Expressive Speech Acts of Politeness in the Counseling Process

Tri Budiarta[1*], Joko Nurkamto[2], Sumarlam[3], Dwi Purnanto[4]

[1]Universitas Sebelas Maret, Surakarta, Indonesia. E-mail: tribudiarta.tb@gmail.com
[2]Universitas Sebelas Maret, Surakarta, Indonesia. E-mail: jokonurkamto@gmail.com
[3]Universitas Sebelas Maret, Surakarta, Indonesia. E-mail: sumarlam@staff.uns.ac.id
[4]Universitas Sebelas Maret, Surakarta, Indonesia. E-mail: dwi.purnanto@yahoo.com
*Corresponding author

ARTICLE INFO	ABSTRACT
	This study discusses the expressive speech acts of politeness in the counseling process. The study attempts to 1) identify the sub-types of expressive speech acts and their functions in the counseling process and (2) explain the realization of expressive speech act of politeness strategies in the counseling process. Data for the study were collected using passive participation observation and recording with closed-circuit television (CCTV). Data in this study were analyzed following the goal, heuristic method, and contextual methods. The findings of this study are associated with the stages of the counseling process. First, Building Relationships consists of sub-speech acts; Second, the Problem Identification Stage consists of sub-speech acts; Third, Facilitating Therapeutic Change consists of sub-actions speech act. Based on the findings of the study, praising is the most dominant utterance that always appears in every stage of the counseling process. It shows that the communication that happened in the counseling process is in a close, familial, warm, and comfortable atmosphere. This study demonstrates that language plays a critical role in the process of resolving human problems.

1. Introduction

Language has an important role in therapy since it contributes significantly to the success of the counseling process (Arzuaga et al., 2021; Kloser, 2013; Ross et al., 2013). Language is viewed as part of discovering and leveraging strengths inside the client that are deemed useful in the effectiveness of counseling in the counselor and client communication process (Scheel et al., 2013), on the condition that the counselor and the client have a reflective and critical discussion (Strong et al., 2015).

In counseling, a critical reflective dialogue is an attempt by the counselor to enter his client's psyche by touching his emotions. Speech, in this context, is a key instrument for creating relationships in interactions, aiding and supplementing transactional language (Scheel et al., 2013). The language used in the counseling process should reflect politeness, nobility, friendship so it will facilitate and accelerate the success of counseling activities. Conversely, language that reflects intimidation, rebukes, insults, rudeness, or hostile vocabulary will hinder counseling. Therefore, counselors must have verbal and non-verbal language skills. Helping relationships are inseparable from communication problems. In fact, the basis for all counseling approaches is communication between counselors and clients. Communication occurs

verbally, nonverbally, and with other body languages such as tone of voice, sigh, inhale, tempo of speech, and so on is called paralanguage (Willis, 2010).

Communication in counseling events must occur in intimacy, warmth, and kinship atmosphere. According to Rahardi (2005), good communication occurs when all parties are in peace with each other like to work together, accept each other, or in a calm and agreeable atmosphere. Good communication between speech participants must show that social relations still look harmonious and good. For example, when the counseling process is about to start, the counselor greets 'Good morning, Dewi' or 'Thank you for taking the time to counseling'. Such speech acts are expressive speech acts in Searle's taxonomy (1969). Expressive speech acts are used to express psychological states that are determined in a sincere condition specific to a state determined by propositional content. The use of polite language in the counseling process, especially verbally, needs to be considered by every speech participant who is involved in communication or conversation events. This is needed so that communication during the counseling process can run smoothly. The language used can reflect politeness, nobility, beauty, friendship (cooperation), etc.

In order to focus on the problem, speakers need to pay attention to verbal and non-verbal aspects together. Both have a holistic nature that each cannot be separated. Verbal analysis can be seen from the utterances expressed, while non-verbal aspects must pay attention to the speaker's tone, sigh, voice quality, gestures, appearance, and facial expressions. Non-verbal language becomes a complement or complement to verbal language. Ekman and Friesen (1969) explained that nonverbal messages will repeat or reinforce verbal messages. Nonverbal messages can serve to replace verbal messages, control interaction in communication, and an emphasis and complement. According to Ruben and Stewart (2005), non-verbal communication has several channels, namely language, facial and body movements (kinesics), touch (haptics), physical appearance and distance (proximity), and time (chronemics). The non-verbal behaviors that talk the most are facial expressions, facial expressions, facial expressions, body movements, eye contact can be the counselor's way of digging up information about what the client really feels.

