

## ILLOCUTIONARY STRATEGIES IN DIGITAL ADVERTISEMENT CAMPAIGN AS FOUND IN COCA-COLA'S #MAKEITHAPPY

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### ABSTRACT

Language used in a campaign is an interesting study, moreover if it is used in a campaign which targets adolescent audience who are known with their own dynamics. The study uses the sample of advertisement campaign from The Coca-Cola Company entitled #MakeItHappy which aims to fight the increasing online bullying in the digital era nowadays, especially to American's adolescents. The data are taken from five videos containing thoughts and testimonials from celebrities, experts, and some adolescents who experience and/or having a concern with the issue. The language used there is identified by Austin's illocutionary speech acts then analyzed by the theory of Searle. The study shows that the type of speech act which is seen in high frequency is assertive-directive indirect speech (66,7%). This result implies that assertive-indirect directive indirect strategy is the most appropriate strategy to be used towards teenagers in the context of advertisement campaign.

**Keywords:** Illocutionary act, advertising campaign, adolescence

### *Intisari*

*Bahasa kampanye merupakan bahasa yang menarik untuk dipelajari, utamanya saat kampanye tersebut menasar kalangan remaja yang terkenal dengan dinamikanya tersendiri. Penelitian ini mengambil sampel iklan kampanye dari The Coca-Cola Company bertajuk #MakeItHappy yang memiliki misi melawan online-bullying yang marak terjadi di era digital ini, terutama di kalangan remaja Amerika Serikat. Data diambil dari lima video yang berisi testimoni dan pandangan-pandangan dari selebriti, ahli, maupun remaja yang mengalami dan/atau memiliki kepedulian terhadap isu ini. Bahasa yang dipakai diidentifikasi menggunakan pendekatan tindak tutur pragmatik, yaitu tindak ilokusi oleh Austin dan dianalisis berdasarkan teori Searle. Hasil penelitian menunjukkan bahwa jenis tindak tutur yang paling sering digunakan adalah tindak tutur tidak langsung dengan jenis assertive-indirect directive (66,7%). Hasil ini menunjukkan bahwa tindak tutur assertive-indirect directive adalah bentuk yang paling cocok digunakan sebagai bahasa untuk menasar kalangan remaja dalam tataran sebuah iklan kampanye.*

**Kata kunci:** tindak tutur ilokusioner, iklan kampanye, remaja

## INTRODUCTION

Bovée and Arens (1992: 7) define advertisement as “the non personal communication of information, usually paid for and usually persuasive in nature, about products (goods and services) or ideas by identified sponsors through various media”. It has been in existence for ages<sup>1</sup> and now continues to emerge in all mass media such as newspapers, magazines, radio, television, billboards, social media, websites, online forums, and other media because of its importance towards the development of the economic sector<sup>2</sup>. In line with this rapid development of advertisement, the awareness in making a good advertisement also rises. One way to make a good advertisement is to formulate a good persuasion content. Glazer and Rubinstein (2006:1) defined persuasion as a process involving an agent (the speaker) who attempts to persuade another agent (the listener) to take a certain action. In order to be successful in persuading the consumers, good persuasion strategies particularly in constructing the messages via language are needed, therefore a further study of it is needed.

One of the known forms of advertisement is advertisement campaign. Kolowich (2016) defines it as “group of ads centralized around one message”. They often use many different marketing channels to get this idea across. The timing of these campaigns are also very clearly defined. Some companies also integrate Corporate Social Responsibility (CSR) into the campaign because according to Thompson (2016) “public perception of the company, increase sales and improve employee morale.” CSR often focuses on community and environment in which it operates<sup>3</sup>.

#MakeItHappy is an advertisement campaign that was launched by The Coca-Cola’s Company on 26 January 2015. Its objective is “to inspire America

to become a collective force for positivity and to fight negativism that exists in the online world”<sup>4</sup> as quoted from Jennifer Healan, Coca-Cola’s group director of integrated marketing content. It was launched in Super Bowl event and fill up the 60 seconds slot of advertisement. These advertisements were then followed by the other videos that were launched soon after. Five of the series of video feature testimonials from celebrity, adolescents, and expert who have experience and/or concern on online negativity. Following the set of videos, the campaign also encourages Twitter users to mark negative tweets with the #MakeItHappy hashtag. Then, the automatic system which is set by the company will turned those tweets into cute art images such as “an adorable mouse, a palm tree wearing sunglasses or a chicken drumstick wearing a cowboy hat”<sup>5</sup> using ASCII lettering code.

