

Language in Parenting: An Analysis on Illocutionary Speech Acts of Parents/Guardians' Famous Lines

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Abstract — This study delves into the intricacies of communication between parents or guardians and their children, emphasizing its critical role in fostering emotional bonds and attachment. By applying Austin and Searle's Speech Act Theory, the research explores how different types of linguistic interactions influence the dynamics of guardian-child relationships within a sociolinguistic framework. Utilizing a qualitative methodology and convenience sampling, the findings highlight several key aspects of parental language. The predominant feature of expressive parental language is the expression of complaints, often directed at children who do not comply with commands or fulfill household responsibilities. This emotional language reflects parents' frustrations and serves to communicate their feelings about their children's behavior. In contrast, assertive language is frequently employed to inform children about the potential consequences of not meeting parental demands, thereby reinforcing authority and responsibility. Additionally, directive language is commonly used to issue commands or instructions regarding task completion, illustrating the authoritative role parents assume. Among the various illocutionary acts identified, expressive speech acts emerged as the most prominent, revealing a significant focus on emotional expression within family interactions. Parents often articulate their feelings of exasperation in response to perceived stubbornness or defiance from their children across various situations within the home environment. Based on these findings, the study recommends that parents and guardians prioritize effective communication strategies that promote understanding and connection. It is essential for them to adopt appropriate disciplinary practices and serve as positive role models through their language choices. Furthermore, children should be encouraged to accurately interpret parental language, recognizing the nuances and intentions behind their words. To support these goals, the implementation of extension programs led by guidance counselors or Gender and Development (GAD) advocates is proposed, aiming to facilitate better communication and relational dynamics within families.

Keywords — *Assertive, Directive, Expressive, Parenting Language, Illocutionary Acts*

I. Introduction

This research study provides valuable insights for various stakeholders by examining the complexities of linguistic interactions within guardian-child relationships. The primary focus is on the role of illocutionary acts—utterances that carry a specific intention or communicative force—and their influence on children's perception of language. The study highlights how these speech acts shape children's understanding and emotional responses. Moreover, it offers guardians a deeper awareness of the power and impact of their language choices, encouraging a more reflective

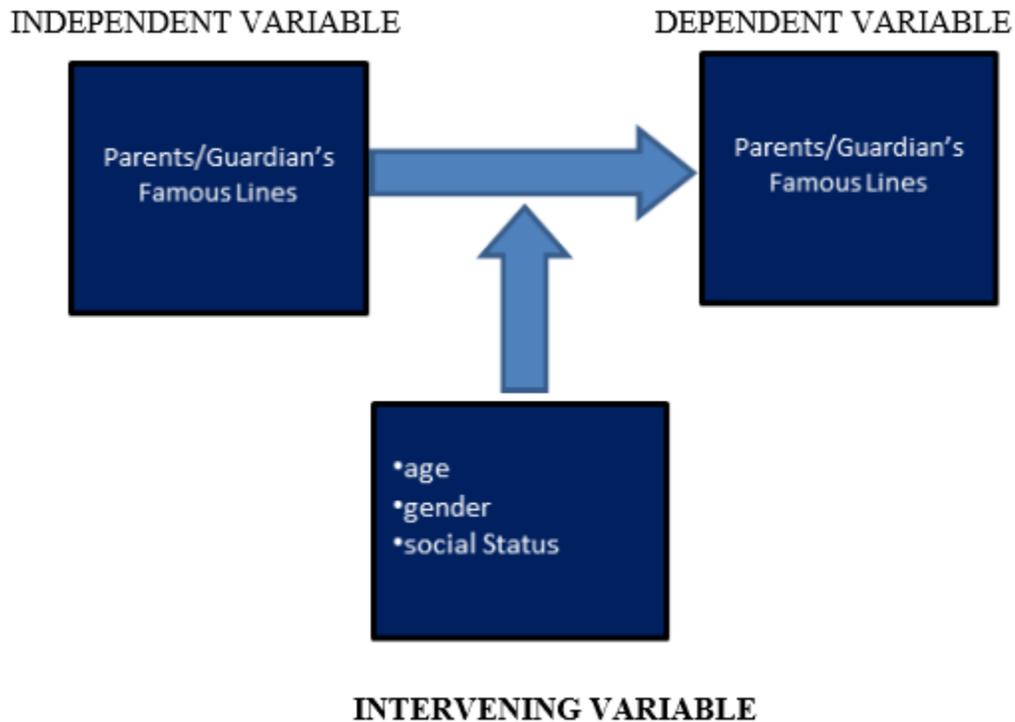
and intentional approach to communication that fosters healthier, more effective interactions. Recognizing the diverse ways in which parents or guardians communicate with their children, this study seeks to analyze the meanings embedded in their common phrases through the lens of John Langshaw Austin's (1950) and John Searle's (1960) theories of illocutionary speech acts within a sociolinguistic context. These theories offer a powerful framework for understanding how language not only conveys information but also performs actions, particularly in parent-child interactions where words are often used to guide behavior, express emotions, or assert authority. As noted by Nordquist (2019), illocutionary acts emphasize the speaker's intention and the potential misunderstandings that can arise, underscoring the importance of enhancing communication skills across generations. This study aims to offer valuable insights to children who have encountered or are currently encountering these common phrases from their parents or guardians. It highlights the importance of understanding the deeper meaning and intent behind these seemingly unusual, and sometimes humorous, expressions. By shedding light on the illocutionary force behind parental language, this research helps children recognize that these words are often used to guide, protect, or express concern, rather than provoke conflict. As such, the study emphasizes that these phrases should not lead to aggressive or disrespectful responses, but rather encourage reflection, patience, and respectful dialogue. By fostering this understanding, children can better navigate the complexities of communication with their parents or guardians, ultimately strengthening their relationship and promoting healthier interactions.

