

جمهورية العراق
وزارة التعليم العالي والبحث العلمي
جامعة الأنبار



مجلة جامعة الأنبار للغات والآداب

مجلة علمية فصلية محكمة
تعنى بدراسات وأبحاث اللغات وآدابها

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جامعة الأنبار - كلية الآداب

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شروط النشر في المحلة

تهدف رئاسة تحرير المجلة وأعضاء هيئتها إلى الإرتقاء بمعامل تأثير المجلة تمهيداً لدخول قاعدة بيانات المستوعبات العلمية والعالمية، وطبقاً لهذا تنشر مجلة جامعة الأنبار للغات والآداب البحوث التي تتسم بالرصانة العلمية والقيمة المعرفية، فضلاً عن سلامة اللغة ودقة التوثيق بما يوافق شروطها المدرجة في أدناه:

التسليم :

يم ارسال المراسلات جميعها بما في ذلك اشعارات قرار المحرر وطلبات المراجعة إلى هذه المجلة عبر نظام (E-JOURNAL PLUES) وعبر الرابط : <https://www.aujll.uoanbar.edu.iq/> ، وتقبل البحوث وفقاً للنظام كتابة البحوث (Word و LaTeX) ، وباعتماد على نظام التوثيق العالمي APA ، ويجب كتابة النص بمسافة مزدوجة ، في عمود مزدوج باستعمال كتابة من 12 نقطة.

التحضير :

يستعمل برنامج الورد (Word software) لكتابة المقالة. من المهم أن يتم حفظ الملف بالتنسيق الأصلي لبرنامج الورد (Word software) ويجب أن يكون النص بتنسيق افقي. اجعل تنسيق النص بسيطاً قدر الإمكان. ستتم إزالة معظم رموز التنسيق واستبدالها عند معالجة المقالة. وعلى وجه الخصوص ، لا تستعمل خيارات برنامج الورد لتبرير النص أو لوصل الكلمات. ومع ذلك ، يستعمل وجهاً عريضاً ومائلاً وخطوطاً منخفضة ومرتفعات وما إلى ذلك. عند إعداد الجداول ، إذا كنت تستعمل شبكة جدول ، فاستعمل شبكة واحدة فقط لكل جدول فردي وليس شبكة لكل صف. إذا لم يتم استعمال شبكة ، فاستعمل علامات الجدولة ، وليس المسافات، لمحاذاة الأعمدة. ويجب إعداد النص الإلكتروني بطريقة تشبه إلى حد بعيد المخطوطات التقليدية.

الملاحق

يجب إعطاء الصيغ والمعادلات في B ، A الخ إذا كان هناك أكثر من ملحق واحد ، فيجب تحديدها على أنها (أ 1) ، مكافئ. (أ 2) ، وما إلى ذلك ؛ في ملحق لاحق ، مكافئ. (ب 1) وهكذا. وبالمثل Eq. :الملاحق ترقيماً منفصلاً بالنسبة للجداول والأشكال: الجدول أ-1 ؛ الشكل أ 1 ، الخ

معلومات صفحة العنوان الأساسية

العنوان: موجز وغني بالمعلومات. غالباً ما تستعمل العنوانات في أنظمة استرجاع المعلومات. وتجنب الاختصارات والصيغ

قدر الإمكان.

أسماء المؤلفين وعناوين انتسابهم الوظيفي: يرجى الإشارة بوضوح إلى الاسم (الأسماء) المحدد واسم (أسماء) العائلة لكل مؤلف والتأكد من دقة كتابة الأسماء جميعها . و يمكنك إضافة اسمك بين قوسين في البرنامج النصي الخاص بك .

قدم عناوين انتساب المؤلفين (حيث تم العمل الفعلي) أسفل الأسماء: حدد الانتماءات جميعها بحرف مرتفع صغير مباشرة بعد اسم المؤلف وأمام العنوان المناسب. أدخل العنوان البريدي الكامل لكل جهة انتساب ، بما في ذلك اسم الدولة وعنوان البريد الإلكتروني لكل مؤلف ، إذا كان متاحاً.

المؤلف المراسل: حدد بوضوح من سيتعامل مع المراسلات في جميع مراحل التحكيم والنشر ، وأيضاً بعد النشر. تتضمن هذه المسؤولية الإجابة على أي استفسارات مستقبلية حول المنهجية والمواد. تأكد من تقديم عنوان البريد الإلكتروني وأن تفاصيل الاتصال يتم تحديثها من قبل المؤلف المقابل.

عنوان الانتساب: تستعمل الأرقام العربية العالية لمثل هذه الحواشي السفلية. مثال، اسم المؤلف¹ ، اسم المؤلف² .

الملخص

الملخص: الملخصات باللغتين العربية والإنجليزية تكون معلوماتها متطابقة في المعنى، عدد الكلمات في كل ملخص (150-250) كلمة. كما يجب التأكد من صياغة اللغة للملخصات بحيث تكون لغة صحيحة ودقيقة مع مراعاة علامات الترقيم الصحيحة في الفقرات؛ لأن ضعف الصياغة اللغوية للملخصات يؤثر على قبول نشر الأبحاث في الموعد المحدد لها.

تنسيق الملخص: (نوع الخط: Simplified Arabic حجم الخط: 12 ومسافة بادئة 1.5 cm ومسافة النهاية: 1.5 cm). ويجب أن يحتوي الملخص على (الأهداف، المنهجية، النتائج، الخلاصة)

الكلمات الدالة: كلمة، كلمة، كلمة. (الكلمات الدالة مفصولة بفواصل، الحد الأدنى 3 كلمات، الحد الأقصى 5 كلمات)

الكلمات الدالة (كلمات افتتاحية) مطلوب مصطلحات أو كلمات رئيسة، بحد أقصى ثماني كلمات مفتاحية تشير إلى المحتويات الخاصة للنشر وليس إلى أساليبها يحتفظ المحرر بالحق في تغيير الكلمات الرئيسية.

