

## EXPRESSIVE SPEECH ACT OF BRITISH AND AMERICAN CULINARY REVIEW: A CROSS-CULTURAL PRAGMATICS STUDY

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### ABSTRACT

*The research was conducted to uncover how American and British high school students utilize expressive speech acts for each other's culinary representation. It examined the linguistic and cultural manifestations in which reviewers communicated their personal opinions and attitudes toward food. The research applied a descriptive-qualitative approach using Searle's theory of the illocutionary point of speech act, which comprised the pragmatic characteristics focusing on the spoken form expression from both cultures. The data were collected from two video blogs from a YouTube channel called 'Jolly', with the title "British high-school students try American biscuits and gravy for the first time" and "Americans eat British comfort food for the first time" by using listening and note-taking techniques on the expressive speech act that occurred from the transcript of the video blog. The results show that both American and British high school students have expressive speech acts of surprise, preference, and disbelief. Yet, the unique traits of both cultures can be noticed in the way Americans express disgust while the British express humor.*

**Keywords:** expressive speech acts, culinary review, British communities, American, cross-cultural pragmatics

### INTRODUCTION

The advancement of technology has gradually made people tend to share or even influence their experiences and opinions through a variety of channels, including videos. So many video genres can be classified based on the creator's purpose, such as advertising, teaching, evaluating and reviewing, expressing, and many more (Lacsina, 2023). According to these classifications, a review purposing video of a specific cuisine and food from certain countries is one of the popular themes of vlogging on YouTube. This video-based platform is one of the most influential social media platforms. Brands from various industries have utilized YouTube as an effective marketing tool (Chen, Li, & Sun, 2023).

Culinary reviews often serve as rich forms of cultural communication, where participants verbally and nonverbally express their experiences and opinions about food. The expression of experiencing food can be different between people who have a favorable

opinion of such culinary offers (known as 'culinary fans') and others who have an unfavorable opinion of culinary offers (referred to as 'culinary critics') (Back, Okumus, & Tasci, 2020). The audience can recognize the differences between the profiles of food critics and fans by sociodemographic and behavioral traits (Back, Okumus, & Tasci, 2020). In an increasingly interconnected global context of sociodemographic and behavioral traits, understanding the differences and similarities in language expressions in food reviews by American and British communities is interesting for enhancing intercultural competence of the language by using a cross-cultural pragmatics approach.

In the context of linguistics study, the need for cross-cultural communication has greatly increased due to the diverse nature of the workforce and the globalization of corporations (Akkilinc, 2018). McConachy and Spencer-Oatey (2021) have elaborated on the key concepts of understanding the field of cross-cultural pragmatics which are culture, context, and also etic and emic research perspectives.

Culture is defined as a national boundary within the pragmatics to characterize the linguistic patterns of such languages, which are usually linked to the national culture. Culture in the term of cross-cultural study can show communicate preferences and attitudes, related to how culture is implicated in language use. Context is defined as any sociocultural variables that affect language, including social activity. The researchers imply context in the research about how 'free-spirited' high-school students express their opinions. Last, etic and emic research perspectives are related to ideas that are culturally general and specific, outside or within. Another perspective of cross-cultural study in pragmatics is conducted by Beeman (2014), which relates to the emotion and instantaneous choice of the speaker. Individuals with certain cultural backgrounds can be manipulated strategically by predicting how they will react to a situation based on their linguistic output. This idea can be related to the research considering the distinction of cultural backgrounds, British and American, which can be seen in the videos of the instantaneous reaction with linguistic output after trying specific food.

In pragmatics, the utterance that comes from the people has its own meaning, which needs to be achieved to get the information inside (Rais & Triyono, 2019). This is the basic knowledge of speech acts that can be classified according to their function, i.e., whether they represent an initiating or a reacting move, or, to put it differently, according to their position within speech act patterns. The notion of a speech act is fairly well understood. The theory of speech acts starts with the assumption that the minimal unit of human communication is not a sentence or other expression but rather the performance of certain kinds of acts, such as making statements, asking questions, giving orders, describing, explaining, apologizing, thanking, congratulating, and others (Searle, 1980). Speech acts result from a sentence under certain conditions and are units of language communication (Pangesti, 2019). In the context of food reviews, expressive speech acts encompass the use of vivid words or exaggerated language styles. Food is an important aspect of culture that examines how individuals in American and British cultures express themselves in food reviews. It can be understood cultural differences and underlying values that shape their language expressions.