Objectives/Research Questions

This study aims to broaden the understanding of linguistics for both parents, guardians, and children by exploring how language impacts communication dynamics within families. By applying linguistic theories, particularly those related to illocutionary speech acts, the research offers a framework for comprehending the intentions and meanings behind common parental phrases. This deeper understanding can help to address potential conflicts, clarify misunderstandings, and foster more empathetic communication, ultimately improving relationships and enhancing mutual respect between parents/guardians and children.

Framework

This study is primarily anchored on John Langshaw Austin and John Searle's Speech Act Theory which illustrates understanding of language as a very important tool in the communication process.



II. Methodology

Design and Methodology

Research Design	Qualitative; Convenience sampling/ Interview
Research Locale	Barangays in Barra, Biasong, Estaka, Miputak, and Turno
Respondents	3 parents/guardians in every barangay; stratified random
Instrument	Self-made questionnaire
Validity	Evaluated by inter-raters that are Masters' Degree Holders
Reliability	Pilot Testing
Statistical Treatment	Mean, Percentage Score, Frequency Count, Rank

Sampling Method: Convenience sampling and interviews were utilized to gather data effectively.

Research Locale: The study was conducted in the barangays of Barra, Biasong, Estaka, Miputak, and Turno.

Respondents: Three parents or guardians were selected from each barangay using stratified random sampling to ensure diverse representation.

Instrument: A self-made questionnaire was developed to guide the interviews and data collection.

Validity: The questionnaire's validity was evaluated by inter-raters who hold Master's degrees, ensuring academic rigor.

Reliability: Pilot testing was conducted to confirm the reliability of the instrument.

Statistical Treatment: Data analysis involved calculating means, percentage scores, frequency counts, and ranks to interpret the results effectively.

The target population for this study consists of three (3) parents/guardians in every barangay which are Barra, Biasong, Estaka, Miputak, and Turno in Dipolog City, Zamboanga del Norte. It was approved during the proposal defense since this study is focusing a qualitative approach by conducting an actual interview to the respondents. The table displays the respondents distribution.

Table 1. Tabular Form of Respondents

Barangay	Frequency	Percentage
Barra	3	20%
Biasong	3	20%
Estaka	3	20%
Miputak	3	20%
Turno	3	20%
TOTAL	15	100%

Table 2 profiles parents/guardians by age, showing that the majority are in the 25-35 age bracket (26.67%), followed by 36-45 (20%) and 46-55 (23.33%). Older age groups (66-75 and 76-85) each represent 6.67%. This indicates a predominance of younger parents, who may have more energy, while older parents bring experience and resources. Cherry (2019) notes that understanding age-related challenges can enhance parenting styles and support children's healthy development.

Age Bracket	Frequency (f)	Percentage (%)
25-35 years old	4	26.67%
36-45 years old	3	20%
46-55 years old	2	13.33%
56-65 years old	4	26.67%
66-75 years old	1	6.67%
76-85 years old	1	6.67%
Total	15	100%

Table 3 indicates that all respondents (15) are female, with no representation from male or LGBTQ+ respondents (0%). This highlights the traditional role of mothers as primary caregivers, shaped by their maternal instincts and protective nature. Research suggests that children often form strong bonds with their mothers, which can enhance maternal effectiveness (IvyPanda, 2023). Additionally, gender roles play a critical role in shaping children's formative years, influencing their values and overall development (Psychologs Magazine, 2023). Gender remains a significant factor in human development and parenting dynamics.

