the analysis in Table 2, Cassey mostly used the directive act to get the audience to follow her exercising steps properly, and she attentively used the directive act to motivate the audience, who may have low motivation, to not give up on their exercises.

In (2.1) and (2.2), Cassey used the directive act as direct orders since she used the imperative form to explicitly get the audience to do the exercise properly. Moreover, she sometimes used the directive act as an indirect request as can be seen in (2.3), in which she used the declarative form to request the audience to try doing something. The propositional content of the above examples in Table 2 is that the audience follows Cassey's orders/requests and does the exercise properly at home.

No.	Example sentences	Function	Characterization
3.1	Then we'll go to the triceps.	Commissive	Direct
3.2	We will take it nice and slow.	Commissive	Direct
3.3	We're gonna lift.	Commissive	Direct

Table 3. Examples of Commissive Act

According to Searle (1975), a commissive act is used when the speaker wants to commit themselves to do certain actions in the future. As can be seen from Table 3, Cassey used the commissive act coupled with the direct speech act to explicitly commit herself and the audience to

what they are going to do in each step of the exercise. The verb "will" and "be gonna" in (3.1), (3.2), and (3.3) expressed what Cassey intended, persuading others to perform exercise in a moment later, and implied the hypothetical content that the exercise will be performed by Cassey and her watchers as Cassey's plans and intentions. Interestingly, instead of using the word 'I' referring to Cassey alone, she employed the positive word 'we' to call for unity to increase her audience's motivation to do an exercise.

No.	Example sentences	Function	Characterization
4.1	I'm feeling a pulse here.	Expressive	Direct
4.2	My arms are dying!	Expressive	Direct
4.3	Beautiful!	Expressive	Direct

Table 4. Examples of Expressive Act

According to Searle (1975), the speaker's purpose of using an expressive act is to express their feeling or attitude towards a particular thing or situation. The above examples in Table 4. suggested that Cassey's purpose of using the expressive act is to show that she sometimes struggled with pain while doing exercises, as in (4.1) and (4.2), but she continued to do the exercise so. Additionally, she employed the expressive act to compliment the audience in order to motivate them to not give up on their exercises as in (4.3). In terms of the characterization, she employed the direct speech act to explicitly express her feelings.

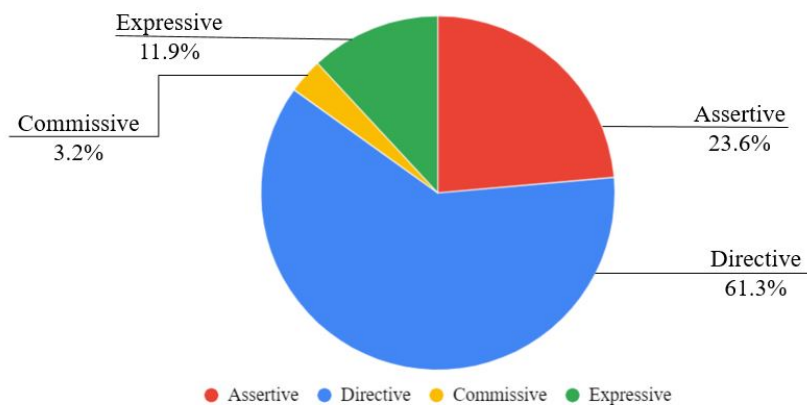


Figure1. The Percentage of Illocutionary Speech Act

Figure 1 illustrates the percentage of five functions of illocutionary speech act, namely; assertives, directives, commissives, expressives, and declarations used under Cassey's exercise motivational speech. Based on the results in Figure 1, it can be seen that the largest proportion of illocutionary speech acts used under the exercise motivational speech is the directive act which was found 61.3 percent. Regarding the function of the motivational speech that it gives enthusiasm to listeners, Cassey employed directive acts under its purpose of trying to get someone to do something. She consistently used it to motivate her watchers to exercise with her as well as to enhance people's exercise adherence which can ultimately help them achieve their exercise goals, as considered the most important purpose of her exercise video.

The second most common illocutionary speech act is the assertive act which was found 23.6 percent. Giving a brief overview in the introduction part of each exercise videos is needed before starting to encourage people to do exercise. Cassey, one of the famous fitness YouTube vloggers, always gives a brief overview to gain the audience's interest by introducing who she is, stating the purpose of each exercise video, and explaining the concept of each exercise video.