Searle and Vanderveken (1985) have established the main sorts of speech acts based on the illocutionary force, which has seven development elements. Firstly, the illocutionary point is the classification of utterances divided into five: assertive, directive, commissive, declarative, and expressive. Each type points out the intention and objective of the utterance from the speaker, highlighting the illocutionary force. Secondly, the degree of strength is the strength of the utterance, which can distinguish two utterances from the same type. It can determine the degree of involvement of the interlocutor. Thirdly, the mode of achievement is the mode of utterance that determines the interlocutor's position. For example, directives require expression

by a person respected by the person to whom the command is addressed. Fourthly, propositional content conditions are the conditions about the content of an utterance. Certain content conditions are imposed on utterances. For example, it is impossible to apologize for an event that is going to take place or to propose a change of events that took place in the past. Fifthly, preparatory content conditions are the set of conditions that must occur for the utterance to be fulfilled. For example, when someone requests another by saying 'please' to stop shouting, the preparatory condition of this utterance is that someone is shouting. Sixthly, sincerity conditions are the conditions about the state of mental disposition, which must be fulfilled if the utterance is sincere. For example, it is impossible to say, "I am very sorry, but I am not sorry at all". Seventhly, the degree of strength of the sincerity condition, because states of mental disposition can be expressed with different strengths, this element serves to indicate these differences.

Expressive speech acts refer to the use of language to convey emotions, attitudes, and subjective experiences (Saifudin, 2019). An expressive speech act is one in which the illocutionary point is to express the sincerity condition of the speech act. Some examples are apologies, thanks, congratulations, welcomes, condolences, etc. There is no direction to fit either condition of satisfaction in expressive speech act since expressive assumes the truth of propositional content. The condition of sincerity differs according to the sort of expression; for example, while apologizing, the speaker should be sorry for what he/she is apologizing for; when congratulating someone, the speaker should be glad for what he/she is congratulating the hearer on (Mabaquiao, 2018).

Several studies related to speech acts in video blog discourses have been conducted. First, Pascual (2021) has conducted a contrastive study regarding generic aspects in an exploratory corpus of 18 English-mediated travel blog articles and 367 travel blog comments to investigate the frequency and saliency of speech acts in travel blogs. As a result, bloggers' communicative strategies are revealed, as well as pragmatic and discursive resources that users can utilize to encode their pragmatic goals in travel blog articles and comments.

Another research is done by Ngasini, Senowarsito, and Nugrahani (2021), which identifies types of expressive speech acts to describe the realization and the actual condition used in Billie Eilish's interview on the Ellen Show. In this research, the researchers take the data from the interview script between Billie Eilish as the interviewee and Ellen as the interviewer. From document analysis, the researchers have found 16 utterances of expressive speech acts, which consisted of one expression of apologizing (6,2%), one expression of thanking (6,2%), six expressions of congratulating (37,5%), one expression of greeting (6,2%), one expression of wishing (6,2%), and five expressions of attitudes (31,2%). The findings demonstrate that the most common expressive speech

act is the expressive form of congratulations to someone.

Research by Rahmawati (2021) has studied the type of expressive speech act found using Searle's theory and the S-P-E-A-K-I-N-G model based on Hymes used in *Crazy Rich Asian* film. The research findings indicate that just ten distinct forms of expressive speech, including the boast and condole acts, are identified among the 52 expressive speech acts in the *Crazy Rich Asian* film. The researcher uses the SPEAKING model to thoroughly comprehend the significance of the social environment and the interaction's objective before describing both in an analysis paper. According to the data analysis, the most commonly occurring types of expressive speech acts are expressions of regret, appreciation, and complement. It reveals how considerate and compassionate the *Crazy Rich Asians* characters are to one another.

