

## **DECLARATIVE UTTERANCES IN “FOUR FREEDOMS” SPEECH BY FRANKLIN DELANO ROOSEVELT**

**Nandang Seliawan Fauzi**

English Department, Faculty of Languages and Arts, The State University of Surabaya

Email: [nandang717@gmail.com](mailto:nandang717@gmail.com)

**Lisetyo Ariyanti**

English Department, Faculty of Languages and Arts, The State University of Surabaya

Email: [lisetyoariyanti@unesa.ac.id](mailto:lisetyoariyanti@unesa.ac.id)

### **Abstrak**

Berpidato adalah sebuah kegiatan yang umum dilakukan di bidang politik. Dalam pidato-pidato yang disampaikan, para politisi biasanya menyampaikan beberapa maksud tertentu yang ingin mereka katakan kepada masyarakat. Maksud-maksud tertentu tersebut terkadang tidak disampaikan secara langsung. Franklin D. Roosevelt, Presiden Amerika Serikat ke-32, merupakan salah satu politisi yang memiliki maksud-maksud tertentu dalam pidatonya. Salah satu pidatonya yang terkenal adalah “Four Freedoms” atau “Empat Kebebasan” yang disampaikannya pada awal tahun 1941. Dalam penelitian ini, teori tindak tutur digunakan untuk meneliti pidato tersebut. Obyek yang menjadi fokus utama dari penelitian ini adalah penggunaan tindak tutur dalam pidato “Four Freedoms”. Naskah dan berkas audio dari pidato ini diambil dari internet melalui aplikasi Android yang diunduh dari Google Apps. Metode kualitatif deskriptif digunakan dalam penelitian ini. Hasilnya menunjukkan bahwa Franklin D. Roosevelt beberapa kali menggunakan tindak representatif dan direktif dalam pidato “Four Freedoms”. Tindak representatif dan direktif digunakan Roosevelt untuk menjelaskan dan mengarahkan rakyat Amerika Serikat untuk menyadari pentingnya keamanan nasional.

**Kata Kunci:** tindak tutur, tindak representatif, tindak direktif.

### **Abstract**

Delivering speech is a common activity in politics. In the speeches that they deliver, politicians usually have a number of intended meanings that they want to tell to the people. The intended meaning that they performed sometime were not stated directly. Franklin D. Roosevelt, the 32<sup>nd</sup> President of the United States of America, is one of the politicians that have intended meaning in his sentences. The well-known speech that he had ever delivered is “Four Freedoms” speech that is delivered in the beginning of 1941. In this study, the speech acts theory is used to analyze this speech. The object that becomes the main focus of this study is the use of speech acts in the “Four Freedoms” speech. The script and the audio file of the speech that become the instrument of this study were retrieved from the internet via Android application that was downloaded from Google Apps. The descriptive qualitative method is used in this study. The result of this study is that Franklin D. Roosevelt often used representative and directive acts in the “Four Freedoms” speech. The representative and directive acts were used by Roosevelt in giving explanations and to direct the people of the United States of America to realize the important of national security.

**Keywords:** speech acts, representative acts, directive acts.

## **INTRODUCTION**

Listening to a public speech is known by society since away back in human history. It is words that spoken in front of the some audiences. This is an activity that usually done by someone important such as leaders, motivators, chiefs of organizations and many others.

Public speech has many functions. The functions are depending on the purpose of the speaker of the speech. Motivators use speech to give motivation to their clients so the clients become enthusiastic in reaching their goals. Chief of an organization give a speech in order to inform his/her subordinates what kind of act that should be done to reach the aim of the organization. The

elected president has a speech to tell the people his/her commitment in building a country into a better one.

In politics, speeches are one of the examples of the political products. The political speeches usually performed by the important people in the government such as presidents, prime ministers, ministers, head of legislatures, activists and so on. By analyzing the speeches, the motives of the government for doing some acts can be identified.

From many famous politicians around the world, there was a person that stood and led a big country which was in a crisis. The name of this politician is Franklin Delano Roosevelt. He was the President of the United States of America in the time of great depression and world war. His decision has made some crucial move in the international politics at that time. One of his decisions as a President was by being neutral in the World War but lending the U.S. support to its allies in order to fight against what the Americans called as tyrants and conquerors.