Although this advertisement campaign ended abruptly because of hacker’s attack in the form of bot<sup>6</sup> which turned the converted tweets into images containing quotation from Adolf Hitler<sup>7</sup>, it is still interesting to study the campaign linguistically to see how the persuasion using pragmatic forces are involved in the campaign tools because of its successful achievement. According to USA Today’s Ad Meter, the campaign ranks the spot as one of the top 10 ads of the night it is launched at Superbowl event<sup>8</sup>. Meanwhile, the statistic of the uploaded videos on YouTube shows that the total 8 videos, including the teasers, are watched 4.083.501 times and succeed in collecting total 2.354 likes from the audiences<sup>9</sup> which implies that these videos succeed in garnering attention to the campaign, and based on the high number of likes, the messages that videos convey can be accepted and agreed by the audiences.

<sup>1</sup> Starting from “public-criers” in early Hebrew, Greek, Roman civilization up to medieval times, later developed into other form such as print ads on newspaper in 18th century along with the invention of printing technology, and advertisement continues to develop into many forms along with the various inventions and developments of the other technologies (Brewster et al. 1954: 3-9).

<sup>2</sup> Advertisement according to Professor Neil H. Borden in his research 1) has helped to raise the standard of living and to increase the national income, 2) has helped to improve the quality of goods, 3) has tended to reduce production costs and prices. (Brewster et al. 1954: 21).

<sup>3</sup> Inferred from definition provided by businessdictionary.com

<sup>4</sup> According to an interview published in Coca-cola’s official press release on Coca-cola’s #MakeItHappy campaign. Taken from “<http://www.coca-colacompany.com/stories/makeithappy-coca-colas-big-game-ad-to-champion-online-positivity>” accessed on 19 September 2015.

<sup>5</sup> As quoted from news published by The Guardian Online. Taken from <https://www.theguardian.com/business/2015/feb/05/coca-cola-makeithappy-gakwer-mein-coke-hitler> accessed on 5 June 2016

<sup>6</sup> Mitroff (2016) defines it as an application which can performs an automated task. In case of twitter micro-blogging service, it is program that is used to produce an automated tweets or interactions.

<sup>7</sup> As quoted from news published by The Guardian Online. Taken from <https://www.theguardian.com/business/2015/feb/05/coca-cola-makeithappy-gakwer-mein-coke-hitler> accessed on 5 June 2016

<sup>8</sup> Data taken from “<http://admeter.usatoday.com/results/2015>” accessed on 3 May 2016.

<sup>9</sup> The data are taken from each of the video’s URL hosted by Youtube.com

The paper reveals which type of illocutionary act is used more in the advertisement and investigates why certain illocutionary act is used more in the advertisement in relation with the target audiences. This paper is based on pragmatics theory, as defined by Levinson (1983:9) “the study of the relations between language and context that are grammaticalized, or encoded in the structure of a language” and speech acts, as divided by Austin (1962) into three levels; **locutionary act** (the performance of the actual utterance), **illocutionary act** (action performed by the speaker by producing a given utterance), and **perlocutionary act** (the actual effects of utterances). The classification of illocutionary acts will be based on Searle (1979) who divided it into; **assertive** (speech acts that commit a speaker to the truth of the expressed proposition), **directives** (speech acts that are to cause the hearer to take a particular action), **commissives** (speech acts that commit a speaker to some future action), **expressives** (speech acts that express the speaker's attitudes and emotions towards the proposition), and **declarations** (speech acts that change the reality in accord with the proposition of the declaration).

According to Yule (1996) another classification which are direct and indirect speech can be made on the basis of structure. **Direct speech** is formed when there is direct relationship between structure and function, while on the contrary **indirect speech** act is formed when there is indirect relation between structure and function. Eemeren (1987) suggest that an indirect may be presented as an assertive, directive, commissive, expressive or declarative. Therefore, further classification can be developed according to basic classification proposed by Searle.