Next, Nurhayati and Prasetyo (2022) then have conducted research on speech acts in food vlogs (video blogs). This research looks at the illocutionary speech acts utilized by Farida Nurhan, a culinary blogger on YouTube. The research has found four types of illocutionary speech acts: (1) assertive speech acts with the pragmatic function of informing, (2) directive speech acts with the pragmatic function of suggesting, ordering, asking, and reminding, (3) commissive speech acts with the pragmatic function of promising and offering prayers, and (4) expressive speech acts with the pragmatic function of praising, insinuating, and complaining. Research conducted by Lacsina (2023) has also discussed unveiling the art of food vlogging with a multimodal discourse analysis approach by investigating the various modalities they used to create a perlocutionary effect on the audience in the form of reactions. The result shows that food vlogs have a common goal of describing and enticing viewers with food, thriving in exclusive modes and languages within the community, encouraging interaction through comments, employing a unique genre and specialized vocabulary, and contributing to the expanding food vlogging community through distinct discourse, modalities, and structures.

Next, research by Wulandari, Ngatmini, and Utami (2023) has conducted a research about the form of food vlogger Bara Ilham's speech on Tanboy. The data analysis results of Kun's YouTube channel are carried out informally. Based on the research results, 42 speech data are found, namely four locutionary utterances, 37 illocutionary utterances, and one perlocutionary utterance. Locutionary speech is uttered in three modes of speech, namely declarative, interrogative, and imperative. Illocutionary utterances are uttered with speech activity, and perlocutionary utterances are uttered with the effect of influencing the speech partner to carry out an action. Of the three types of speech, the use of expressive speech is dominated by 10 utterances and 12 assertive utterances. Each utterance contains pragmatic power, namely asking, suggesting, inviting, telling, stating, praising,

insinuating, deciding, complaining, and reminding. The pragmatic power that often appears is expressive speech in the category of praise, and there is influence power, which is included in the type of perlocutionary speech, characterized by a response accompanied by action.

Thus, the research focused on comparing expressive speech acts in food reviews between American and British communities is still limited. Therefore, the research aims to fill this gap by analyzing food review data from both cultures to identify and compare linguistic and cultural characteristics that emerge in the expression of culinary experiences. By deepening the understanding of expressive speech acts in food reviews, the research provides an important contribution to the field of cross-cultural pragmatics.

The researchers utilize Searle and Vanderveken's (1985) theory of expressive speech act by analyzing the illocutionary force from utterances spoken by the video interviewee. The findings of the research are expected to investigate the expressive speech acts used by high schoolers from America and England in culinary reviews, utilizing a cross-cultural pragmatic approach, specifically in the culinary context.

Conventionality refers to the extent to which speech is prescript or personalized on the spot for the listener (Argyris et al., 2021). Yet, the researchers put a disclaimer on abstraction and multidimensionality based on Hjerm et al. (2020) that the status of specific social groupings shifts throughout time due to various causes, including societal prejudice. Norms concerning what is and is not acceptable to do, say, or believe change as well. It can only be measured if positive or negative views about a certain item have changed over time when linking its tolerance to something specific. Additionally, the research can provide a better understanding of the cultural differences and similarities between American and British cultures and their implications in other domains of intercultural communication by looking for the expressive speech act used.

## METHODS

The research applies the descriptive-qualitative method in the cross-cultural pragmatics approach using the theory of illocutionary force of speech act by Searle and Vanderveken (1985), comprising the pragmatic characteristics focusing on the spoken form expression from both British and American cultures. Qualitative research is expected to provide an in-depth explanation of linguistic features in expressive speech in conversational and cross-cultural contexts. The data are taken from the utterances spoken by British and American high school students as the linguistic output, which is taken from the video transcript. The data source is limited to two main videos produced by a YouTube channel called Jolly. The video titles are: (1) "British High Schoolers Try Biscuits and Gravy for the First Time!" and (2) "American High Schoolers

Try British Comfort Food for the First Time!”.