Gender	Frequency (f)	Percentage (%)
Male	0	0%
Female	15	100%
LGBTQ+	0	0%
Total	15	100%

Table 4 reveals that most respondents (53.33%) are married, followed by single (26.67%) and widowed (6.67%) individuals, indicating a predominance of married parents/guardians. According to Better Health Channel (2022), single parenting differs significantly from dual parenting, as decisions in single-parent households often involve the children, whereas dual parents typically collaborate. While single parenting can enhance bonding through shared time, it's crucial for parents to provide warmth and reassurance to help their children feel safe and secure.

Table 4 Gender

Social Status	Frequency (f)	Percentage (%)
Married	8	53.33%
Single	4	26.67%
Widowed	1	6.67%
Total	15	100%

Table 5 reveals when parents/guardians commonly express their famous lines in parenting. It shows that five respondents (33.33%) do so in the morning and before bedtime, two (13.33%) in the afternoon, and three (20%) at any time throughout the day. This suggests that parents primarily communicate these messages during morning routines and at night, likely due to their busy daytime schedules. The findings contrast with the University of Rochester Medical Center's perspective that discipline should start early and not be confined to specific times. Parenting should address a child's behavior as it occurs to foster appropriate conduct and a safe environment.

Table 5. Time of Occurrence of Parents/Guardians' Famous Lines

Time	Frequency (f)	Percentage (%)
Morning	5	33.33%
Afternoon	2	13.33%
Before bedtime	5	33.33%
Anytime	3	20%
Total	15	100%

Table 6 outlines the assertive lines used by parents/guardians, categorized by their features such as swearing, informing, asserting, claiming, denying, reporting, and describing. The analysis reveals that most of the famous lines are categorized as "informing," indicating that parents frequently communicate potential consequences for not meeting their demands. This aligns with Li (2023), who notes that assertive parents often use power dynamics to control behavior, employing methods like threats or physical punishment. However, these findings contrast with Desorgher (2021), who suggests that assertive parenting should involve honest communication and collaborative problem-solving, promoting responsibility and mutual respect between parents and children. The results highlight the complex nature of assertive parenting styles, blending authoritative tactics with moments of direct discipline.

Parents/Guardians' Assertive Lines	Interpretation	Feature/s (swearing, informing, asserting, claiming, denying, reporting, describing)
1. <i>"Unsa man bubuan taka'g tubig aron mubangon ka diha?"</i> What? Do I need to pour water on you for you to get up?	The speech implies a challenge by stating suggestive acts to someone on what the speaker could do for someone to get up.	Informing
2. <i>"Sige pasuk-a ko ron labayon man taka, palantigon man ka nako."</i> Go! Make me mad and I will throw something at you.	The speaker provides a warning on what the speaker could possibly do if she gets mad.	Informing
3. <i>"Tan-awa isa ka bulan lagi ka wa'y silpon ba."</i> Watch out, you'll be grounded from using your phone for a month.	The speaker gives a consequence like being grounded from using a phone in a month if someone continues to be stubborn.	Informing
4. <i>"Mata na alas seis na, mata na, ah dili pa kay bubuan taka'g tubig."</i> Wake up! It's already six o'clock, wake up, ah you don't want then I will pour water on you.	This speech implies what the speaker would do if someone won't get up early.	Informing, Asserting
5. <i>"Ako'y mazuko ron palayason man ka nako."</i> If I'll get mad now, I will cast you out of this house.	The speaker provides a warning on what the speaker could possibly do if she gets mad.	Informing
6. <i>"Ay abri manang purtahan oh, dal-a imong sanina, didto ka's imong barkada puyo."</i> The door is wide open, go bring your clothes, stay there with your friends.	This speech indicates what the speaker could do if someone keeps being stubborn.	Informing, Asserting