One of some famous speeches that produced by Franklin Delano Roosevelt is "Four Freedoms". Inside the "Four Freedoms" speech that was performed in 1941, Roosevelt told a lot of statements, expressions toward some events, orders, and many more. Some of the utterances that were performed were used as command to direct the people of the United States of America. But many of the utterances were performed indirectly. In delivering the speech, it is common when someone uses a directive act to direct the addressee towards some goals that the speaker wants. Interestingly, some people, including Roosevelt, performed directive acts used basic structural form that not usually used to perform directive acts. This phenomenon is called indirect speech act in linguistics, where the basic form of a sentence has indirect connection with its communicative function. If the directives were performed indirectly, there is a possibility where the addressee does not realize that he/she was being requested to do something by the speaker. To understand that kind of utterance, deeper understanding should be done by the listener in order to catch the intention of the speaker.

The use of indirect speech act can be analyzed by using the theory that connecting the structural forms and sentences' communicative function. George Yule (1996) is one of the linguists who proposed the theory of direct and indirect speech act. He believed that there is a different approach to the speech acts made on the basis of structure (Yule, 1996:54). He stated that the utterances' forms which are declarative, interrogative and imperative are connected to three communicative functions (statements, questions, command/request). The utterances that were produced can further be analyzed and

categorized into speech acts classification. By doing speech act analysis, the intended meaning of the speaker can be identified deeper than just an utterance basic syntactical form.

Some researches analyzing about speech already done before. One of them was done by an English Department student from The State University of Surabaya. His name is Saiko Rudi Kasenda. The title of the research is *An Analysis of Speech Act in Martin Luther King's "I Have a Dream" Speech*. In his research, Kasenda analyzes the intended meaning that spoke by Martin Luther King, an American activist that concerned about the racial discrimination towards the Afro-American people. Kasenda found some types of speech acts used by Martin Luther King Jr in his speech. Kasenda also found that repetitions that appear in many of Martin Luther King's speech acts are seen as the signal of his attempt to influence the audience.

## RESEARCH QUESTION

Based on the background of the study, this paper discusses the intended meanings inside the statements of Franklin D. Roosevelt in his "Four Freedoms" speech.

## SPEECH ACTS

The Oxford philosopher stated that speech acts theory (SAT) is one of the primary issues in modern pragmatics (Ad-Darraj et al, 2012). According to the statement of Levinson (1983, in Mugableh, 2013) speech acts is a study under the broad range of pragmatics studies which the definition is "the study of the ability of the language users to pair sentences with contexts in which they would be appropriate". Yule (1996:47) states that speech acts is actions that are performed via utterances. So, the utterances are not just grammatical structures and words. This kind of act, in English, is usually labeled more specifically into apology, complaint, compliment, invitation, promise or request.

An example is also given by Yule (1996:48) in the form of a sentence as follows:

*"This tea is really cold!"*

If that utterance is said in a cold winter day, it can be considered as a complaint. It will be different if it is said on a really hot summer day. If that same utterance is spoken, it can be considered as praise to the tea maker.

Speech act consists three related acts (Yule, 1996:48). First act is a **locutionary act**, a basic act of utterance, a product of meaningful linguistic expression. Then, the next act is **illocutionary act**. This act is a form of an utterance with a function in it. The last is **perlocutionary act**. It is an act that is the effect of the utterance that is created. For example:

"I've just made some coffee."

The basic linguistic expression of 'I've just made some coffee' is a locutionary act. Speaker might utter that sentence in order to offer the coffee to someone; it is going to the second dimension, illocutionary act. Getting the hearer to drink the coffee is the perlocutionary act. From those three dimensions, illocutionary acts is the most discussed one (Yule, 1996: 49). It is known that, narrowly, the speech acts is understood as the illocutionary part of an utterance.

### Classification of Speech Acts Functions

There is a table below that summarized five speech acts' function according to Searle (1979, as cited in Yule, 1996:55).

Speech Act Type	Adjusting Direction	P = Speaker, X = Situation
Declaration	Words change the world	P causes X
Representative	Make words fit the world	P believes X
Expressive	Make words fit the world	P feels X
Directive	World adjusted according to the words	P wants X
Commissive	World adjusted according to the words	P intends X

Following Searle's classification, Yule (1996:53) classifies the types of general functions performed by speech acts into five: declarations, representatives, expressive, directives, and commissives.

