

**INFORMATIVE STRATEGIES USED IN PUBLIC SPEECHES BY
GOVERNMENT SPOKESMAN IN G20 2022: A CRITICAL DISCOURSE**

ANALYSIS

SKRIPSI

*Submitted in partial fulfillment of the requirements
for degree of sarjana pendidikan (S.Pd)
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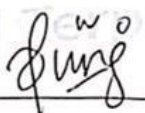

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ABSTRACT

Sintia Priska. 1902050040. Informative Strategies Used in Public Speeches by Government Spokesman in G20 2022: A Critical Discourse Analysis. Skripsi. English Education Department, Faculty of Teacher Training and Education, Universitas Muhammadiyah Sumatera Utara. 2024.

This study investigates the informative strategies used in Maudy Ayunda's speech delivered at the G20 2022 event in Indonesia in 2022. This research adopts informative strategies: factual, clear and to the point, specific, provide information, and encourage the audience to reveal how Maudy use informative strategies in her speech. A critical discourse analysis approach is also adopted to analyze speeches. A qualitative research design was used in this research. The data source in this research was obtained from YouTube entitled "Press Statement by the Government Spokesperson for the Indonesian G20 Presidency" which was published on Thursday, May 19 2022. The theory put forward by Miles and Huberman was used as a data analysis technique in this lesson. This study reveals that Maudy Ayunda uses factual, clear and to the point, specific, provides information, and encourages the audience. She uses factual strategies to highlight reality as it is. In addition, she used specifics to convince the international community of her vision. On the other hand, Maudy uses clear and to the point sentences in her speech to avoid misunderstandings by the audience. The research concluded that Maudy Ayunda was successful in using informative strategies to convey her vision for the 2022 G20 activities.

Keywords: *informative strategies, Critical Discourse Analysis, G20*

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Medan, April 2024

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CHAPTER I

INTRODUCTION

A. Background of The Study

Communication is process building meaning to deliver and receive information. Through communication, it is possible to maintain genuine connectors with others (Tiwery & Souisa, 2019). People employ a tool called language as a medium to communicate to one another. Information can be communicated verbally, or by formal agreements between individuals, group, institution and organization. Communication may be classified into two distinct forms based on the mode of delivery: written communication and spoken communication. Written communication encompasses several forms such as letters, SMS, electronic mail, and messaging applications like WhatsApp. Oral communication refers to the act of engaging in discussion or conversation between two or more individuals, often seen in various contexts such as interviews, meetings, and speeches. The primary objective of oral communication is to effectively transmit information to a wide audience. To convey a good message, an effective communication is needed.

An effective communication is one that informs its listeners with precision while also holding their attention. The secret to becoming a good speaker is in achieving all three of these goals: accuracy, clarity, and interest (Rahayu et al., 2021). Information is of little use to the audience if it is inaccurate, lacking context, or difficult to understand (Schreiber & Hartrantf, 2017). As a result, effective communication requires a skilled speaker, who naturally has language skill.

Language skills are abilities that enable individuals to articulate ideas in a logical manner and engage in effective communication with others by using principles of linguistics (Markström, 2019). These talents contribute to the organization and significance of the information that one intends to communicate to the receiver. The acquisition of reading, writing, listening, and speaking abilities constitutes the fundamental language skills. When engaging in interpersonal communication, individuals often use a blend of these aptitudes in unison. The selection of appropriate abilities is often contingent upon many aspects, including the timeliness of the message, the size of the intended audience, and the formality of the communication. In addition to linguistic proficiency, in communicating humans need media as a messenger, it requires an informative communication strategy in it.

According to Calvi, 2010 informative strategy based on macro genre can be understood as a combination of genres that have different values such as guides, brochures and electronic news which contain similar elements but are expanded with different goals and styles based on informative function guides and prescriptive with the consequence of seeking objectivity and transparency. So informative techniques are methods of communicating a message or opinion either to someone or by publishing it to the general public. The informative strategy aims to convince readers of information in media reporting, especially in conveying information about life situations.