<p>7. <i>"Og di pa gani ka mauli mga alas maybe o alas dyes, trangkahan gyud taka, di jud ka nako pasudlon diri."</i></p> <p>If you aren't home yet at 9 or 10 o'clock, I will lock the door and I will not let you in.</p>	<p>The speaker gives warning on what she would do if someone doesn't home yet at 10 in the evening.</p>	<p>Informing</p>
<p>8. <i>"Unsa man imong gusto? Bunal o kusi?"</i></p> <p>What do you want? Spank or pinch?</p>	<p>This speech indicates a challenge from the speaker to someone to choose between a spank or a pinch.</p>	<p>Informing</p>
<p>9. <i>Timan-e naa tay rules, og masayup mo naa gyud nay punishments."</i></p> <p>Remember that we have rules, if you will violate there are punishments.</p>	<p>The speaker provides a warning to someone to remember that they have punishments if someone would do wrong.</p>	<p>Informing</p>
<p>10. <i>"Basta sa mga buhaton ninyo naa gyud nay advantages ug disadvantages."</i></p> <p>In every thing that you will do, there are advantages and disadvantages.</p>	<p>The speaker provides advice that there are advantages and disadvantages in everything that someone would do.</p>	<p>Informing</p>
<p>11. <i>"Oh sige tubag-tubaga gyud ho, bantay lang mo ron."</i></p> <p>Go! Talk back to me, better watch out.</p>	<p>The speaker provides a warning on what the speaker could possibly do if someone talked back to her.</p>	<p>Informing</p>
<p>12. <i>"Mulabtik gyud ning tukog ron og di mo magdali."</i></p> <p>This stick will flick right away if you won't move fast.</p>	<p>The speaker provides a consequence if someone wouldn't move fast.</p>	<p>Informing</p>
<p>13. <i>"Oh kinahanglan kaning oraza humana mo ani tanan."</i></p> <p>At this time, you should finished with all of that.</p>	<p>This speech implies a challenge to someone to finish all tasks at a given time.</p>	<p>Informing</p>

Table 7. Features of Parental Language in Terms of Directive

Table 7 categorizes the famous lines of parents/guardians under various features of directive speech acts, including pleading, requesting, commanding, and recommending. The analysis shows that the majority of these lines fall under commands, indicating a tendency for parents to direct their children's behavior actively. This supports findings from Michigan (2020) that suggest directive parenting, when conducted in a supportive environment, fosters trust and encourages children to take risks. Additionally, Blakely and Stewart (2022) highlight that directive language serves to instruct others, reinforcing the notion that parents often use commands and recommendations to influence their children's actions effectively. The overall findings suggest that parental language is a blend of commands and supportive directives aimed at guiding children's behavior.

Parents/Guardians' Directive lines	Interpretation	Feature/s (ask, invite, command, plead, request, recommend)
1. <i>"Ayaw intawon mo palabig pabiyag kay og magsakit ko unza nala'y mahitabo ninyo."</i> Please don't be so stubborn, because if I will be sick what will happen to you?	The speaker is asking or pleading someone not to be so stubborn.	Plead
2. <i>"Sayu baya mo'g uli huh."</i> Be home early.	This speech implies a command for someone to be at home early.	Command
3. <i>"Kamo di na ninyo buhaton kay di na maayyu."</i> You should not do that because that's not good.	This speech indicates a recommendation from the speaker for someone not to do things that aren't good.	Recommend
4. <i>"Ampingan jud ang inyong pagkababaye."</i> You should take care of you virginity.	The speaker is commanding someone to take good care of her womanhood.	Command
5. <i>"Unya na mag-uyab-uyab og naa nay trabaho."</i> Find a job first before you enter in a relationship.	The speaker provides command to someone about entering a relationship.	Command, Request
6. <i>"Eskwela sa gyud mo inday, ayaw sa mo'g pag-uyab-uyab kay masabod mo anang brief ana wa na gyud noon, pastilan."</i> You should study first, don't yet enter in a relationship because what if you'll get pregnant that is so miserable.	This speech implies a recommendation from the speaker to someone to study first and not to enter in a relationship yet.	Recommend, Request
7. <i>"Pagbiniotan mo, magpasalamat gyud ta pirmi sa Ginoo."</i> Be kind and always be thankful to God.	The speaker is giving a command to someone to always thank God.	Command, Plead