1. **Declarations** are speech act that change the world by producing the utterance. The speaker of this speech act has to has a certain role and in a proper context to produce the appropriate declaration (Yule, 1996; 53). For example:  
Priest said "I now pronounce you husband and wife."

2. **Representatives** are speech acts that state something that the speakers believe. It can be the statement of fact, assertion, conclusion or

description (Yule, 1996; 53). According to Mey (1993; 163), this kind of speech acts carry the value of 'true' and 'false'. In order to be 'true', the statement should match with the situation in the world. This speech act representing the world as the speaker believes. For example:  
"The earth is flat."

3. **Expressives** are a type of speech acts that state what the speaker feels. Mey (1993; 165) stated that this kind of speech acts is expressing the state in the 'inside' of the speaker. The acts express the psychological feeling such as pleasure, pain, likes, dislike, joy, or sorrow (Yule, 1996; 53). This kind of act is caused by the speaker's experience. For example:  
a. *I'm really sorry!*  
b. *Congratulation!*
4. **Directives** are the kinds of speech acts that used by the speaker to get someone to do something. The speaker performs this directive acts to make the hearer do something in the future for him/her (Mey, 1993; 131). Mey (1993; 164) also added that the things that were told through this act are often some goals that belong to the speaker. They can be in the form of commands, orders, requests or suggestions (Yule, 1996; 54). By saying this kind of speech act, the speaker wants to make the world fit the words (via the hearer). They can be in negative or positive forms. For example:  
a. *Don't touch me!*  
b. *Could you lend me a pen?*
5. **Commissives** are those acts that that used to commit the speaker in actions in the futures (Yule, 1996; 54). Commissives express what the speaker intends. The proposition of commissive speech acts is some future acts that done by the speaker (Mey, 1993; 131). Their forms are promises, threats, refusals or pledges. They can be performed as a person alone or a speaker as a member of a certain group. By using commissives, the speaker wants to make the world fit the words (via the speaker). For example: "I'll be back."

### Direct and Indirect Speech Acts

According to Yule (1996:54), there are three basic structure of sentence in English language. Those are declarative, interrogative and imperative. Declarative

sentences are used to state a fact or an argument and have a full stop in the end of them. In a declarative sentence, the subject usually goes before the verb. Interrogative is the type of sentence that is used to perform a question with question mark in the end of it. Then, the imperative sentence usually used to perform a command and ended by an exclamation mark. The sentences below are the examples that given by Yule (1996:54)

- a. You wear a seat belt. (declarative)
- b. Do you wear a seat belt? (interrogative)
- c. Wear a seat belt! (imperative)

Yule (1996:54) found out that there is a connection between structural basic of the sentence and their communicative purposes. They are the relationship between the three structural forms (declarative, interrogative, and imperative) and the three general communicative functions (statement, question, and command/request). The table below explains them.

Structural Forms	Communicative Functions
Declarative	Statement
Interrogative	Question
Imperative	Command/Request

Yule (1996; 55) concluded that if there is a direct relationship between the structural form of a sentence and its communicative function, it is a **direct speech act**. If the relationship between the structural form and the communicative function is indirect, it will be an **indirect speech act**. Therefore, the use of a declarative for a statement is a direct speech act. However, if the use of the declarative is for making a request, it is an indirect speech act. Yule (1996; 55) made an example of the use of the declarative speech act.

- a. It's cold outside
- b. I hereby tell you about the weather.
- c. I hereby request you that you close the door

Sentence a. is the utterance in declarative forms. If that sentence is used as a statement, it will be paraphrased into like sentence b., therefore, it is a direct speech act. But, if the a. is used for making a request, it will be paraphrased as in c., thus, it is an indirect speech act.

## METHOD

In this study, research design that will be used is descriptive qualitative method. This method prefers deep analysis via detail descriptions than the use of number in analyzing data such as in quantitative method. It helps the researcher to find new discovery because it is persuade the

researchers to do analysis beyond the concept (Miles et al, 2014).

This study is using Franklin Delano Roosevelt as the subject. It is because this study will analyze his speech entitled "Four Freedom", a speech for annual message to Congress on the State of the Union. This speech was delivered to the congress on June 1<sup>st</sup>, 1941. The data were taken using an Android application that downloaded from Google Apps.