The data collection process is carried out using *simak* (listening) followed by *catat* (note-taking) techniques. According to Mahsun (2017), the listening technique is related to how the researcher verifies the information being spoken by the speaker of such language. The data used are speech samples from utterances to ensure a balanced representation of cultural and linguistic variation. Data analysis is carried out in-depth by identifying expressive speech acts while also using a cultural contextualization based on the concept of cross-cultural pragmatics that has been mentioned before. This is also done by considering the cultural influence on language use that underlies expressive language in food reviews.

## RESULTS AND DISCUSSIONS

Here, the researchers describe and explain the expressive speech act used by both British and American high schoolers based on their reaction to trying each other's representative food. First, utterances that contained expressive speech acts in illocutionary points from British speakers are listed:

1(a) “Oh my days!”

Data 1(a) is spoken by one of the British high school students after seeing the American side dish, namely gravy. This is because the concept of gravy is different between British and American culinary. Gravy in British cuisine is a brownish topping sauce that is usually served with main foods such as meatloaf, mashed potatoes, barbecues, etc. Meanwhile, in American cuisine, gravy is a white sauce with pieces of sausage in it which is served with biscuits. Usually, this dish is paired as a main dish. Apart from that, biscuits in American cuisine are better known as ‘scones’ in British cuisine. This is what triggered the emergence of exclamation as an expressive speech act from British people. Similar exclamations like “Oh my God!” and “Oh my gosh!” are also being used for the same reason. This response is a spontaneous and natural reaction if someone is faced with something foreign or unfamiliar; in this context, it is the concept of food.

In British culture, this utterance shows a casual style of communication. It is influenced by popular culture and media, which are commonly used in movies, TV shows, and music. In the context of use, this exclamation is more suited to more casual conversations with colleagues. It can be in more informal tones, depending on who the speaker is. This also relates to video blogs on YouTube, which are more flexible and secure for speakers to express themselves, especially for youth with a shade of cheerfulness.

1(b) “It’s been a life changing experience.”

Data 1(b) is spoken at the end of the video

regarding the culture shock experienced by the British high schooler after trying some American foods. The phrase ‘life-changing experience’ shows that throughout his life, he had his thoughts about American food. The concept of American food can be biased from being unhealthy that so many British people are not interested in trying it. However, from the video, the reaction of British people when they try American food immediately changes their mindset by stating that American food is surprisingly delicious.

Therefore, data 1(a) and 1(b) show the expressive speech act in illocutionary of expressing surprise used by British high school student speakers. The utterances show a strong reaction of astonishment or amazement. It is usually accompanied by an exclamation or an interjection to emphasize the intensity of the surprise. Thus, the expression of surprise implicitly shows a natural reaction from the British speakers when experiencing something unfamiliar from the usual everyday things.

By analyzing the illocutionary force, data 1(a) and 1(b) as the expressive speech act have the intention to give a positive shade toward American cuisine as a tribute to the food for giving such an impression and significant experience to the speakers. It can be stated that these expressive utterances are being spoken to acknowledge the peculiarities and idiosyncrasies of American food.

2(a) “That’s proper nice.”

Data 2(a) is spoken by one of the British speakers after trying American biscuits and gravy. The terms ‘proper’ and ‘nice’ indicate their evaluation of American cuisine, which is appropriate but not extremely delicious. The word ‘proper’ is paired with the adjective ‘nice’ to give a positive impression of American cuisine.

This expression shows evaluation by the British speaker as an immediate response to the taste and quality of American food. The speaker has his language style in line with their convention of language and culture to express his subjective opinion about food.

2(b) “It’s amazing!”

Data 2(a) and 2(b) are also similar to British high schoolers’ opinions of American food, which is the Southern style of fried chicken in gravy. In British culture, gravy is not common to be paired with fried chicken (see data 1a). The word ‘amazing’ describes how a British speaker has a whole new experience and praises American food, which they realize is appetizing and delicious.

