

Analysis Of The Speech Strategies Of The Minister Of Education As Material For High School Language Skills

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Abstract. Along with the development of science and technology, every human being is required to master speaking skills. As a representation of a good speaker or speech, the minister of education should be used as an example. There are four education ministers whose speeches are analyzed as teaching materials in high school. The speeches of the education ministers used are those of Anis Rasyid Baswedan, Muhajir Effendy, Nadiem Anwar Makarim, and Abdul Mu'ti, which can be found on YouTube. This research is a descriptive sociopragmatic qualitative research. The problem in this study is how the speech strategy of the minister of education in his speech and how the results of the speech analysis are used as teaching materials for speaking skills in high school. Recording and transcription are the methods and techniques used in collecting and analyzing data. The data source is taken from YouTube social media. The analysis results show that there are direct speech strategies based on record, positive politeness, locutionary acts, illocutionary acts, and perlocutionary acts, and they can be used as teaching materials for speaking skills by Indonesian language learning outcomes.

Keywords: Speech strategies, ministerial speeches, and speaking skills.

1 Introduction

The rapid development of the times means that students must have good speaking skills. We see developments in this era with various communication applications, including YouTube and social media. We get this speaking ability by watching other people speak and imitating them. One example we can use is the ministers, especially the minister of education. The Minister of Education, as someone chosen by the state, is seen as good at speaking [1].

Using this language is very important for the Indonesian people to receive information about education. Educational information can be seen on YouTube social media. Through social media, the public can get information the minister of education conveys anywhere and anytime. During its development, Indonesia experienced several changes in education ministers. This change is, of course, based on specific policies by the president. The ministers of education whose speeches were used in this research were Anies Baswedan (2014 - 2016), Muhajir Efendi (2016 - 2019), Nadiem Makarim (2019 - 2024), and Abdul Mu'ti (2024 - present).

The speech delivered by the Minister of Education certainly has different characteristics. These differences include speaking style, body gestures, and intonation. Based on these differences, this research discusses the strategies ministers use in delivering their speeches. A speaking strategy is a person's way of producing interesting and understandable speech to the person they are speaking to [3].

Several studies related to speech acts, Austin's perspective on everyday language philosophy and Searle's classification of illocutionary speech acts can help the analysis process for Anies Baswedan's inauguration speech as governor of Jakarta. Therefore, two types of utterances were found, namely constative and performative utterances in this speech. By applying constative and performative types of speech, Anies Baswedan tries to balance statements that can be tested for truth (constative) so as not to be considered someone who speaks inconsistently with the facts with statements that have good value (performative) because he has the authority as Governor of Jakarta selected, towards education in Indonesia—meanwhile, Pontas. Id, Republika.com, and CNNIndonesia.com provide news through the opinions of educational organization figures or educational observers. This led to criticism and suggestions from this figure, clearly presented and discussed in the three news articles above.

Next, research on speech acts will be conducted using the same theory, namely Brown and Levinson. The speech acts were scaled in terms of their degree of face threat. In both experiments, more threatening speech acts were less likely to be correctly recognized than those less threatening. Additionally, the messages of the more threatening speech acts were longer and lower in cover than the less threatening speech acts. Senders displayed greater confidence in communicative success than receivers, but judgments of communicative success (for both senders and receivers) were unrelated to actual communicative success. The implications of these results for our understanding of actual communicative episodes are discussed [9].

One way students' character is formed is through speaking skills. Learning Indonesian in high school involves learning objectives related to speaking skills. This is closely related to the teacher in delivering the material. One material for speaking skills that can be used is to watch the Minister of Education make a speech. The results of the analysis of the speaking strategies of the Ministers of Education were then used as learning material in high schools.