The aspects that need to be found are the communicative function in the utterance and the type of the function. The data collection procedures begin with downloading the script and the audio file of the "Four Freedoms" speech. Then, the note is made from the script and the audio files until the intended meanings are identified using Yule's speech acts theory.

## RESULT AND DISCUSSION

### • Result

The representative and directive speech acts were two most performed types of speech acts by Franklin D. Roosevelt in "Four Freedoms" speech. Although, there are also other types such as commissive speech act and the others, their numbers are not as many as the representative and directive speech acts. The following sub-section is explaining the speech acts that are classified into representative speech acts.

#### 1. Representative acts

Representative speech acts are the speech acts that embodied what a speaker believes about a certain case.

##### Datum 1

*"Since the permanent formation of our Government under the Constitution, in 1789, most of the periods of crisis in our history have related to our domestic affairs."*

In this datum, Franklin D. Roosevelt stated a fact about the nation. He was affirming that the crisis that happened in the United States of America mostly dealt with internal/domestic problems. There is also no indication that it has function of request or question. Therefore, its communicative function is statement.

This speech act embodied things that Roosevelt believed. Roosevelt believed that since the first time the government of the United States of America was formed in 1789, the periods of crisis related to domestic affairs. The words that made by Roosevelt are fitting the fact in the world. And the relation between the speaker and the situation in the fragment above

is the speaker believed in a certain situation. Thus, it is clear that this is a representative act.

In this statement, Roosevelt performed a speech act that has an intention to inform the addressee a fact. It is a fact that since the beginning of the Government forming of the United States that the crisis happened in that nation most of them caused by the problem that came from domestic business, not many problems came from the outside or international crisis. Roosevelt mentioned this connected to the fact that when this speech is delivered, the world is in the middle of the World War II that was happening in Europe. This war was gradually affecting the political situation of the U.S. nation. Roosevelt believed that if the nations that adopted the system of democracy lose the war, it could endanger the United States of America as well. Roosevelt formed this statement according to what did happen in the real world and delivered it as a statement.

Datum 2

*"Fortunately, only one of these—the four-year War Between the States—ever threatened our national unity."*

In this speech act, Franklin D. Roosevelt explained what he believed about the only crisis that endangered the unity of the United States of America. It becomes the evidence of the speaker-situation relationship where the speaker believed a situation. Roosevelt made his words fit the world in this speech act. In conclusion, it is clearly a representative act.

Beside its representative function, the speech act above also has an expressive function. It can be seen from the use of the statement of relief feeling in the beginning of the speech act, "fortunately". So, it also has a function of expressive act.

This statement is delivered following the previous fragment where Roosevelt believed that there are crisis had happened in the U.S. since its government formed under the constitution. One of the crises that had very threatened the unity of that nation is the four-year War Between the States (The Civil War). In that war, the young nation of the United States of America separated into two warring groups caused by slavery issue. Thus, it is clear that the

intended meaning of this speech act is statement of fact.

Datum 3

*"What I seek to convey is the historic truth that the United States as a nation has at all times maintained clear, definite opposition, to any attempt to lock us in behind an ancient Chinese wall while the procession of civilization went past."*

In the sentence above, Franklin D. Roosevelt told the Congress his conclusion about the attitude of the United States of America. He concluded that the U.S. as a nation opposed the acts that lock them from the development of the civilization. It is clear that this fragment is a statement.

In the speech act above, Roosevelt performed an assertion about the fact that the United States of America had always been opposing any attempt of isolation. He believed that it was a historic truth. It can be seen that the statement that performed by Roosevelt were made according to what happened in the world. Roosevelt, as the speaker, also believed in a certain situation. Therefore, the speech act above can be classified as a representative act.

In this speech act, Franklin D. Roosevelt stated an assertion about the attitude of the United States of America towards the civilization issue. Roosevelt, as a President of the United States of America, had a power to assert that the position of the U.S. nation was opposing any act that wanted to impede the development of Americans' civilization like what had happened according to history.

Datum 4

*"If that defense fails, all the population and all the resources of Europe, Asia, Africa and Australasia will be dominated by the conquerors."*

The communicative function of the sentence in the sentence can be identified by analyzing the content of the sentence. In this sentence, Roosevelt is giving a description about a possibility that can be happened in the future if the defenses of the democratic countries fall. The description is evidence that the communicative function of the fragment is statement.