This utterance in expressive speech acts shows a strong positive evaluation of American food, specifically fried chicken with gravy. The word ‘amazing’ describes a high level of admiration from the speaker’s perspective. It shows how the speaker found out that American food is satisfying, which may differ from what they expected before trying it.

## 2(c) “Lovely!”

Data 2(c) is considered a typically positive exclamation by British people in expressing a preference for positive shading or like. It is more to be some sort of approval towards American food. ‘Lovely’ is an expression often used by British people when praising or experiencing something pleasant. In the context of food reviews, it can be assumed that this expression shows the positive reactions of British people after trying American cuisine.

Therefore, data 2(a), 2(b), and 2(c) are considered as the illocutionary means of expressing preference used by British high schoolers to indicate that they mostly like preference after trying American representative food. Preference in this context can be like or dislike. From the video, British high schoolers are mostly showing positive reactions and attitudes towards American cuisine. They tend to like the food, which is expressed by their utterances. Yet, these expressions can be analyzed by the degree of strength to distinguish two utterances. These data show that the word ‘proper’ in data 2(a) gives a different level of positive shade towards American food. While the words ‘amazing’ and ‘lovely’ are extremely good evaluations, the word ‘proper’ gives a positive impression but not at the peak level.

## 3(a) “That is not a biscuit!”

Data 3(a) conveys a strong assertion or disagreement about classifying or categorizing an object as a biscuit. It suggests that the speaker believes the object in question does not meet the criteria or qualities expected of a biscuit (see data 1a). The concept of ‘scones’ and ‘biscuits’ based on ingredients are basically the same in British or American culture, which considers it a quick bread pastry. Yet, British culture has its own cognition of ‘biscuit’, which is known as ‘cookie’ in America. The distinction between cultural background and the basic cognitive knowledge about a thing called ‘biscuit’ triggered the spontaneous reaction of disbelief of the British speaker. From a cross-cultural communication perspective, it can be determined that British people understand things in their own context and terminology.

## 3(b) “What? How do they eat scones and gravy?”

Data 3(b) shows disbelief regarding a specific food combination or eating practice. It is spoken by a British high school student after being served American food, scones and gravy. It suggests that the speaker finds the idea of consuming scones with gravy unusual or unexpected (see data 1a). In British culture, scones are typically served with jam or clotted cream as part of British afternoon tea culture, along with another kind of sweet pastry (carrot cake, Victoria sponge, shortbread, etc).

This utterance as an expressive speech act highlights the difference in eating habits of British

and American culture regarding the cuisine, scones. It reflects the complexity of adapting and interpreting eating practices in different cultural backgrounds.

From data 3(a) and 3(b), British speakers show illocutionary expressions of disbelief. This shows that there are variations in vocabulary and different meanings (semantic aspect) in British English and American English, which causes the initial reaction of British speakers to express disbelief after seeing the same thing with different names in American culture. It can also be determined that there is a different level of disbelief related to the degree of strength to distinguish two utterances. The word ‘not’ in data 3(a) gives strong disbelief about things believed to be a biscuit by the British speaker, while in data 3(b), the speaker is confused about the eating practice of such food combination by questioning what and how.

The linguistic aspect of the difference in vocabulary and meaning between American English and British English shows the importance of the linguistic variations between cultures. In contrast, the failure of cross-cultural communication can lead to confusion and misunderstanding. Expressing disbelief in this context is a normal response due to the different perspectives on things.

## (4a) “Your food is weird and nice.”

Data 4(a) conveys a playful and lighthearted tone while commenting on the uniqueness or unconventional nature of the American food being referred to. It suggests a combination of surprise and appreciation for the unconventional flavors or ingredients used. The statement employs a humorous contradiction by combining the words ‘weird’ and ‘nice’ to describe the food. The word ‘weird’ highlights that American food from a British perspective is unusual, while ‘nice’ highlights that American food is still enjoyable and appetizing despite being unusual.

It can be assumed that British high schoolers appreciate the taste of American food despite being unfamiliar with the combination. This reflects how British people shade American food with mischievousness without the intention of being too harsh on their opinion.