Convey of information contains facts based on real data and reality conveyed by the communicant with the aim of providing a statement regarding the information. Informative strategies are used when it is indicated that people do not

have the knowledge or skills needed to implement change, so that they can motivate people effectively (Holtzhausen & Zerfass, 2015). Word choice that is appropriate, speech structure that is clear, and the use of persuasive rhetoric are all components of informative strategies that contribute to the formation of a common understanding. Additionally, this strategy requires making adjustments to accommodate the many different audiences that are present in order to guarantee that the message is articulated in a manner that is clear and comprehensible on all social levels. Furthermore, a prompt reaction enhances both the relevance and trustworthiness of the message. Through the use of strategies that are both insightful and informative, speeches delivered at the G20 2022 become an effective instrument for attaining a common understanding.

In 2022, Indonesia is holding the G20 international forum for the first time, which will be held from December 1, 2021 to November 30, 2022. It is a challenge for Indonesia to host a large event in the midst of a multidimensional crisis due to the Covid-19 pandemic, but it is also a big opportunity for Indonesia to participate in accelerating the recovery of world conditions. Because of this, the Indonesian government has chosen to focus its G20 presidency on the theme "Recover Together, Recover Stronger," with a particular emphasis on three key sectors: the development of global health architecture; digital transformation; and energy transition (Kemlu, 2022).

As part of the preparations for the G20 summit, the Minister of Communication and Information, Johnny G Plate, made a press announcement at the state palace in which he presented Maudy Ayunda to the media as the government spokesman for the Indonesian G20 presidency. This appointment is

intended to broaden the delivery of information, especially for millennials and generation Z. Because the figure of Maudy Ayunda, who is an achiever and admired by the millennial generation and generation Z, is expected to be able to attract the interest of the millennial generation and generation Z to follow developments in the G20 event in Indonesia. As the spokesman for the G20 Indonesia, Maudy is tasked with disseminating information about the execution of the activities of the high-level conference, as well as preparing the progress of working group meetings, engagement groups, and side events at the G20 Indonesia on a consistent basis. It is anticipated that the presence of Maudy Ayunda as a figure who is considered to have a positive image in her career and life will be able to optimally encourage socialization and promotion of the G20 Indonesia presidency, so that in the end it can generate enthusiasm for young people to take an active role in this activity. As a well-known figure, Maudy Ayunda's presence as government spokesman brings a new dimension to the government's communications strategy, offering the potential for unique appeal and influence. Her crucial role as a government spokesperson attracts attention to research. Therefore, researcher are interested in examining Maudy Ayunda's speech at the 2022 G20 as an object for research.

As we embark on the examination of Maudy Ayunda's speech at the 2022 G20, it is imperative to adopt a systematic approach that facilitates a comprehensive analysis of its discourse. The strategic appointment of Maudy Ayunda as the government spokesman for the Indonesian G20 presidency, with the goal of enhancing information dissemination among millennials and Generation Z, sets the stage for understanding the significance of her role in shaping public perception. Discourse Analysis (DA), particularly Critical Discourse Analysis (CDA), proves

to be an invaluable method in this exploration, offering insights into how language is employed beyond sentence boundaries and its potential impact on challenging or perpetuating social dominance, as highlighted by scholars such as Van Dijk (Hidalgo Tenorio, 2011). This methodological choice aligns with the broader objectives of Critical Theory, seeking to unveil hidden power dynamics embedded in discourses, which becomes particularly relevant in the context of a high-profile event like the G20 summit. By employing CDA, researchers aim to discern the influence of Maudy Ayunda's communication style on the target audience, assessing how it aligns with the government's objective to engage the younger generations and generate enthusiasm for their active involvement in G20-related activities.

This study focuses on the examination of a text via the lens of critical discourse analysis. The emphasis of this study lies on the analysis of spoken texts. The material analyzed in the speech pertains to the theoretical framework proposed by Teun A. Van Dijk. The researcher also uses social analysis in analyzing the speech to know the power and access behind the speech. The researcher finally decided to analyze the speech delivered by Maudy Ayunda as a government spokesman at the G20 Presidency 2022 in Indonesia, which took place virtually from the State Palace.