The speech act above was Roosevelt's description about the effect that could have happened if the democratic nations' defense failed. Roosevelt believed that if the democratic nations across the continents fall, their resources will fall into the hands of the conquerors that became the enemies of the United States of America. In later explanation in the speech, Roosevelt explained that the total of the population and the resources that belongs to those nation that being attacked was far exceeding the need of the nations in the western hemisphere, including America. So, it can be concluded that one of the reasons why the U.S. was trying to stop the democratic nations for being attacked was because the need of the resources from those attacked nations.

Franklin D. Roosevelt performed the speech act above to describe about a possibility that he believed could happen. He believed that if the defense of the democratic nations in the other continents fails, the huge amount of resources will fall into the hands of the conquerors and the Americans cannot implement what they believe as 'peaceful commerce'. Roosevelt made his words fit the world. He made this statement after seeing what happened in the world. Roosevelt also became a speaker that believed in a situation in this speech act. In short, it is clear that the fragment above is a representative act.

#### Datum 5

*"To change a whole nation from a basis of peacetime production of implements of peace to a basis of wartime production of implements of war is no small task."*

In that declarative sentence, Roosevelt was delivering a description about production of the war materials. The description becomes the evidence of the communicative function of the sentence which is statement. The speech act above is describing the state of the production of the country. Roosevelt believed that the production concept in the peaceful time and in the war time was different. Roosevelt claimed that it was a "no small task". This was concerning the fact that the production of the airplanes and warships was behind schedule. And Roosevelt believed that the country should work even further ahead of the schedule.

In this speech act, Roosevelt described that the changing of the production basis from the peace time to the time of war was not easy. He made this statement according to the reality in the world. The speaker, in this speech act, believed in a situation. The situation is the difficulties in the production at the time of war. To conclude, the speech act that written above is clearly a representative act.

#### 2. Directive acts

The following list is some directive speech acts that were performed by Franklin D. Roosevelt in his "Four Freedoms" speech. Directive speech acts are the speech acts that used by a speaker to get someone to do some acts.

#### Datum 6

*"We must especially beware of that small group of selfish men who would clip the wings of the American eagle in order to feather their own nests. "*

Eventhough the form of the sentence is declarative, which is usually used to express a statement, the speaker in the sentence wanted the addressee to do something. Roosevelt wanted the people to be "aware". So, it is clear that the communicative function is command/request.

In this speech act, Roosevelt wanted the people of the United States of America to be aware of some people that wanted to use the U.S. for their own advantage. Roosevelt, as the speaker, clearly wanted a situation happens. In short, the speech act above is a directive act.

#### Datum 7

*"I have recently pointed out how quickly the tempo of modern warfare could bring into our very midst the physical attack which we must eventually expect if the dictator nations win this war. "*

In the sentence, Roosevelt as the speaker wanted the addressee to do something. It can be seen in the ending part of the sentence when he said "... we must eventually expect if...". It proves that command is the communicative function of the sentence. In this speech act, Franklin the Roosevelt, for once again, requested the awareness of the people of the United States of America. He wanted the

people to be aware of the chance that the dictators could win the war and defeat the democratic nations. It was regarding the speed of the warfare technology development. In the later explanation in the speech, he wanted everybody to realize that the fall of the other democratic nations would give huge effect to the United States of America as a democratic nation.

This speech act embodied Roosevelt's request to the Congress. In this request, Roosevelt as a speaker wanted the situation of awareness. It is clear that the speech act is a directive act.

In this speech act, Roosevelt also said about a situation that he believed is true. He believed that the tempo of the modern warfare was quick. So, the speech act above also has a function of representative act.

Datum 8

*"That is why every member of the Executive Branch of the Government and every member of the Congress faces great responsibility and great accountability."*

The sentence above is in declarative structural form. However, Roosevelt told the Congress about what they should do. It means that the communicative function of the utterance is command/request.

In this speech act, the speaker got someone or some people to get what he wanted. Roosevelt wanted the Congress and the executives to be responsible and accountable in the preparation of facing the war. Roosevelt wanted every part of the government devoted themselves to face the upcoming crisis.

Roosevelt performed the speech act above to make the government realize that they had great responsibility, and the great accountability was also needed. This is regarding to the situation of the war in the other continents. In this speech act, the speaker wanted a situation happens. This relationship of speaker and situation is the characteristic of directive act.

