

**AN ANALYSIS OF SPEECH ACT CLASSIFICATION IN NADIEM
MAKARIM SPEECH AT THE UNITED NATIONS TRANSFORMING
EDUCATION SUMMIT 2022**

SKRIPSI

*Submitted in Partial Fulfillment of the Requirements
For the Degree of Sarjana Pendidikan (S.Pd)
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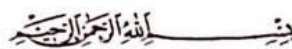


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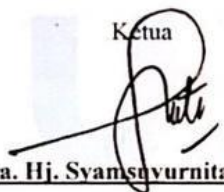
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SURAT PERNYATAAN

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ABSTRACT

Avira Syahara. NPM 1902050028. “An Analysis of Speech Act Classification of Nadiem Makarim Speech in United Nations Transforming Education Summit 2022”. Skripsi. English Education Program. Faculty of Teacher Training and Education. Universitas Muhammadiyah Sumatera Utara. Medan 2023.

To comprehend the meaning of specific speech, we require pragmatics skills, One of pragmatic branch is speech act. An action or intention of something execute via utterance by the speaker is speech act. Speech act can be found in our daily conversation. Not only in conversation, but also in a speech. This research was aimed to analyze the speech act performed by Nadiem Makarim when giving speech in United Nation Transforming Education Summit 2022. The objective of this study were classifying types of speech act in Nadiem Makarim speech and to find out the most dominant type of speech act in Nadiem speech. Descriptive qualitative method was applied in this research to analyze the data. Source of data was taken from Instagram post of Nadiem Makarim official account. There were total number of 34 utterances indicate illocutionary act with the specification; Representative 34 data (70,58%), expressive 2 data (5,88%), directive 3 data (8,82%), and commisive 5 data (14,70%) and there was no declarative type found in the data. The result showed that the most dominant type in Nadiem Makarim speech is representative. It could be conclude that the result also showed that Nadiem Makarim mostly intended to state in his speech.

Keyword : *Speech, Speech act, Transforming education.*

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The researcher wrote this study with entitled “An Analysis of Speech Act Classification in Nadiem Makarim Speech at United Nations Transforming Education Summit 2022. This study as the purpose for submitting in partial fullfilment of the requirement to obtain the degree of Sarjana Pendidikan from English Department Universitas Muhammadiyah Sumatera Utara. In completing this study, researcher faces difficulty, and problem dealing with collecting and analyzing the data. Without much help with other people, she must be incapable to complete this study. Therefore, the researcher would like to express her gratitude and appreciation to:

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Avira Syahara

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CHAPTER I

INTRODUCTION

A. Background of Study

Communicating allows us to adapt to our surroundings as human beings. There are many ways of communication (Sembiring & Ambalegin, 2019). We can use both verbal and written language in our social interactions (Sintamutiani et al., 2019). One example of verbal language is Speech. Speech acts have an important role in shaping a good relationship among human beings because language is a means of communication used among humans as social beings who cannot live alone (Prayitno et al., 2021). In addition to knowing how the context of speech is employed, individuals must also comprehend if an appropriate utterance was used to communicate a message without any misunderstandings between the speakers and their partners (Budiasih Tri, 2018).

To comprehend the meaning of specific speech, we require pragmatics skills (Rahayu & El Fauziah, 2021). Pragmatics is concerned with meaning, language usage, and users (Leech, 1983) considering social circumstances and how humans develop and interpret meanings through language (Keckes, 2014). In this process, one of the most creative human endeavors, communicators (who are simultaneously speaker-producers and hearer-interpreters) manage language to shape and infer meaning within a sociocultural framework (Keckes, 2014). In their attempts to communicate themselves, humans not only make utterances with grammatical structure and words, but they also execute actions via these utterances, namely speech act (Yule, 1996). Speech acts are actions conducted through utterance and

in English, speech acts are usually referred to by more specific terms, such as apology, complaint, compliment, invitation, promise, or request (Yule, 1996). Speech act as plays a pivotal role in human life (Shah, 2017).

Ministry in indonesia are divided into various categories according to their structure and needs in various sector. One of the sector categories is the education sector, which is led by the Ministry of Education and Culture. Currently serving as Ministry of Education and Culture is Nadiem Makarim. The Ministry of Education is responsible for administering all aspects of the Indonesian education system. State leaders express ideas, opinions, thoughts, breakthroughs, policies, as well as their vision and purpose, through meetings, talks, and speeches (Novelly & Agustina, 2021). In a sense, a speech is a well-organized utterance intended to reach a large audience or provide an overview of something (Novelly & Agustina, 2021).

To enhance the quality of education system in Indonesia, Nadiem, the minister of education, has implemented various new programs and policies, including the creation of a new curriculum called Merdeka Belajar. When he became a speaker at the 2022 United Nations Transforming Education Summit, he had the opportunity to introduce the concept of a new program he had created and received positive feedback. However, during a meeting with the Republic of Indonesia Representative Council, he received harsh criticism from a member of the Indonesia Representative Council, Anita Jacob Gah, for his speech at the UN forum and for his statement about the shadow team. Anita attacked the pride of Naidem, whose speech was hailed by the United Nations.

On the basis of the proposed explanation, it is essential that this be explored. The use of plain, direct, and familiar language as well as an open communication pattern by Nadiem Makarim in introducing and disseminating his policies as Minister of Education and Culture. Based on the background of the research above, the researcher summarize these problems were follows; The researcher found some speech acts in Nadiem Makarim's speech as a speaker at United Nations Transforming Education Summit 2022, Nadiem Makarim received harsh criticism from a member of the Indonesia Representative Council, Anita Jacob Gah, for his speech at the UN forum and for his statement about the shadow team.

B. Identification of Problem

Based on the background of the reseaech above, the researcher summarize these problems are follows:

1. The researcher found some speech acts in Nadiem Makarim's speech as a speaker at United Nations Transforming Education Summit 2022
2. Nadiem Makarim received harsh criticism from a member of the Indonesia Representative Council, Anita Jacob Gah, for his speech at the UN forum and for his statement about the shadow team.

C. Scope and Limitation

This study does not investigate all language aspect of Nadiem Makarim's speech. Meanwhile, the scope of research focused on pragmatic study such as analyzing the classification of speech act used by Nadiem Makarim in his speech. The researcher only use his speech when became speaker in United Nation

Transforming Educational Summit 2022 because he had been criticized by Indonesia representative council. This research limit to analysis classification on speech act illocutionary type which consist of assertive, expressive, commissive, directive, and declarations.

D. Formulation of Problem

Based on the scope and limitation above, the problem of this study is formulated as follows:

1. What types of illocutionary acts occur in Nadiem Makarim's speech?
2. What is the most dominant type of illocutionary acts found in Nadiem Makarim's speech?

E. Objective of Study

Based on the formulation above, the objectives of this research are:

1. To find out types of illocutionary acts found in Nadiem Makarim's speech
2. To find out the most dominant types of Illocutionary acts found in Nadiem Makarim's speech.

F. Significance of Study

The finding of this research is expect to be useful for:

1. Theoritically

This research can be used by other writers who conduct similar research as one of their references. Also, this study will contribute in linguistics especially in speech acts.

2. Practically

- a. For the researcher, it will increase the knowledge in speech act and can share to the people who want to conduct research in this field.
- b. The researcher can hope that this research will be useful for the readers to give them new knowledge about speech acts.

CHAPTER II

THEORITICAL REVIEW

A. Theoritical Framework

1. Pragmatics

Semantics is the study of the "toolkit" for meaning knowledge encoded in a language's vocabulary and in its patterns for constructing more elaborate meanings, up to the level of sentence meanings. In particular, semantic seeks to explain how literal meanings are linguistically coded and interpreted by speakers and listeners English Teaching and Linguistics Journal (ETLiJ) (Syahputri et al., 2023). Pragmatics is concerned with the use of these tools in meaningful communication, concerned with the interaction between semantic knowledge and our knowledge of the world, taking context into account (Griffiths, 2006). According to Hence in (Alfghhe & Mohammadzadeh, 2021) pragmatics, studies the use of language in human communication as influenced by social contexts, primarily relates to a speaker's language abilities in their everyday use, including what people say, how they talk, their body language, and whether or not what they say corresponds to local circumstances. These definitions emphasize pragmatics as a "social interaction," (Mukhroji et al., 2019).

Pragmatics refer to the study of language use, specifically linguistic communication in relation to language structure and context of utterance (Richard et al., 2010). In addition, pragmatics must identify central uses of language, specify the conditions for linguistic expressions (words, phrases, sentences, discourse) to be used in those ways, and seek to discover general principles of language use

(Richard et al., 2010). Much of this work was done in the years following WWII by philosophers of language such as Wittgenstein (1953), Austin (1962), Searle (1969), and Grice (1975).

Talking about meaning, according to (Seken, 2015) there are some facts needs to emphasize concerning speaker meanings.