In the counseling process, the form of language used is spoken language, which is delivered directly between the speaker (counselor) and the speech partner (client) orally so that reciprocal interaction is established. The utterances that often occur in speech acts in the counseling process are expressive speech acts. Expressive speech act (ESA) is a type of speech act that states something that is felt by the speaker (Yule, 1996). Expressive speech acts are illocutionary speech acts whose function is to express an expression that the speaker wants to convey to the speech partner based on the expected circumstances. The division of speech acts based on the speaker's intention when speaking (illocutionary), as Searle has 5 categories: representative speech acts (assertive), commissive speech acts, directive speech acts, expressive speech acts, and declarative speech acts.

First, representative speech acts (assertive), namely speech acts that function to determine or explain something. Assertive speech acts are illocutionary acts related to the truth of the propositions expressed. This speech acts like stating, reporting, informing, explaining, defending, refusing, and others. Second, commissive speech acts, namely, speech acts related to the thing to be done, function to encourage the

conversation to do something, such as promising, vowing, swearing, and threats. Third, directive speech acts, namely, illocutionary speech, function to encourage listeners to do something, such as ordering, ordering, asking, demanding, and giving advice. Fourth, expressive speech acts are speech acts that express the speaker's feelings, serve to express feelings and attitudes. These speech acts are in the form of apologizing (pardoning), thanking (thanking), congratulating (praising), criticizing or blaming, condolences (condoling), anger, greeting, thanking, and apologizing. Fifth, declarative speech acts, namely speech acts that contain compatibility between the contents of the proposition and reality, which serves to strengthen something stated, among others, confirming, baptizing, condemning by agreeing, disagreeing, completely wrong, and so on.

Many researchers have looked into expressive speech as part of communication, however, there are some limitations in their research studies, such as research in the context of communication and social contact (Aguert et al., 2010), including online media interactions (Carr et al., 2012; Carretero et al., 2014, 2015). Another trend is the linguistic (Dănilă, 2018) and education perspectives (Erzsébet, 2012; Maíz-Arévalo, 2017; Sandberg et al., 2021; Sekhon et al., 2019; Taavitsainen & Jucker, 2010). Meanwhile, previous research on the interaction between counseling and language has focused on the macro-level of language (de Leon et al., 2021; Dykstra, 2015; Haley et al., 2015; Meza et al., 2017; Toscano-Cruz et al., 2020) and the meso-level of speech acts (Reyes et al., 2008). Meanwhile, little is know about speech act subcategories like politeness in counselling processes. This study addresses a gap in the literature on expressive speech act subtypes and their relationship to the counseling process.

Two questions are addressed in this study: 1) How are the subtypes of expressive speech acts and their functions in the counseling process? and 2) How is the realization of expressive speech acts of politeness techniques in the counseling process? The answers to these questions shed light on the relationship between the realms of counseling and language use. Counselors should make politeness in language communication a key focus in their counseling practice. From a psychological standpoint, language plays a significant role in disclosing the client's inherent qualities, which are the key capital in the effectiveness of therapy. This principle can undoubtedly be applied in various scenarios of persuasive intrapersonal communication.

2. Method

This qualitative research used a naturalistic approach to understand phenomena in certain situations and contexts where researchers do not try to manipulate these phenomena (Patton, 2015). The data analysis is not in the form of statistics but in the form of a description of speech acts in the counseling process. To this end, some qualitative research designs used by academia include ethnography, phenomenological approach, life history, and conversational analysis (Corbin & Strauss, 2008). Speech act research can use an ethnographic method of communication approach. The ethnographic method of communication has been prevalent in the linguistic research as it investigates the culture of a particular society. This study describes speech acts in a special context naturally in the form of the counseling process.

The data collected in one location have been saturated and have shown consistent patterns. The study in this study was only on expressive speech acts that occurred in counseling events in the Observation Laboratory. As an indirect participant, the researchers include observing counseling events by looking and observing carefully through CCTV in a separate room and recording data. The primary data in this study is in the form of expressive speech by counselors and clients through counseling events. The source of data in this study is the speaker and the addressee in counseling activities or events. The observation technique used is non-participant observation, meaning that it does not involve oneself/passive role in the framework of taking data.

