

Illocutionary Speech Act of Indonesian Minister of Education about Education Policy on Kemendikbud RI Youtube Video

T Tressyalina¹, Ena Noveria², Ermawati Arief³, Roza Muchtar, Aprilia Ariesti Miona
{tressyalina@fbs.unp.ac.id¹, enanoveria@fbs.unp.ac.id², ermawatiarief@fbs.unp.ac.id³}

Faculty of Languages and Arts, Universitas Negeri Padang, Padang, Indonesia

Abstract. Adjustments to education policies must be conveyed clearly to the public. It is important for the Indonesian Minister of Education Indonesian Nadiem Makarim to choose the right speech act so that the speech conveyed is not only captured in the form of sentences but also has an effect in the form of community action after the educational policy. Therefore, the aim of this research is to identify and describe the types of speech acts used by Nadiem Makarim in conveying educational policies on Kemendikbud RI youtube account. This research is a qualitative descriptive. The data in the research are Nadiem Makarim's statements in conveying policy adjustments during the Covid-19 pandemic. The data source in the research was taken video from the Kemendikbud RI youtube account. The research results show that there are 3 types of speech acts used by Nadiem Makarim, including representative, directive speech act and declarative.

Keywords: Illocution; Speech Act; pragmatics

1 Introduction

The covid-19 pandemic caused a change in the conditions and order of society's life from a normal situation to a new situation. Changes in this order can be seen, one of the ways, in the existence of new policies made by the government in various fields including education [1]. In the education sector, changes in order can be seen from new policies that were adapted during the pandemicCovid-19 includes the elimination of the national examination; changes to the school examination system; regulatory changes; internet data quota assistance; flexibility in the use of BOS funds; acceptance of New Students (PPDB); and the appropriateness of learning from home [2], [3]. This new policy adjustment must of course be conveyed to the public, so that Indonesian education continues to run by minimizing all existing concerns so that learning at home is considered effective as a strategy to fulfill children's rights to education during the pandemic [4].

People often do not receive clear information, either through television [5] or social media [6]. This is due to differences in thought patterns, differences in traits which have an impact on attitude taking, both in social life and everyday life [7]. Therefore, so that it can reach the community well and there are no misunderstandings. If the speaker conveys something to the interlocutor using words that please him without offending the person he is talking to, it is to reduce misunderstandings [8]. Therefore, in order for the aims and objectives to be conveyed correctly, the speaker must also choose the right speech act. The

accuracy in choosing this speech act can be seen from the speech acts used by government officials, in this case Nadiem Makarim as Indonesian Minister of Education.

Nadiem Makarim's delivery of new policy adjustments regarding education is certainly not just a speech, but rather has the intention that his speech partners can act and do what is conveyed. In other words, speech is not just speech but needs to pay attention to other things so that what is conveyed is easily understood by the speech partner [9] Because speech not only has lexical meaning but also has grammatical meaning. Speech is not just talking but also has other purposes for the speech [10]. So, speech can be studied from a pragmatic perspective. Leech [11] suggests that pragmatics studies the meaning of utterances, asking what someone means by a speech act and attributing meaning to who is speaking. The intention of the speaker or speaker is determined by the context, namely time; place; incident; process; circumstances; and speakers [12]

One of the important analyzes in pragmatics is speech acts. This is in line with research by Ansari & Gupta [8]; Tantucci & Wang [13]; Mufiah & Rahman [14]; Rosyidi et al. [15]; Martinez [16] that "language is born and executed in speech acts". Ahangar et al.[17] suggests that speech acts are an important factor in interpersonal communication and communication between groups of people with different cultures.

Before the pandemic, Nadiem always created discussion forums by inviting or inviting related parties to convey the aims and objectives of his policies face to face. This is different during the pandemic, Nadiem Makarim still continues to do online *via zoom* and broadcast openly on Kemendikbud RI youtube account. This aims to ensure that Nadiem Makarim's speech acts can be accessed anytime and anywhere. Based on this presentation, Nadiem Makarim's speech regarding adjustments to education policy during the Covid-19 pandemic became a focus for researchers to study, with the aim of identifying the types of speech acts used in conveying policy adjustments during the Covid-19 pandemic.