- 1) The contextual or literal meaning of the utterance that conveys the speaker's meaning can signify the speaker's meaning.
- 2) The meaning of a speaker cannot be represented solely by the words or linguistic forms of their utterance.
- 3) Speaker meaning, or the speaker's intended meaning, may differ significantly from the literal or contextual meaning of the words spoken.
- 4) May not precisely correspond to the meaning in the hearer's comprehension or interpretation.
- 5) It may elicit diverse interpretations or responses from listeners.

2. Scope of Pragmatics

(Levinson, 1983) stated that pragmatics would include the study of deixis, implicature, presupposition, speech acts and aspect of discourse structure.

a Deixis

The single most obvious way in which the relationship between language and context is reflected in the structures of languages themselves, is through the

phenomenon of deixis. Essentially, deixis concerns the ways in which languages encode or grammaticalize features of the context of utterance or speech event, and thus also concerns ways in which the interpretation of utterances depends on the analysis of that context of utterance.

The importance of deictic information for the interpretation of utterances is perhaps best illustrated by what happens when such information is lacking (Fillmore, 1975: 38-9). Consider, for example, finding the following notice on someone's office door:

- 1) I will be back in an hour

(Because we do not know when it was written, we cannot know when the writer will return)

Or, imagine that the lights go out as Harry has just begun saying:

- 2) Listen, I am not disagreeing with you but with you, and not about this but about this.

Or, suppose we find a bottle in the sea, and inside it a message which reads:

- 3) Meet me here a week from now with a stick about this big

(We do not know who to meet, where or when to meet him or her or how big a stick to bring).

b Implicature

In simple terms, implicature is an indirect meaning or implied meaning caused by the explicit. Implicature is intended as an utterance that implies something different from what is actually said (Novelly & Agustina, 2021). Hidayati & Mahmud (2022) stated that Implicature is characterized simply as whatever is communicated by people; the sentence's meaning is not part of what is said. It has an implied meaning. It is also defined as an activity where the speaker is expecting the meaning of an utterance even though it is not literally expressed.

An implicature is an utterance that conveys meaning beyond its proposition. Whenever we use an implicature, it is like we can conclude from what is said. With implicature, we can create meanings by saying something else.

For example:

A: What flavor is it? (Pointing to the ice cream),

B: (does not respond. Offering ice cream to the speaker (A).

In this case, speaker A thinks hearer B would like to taste the ice cream, but actually, B does not say that he would like to taste it. But in fact, A wants to try some of his friend's ice cream.

c. Presupposition

According to Cruse (2000) presupposition is an important role in the production and comprehension of speech act. For example:

“My brother has a big house” (Cruse, 2000)

It presupposes that “he has a brother, and his brother is rich.” Hudson (2000) stated that a presupposition in a sentence that assumed certain information presumed (presupposed) to be valid. Whether the utterance is put in the form of a statement, denial or query, and may be associated with a particular lexical element or grammatical function in the utterance, it will generally remain a reasonable assumption. It means in the utterance sometimes there is other information that is not necessary true.

Yule (2010) said that presupposition as markers of possible presuppositions that can only become true presuppositions in the sense of speakers. Thus, Yule (2010) stated there are six types of presupposition which are: the existential, the factive, the nonfactive, the lexical, the structural and the counter factual. It means presupposition can be found in sentences or phrase.

3. Speech Act

Levinson (1983) claimed that all utterances, in addition to signifying what they mean, conduct particular actions (or "do things"), in line with this (Yule, 1996) states that action performed via utterance such as informing, commanding, promising, refusing, are generally called speech act. As (Searle, 1969) says in his book, speech act is always theoretically possible for a speaker to say precisely what he means, even if he may mean more than what he actually says in any given word of a given phrase.

Griffiths (2006) states that speech act is the basic unit of linguistic interactions such as giving warning, greeting, applying, telling information, confirming an

appointment, and other expressions. Every expression which people talk about in daily life is example of speech act, but they do not realize that (Lestari & Hartati, 2020). As statement by (Lestari & Hartati, 2020) that speech act does not only focus on the sentence of conversation but also the situation of it because a sentence has meaning when it is related to the situation or the context. Hence, when people analyze speech act, they cannot separate among activities, situation, and conversation.

Speech acts is identified by the production of an utterance that provides appropriate constraints for our responses. After each utterance, conversational expectations are implicitly or explicitly formed, thus serving as an understanding for a later conversation, producing a relevant appropriate response and giving an ability to identify if and when an interaction goes awry.

According to (Schiffrin, 2005), three qualities can be used to infer a speech act:

1. The content of the utterance. That is to say the proposition expressed by the utterance.
2. The force or mood of the utterance. From descriptive, prescriptive and requestive markers.
3. The position of the utterance within a conversation

Yule (1996) states that the production of an utterance will involve three interconnected actions, as follows:

a Locutionary Act

This kind of speech act is the fundamental act of utterance or the production of a meaningful linguistic expression. denotes an action that is used to give information by stating the utterances. (Astiandani et al., 2022)

b Illocutionary Act

This kind of speech act is an expression that is made for the purpose of making a declaration, offering something, explaining something, or any other communicative purpose. the illocutionary act refers to the acts that denote the speaker's primary purpose in doing the speech act.

c Perlocutions Act

If there is a statement that intent to have an effect for the hearer which known as perlocutions act. Perlocutionary is the act performed by illocutionary act. It is the effect of the speaking utterances of illocutionary said. It can be an action, feeling, or thought of the speaker, listener, or other parties of communication. (Lestari & Hartati, 2020)

4. The Classification of Speech Act

According to (Searle, 1969) he divide illocutionary act into 5 types, there are: We tell people how things are (Assertives), we try to get them to do things (Directives), we commit ourselves to doing things (Commissives), we express our feelings and attitudes (Expressives), and we bring about changes in the world through our utterances (Declarations).

a. Representatives

It is the type of speech act which the utterance or statements that reports a fact statement that can be verified as true or false, Based on (Searle, 1979) some of verbs denoted this type are; *state, boast, claim, report, assert, inform, complain, announce, remind, confirm, assume, clarify, conjecture, describe, conclude*. Huang (in Mey 2009:1004) also stated that it is kind of speech act which lead the speaker to the truth-value of something. Describing things, reporting some event, concluding an issue is the example of representative.

Example:

- 1) It was a warm sunny day
- 2) The earth is flat

b. Expressive

In delivering their ideas, people might produce several utterances. The utterances might contain many words that can be used to express various human beings' feelings. In this case, the utterance can be referred to as expressive speech act. Based on (Searle, 1979) some of verbs denoted this type are; *thank, congratulate, condolence, blame, apologize, regret, welcome, deplore, convince and disappoint*.

Example:

- 1) I'm really sorry.
- 2) Congratulation!
- 3) Oh, yes, great!

c. Directives

This type of speech act is utterance that are intended to make someone do something. When the speaker says something, the hearer then will do some actions related to the sentence. Some utterances in restaurant are the example of this kind of speech act. It happens when the customer requesting some menu to the waiters, then they will do something to serve the customer's request. Based on (Searle, 1979) some verbs denoted this type are; *command, request, recommend, advise, invite, and suggest*.

Example:

- 1) Gimme a cup of coffee. Make it black.
- 2) Don't touch that

d. Declarative

This type of speech act is statement intended by the speaker to create a new thing or change such as a condition or status that make the real situation around the speaker change by their utterances. Huang (in Mey 2009:1004) adds "Declarations (or declaratives) are those kinds of speech acts that effect immediate changes in some current state of affairs." It is clear that declaration makes the world change both in small or big occasions. The example of declaration when the speaker "I" state "I resign from this job", so it means that the speaker do not work again in that job.

Example:

- 1) Priest: I now pronounce you husband and wife

2) Referee: You're out!

e. Commisives

This type of speech act is utterance that intended to the speaker to take some actions in the future such as promising, swearing, offering and saying (praying) (Putri, Riza Alfitianti, Ni Wayan Sartini, 2020). This type tells the speaker's intention that are going to be done in the future. After the speaker express the words, she or he has to do some action related to the word. Based on (Searle, 1979) some of verbs denoted this type are; *promise, planning, wishing, and commit*.

Example:

1) I will be back

2) We will not do that.

5. Speech Act Category

Speech act not only has some classification but also has some types. Huang in (Mey, 2009) written that Searle has different type of speech act which has relation with illocutionary force. Meanwhile, speech act can be stand-alone but it also has relation with other part of sentence, so Searle related it with illocutionary force. According to Searle as quoted by (Cutting, 2002) there are two types of speech act: direct speech act and indirect speech act which explained in the following.

a) Direct Speech Act

Direct speech act is the expression of speaker's utterances which there is direct relationship between the form or structure of the utterance and the function of illocutionary act. This type of speech act has correlation with the classification of speech act itself which has mentioned before. Here are the examples of direct speech act according to Austin's lists in Griffiths, (2006).