طباعة أو لصق عنوان البحث باللغة العربية (تنسيق عنوان البحث - نوع الخط: Simplified Arabic حجم الخط: 14) متن البحث:

تنسيق العنوان (اللغة العربية نوع الخط: Simplified Arabic حجم الخط: 12). (اللغة الإنجليزية نوع الخط: Times New Roman حجم الخط: 12).

تنسيق الفقرة: استعمل هذا التنسيق لطباعة الفقرات داخل العناوانات. توثيق المرجع آخر الفقرة (بالاسم الأخير للمؤلف، السنة) توثيق مرجع لغة إنجليزية (Last Name, Year). (اللغة العربية: نوع الخط: Simplified Arabic وحجم الخط: 12). (اللغة الإنجليزية نوع الخط: Times New Roman وحجم الخط: 10 ومسافة بادئة 0.5 للفقرة).

الرسوم التوضيحية

- نقاط عامة

تأكد من استعمال حروف وأحجام موحدة لعملك في الرسوم التوضيحية.

قم بتضمين الخطوط المستعملة إذا كان التطبيق يوفر هذا الخيار.

استهدف الخطوط الآتية في الرسوم التوضيحية: Arial أو Courier أو Times New Roman أو Symbol أو استعمال الخطوط التي تبدو متشابهة.

قم بترقيم الرسوم التوضيحية وفقاً لتسلسلها في النص.

استعمال اصطلاح تسمية منطقي لملفات الرسوم التوضيحية.

قدم تعليقاً على الرسوم التوضيحية بشكل منفصل.

حدد حجم الرسوم التوضيحية بالقرب من الأبعاد المطلوبة للإصدار المنشور.

أرسل كل رسم توضيحي كملف منفصل.

الصور الفوتوغرافية الملونة أو الرمادية (الألوان النصفية)، احتفظ بها بحد أدنى 300 نقطة في البوصة.

رسومات خطية نقطية (بيكسل أبيض وأسود خالص) (TIFF أو JPEG)، احتفظ بحد أدنى 1000 نقطة في البوصة. تركيبة خط

نقطي / نصف نغمة (ألوان أو تدرج رمادي) (TIFF أو JPEG)، احتفظ بحد أدنى 500 نقطة في البوصة.

الرجاء تجنب ما يأتي :

ملفات الإمداد (مثل GIF و BMP و PICT و WPG) تحتوي هذه عادةً على عدد قليل من البكسل ومجموعة محدودة من الألوان ؛

توفير الملفات منخفضة الدقة للغاية ؛

إرسال رسومات كبيرة بشكل غير متناسب مع المحتوى

- الشكل التوضيحي

تأكد من أن كل رسم توضيحي يحتوي على تعليق. والتعليقات منفصلة عن بعضها ولا تتعلق بشكل واحد فقط. يجب أن يشمل التعليق

على عنوان موجز (وليس على الشكل نفسه) ويكون وصفاً للرسم التوضيحي. احتفظ بالنص في الرسوم التوضيحية بحد أدنى ولكن

أشرح جميع الرموز والاختصارات المستعملة.

- الرسوم التوضيحية

حدد حجم الرسوم التوضيحية وفقاً لمواصفات المجلة الخاصة بعرض الأعمدة. يتم تقليل الأشكال بشكل عام إلى عرض عمود واحد

(8.8 سم) أو أصغر. أرسل كل رسم توضيحي بالحجم النهائي الذي تريد أن يظهر به في المجلة. • يجب أن يحضر كل رسم توضيحي

للاستساح 100٪. • تجنب تقديم الرسوم التوضيحية التي تحتوي على محاور صغيرة ذات تسميات كبيرة الحجم. • تأكد من أن

أوزان الخط ستكون 0.5 نقطة أو أكثر في الحجم النهائي المنشور. سوف تتراكم أوزان الخط التي تقل عن 0.5 نقطة بشكل سيئ.

- الجداول

يجب أن تحمل الجداول أرقاماً متتالية. الرجاء إضافة العنوانات مباشرة فوق الجداول

الاستشهاد المصادر

برنامج إدارة المراجع

استعمال ملحقات الاقتباس من أنماط المنتجات، مثل: Endnote plugin أو Mendeley

قائمة المصادر والمراجع

ملاحظة مهمة : قائمة المراجع في نهاية البحث مرتبة ترتيباً هجائياً، وإذا استعمل الباحث مصادر باللغة العربية وأخرى باللغة

الإنجليزية فيجب أن تُرفق في نهايته قائمتان بالمراجع باللغتين العربية ثم الإنجليزية وفي حال عدم توفر مراجع باللغة الإنجليزية

تترجم المراجع العربية وتضاف في نهاية البحث.

المجلة تعتمد نظام ال APA في التوثيق. دليل المؤلف يوضح آلية التوثيق في نظام ال APA (اللغة العربية: نوع الخط Simplified

Arabic حجم الخط: 10.5)

أمثلة:

الكتب:

الأسد، ن. (1955). مصادر الشعر الجاهلي. (ط1). مصر: دار المعارف.

مقالة أو فصل في كتاب:

الخلف، ع. (1998). الجفاف وأبعاده البيئية في منطقة الرياض. في منطقة الرياض دراسة تاريخية وجغرافية واجتماعية، (ص 174-278). الرياض: إمارة منطقة الرياض.

توثيق المجلة

مشاقبة، أ. (2011). الإصلاح السياسي المعنى والمفهوم. مجلة الدبلوماسية الأردنية، 2 (2)، 24-33.