## 4(b) “Looks like a chopped-up ferret.”

Data 4(b) exaggerates comparison to something unusual or unexpected. It relies on absurdity and surprise to create humor. The subject referred to is the gravy, which has some resemblance or visual characteristics that remind the speaker of a chopped-up ferret, a comparison that is intentionally bizarre and outlandish texture of the food. According to the Cambridge dictionary, ‘ferret’ is a type of small, weasel-like animal used to chase rabbits out of their holes. The chopped-up ferret is used as a simile of sausage chunks on the gravy that the speaker found not appetizing. It is important to note that humor may rely on the personal stance of the speaker, not the whole

community, in a broader range.

Therefore, data 4(a) and 4(b) show the illocutionary of expressing humor used by British high schoolers after trying some American representative food. It makes the atmosphere of the video more cheerful since the participants feel enlightened even though they are trying unfamiliar food. The use of humor can reduce the tension of someone when trying new or unusual things, such as food from different cultural backgrounds. It increases interactions and communication, which is more interesting, especially for video blogs for entertainment purposes. It also sheds a positive light on American food after the British speaker presents excitement about experiencing the food.

This explains the expressive speech act that occurred in American speakers' utterances with illocutionary points listed as:

5(a) "Oh no!"

Data 5(a) shows an immediate emotional reaction to the situation of the American high schoolers. It conveys a sense of concern or distress after seeing the visual of Bean on Toast as the representative cuisine of the British. It can be assumed that the speaker may feel a range of emotions, including worry, frustration, or even fear. This utterance reflects the importance of food, which can be considered as a cultural identity symbol.

5(b) "That's wild!"

Data 5(b) conveys a solid response to something uncommon for the speaker. This response is shown by the word 'wild' as slang for something unusual. The American high schooler, as the speaker of the utterance, feels that Beans on Toast is being referred to as outside his realm of the ordinary or conventional by just looking at the visual of the food, which is not very appealing and pleasant. In this context, American high school students tend to use more informal tones of communication by using this slang.

Therefore, from data 5(a) and 5(b), the expressive speech act used by American high schoolers has an illocutionary point of expressing surprise. Expressing surprise is used by Americans as a strong reaction to the visual of Bean on Toast, which is comfort food and a 'go-to' dish for British people. Americans, in expressing surprise, are more straightforward by just looking at the visual of British food. In illocutionary force analysis, there is a difference between data 5(a) and 5(b) in terms of sincerity conditions and the state of mental disposition. In data 5(a), expressing surprise shows the distressed attitude of being surprised by what the speaker sees as the instantaneous response. In contrast, in data 5(b), the speaker shows an attitude of confusion and stating something unusual.

6(a) "It's lowkey good actually."

Data 6(a) is used to express a nuanced or

subtle appreciation for something that may not be widely recognized or acknowledged, which is, in this context, the Beans on Toast. It conveys a sense of pleasantly surprised satisfaction while also implying an element of understatement. The word 'lowkey' is used to describe a low-profile emotion in reacting to the taste of British cuisine. It also intends something to be good and presentable, but not in a flashy vibe. It is paired with the word 'good' to show a positive appreciation for the food for being acceptable to the American high schooler's taste. American high school student highlights that Bean on Toast does not have a big reputation for being a delicacy, yet in fact, it tastes good in a simple way.

6(b) "It tastes way better than it looks."

Data 6(b) is the utterance spoken by the American high schooler after trying Beans on Toast. The speaker conveys that the flavor or quality of Beans on Toast exceeds its visual appearance or initial impression. It also conveys a positive surprise and emphasizes the discrepancy between the expected perception and the actual experience.

6(c) "I think it's over hated."

Data 6(c) is spoken by one of the American high school students after trying Bean on Toast. This utterance expresses his opinion that British food receives more criticism or negative sentiment than they believe in America is warranted or justified. It conveys a sense of disagreement with the prevailing negative perception or criticism. The American high school student in the video says that negative shade towards British food is unnecessary regarding the taste, which is not that bad.