- 1) Statement : "I lived in Indonesia for six years."
- 2) Order : "Pay this bill as soon as possible."
- 3) Question : "Where is my bag?"
- 4) Prohibition: "Do not turn right here!"
- 5) Greeting : "Hello."
- 6) Invitation : "Help yourself."
- 7) Felicitatation : "Happy New Year!"
- 8) (Grudging) apology: "I hereby apologize as required by the magistrate."

We know that an utterance (a) is the example of representatives and it is to show statement, so it is called as direct speech act. See also in utterance (c), the form of utterance is question or interrogative and it has function to express directive. (Yule, 1996) also adds that there are three structural forms of sentence: declarative, interrogative, and imperative and there are three general communicative functions: statement, question, and command/request. It is can be called as direct speech act when there is direct relationship between a structure and a function.

b) Indirect Speech Act

On the other hand, indirect speech act is the speaker's utterances of expression which the function of the illocutionary act and the form or structure of expression not directly related. Indirect speech act happened when declarative is not used as statement, interrogative is not used for question and imperative is not used for command or request. According to (Griffiths, 2006:149) interrogative form can be called as indirect speech act when context indicates that it is reminders or request. One utterance can be called as direct speech act and indirect speech act based on the context of the utterance.

Interrogative form of sentence can be called as indirect speech act, for instance "Can you open the door?" in the situation of someone knocks the door from outside. This sentence is in the form of interrogative or question, but the function of this sentence is asking so it is called as indirect speech act. Another example from (Yule, 1996) "It's cold outside" is in the form of statement, but when it is functioning as "I hereby request of you that you close the door" becomes request and called as indirect speech act. "It's cold outside" directly can be called as indirect speech act when we know the context: we have meeting in the room without AC and the door is open, then someone says "It's cold outside" afterwards someone who near the door close it. So it is clear that utterance in the form of declarative has function to request.

6. Speech

According to (Sapir, 1921) speech is so familiar a feature of daily life that we rarely pause to define it. It seems as natural to man as walking, and only less so than breathing. Yet it needs but a moment's reflection to convince us that this naturalness of speech is but an illusory feeling. The process of acquiring speech is, in sober fact, an utterly different sort of thing from the process of learning to walk. In the case of the latter function, culture, in other words, the traditional body of social usage, is not seriously brought into play.

Speech is a human activity that varies without assignable limit as we pass from social group to social group (Sapir, 1921). In line with this, Novelly & Agustina (2021) states that Speech is an utterance with a good arrangement to be conveyed to many people or to give an overview of something. When giving a speech, there are some strategies used in choosing speech according to function and context which divided into five types by (Penelope brown, 1978) with the aim reducing the disappointment of the speaker (speech partner) for the action taken by the speaker, namely:

- a) The strategy of speaking frankly without further ado. Strategy in speaking by making face-threatening actions to state something clearly.
- b) The strategy of speaking with positive politeness. Strategy to carry out FTA by maintaining the positive face of the speech partner.

- c) The strategy of speaking with negative politeness. Strategy to save the speech partner's negative face to maintain speech partner's freedom of action.
- d) The strategy of vaguely speaking, is implied message delivery.
- e) The silent strategy. Strategy of speaking in the heart, the speaker does not do the speech to protect the face of the other person. This strategy is most polite, but not communicative.

B. Previous Study

There were some previous studies related to this research that have been conducted before by other researchers. The first previous study was from Journal by (Novelly & Agustina, 2021) with title: "Speech Act Used by Nadiem Makarim, The Minister of Education, Culture, Research, and Technology About Independent Learning Policy". The writers investigate speech act used by Nadiem Makarim in utterance from his speech about Merdeka Learning program. This research also investigated the speech strategies theory by Brown & Levinson and implicature used by Nadiem Makarim. This research used descriptive qualitative method. The writers found that the most dominant speech act type were representative (state, mention, explain, and report).

The second previous study was from Journal PROJECT (Professional Journal of English Education) by "Diah Purwira Sintamutiani", "Dias Fitriani", "Ratih Inayah" with title "An Analysis of Speech Act Classification in Beauty and The Beast". The research aimed to analyzing speech act classification and find out the most dominant type in utterance from Beauty and The Beast Story. From the result,

writers found the most dominant type contain in the story is Directive, and the writer not found Expressive type.

The third previous study was from journal by (Rizki & Golubović, 2020) with title “An Analysis of speech act of Omar Mukhtar's Utterances in Lion of The Desert Movie”. This research aimed to find out the speech act types employed by Omar Mukhtar in Lion of The Desert movie and the most frequent type appearing throughout the scenes of the movie. The result showed that the most frequently used type was representative and revealed four type of speech acts.

The fourth previous study was from journal by (Lestari & Hartati, 2020) with title “A Pragmatic Analysis of Speech Act In Thor Movie”. This research was aimed to classify speech act based on Searle's theory and analyze speech act which has relation between the form and the function of the sentence. This research used descriptive qualitative method. The data were used in this research were the utterance that performed by the main character in the Thor movie. The data analysis were used pragmatics approach with theory by Searle. The writer found that from the 5 classification only 4 of them which were expresses by the main character, representative, directive, commissive and expressive. Representative and directive were expresses 56 times each of them. Commissive appeared 20 times and expressive appeared 29 times. Direct speech act were expressed 140 times and indirect speech act were expressed 11 times. The research were also analysis 2 speech category indirect and direct speech act. Meanwhile, in this research that will conduct, focusing on investigate speech act classification of illocutionary acts and speech strategies used by Nadiem Makarim.

The fifth previous study were taken from a journal by (Mukhroji et al., 2019) with title “Pragmatic forces in The Speech Acts of EFL Speakers at Kampung Inggris, Indonesia. This study examines the kinds of speech act that were performed by EFL learners at Kmapung Inggris, Kediri, Indonesia and the reasons behind them. The Speech Act theory put forward by Austin (1962) and Searle (1969) emphasizes locutionary acts, where five categories of speech act (directive, expressive, declarative, assertive and commissive) are the the focus of investigation. The result show how pragmatic force manifest in directives (commands, requests, advice) at 35.3%, expressives (grretings, thanks, and congratulation) at 25.9% declaratives (baptising someone, pronouncing someone guilty) at 13.9%, assertives (statements, explanations) at 12.9% and commissives (promises, threats and agreements) at 12%. The research were also analysis problem students experienced with speech acts. Meanwhile, in this research that will conduct, writers focus on investigates speech act classification of illocutionary acts and speech strategies used by Nadiem Makarim.

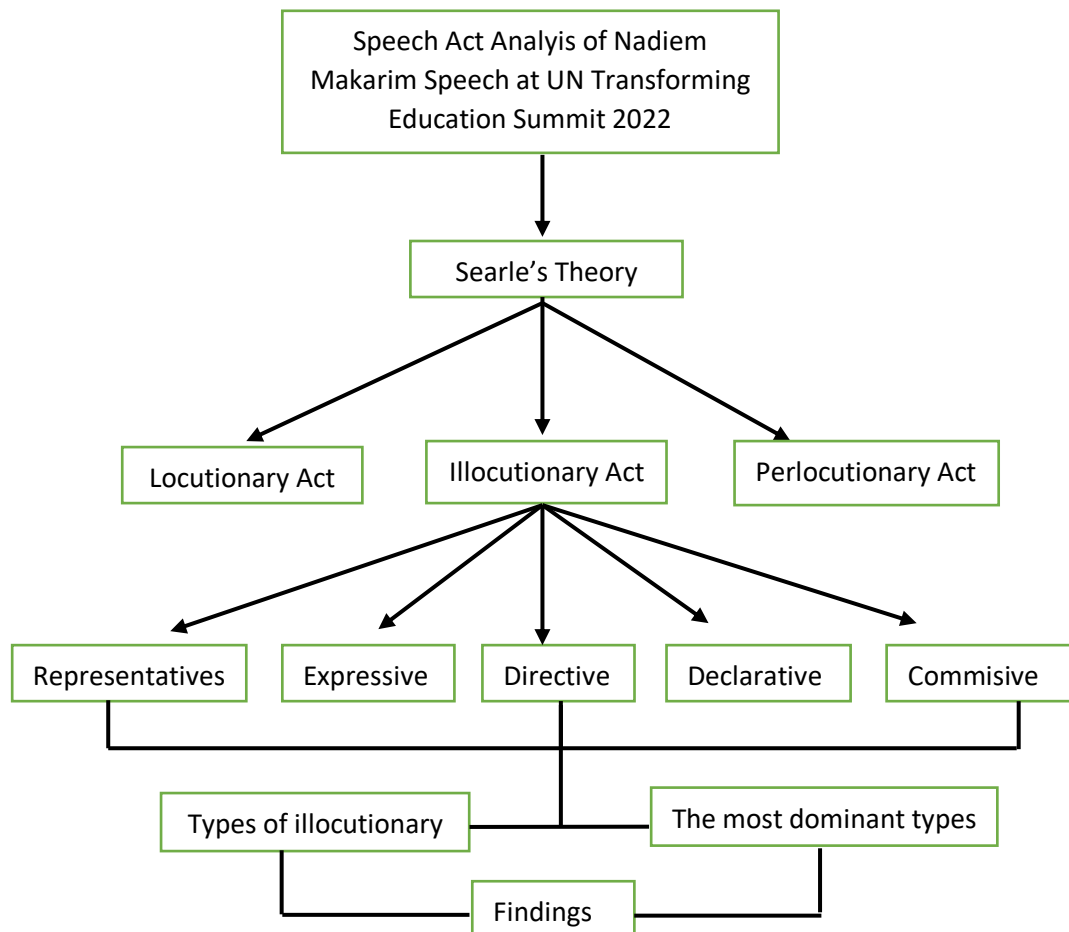
From the explanation above, there are similarities and differences which the researcher found from the previous research, The similarity are; (1) the previous researcher mostly used Searle’s theory as main theory. (2) the previous research mostly aimed to find out most dominant speech act type. (3) all of the previous research used qualitative descriptive method. On the other hand, researcher also find differences from the previous research. (1) Most of the data from previous research are taken from utterance in form of movie script. (2) Most of the previous