2 Research Method

This research uses a sociopragmatic descriptive qualitative method. Qualitative inquirers use theory in their studies in several ways. First, much like quantitative research, it is used as a broad explanation for behavior and attitudes, and it may be complete with variables, constructs, and hypotheses. Qualitative research methods prioritize descriptive and narrative data analysis. The natural condition of this research is in the form of a speech by the minister of education, which can be watched on YouTube social media. The object of this research is the speech of the Minister of Education on YouTube social media. Data collection in this research was carried out by viewing and transcribing speeches. Next, the data obtained was analyzed using existing theory. In general, this research was carried out through several stages, namely: data collection stage, data reduction stage, data presentation stage, and conclusion drawing stage [4].

The data used are speeches by Anies Baswedan (AM) <https://www.youtube.com/watch?v=WY2JxzHI5Pk>, Muhajir Efendi (ME) <https://www.youtube.com/watch?v=xXa73qqkgKM>, and Nadiem Makarim (NM) <https://www.youtube.com/watch?v=rtr9hmyU0k8> when they served as minister of education. Meanwhile, for Abdul Mu'ti (AM) <https://www.youtube.com/watch?v=G0jWNPGu3XY> what was used was data from his speech when he was inaugurated because he was a new minister and had not yet passed National Education Day [2].

3 Result And Discussion

3.1 Analysis of the Minister of Education's Speaking Strategy

Speaking skills (giving a speech or lecture) are something everyone must master, especially the minister of education. Brown & Levinson (1988) state the following speaking strategies: direct without further ado (bald on record), positive politeness (positive politeness), negative politeness (negative polity), indirect (off record), and speaking from the heart [3].

3.1.1 Direct Speaking Strategy Bald On Record

A. Anies Baswedan (AB)

Content: "But we all must realize that Indonesia's biggest asset is not mining, not gas, not oil, not forests; the biggest asset of the Indonesian nation is the Indonesian people."

Explanation: In this sentence, AB directly conveys what the audience must realize, namely that Indonesian people are valuable assets. This speech was delivered directly.

B. Muhajir Efendi (ME)

Content: "Hi, people of education and culture who are happy based on the thoughts above, on Hari Pendidikan Nasional 2018, we are committed to continuing to make efforts to build education".

Explanation: In this sentence, I firmly convey to the audience that they are committed to building education.

C. Abdul Mu'ti (AM)

Content: "Hopefully, we can all work together for an advanced Indonesia. We provide quality education services for all, and we work together to make the nation's life more intelligent".

Explanation: AM directly conveys that viewers can work together to advance education in Indonesia.

3.1.2 Positive Politnes

A. Anies Baswedan (AB)

Content: "On this Hari Pendidikan Nasional, allow me, on behalf of the government, to express my appreciation to all parties everywhere who have taken an active role in educating our fellow countrymen."

Explanation: AB expresses his gratitude to viewers who have played a role in the world of education in any way.

- B. Muhajir Efendi (ME)
 Content: "I want to thank parents, teachers, and educational staff, they are noble people who hold the key and whose role cannot be replaced by machines."
 Explanation: I want to thank all parties who have played a role in the world of education and cannot be replaced by any machine.
- C. Nadiem Makarim (NM)
 Content: "Let us continue to work together to enliven and continue the Independent Learning Movement."
 Explanation: NM uses "Mari," which means teaching well. This is included in the subtle commands.
- D. Abdul Mu'ti (AM)
 Content: "First of all, I would like to express my thanks to Mas Nadim Anwar Makarim and all his staff who have worked hard to advance national education with various ideas which we can see together as a significant change in national education."
 Explanation: AM congratulated the previous Minister of Education, Nadim Makarim, for his good work. AM uses the greeting "Mas," which in Javanese has a more familiar meaning.