2 Research Methods

This research uses a qualitative descriptive method so that the results achieved are truly objective without being artificial or exaggerated, so that this method can provide a clear and careful analysis and description of the research object. In line with Creswell [18] who stated that descriptive qualitative research is used to understand social problems based on descriptions expressed in words and to report informants' views in a detailed and scientific manner. In qualitative descriptive method, this research is divided into three strategic stages, including data collection methods, analysis methods, and methods for presenting the results of data analysis. Researchers obtained data by transcribing research subjects' speech from video recordings *inyoutube*. The subject of this research is Nadiem Makarim, Indonesian Minister of Education. Meanwhile, the object of this research is the discussion material and Nadiem Makarim's recorded speech video from the Kemendikbud RI youtube account.

Data was collected using listening and note-taking techniques. The data analysis technique is guided by the opinion expressed by Miles et al. [19] which provides three stages, namely reducing data, presenting data, and drawing conclusions from existing data.

3 Results and Discussion

In the discussion of the Indonesian Minister of Education, Nadiem Makarim, regarding policy adjustments during the Covid-19 pandemic, three types of speech acts were found, including: (1) representative speech acts; (2) directive speech acts; and (3) declarative speech

acts. Expressive and commissive speech acts were not found in Nadiem Makarim's speech in conveying policy adjustments during the Covid-19 pandemic. The research findings will be explained as follows.

Table 1. Types of Speech Acts Found in Nadiem Makarim's Speeches regarding Education Policy during the Covid-19 Pandemic

Action Type	Sub Type	Marker
Representative	Explain	The conjunction "can" (can). The conjunction "also"
	Stating	Anaphora "Not Only That"
	Mention	Prefix "proposition"
Directive	Rulling	Verb "Adjusted". Verb "Developed"
	Request	The conjunction "can"
	Invite	Persuasive "come on"
	Remind	The conjunction "without"
	Recommend	The conjunction "can"
Declarative	Decide	Verb "launch". The verb "has been established"
	Cancel	Verb "cancelled"

1) Representative Speech Acts

Representative speech acts found in the Indonesian Minister of Education policies during the pandemic from Nadiem Makarim's speech, there are 3 forms of representative speech acts, namely: (a) *explain*, (b) *stated*, and (c) *mention*.

- (1) *"Ujian Sekolah dapat dilakukan dalam bentuk portofolio nilai rapor dan prestasi yang diperoleh sebelumnya penugasan, tes daring, dan atau bentuk assement jarak jauh lainnya."* (US).

"School tests can be done in the form of report card portfolio and achievements obtained before assignments, online test, and other forms of remote assessment." (US).

Speech (1) is a statement in the School Examination policy. Speech (1) is a type of representative speech act *explain*. In this speech, Nadiem explained that substitutes for school exams during the Covid-19 pandemic were: a portfolio of report cards and previous achievements. Either in the form of online test assignments or various other forms of remote assignment assessments that teachers have carried out for students. Nadiem's speech aims to explain so that the interlocutor understands the alternative form of school exams during the pandemic [20]. The choice of representative speech acts is used by the speech partner to emphasize something [21]. The use of representative speech acts is often used by government officials as in research conducted by Krishnan, et al [22] that the use of representative speech acts for political leaders is considered effective in helping them. convey information to the public.

- (2) *"Tak hanya itu, Kemendikbud juga telah menghadirkan portal Guru Berbagi di mana guru bisa saling berdiskusi mengenai praktik baik penyelenggaraan PJJ hingga berbagi rencana pelaksanaan pembelajaran (RPP)."* (KKM).

"Not only that, the Indonesian Minister of Education has also presented the Teacher Sharing portal where teachers can discuss good practices in implementing PJJ and share learning implementation plans (RPP)," (KKM).

Speech (2) is a speech in the Emergency Curriculum policy. Speech (3) is a type of representative speech act *state*, can be seen from the word connection *not only that* which states that there is something else than what he mentioned before. In this speech, Nadiem stated that the Indonesian Minister of Education had created a space for teachers, called the Teacher Sharing portal. This speech was told by Nadiem to provide a statement of fact or to describe things that are believed to be true [23].