Table 8. Features of Parental Language in Terms of Expressive

<p>8. "Dili mag-ingon ana lang kay di mana maayyu. Bad mana, mazuko si Lord." Don't be like that because that's not good. That is bad, the Lord will be mad.</p>	<p>The speaker is giving a recommendation to someone not to do bad things.</p>	<p>Recommend</p>
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Table 8 exhibited parents/guardians' famous lines in expressive type of illocutionary speech acts and what feature do the famous lines belong. In expressive type 43 there are 8 features which includes condolence, praise, thanks, sorrow, congratulation, criticism, complaint, and swearing. It can be seen in the table that there are famous lines of the parents/guardians belong to the features of criticism, complaint and swearing. Parents/guardians' famous lines are speeches to deliver their feelings or emotions towards their children. It can be observed that most of the parents/guardians' expressive famous lines are under in complaint feature. Since expressive type is all about expressing your feelings and emotions to someone. Parents/Guardians used to complaint based on their children's performance at home, they used to do it for their children to come into realization of how hard for the parents/guardians to discipline children or swearing is applied caused by the annoyance of the behaviour of their children. The result gained support from the authors Blakeley and Stewart (2022). Expressive language is used to talk about opinions, emotions, and personal experiences. It does not have to communicate factual information, but it is imperative. People used expressive language every day. It is one of the most powerful things that people can do with language is to express their ideas, opinions, and points of view. As one can see in the result, those parents' famous lines are language to express their personal feelings or experiences good or bad. Moreover, a pathologist Vollmer (2023) states that having expressive language skills people can communicate with other effectively. It is about expressing one's wants and needs through verbal and nonverbal communication.

Parents/Guardians' Expressive lines	Interpretation	Feature/s (condolence, praise, thanks, sorrow, congratulation, criticism, complaint, swearing)
1. <i>"Mga gahi kaymo'g ulo, mga animal!"</i> You are all hard-headed, *cursing*	The speaker is complaining about someone being so hard-headed and lead her in saying bad words.	Complaint, Swearing
2. <i>"Abtik kaymo'g laag pero di mo masugo."</i> You are all so active at wandering around but you cannot even obey orders.	This speech indicates a complaint from the speaker about someone's laziness in obeying orders.	Complaint
3. <i>"Dugay kaymo mangmata, dugay mo mangatulog kay agi'g sinilpon."</i> You wake up and sleep late because of your cellphone.	The speaker is complaining about what happened because of using cell phones.	Complaint
4. <i>"Sus! Kami sa una, di jud mi in-ana kay sayu mi manguli sayu pod mi matulog."</i> *sigh* During our times, we are not like that because we came home early and go to bed early too.	This speech indicates a complaint by telling to someone what the speaker's life before differ from now.	Complaint
5. <i>"Yati mo mga gahi kaymo'g ulo, mga animala mo."</i> *cursing* You are so stubborn, *cursing*	The speaker is complaining about someone being so hard-headed and lead her in saying bad words.	Complaint, Swearing
6. <i>"Tarunga lang huh kay pirti kayka mangayo'g kwarta, pagkahuman di ka mutuo'g sugoon."</i> Don't mess with me, you	This speech implies a criticism and complaint from the speaker when someone is asking for money.	Criticism, Complaint

<p>always ask for money yet you can't obey orders.</p>		
<p>7. <i>"Maygani mo ron, kami sa una pangsipaoon pa mi'g di mi sayu mumata, kinahanglan mauna pami'g mata sa adlaw."</i></p> <p>You are all lucky today, before, we are being kicked if we don't wake early, we should wake up earlier than the sun.</p>	<p>This speech implies a criticism and complaint from the speaker by telling her life before about getting up early.</p>	<p>Criticism, Complaint</p>
<p>8. <i>"Yatiii! Yati gikapoy na kayko ninyo."</i></p> <p>*cursing* I'm tired of you all.</p>	<p>The speech implies a complaint from the speaker being tired of all.</p>	<p>Complaint, Swearing</p>
<p>9. <i>"Oh dayun? Sala nako nag sakit imong mata? Kay agi nanag sinilpon nimo. Mayntag maguba ng silpon nimo kay sobraan naka di naka matulog."</i></p> <p>Oh then? Is it my fault that your eyes hurt? That is because of your cellphone. I wish that your phone will be damaged because you're being excessive you don't sleep.</p>	<p>The speaker expresses a complaint about what someone could get in an excessive use of cellphone.</p>	<p>Complaint</p>
<p>10. <i>"Ah sige raka'g pangayo'g kwarta, gahi raba kayka sugoon."</i></p> <p>You always ask for money yet you can't obey commands.</p>	<p>This speech implies a complaint from the speaker when someone is asking for money.</p>	<p>Complaint</p>
<p>11. <i>"Litsi mo mga gahi kaymo'g ulo."</i></p> <p>*cursing* You are so hard-headed.</p>	<p>The speaker is complaining about someone being so hard-headed and lead her in saying bad words.</p>	<p>Complaint, Swearing</p>
<p>12. <i>"Akong sugo, akong lihok."</i></p> <p>My command, my action.</p>	<p>The speaker is complaining about commanding someone but in the end she did it by herself.</p>	<p>Complaint</p>
<p>13. <i>"Laag! hala sige dito mo,</i></p>	<p>This speech implies a complaint</p>	<p>Complaint</p>