3.1.3 Locutionary Acts

- A. Anies Baswedan (AB)
 Content: "Now we have been independent for 70 years, and independence is not just to roll back colonialism. Independence is to provide prosperity and justice for the Indonesian people; therefore, our responsibility is to develop Indonesian people".
 Explanation: AB said that Indonesia has been independent for 70 years from colonialism and will develop the Indonesian people. This is information about the actions that the Ministry of Education will take.
- B. Muhajir Efendi (ME)
 Content: "National Education Day coincides with the birth date of Raden Mas Soewardi Soeryaningrat, an Indonesian education figure later better known as Ki Hajar Dewantoro."
 Explanation: I said that National Education Day coincided with Ki Hajar Dewantara's birthday. This statement directly informs the viewer.
- C. Nadiem Makarim (NM)
 Content: "My fellow countrymen and brothers, the last 5 years have been an awe-inspiring time in our journey at the Ministry of Education and Culture".
 Explanation: NM directly stated the impressive performance carried out for five years.

3.1.4 Illocutionary Acts

- A. Anies Baswedan (AB)
 Content: "On this National Education Day, let us pay attention. Let us get involved in education. Let us return to the institutions where we were educated".

Explanation: AB directly invites viewers to take the time to work at the institution where we previously studied.

B. Muhajir Efendi (ME)

Content: "We also use this National Education Day as a momentum to carry out deliberation and reflection on the efforts we have made in the field of education."

Explanation: I stated that on this National Education Day, we must reflect on what we have done to improve the future.

C. Nadiem Makarim (NM)

Content: "We are building Indonesian culture together with the Freedom to Learn movement. We have heard again that Indonesian children dare to dream because they feel free when studying in the classroom".

Explanation: NM said that the program he created successfully encouraged students to dream. The meaning is that all parties must do the same thing.

D. Abdul Mu'ti (AM)

Content: "The ministry that we lead. Hopefully, we can all work together to develop and grow Indonesia. We provide quality education services for all and work together to make the nation's life more intelligent".

Explanation: AM said this implies that viewers should collaborate to advance Indonesian education.

3.1.5 Perlocutionary Acts

A. Muhajir Efendi (ME)

Content: "Therefore, an advanced culture is a prerequisite that must be met if we want our national education to grow and grow, strong and towering. Hi, educational and cultural people who are happy based on the above thoughts, on this 2018 national wedding day, we are committed to continuing to strive to develop education".

Explanation: I state that if we want to progress, then we must commit (encourage) the audience to advance education in Indonesia.

B. Nadiem Makarim (NM)

Content: "The Merdeka Learning Movement, with full sincerity, I thank you very much for the struggle you and your father have carried out with full hope. I entrust the Merdeka Learning Movement to all of you, the drivers of change who do not know the word give up to take Indonesia to leap into the future".

Explanation: NM said that viewers were asked to become the driving force for educational change in Indonesia. This means that psychologically, viewers are given the same feeling of responsibility as the NM Minister of Education.

The analysis above shows similarities in the speaking strategies used, but some are different among Ministers of Education. These similarities and differences are, of course, adjusted to the needs of giving a speech. When giving a speech, you need a strategy or control to create politeness and convey the desired message. So, the usage strategy can be adjusted based on existing needs. The goal is for the message to be conveyed properly and correctly.

The similarities and differences in the speeches of Anies Baswedan (2014 - 2016), Muhajir Efendi (2016 - 2019), Nadiem Makarim (2019 - 2024), and Abdul Mu'ti (2024 - present) can be seen in the table below.

Table 1. Similarities and Differences in Using Speaking Strategies

Speaking Strategy	<u>Anies Baswedan</u> (AB)	Muhajir Efendi (ME)	<u>Nadiem</u> <u>Makarim</u> (NM)	Abdul Mu'ti (AM)
Bald On Recosd	v	v	-	v
Possitive Politnes	v	v	v	v
Locutionary Acts	v	v	v	-
Illocutionary Acts	v	v	v	v
Perlocutionary Acts	-	v	v	-

The existence of differences in language style is typical. All of this is due to many factors. The differences that exist are characteristic of each person. The existence of differences does not create problems in communication. The strategy used by each person is, of course, adjusted to the existing conditions. The education ministers know how to speak by looking at their existing interlocutor or audience[8].