The expressive and commissive acts have small portions which are 11.9 percent and 3.1 percent respectively. Compared to all Cassey's motivational speech, it revealed that Cassey occasionally used the expressive act to motivate people by showing her empathy and giving compliments to people whose fitness endurance tended to decrease which could lead them to give up on their exercise. Besides, the commissive act was found with the lowest frequency because it is mainly used to expressing the speaker's intention to perform future actions.

Moreover, the results illustrated that the declaration act was not found in the exercise motivational context due to the purpose itself that is inconsistent with the purpose of the exercise motivational speech. The declaration act is uttered to declare some new state of affairs that bring the change in listener's status or condition such as blessing, firing, and hiring, based on the explanation of declaration act by Searle (1975).

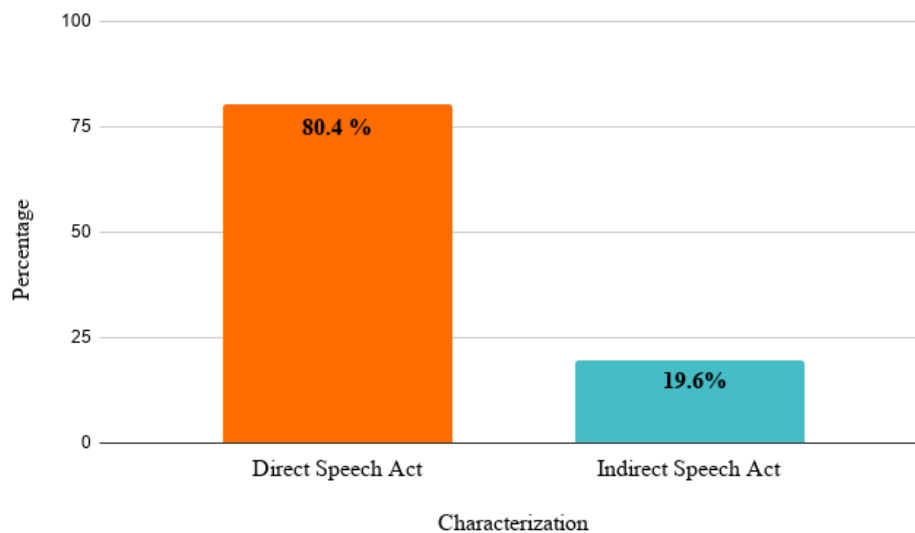


Figure 2. The Percentage of Characterization of Speech Act

Figure 2 indicates the percentage of the characterization of speech act, namely; direct and indirect speech act, used under the exercise motivational speech. Based on the result in Figure 2, it can be seen that Cassey mainly used the direct speech act which was taking 80.4 percent in her exercise motivational speech while she rarely used indirect speech acts for 19.6 percent.

The result revealed that the characteristic of Cassey's exercise motivational speech is about calling for performing the exercise. The high frequency of using direct speech act implied that the nature of exercise motivational speech is to speak as simply as possible as well as speak right to point of what needs to be accomplished, so the audience can easily understand the messages to properly perform the exercise to achieve their goals.

## Conclusion and Discussion

The purpose of this study was to analyze functions and frequency of Illocutionary speech act as well as its characterizations used under the exercise motivational utterance in which Searle's model of illocutionary speech act theory as well as Yule's model of direct and indirect speech acts were applied in the analysis of this study. The data were collected in the total of 1,000 chunks from four fitness videos on Blogilates YouTube channel.

Results of an analysis of illocutionary speech act and its characterization in Fitness YouTube vlogger's motivational speech seems consistent with the previous study, investigating the teacher speech act in giving motivation for English students, that the directive act was also found the most

which appeared 61.3 percent. The Cassey's purposes of using the directive act are to get the audience to follow her exercising steps and to motivate the audience to achieve their exercise goals. Previous research probing the teacher speech act in giving motivation for English students also suggested that the teacher mostly employed the directive act while giving the motivation to students, and her reason for using the directive act was to get the students to participate in a class (Chakim & Dibdyaningsih, 2019).

According to the consistent findings on the use of the directive act, it could be interpreted that a fitness trainer and a teacher share the relevant role. The relationship between the fitness trainer and the audience is related to the relationship between the teacher and the students. To put it another way, it can be interpreted that the fitness trainer perceives the same role as a teacher while teaching and explaining to the audience what they need to know and must do during the exercise.