Therefore, data 6(a), 6(b), and 6(c) are considered as the illocutionary of expressing preference used by American high schoolers to indicate that they mostly like preference after trying British representative food. Preference in this context can be like or dislike. From the video, expressing preference by American high schoolers is quite different. The speakers do not properly express like or dislike, but more in between. Utterances such as 'lowkey good', 'it tastes better than it looks', and 'over hated' state that the food they tried is acceptable even though the taste is not very satisfying enough to make a clear and direct compliment about British cuisine in common.

7(a) "Why is it a thing?"

Data 7(a) is used to express a sense of surprise, confusion, or curiosity about Marmite. Marmite is a black-colored yeast spread from British cuisine that is fermented over several days. It implies that the speaker is questioning the reasons behind the subject or trend and seeking an explanation. It can be assumed that American high schoolers find the visual representation of Marmite less appetizing than enjoying it spread on

bread.

The reaction of American high-school students in reviewing Marmite can be highlighted as intercultural exploration when someone experiences things from outside their culture, including food. The question in data 7(a) reflects curiosity to understand food products and can be an initial acknowledgment of a deeper understanding of British culture.

7(b) "Looks are subjective and so is taste."

Data 7(b) expresses the idea that both the visual appearance and personal preferences in terms of taste can vary from each person. It highlights the subjective nature of both aesthetic judgments and personal preferences. In the video, one of the American high school students is trying to be neutral after trying Bean on Toasts and being asked, "Does it taste better than it looks?" In this way, the speaker provides a statement of acknowledgment regarding preferences of food culture. The speaker's background as an American strengthens the statement that tastes in a dish can be subjective. This expression highlights the importance of diversity in individual preferences, especially in food. There is not such a single view of right or wrong.

7(c) "It does not look good."

Data 7(c) is the utterance spoken by American high school students after seeing the British go-to dish, Bean on Toast. The utterance is a straightforward statement expressing the speaker's negative judgment about the visual appearance of food. It suggests that the speaker finds the visual presentation of the food unappealing or undesirable. In this context, this expression reflects the honesty of the speaker.

Therefore, data 7(a), 7(b), and 7(c) are expressive speech acts with the illocutionary point of expressing disbelief. Expressing disbelief in the context of the video is the speaker's response to two British representative foods, Bean on Toast and Marmite. These are types of British foods that can barely be seen in America. From the illocutionary force, these expressions occur with a degree of strength tended to negative shades of British cuisine.

For instance, data 7(a) expresses disbelief with medium strength, which means the speaker feels skeptical about Marmite but does not explicitly resist its existence. Data 7(b) shows the speaker's expression in a more moderate way. Although the speaker stated that looks and taste are subjective, his statement acknowledges rather than rejects the existence of universal standards for cuisine.

8(a) "That's horrible!"

Data 8(a) is an expression by an American student after tasting Marmite. This data expresses strong negative sentiment and signifies that the speaker finds the food to be extremely unpleasant, distasteful, or unsatisfactory. It conveys a strong disapproval or

dislike for the taste, flavor, or overall quality of the food.

8(b) "It smells like poison."

Data 8(b) expresses the reaction of the American speaker as a strong negative perception of the odor or aroma of Marmite. It suggests that the speaker finds the food's smell highly unpleasant. Then, the speaker compares the smell of Marmite closely to 'poison', which is a cognitive knowledge of the speaker as something that contains dangerous ingredients that should not be in the food or it can be called 'toxic'.

8(c) "I don't like that, it's disgusting."

Data 8(c) expresses a strong negative opinion and aversion towards Marmite, indicating that the speaker finds it highly unappealing or repulsive. It signifies that, based on their own subjective evaluation, it is not to their liking. It acknowledges that individual preferences can differ, and what one person finds disgusting, others may enjoy.

From data 8(a), 8(b), and 8(c), the expressive speech acts have the illocutionary point of expressing disgust. These expressions show a negative reaction by Americans after trying British representative food. From the illocutionary force element by analyzing the degree of strength, data 8(a) and 8(c) show a strong negative perception of the unpleasant taste of Marmite. While data 8(b) shows a strong negative perception regarding the smell of Marmite that is metaphorically expressed by comparing it to poison.