The data were collected through search function in the YouTube website. The researcher picks the videos related to #MakeItHappy campaign that was published in the website and repeats this steps until all the videos under the tag #MakeItHappy were collected. The transcripts for all the videos containing the speeches needed are obtained from YouTube also and then some of the inaccurate speeches are corrected by the researcher. The data are identified and analyzed by

linguistic theory which is adopted, pragmatics aspects namely the illocutionary acts.

## DISCUSSION

### 2.1. Identification of Target Audiences

#MakeItHappy campaign which is created to deliver the message to stop the wide-spread online bullying is apparently targeted to adolescents, the group who experiences the online bullying most. The company utilizes some strategies, one of which is the strategy of constructing messages by means of language, which will be the focus of the paper. Weber (2009) states that advertisement will be much more effective if they speak in their target audiences' language, and therefore since the target is adolescent group so the company will mostly adapt to the features commonly used by the adolescences in their advertisement.

Adolescent is a group of people who have come to the realization that their lives are no longer the same as when they were children so that they start to forge a stable identity (Cobb, 2011) so it is understandable that this group uses a high frequency of slang and the other language features which people clearly identify as a non-standard (Holmes, 1997) in order to establish their own identity. These informal forms will create a more casual and relaxed social interaction so that the intimate contact, which seems to be important to adolescents according to Stenström (2014) will be achieved.

The identification of the audiences is important as the effectiveness of any advertisement medium depends on reaching the right kinds and the maximum number of people (Lucas and Britt, 1963). The frequent use of informal languages and also language features which are familiar with adolescents in order to create an intimate, casual, and relaxed contact, such as **tag controlled deletion, slang words, and non standard vocabulary** as what have been proposed by Akmajian et al. (2010) **taboo and swear words** and **pragmatics markers** as studied by Stenström (2014) which indeed seems important in adolescent interaction (Stenström, 2014) are seen. Thus, it can be concluded that this campaign indeed targets adolescent as its audience.

## 2.2 Identification of Speech Acts

Video Title	DIRECT	INDIRECT					COMBINATION		
	DD	AID	EID	CID	AID & EID	AID & CID	ID, AID, & EID	AID & DD	DD & ID
[1] Coca-Cola on Making a Better World Wide Web	3	15	1	1	2				
[2] Coca-Cola and Kid President #MakeItHappy	2	11						2	
[3] Coca-Cola and Michael Sam #MakeItHappy	2	4			1	1	1		
[4] Coca-Cola and Danica Patrick #MakeItHappy	1	5				1		1	1
[5] Coca-Cola and Teen Change Agents #MakeItHappy	2	17			2			2	
TOTAL	10	52	1	1	5	2	1	5	1
TOTAL DATA	78								

There are several types of illocutionary acts which are found in this video in the form of audios and also texts. There are three forms of directives which are found in the video the first is **direct directive (DD)** with the total 10 data and **indirect directive (ID)** which is dominating with the total 62 data and the **combination of direct and indirect** with the total 6 data.

The indirect directive appears in several forms which are **assertive-indirect directive (AID)** with the total 52 data, expressive-indirect directive (EID) which is found in 1 datum, **commisive-indirect directive (CID)** which is also found in 1 datum, **assertive-directive and expressive-indirect directive (AID & EID)** with the total 5 data, **assertive-indirect directive and commisive-indirect directive (AID & CID)** with the total 2 data and lastly, **indirect-directive, assertive-indirect directive, and expressive-indirect directive (ID, AID & EID)** which is only found in 1 datum.

Aside from the direct and indirect strategy, there are also some data using the combination of both strategies which are **assertive-indirect directive and direct directive (AID & DD)** which is found in 5 data and **direct and indirect Directive (DD & ID)** which is only found in 1 datum. Some example and discussion of the finding will be discussed below:

### 2.2.1 Direct-Directive

The data which are categorized in this section are forms of commands request, or demands towards the audience in the form of direct utterance. Even though

the use of direct speech is considered ineffective since adolescents mostly do not listen to direct solution, suggestion, advice, or such (Gordon, 1972 as quoted in Cobb, 2011) but this form is sometimes used because the other form, which is indirect speech, may lead to the possible problem of ambiguity because of its greater possibilities (Coulmas, 1986). From the total 78 data, this form is only found in 10 data, one of which are discussed below:

**Datum 2: Trisha: believe in yourself, bring positivity, go out there, change the world.**

Even though the datum consists of four direct directives consecutively, it is considered more favorable since the use of vernacular forms, defined as least self-conscious style of speech used by people in relaxed conversation with friends, peers and family members (Labov, 1972 as quoted in Mesthrie et al, 2004). The form can show the intimacy which Stenström (2014) argues that it seems to be important in adolescent talk. Moreover, by using vernacular forms, the speaker can position themselves as a friend to the audience so that the message's chance to be heard will increase dramatically because they mostly takes emotional support, intimacy, and advice from their friend (Furman & Buhrmestser, 1992; Levitt, Guacci-Franco, & Levitt, 1993 as quoted from Cobb, 2001).

Aside from that, Whitbourne (2013) states that "studies of aggressive learning show that through a process known as vicarious reinforcement, people start

to model the behavior of individuals whose actions seem to be getting rewarded". Related to this, with speaker's innovative software which has a purpose in minimizing online bullying, RETHINK, the speaker manages to be one of the finalists in Google 2014 Science Fair, and after that she also manages to cooperate with Coca-Cola Company and then features in the #MakeItHappy campaign. With these achievements and rewards, the possibilities of achieving a successful persuasion also increase since she has the evident reward from the action that she has done and thus hopefully the audiences will be inspired and also follow her steps in the effort of stopping online bullying.

## 2.2.2 Indirect Speech

The data categorized in this section are "any communicative behaviour existing the data, verbal or non verbal, that conveys something more than or different from what it literary said," (Brown and Levinson: 1987). It can be seen that this form is dominating the whole excerpt as it appears in 62 data from the total 78 data. Even though the use of direct speech act is proved useful in several situations, indirect speech is still mainly used in the campaign targeted towards the adolescent since they mostly do not listen to direct solution, suggestion, advice, or such (Gordon, 1972 as quoted in Cobb, 2011). Therefore, the needs to utilize indirect speech devices in order to minimize the resistance probability of the hearer and maximize the chance of getting him/her to perform what the speaker wants is one that makes this form dominates the excerpt.

### 2.2.2.1 Assertive-Indirect Directive

The data included in this section are the speeches or texts which has an assertive secondary illocutionary acts or literal meanings while having a directive primary illocutionary acts or actual meanings. As discussed previously, it can be seen that this form takes the most number from the total data compared to other forms.

**Data 4, 25, 40, 48, 58:** [Text] *It's our world wide web*

Similar with the data discussed in the previous section, the repetition of display also occurred in the data above, the texts "*it's our world wide web*". The data appear in every beginning of the videos and are functioning as the unifying force to tie the series of

separate videos to make the videos as one entity of the campaign.

Aside from what is stated above, these data also carry another function. While taking the context of the video which is shaped as a campaign to encourage people to stop doing online bullying into consideration, it can be seen that the structure have more underlying meanings than what they are stating literally. Therefore they can be classified as indirect speech, specifically an assertive-indirect directive, a structure functioning as directive with an assertive structure.

"*It's our world wide web*" consists of two different structures, the primary illocutionary act containing the intended meaning and the secondary illocutionary act containing the literal meaning. The secondary illocutionary act is the statement from the campaign, simply stating *it's our world wide web*, while the primary act is a the request from the campaign to make the audience stop the online bullying because it inflicts following effects a) it evokes the audience's curiosity before the video get to the main point of the campaign so that they will respond to a question, what is wrong with internet?; b) with the shared prior knowledge of the severe online bullying happening in the internet, the audiences then directly relate the statement to its high occurrence nowadays; c) they also get the campaign hinted statement that it is something that should not be happening and should be stopped; d) they get the request to stop whatever is wrong with the world wide web and hopefully; e) they agree to take actions to prevent online bullying.