research analyzed a movie. Meanwhile, researcher choose to analyze utterance from speech video.

C. Conceptual Framework

This research focused on speech act analysis in Nadiem Makarim speech. By using Searle's theory state that three dimension of speech act; locutionary act, illocutionary act, perlocutionary act. This research focused on illocutionary acts and classifications them.

The Framework of this research is presented in this following figures:



Figures 2.1 Searle's Speech Act Theory

(Source: Searle, J. R. (1969). *Speech Acts: an Essay in The Philosophy of Language*.

CHAPTER III

METHODOLOGY

A. Research Design

This research conducted by using descriptive qualitative method because the data result will be in form of description. Sudaryanto (1993) argues that the descriptive approach is used to depict a situation based on known facts, with the result being language interpretations that are portrait-like in nature.. The emphasis is on the current circumstances, on how a person, group, or thing behaves or functions at the time of the study. Source of the data will take from Nadiem Makarim speech in UN Transforming Education Summit 2022. The writer intend to find out the type of speech act and which type was dominant contain in Nadiem Makarim speech. The data of this research are utterances deliver by Nadiem Makarim in giving speech about new curriculum program namely Merdeka Belajar. The data will take from Nadiem Makarim's Instagram Post.

B. Source of Data

(Raco, 2010) state that research data can be in the form of text, photos, numbers, stories, pictures, artifacts. Qualitative research data is in the form of text, photos, stories, pictures, artifacts and not in the form of numbers count. The data of this research are utterance performed by Nadiem Makarim that will be take from his speech video, consist of 3 videos:

1. https://www.instagram.com/p/CitxcLQh87c/?img_index=1 (Video 1)

2. <https://www.instagram.com/reel/Ciudv9ShGYp/?igshid=NTc4MTIwNjQ2>
[YQ==](#) (Video 2)
3. <https://www.instagram.com/reel/CiyqkoOhlAt/?igshid=NTc4MTIwNjQ2>
[YQ==](#) (Video 3)

and the source of data will take from official Instagram account of Nadiem Makarim. Data were taken in December 2022 which consist of 3 video post in 3 days event of UN Transforming Education Summit 2022. There are many speech videos posted in Nadiem's instagram account. But, writer only choose 3 speech video when nadiem giving speech in UN Transforming Education Summit 2022.

C. Technique of Collecting Data

According to Palton (2002) in (Raco, 2010) there are 3 ways to collect qualitative research data. First, data obtained through in-depth interviews (in-depth) by using open-ended questions. The data obtained in the form of perceptions, opinions, feelings and knowledge. The second is data obtained through observation (observations). The data obtained is in the form of an overview exist in the field in the form of attitudes, actions, conversations, interpersonal interactions and others. Third is document. Documents in the form of material stored written. Documents can be memorabilia or correspondence. There is also a document in the form of audio visual. The type of collecting data was used in this research is document in the form of audio visual.

There are some steps in collecting the data as follows:

1. Getting the video of Nadiem Makarim's talk at the UN Transforming Education Summit 2022 and watching it.
2. Transcribing his speech.
3. Selecting and listing the illocutionary act
4. Classifying the data from video transcriptions based on Searle's theory type of illocutionary acts. Using Searle's theory to look at Nadiem Makarim's speech and figure out what kind of speech acts they are.
5. Turning the number of occurrences into a percent.
6. Coming to a decision based on what was found.

D. Technique of Data Analysis

The data of this research were analyzed by using (Matthew B. Miles, A. Michael Huberman, 2014) theory that consist of three steps; data condensation, data display, and drawing conclusion.

1. Data Condensation

After downloading the video, in the first step of analyzing the data, researcher transcribed the video of NM speech and selecting utterances that contain speech act.

2. Data Display

In the second step, researcher put the speech act analysis data in classification tables. Next, the data will explain outside the table that is in paragraph, one by one utterance will be explain to make it more detail.

3. Drawing Conclusion

The last step of qualitative data analysis is drawing conclusion. First, interpreted the results of the analysis, discuss the results, and summarize the results of the analysis.

CHAPTER IV

DATA AND DATA ANALYSIS

A. Data Collection

The data was collected from the transcript of speech by Nadiem Makarim and the speech video was taken from Instagram post. Speech act theory by Searle was used by the writer to analyze the classification of speech act contain in Nadiem Makarim's speech. There were 34 data sentences. There were 8 data from 1st video, 12 data from 2nd video, and 14 data from 3rd video.

The classification of speech act type has been described in the table below.

Table 4.1
Data Collection of Video 1

No.	Clause/Sentence	Types of Ilocutionary Acts				
		Repr esen tativ es	Expr essiv es	Dire ctive s	Decl arati ons	Com misi ves
1.	Right now, we have 400 product manager, software engineer, and data scientist that have created a shadow organization attach for the ministry.	✓				
2.	This organization, this 400 person team, is not a vendor to the ministry.	✓				
3.	Every product manager and leader is attach as semi-equal to director general some of which are behind me over here.	✓				

4.	They are seen as a though partner and a partner design.	✓				
5.	Each design the product.	✓				
6.	So the ministry brief, like the head of teachers, would give a brief to them	✓				
7.	Do the teachers in the surveys that we see actually validate that this is done	✓				
8.	A whole new paradigm got created about user-centric design. This we learned in the tech sector before.	✓				

Based on the Table 4.1 above, there were total 8 utterances classified into representative that were found in Nadiem Makarim speech.

Table 4.2
Data Collection of Video 2

No.	Clause/Sentence	Types of Illocutionary Acts				
		Repr esen tativ es	Expr essiv es	Dire ctive s	Decl arati ons	Com misi ves
1.	So here's a few example of what we made.	✓				
2.	We created an e-commerce site for all schools to go shopping.	✓				
3.	Now imagine, the school in the remotest region can now buy the			✓		

	same stuff at the same affordable price as a school in the biggest cities.					
4.	They have access to the same books, they have access to the same toys, educational items that they would need to teach.					✓
5.	We created a super app for teachers	✓				
6.	Now we have one million monthly active teachers using this.	✓				
7.	We did not create a policy forcing them to do this, we just created a better product.	✓				
8.	Which they could access the new curriculum that we designed, and adoption happened automatically.	✓				
9.	We create a better product and we didn't have to force the transition to the new curriculum	✓				
10.	We showed it to them through this app, they download it, got curious and now 140,000 schools voluntarily opted for the new curriculum.	✓				

11.	Last time they tried to change it in 2013, it took three years, and massive amounts of resentment and trauma for teachers when they tried to change the curriculum.		✓			
12.	That's the power of technology.	✓				

Based on the Table 4.2 above, there were total 9 utterance classified as Representative, 1 utterance classified as Expressive, 1 utterance classified as Directive, and 1 utterance classified as Commissive that found in Nadiem Makarim speech.

Table 4.3
Data Collection of Video 3

No.	Clause/Sentence	Types of Illocutionary Acts				
		Repr esen tativ es	Expr essiv es	Dire ctive s	Decl arati ons	Com misi ves
1.	We acquire the principle of gotong Royong to trigger collective action that turns policies into grassroots movements.	✓				
2.	There's no sustainable change at all without bottom-up participation			✓		
3.	So let's talk about some of the policies we have, which we've	✓				

	called, under one umbrella, called Emancipated Learning.					
4.	We removed subject-based testing and national assessments and university entrance exams.	✓				
5.	A hugely radical move, never before done in the history of our country.	✓				
6.	We feel very, very strongly about focusing on core competencies like literacy and numeracy.		✓			
7.	Sending a strong signal to the entire system that what matters is problem-solving and critical thinking.			✓		
8.	So there's a lot of discussion on this issue.					✓
9.	So that would be a manifestation of that principle.					✓
10.	We actually need to make these strong, bold political moves to send the right signal to the educational system.					✓
11.	We also transformed teacher education to focus on clinical practice instead of theory, prioritizing peer learnings and	✓				

	focusing on those communities of practice.					
12.	Our master teacher program trained more than 33,000 change agents who are actually encouraged to take risks, to innovate, and always put students first.	✓				
13.	We explicitly say that students are above the government itself.	✓				
14.	This is something we very regularly explain to them, that your first priority are for the students.					✓

Based on the Table 4.3 above, there were 7 utterances classified as Representative, 1 utterance classified as Expressive, 2 utterances classified as Directive, and 4 utterances classified as Commisive that found in Nadiem Makarim speech.

