

A Pragmatic-Discourse Analysis of Martin Luther King Jr.'s 'I Have a Dream' from the Perspective of Speech Acts

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Abstract: This paper studies pragmatic-discourse analysis of a political speech from perspective of speech acts. In this paper, the writer attempted to do the research related to Martin Luther King Jr.'s a famous speech. The Title of doing this research is 'A Pragmatic-Discourse Analysis of Martin Luther King Jr.'s 'I Have a Dream' from the Perspective of Speech Acts'. The aim of doing this research is to study the pragmatic-discourse features from the Martin Luther King Jr.'s speech from the perspective of speech acts. This research was conducted with Austin's Speech Act Model (1962) and John Searle's Revised Speech Act Model (1969). It took a month. Martin Luther King Jr.'s a famous speech 'I Have a Dream' was used as the primary source of data. Data were collected and analyzed by using quantitative and qualitative research methods. Due to findings from the research, the speaker used both illocutionary speech acts and perlocutionary speech acts. The most type of illocutionary speech acts is expressive in 32.65%, the second most type is directive in 22.45%, the third most type is declarative in 20.41% and the least ones are representative and commissive in 12.24% each. Concerning perlocutionary speech acts, it was found that the most type of perlocutionary speech acts is public motivation in 44.64%, the second most types are the arouse and hopefulness in 17.86% each, the third most type is dissatisfaction in 12.5% and the least ones are hopelessness and enthusiasm in 3.57%. Overall, both types of illocutionary speech acts pointed out the relevant pragmatic features of the speech and its discourse features were also found from locutionary speech acts which were used by the speaker in his whole speech. In brief, all findings from this research will be supportive for further research related to pragmatic-discourse study of the speeches.

Keywords: discourse, illocutionary speech acts, locutionary speech acts, perlocutionary speech acts, pragmatics.

1. INTRODUCTION

Language is the connector which can join or communicate between two persons verbally and non-verbally. However, it is important to acquire successful communication between a speaker and a listener. There must have the mutual comprehension between a speaker and a listener to acquire such kind of communication. In this case, the speaker uses the relevant speech acts that can convey the respective speech functions such as inviting, requesting, refusing and so. Through the use of speech acts, the listener receives the message which the speaker wants to give him, otherwise, the purpose of the language or the pragmatic of the language which the speaker intends to transmit to the listener can be known. Pragmatic is the study of the use of language or the purpose of the language which the speaker intends to use in a conversation or a language communication. We can study the use of language or the pragmatic study of the language through the speech acts or speech functions that the speaker for different purposes. Commonly, a language can be divided into two kinds: spoken language and written language. Speech is a kind of spoken language or spoken discourse. Speech is a talk of performance; thus, a speaker uses the speech acts to deliver his audience about the facts or information. Concerning the speech act analysis, the language, there are some previous studies in which the related scholars analyzed the speech acts of famous

speeches. Based on the findings from these studies, the writer attempted to do the research based on speech acts to study the pragmatic-discourse features from Martin Luther King Jr.'s a famous speech 'I Have a Dream'. Martin Luther King Jr. delivered this speech at the Lincoln Memorial, Washington. DC on 28th August, 1963. To do this research, the following steps were considered.

1.1 Purpose of the Study

The aim of doing this research is to study the pragmatic-discourse features from the Martin Luther King Jr.'s a famous speech 'I Have a Dream' from the Perspective of Speech Acts. The objectives are to study the speech transcripts of Martin Luther King Jr.'s 'I Have a Dream' from the perspective of speech acts and to analyze pragmatic and discourse features from speech acts used by the speaker in the whole speech

Research Questions targeted to do this research as follows:

- How many types of speech acts are found in Martin Luther King Jr.'s 'I Have a Dream'? What are they?
- What types of pragmatic and discourse features are found from the speech acts used by the speaker in the whole speech?

1.2 Related Rationale

This research aims at helping readers and language learners who are studying English so that they can understand the nature of the speech acts from political speeches and consequently they can learn pragmatic and discourse features of the speeches through speech acts.

2. LITERATURE REVIEW

In this section, there are two main parts: literature of related research and theoretical background.