<p><i>kay di man mo masugo diri.</i>"</p> <p>Go! You stay there, because you don't obey command here.</p>	<p>about the laziness of someone.</p>	
<p>14. <i>"Pwede palang lagi mo i-uli sa'kong tiyan, ada i-uli nalang mo."</i></p> <p>If I can only return you into my womb, then I would.</p>	<p>This speech implies a statement complaining about the existence of someone who gave the speaker so many headaches.</p>	Complaint
<p>15. <i>"Wala mo kaagi sa'kong naagian."</i></p> <p>You don't experience what I've experienced.</p>	<p>The speaker is complaining by saying that someone doesn't experience what she experienced.</p>	Complaint
<p>16. <i>"Hilom diha! Yabag ka'g utok."</i></p> <p>Shut up! You don't think normally.</p>	<p>This speech implies a complaint of the speaker on someone's way of thinking.</p>	Complaint
<p>17. <i>"Kamo mga tapulan kaymo, yahay na gani mo kay og maglung-ag lisoan ra ng gasul, kami sa una mangahoy pa problem pa jud kaayu'g basa ang kahoy kay ting-ulan."</i></p> <p>You are so lazy, it is easier for you now because if you will cook rice you'll just turn on the stove, while before we need to look for woods and it is big problem if the woods are wet because it's a rainy season.</p>	<p>The speaker expresses a complaint about someone's laziness even on easy things or work.</p>	Complaint
<p>18. <i>"Ako sa una eskwela'g highschool sus pila pa ka baryo akong lakbayon kada mauli mabernis."</i></p> <p>When I'm in my highschool before, there are many villages that I need to walked through to be at home every</p>	<p>The speaker expresses a complaint about what she experienced in order for her to go to school.</p>	Complaint

Friday. 19. " <i>Pisti ka, ayaw daw si'g pabuyag, makusnutan man taka ron.</i> " *cursing* Don't be so stubborn or else I'll pinch you.	This speech implies a complaint and swearing from the speaker to someone being stubborn.	Complaint, Swearing
20. " <i>Ikaw karon huh nadangag naka s'imong silpon si'g dula-dula.</i> " You became dumb because of playing on your cellphone.	The speaker expresses a complaint about someone's usage of phone.	Complaint
21. " <i>Yawa! Pisti mo, sige mo'g pabuyag nako.</i> " *cursing* You always make me mad.	The speaker is complaining on someone who always make her mad and lead her in saying bad words.	Complaint, Swearing
22. " <i>Mga pistiha mo gikapoy raba ko'g panlaba, nya'g pahugason mog plato di mo mutuo.</i> " *cursing* I'm tired of washing clothes, and I ordered you to wash the dishes you will not obey.	The speaker expresses a complaint about someone who doesn't obey and help in the household chores.	Complaint, Swearing
23. " <i>Yahay na kaymo ron higda-higda ra, kami sa una sus!</i> " You are all lucky you're just lying on bed, while us before *sigh*.	This speech implies a complaint from the speaker about how lucky the generation now than theirs before.	Complaint
24. " <i>Unsa man ng gikatawa-katawa nimo dihas silpon? Basin gaigat-igat naka huh?</i> " What are you laughing at your phone? Maybe you are flirting huh?	The speaker expresses a complaint about someone's usage of phone.	Complaint
25. " <i>Tiguwang na baya ko timan-e ninyo, basin ganahan namo na matsugi ko.</i> " I'm already old you should	The speaker expresses a complaint about her being already old yet there is still someone who keeps on being stubborn.	Complaint