B. Identification of The Problem

Relating to the background, the problems in this research were as the following:

1. The speech used informative strategy, and it highlights the issues that are present in education, digital technology, solidarity, and the future of the world of labor.

2. The informative strategies used by government spokesmen in their speeches have implied meanings that can be expressed using Critical Discourse Analysis.

C. The Scope and Limitation

The scope of this research was focused on critical discourse analysis by Teun A. Van Dijk and it was limited on investigating informative strategies used by Maudy Ayunda in G20 speech.

D. Formulation of The Problem

In relation to the identification of the problems above, this research were formulated as the following:

1. How did Maudy Ayunda as the government spokesman in G20 2022 utilize informative strategies in public speeches?
2. Why was critical discourse analysis consider relevant in the informative strategies employed by government spokesmen during the G20 2022?

E. The Objective of The Study

In line with the problem, this study were intended to investigate:

1. To find out Maudy Ayunda as the government spokesman in G20 2022 utilized informative strategies in public speeches.
2. To find out the reason critical discourse analysis considered relevant in the informative strategies employed by government spokesmen during the G20 2022.

F. The Significant of The Study

The result of this research was expected to give contribution theoretically and practically.

1. Theoretical

The result of the research contributed to the study of Speech specially about informative speech

2. Practical

- a. Readers or other researchers : to be the source of reference to do the same research but different point of view.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

The theoretical framework is need to provide concepts to collect some formations, theories or comments that are apply in this study relating to topic references and study sources so that the writer can connect the problem discussion space. In this section, the author will provide an explanation of all the theories used to strengthen research. Helps readers understand and avoid misunderstandings between writers and readers.

1. Discourse Analysis

Discourse is one of those words you hear all the time. Discourse is utilized often throughout a wide range of academic fields, including linguistics, psychology, sociology, politics, communication, literature, and more. Discourse is defined and constrained differently by various academic fields. Discourse refers to a shared understanding of a subject among a group of speakers. There are two possible ways to define discourse, with the former limiting the term to only spoken or written communication.

According to Richards et al. (1992: 111), the generic word for language that has been formed as the consequence of an act of communication is known as discourse. This definition can be found in the Longman Dictionary of Language Teaching and Applied Linguistics. Discourse, in their perspective, refers to bigger units of language such as paragraphs, discussions, and interviews, while grammar

refers to the rules that a language utilized to construct grammatical units such as clauses, phrases, and sentences.

In the formalist or structuralist paradigm, discourse is 'language above the phrase' (Stubbs, 1983: 1), which is one of two common definitions. While this method of analyzing discourse examines structural features like organization and cohesiveness, it pays little attention to the underlying social concepts that affect how individuals use and understand language.

Contrarily, in sociology, discourse is most often used to describe how people interact with one another via language. In the field of linguistics, a discourse is an element of language that is more extensive than a phrase. In the academic discipline of linguistics, discourse analysis is a response against a style of formal linguistics that is more concerned with the individual units of words, phrases, or sentences rather than the interaction between these components. This kind of formal linguistics is known as phraseology. As grammatical linkages are produced at a higher level than the sentence, the emphasis of discourse analysis, which is diametrically opposed to formal linguistics, is instead placed on the level above the sentence. Discourse analysis is the only one of the aforementioned fields that is always connected to the study of how language is put to use.

The structure of paragraphs, the organization of the whole text, and regular patterns in conversational exchanges, such as how speakers begin, close, and take turns in a discussion, are all examples of things that may be investigated via the lens of discourse analysis. They may also look at lexical patterns that occur across a text,

words that connect different portions of text to one another, and the manner in which words and phrases like as "it" and "they" point backward or forward in a text.

Discourse Analysis (DA) is the methodology developed to analyze text and speech in their natural environment, a conversation. A lot of people think of it as a broad approach, philosophy, or even just a criticism of social constructionism and social power. Discourse analysts may be linguists or applied linguists, who focus on the grammatical structures of texts (both written and spoken), or conversational analysts (CAs) and speech act theorists (SATs), who focus on the dynamics of interactions between speakers. It's possible that some discourse analyzers don't follow a very thorough process of analysis. Instead, they look for linguistic patterns that may reflect differences in socioeconomic status or ideology. Critical Discourse Analysis (CDA) is a subfield of DA that integrates language analysis, ideological criticism, and cognitive psychology. CDA is presently one of the most popular DA models in the field of contemporary linguistics. The study of political speech has been its primary use, with the goal of revealing ideology and power linkages. Following is an overview of CDA as a whole and a detailed explanation of one of the CDA frameworks.