Datum 9

*"Therefore, the immediate need is a swift and driving increase in our armament production. "*

The declarative form is a basic structure that usually used to deliver a statement or argument. However, in the sentence that is written above, Roosevelt stated the thing that he wanted to be happen ("... a swift and driving increase in our armament production..."). It made the people that are involved in the war material production to increase the speed of the production. It means that the communicative function of the fragment is command/request.

This speech act explained the need of the nation of that time. The speed of the war materials production should be increased because of the world war. Roosevelt performed this speech act to get everybody involved in the production to increase their speed.

In this speech act, Roosevelt explained that it is needed to increase the speed of the war material production. He wanted everybody that had the responsibility to the production to realize it. The relation between the speaker and the situation is that the speaker wanted a situation to happen. In conclusion, the speech act above is a directive act.

Datum 10

*"Therefore, the immediate need is a swift and driving increase in our armament production. "*

The declarative form is a basic structure that usually used to deliver a statement or argument. However, in the sentence that is written above, Roosevelt stated the thing that he wanted to be happen ("... a swift and driving increase in our armament production..."). It made the people that are involved in the war material production to increase the speed of the production. It means that the communicative function of the fragment is command/request.

This speech act explained the need of the nation of that time. The speed of the war materials production should be increased because of the world war. Roosevelt performed this speech act to get everybody involved in the production to increase their speed.

In this speech act, Roosevelt explained that it is needed to increase the speed of the war material production. He wanted everybody that had the responsibility to the production to realize it. The relation between the speaker and the situation is that the speaker wanted a situation to

happen. In conclusion, the speech act above is a directive act.

- **Discussion**

The speech was mainly about the situation that happened in the world at that time. Roosevelt explained about the reason why the nation of the United States of America should be aware of the chance that the democratic nations would fall and the war might reach into the border of the country. In this speech, Roosevelt also ordered the Congress to approve the policy of helping the democratic nations that fighting their enemies by sending war materials. To do the explanations and make the people of the United States of America to do what he requested, Roosevelt performed several intended meaning. The types of intended meaning that were found inside the "Four Freedoms" speech are statements of fact, descriptions, assertions, commands, requests, suggestions, recommendations refusals, promises and some number of expressions.

One of the intended meanings that were performed by Franklin D. Roosevelt is statements of fact. Roosevelt stated some facts concerning events in the past in the beginning part of "Four Freedoms" speech. Those statements were mainly describing how the United States of America dealing with the crises happened because of both internal and external problems. By performing those statements of facts, Roosevelt reminded the Congress and also all of the people of the United States of America how the nation was able to face those problems so that not many problems could endanger the existence and the unity of the nation. In performing the statements of facts, Roosevelt explained the events that happened in the real world through his words. According to Searle (1979, in Yule, 1996; 55), the connection where the words fit the world is one of the character is one of the characters of representative act. Because in the statements of facts Roosevelt believed in some cases, it is clear that those statements were representative act. This conclusion is drawn according to Yule's theory (1996; 53) that explains the representative is a type of speech act where the speaker states whether he believe in a certain case or not.

Another type of intended meaning performed by Franklin D. Roosevelt is description. Roosevelt was performing descriptions in order to explain to the Congress and the people of the United States of America what he believed regarding the problems that faced by the U.S. nation since the beginning of the government formed and also regarding the war that happened in the other continents. He also gave a number of descriptions about the situation of the social and economic condition in the country that Roosevelt believed could not be ignored by the government because he believed the

socio-economy sector was the foundation of the revolution. Yule (1996; 53) proposed that description is one of the form of the representative speech act. It is because in the description, the speaker believes in a case/situation. This characteristic also can be seen in the descriptions that delivered by Roosevelt which he believed in some cases such as peaceful commerce and dictator's "poisonous propagandas".

As it has already mentioned above, Roosevelt wrapped his intended meaning that in the form of commands inside declarative sentences. Roosevelt performed commands that made the Congress should do some act in order to prepare the nation facing the war against the dictators that attacked democratic nations. Roosevelt also ordered all of them who take control in the armament production to increase their speed in order to fulfill the supply of the war material. He also made commands regarding to personal sacrifices and social reformations. The commands that produced by Franklin D. Roosevelt are used to get some people to do something for the speaker. According to Yule (1996; 54), this is the characteristic that define directive acts.