<p>remember that, or maybe you want me to die already.</p>		
<p>26. <i>"Maypoy manghawa mo diri, mga tapulan kaymo, mumata ramo 'g mukaon"</i></p> <p>It is better that you leave here, you are so lazy, you just wake up to eat.</p>	<p>This speech implies a complaint from the speaker on someone's laziness like he/she would get just to eat.</p>	<p>Complaint</p>
<p>27. <i>"Pamakod na daw mo diha, mura mo 'g anak og dato."</i></p> <p>Get up! You are like a son of rich people.</p>	<p>The speaker is complaining on someone who acts like a rich man's son.</p>	<p>Complaint</p>
<p>28. <i>"Kami sa una di mi kaadto 'g eskwelahan og di mi mutrabaho daan, among bag pa gyud kay netbag ug selopin."</i></p> <p>Before, we can't go to school if we don't worked first, our bag is just a netbag or a cellophane.</p>	<p>The speaker expresses a complaint on what she experienced before about going to school.</p>	<p>Complaint</p>
<p>29. <i>"Hayahay na kaymo karon kaysa sa 'mong kaagi sa una."</i></p> <p>It is easier for you now than our experiences before.</p>	<p>This speech implies a speaker's complaint about how lucky the generation today than the speaker's experiences before.</p>	<p>Complaint</p>
<p>30. <i>"Oh mao na, kanang mata huh, nganong di gud undangan ng silpon nga tingkatulog naman ron."</i></p> <p>Oh be aware of your eyes, why can't you stop using your phone even though it is time to sleep.</p>	<p>The speaker expresses a complaint about what someone could possibly get in an excessive use of cellphone.</p>	<p>Complaint</p>
<p>31. <i>"Wa mo pul-e sige 'g silpon? Nabuang namo ana."</i></p> <p>Aren't you tired of using your cellphone? You are already addicted on using that.</p>	<p>The speaker expresses a complaint about someone's usage of phone.</p>	<p>Complaint</p>
<p>32. <i>"Animala ka maayu na</i></p>	<p>The speaker express a complaint on someone who already know</p>	<p>Complaint , Swearing</p>

<p><i>kayka mutubag-tubag.</i>"</p> <p>*cursing* You already know how to talk back?</p>	<p>how to talk back.</p>	
<p>33. "<i>Dawat limpyo ramo huh, sige ramo'g higda.</i>"</p> <p>You always have things for free, you're always laying on bed.</p>	<p>The speaker is complaining about someone who has nothing to do but to lay on bed.</p>	Complaint
<p>34. "<i>Kinahanglan unsay trabahuon tabang pod mo kay mangayo ra raba dayun mo'g kwarta.</i>"</p> <p>You should also help if there is work here because you always just ask for money.</p>	<p>The speaker is complaining to someone about helping in the household chores.</p>	Complaint
<p>35. "<i>Paunsa nalang kaha'g mawala ko, paunsa nalang kaha mo.</i>"</p> <p>What if I die, what will happen to you?</p>	<p>This speech implies a complaint from the speaker if she will die and what will happen to someone.</p>	Complaint
<p>36. "<i>Linti jud ka kacayu di ka kasabot.</i>"</p> <p>*cursing* You cannot understand.</p>	<p>The speaker express both complaint and swear about someone who can't easily understand something.</p>	Complaint, Swearing
<p>37. "<i>Nagjagot nako nimo, karon lang jud ka.</i>"</p> <p>I am already mad at you, better watch out.</p>	<p>The speaker expresses a complaint on someone who makes her mad.</p>	Complaint
<p>38. "<i>Mayman mo ron kay yahay namo kay musakay namo'g motor, kami sa una muskwela magbaklay rami.</i>"</p> <p>You are lucky now because you ride on a motorcycle, before when we went to school we just walked.</p>	<p>This speech implies a complaint by telling the speaker's life differ from now.</p>	Complaint

Table 9 reveals that expressive speech acts dominate parents' communications, comprising 64.41% of their expressions. Assertive acts follow at 22.03%, and directives account for 13.56%. This suggests that parents primarily use emotional expression to convey feelings and hopes for their children to understand and respond sympathetically. Supporting literature emphasizes the importance of emotional expressiveness in parenting, as it significantly influences children's self-regulation, behavior, and emotional development. By modeling emotional expression, parents can foster healthy coping mechanisms and social competence in their children.

Illocutionary Speech Act	Frequency (f)	Percentage (%)	Rank
Assertive	13	22.03%	2
Directive	8	13.56%	3
Expressive	38	64.41%	1
Total	59	100%	

III. Results and Discussion

Assertive

A prevalent type of illocutionary speech act used by parents or guardians is characterized by informing or asserting. In this form of communication, parents deliver clear and direct messages to inform their children about the potential or actual consequences resulting from undesirable actions. These utterances serve not only to convey information but also to reinforce behavioral boundaries and expectations. The intent behind these statements is typically to ensure that children understand the link between their actions and the resulting outcomes, fostering accountability and promoting responsible decision-making. Through this form of illocutionary act, parents aim to guide their children's behavior by making the consequences explicit, while also encouraging reflection on their choices.