2. Critical Discourse Analysis (CDA)

Critical Discourse Analysis (CDA) is "a theory and method analyzing the way that individuals and institutions use language," according to its official definition. Critical discourse analysts emphasize on the links between discourse, power, dominance, and social inequality' (van Dijk, 1993) and how speech

(re)produces and sustains these relations of dominance and inequality. Therefore, CDA covers wider social concerns and pays attention to external elements, such as ideology, power, inequality, and so on. Additionally, CDA depends on social and philosophical theory in order to analyze and understand written and spoken texts.

One of the approaches to analyze in certain texts (oral and written) is through a critical concept. Critical discourse analysis (CDA) is a new paradigm of discourse analysis in which texts are to be described, explained, and interpreted or investigated deeply by positioning the neutral analyst (Fairclough: 2009). In general, CDA presupposes not only making the relationship of the interrogation product with the macro-contextual behind the text. Moreover, discourse analysis becomes 'critical' in the explanation of the ways in which unequal power relations are produced and naturalized in discourse. A critical discourse analysis explores texts not as truths, but as discourses that act in the world in ways that both define and distribute power. Such approaches are concerned not just to what the text says, but also with what texts do.

Fairclough & Wodak (1997) argued that CDA sees discourse and language as 'social practice' and considers the 'context language use' to be crucial. Describing discourse as social practice implies a dialectical relationship between a particular discursive event and the situations and social structures, which frame it: the discursive event is shaped by them, but also shaped by them. That is, discourse is socially constitutive as well as socially conditioned-it constitutes situations, objects of knowledge, and the social identities of and relationships between people and groups of people. It is constitutive both in the sense that it contributes to

transforming it. Since discourse is socially consequential, it gives rise to important issues of power.

It is the study of relations between discourse, power, dominance, social inequality, and position of the discourse analyst in such social relationships. Since this is a complex, multidisciplinary and is a yet underdeveloped domain of study, in which one may call socio-political discourse analysis.

Dominance in CDA is defined as the exercise of social power by elites, institutions or groups, that results in social inequality, including political, cultural, class, ethnic, racial, and gender inequality. This reproduction process may involve such different modes of discourse, power relations as the more or less direct or overt support, enactment, representation, legitimating, denial, mitigation or concealment of dominance, among others. More specifically, critical discourse analysts want to know communicative events play a role in these modes of reproduction.

Similarly, Critical Discourse Analysis pays more attention to top down relations of dominance than to bottom-up relations of resistance, compliance and acceptance. This does not mean that we see power and dominance merely as unilaterally imposed others. On the contrary, in many situations, and sometime another ways paradoxically, power and even power abuse may seem jointly produced, e.g. when dominated groups are persuaded, by whatever means, that dominance is natural or otherwise legitimate.

Van Dijk, in describing Critical Discourse Analysis states: "Thus, although an analysis of strategies of resistance and challenges us crucial for our understanding of actual power and 13 dominance relations in society, and although

such an analysis needs to include in a broader theory of power, counter-power and discourse, our critical approach prefers to focus on the elites and their discursive strategies for the maintenance of inequality.”

2.1 Teun Van Dijk’s Model of CDA

Van Dijk’s model of the CDA is a multidisciplinary framework which covers discourse, cognition, and society. Ideology and discourse are not the concepts that can be sufficiently studied in one discipline. Those require analysis in all disciplines of the humanities and the social sciences, namely the study of Discourse, Cognition and Society.