The data analysis method used is following the problems in the research. The steps in analyzing the data using the analysis technique of several stages of communication ethnography. The stages of analysis proposed by Spradley are conducting domain analysis, taxonomic analysis, componential analysis, and searching for a cultural theme (Santosa, 2017; Spradley, 1979). Based on the stages proposed by Spradley above, the researcher only needed four stages.

First, conducting a domain analysis: determining the important parts of speech acts as a domain or realm in the counseling process. Four domains are used, namely (1) Relationship Building, (2) Problem Identification and Assessment, (3) Facilitating Therapeutic Change, (4) Evaluation and Termination. The domain of speech participants refers to the counselor and client as actors in the counseling process. The analytic domain is related to the researcher's opinion on the interpretation of speech acts. (1) Declarative (2) Interrogative (3) Imperative; second, conducting taxonomic analysis: understanding certain domains according to the research objectives and dividing them into sub-domains. Based on the specific domain, a taxonomic analysis was carried out which focused on "expressive" speech acts in the counseling process associated with the four domains above; third, making componential analysis: organizing and connecting data based on domains, forms, types, functions, or other categories can be done to obtain relationships between categories that produce the foundations of cultural theories or themes (Santosa, 2017). Various attributes include the mode of the sentence, function, aspects of politeness (politeness). And the last, fourth, theme analysis: conclusion of verification. Conclusion statements are applied to contexts in two or more cultural domains. This analysis aims to find cultural/cultural themes.

3. Findings and Discussion

The results of the expressive speech speech acts research in this study's counseling process were divided into four studies, namely (1) identifying expressive speech acts and functions, (2) forms of communication politeness strategies that appear when dialogue occurs in the counseling process. According to Brammer, Abrego and Shostrom (1993), there are four stages: relationship building, problem identification and assessment, facilitating therapeutic change, and evaluation and termination.

The embodiment of the mode of speech in the types of sentences needs to be studied in relation to the speech politeness strategy. The lingual form of speech consists of declarative, interrogative, and imperative forms. The lingual forms used indirect speech acts such as imperative sentences tend to be less polite. In contrast, the lingual forms used in indirect speech acts such as declarative and interrogative

sentences tend to be more polite. Based on the data collected as a whole, it can be seen that declarative sentences appear in the highest percentage, namely 532 times or 83.78%, interrogative sentences 99 times or 15.59%, and followed by imperative sentences four times or 0.63%. Declarative sentences indicate that the counselor indirectly. The ESA produced by counselors tends to be more indirect, suggesting that they expressly show politeness in speaking to the hearer.

Based on the realization of the speech domain in the counseling process regarding the mode of sentence types, it needs to be studied further with the relationship between the sub-types of ESA and their functions in relation to the strategy of politeness of speech by the counselor and the client can be explained as follows: 1) the stages of building a relationship; 2) Stages of problem identification; 3) Facilitating change; and 4) Evaluation and termination.

3.1. Relationship Building Stage

Between the counselor and the client must be able to build a harmonious relationship. The counselor must be serious, warm, and caring while building the relationship. Counselors must be able to involve themselves with clients by showing a warm, friendly, and friendly attitude. This can be realized with expressive utterances of congratulations, praise, apologies, thanks.

3.1.1. Congratulations

ESA, which states congratulations and circumstances, is a form of speech from the expression of the speaker (counselor) to the speech partner (client) expressed by using positive declarative sentences and expressed in pleasantries (fatigue), showing sympathy and containing good hopes later in the counseling dialogue.

(1)   "Good Morning, Dewi."

Lingual markers in this speech are 'congratulations' followed by greeting words and non-verbal contexts with smiling, staring eyes, sympathy. The greeting serves to fulfill a politeness strategy that shows intimacy. The type of congratulatory ESA was found as much as 16.67% and aimed at showing sympathy and intimacy because between the counselor and the client it was the first time they met in the hope of an emotional bond during the counseling process. Congratulations serve as a politeness strategy that shows an intimacy with the client. The greeting serves to fulfill a politeness strategy that shows intimacy.

3.1.2. Praising

The realization of expressive speech praising was done by the counselor by 33.33%, and the sentence mode produced was declarative and positive.

(2) "Even though Nadia is beautiful, isn't it? Nadia has emotional playback, right?."

Lingual markers that are often used with 'beautiful' speech and non-verbal contexts smile, stare, sympathy. ESA commends functioning as a politeness strategy to give attention and appreciation to clients to establish relationships and build trust so that the counseling process takes place with a sense of pleasure, comfort, and joy.