Directive

A prominent type of illocutionary speech act used by parents or guardians involves commands or directives, where their famous lines are intended to instruct or mandate specific actions from the child. These utterances are aimed at guiding the child's behavior in a clear and authoritative manner, helping to establish structure and expectations. When children respond to these commands by following instructions, they not only demonstrate compliance but also gradually develop important skills like self-discipline and responsibility. This form of communication plays a crucial role in shaping a child's ability to follow rules, manage their own behavior, and cultivate a sense of accountability. Over time, these directive speech acts foster an environment where children can internalize discipline and learn to regulate their actions independently.

Expressive

A significant type of illocutionary speech act used by parents or guardians is expressive, where their parenting lines convey feelings or emotions in response to their children's actions or attitudes at home. These utterances are not intended to command or instruct but rather to express the parent's emotional reaction whether it be disappointment, pride, frustration, or concern. By sharing their feelings, parents aim to foster emotional awareness and reflection in their children, encouraging them to understand the emotional impact of their behavior on others. This type of expressive speech act plays a vital role in nurturing emotional intelligence, empathy, and mutual understanding within the family. It helps children recognize how their actions affect the emotional climate of the home, promoting healthier communication and stronger emotional connections between parents and children.

Results and Discussion

Parents and guardians often communicate their parenting lines primarily during morning routines and before bedtime, which are crucial moments for establishing connection and setting expectations. In terms of illocutionary speech acts, these interactions can be categorized into several types. The assertive type predominantly features lines that serve an informative function, allowing parents to convey essential information and expectations to their children. In contrast, the directive type is characterized by commands, where parents instruct their children on specific behaviors and actions, reinforcing rules and promoting discipline. Additionally, the expressive type is marked by complaints, through which parents articulate their feelings about their children's behavior or attitudes. Notably, this expressive type is the most prominent among the three, reflecting the emotional dynamics and concerns that parents experience in their daily interactions with their children. Overall, this nuanced understanding of parental communication highlights the complex roles that different illocutionary speech acts play in shaping family dynamics and fostering healthy relationships.

IV. Conclusion

Out of the fifteen selected respondents from the top barangays—Barra, Biasong, Estaka, Miputak, and Turno—in Dipolog City, Zamboanga del Norte, parents and guardians employ various approaches to parenting and disciplining their children. They frequently use certain phrases that have become well-known within their communities, often employing them in a range of situations. The majority of these famous lines are characterized by their informative nature, which aligns with the assertive type of illocutionary speech acts. Additionally, parents utilize directive types through commanding phrases that instruct children on appropriate behavior. Furthermore, their expressive lines often manifest as complaints, allowing parents to articulate their feelings or emotions regarding their children's actions or attitudes at home. This expressive approach reflects their desire for an open parenting style, fostering an environment where feelings are communicated freely. By being expressive, parents and guardians contribute significantly to their children's

character development as they mature, promoting emotional awareness and understanding in their relationships. This multifaceted communication not only shapes children's behavior but also nurtures their emotional growth, reinforcing the importance of effective dialogue in parenting.

V. Recommendations

1. Parents and guardians should aim to be positive role models by demonstrating respectful and constructive communication. Avoiding harsh language is crucial, as it can harm a child's emotional development and self-esteem. By fostering healthy communication, parents create an environment that encourages open dialogue, allowing children to express their thoughts and feelings. Providing opportunities for children to share their perspectives during disagreements helps them feel valued and teaches essential conflict resolution skills. This approach promotes mutual respect and understanding, ultimately strengthening family relationships.
2. Teachers and religious organizations are encouraged to implement programs that focus on counseling, spiritual growth, and moral upliftment. These initiatives play a crucial role in supporting individuals' emotional well-being and fostering values such as empathy and integrity, thereby strengthening community bonds.
3. Develop a comprehensive extension program for parents and guardians that focuses on effective communication, positive discipline strategies, and emotional support. The program will include workshops, support groups, and resource materials aimed at enhancing parenting skills, fostering healthy family relationships, and promoting children's social and emotional development.

LIMITATIONS AND FUTURE DIRECTIONS

- Parents and guardians, along with children, should deepen their understanding of linguistics and relevant theories to better grasp and address communication challenges.
- Children should avoid misinterpreting their parents' language and instead seek to understand the true meaning behind their words.

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