2.1 Literature of related research

In 'The Speech Act of Promising in Political Speeches: A Case Study of Obama's Speeches', the writer Dorinë Rakaj (2022) analyzed the act of promising that Barack Obama used during his presidential campaigns of 2008 and 2012. It is a qualitative approach. The writer collected data through speeches. It employed a quantitative method to calculate and present the frequency of promising utterances and performative verbs and their percentages. Searle's taxonomy was used to analyze Obama's speeches in this research. Assuring, confirming, and reconfirming were the most frequently used by the speaker in his speeches of two election campaigns. Due to further analysis, the writer revealed that Obama used the performative verb "promise" in 7 samples. Furthermore, the speaker used the modal verb "will" and the form "be going to + infinitive" as ways of promising instead of the performative verb promise." According to the results of the study, further studies should be conducted in other contexts to obtain more comprehensive data regarding the act of promising.

In Speech Acts Analysis of Donald Trump's Speech, the writers Nura Siti Mufiah, Muhammad and Yazid Nur Rahman(2018) studied the types of illocutionary acts in Donald Trump's Inaugural Speech. This research studied illocutionary acts used by American President, Donald Trumps in his speech. The aim of doing this research was to analyze the types of illocutionary speech acts dominantly used in that speech. This research applied descriptive qualitative method. This research was conducted with Yule's speech act theory. Due to findings from this research, the speaker used 63 utterances. representative 46%, expressive 11%, directive 16%, commissive 12,7%, and declarative 14,3% respectively. Due to the results, Donald Trump asserted his people about the future of the nation. In brief, Trump's speech acts in his speech are intended as statement of fact and assertion. Furthermore, discussion of hopes implied in his speech acts.

2.2 Theoretical Framework

Pragmatics

According to Leech (1983), it is difficult for people to understand the nature of language easily if they don't comprehend the nature of pragmatics. It is because pragmatic is the study of the use of the language in communication. He redefines the study of meaning in speech situations is pragmatics in the field of linguistics. He also states as follows:

1) Pragmatics is the study of speaker's intended meaning- the study of meaning communicated by a speaker (or writer) and interpreted by a listener (or reader) that means the approach which gives the deeper analysis on what people have said rather than the literal meaning of the utterances themselves.

(2) Pragmatics is the study of contextual meaning- what a speaker said usually tied with the context of conversation. It necessarily involves the interpretation of what he means in a particular context and how the context influences what is said. It requires a consideration of how speakers organize what they intend to say in accordance with who, when, where, and under what circumstances they are talking.

(3) Pragmatics is the study of how more meaning are communicated than what is said- It explores how listeners can make inferences about what is said in order to arrive at an interpretation of the speakers' intended meaning or it investigates the invisible meaning.

(4) Pragmatics is viewed as the study of language use in particular communicative contexts or situations of necessity. It may take knowledge of the message being communicated or the speech act being performed by the participants with their intentions, knowledge of the world and the impact of these on their interactions; what they have taken for granted as part of the context; the deductions they make on the basis of the context; what is implied by what is said or left unsaid; etc.

Discourse

According to David Crystal (1991), discourse is a series of ongoing process of the language (especially oral) wider than the sentence'. But both types have the same view about the stratification of the discourse that is a sentence or a clause. There are two types of discourse: spoken discourse (conversation, impromptu talk, speech, etc.) and written discourse (article, essay, story, novel, etc.)

According to Roger Fowler (1979), it is a kind of speech or writing stated from the point of view of the beliefs, values, and categories and it constitutes a way of looking at the world, an organization or representation of experience. Different modes of discourse encode the different representations of experience. The source of these representations is the communicative context where the discourse itself embodies.

Speech Act Theory (SAT)

Due to the pioneer of SAT, Austin (1962) and his obedient student Searle (1969), there is a particular act when utterances are produced by a speaker. According to Austin (1962) speech acts as the theory of "How to Do Things with Words.", Austin (1962) further divides speech acts into three categories: (1) the locutionary act, which is the act of saying something produced by a speaker (the act of producing an utterance); (2) the illocutionary act, which has an intended meaning which a speaker intends to say and (3) the perlocutionary act influences the feelings, thoughts, or actions of the listener. For example, perlocutionary acts could be inspiring, comforting, persuading, promising, encouraging, and so on. They can affect the beliefs, attitudes, or behaviours of the addressees or listeners. They bring an utterance's consequences, whether intended or unintended.