However, while previous study has only focused on the functions of illocutionary speech act, findings of this study provide new insight into the characterization of speech act. The results indicated that Cassey mostly used direct speech act, or she always explicitly indicated the intended meaning while uttering her motivational utterance. As reported in *the Personal Trainer Manual: The Resource for Fitness Professionals*, the exercise instructions should be a concise verbal explanation giving a clear understanding of what needs to be achieved (Cotton, 1999). For example:

*"I'm now going to show you how to perform a biceps curl."*

*"Watch how I control the movement and do not use momentum to help lift the weight."*

(Cotton, 1999)

Speech acts play an important role in language and communication, especially the illocutionary speech act. As a means of communication, there is always an intended meaning behind the speaker's utterance. The results of this research study suggested that the use of the directive speech act coupled with the use of direct speech act is significant for the motivational speech for doing the exercise. Therefore, this research study could contribute some ideas to the fitness trainers who would like to learn how to speak in order to motivate others to do an exercise as a fitness professional. Additionally, this study could be beneficial for people who are interested to conduct further research in the speech act's field.

## References

- Ab Rashid, R., Jamal, S. N., Ibrahim, N. S. N., Yunus, K., Azmi, N. J., Anas, M., & Mohamed, S. B. (2016). Rhetoric and Health: How Fitness Trainers Persuade Public on Social Networking Site. *Man In India*, 96(11), 4673-4679.
- Austin, J. L. (1975). *How to do things with words*. Oxford university press.
- Caspersen, C. J., Powell, K. E., & Christenson, G. M. (1985). Physical activity, exercise, and physical fitness: definitions and distinctions for health-related research. *Public health reports*, 100(2), 126.
- Cassey Ho. (2021). Retrieved May 11, 2021, from Wikipedia: [https://en.wikipedia.org/wiki/Cassey\\_Ho](https://en.wikipedia.org/wiki/Cassey_Ho).
- Chakim, M. A., & Dibdyaningsih, H. (2019). An analysis of teacher speech act in giving motivation for English students. *Journal of English Language Teaching and Islamic Integration*, 2(2), doi:10.31227/osf.io/yzh34.
- Cotton, R. T. (Ed.) (1999). *Personal trainer manual: The resource for fitness professionals* (2nd ed.). San Diego, California: American Council on Exercise. Retrieved from <https://www.pdfdrive.com>
- Graham, S., & Weiner, B. (2004). Theories and principles of motivation. In D.C. Berliner & R. C. Calfee (Eds.). *Handbook of educational psychology* (1st ed., pp. 63-84). Routledge. doi:10.4324/9780203053874
- Igras-Cybulska, M., Ziółko, B., Żelasko, P., & Witkowski, M. (2016). Structure of pauses in speech in the context of speaker verification and classification of speech type. *EURASIP Journal on Audio, Speech, and Music Processing*, 2016(1). doi:10.1186/s13636-016-0096-7
- Motivation. (n.d.) In Cambridge dictionary. Retrieved from <https://dictionary.cambridge.org/dictionary/english/motivation>
- Nayyar, N. (2016, November 24). POP pilates creator Cassey Ho talks about fitness & loving your imperfections [Blog post]. Retrieved from <https://www.womenfitness.net/cassey-ho>
- NCSF. (2014, October 15). Top reasons why people fail in their exercise programs [Blog post]. Retrieved from <https://www.ncsf.org/blog/154-top-reasons-why-people-fail-in-their-exercise-programs>

Ryan, R. M., Williams, G. C., Patrick, H., & Deci, E. L. (2009). Self-determination theory and physical. *Hellenic Journal of Psychology*, 6(2), 107-124.

Savović, B., Ubović, M., & Radenović, S. (2018). Analysis of the motivational speech held by the National team coach before the final FIFA U-20 World Cup match. *Fizicka Kultura*, 72(1), 102–110. doi:10.5937/fizkul1801102S

Searle, J. R. (1975). *A taxonomy of illocutionary acts*. University of Minnesota Press, Minneapolis. Retrieved from the University of Minnesota Digital Conservancy, <https://hdl.handle.net/11299/185220>

Searle, J. R. (1969). *Speech acts: an essay in the philosophy of language*. Cambridge: Cambridge University Press.

MedlinePlus. (n.d.). *Exercise and physical fitness*. Retrieved from <https://medlineplus.gov/exerciseandphysicalfitness.html>

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