3.1.3. *Thank You*

The realization of thank you by 25% is a form of positive acceptance of the counselor to the client. The sentence mode is produced with declarative sentences and the content of the message conveyed is positive.

(3)   "Okay, Widya. Thank you for coming. Thank you for helping."

Expressions of thanks using the lingual marker 'thank you' followed by greeting words. This utterance serves as a politeness strategy to give attention and appreciation to the client. The purpose and purpose of the thank you speech is to show an attitude of sympathy so that a very good relationship can be established and return the favour that the client has taken the time for counseling.

3.1.4. *Apology*

The ESA of apologizing by 25% expresses the speaker's feelings towards the interlocutor for disturbing the client's time or feelings. This speech act occurs because the speaker's bad feelings towards the speech partner are likely to confiscate or interfere with other activities during the counseling process.

(4)   "I hope it doesn't bother you."

Apologies used the lingual marker 'do not disturb' followed by greeting words. This utterance serves as a politeness strategy to give attention and appreciation to the client. Speakers try to show their own attitude to appreciate by using politeness strategies, familiarity and giving certain attention. Even though the counselor has higher power and status and different social distances, they still express apologies. It aims to respect the client and maintain personal relationships to remain close and friendly during counseling.

3.2. Problem Identification Phase

In this stage, the counselor seeks to find the problems experienced by the client, understand the sources of the problem, determine and provide services that are following the problems suffered. The ESA research findings are praise, regret, complaint, fear, anxiety, disappointment, confusion, and disagreement.

3.2.1. *Praise*

ESA praise is a speech that expresses a psychological attitude that pleases the client by flattering the client's strengths so that it can provide positive energy to express the problems experienced by the client. The manifestation of expressive ESA praises in the problem identification stage by 20.83% in order to give a positive impression of a harmonious relationship between counselor and client.

(5) "That's why I said, "Oh, you already have a lot of experience, the volunteers are really good because you've explored a lot."

The utterances produced by the counselor are in declarative sentence mode and have positive message content with lingual markers of 'have experience', and 'good' and non-verbal context smiling, relaxed, sympathetic, staring eyes. With praise is expected to get good feedback from clients. This utterance serves as a politeness strategy to intensify attention and intimacy. The intent and purpose of this speech can motivate the client to explore/express the problems that exist in him openly and honestly. Politeness strategies used to produce speech use positive politeness by

placing a sense of sympathy so as to create a spirit of kinship and friendship. The creation of emotional colour in a relaxed and serious atmosphere can be used by both counselors and clients to realize effective counseling.

3.2.2. *Regret*

The embodiment of ESA regret of 16.7% is an ESA act that expresses feelings and attitudes that are not happy or unhappy because the client has done something bad or something that is not expected to work. The utterances produced by the client are in declarative sentence mode and have a negative message content.

(6)   "Actually, if it's not a pandemic, it's even more crowded because I also join SMEs."

This utterance uses 'true' lingual markers, and the non-verbal context is relaxed, sad, depressed, looking down. This utterance serves as a politeness strategy to seek agreement. The client expresses feelings of regret hoping that the counselor can respond. Furthermore, the counselor seeks to describe the problems expressed, identify, analyze, and be able to provide suggestions or solutions so that there is no protracted feeling of regret.

3.2.3. *Complaining*

The manifestation of ESA complaining by 12.5% is an ESA that expresses the client's negative feelings/suffering towards something contained in his speech. The utterances produced by the client are interrogative sentence mode and have a negative message content.

(7)   "What am I missing?."

This utterance uses the lingual marker 'less what', and the non-verbal context of feeling sad, depressed, looking down. This speech serves as a politeness strategy to pay attention and seek agreement. The client expresses the feeling of complaining hoping that the counselor can respond. Furthermore, the counselor can provide suggestions or solutions so that there is no prolonged feeling of sadness.

3.2.4. *Fear*

The manifestation of fear ESA by 8.3% is an expressive speech act that expresses feelings of fear of what will happen in the future. The utterances produced by the client are in declarative sentence mode and contain negative messages.

(8)   "I'm afraid I'm wrong because they always smirk right in front of me."

This utterance uses the lingual marker 'fear' and the non-verbal context is gloomy, sad, low voice, looking down. This utterance serves as a politeness strategy to get attention-seeking agreement. The client expresses the feeling of fear in the hope that the counselor can respond and can provide suggestions or solutions so that fear does not occur protracted.