Austin (1962)'s Speech Act Model

Expositive(s)

They make clear how one's utterances fit into a general argument or discussion, such as "We assume," as well as with verbs like postulate, state, deny, remark, inform, ask, testify, accept, correct, deduce, interpret, illustrate, and so on.

Example: Definitely I can say, 'It's true'.

Exercitive(s)

They are "...an assertion of influence or exercising of power," such as to order, warn, bequeath, advise, nominate, and so on.

Example: Don't play with fire!

Commissive (s)

They promise or give an undertaking, so the speaker commits to perform. They promise or give an undertaking, so the speaker commits to performing a certain action. They include declarations and intentions, such as to undertake, promise, sign a covenant or contract, swear, bet, or plan.

Example: I swear, 'I never forgive you'.

Verdictive (s)

They are just giving of verdicts, by a jury or a referee, for instance—may not be final, because they may be an estimate, reckoning, appraisal, clarification, or argument, for example. They are exercises of judgment, such as to acquit, convict, rule, estimate, value, calculate, or analyze.

Example: Referee: Guy, you're out!

Behabitive(s)

It is a miscellaneous type concerning attitudes and social behaviours (e.g., apologies, thanks, sympathies, resentment, welcomes, blessings, and so on.)

Example: Bob: Thanks, darling. You'd brought a precious gift for my

Searle (1969)'s Revised Speech Act Model

Assertive (s)/representative(s)

They are statements which can describe a state of affairs under the assumption that the utterance has a truthful proposition. The speaker tries to form words which can match the world, as is seen in assertions, statement of facts, claims, and suggestions.

Examples: The earth is round. / Today is cloudy.

Directive(s)

They are statements to compel or encourage another person's actions which can comply with the propositional element, and they are intended to get the listeners to carry out an action (e.g., command, request, invite, dare, or challenge). It aims to cause the listener to take a particular action, such as a request, command, or a piece of advice.

Examples: Don't open the door. / Can you pass the salt, please?

Commissive(s)

They are statements that can commit a speaker to a certain future action. He floats some particular future course of action, such as in the form of a promise, offer, threat, or vow.

Examples: I'll be back. / I can bring it for you. / I swear I never do this.

Expressive(s)

They are statements to express the sincerity of a speech act, such as through sympathy or excuses.

Examples; Cheer! / I am really sorry!

Declarative (s)

They are statements that say something, such as pronouncing someone guilty or declaring a war.

Examples; Priest: Now I pronounce you husband and wife. / Manager: You're fired.

3. RESEARCH METHODOLOGY

This research studies the pragmatic-discourse points of a famous political speech of Martin Luther King Jr. through the perspective of speech acts. There are two main parts to do this research for the purpose of finding the solutions of research questions intended. They are research design and research procedure. Due to research design, this research is a quantitative and qualitative research. It is conducted with Austin's Speech Act Model (1962) and his obedient fellow John Searle's Revised Speech Act Model (1969). As the main data source, the famous political leader, Martin Luther King Jr.'s speech 'I Have a Dream' was used. Due to research procedure, there are following steps are included.

- Studying the speech transcripts of 'I Have a Dream'
- Collecting the data of locutionary speech acts or statement of facts in whole speech
- Analyzing data by using Austin's Speech Act Model and John Searle's revised Speech Act Model