3.2 Utilization of the Minister of Education's Speech Strategy Analysis as High School Teaching Material

Based on Indonesian Language Learning Outcomes Number 032/H/KR/2024, Indonesian Language subjects aim to develop the ability to communicate effectively and politely. Elements of talking and discussing. Description: Speaking is the ability to convey ideas, responses, and feelings in verbal form. Presenting is the ability to present a delivery or response eloquently, accurately, responsibly, and convey feelings according to the context in a communicative way through various media (visual, digital, audio, and audiovisual). Components that can be developed in speaking and understanding include sensitivity to language sounds, sign systems, understanding language structure (grammar), meaning, and metacognition. In active learning, students are directed to be able to speak (speeches, presentations of work, and lectures). This ability is, of course, obtained from learning material. This material can be taught in high school grades 10, 11, and 12. There is also material taught based on the results of speaking strategy analysis.

Materi	: Berpidato
Tujuan Pembelajaran	: Mengembangkan kemampuan berkomunikasi secara efektif dan santun
Indikator	: Siswa dapat berkomunikasi dengan efektif dan santun.
Uraian Materi	: KBBI menyatakan pidato adalah pengungkapan pikiran dalam bentuk kata-kata yang ditujukan kepada orang banyak; wacana yang disiapkan untk diucapkan di depan khalayak.
Cara Berpidato dengan Efektif	: <ol style="list-style-type: none"> 1. Menggunakan Kalimat Langsung Tanpa Basa-Basi (Bald On Recosd) Dalam berpidato kita dapat menggunakan kalimat yang bermakna langsung agar pendengar dengan jelas menagngkap apa yang kita katakan. Hal ini akan efisien dalam waktu. 2. Menggunakan Kesantunan Postif (Possitive Politnes) Berbicara merupakan cerminan seseorang. Orang yang berbiaca baik dan santun makaakan dihormati, sehingga orang lain akan mendengarkan dengan baik. Selain itu, kata-kata yang santun akan memberikan efek baik kapada pendengar. 3. Menggunakan Tindak Lokusi Tindak tutur lokusi merupakan tuturan yang didalamnya mengandung informasi tertentu. Penyampaian informasi ini digunakan dalam berpidato. 4. Menggunakan Tindak Ilokusi Tindak tutur ilokusi merupakan tindak tutur yang mengandung maksud tertentu agar pendengar melakukan sesuatu dengan cara yang baik. 5. Menggunakan Tindak Perlokusi Tindak tutur perlokusi merupakan tuturan yang didalamnya mengandung maksud tertentu, khususnnya terkait faktor psikologis. Penutur dalam berpidato dapat memberikan efek semangat untuk malakukan sesuatu.

Fig.1. Speaking skills learning materials based on the results of speech analysis

The use of social media is included in the use of audiovisual media. In learning, students can directly watch the videos shown to have a real learning experience. Speaking material can be taught in grades 10, 11, and 12 of the Kurikulum Merdeka (Kurikulum Nasional). Every subject matter requires speaking skills to convey students' work [10].

Success in student communication can be obtained at school. By understanding good and correct speech, the purpose of communication will be achieved, namely, conveying the intention. This skill must, of course, be done regularly so that the results are maximized [1].

¹Teachers are vital in developing advanced times and AI to maintain students' learning process. Existing AI is still used as a tool in developing the potential of each student but is not used as the primary source. The main source of student development is their ability in the classroom learning process [7].

4 Conclusion

Based on the discussion above, the ministers, in their speeches, use speaking strategies that students can use to develop their language skills. The strategy used is Direct Without Preamble (Bald On Recosd), possitive politeness, locution, illocution, and perlocution. This strategy is used so the audience can understand what is being conveyed. The minister's speaking strategy can be used as material speaking skills for high school students in grades 10, 11, and 12 by Indonesian Language Learning Outcomes Number 032/H/KR/2024.

¹ Saieed Moslemi and Nezhad Arani, *Navigating the Future of Language Learning: A Conceptual Review of AI's Role in Personalized Learning*, *Computer Assisted Language Learning Electronic Journal (CALL-EJ)*, 2024, xxv.

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