3.2.5. *Anxiety*

The manifestation of ESA anxiety of 12.5% is an ESA that expresses the feelings of anxiety experienced by clients that will occur in the future. The utterances produced by the client are in declarative sentence mode and contain negative messages.

(9)   "So just panic."

This utterance uses the lingual marker 'panic' and the non-verbal context of anxious, depressed, looking down. This utterance functions as a politeness strategy to pay attention and seek agreement. The client expresses the feeling of anxiety/worry hoping that the counselor can respond and then provide suggestions or solutions so that there is no anxiety that can interfere with the activities being carried out.

3.2.6. *Disappointed*

The realization of disappointed ESA by 9.7% is an ESA that expresses negative feelings/client suffering caused by the behaviour of others.

(10) "I really don't want it to be in their life or mine."

The utterances produced by the client are in declarative sentence mode and contain negative messages with lingual markers 'really don't want to'. The colour of emotion goes on in this utterance with a sad, gloomy, low voice, looking down. This utterance functions as a politeness strategy to pay attention and seek agreement. The client expresses feelings of disappointment hoping that the counselor can respond and then be able to provide suggestions or solutions so that it will not happen again in the future.

3.2.7. *Confused*

The embodiment of confused ESA by 11.1% is an expressive speech act that expresses a sense of confusion about what to do in the speech.

(11) "It's just me, my condition is like, what do you think, I think it's more or less stable, sir."

The utterances produced by the client are in declarative sentence mode and have a negative message content with lingual markers 'less stable'. The colour of emotion during this speech is serious, sad, eyes stare. This utterance functions as a politeness strategy to pay attention and seek agreement. The client expresses the feeling of confusion hoping that the counselor can respond. Furthermore, the counselor seeks to describe the problems expressed, identify, analyze, and be able to provide suggestions or alternative choices that must be carried out regarding the problems experienced by the client.

3.2.8. *Disagree*

The embodiment of ESA disagree by 8.3% is an expressive speech act that expresses the feelings of the counselor (n) who disagree with the client's opinion on something contained in his speech.

(12) "So if Yolan has a problem, are you sure you can deal with it on your own, so Yolan doesn't share it with friends?."

The utterances produced by the client are in an iterative sentence mode and have a positive message content with the lingual marker 'not sharing' and the non-verbal context of staring, relaxed, serious. This speech serves as a politeness strategy to meet the client's needs and seek agreement. The counselor expresses disagreement with the hope that the client can respond that what has been done does not agree with the client. Counselors in producing speeches still maintain politeness so as not to tarnish the client's image.

3.3. Phase of Facilitating Change

At this stage, the counselor looks for strategies and interventions that can facilitate change. Expressive utterances that appear are apologizing, praising, criticizing, blaming/disagreeing.

3.3.1. Apologies

The realization of ESA apologizing by 15.8% is a type of expressive speech act that expresses the speaker's feelings towards the speech partner for disturbing the time or feeling that he has made a mistake. This speech act occurs because the speaker feels bad for the speech partner. The speaker tries to show his own attitude by using certain strategies.

(13)   "Sorry, I was also wondering earlier."

The utterances produced by the client are in declarative sentence mode and have a positive message content with the lingual marker 'sorry' and the non-verbal context of staring, smiling, relaxed. Apologizing speech acts in the stage of facilitating therapeutic change serve to improve the social situation between counselor and client. Thus, the expected situation is a relaxed, relaxed, harmonious relationship when providing advice, opinions, and solutions to problems expressed by clients. This utterance functions as a politeness strategy to maintain intimacy, pay attention.

3.3.2. Praising Speech

The realization of ESA of praise produced by 34.2% is expressed in declarative sentence mode and has a positive message content. The client's feelings will be better will certainly have a positive influence on the counselor. Praising in this stage serves to build client trust.

(14)   "You have the capital. For example, you are often noticed by people. Worried about people talking."

The lingual marker used in this utterance 'has a modal'. Praise is done to give appreciation to something that is considered good in order to feel happier so that it becomes even more enthusiastic about doing the act the better. The non-verbal context in this conversation is sympathy, empathy, eyes staring. This utterance functions as a politeness strategy in establishing intimacy, giving attention, and appreciation.