B. Data Analysis

After the data was collected, the researcher wanted to:

- a. Identified and classified type of speech act illocutionary act type according to Searle. They were Representative, Directives, Commisives, Expressives, and Declarations.

- b. Found and determined whether the most dominant type of speech act performed by Nadiem Makarim.
 - c. Described the reason why the utterance classified as its one of illocution type and the reason why it was the most dominant.
1. Representative

Representative is one of speech act type to show statement that report something what speaker believe to something event or case. It can be said that lead the speaker to the truth-value of something. In representative, the speaker expressed the intention in the form of statement, conclusion, or description, complain, report and propose.

Table 4.4
Representative Utterances

No.	Utterances	Specification
1.	Right now, we have 400 product manager, software engineer, and data scientist that have created a shadow organization attach for the ministry.	Statement
2.	This organization, this 400 person team, is not a vendor to the ministry.	Clarify
3.	Every product manager and leader is attach as semi-equal to director general some of which are behind me over here	Statement

4.	They are seen as a though partner and a partner design.	Describe
5.	Each design the product.	Describe
6.	So the ministry brief, like the head of teachers, would give a brief to them.	Clarify
7.	The teachers in the surveys that we see actually validate that this is done.	Clarify
8.	A whole new paradigm got created about user-centric design. This we learned in the tech sector before.	Statement
9.	So here's a few example of what we made.	Claim
10.	We created an e-commerce site for all schools to go shopping.	Statement
11.	We created a super app for teachers.	Statement
12.	Now we have one million monthly active teachers using this.	Inform
13	We did not create a policy forcing them to do this, we just created a better product.	Clarify
14.	Which they could access the new curriculum that we designed, and adoption happened automatically.	Describe

15.	We create a better product and we didn't have to force the transition to the new curriculum	Clarify
16.	We showed it to them through this app, they download it, got curious and now 140,000 schools voluntarily opted for the new curriculum.	Describe
17.	That's the power of technology.	Inform
18.	We acquire the principle of gotong Royong to trigger collective action that turns policies into grassroots movements	Statement
19.	So let's talk about some of the policies we have, which we've called, under one umbrella, called Emancipated Learning.	Statement
20.	We removed subject-based testing and national assessments and university entrance exams.	Describe
21.	A hugely radical move, never before done in the history of our country	Boasting
22.	We also transformed teacher education to focus on clinical practice instead of theory, prioritizing peer learnings and	Describe

	focusing on those communities of practice.	
23.	Our master teacher program trained more than 33,000 change agents who are actually encouraged to take risks, to innovate, and always put students first.	Describe
24.	We explicitly say that students are above the government itself.	Statement
TOTAL		24

Based on the Table 4.4 above, there were 24 utterance classified as representative with the specification 8 statement, 5 clarify, 7 describe, 2 inform, and 1 boasting that were found on Nadiem Makarim speech. The analysis of each data or utterance as explained below.

(1.) “Right now, we have 400 product manager, software engineer, and data scientist that have created a shadow organization attach for the ministry.”

This utterance classified as Representative type in specification is statement. Because in this utterance Nadiem intended to state about the new team especially in IT sector that have been created for ministry.

(2.) “This organization, this 400-person team, is not a vendor to the ministry.”

This utterance classified as Representative type in specification is clarify. As we can see in the utterance before, that Nadiem gave a

statement about his new IT team. So, in this utterance, he intended to clarify about a fact that the new team is not a vendor to the ministry.

(3.) “Every product manager and leader is attach as semi-equal to director general some of which are behind me over here.”

This utterance classified as Representative type in specification is statement. It is because Nadiem intended to state to the audience about the relationship between product manager and leader in his team.

(4.) “They are seen as a though partner and a partner design.”

This utterance classified as Representative type in specification is describe. Because, as can see from the utterance before that Nadiem state the relationship between product managaer and leader in his team, in this utterance nadiem continue to describe more detail about the role of his team. The word “they” leads to every product manager and leader.

(5.) “Each design the product.”

This utterance classified as Representative type in specification is describe. Because, in this utterance nadiem describe but in more detail than before. His describe about the job desk of product manager and leader of his team.

(6.) “So the ministry brief, like the head of teachers, would give a brief to them.”

This utterance classified as Representative type in specification is clarify. Because, based on the nadiem utterance before that his describe

the job desk of his team, next in this utterance he intended to clarified what is the job desk like.

(7.) “The teachers in the surveys that we see actually validate that this is done.”

This utterance classified as Representative type in specification is clarify. Same as before, in this utterance naidem was still intended to clarified what is the job desk like.

(8.) “A whole new paradigm got created about user-centric design. This we learned in the tech sector before.”

This utterance classified as Representative type in specification is statement. It is because naidem intended to state that his team has created a new program that became new paradigm about user-centric design, like he and his team learned in tech sector before.

(9.) “So here’s a few example of what we made.”

This utterance classified as Representative type in specification is claim. It is because naidem intended to show and claimed the product have been created by he and his team. The utterance “a few example of what we made” show that naidem intended to claim his works.

(10.) “We created an e-commerce site for all schools to go shopping.”

This utterance classified as Representative type in specification is statement. It is because from this utterance, naidem intended to state that he and his team have been made an e-commerce site for all schools

to go shopping. As a continuation of the previous utterance that he intended to show his works.

(11.) “We created a super app for teachers.”

This utterance classified as Representative type in specification is statement. Same as before, in this utterance Nadiem was still intended to state about other product that he and his team have been made.

(12.) “Now we have one million monthly active teachers using this.”

This utterance classified as Representative type in specification is inform. As we can see from utterance before, he stated about a super app for teacher that just have been made. So in this utterance he intended to inform about the amount active users of the app.

(13.) “We did not create a policy forcing them to do this, we just created a better product.”

This utterance classified as Representative type in specification is clarify. It is because from this utterance, nadiem intended to clarify about his works, where in the utterance before he state about a few of his works. As a continuation of the previous utterance, he intended to clarify that he not create a policy forcing teachers to do with application his made.

(14.) “Which they could access the new curriculum that we designed, and adoption happened automatically.”

This utterance classified as Representative type in specification is describe. As from the utterance before nadiem was state about a few of

application he made. In this utterance, he start to describe how the application works for teacher and how it adapted to them.

(15.) “We create a better product and we didn’t have to force the transition to the new curriculum”

This utterance classified as Representative type in specification is clarify. It is because nadiem intended to clarify that he just create better product and not have to force the transition to the new curriculum for the teachers.

(16.) “We showed it to them through this app, they download it, got curious and now 140,000 scools voluntarily opted for the new curriculum.”

This utterance classified as Representative type in specification is describe. It is because nadiem has clarify in the statement before that he not have to force the transition to new curriculum So, in this sentence he describe how the schools voluntarily opted for new curriculum without any force.

(17.) “That’s the power of technology.”

This utterance classified as Representative type in specification is Inform. Based on his description before about how schools voluntarily opted for new curriculum without any force. So, in this utterance he intended to inform that is the power of technology.

(18.) “We acquire the principle of gotong Royong to trigger collective action that turns policies into grassroots movements.”

This utterance classified as Representative type in specification is statement. Because the intention of nadiem to state about the principle and purpose he acquire to the new curriculum.

(19.) “So let's talk about some of the policies we have, which we've called, under one umbrella, called Emancipated Learning.”

This utterance classified as Representative type in specification is statement. Because in this utterance he intended to state about the name of policies he created that is Emancipated Learning.

(20.) “We removed subject-based testing and national assessments and university entrance exams.”

This utterance classified as Representative type in specification is describe. As in utterance before he stated the name of policies he create, in this utterance he intended to describe how the policy works.

(21.) “A hugely radical move, never before done in the history of our country.”

This utterance classified as Representative type in specification is boasting. Because in this utterance he intended to talked about his own achievement with pride in make a movement that never been done in Indonesia.

(22.) “We also transformed teacher education to focus on clinical practice instead of theory, prioritizing peer learnings and focusing on those communities of practice.”

This utterance classified as Representative type in specification is describe. It is because nadiem intended to describe about how the transformation works in the new curriculum.