3.1 Data Collection and Data Analysis

Table 1: Speech Act Analysis on Martin Luther King Jr.'s 'I have a Dream

No	Locutionary Speech Acts	Illocutionary Speech Acts	Perlocutionary Speech Acts
1.	I am happy to join with you today in what will go down in history as the greatest demonstration for freedom in the history of our nation.	expressive (joy)	hopefulness
2.	Five score years ago, a great American, in whose symbolic shadow we stand today, signed the Emancipation Proclamation.	representative (assertive)	enthusiasm
3.	This momentous decree came as a great beacon light of hope to millions of Negro slaves who had been seared in the flames of withering injustice.	representative (assertive)	hopefulness
4.	I came as a joyous daybreak to end the long night of their captivity.	expressive (joy)	enthusiasm
5.	But one hundred years later, the Negro still is not free.	expressive (pain)	dissatisfaction
6.	One hundred years later, the life of the Negro is still sadly crippled by the manacles of segregation and the chains of discrimination.	expressive (sorrow)	hopelessness
7.	One hundred years later, the Negro lives on a lonely island of poverty in the midst of a vast ocean of material prosperity.	expressive (pain)	hopelessness
8.	One hundred years later, the Negro is still languished in the corners of American society and finds himself an exile in his own land. And so, we've come here today to dramatize a shameful condition.	expressive (pain)	dissatisfaction
9.	n a sense we've come to our nation's capital to cash a check.	representative (assertive)	public motivation
10.	When the architects of our republic wrote the magnificent words of the Constitution and the Declaration of Independence, they were signing a promissory note to which every American was to fall heir.	representative (assertive)	arouse
11.	This note was a promise that all men, yes, black men as well as white men, would be guaranteed the "unalienable Rights" of "Life, Liberty and the pursuit of Happiness."	representative (statement of facts)	public motivation
12.	It is obvious today that America has defaulted on this promissory note, insofar as her citizens of color are concerned.	declarative	dissatisfaction
13.	Instead of honoring this sacred obligation, America has given the Negro people a bad check, a check which has come back marked "insufficient funds."	expressive (pain)	dissatisfaction
14.	We refuse to believe that there are insufficient funds in the great vaults of opportunity of this nation.	directive (refusal)	arouse
15.	And so, we've come to cash this check, a check that will give us upon demand the riches of freedom and the security of justice.	declarative	arouse
16.	We have also come to this hallowed spot to remind America of the fierce urgency of now.	declarative	arouse

17.	This is no time to engage in the luxury of cooling off or to take the tranquilizing drug of gradualism.	directive (suggestion)	public motivation
18.	Now is the time to rise from the dark and desolate valley of segregation to the sunlit path of racial justice...	declarative	arouse
19.	Now is the time to lift our nation from the quicksand of racial injustice to the solid rock of brotherhood.	declarative	arouse
20.	Now is the time to make justice a reality for all of God's children.	declarative	arouse
21.	It would be fatal for the nation to overlook the urgency of the moment.	declarative	arouse
22.	This sweltering summer of the Negro's legitimate discontent will not pass until there is an invigorating autumn of freedom and equality.	commissive (pledges)	arouse
23.	Nineteen sixty-three is not an end, but a beginning.	declarative	public motivation
24.	And those who hope that the Negro needed to blow off steam and will now be content and will have a rude awakening if the nation returns to business as usual.	directive (suggestion)	public motivation
25.	And there will be neither rest nor tranquility in America until the Negro is granted his citizenship rights.	expressive (pain)	dissatisfaction
26.	The whirlwinds of revolt will continue to shake the foundations of our nation until the bright day of justice emerges.	commissive (pledges)	public motivation
27.	In the process of gaining our rightful place, we must not be guilty of wrongful deeds.	directive (command)	public motivation
28.	Let us not seek to satisfy our thirst for freedom by drinking from the cup of bitterness and hatred. We must forever conduct our struggle on the high plane of dignity and disciplines.	directive (order, command)	public motivation
29.	We must not allow our creative protest to degenerate into physical violence. Again and again, we must rise to the majestic heights of meeting physical force with soul force.	directive (command)	public motivation
30.	The marvelous new militancy which has engulfed the Negro community must not lead us to a distrust of all white people, for many of our white brothers, as evidenced by their presence here today, have come to realize that their destiny is tied up with our destiny.	directive (command)	public motivation
31.	And they have come to realize that their freedom is inextricably bound to our freedom.	declarative	public motivation
32.	We cannot walk alone. And as we walk, we must make the pledge that we shall always march ahead. We cannot turn back.	directive (command)	public motivation
33.	There are those who are asking the devotees of civil rights, "When will you be satisfied?"	declarative	arouse
34.	We can never be satisfied as long as our children are stripped of their self-hood and robbed of their dignity by signs stating: "For Whites Only."	expressive (pain)	dissatisfaction