ورقة علمية من مؤتمر:

مزريق، ع. (2011). دور التعليم العالي والبحث العلمي في تحقيق تنمية اقتصادية واجتماعية مستدامة. المؤتمر العربي الأول الرؤية المستقبلية للنهوض بالبحث العلمي في الوطن العربي، 2011- آذار، جامعة اليرموك، إربد.

الرسائل الجامعية:

السبتين، أ. (2014). المشكلات السلوكية السائدة لدى طفل الروضة في محافظة الكرك من وجهة نظر المعلمات، رسالة ماجستير غير منشورة، جامعة مؤتة، الأردن.

يجب كتابة المراجع بالشكل الآتية:

1. يكتب مع مؤلف واحد

تضمين (إن وجد): الاسم الأخير للمؤلفين والاسم الأول ؛ سنة النشر؛ لقب؛ طبعة (إن لم تكن الأولى) ؛ مكان النشر والناشر.

أمثلة

نيوت. ار. ١٩٨٨. اللافتاريات: دراسة استقصائية للحفظ النوعي. نيويورك. مطبعة جامعة أكسفورد.

بينك، ار. دبلو. ١٩٧١. لافقاريات المياه العذبة في الولايات المتحدة. الطبعة الثانية. نيويورك. جون ولي وسونس.

2. كتب مع مؤلفين أو أكثر

ويلستر، ار.ال. و لفروم، ام، ال. ١٩٦٢. طرق في كيمياء الكريوهيدرات. نيويورك ولندن. الصحافة الأكاديمية.

بونابيو، اي. دوريكو، ام. و ثراولاز، جي. ١٩٩٩. ذكاء السرب: من النظم الطبيعية إلى الاصطناعية. نيويورك. مطبعة جامعة أكسفورد.

3. الكتب الإلكترونية

يجب تقديم نفس المعلومات بالنسبة للكتب المطبوعة، انظر الأمثلة أعلاه. بالنسبة للكتب التي تمت قراءتها أو تنزيلها من موقع مكتبة أو مواقع لبيع الكتب، يجب إضافة المعلومات التي تفيد بأنه كتاب إلكتروني في نهاية المرجع. مثال:

بون، ان. كي و كيو، اس. ٢٠١٢. نموذج لهيكل المعادلة. نيويورك: مطبعة جامعة أكسفورد. الكتاب الإلكتروني.

تتوفر أحياناً بعض الكتب التي انتهت صلاحية حقوق النشر الخاصة بها مجاناً على الإنترنت (وهي في الملك العام). في هذه الحالات ، يجب عليك إضافة عنوان URL الكامل (.... // http) (أو الرابط الذي قدمه الناشر وتاريخ وصولك ، تاريخ تنزيل / قراءة الكتاب.

4. فصول الكتاب

تضمين (إن وجد): الاسم (الأسماء) الأخير والاسم (الأسماء) الأول لمؤلف (مؤلفي) فصل الكتاب. سنة النشر. عنوان فصل من الكتاب. في الاسم الأول والعائلة للمحررين والمحرر (المحررون) بين قوسين. عنوان الكتاب. الطبعة (إن لم يكن 1: ش). مكان النشر: الناشر ، أرقام صفحات الفصل.

مثال:

مرتس، جي. اي. ١٩٩٣. الكلوروكربونات وكلورو هيدروكربونات. في: كروسجويتز و هو- كرانت ام (دس)، موسوعة التكنولوجيا الكيميائية. نيويورك. جون ولي و سونس، ٤٠-٥٠.

5. مقالات المجلات

تضمين (إن وجد): اسم العائلة والحرف الأول من الاسم (الأسماء) الأول للمؤلف (المؤلفين). سنة النشر. عنوان المقال. اسم المجلة المجلد (العدد): أرقام صفحات المقالة. مثال:

شاشانك شارما، رافي شارما. ٢٠١٥. دراسة عن الخصائص البصرية للبلورات النانوية بالمغنيسيوم المشبع بالزنك، كثافة العمليات. علوم. جي. ٢ (١) ١٢٠-١٣٠.
6. مقالات المجلات الإلكترونية

تم تضمين نفس المعلومات لمقالات المجلات (انظر المثال أعلاه) ورقم DOI. DOI.

(معرف الكائن الرقمي) لتعريف كائن بشكل فريد مثل مقالة إلكترونية. أرقام دائمة ، مما يجعل من .

السهل تحديد موقع المقالات حتى إذا تم تغيير عنوان للمقالة الـ URL.

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داس، جي. و اجاريا، بي، سي. ٢٠٠٣. الهيدروولوجيا وتقييم جودة المياه في مدينة كوتاك ، الهند. تلوث الماء والهواء والترربة، ١٥٠: ١٦٣-١٧٥. دوى: ١٠. ١٠٢٣. ١/ ١٠٢٣. ١/ ١٠٢٦١٩٣٥١٤٨٧٥.

7. الرسائل الجامعية والأطروحات .

قم بتضمين معلومات حول الجامعة التي تخرجت منها والمسمى الوظيفي للدرجة العلمية. مثال:

علي ، س.م. ٢٠١٢. التقييم الهيدروجيولوجي البيئي لمنطقة بغداد. أطروحة دكتوراه. قسم الجيولوجيا، كلية العلوم، جامعة بغداد، العراق.

8. أوراق وقائع المؤتمرات والندوات

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ميشرا ار. ١٩٧٢. دراسة مقارنة لصادفي الإنتاجية الأولية للغابات الجافة النفضية والمراعي في فاراناسي. ندوة حول البيئة الاستوائية مع التركيز على الإنتاج العضوي. معهد البيئة الاستوائية، جامعة جورجيا: ٢٧٨-٢٩٣.

ملاحظة مهمة : يجب ترجمة المصادر والمراجع إلى اللغة الإنكليزية .