(23.) “Our master teacher program trained more than 33,000 change agents who are actually encouraged to take risks, to innovate, and always put students first.”

This utterance classified as Representative type in specification is describe. Because in this sentence nadiem have intention to describe the achievement of master teacher program in the new curriculum he created.

(24.) “We explicitly say that students are above the government itself.”

This utterance classified as Representative type in specification is statement. Because in this sentence nadiem have intention to state that in the teacher program trained, students position were above the government.

2. Expressive

This type of speech act contained the words that used to express human beings' feelings. The expression such as statements of pleasure, pain, like,

dislike, joy or sorrow. It can be identified from the words; congratulate, deplore, apologize, condole, welcome and thank.

Table 4.5
Expressive Utterances

No.	Utterances	Specification
1.	Last time they tried to change it in 2013, it took three years, and massive amounts of resentment and trauma for teachers when they tried to change the curriculum.	Deplore
2.	We feel very, very strongly about focusing on core competencies like literacy and numeracy.	Convince
TOTAL		2

Based on the Table 4.5 above, there were 2 utterances classified as expressive with specification 1 deplore, and 1 convince that were found on Nadiem Makarim speech. The analysis of each data or utterance as explained below:

(1.) “Last time they tried to change it in 2013, it took three years, and massive amounts of resentment and trauma for teachers when they tried to change the curriculum.”

This utterance classified as Expressive type in specification is deplore.

Because in this utterance nadiem express his deplore feelings about how

resentment and trauma for teacher when the change of curriculum in 2013.

(2.) “We feel very, very strongly about focusing on core competencies like literacy and numeracy”

This utterance classified as Expressive type in specification is convince. Because in this utterance nadiem show his conviction to focusing on core competencies of students.

3. Directive

This type of speech act is utterance that intended to make someone do something in the present or in the future. When the speaker said something, the hearer then will do some actions related to the sentence. Such as asking, ordering, pleading, suggesting and advising.

Table 4.6
Directive Utterances

No.	Utterances	Specification
1.	Now imagine, the school in the remotest region can now buy the same stuff at the same affordable price as a school in the biggest cities.	Request
2.	There's no sustainable change at all without bottom-up participation.	Advise

3.	Sending a strong signal to the entire system that what matters is problem-solving and critical thinking	Command
TOTAL		3

Based on the Table 4.6 above, there were 3 utterances classified as Directive with the specification 1 request, 1 advise and 1 command that were found on Nadiem Makarim speech. The analysis of each data or utterance as explained below.

- (1.) **“Now imagine, the school in the remotest region can now buy the same stuff at the same affordable price as a school in the biggest cities.”**

This utterance classified as Directive type in specification is request. Because in this utterance nadiem have intention to request audience to imagine about the big advantage and benefit of new application he made for students in the remotest region.

- (2.) **“There's no sustainable change at all without bottom-up participation.”**

This utterance classified as Directive type in specification is advise. Because in this utterance nadiem have intention to give an advice that every sustainable change need bottom-up participation.

- (3.) **“Sending a strong signal to the entire system that what matters is problem-solving and critical thinking.”**

This utterance classified as Directive type in specification is command. It is because nadiem intended to command to the entire system, a new change in the new curriculum to focus on problem-solving and critical thinking skill of students.

4. Commisives

This type of speech act is utterance that intended by the speaker to take some actions in the future such as promising, swearing, offering and saying. After the speaker express the words, she or he has to do some actions related to the word.

Table 4.7
Commissive Utterances

No.	Utterances	Specification
1.	They have access to the same books, they have access to the same toys, educational items that they would need to teach.	Commit
2.	So there's a lot of discussion on this issue.	Planning
3.	So that would be a manifestation of that principle.	Planning

4.	We actually need to make these strong, bold political moves to send the right signal to the educational system.	Planning
5.	This is something we very regularly explain to them, that your first priority are for the students.	Wishing
TOTAL		5

Based on the Table 4.7 above, there were 5 utterances classified as Commissive with the specification 1 commit, 3 planning, and 1 wishing that were found on Nadiem Makarim speech. The analysis of each data or utterance as explained below:

(1.) “They have access to the same books, they have access to the same toys, educational items that they would need to teach.”

This utterance classified as Commissive type in specification is commit. It is because nadiem intended to commit that because of e-commerce site for all school he made, the school in remotest region can have the right and same stuff as the other school.

(2.) “So there's a lot of discussion on this issue.”

This utterance classified as Commissive type in specification is planning. It is because nadiem intended to planning that a lot of will discussed about students’ competencies issue in indonesia.

(3.) “So that would be a manifestation of that principle.”

This utterance classified as Commissive type in specification is planning. It is because nadiem intended to plan that they focusing on core competencies and sending a strong signal about competencies issue would be a manifestation of principle of gotong royong.

(4.) “We actually need to make these strong, bold political moves to send the right signal to the educational system.”

This utterance classified as Commissive type in specification is planning. It is because nadiem intended to plan that they need make stronger political movement to send the right signal to education system.

(5.) “This is something we very regularly explain to them, that your first priority are for the students.”

This utterance classified as Commissive type in specification is wishing. In this utterance nadiem have a intention to wishing that teacher will always put student as their first priority.

After analyzed all the data above, the total of speech acts were 34. They were divided into five types of illocutionary acts. They were representative (23), directive (3), expressive (2), commissive (5), and declaration (0). The writer did not found declaration utterance from the entire data. Declaration is the utterance that intended by the speaker to change the condition, or status via utterance. The writer did not found any utterance by Naiem that intended to change the condition or status. The result show that Representative is the most dominant type used by

Nadiem in his speech. The total percentage of each illocutionary types will showed in Table 4.8 below:

Table 4.8
Result Table

No.	Types of Illocutionary Acts	Amount	Percentage
1.	Representative	24	70,58%
2.	Expressive	2	5,88%
3.	Directive	3	8,82%
4.	Commissive	5	14,70%
5.	Declarative	0	0%
TOTAL		34	100%

C. Research Finding

After collecting and analyzing all the data obtained from Nadiem Makarim speech, the finding of this research will be explained as follows:

1. There were 34 illocutionary data taken from Nadiem Makarim speech. The detail as follows: Representative 24 (70,58%), Expressive 2 (5,88%), Directive 3 (8,82%), Commissive 5 (14,70%), Declarative 0.
2. The most dominant type of speech act by Nadiem Makarim speech were Representative with total amount 24 (70,58%). It means that the speech from Nadiem Makarim contained statement, clarify, inform, describe, inform and claim.

D. Discussion

First and foremost, within the speech, there were numerous Representative speech acts. Representative was found as the most dominant type produced by Nadiem Makarim. Representative used by Nadiem Makarim because he has intention to stated about the concept, program, curriculum that he just been made, and some transformation in the new curriculum. As defined by (Yule, 1996) that Representative were those kind of speech act that state statements of fact, assertions, conclusions and descriprion. These involved statements of facts and opinions that aimed to inform and persuade the audience. Expressive type found in this research used by Nadiem Makarim because he has intention to express his psychological expression such as deplore and convince. These expressive elements not only added a human touch to the speech but also fostered a sense of empathy, making the global education crisis a personal concern for everyone listening. As defined by (Yule, 1996) that Expressive were those kind of speech acts that state what the speaker feels based on the speaker's experience.

Directive type found in this research used by Nadiem Makarim because he has intention that hearer to do something in the present and future based on his utterance. In his speech he advice, request, and command for the hearer. These directives weren't merely requests; they carried the weight of responsibility and moral obligation, compelling the audience to consider actionable steps in transforming education. These concept was reinforced by (Yule, 1996) in Directive, speaker express what they want. Such as they were commands,

orders, request, suggestions. This speech contained commissive speech acts, where Makarim made promises and commitments. Commissive type found in this research used by Nadiem Makarim because he has intention to commit action in the future such as planning, wishing and commit. These commitments were not hollow words but tangible signs of his dedication to the cause. As defined by (Yule, 1996) that in Commissive the speaker commit themselves to some future actions. They were promises, threats, refusal, pledges, etc. He added, It can be performed by the speaker alone, or by the speaker as a member of a group. Declarative was not found in Nadiem Makarim speech because the writer did not found anything utterance that intended to change status or condition via his utterance.

Based on the finding of this study, it was showed that speech act is needed to comprehend or find out specific meaning of utterance by the speaker. At least the following are the skills that a communicator must acquire in order to successfully map a speech onto the desired interpretation: First, there are the language resources needed to assign syntactic, pragmatic and semantic structures to utterances (Sintamutiani et al., 2019). This statement was reinforced by (Rahayu & El Fauziah, 2021) that stated to comprehend the meaning of specific speech, we require pragmatics skills. Speech act is one of the branch of pragmatics. Because sometimes a sentence or utterance have more meaning intended by the speaker, so it is not just a simple utterance or statement. It is reinforced by (Searle, 1969) said in his book, speech act is always

theoretically possible for a speaker to say precisely what he means, even if he may mean more than what he actually says in any given word of a given phrase.