### 2.2.2.2 Expressive-Indirect Directive

The data included in this section are those which have an expressive secondary illocutionary act or actual meaning while having a directive primary illocutionary act or actual meaning. As what already stated in the previous section, the structure is only found in one data as what will be discussed below:

**Datum 19:** *Trisha: might the internet as a big open community, where people are not discriminated without being worried about being fully.*

While taking the context of the video which is shaped as a campaign to encourage people to stop doing online bullying into consideration, it can be seen that this statement of wish has more underlying meaning than what it states literally. Therefore it can be

classified as indirect speech, specifically an expressive-directive, a structure functioning as directive with an expressive structure.

As inferred above, the main structure or the secondary illocutionary act is the wish of the speaker in relation with the issue of online bullying in internet. She convey a wish that the internet can become a large scale community that open to anyone without looking at their sex, age, race, religion, or background, so that they can become whatever they want and also be able to show their most true self in the internet, without worrying about how will everyone else respond to them.

Aside from that, this speech has another underlying structure laying in its primary illocutionary act which conveys the actual meaning of the speech. While the speaker conveys her personal wish of how the internet would be in the future, she also conveys the request towards the audience to stop online bullying as at the same time a) she tries to propose a general wish that the audiences will likely linked b) with prior knowledge of the severe online bullying, she makes the audiences agree with her and realize that they also have share the same wish c) she makes the audiences agree to take action to stop online bullying in order to fulfill the wish together.

### 2.2.2.3 Commisive-Indirect Directive

The data included in this section are those which has an expressive secondary illocutionary act or literal meaning while having a directive primary illocutionary act or actual meaning. Same with the expressive-directive, the structure is only found in one data as what will be discussed below:

**Datum 20: Michael: If I could use social media to make some of my understanding accepted, people, I would do so.**

Similar with the discussion in the previous section, the structure also has a more underlying meaning than what it is actually stated literally, therefore it can be classified as indirect speech, specifically an commissive-directive, a structure functioning as directive with a commissive structure.

In analyzing this datum, the background of the speaker must be taken into consideration. The speaker

is called Michael Sam, known as an NFL (National Football League) player who is also recorded as the first publicly gay player who is escorted to play in NFL<sup>10</sup>. He is also known as a victim of severe online bullying which mostly subject his sexual orientation. In relation with this, he is inspired to make people understand his condition by stating the promise to utilize social media to make his understanding accepted.

While stating the commissive secondary illocutionary acts in the form of promise, the structure also has a more underlying meaning. By stating a promise to utilize social media to make his understanding accepted, the speech also hints the information that the current social media is nowhere to be called a good platform because of the high online bullying occurring. By stating the facts however, the speaker achieves persuasions by a) making the audience realize the current saddening fact and b) moving the audience to go along with the against online bullying campaign after they learn the facts.

### 2.2.2.4 Assertive-Indirect Directive and Expressive-Indirect Directive

While the previous data utilize one structure, some of the data also uses several combinations such of some indirect speech. The section below will discuss the combination of assertive functioning as directive and expressive functioning as directive which is found in 5 data, one of which will be discussed bellow:

**Datum 75: Fig: I knew this girl and she created this Twittter account where she'd find all these girls secret and she tweet them online, like so until austerity is 72, this is what happened after and their act together anymore. It's devastating to have like all your secrets put out into the universe. That would suck.**

Within the assertive which function as secondary illocutionary act, the data also contains primary illocutionary act, which is a directive. By sharing what she is witnessing and stating what is her view towards it, the speaker also a) speaks for the victims who experience online bullying b) arouses pity from the audience towards the victim and hopefully c) the audiences agree to take part in the campaign to stop online bullying.

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<sup>10</sup> "Obama congratulates Michael Sam, first openly gay player drafted by NFL". CNN. May 10, 2014. <http://edition.cnn.com/2014/05/10/us/football-michael-sam/> Retrieved November 11, 2015.

By the end of the speech, the speaker speaks an expressive, *that would suck*, conveying her attitude towards the phenomenon. By using this speech acts, she emphasized her previous statement where she states her view towards the bullying and also convince the audience on how it is not a pleasant experience by even expressing it using an expression considered dirty. With the speech, the awareness on the importance in stopping online bullying will arise, and then hopefully the audience can take a real action to stop the bullying. It can be seen that this is the primary illocutionary acts, therefore it is categorized as a expressive-directive.