المحتويات

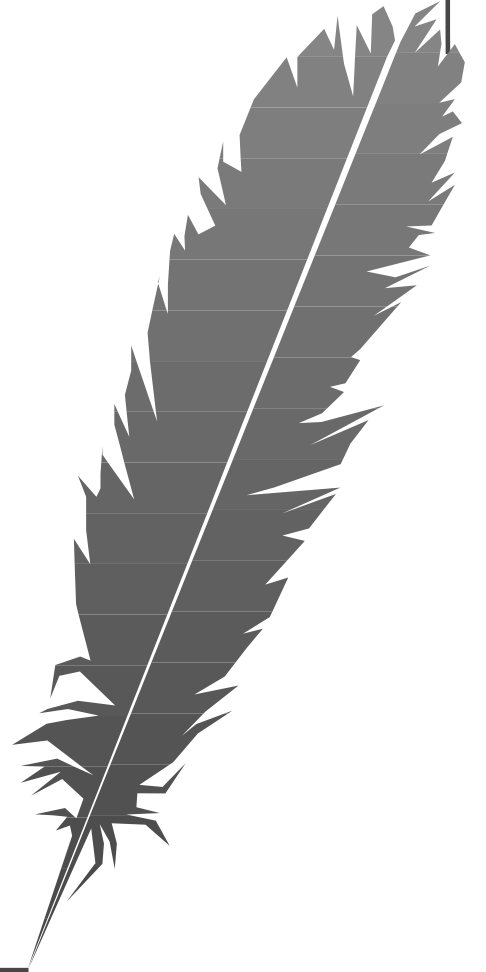
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29 - 39	إسراء راشد مهدي الكبيسي	A Pragmatic Study of Speech Acts in Dryden's "The Medal and Absalom, Achitophel: A Comparative Study	.3
40 - 55	هدى هادي جاسم الجبوري	Peaceful Co-existence in Muriel Rukeyser's Poem and Denise Levertov's Making Peace.	.4
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Whistler, R. L. and Wolfrom, M. L. 1962. Methods in carbohydrate chemistry (I). New York and London. Academic press.

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Das, J. and Acharya, B. C. 2003. Hydrology and assessment of lotic water quality in Cuttack City, India. Water, Air and Soil Pollution, 150:163-175. doi:10.1023/A:1026193514875

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Ali, S.M. 2012. Hydrogeological environmental assessment of Baghdad area. Ph.D. Thesis, Department of Geology, College of Science, Baghdad University, Iraq.

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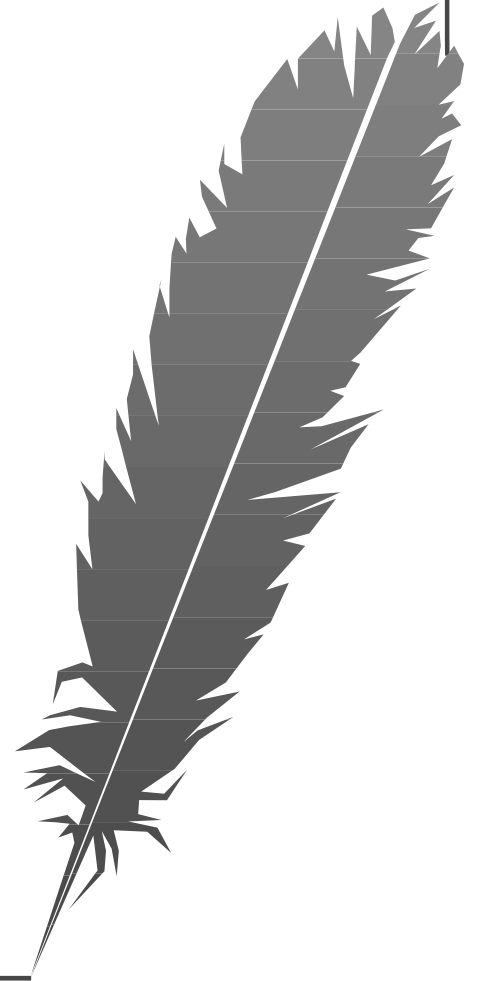
Mishra R. 1972. A comparative study of net primary productivity of dry deciduous forest and grassland of Varanasi. Symposium on tropical ecology with emphasis on organic production. Institute of Tropical Ecology, University of Georgia: 278-293.

In the name of God, the most gracious, the most merciful

Editorial board word:

Knowledge is viewed as humanity's treasure, the key to culture, and the source of people's pleasure, whereas scientific research is the philosophical, intellectual, historical, and cultural onset of knowledge. Languages and literature are the mechanisms by which skills are developed via consciousness, perception, and comprehension, which help to the transference of knowledge between generations, as well as molding an individual and shaping the future. The editorial board have opted to adopt an approach of topics' diversity in all languages, to attract researchers from outside and inside Iraq. The strategy of diversity resulted in a large number of studies that underwent international and local scientific reviewing and assessment. We believe that those studies will make a significant contribution to the development of scientific intellect and the establishment of academic research methodologies for researchers. This substantial effort is the result of the editorial staff's diligent efforts to complete and publish this issue

Editor-in-Chief of the magazine



A Pragmatic Study of Speech Acts in Dryden's "The Medal and Absalom, Achitophel: A Comparative Study

Israa Rashed Mahdi Al-kubaisy

General Directorate of Education in Anbar Gifted Students School, Anbar, Ramadi, Iraq

Iraq1902@yahoo.com**ABSTRACT:**

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Apparently, pragmatics seem to deal with the question of meaning but differ in the way they consider the type of meaning. This study is a practical study that examines the speech acts in Dryden's poetry. The study aims to achieve the following objectives:

Examine different types of needs and recognize strategies employed in Dryden's poetry for meeting those needs. This research is qualitative and descriptive in nature, utilizing visual analysis to interpret and analyze the data.