- (3) “*Proposi Jalur Masuk: (1) Zonasi, SD min 70%; SMP / SMA min 50%; (2) Afirmasi, SD min 15%; SMP / SMA min 15%; (3) Prestasi, SD - ; SMP / SMA sisa kuota; (4) Perpindahan Tugas SD maks 5%; SMP/SMA maks 5%,*” (PPDB).

“Entry Route Proportion: (1) *Zone*, SD min 70%; SMP / SMA min 50%; (2) *Affirmation*, SD min 15%; SMP / SMA min 15%; (3) *Performance*, SD - ; SMP / SMA remaining quota; (4) *Task Transfer* SD max 5%; SMP/SMA max 5%,” (PPDB).

Speech (3) is a speech in the New Student Admissions policy. Speech (3) is a type of representative speech act *mention*, can be seen from the mention of the amount. In this speech, Nadiem mentioned the number or number of quotas for each entry route, namely; zoning; affirmation; performance; and transfer of assignments for each school level (SD; SMP/SMA).

2) Directive Speech Acts

Directive speech acts found in 9 Indonesian Minister of Education policies during the pandemic from Nadiem Makarim's speech, there are 5 forms of directive speech acts, namely: (a) *instruct*, (b) *request*, (c) *invite*; (d) *remind*, and (e) *recommend*.

- (4) “*Mendikbudristek Nadiem Makarim berharap dalam melaksanakan PTM terbatas, panduan ini dapat disesuaikan dan dikembangkan berdasarkan kondisi sekolah pada daerah masing-masing,*” (PPPTM).

"Minister of Education and Culture Nadiem Makarim hopes that in implementing limited PTM, this guide can be adapted and developed based on school conditions in each region. each," (PPPTM).

Speech (4) is a speech in the Face-to-Face Learning Implementation Guide policy. Speech (4) is a type of directive speech act *instruct*, can be seen from the command expression *can be adapted and developed*, this expression symbolizes an order that must be carried out by the interlocutor. In this speech Nadiem ordered that from the policy guidelines for implementing face-to-face learning (PTM) that will be carried out, they can be adjusted and developed in the field. Based on the conditions of each regional school, of course.

- (5) “*Aktivitas dan tugas pembelajaran dapat bervariasi antarsiswa, sesuai minat dan kondisi masing-masing, termasuk mempertimbangkan kesenjangan akses atau fasilitas belajar di rumah,*” (PBDR).

“Learning activities and tasks may vary between students, according to individual interests and conditions, incl consider gaps in access or learning facilities in home,” (PBDR).

Speech (5) is a speech in the Home Learning Implementation policy. Speech (5) is a type of directive speech act *request*, can be seen from the expression that shows demand *varies*

between students, this expression indicates a desire/request from the speaker to his speech partner. In this speech, Nadiem asks the teacher to carry out learning activities or tasks that can be carried out by teachers and students from home or with network contact persons. The teacher provides activities in the process and tasks that vary between students and according to their respective interests and conditions. This is in line with research by Altikriti [24] which suggests that Obama as a government official used his language tactics to get his interlocutor to agree with his perspective on various issues indirectly such as responsibility, education, how to face obstacles and dangers and so on

(6) “*Mari semangat mendukung PTM Terbatas!*,”(PPPTM).

"Let's be enthusiastic about supporting PTM Limited!" (PPPTM).

Speech (6) is a speech in the Face-to-Face Learning Implementation Guide policy. Speech (6) is a type of directive speech act *invite*, can be seen from the interjection to express an invitation, namely *big*. In this speech, Nadiem invites his speech partners to enthusiastically support the implementation of PTM which indicates a directive speech act that the speaker expects the speech partner to carry out actions according to his speech [25].

(7) “*Belajar dari rumah melalui pembelajaran daring/jarak jauh dilaksanakan untuk memberikan pengalaman belajar yang bermakna bagi siswa, tanpa terbebani tuntutan menuntaskan seluruh capaian kurikulum untuk kenaikan kelas maupun kelulusan.*” (PBDR).

"Learning from home through online/distance learning is carried out to provide a good learning experience meaningful for students, without being burdened by the demands of completing it all curriculum achievements for grade promotion and approval." (PBDR).