### 2.2.2.5 Commisive-Indirect Directive and Assertive-Indirect Directive

This section will discuss some data which use the combination of commissive functioning as directive and also assertive functioning as directive. It appears in 2 data and one of which will be discussed below:

**Datum 44: Michael: *But all the negativity council me a channel into positivity. I have to prove that the hate is wrong. If I can use social media to make some of my understanding accepted, people I would do so. I'm not doing it for me, doing it from now, and I'll be that person to stand against bullying, to stand against hate.***

The first line of assertive-indirect directive has an assertive secondary act because it contains a statement from the speaker. He states that despite all the negativity that he receives, he manages to channel it into something more positive because he has to prove that the hate is wrong, he argues. Beyond this structure, this speech actually serves as directive, because while it states the assertive it also has several effects towards the audiences which are 1) it inspires the audiences that the victim of online bullying also can fight back in a good way 2) by stating the statement "I have to prove that the hate is wrong", the speech makes the audiences moved with the spirit of right and wrong value that it posses and hopefully agree that online bullying is indeed a wrong thing. The final impact is that the audiences will agree to join the movement and thus the speech succeed in carrying out its directive persuasion. It is followed by a speech stating that he would use social media to make his understanding accepted and he also states that he is not doing it for himself and he is doing it right away. These assertives are actually

serves as directives as they convince people by saying that he is not doing it for the sake of himself but for the sake of other, so that people will be inspired to also join because of this proposed value to help other people.

The commissive-directive is used when the speaker ends his speech. He commits to do his promised act from now and he also promise that he will be the person to stand against bullying and also hate. By stating these commitments, he performs primary secondary acts of directive as the speech also inspires the audiences with his commitment and moves them to follow and join him in the effort of stopping online bullying to go stop online bullying.

### 2.2.2.6 Indirect Directive, Assertive-Indirect Directive, and Expressive-Indirect Directive

Two data taken from the campaign combines three different speech acts, namely indirect-directive, assertive functioning as directive, and expressive functioning as directive. The said data will be studied below:

**Data 22, 46: Michael: *Word can absolute spread happiness and love, and people have to look deep down themselves and says, I'm tired of being hateful.***

The data consist of two utterances. The first one is the assertive one stating, "*word can absolute spread happiness and love*". It is followed by the second utterance which combines indirect directive and expressive-directive, "*people have to look deep down themselves and says, I'm tired being of being hateful*".

The first utterance, as inferred previously, has an assertive primary illocutionary act. However, it is not a mere statement as it originally function as directive because while it states the fact that words can absolutely spread happiness, the speech also achieves its directive function by hinting that negative words the speech can affect people negatively so that the audiences will realize that they have to be aware of what they said, and hopefully it achieve its hopeful persuasions effect when people are willing to comply with the request.

Meanwhile, the second utterance is clearly a form of indirect request. The speaker intents to request people to reflects their wrong doings while adopting the conventional indirect request structure expressed via a statement. The utterance then is followed by expressive, "*I'm tired of being hateful,*" which actually

function as directive because it a) speaks for the targeted audience (in this case the culprit of the online bullying); b) it makes the targets realize that the speaker's expression is actually represent them c) after realizing their own feelings about what they are doing, the speech hopefully also achieves the hoped persuasion effect which is to make people are willing to comply with the request.

### 2.2.3 Combination of Direct and Indirect Speech

As what already discussed above, direct and indirect speech both are having their own plus and lacks. Direct speech can be considered clearer and bolder while it is also may inflict resistance towards the target who are adolescence group since they mostly do not listen to direct solution, suggestion, advice, or such (Gordon, 1972 as quoted in Cobb 2011) and thus indirect speech tends to be used while in the other hand it is also considered to have a possibilities in introducing ambiguities because of its greater possibilities (Coulmas, 1986). Therefore, several data from the campaign also use the combination of both to maximize both respective use and decrease the possible negative impacts.

#### 2.2.3.1 Direct and Indirect-Directive

The form is found in 1 datum from the total 78 data. The said data will be discussed bellow:

**Datum 54: Danica: *They should say something nice for somebody everyday. Make somebody feel good and until you do it you don't really know, how good that actually makes you feel too.***

By stating the first utterance, the speaker is actually doing more than just stating that people should say something nice for somebody everyday. This form takes the conventional indirect request structure which is expressed via assertion. By stating the speech, she is actually requesting people to say something nice instead of bad or rude things to somebody everyday.