This study is an attempt to pragmatically explore poetic form in English poetry. This study aims to investigate pragmatic differences due to poetic expressions in English. The results of the analysis were compared statistically to uncover linguistic similarities or differences in the selected poems of Dryden. The purpose of this study is to apply a supporting tool which is the theory of speech acts in the field of language to understand poetry in the field of literature.

It is hypothesized that speech acts are considered as a type of pragmatic meaning. Expressions and directives are statements intended to get the listener or reader to do something according to the wishes of the speaker or author. The poem as one of the literary works is the expression of the author to the reader. As an expression of authorship, poems can contain more expressive statements than direct ones. This study attempts to examine poems written by Dryden, an English poet. The poems written by Dryden will be used as data for analysis by pragmatic theory.

KEYWORDS: linguistics, pragmatics, speech acts, Dryden's poetry.**دراسة تداولية لأفعال الكلام في قصائد درايدن : دراسة مقارنة**

إسراء راشد مهدي الكبيسي

وزارة التربية ، المديرية العامة لتربية الأنبار ، مدرسة الموهوبين ، الأنبار ، العراق

المخلص :

أن التداولية تتعامل مع مسألة المعنى ولكنها تختلف في الطريقة التي تنتظر بها إلى نوع المعنى. تعتبر هذه الدراسة دراسة عملية تبحث في أفعال الكلام في شعر درايدن. تهدف الدراسة إلى تحقيق الأهداف التالية: دراسة أنواع مختلفة من الاحتياجات والتعرف على الاستراتيجيات المستخدمة في شعر درايدن لتلبية تلك الاحتياجات. هذا البحث نوعي ووصفي بطبيعته، ويستخدم التحليل البصري لتفسير البيانات وتحليلها.

ان هذه الدراسة هي محاولة لاستكشاف الشكل الشعري في الشعر الإنكليزي بشكل عملي. تهدف هذه الدراسة إلى التعرف على الفروق التداولية الناتجة عن التعبيرات الشعرية في اللغة الإنجليزية. وتمت مقارنة نتائج التحليل إحصائياً للكشف عن أوجه التشابه أو الاختلاف اللغوي في قصائد درايدن المختارة. تهدف هذه الدراسة إلى تطبيق أداة داعمة وهي نظرية أفعال الكلام في مجال اللغة لفهم الشعر في مجال الأدب.

من المفترض أن أفعال الكلام تعتبر نوعاً من المعنى العملي. التعبيرات والتوجيهات هي عبارات تهدف إلى جعل المستمع أو القارئ يفعل شيئاً ما وفقاً لطلبات المتحدث أو المؤلف. القصيدة كأحد الأعمال الأدبية هي تعبير المؤلف للقارئ. كتعبير عن التأليف، يمكن أن

تحتوي القصائد على عبارات أكثر تعبيرًا من تلك المباشرة. تحاول هذه الدراسة فحص القصائد التي كتبها درايدن، وهو شاعر إنجليزي. سيتم استخدام القصائد التي كتبها درايدن كبيانات للتحليل من خلال النظرية التداولية.

الكلمات الافتتاحية: اللسانيات، التداولية، أفعال الكلام، شعر درايدن.

1. Introduction

The skill to effectively communicate in language is important (Yule, 2006: 127). Pragmatics investigates how meaning is influenced by context, for example, the phrase "It's too cold here" being understood as 'Close the window' in specific circumstances (Yule, 1996: 47). It is about comprehension. Our understanding of language within context is linked to two types of contexts. The initial factor is the linguistic context, which is the dialogue prior to the specific phrase or sentence that needs to be understood; the second factor is the general situational context including non-verbal cues from the speaker's surroundings (Schiffrin, 1994: 57). Speakers have the ability to put together words and phrases to create sentences, as well as combine phrases to communicate thoughts and intricate ideas (Aitchison, 2003: 100).

Pragmatics, a sector of contemporary linguistics, originates from the philosophy of language. The philosophical roots of this can be traced back to the contributions of philosophers Charles Morris, Rudolf Carnap, and Charles Peirce in the 1930s. Recently, it has gained significant attention not only from linguistics and philosophy of language but also from anthropologists, artificial intelligence workers, cognitive scientists, psychologists, and semioticians.

The ability to communicate effectively in language (Yule, 2006: 127). Pragmatics studies how context affects meaning, such as how the phrase "It's too cold here" is interpreted as 'Close the window' in certain situations (Yule, 1996: 47). It concerns understanding. Our knowledge of language in context Two types of contexts are related. The first is the linguistic context, i.e. the speech that precedes the phrase or sentence to be interpreted; the second is the situational context of most people. most non-verbal things in the speaker's environment (Schiffrin, 1994: 57).

Speakers know how to combine words and phrases to form sentences and they also know how to combine phrases into larger speech to express thoughts and complex ideas Aitchison (2003: 100).

Pragmatics is a branch of modern linguistics that has its roots in the philosophy of language. Its philosophical origins date back to the work of philosophers Charles Morris, Rudolf Carnap and Charles Peirce in the 1930s. In recent years, it has not only become the center of special interest of linguistics and philosophy of language, but also attracted considerable attention. from anthropologists, artificial intelligence workers, cognitive scientists, psychologists, and semioticians (Huang, 2007: 2). The main concepts related to pragmatics are deixis, implicature, presupposition, speech acts and aspects of discourse

structure (Levinson, 1983: 3). It also represents the study of linguistic phenomena from the point of view of their properties and usage (Crystal in Barron, 2003: 7).

It specifies the science of signs in relation to those who interpret them, and it deals with the biological aspects of semiotics, that is, with all intervening psychological, biological and sociological phenomena. into the action of the signs. It is a common cognitive, social and cultural view of linguistic phenomena in relation to their use in behavioral patterns (Verschuere, 1999: 2).