The result of this study showed that the most dominant type was Representative that means Nadiem has intention to stated about the concept, program, curriculum that he just been made, and some transformation in the new curriculum. These involved statements of facts and opinions that aimed to inform and persuade the audience. Meanwhile, in the previous research by (Astiandani et al., 2022) with the title “Speech Acts and Language Styles of Biden’s Victory Speech for Promoting Peace Values” showed the result that the most dominant type of illocutionary force was Commissive and said that Biden as politicians are accustomed to making promises or commitments in order to attract citizens. Based on these contrast from previous research and this research, it showed that not all of politicians have same purposes and intention in their speech, but they have various purposes and intention based on the topic and context of their utterance.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After conducted in depth analysis of all data from Nadiem Makarim speech in UN Transforming Education Summit 2022. The writer could write conclude as follows:

1. There were 34 data of illocutionary act. It distributed on representative, expressive, directive, and commissive. In representative, the specification were statement, clarify, describe, claim, and inform. In expressive, the specification were deplore and convince. In directive, the specification were command, request, and advise. In commissive, the specification were commit, planning, and wishing.
2. Total number of 34 data in Nadiem Makarim speech with the specification; representative 23 (70,58%), expressive 2 (5,88%), directive 3 (8,82%), commissive 5 (14,70%), and declarative 0 data. It could be seen that the most dominant type was representative. Then, followed by commissive, directive and expressive.

B. Suggestion

Accordance to the conclusion above, the writer could withdraw suggestion as follows:

1. Other Researcher

For other researcher who want to conduct research in the same topic, this study can be reference for further research and the researcher can reach benefit in understanding more depth the different type of speech act.

2. Reader or English Department Student

The researcher will suggest this study can be used as reference for english department student in their study. They can learn more depth about speech act applied in different type of utterance. Utterance from script, speech, conversation and etc.

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APPENDIXES

Appendix 1

Transcript of Nadiem Makarim's Speech at UN Transforming Education Summit 2022

Video 1

Right now, we have 400 product manager, software engineer, and data scientist that have created a shadow organization attach for the ministry.

This organization, this 400 person team, is not a vendor to the ministry

Every product manager and leader is attach as semi-equal to director general some of which are behind me over here.

They are seen as a though partner and a partner design.

Each design the product.

So the ministry brief, like the head of teachers, would give a brief to them

The teachers in the surveys that we see actually validate that this is done.

A whole new paradigm got created about user-centric design, this we learned in the tech sector before.

Video 2

So here's a few example of what we made.

We created an e-commerce site for all schools to go shopping.

Now imagine, the school in the remotest region can now buy the same stuff at the same affordable price as a school in the biggest cities.

They have access to the same books, they have access to the same toys, educational items that they would need to teach

We created a super app for teachers.

Now we have one million monthly active teachers using this.

We did not create a policy forcing them to do this, we just created a better product

Which they could access the new curriculum that we designed, and adoption happened automatically.

We create a better product and we didn't have to force the transition to the new curriculum.

We showed it to them through this app, they download it, got curious and now 140,000 schools voluntarily opted for the new curriculum.

Last time they tried to change it in 2013, it took three years, and massive amounts of resentment and trauma for teachers when they tried to change the curriculum.

That's the power of technology.

Video 3

We acquire the principle of gotong Royong to trigger collective action that turns policies into grassroots movements.

There's no sustainable change at all without bottom-up participation.

So let's talk about some of the policies we have, which we've called, under one umbrella, called Emancipated Learning.

We removed subject-based testing and national assessments and university entrance exams.

A hugely radical move, never before done in the history of our country.

We feel very, very strongly about focusing on core competencies like literacy and numeracy.

Sending a strong signal to the entire system that what matters is problem-solving and critical thinking.

So there's a lot of discussion on this issue.

So that would be a manifestation of that principle.

We actually need to make these strong, bold political moves to send the right signal to the educational system.

We also transformed teacher education to focus on clinical practice instead of theory, prioritizing peer learnings and focusing on those communities of practice.

And our master teacher program trained more than 33,000 change agents who are actually encouraged to take risks, to innovate, and always put students first.

We explicitly say that students are above the government itself.

This is something we very regularly explain to them, that your first priority are for the students.

Appendix 2

Nadiem Official Account Instagram Post



Source: (doc. Instagram @nadiemmakarim)



Source: (doc. Instagram @nadiemmakarim)



nadiemmakarim • Follow

Original audio



nadiemmakarim Platform Merdeka Mengajar, aplikasi SIPLah, serta berbagai produk teknologi yang sudah dikembangkan oleh Kemendikbudristek merupakan bukti nyata pemanfaatan teknologi dalam dunia pendidikan yang mampu membantu jutaan guru, dosen, tenaga pendidik, dan siswa dalam menunjang berbagai kebutuhan pembelajaran.

Saya optimistis pemanfaatan teknologi akan menciptakan berbagai inovasi yang mampu membawa Indonesia menjadi pemimpin pemulihan dan transformasi pendidikan global dengan semangat #MerdekaBelajar.

38w See translation



krisnaaar Kalo bisa sih, mendikbud gausa pake periode, biar rencananya terstruktur, ga ganti" tiap kepala

38w 886 likes Reply See translation



Liked by chosenbee_sby and 62,470 others

SEPTEMBER 20, 2022



Add a comment...

Post

Source: (doc. Instagram @nadiemmakarim)

Appendix 3: K-1



MAJELIS PENDIDIKAN TINGGI
 UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
 FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
 Jl. Kapten Mukhtar Basri No.3 Telp. (061)6619056 Medan 20238
 Website :<http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

Form: K-1

Kepada Yth : Bapak/Ibu Ketua & Sekretaris
 Program Studi Pendidikan Bahasa Inggris
 FKIP UMSU

Perihal : PERMOHONAN PERSETUJUAN JUDUL SKRIPSI

Dengan hormat, yang bertanda tangan di bawah ini :

Nama : Avira Syahara
 NPM : 1902050028
 Program Studi : Pendidikan Bahasa Inggris
 Kredit Kumulatif : 115 SKS

IPK = 3,59

Persetujuan Ket./Sek. Prog. Studi	Judul yang Diajukan	Disahkan oleh Dekan Fakultas
	An Analysis of Speech Act Classification in Nadiem Makarim Speech at United Nations Transforming Education Summit 2022	
	A Semiotic Interpretation of Ornaments in Tjong A Fie Museum in Medan	
	The Comparison of Conversational Styles from Extrovert and Introvert Guest Personality in Talk Show	

Demikianlah permohonan ini saya sampaikan untuk dapat pemeriksaan dan persetujuan serta pengesahan, atas kesediaan Bapak/Ibu saya ucapkan terima kasih.

Medan, 30 Desember 2022

Hormat Pemohon,

Avira Syahara

Keterangan:

Dibuat Rangkap 3:

- Untuk Dekan/Fakultas
- Untuk Ketua/Sekretaris Prodi
- Untuk Mahasiswa yang bersangkutan

Appendix 4: K-2



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No.3 Telp. (061)6619056 Medan 20238
Website : <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

Form: K-2

Kepada Yth : Bapak/Ibu Ketua/Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Assalamu 'alaikum Wr. Wb.

Dengan hormat, yang bertanda tangan di bawah ini :

Nama : Avira Syahara
NPM : 1902050028
Program Studi : Pendidikan Bahasa Inggris

Mengajukan permohonan persetujuan proyek proposal/risalah/makalah/skripsi sebagai tercantum di bawah ini dengan judul sebagai berikut:

An Analysis of Speech Act Classification in Nadiem Makarim Speech at United Nations
Transforming Education Summit 2022

Sekaligus saya mengusulkan/menunjuk Bapak/Ibu:

Dr. Tengku Winona Emelia, S.Pd., M.Hum.

Sebagai Dosen Pembimbing Proposal/Risalah/Makalah/Skripsi saya

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya. Akhirnya atas perhatian dan kesediaan Bapak/Ibu saya ucapkan terima kasih.