35.	No, no, we are not satisfied, and we will not be satisfied until "justice rolls down like waters, and righteousness like a mighty stream.	expressive (pain)	dissatisfaction
36.	I am not unmindful that some of you have come here out of great trials and tribulations.	expressive (like)	hopefulness
37.	Continue to work with the faith that unearned suffering is redemptive.	directive (order)	public motivation
38.	Go back to Mississippi, go back to Alabama, go back to South Carolina, go back to Georgia, go back to Louisiana, go back to the slums and ghettos of our northern cities, knowing that somehow this situation can and will be changed.	directive (order)	public motivation
39.	Let us not wallow in the valley of despair, I say to you today, my friends.	directive (suggestion)	public motivation
40.	And so even though we face the difficulties of today and tomorrow, I still have a dream.	expressive (hope)	hopefulness
41.	It is a dream deeply rooted in the American dream.	representative (assertive)	public motivation
42.	I have a dream that one day this nation will rise up and live out the true meaning of its creed: "We hold these truths to be self-evident, that all men are created equal.	expressive (hope)	hopefulness, public motivation
43.	I have a dream that one day on the red hills of Georgia, the sons of former slaves and the sons of former slave owners will be able to sit down together at the table of brotherhood.	expressive (hope)	hopefulness, public motivation
44.	I have a dream that one day even the state of Mississippi, a state sweltering with the heat of injustice sweltering with the heat of oppression, will be transformed into an oasis of freedom and justice.	expressive (hope)	hopefulness, public motivation
45.	I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character.	expressive (hope)	hopefulness, public motivation
46.	I have a dream today!	expressive (hope)	hopefulness
47.	I have a dream that one day every valley shall be exalted, and every hill and mountain shall be made low, the rough places will be made plain, and the crooked places will be made straight; "and the glory of the Lord shall be revealed and all flesh shall see it together.	expressive (hope)	hopefulness
48.	This is our hope, and this is the faith that I go back to the South with.	expressive (hope)	hopefulness, public motivation
49.	With this faith, we will be able to hew out of the mountain of despair a stone of hope.	commissive(pledges)	public motivation
50.	With this faith, we will be able to work together, to pray together, to struggle together, to go to jail together, to stand up for freedom together, knowing that we will be free one day.	commissive(pledges)	public motivation
51.	And this will be the day -- this will be the day when all of God's children will be able to sing with new meaning.	commissive(pledges)	public motivation
52.	Free at last! Free at last! God Almighty, we are free at last.	declarative	public motivation

4. FINDINGS AND DISCUSSION

In accordance with Table 1 Speech Act Analysis on Martin Luther King Jr.'s 'I have a Dream', there are five types of illocutionary speech acts and respective perlocutionary speech acts based on locutionary speech acts or statements of speech acts in the speech as follows:

Table 2: Summarization of Speech Act Analysis on Martin Luther King Jr.'s 'I Have a Dream'

No	Types of illocutionary speech acts	Frequency	%	Types of Perlocutionary speech acts	Frequency	%
1.	Representative[assertive (5), statement of facts (1)]	6	12.24%	hopefulness	10	17.86%
2.	Directive [command (4), order (3) and suggestion (3), refusal (1)]	11	22.45%	hopelessness	2	3.57%
3.	Commissive [pledges (6)]	6	12.24%	enthusiasm	2	3.57%
4.	Expressive [joy (2), sorrow (1), pain (6) and hope (7)]	16	32.65%	arouse	10	17.86%
5.	Declarative (10)	10	20.41%	public motivation	25	44.64%
				dissatisfaction	7	12.5%
		49	99.99%		56	100%

In accordance with Table 2 Summarization of Speech Act Analysis on Martin Luther King Jr.'s 'I Have a Dream', it is found that in the whole speech, the speaker used all five types of illocutionary speech acts: representative, directive, commissive, expressive and declarative speech acts by analyzing the locutionary speech acts (statement of facts) in his speech. The most type of illocutionary speech acts which Martin Luther King Jr. used in his speech are expressive speech acts and its frequency is 16 in 32.65%, the second most type is directive speech acts and its frequency is 11 in 22.45% and the third most one is declarative speech acts and its frequency is 10 in 20.41% and the last types are commissive speech acts and representative speech act. Their frequencies are 6 in 12.24% each. By analyzing all types of illocutionary speech acts which Martin Luther King Jr. in his speech, he had the tremendous hope on his people, conquering victory and freedom of his black people although there were some struggles for them.