Speech (7) is a speech in the Home Learning Implementation policy. Speech (7) is a type of expressive speech act *remind*, it can be seen from the expression that emphasizes to remind the interlocutor, namely *without being burdened*. In this speech, Nadiem reminded that online/distance learning should not be burdened with demands for completing all curriculum achievements for grade promotion or graduation

(8) “*Nantinya sekolah bisa memilih kurikulum yang disederhanakan sendiri, kurikulum darurat yang disusun Kemendikbud, atau bisa menggunakan kurikulum tahun 2013.*”(KKM).

"Later, schools can choose their own simplified curriculum, a emergency curriculum prepared by the Indonesian Minister of Education, or they can using the 2013 curriculum." (KKM).

Speech (8) is a speech in the Emergency Curriculum policy. Speech (8) is a type of expressive speech act *recommend*, can be seen from this expression *can choose* which shows suggestions that can be taken by the interlocutor. In this speech, Nadiem suggested that schools can choose the curriculum that will be implemented in the learning process according to the wishes and needs of each school.

3) Declarative Speech Acts

Expressive speech acts found in 9 Indonesian Minister of Education policies during the pandemic from Nadiem Makarim's speech, there are 2 forms of declarative speech acts, namely: (a)*decide* and (b)*cancel*.

- (9) *"Merespons masukan dari para pendidik dan orang tua, Rabu (2/6), Kemendikbudristek dan Kemenang RI meluncurkan panduan yang dapat dijadikan sebagai alat bantu bagi guru dan tenaga kependidikan (GTK) jenjang Pendidikan Menengah untuk memudahkan dalam mempersiapkan dan melaksanakan pembelajaran tatap muka (PTM) terbatas," (PPPTM).*

"In response to input from educators and parents, Wednesday (2/6), the Indonesian Minister of Education and Ministry of Religion launched a guide that can be used as a tool for teachers and staff. education (GTK) at the Secondary Education level to make it easier to prepare and carry out limited face-to-face learning (PTM)," (PPPTM)

Speech (9) is a speech in the Face-to-Face Learning Implementation Guide policy. Speech (9) is a type of declarative speech act *decide*, can be seen from the word *launch*, which indicates something new. In this speech, Nadiem decided that from implementing limited face-to-face learning (PTM), the Indonesian Minister of Education launched a guide that can be used as a tool to help teachers and education staff in implementing limited face-to-face learning (PTM), to make it easier for teachers to prepare the process in the field.

- (10) *"Ujian Nasional Tahun 2020 dibatalkan, termasuk Uji Kompetensi Keahlian 2020 bagi Sekolah Menengah Kejuruan," (P.UN).*

"2020 National Examination *cancelled*, including the 2020 Skills Competency Test for Vocational High Schools," (P.UN).

Speech (10) is a statement in the National Examination Abolition policy. Speech (10) is a type of declarative speech act *cancel*, the expression can be seen *cancelled* which conveys a decision *it didn't take place*. This utterance is classified as declarative because the utterance changes the whole through the utterance [26]. In this speech, Nadiem explained the 2020 National Examination *cancelled* and the 2020 Skills Competency Test for Vocational Schools too. Thus, with the implementation of the National Examination cancellation policy, participation in the National Examination will not be a requirement for school graduation or selection to enter a higher level of education.

4. Conclusion

A policy should be conveyed clearly to policy recipients. In conveying policies, it is necessary to select appropriate speech acts so that the speech conveyed is not only captured in the form of sentences by the public, but also has an effect in the form of community actions after the delivery of the education policy adjustments. One of them was the delivery of policy adjustments in education during the Covid-19 pandemic by the Indonesian Minister of Education. The presentation of this policy was conveyed by Nadiem Makarim as Minister education Indonesia in a video from the Kemendikbud RI youtube account. In this speech, three forms of illocutionary speech acts were found, including representative, directive and declarative speech acts. The most dominant speech acts are representative speech acts with 33

forms of speech *explain* most dominant, 16 forms of directive speech found and 2 forms of speech acts of declarative namely speech acts *decide* and *cancel*.

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