Based on these explanations, expressive speech acts in the context of culinary review convey emotions, attitudes, and subjective experience. In the linguistic output of utterances, British participants exhibit a reserved and understated style in their expressive speech acts, expressing four purposes: surprise, preference, disbelief, and humor. Their reactions often involve subtle cues, polite remarks, and a dry sense of humor. The British participants tend to use sarcasm and irony to express their opinions and preferences, adding a layer of complexity to their communicative style. Their reserved and nuanced approach reflects a cultural emphasis on politeness, restraint, and the art of understatement. The British participants' use of humor also demonstrates their ability to navigate potentially sensitive topics while still expressing their views in a socially acceptable manner.

On the other hand, the American participants display a highly expressive and enthusiastic approach towards food, which can be seen from four purposes of the expressive act: expressing surprise, preference, disbelief, and disgust. Their use of vivid and exaggerated language, along with animated gestures, conveys their excitement, surprise, and delight. They often express their opinions assertively and openly, showcasing their individuality and confidence. The Americans' expressive speech acts reflect a culture that values self-expression, individual preferences,

and the desire for new and exciting experiences. Their willingness to embrace different flavors and cuisines, even if initially unfamiliar, suggests a sense of adventure and openness to diverse culinary encounters.

The difference in expressive speech acts spoken by both British and American speakers is also influenced by differences in vocabulary concepts. In addition, individual preferences subjectively influence speech, so it cannot be immediately concluded explicitly that the reactions that arise can be representative of British and American society in general. This is evidenced by the reviews that are spoken, which can be positive or negative depending on the preferences of each individual.

The researchers have mentioned some previous studies with the same framework of expressive speech acts using Searle's theory. In comparison, the previous studies with the closest idea to the research are by Nurhayati and Prasetyo (2022) regarding the same domain of food video blogs. The research takes videos from reviewing food from such restaurants as the data source. From the analysis, the research has found expressive speech acts with the pragmatic function of praising, insinuating, and complaining. It can be related to the research that even with the same domain of food vlogs, the purpose of the video can be distinct from the pragmatics function extracted from the expressive speech act.

In contrast, some previous studies with different domains, such as talk shows and movies, have different findings on expressive speech. For instance, Ngasini, Senowarsito, and Nugrahani (2021), in analyzing expressive speech acts on a talk show found 16 utterances of expressive speech acts, which consisted of expressions of apologizing, thanking, congratulating, greeting, wishing, and attitudes. While on the research from Rahmawati (2021), expressions of regret, appreciation, and complement can be found in the characters from a movie. Thus, expressive speech act cannot be described with exact classification; it is related to the speaker's purpose. Specifically, in popular culture products such as video blogs, movies, and talk shows, such expression is predictable depending on the purpose of the videos.

## CONCLUSIONS

Based on the results and discussion, the analysis of expressive speech acts highlights distinctive characteristics between American and British participants when discussing food. British high school students use four kinds of expressive speech acts, including expressing surprise, preference, disbelief, and humor. American high school students also use four kinds of expressive speech acts, including expressing surprise, preference, disbelief, and disgust. While Americans tend to exhibit a more assertive and enthusiastic style, embracing new experiences with excitement, the British participants demonstrate a reserved and subtle approach, often employing dry

humor to express their opinions.

The most striking difference lies in each last expressive speech act, which shows a different attitude when reviewing food. British students use humor to express their opinions in subtle ways, while American students express negative impressions of food directly and straightforwardly. These cultural nuances shed light on the diverse ways individuals from different backgrounds engage with and express themselves in the realm of food, adding richness and depth to their culinary experiences. It should be noted that this research takes samples from only two videos, which are considered to represent British and American responses in reviewing each other's typical foods. However, the research results may not represent the entire community of both cultures in the reality of society, considering the tendency of individual responses. For this reason, further research is needed by taking samples from various other discourses in the creative industry to strengthen research results in tracing the characteristics of each culture.

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