3.3.3. Criticism

The ESA realization of critical speech acts was produced by 13.1% because the counselor did not agree with the client's said or done. Criticizing is an utterance that expresses a psychological attitude so that the speech is intended as an evaluation by criticizing the previous statement/behavior.

(15)   "Yes, so yes indeed, maybe because one side is right, yes, because there are things that have not been completed in Nadia, have not completed one more step to get a diploma."

The lingual markers used in this utterance are 'unfinished' and the non-verbal context is serious, eyes stare, sympathy. The counselor's critique is expressed in a declarative sentence mode and contains a positive message. The counselor has evaluated the problems and the actions that have been taken but in the opinion of the counselor disagree. This speech serves as a politeness strategy to meet the client's

needs and seek agreement. Counselors in producing speeches still maintain politeness so as not to tarnish the client's image.

3.3.4. Blaming/Disagreeing

The realization of ESA blame produced by 10.5% expressed in declarative sentence mode and contained a positive message. Speech blaming is speech that is used to state (assume) wrong or wrong opinions and attitudes of clients.

(16)   "So if you can't control this habit of yours, then it will have more impact, even more so later."

The lingual markers used in this utterance are 'you can't control'. The emotional color of this conversation is serious and relaxed, sympathy, empathy. This utterance serves as a politeness strategy to reach an agreement to improve the situation. It is hoped that the client will not repeat the actions that have been done. The counselor evaluates the client's attitudes and actions that what has been done is wrong or inappropriate. This speech serves as a strategy in reaching an agreement and meeting the client's needs, taking into account the knowledge possessed.

3.3.5. Agreed

The realization of ESA agrees to be produced by 26.3% expressed in a declarative sentence mode and contains a positive message content. The counselor evaluates the client's attitudes and actions that what has been done is in accordance with the counselor's opinion.

(17)   "That's good, but how can you think about tourism?."

The lingual marker used is 'good'. The color of emotions occurs in a serious and relaxed conversation, a smile, a sense of sympathy, empathy, looking at the face, and happiness. This speech serves as a strategy in reaching an agreement and meeting the client's needs, taking into account the knowledge possessed.

3.4. Evaluation and Termination Phase

This stage, the counselor and the client evaluate the results of the counseling process that has been carried out. The sub-types of speech in the evaluation stage that appear are praise, apologies, thank you, pleasure, agree, and hope.

3.4.1. Praising

Realization of ESA commends produced by 16.2%. Speech is expressed in a declarative mode and contains a positive message.

(18)   "It means that you have the potential to not depend on or become a place to be hung."

The lingual marker used in this utterance is 'potential'. The emotional color of this conversation is serious and relaxed with the context of non-verbal smiles, eyes looking at each other, sympathy. This utterance functions as a politeness strategy to pay attention, to give appreciation. The intent and purpose of the speech are to give attention and appreciation for the opinions, attitudes, and behaviors carried out by the client.

3.4.2. Apologizing

The realization of ESA apologizing was produced by 13.2% expressing feelings of disturbing the client's time in the counseling process.

(19)   "Good, at least you understand, eh, I'm sorry, this is too much to say, hahaha."

The utterances produced by the counselor are in declarative sentence mode and have a positive message content with lingual markers such as 'sorry'. The color of emotions takes place in a serious and relaxed atmosphere. This utterance functions as a politeness strategy to maintain intimacy, pay attention. The non-verbal context of smiling, sympathetic, empathetic, staring eyes provides a solution accompanied by an apology to the client with the aim of being comfortable and friendly.

3.4.3. Acknowledgments

The realization of ESA thank you produced by 26.5% is a form of positive acceptance of the counselor to the client. Therefore, the sentence mode is produced with declarative sentences, and the content of the message conveyed is positive.

(20)   "Yes, thank you, Nadia."

Expressions of thanks using the lingual marker 'thank you'. The non-verbal context of speech is nodding, sympathetic, smiling, staring at eyes. This utterance serves as a politeness strategy to give attention. The purpose and purpose of the utterance of gratitude are to show an attitude of sympathy in maintaining a good relationship that can be established and end the counseling process. Positive attention is a deep and sincere concern so that on other occasions, you can do counseling or recommend to others for counseling. Therefore, this speech dominantly appears in the evaluation and termination stages as closing.

3.4.4. Pleasure

ESA realization of pleasure produced by 26.5% is a form of psychological state in counseling events that take place a feeling of happiness and comfort.

(21)   "So before, it felt like your heart was narrow, it was easy to judge people or not think about why they did it, but now it's more like you can just accept what's happening in your life."