Concurring to Taylor and Taylor (1990: 5), language gets to be a implies of communication since it is vital to make great connections with others. Subsequently, on the off chance that one needs to maintain a strategic distance from misconception, one must know the meaning of the expression that he is using in discourse interaction. Usually influenced by the context in which the conversation takes place. In some instances, it is crucial to grasp how one sentence relates to another, as it can lead to misunderstanding. One person may say: "It's nice to enjoy a cup of coffee." In this sentence, the speaker requires assistance in making either a cup of coffee or a greeting, depending on the situation. (Coulthard, 1977: 17). To realize their objective, individuals not as it were say something, but moreover embed an coordinates activity into their explanation. For this reason, the act of talking cannot be isolated from discussion.

As noted by Austin by means of Cutting (2002: 16), the act of talking is the activity done by saying something. Concurring to him, the activity taken within the making of the three distinct levels at which articulation can be examined. These consist of dialect act, dialect act, and word act. Verbal behaviors are often categorized in more specific terms such as statements of regret, complaints, compliments, invitations, guarantees, and demands. The marvel of discourse acts not as it were happens in genuine life but too in motion pictures since it reflects the genuine life of individuals. The dialogues of the characters reflect human communication counting a discourse act. They apply discourse acts in their discourse to meet expecting objectives, such as when characters ask someone to do something or when characters share their feelings (Wahyuni, 2012: 2).

1.1. Background of the Study

Society cannot exist without the connection between people and language. Humans, being social beings, rely on language to communicate and establish relationships during social interactions. Language serves as the main form of communication in this interaction. They use language to convey their thoughts, share emotions, engage in humor, provide information, give commands, impact others, and more.

When conducting research, the researcher chooses Dryden's poems as the data source rather than conducting some kind of field research. Pragmatics studies what speakers mean and how to convey more than what is said Cruse (2006: 3). It is the study of invisible meaning or how we perceive meaning even when it is not actually spoken or written. For this to happen, the speaker or writer must be able to rely on many shared assumptions and expectations when trying to communicate. Examining these assumptions

and expectations gives us insight into how we always communicate more than we say (Yule, 2006:112). Widdowson (1996: 130), The last 20 years or so have seen a growing interest in pragmatics and pragmatics problems. Seven international conferences have taken (Mey, 1993: 3).

Communication in society is mainly done through language O'Grady (1996: 305)& Trask (1999: 224) . Pragmatics as the study of how humans use their language in communication is based on the study of these premises and identifies how they influence and recognize human use of language Lyons (1981: 164). Therefore, pragmatics studies the use of language in human communication as determined by social conditions (Mey, 1993: 7).

1.2. Identification of the Problems

Language is primarily utilized as the main medium in communication activities within society (Leech, 1983: 199). A language is made up of words that are grammatical and structural, which help people understand communication, as stated by AL-Dulaimi (2010: 22). The initial issue lies in the context of the statements. Context refers to the physical or social setting in which a statement is made, serving as essential information for understanding the speaker's intended message. Using language to perform an action is the second definition.

A statement uttered by a speaker used to achieve specific goals. Speakers often apply many different types of speech acts to achieve specific goals. When the speaker makes the utterance, he or she also performs an action consisting of three related speech acts. They are lying, lying, and perfunctory acts. In addition, there are five main kinds of functions performed by a speech act divided into declarative, representative, expressive, directive, and delegating. The third problem is that language is often reflected in poetic devices, in which poetic devices play a decisive role in conveying emotions of sadness, happiness, hope, etc. Therefore, the present study attempts to conduct a pragmatic analysis. Despite the linguistic, pragmatic, environmental, literary and traditional differences between Dryden's poems, his language contains elegance as one of the goals of his poetry. The question is whether English poetry uses the same or different pragmatic aspects to express elegance, or whether there are some particular pragmatic devices suitable for this genre of poetry.

1.3. Limitation of the Problem

This study is limited to the discourse-action genres in Dryden's poetry. This study only explains the types of speech acts in Dryden poetry and the strategies for generating these types are applied by selected poems.

1.4. Formulation of the Problem

In reference to the constraints of the issues mentioned above, the research inquiries can be framed in the following manner:

1. What kinds of speech acts can be seen in Dryden's poems?
2. do these poems use various strategies when carrying out various types of speech actions?

1.5. Research Objectives

The study's objectives are determined by the issue at hand.

1. Explain the categories of speech acts found in Dryden's poems, and
2. explain the strategies employed by these selected poems in Dryden's poetry in the act of speaking.

1.6. Significance of the Research

Research results need to convey both theoretical and practical significance. Theoretically, the research results should enrich the understanding and understanding of pragmatics, especially as it relates to speech act, which is demanding of other linguists. In fact, the research will benefit several parties.

a. Linguistic Researchers

This study can provide a reference in carrying out research related to linguistic and pragmatic analysis.

b. Students

This research will yield more information on linguistics, pragmatics and speech behavior compared with other researchers.

c. English faculty

This study will provide an alternative idea to Dryden's use of poetry as a vehicle for language teaching and learning and pragmatics.

1.7. Research Questions

The following research questions were addressed in the study:

1. Is speech-behavior theory capable of serving as poetic tools for linguistic understanding of poetry?
2. How effective is word action in uncovering the central messages the poet wants to convey?
3. What elements of a particular poem indicate a particular speech act? conducted?

1.8. Research Procedures

1. Data collection techniques. The researcher read Dryden's poetry thoroughly and focused on the main themes and some minor points. compare to the researcher selected data from Dryden's selected poems that were suitable for the purpose of the study.

2. The researcher classified the data to be analyzed objectively.

3. Data analysis takes place after data collection begins, since the researcher tests working hypotheses, unintended outcomes, etc. Content analysis is applied as a type of analysis when this study describes the phenomenon of speech acts in the speech of poetic scenes.