Based on these five types of illocutionary speech acts, it is also found that the speaker used the relevant perlocutionary speech acts in his speech. Due to table.3 Summarization of Speech Act Analysis on Martin Luther King Jr.'s 'I Have a Dream', the most perlocutionary speech acts are related to public motivation and its frequency is 24 in 44.64% and it can be said that the speaker delivered this speech to motivate his people for struggling with freedom and rights. The second most types are related to hopefulness and arouse, consequently their frequency is 10 in 17.86% each. Due to these types of perlocutionary speech acts, American public leader Martin Luther King Jr. had the great expectation on his people and on struggling with freedom and rights as well as his intention seemed to make arouse his followers for that victory. The third most type of perlocutionary speech acts concerns with dissatisfaction and its frequency is 7 in 12.5%.

Owing to this type of perlocutionary speech acts, Martin Luther King Jr. didn't look contented with the performance of U.S government for the black people. The least type is related to hopelessness and enthusiasm. Their frequency is 2 in 3.57% each. Due to this type of perlocutionary speech act, it is seen that the public leader Martin Luther King Jr. seemed hopeless for his black people's rights but he had the great endeavour to strive for gaining freedom of his people. The speaker used the sentence pattern 'will be able to + V' most to mention the 'capability' of he and his people and the future condition. This pattern conveys the intentions of the speaker which he wanted to deliver his people in the whole speech.

In addition to the study of pragmatic features of the speech from the perspective of speech acts which I have already discussed above, due to discourse analysis, the speaker used the complex sentences by using some connectives such as even though to deliver the detail facts about struggling with freedom and rights of his black people. The speech 'I Have a Dream' is a spoken discourse but the speaker used the relevant cohesive devices such as collocations, lexical repetitions, substitutions, conjunctions, For instance, the collocations such as 'I am happy to join with you today in what will go down in history-----', the lexical repetition such as 'A great American, a great beacon light of hope', the relevant conjunctions such as 'but', 'as well as' in this sentence, 'But one hundred years later, the Negro still is not free black men as well as white men, would be guaranteed the "unalienable Rights" of "Life, Liberty and the pursuit of ----' as well as in this complex sentence'.

‘With this faith, we will be able to work together, to pray together, to struggle together, to go to jail together, to stand up for freedom together, knowing that we will be free one day’ were used to convey the logical relations between sentences. The speaker used text references, anaphors and cataphors in his speech. For example, in this sentence, ‘This is our hope, and this is the faith that I go back to the South with’, the speaker used anaphora ‘this’ refers to ‘our hope’ to make the physical link between words in the sentence. In brief, the cohesive devices which the speaker used in the whole speech created the logical relations between sentences to convey the intentions and dreams for his people’s freedom and rights. Overall, it can be said that the relevant pragmatic and discourse features were found in the locutionary, illocutionary and perlocutionary speech acts which the speaker used in the whole speech from the perspective of speech acts.

5. CONCLUSION

This research studied a famous speech of the public leader Martin Luther King Jr. ‘Have a Dream’ to analyze the pragmatic and discourse features which the speaker used this speech from the perspective of speech acts. This research took a month. It is a quantitative and qualitative research. The aim of doing this research is to study the pragmatic-discourse features from the Martin Luther King Jr.’s speech from the Perspective of Speech Acts. The research was conducted with Austin’s Speech Act Model (1962) and John Searle’s Revised Speech Act Model. Martin Luther King Jr.’s a famous speech ‘I Have a Dream’ was used as the primary source of data. Due to findings from the research, the speaker used both illocutionary speech acts and perlocutionary speech acts. The most type of illocutionary speech acts are expressive(s) in 32.65%, the second most is directive (s) in 22.45%, the third most is declarative (s) in 20.41% and the least ones are representative(s) and commissive (s) in 12.24% each. The most types of perlocutionary speech acts are public motivation in 44.64%, the second most is the arouse and hopefulness in 17.86% each, the third most is dissatisfaction in 12.5% and the least ones are hopelessness and enthusiasm in 3.57%. Both illocutionary and perlocutionary speech acts pointed out the pragmatic features of the speech and locutionary speech acts used by the speaker mentioned the relevant discourse features of the speech. Overall, all findings will be supportive for further research related to pragmatic-discourse study of the speeches.

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