The speech then followed by the direct directive requesting people to "*make somebody feel good*". The direct directive request as what have been discussed above, may be considered too bold and impolite. However the companying statements are utilized in order to make the audiences listen and act the request.

It can be seen that the statement, *until you do it, you don't really know how good that actually makes you too*, is giving reasons on why the acts may give them benefit because it also can make them feel good. By stating the reasoning, hopefully the audience then are willing to comply with request and take the real action to stop online bullying.

#### 2.2.3.2 Direct-Directive And Assertive-Indirect Directive

The forms are found in 2 data from the total 78 data. One of the sample data will be discussed bellow:

**Datum 77: Trisha: *My passion is to stop cyber bullying on the Internet and that's really where my idea RETHINK was born. it's an effective way to stop cyber bullying, act the source before the damage is done. Let's not even let those negative messages go out there. All you really having them do is rethink their decision.***

The assertive statement also hints a content of directive. While it states the speaker's passion to stop online bullying by creating RETHINK software, it is also a form of request as it inflicts several effects a) it opens audiences' eyes that the effort to raise a notion to stop online bullying is not an impossible dream by hinting it with the information of her innovative software b) it inspires people that they also can start contributing to the effort in stopping online bullying, and finnaly hopefully these will c) result the audience's willingness in complying with the request to stop online bullying.

The next speech directly states a directive for people to support the idea of RETHINK as the speaker says "*let's not even make those negative messages go out there*", inviting people to block the negative message from spreading. She infers on how it is possible by giving a companying assertive, "*all you really having them do is rethink their decision,*" giving a further explanation on how to stop the negative messages by making the senders rethink on their messages before sending it out.

## CONCLUSION

Based on the analysis above, it is found that the advertisement campaign launched by The Coca-Cola



Company, entitled #MakeItHappy, uses several speech act strategies in delivering the campaign to the target audience, namely adolescence groups in the United States. The campaign mainly uses indirect strategy considering the characteristic of adolescence who mostly do not listen to direct solution, suggestion, advice, or such (Gordon, 1972 as quoted in Cobb, 2011). The use of direct strategy is therefore limited to only several cases (in this study they are found in 10 data from the total 78 data) where the use of them are considered more favorable because of several reasons such as 1) the favorable background of the speaker and 2) the structure of the text which favors the direct over the indirect one.

Meanwhile, the indirect strategies dominate the campaign as they are found in the rest 62 data as they are more suitable to be used towards the target audience. They appear in several forms which are 1) assertive-indirect directive 2) expressive-indirect directive 3) commissive-indirect directive 4) assertive-indirect directive and expressive-indirect directive 5) assertive-indirect directive and commissive-indirect directive, and lastly 6) indirect-directive, assertive-indirect directive, and expressive-indirect directive. It can be seen that the campaign mainly uses several indirect speech acts in delivering the directive to avoid the direct one as it may cause resistance from the target audiences.

The main form of indirect speech acts which are used are assertive-indirect directive. They dominate the excerpt as they are used in 52 data from the total 78 data, meaning for about 66, 7% data in the videos appear in this form. Related to the Gordon's study on how adolescents mostly do not listen to direct solution, suggestion, advice, or such (as quoted in Cobb 2011), it can be inferred that the most acceptable form of indirect speech to be used towards adolescence is the assertive-directive. It can be inferred because the campaign's messages are considered the well-accepted as the corpus videos receive the total 577.397 views and 2.046 total likes from the viewers in YouTube, which considered high and also secured the spot rank as one of the top 10 ads of the night it is launched at Superbowl event according to USA Today's Ad Meter.

On the other hand, the use of direct and indirect have their own advantages and disadvantages. Direct strategy when used alone can be considered clearer and bolder while it also may inflict resistance, so indirect speech tends to be used. However, indirect speech is also considered to have a possibilities

in introducing ambiguities because of its greater possibilities (Coulmas, 1986). Therefore, the campaign uses the combination of both in order to maximize the conveyed messages.

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