Medan, 23 Desember 2022
Hormat Pemohon,

Avira Syahara

Keterangan:

- Dibuat Rangkap 3 :
- Untuk Dekan/Fakultas
 - Untuk Ketua/Sekretaris Prodi
 - Untuk Mahasiswa yang bersangkutan

Appendix 5: K-3

**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA**
Jln. Mukhtar Basri BA No. 3 Telp. 6622400 Medan 20217 Form : K3

Nomor : 3492/II.3/UMSU-02/F/2022
Lamp : ---
Hal : **Pengesahan Proyek Proposal
Dan Dosen Pembimbing**

Bismillahirrahmanirrahim
Assalamu'alaikum Wr. Wb

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara menetapkan Perpanjangan proposal/risalah/makalah/skripsi dan dosen pembimbing bagi mahasiswa yang tersebut di bawah ini .:

Nama : **Avira Syahara**
N P M : 1902050028
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : **An Analysis of Speech Act Classification in Nadiem Makarim
Speech at United Nations Transforming Education Summit 2022.**

Pembimbing : **Dr. T Winona Emelia, S.Pd., M.Hum.**

Dengan demikian mahasiswa tersebut di atas diizinkan menulis proposal/risalah/makalah/skripsi dengan ketentuan sebagai berikut :

1. Penulis berpedoman kepada ketentuan yang telah ditetapkan oleh Dekan
2. Proyek proposal/risalah/makalah/skripsi dinyatakan **BATAL** apabila tidak selesai pada waktu yang telah ditentukan.
3. Masa daluwarsa tanggal : **26 Desember 2023**

Medan 2 Jumadil Akhir 1444 H
26 Desember 2022 M



Dra. Hj. Samsuynita, MPd.
NIDN : 0004066701

Dibuat rangkap 5 (lima) :
1. Fakultas (Dekan)
2. Ketua Program Studi
3. Pembimbing Materi dan Teknis
4. Pembimbing Riset
5. Mahasiswa yang bersangkutan :
WAJIB MENGIKUTI SEMINAR



Scanned with CamScanner



Appendix 6: Berita Acara Bimbingan Proposal



MAJELIS PENDIDIKAN TINGGI
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 Jl. Kapten Mukhtar Basri No. 3 Telp. (061)6619056
 Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

BERITA ACARA BIMBINGAN PROPOSAL

Nama : Avira Syahara
 NPM : 1902050028
 Program Studi : Pendidikan Bahasa Inggris
 Judul Skripsi : An Analysis of Speech Act Classification of Nadiem Makarim Speech at United Nations Transforming Education Summit 2022

Tanggal	Deskripsi Hasil Bimbingan Proposal	Tanda Tangan
16 Mei 2023	Table of contents Chapter I IDENTIFICATION OF the problem	
19 Mei 2023	Chapter II Theory & concept	
26 Mei 2023	Chapter III SOURCE OF DATA	
	> REFERENCES	

Diketahui/Disetujui
 Ketua Prodi

(Pirman Ginting, S.Pd., M.Hum)

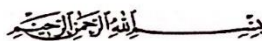
Medan, 26 Mei 2023
 Dosen Pembimbing

(Dr. Tengku Winona Emelia, S.Pd., M.Hum.)

Appendix 7: Lembar Pengesahan Seminar Proposal



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp. 061-6622400 Ext. 22, 23, 30
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LEMBAR PENGESAHAN HASIL SEMINAR PROPOSAL

Proposal yang sudah diseminari oleh mahasiswa di bawah ini:

Nama Lengkap : Avira Syahara
N.P.M : 1902050028
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : An Analysis of Speech Act Classification in Nadiem Makarim Speech at United Nation Transforming Education Summit 2022.

Pada hari Kamis, tanggal 15, bulan Juni, tahun 2023 sudah layak menjadi proposal skripsi.

Medan, Juni 2023

Disetujui oleh:

Dosen Pembahas

(Rita Harisma, S.Pd., M.Hum.)

Dosen Pembimbing

(Dr. Tengku Winona Emelia, S.Pd., M.Hum.)

Diketahui oleh
Ketua Program Studi,

Pirman Ginting, S.Pd., M.Hum.

Appendix 8: Berita Acara Bimbingan Skripsi



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

BERITA ACARA BIMBINGAN SKRIPSI

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara
Fakultas : Keguruan dan Ilmu Pendidikan
Jurusan/Prog. Studi : Pendidikan Bahasa Inggris
Nama Lengkap : Avira Syahara
NPM : 1902050028
Judul Skripsi : "An Analysis of Speech Act Classification in Nadiem Makarim Speech at The United Nations Transforming Education Summit 2022."

Tanggal	Deskripsi Hasil Bimbingan Skripsi	Tanda Tangan
10/8 '2023	source of the data	
14/8 '2023	Theory & Concept	
18/8 '2023	Data and data analysis	
22/8 '2023	Data analysis & theory	
30/8 '2023	Discussion	
5/9 '2023	Conclusion & Suggestion	
8/9 '2023	Abstract	
12/9 '2023	References	

Medan, September 2023

Diketahui oleh:

Ketua Prodi

(Pirman Ginting, S.Pd., M.Hum)

Dosen Pembimbing

(Dr. Tengku Winona Emelia, S.Pd., M.Hum.)

Unggul | Cerdas | Terpercaya

Appendix 9: Lembar Pengesahan Skripsi



MAJELIS PENDIDIKAN TINGGI
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LEMBAR PENGESAHAN SKRIPSI

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Skripsi ini diajukan oleh mahasiswa dibawah ini:

Nama : Avira Syahara
NPM : 1902050028
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : An Analysis of Speech Act Classification in Nadiem Makarim
Speech at The United Nations Transforming Education Summit
2022.

Sudah layak disidangkan.

Medan, September 2023

Disetujui oleh:


Pembimbing



Dr. Tengku Winona Emelia, S.Pd., M.Hum.

Diketahui oleh:

Dekan

Ketua Program Studi


Dra. Hj. Syamsuyuarnita, M.Pd.


Pirman Ginting, S.Pd., M.Hum

Appendix 10: Mohon Izin Riset



UMSU
Unggul | Cerdas | Terpercaya

Bila menjawab surat ini agar disebutkan nomor dan tanggalnya

MAJELIS PENDIDIKAN TINGGI PENELITIAN & PENGEMBANGAN PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

UMSU Terakreditasi Unggul Berdasarkan Keputusan Badan Akreditasi Nasional Perguruan Tinggi No. 1913/SK/BAN-PT/Ak.KP/PT/XI/2022
Pusat Administrasi: Jalan Mukhtar Basri No. 3 Medan 20238 Telp. (061) 6622400 - 66224567 Fax. (061) 6625474 - 6631003
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Nomor : 2812/II.3/UMSU-02/F/2023
Lamp : ---

Medan, 12 Muharram 1445 H
29 Juli 2023 M

H a l : Izin Riset

Kepada : Yth. Bapak/Ibu Kepala
Perpustakaan UMSU
Di
Tempat.

Bismillahirrahmanirrahim
Assalamu'alaikum Wr. Wb

Wa ba'du semoga kita semua sehat wal'afiat dalam melaksanakan tugas sehari-hari sehubungan dengan semester akhir bagi mahasiswa wajib melakukan penelitian/riset untuk penulisan Skripsi sebagai salah satu syarat penyelesaian Sarjana Pendidikan, maka kami mohon kepada Bapak/ibu memberikan izin kepada mahasiswa kami dalam melakukan penelitian /riset ditempat Bapak/ibu pimpin. Adapun data mahasiswa tersebut di bawah ini :

Nama : Avira Syahara
N P M : 1902050028
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : An Analysis of Speech Act (Classification in Nadiem Makarim Speech at United Nation Transforming Education Summit 2022.

Demikian hal ini kami sampaikan, atas perhatian dan kesediaan serta kerjasama yang baik dari Bapak/ibu kami ucapkan banyak terima kasih, Akhirnya selamat sejahteralah kita semuanya. Amin.



Wassalam
Dekan






Dra. Hj. Saahsyunrita, MPd.
NIDN : 0004006701

****Penting!**



Appendix 11: Surat Keterangan Melakukan Riset

 UMSU <small>Universitas Muhammadiyah Sumatera Utara</small>	MAJELIS PENDIDIKAN TINGGI PENELITIAN & PENGEMBANGAN PIMPINAN PUSAT MUHAMMADIYAH UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA PERPUSTAKAAN <small>Terakreditasi A Berdasarkan Keputusan Perpustakaan Nasional Republik Indonesia No. 60059/LAP-PTIX/2018 Pusat Administrasi : Jalan Kapten Mukhtar Basri No. 3 Medan 20238 Telp. (061) 66224567 NPP.1271202D1000003 http://perpustakaan.umsu.ac.id perpustakaan@umsu.ac.id perpustakaan.umsu.ac.id</small>
SURAT KETERANGAN Nomor: 2915./KET/II.9-AU/UMSU-P/M/2023	
	
Kepala Perpustakaan Universitas Muhammadiyah Sumatera Utara dengan ini menerangkan :	
Nama	: Avira Syahara
NPM	: 1902050028
Univ./Fakultas	: UMSU/ Keguruan dan Ilmu Pendidikan
Jurusan/P.Studi	: Pendidikan Bahasa Inggris/ S1
adalah benar telah melakukan kunjungan/penelitian pustaka guna menyelesaikan tugas akhir / skripsi dengan judul :	
<i>"An Analysis of Speech Act Classification in Nadiem Makarim Speech at The United Nations Transforming Education Summit 2022"</i>	
Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.	
<p>Medan, 28 Safar 1445 H 27 September 2023 M</p>  Dr. Muhammad Arifin, M.Pd	