4. During the data analysis, the researcher employed a method in the following manner.. The researcher recognized the data and its context. The following text should be paraphrased using the same language and maintaining the same word count:
5. The data was categorized by the researcher according to the types of speech acts found in Dryden's chosen poems.
6. In this research, the sources were categorized into two factors by the researcher. They are first and second in importance.
7. Primary source is the initial material that forms the foundation of the research. These are statements or proof that are closely connected to the topic under investigation. They provide information in its authentic form, without being interpreted, summarized, or analyzed by other authors. Dryden's selected poems serve as the primary source for this research.
8. Secondary sources offer explanations or evaluations relying on primary sources. They have the ability to analyze original sources and frequently utilize them to back up a specific viewpoint or stance, or to convince readers to adopt a certain perspective. Additional sources of information for this study come from journals, e-books, articles, and so on.

2. Basic Concept

2.1. Pragmatics

According to Verschueren (1999: 2), pragmatics can be defined as a shared perspective on how linguistic elements are used in behavioral contexts, considering cognitive, social, and cultural factors. O'Grady et al (1996: 305) state that pragmatics examines the intended meaning a speaker conveys with a specific utterance in a specific context that the listener can comprehend.

According to Lyons (1981: 164), pragmatics examines the meaning of statements. According to Cruse (2006: 3) and Moleong (2011: 168), the way people use language, such as announcing, criticizing, and disparaging, is a crucial aspect. Pragmatics examines how linguistic forms interact with users to help grasp people's thoughts and behaviors (Yule, 1996:3)&(Nunan, 1993: 65).

According to Trask (1999: 224), pragmatics is the examination of how meaning is formed through the interaction of statements and their surrounding context. According to Widdowson (1996: 130), pragmatics involves examining how people interpret language in everyday social interactions.

2.2. Politeness

It, in an interaction, can be defined as the means used to show perception of other people's faces (Yule, 1996: 60). Face denotes a person's public self-image and refers to the social and emotional sense of self that people have and expect others to recognize Grice (in Brown and Yule, 1983:31)& (Trophy (2008: 52)

2.3. Speech Acts

Crystal (1992: 362) defines the act of speaking as “a defined communication activity that is related to the speaker's intention in speaking and the resulting effects on the listener”.

3. Data Analysis

Medal (1682), because in the poem Dryden, drew many of his images from the general fund for pamphlets and poets. The goal is to identify many common images, show how they have been used by other writers, and then explain how Dryden applied them to his poem. The medal comes from the same matrix as the more famous and original Absalom and Achitophel. The fiercest struggle during the reign of Charles II involved the succession to the crown (Sutherland, 1956: 62).

The medal is considered artistically inferior to Absalom and Achitophel, a piece of crude propaganda possibly even devised by Charles himself, a direct attempt to outflank the Whigs in the game of direct violation. theirs. The medal will refer to Dryden's distinction between protection and mockery. These critical assessments of medals seem to be based on the assumption that the narrowness of the political subject matter and the degree of personal abuse are inversely proportional to aesthetic achievement, seen through this assumption (Dore, 2014: 11).

This study suggests stopping seeing the Medal as a shadow of Absalom and Achitophel and instead, seeing it as a very different poem, dealing with the same political theme. but written under different circumstances and even with different purposes. It culminated in a series of impeccably skilled political writings that rippled through topics demanding local propaganda about an absolute religious-mythological framework, but it was also the product of time in which Dryden had to examine himself, his faith, and his conduct. trust. its relationship to the center of power (Quinsey, 2000: 97). Particularly in The Medall, radical Whigs believe they can invent the wheel and establish a new government with just their ideas, free from the constraints of antiquity and public opinion of their British forebears.

According to Dryden, these radicals are substituting the clamor of the present with the history, and the vote of a small number of people here and now is equivalent to the authority of the law. Having seen the chaos of the mobs that resulted in Cromwell's military dictatorship, he contended that the strongest protection against a "lord" limitless authoritarianism was religious concern for upholding secular authority (Gardiner, 1970: 29). Dryden warns readers in Absalom not to assume that popular voices are always accurate, stating that "most can be as seriously confused as a few" (782) and that any generation could be "stupid" if it has been exposed to propaganda (788). A generation should not be able to "decide" for God if their vote is powerful enough to overthrow a government that has been in place for eons (Absalom, 758). Previous historical evidence indicates that councils have approved the execution of the virtuous, including Socrates, Phocion, and Charles I (Medall, 95–100). Therefore, Dryden views the human community as having both spatial and temporal dimensions when arguing against existing voting on the basis of the concept of legal continuity. Adam is able to "bind his Future Race." (Dore, 2014: 39).

A tiny handful of honorable individuals who silently "breakthrough" in favor of the royal brothers and who must confront the "unified wrath of the Earth" are portrayed by Dryden in *Absalom and the Medal*. These officials' counsel was what spurred Charles II to speak up and allowed Providence to win over Vanderstoep and Johnston, two of his subjects' hearts (2009: 7). As exemplified by King Alfred's Boethius, obedience and allegiance set these honorable ones at the unchangeable center of the vast wheel of providence. Although Shaftesbury and the others never stop moving, they are able to accomplish miraculous ends with no effort because 'Wilde Ambition likes to glide, not stand; / And Fortunes Ice prefers Vertues Land' (*Absalom*, 198-99) (Dryden, 1956, 2, pp. 11-14, 32). Hence, a clear indication of a kinder Providence in action is a softened heart that shows forgiveness or a heart that is prepared to endure hardships for deeply held convictions. The impact of Providence on the mind is to refine or enlighten it so that it draws its greatest strength from obedience and prayer. These perspectives influenced his spiritual interpretation of the rise, continuation, and decline of empires and religious institutions. An illustration of an unfortunate individual is Cleomenes. As he approached death, he found himself alienated from his community, with no support from the Spartans and betrayal from the Egyptians, save for one loyal friend. Despite facing his imminent demise, Cleomenes remained steadfast in his belief in Providence, mirroring the unwavering faith demonstrated by many Jacobites during the 1690s.