The sentence mode is produced with declarative sentences, and the content of the message conveyed is positive. The lingual marker of this speech is 'can accept'. The non-verbal context of speech is smiling, happy eyes stare. This speech serves as a politeness strategy to meet the needs of the speech partner. The intent and purpose of the expression of pleasure are that the client's attitude becomes aware and has broad insight in dealing with life's problems after the counseling process occurs.

3.4.5. Agreed

The realization of ESA agreed to be produced by 11.8% was a form of psychological state in counseling events because they agreed or agreed with the client's opinions and attitudes.

(22)   "Okay, good good."

The sentence mode is produced with declarative sentences and the content of the message conveyed is positive. The lingual marker of this speech is 'okay'. The non-verbal context of speech is smiling, happy, eyes staring. This speech serves as a politeness strategy to reach agreement and meet the needs of the speech partner. The intent and purpose of the expression of agreement is the counselor's attitude to agree on what the client has done.

3.4.6. Hope

Expected ESA realization was produced by 16.2% containing good hope after the counseling event occurred. Therefore, the sentence mode is produced with declarative sentences, and the content of the message conveyed is positive.

(23)   "I hope this is yes, I can add a little more insight, yes, I can help Afnan, I apologize if something is missing."

The lingual marker of this speech is 'hopefully'. The non-verbal context in the speech is happy, excited, eyes staring with a hope. This speech serves as a politeness strategy to meet the needs of the speech partner and can be realized in the future. The intent and purpose of the utterance is to express a wish to make it come true.

4.   Conclusion

The sub-types of expressive speech acts (ESA) that exist in the counseling process are processed with the realization of politeness. The authors classify them into the first stage. Building relationships consists of 4 types of expressive speech acts, namely, congratulating, praising, apologizing, and thanking. The congratulatory ESA serves as a friendly politeness strategy to show friendly nature. ESA credits functioning as a strategy of paying attention to pleasing clients. Apologizing ESA serves as an intimacy strategy to build attachment and closeness between the counselor and the client. Finally, the utterance of thanks serves as a friendly politeness strategy.

In the second stage and in the problem identification, the counselor explores and identifies problems and diagnoses what the problem is and what results are expected from counseling. The sub-types of expressive speech acts are in the second stage of praise, regret, complain, fear, anxiety, disappointment, confusion, and disagreement. Praise serves as a strategy to give attention in the form of positive energy and intensify attention. Clients can express problems sincerely, openly, and honestly. ESA regret is an expression of negative feelings about what the clients have done. This utterance serves as a politeness strategy to get attention in order to find out a solution or input from the counselor. ESA complaining is an evaluation of the actions taken that are not as expected. This utterance serves as a politeness strategy to get attention. ESA fear is an expression of feelings of fear that will happen in the future. This utterance serves as a politeness strategy to get attention in order to find out a solution or input from the counselor. ESA anxiety is an expression of anxiety that will occur in the future. This utterance serves as a politeness strategy to get attention so that the counselor can provide suggestions that might occur. Disappointed ESA expresses negative feelings about what other people have done. This utterance serves as a politeness strategy to get attention in order to find out a solution or input from the counselor. ESA feeling confused is an expression of feeling facing several alternative choices. This utterance functions as a politeness strategy to meet needs.

The third stage of the counseling event is to facilitate changes. This stage consists of an apology ESA which functions as a strategy to maintain close communication aimed at improving social conditions in the counseling process. ESA commends functioning as a politeness strategy to intensify attention and provide rewards. ESA criticism is an evaluation of attitudes and behavior, and gives good or bad considerations that the clients have made. This utterance serves as a strategy of paying attention and seeking agreement. ESA blame serves to reach an agreement on a solution to the clients' problem. ESA agrees to serve as a strategy for reaching an agreement with the client.

The fourth stage is evaluation and termination of ESA that appears is to praise, apologize, thank you, feel happy, agree, hope. ESA credits functioning as a strategy of giving attention and empathy for the ongoing counseling process and providing rewards. Apologizing ESA serves as a politeness strategy aimed at keeping communication warm. The thank to ESA serves as a friendly politeness strategy to establish continuous communication. Pleasure ESA serves as a politeness strategy to meet client needs. ESA agrees to function as a strategy in reaching an agreement with the client. ESA expectations function as a politeness strategy by taking into account the knowledge and wishes of the client.

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