Roosevelt also performed a type of speech act that turned out to be requests. Roosevelt's requests mainly talked about the awareness that should be increased by the government and, generally, the people of the United States of America concerning about the war that happened in the other continents. The requests also embodied Roosevelt's demand of the authorization from the Congress in order to improve the production and economic sector. In the explanation of Yule (1996; 54), suggestion is the one of the form from the directive classification of speech act. It can be seen that by performing requests, Roosevelt was getting the Congress and the people of America to get some things done.

From the previous explanations, it turns out that the intended meanings that were performed by Franklin D. Roosevelt in "Four Freedoms" can be classified into Searle's classification of speech acts. And those speech acts performed by Franklin D. Roosevelt were maintaining Roosevelt's intention of the delivery of the speech. It can be seen that Roosevelt's representative acts mainly concerned about the events that became the reason why the United States of America participated the war against the attackers of the democratic nations in the other continents. And the directive acts that were performed were mainly the Roosevelt's orders to realize peaceful commerce and other reasons that he mentioned via representative speech acts. The performance of Franklin D. Roosevelt in delivering the "Four Freedoms" speech is one example of the application of George Yule, Mey and Searle theory about the classification of the speech act. In order to make some people do something for the speaker,



speaker performed directive acts (Yule, 1996; 54) to “direct” those people to a goal (Mey, 1993; 164). And to made the addressees ensured, Roosevelt performed representative acts that in the forms of descriptions, statements of facts, and assertion (Yule, 1996; 53).

## CONCLUSION

In the “Four Freedoms” speech, Roosevelt performed illocutionary acts by producing some types of intended meanings. Some of the intended meanings are descriptions, statements of facts and assertion. By performing those three types of intended meaning, Roosevelt explained the cases that he believed according to what he saw in the world. The other intended meanings are commands, requests, suggestions, and recommendations, where Roosevelt directing the nation towards some goals. A few number of illocutionary acts are in the form of expressions, refusals and promises.

## SUGGESTIONS

This study is expected to be used as a reference for further researches, especially the researches in speech acts theory and political speeches. The criticisms and suggestion will be happily appreciated and welcomed regarding the imperfection of this research.

There should be more researches in the political speeches that coming from many political backgrounds whether from different speakers, countries, ideologies, political situation and many more.

In the end, it is hoped that this research will give some contributions in helping other researchers in studying pragmatics; speech acts theories, and political speeches.

## REFERENCES

- Fairclough, Norman. (1989). *Language and Power*. USA: Longman.
- Kasenda, Saiko Rudi. (2014). *An Analysis of Speech Acts in Martin Luther King’s “I Have a Dream” Speech*. SKRIPSI. Universitas Negeri Surabaya: Surabaya.
- Litosseliti, Lia. (2010). *Research Method in Linguistics*. London: Continuum.
- Mey, Jacob L. (2001). *Pragmatics: Second Edition*. USA: Blackwell.
- Yule, George. (1996). *Pragmatic*. Oxford University Press: Oxford.
- Mugableh, Tun Nur Afizah Zainal Ariff Ahmad Ibrahim. (2013). *Speech Act of Promising among Jordanians*. International Journal of Humanities and Social Science Vol. 3 No. 13; July 2013
- Miles, Matthew B., Michael Huberman, and Johnny Saldaña. *Qualitative Data Analysis*. 3<sup>rd</sup> ed. California: Sage Publication, 2014. Print.
- Riyanto, Cahyo Dwi. (2010). *An Analysis of Speech Acts in Fences by August Wilson*. SKRIPSI. Universitas Negeri Surabaya: Surabaya.
- Schiffin, D, Tannen, D, and Hamilton, H.E. (2001). *The Handbook of Discourse Analysis*. Massachusetts: Blackwell.
- Van Dijk, T.A. (2006). *Ideology and Discourse Analysis*. Journal. Routledge.
- Van Dijk, T.A. (2000). *Ideology and Discourse Analysis: A Multidisciplinary Introduction*. Catalonia: Universitat Oberta de Catalunya.
- Wodak, Ruth and Michael Meyer. (2001). *Methods of Critical Discourse Analysis*. London: Sage Publication.
- Wodak, Ruth and Paul A. Chilton. (2005). *A New Agenda in (Critical) Discourse Analysis: Theory, Methodology and Interdisciplinarity*. Philadelphia: John Benjamins.