Radical Whigs, especially in *The Medall*, are of the opinion that they can reform the government without depending on ancient customs or the endorsement of previous British generations. Dryden argues that these radicals are replacing history with current chaos, asserting that the decision of a small faction at the present moment is viewed as having the same authority as the law. He witnessed the disorder among the populace that led to Cromwell's military rule and believed that a strong commitment to maintaining secular authority was essential in preventing excessive authoritarianism by a ruler. In *Absalom*, Dryden warns against blindly following the majority's opinions, pointing out that a large group can be just as misguided as a small one, and any generation can be susceptible to manipulation and be considered foolish. The vote of one generation should not have the ability to destabilize a government that has been established for generations, as that would be akin to allowing a generation to speak on behalf of God (*Absalom*, 758). Historical instances show that past councils made decisions to execute righteous individuals like Phocion, Socrates, and Charles I (*Medall*, 95-100). By examining the idea of legal continuity in light of recent votes, Dryden proposes that the human community exists in both spatial and temporal dimensions. Adam has the power to "bind" his descendants (Dore, 2014: 39).

Dryden portrays a group of honorable men supporting the royal brothers in *Absalom and the Medal*, facing the wrath of the Earth united. The advice of these eminent figures encouraged Charles II to express himself, leading to a favorable impact on Vanderstoep and Johnston (2009: 7). The unwavering core of these individuals is defined by their obedience and loyalty (Sutherland, 1956: 89).

Dryden illustrates in his works the idea that God actively influences history and is particularly focused on the moral cohesion of various religious groups and Christian doctrines, aiming for their worldwide dissemination. He utilizes historical symbols in his significant poems to decipher the signs of God's plan Griffiths (2006: 152). These symbols act as a means to interpret societal occurrences, revealing God's intentions for the community.

Dryden's expression was as crude and obscene as the action he disapproved of. The law will always govern my empire of peace, "And the same law teaches the rebels to obey: The crowd has no right to punish before they prove it; "For the divine gods and kings, their care is manifested (Sutherland, 1956: 83).

As he neared his death, he is said to have expressed extreme remorse for immoral behavior in some of his writings, and his only rebuttal to Collier's barbaric attack on him. in *The Short View of Obscenity and Immorality of the British Period* is recognition. about his righteousness: "If he is my enemy, let him win. No act has caused more outrage and confusion among the friends of the Constitution in Church and State than the recent takeover of the King by the King, which he is now about to give practical expression in his pardon proclamation. Dryden's object in this allegory is threefold. This is to affirm the king's right to enter this power, in other words, to affirm the Declaration: it is to prove that the religion of the Christians, so pure and sane, is and can only be the religion of the Church of Rome, or at least a religion of the same nature: it is to denounce and expose the mistakes of Protestantism, especially the mistakes of sects.

The obvious motivation for this work was the medal awarded by the Whigs when Shaftesbury was acquitted Finnegan and Collins (1997: 345). At a time when medals are minted to commemorate important events - such as the Breda Peace²⁵ - this is not in itself an unusual act, but in public commemoration of an humiliation to monarchy, it was "an extreme constitutional provocation" (Ibid. 104) for the king and his supporters. What makes extreme Protestantism so powerful as to overthrow Dryden is its attitude towards the Bible. While he believes that "the scriptures. . .themselves are the rulers' greatest security, to command/show submission to them" (Dry. SPs. RL. P. 359-60), granted by Protestants progressive interpretation "is now headed for their destruction, and never since the Reformation has a text/interpretation of them allowed a rebel" (Ibid. 361-3). Thus, for Dryden, "fanatics" (Ibid. 171), by which he meant those who did not conform (Dore, 2014: 49).

Dryden was certainly happy enough to "brag" about it, exaggerating the conflict in a way that made it contrary to reality. Thus, Fowles has commented of the poem that "[t]he has absorbed all objectivity, the poem is a proven work of propaganda" (Fowles 53) and that it "does not claim to be in vain" historically private - even if it were possible" (Same . 53). In a propaganda effort on behalf of Charles II, he opens in defense of the war, which has been proclaimed by the King, Dryden is sure he's happy enough to "brag" about it, however, in exaggerate the conflict in a way that contradicts reality. Thus, Fowles commented on the poem that "[t]he achieves all objectivity, the poem is a work of

propaganda" (Fowles 53) and that it "does not claim to be impartial about historically - even if it were possible" (ibid. 53). In his propaganda effort on behalf of Charles II, he opened with a defense of the war, which was proclaimed by the king (Gardiner, 1970: 13).

4. Conclusions and Suggestions and recommendations

4.1. Conclusion

Based on the results and discussion, the researcher draws the following conclusions. The objective of this study was to identify and describe the types of speech acts in terms of speech acts, speech acts, and speech acts used by Dryden's Selected Poems.

4.2. Suggestions

Some suggestions were made after carrying out this study such as next:

a. For students

Knowing the intended meaning of actions in speech is important, especially in written language prone to repetition, incomplete sentences, corrections, and breaks (Thomas, 1995: 93).

b. For future researchers

This paper only emphasizes on speech acts from the perspective of language, linguistic acts and words according to the pragmatic approach in Dryden's poetry. Compared to the speaker teaching language, especially about linguistic phenomena related to speech acts.

4.3. Recommendation

English teachers should effectively utilize English and educate students on the significance of pragmatics in order for students to understand the proper usage of the language. Teachers should also think about providing students with additional chances to interact with them in the classroom.

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