According to Van Dijk, 1998, a text consists of multiple structures or levels which mutually supportive. He divided them into three levels. First, the macrostructure. This is a global or common meaning of a text. Second, the superstructure. This is a structure of discourse associated with a framework of a text. Third, the microstructure is the meaning of discourse that can be observed from a small section of a text which are words, sentences, propositions, clause, paraphrasing, and images.

a. Macrostructures

Macrostructure covers topics or theme. It functions to explain what is most relevant. Macrostructure focused on the global meaning that more emphasize on the meaning of discourse theme or topic. Macrostructures are higher-level of semantic or conceptual structures that organize the ‘local’ microstructures of discourse, interaction, and their cognitive processing. (Van Dijk, 1980). Maudy Ayunda's speech exhibits macrostructures by focusing on the overarching theme of Indonesia's role in the G20

presidency, addressing global challenges, and inviting collaboration for sustainable growth. The global meaning emphasizes Indonesia's position in the international arena.

b. Superstructure

Superstructure is how opinion arranged in sequence. The elements of superstructure is a schema. Superstructure have been divined as conventionalized schemata, which provide the global 'form' for the macrostructural 'content' of a text. (Van Dijk, 1980). The speech arranges opinions and ideas in a sequence that forms a superstructure. MaudyAyunda presents a structured sequence by discussing Indonesia's opportunity to lead discussions on overcoming global challenges, particularly related to the prolonged economic crisis, climate change, and digital transformation.

c. Microstructures

Microstructure points on the local meaning of the discourse, by observing the semantic, syntactic, stylistic and rhetorical aspects. The use of words, proposition, and certain rhetoric in the media is understood by Van Dijk as the part of the writer's strategy. The use of certain words, sentences, and stylistic is not only viewed as the way of communication, but also as a method of communication politic to influence common premise, create the backing, strengthen legitimate, and evacuate the adversary or the opponent. In this structural level analysis of discourse, microstructure has four units of analysis, namely semantics, which analyzes the meaning of the text such as through the background, detail, and presupposition; syntactic which

analyzes the sentence structure such as the sentence form and pronoun; stylistic is the unit of analysis which analyzes the word choice or lexicon; and rhetoric that explores the stressing used by the speaker in each the speaker way such as the metaphor and image. Maudy Ayunda's speech uses semantics to convey meaning related to Indonesia's pride, leadership, and the potential impact of G20 on Indonesia's economy. The sentence structures and pronouns used in the speech contribute to its syntactic analysis. The sentence forms emphasize key points, and pronouns create a connection between the speaker, Indonesia, and the global community.

Microstructure helps the readers understand similar word or sentence that includes semantic or syntactic aspect. Therefore the metaphor and expressions in the microstructure help the readers understand what the writer means. All of the aspect of microstructure is presented as the theory for analyzing the data source.

In microstructure analysis, syntactical analysis, local coherence, lexical choice and rhetoric analysis are carried out. In the syntactic analysis, the structure of the sentence use is inspected. Lexical choice is highly significant in terms of ideological construction. The fact that the same person can be defined as terrorist or freedom fighter is a common example given about this subject. In the news rhetoric, to make the news persuasive and convincing, the quotes from the witnesses are included as well. At this point, photographs are also the examples of being persuasive and convincing (van Dijk 1998a; 1998b; 1991).

Microstructure is an effective way to observe the next rhetorical and persuasive process when someone conveys the order. Certain words perhaps are chosen to clarify the choice and posture, form political consciousness, etc. The, microstructure is divided into four aspects, that are, semantic aspects, syntactical aspects, stylistic aspects, and rhetoric aspects. Yet, this study uses informative strategies to investigate Maudy Ayunda's speech.

3. Speech

According to Sapir (1991), since speech is such a common part of our everyday lives, we seldom ever stop to think about how to describe it. It appears to man to be as natural as walking, and just slightly less natural than breathing. However, we only need a little moment of contemplation to be persuaded that this sense of naturalness in our speech is only an optical illusion. The process of learning to walk is not at all comparable to the process of learning to talk; in point of fact, the two are polar opposites of one another. Speech is the act of communicating via the use of spoken words. Language is exclusive to the human species. Conversation refers to the exchange of words between two persons. Sounds that pass through the air are what make up speech. The lips, tongue, teeth, nose, and palate all contribute to the overall sound produced by the voice box. For a person to be able to communicate verbally, they need to be able to:

1. Select appropriate vocalisations
2. Arrange them in a certain order.
3. Cause vibrations to occur in the voice box.

4. You can form the sounds you make by using your lips, tongue, teeth, nose, and palate.

3.1 Kind of Speech

a. Narrative Speech

Speeches that are considered to be narrative entail the speaker going up in front of an audience and delivering a tale. A narrative speech, much like a written story, should have a distinct opening, middle, and end. An essential aspect of a speech is the indication that one of these parts is starting. A narrative speaker should ideally be able to make the presentation extemporaneously, with just a few notes taken down. This enables the speaker to utilize nonverbal language to freely communicate emotional sensations and gives the speaker more control over the presentation.

b. Demonstrative Speech

Speeches that serve as demonstrations explain how something is used (like a camera) or performed (like CPR). Therefore, the use of audiovisual aids is crucial. Things that happen on the ground (like stopping an inline skater) are sometimes shown in demonstrations. It's crucial that everyone in the audience can see well during a speech like this. Speakers may opt to show just a portion of a technique (such as folding a complex origami design) if doing so would take too much time during their presentation. Pre-made images portraying the various

steps of the procedure might demonstrate the rest. If you're teaching someone how to do something (like play the clarinet), you may have to stop and explain something. However, pauses should be avoided if possible. It's important for presenters to keep talking and provide verbal context for their actions during demonstrations. Equally important is making frequent, direct eye contact with the viewers.

c. Informative Speech

The goal of an informative speech is to impart knowledge to the audience by establishing one's credibility via the presentation of facts and proof. It may comprise definitions, explanations, descriptions, visual pictures, demonstrations. The conversation need to centre on things like describing things, happenings, processes, ideas, and examples. An informational speech does not make an effort to convince the audience, express views, or take a stance on the issue being discussed.

d. Persuasive Speech

Delivering a speech with the intent to persuade the audience to either change their minds or act is what we call a "persuasive speech." If you want to persuade your audience, you need to start by telling them what you believe is good or terrible and why. The thesis statement should be presented early in the speech.

e. Speaking on Special Occasion

Special occasion speeches are written for a particular event and are aimed at conveying a certain message that is determined by the nature of that event. Depending on the event, speeches given at important events may either be informational or persuading, or they can accomplish both goals. The speech of introduction and the speech of welcome are two of the most typical sorts of speeches that are given at formal events and occasions.

4. Informative Strategy

Informative Strategy is a communication strategy intended to convey information. For example, news reports on radio or television. (Dr. B.S. Mardiatmadja: 1986). Informative strategies are carried out so that other people (communicants) understand and know. According to Onong U. Effendy (2002), an informative strategy is the process of conveying messages, ideas, thoughts and opinions to someone or a number of people about new things they know that are simply providing information without wanting a change in someone's attitude or opinion.

In conveying informative messages, there are goals to be achieved from informative communication activities. According to (Effendy, 2003), the objectives of informative communication include:

1. Providing information, namely collecting, storing, processing, facts, messages that people need in order to understand and react clearly to

environmental conditions and other people in order to make informed decisions. appropriate.

2. Socialization, or correctional.

3. Motivation, namely explaining the short-term and long-term goals of each society and encouraging people to make choices, and encouraging individuals and groups based on their goals.

According to Phil Astrid Susanto (1977), informative strategy is a communication strategy that provides information (facts) from which the communicant will then draw their own conclusions and decisions. This strategy has a cognitive impact, because the communicant only knows. This communication strategy is one-way, the communicator is institutional, the message is general, and creates simultaneity. Usually, the informative strategy used by the media is associational, namely by superimposing the message presentation on an object or event that is currently attracting the attention of the audience or public.

Although the term "informative" has a tendency to be associated with the concept of "information," that is, with a series of sentences that are of public interest (typical of media or scientific activities), in reality, informative strategies can present circumstances that are only useful for known senders and recipients, in context, and under certain circumstances. In other words, the term "informative" may tend to associate the concept with "information," that is, with a series of sentences that are of public interest.

Even if the essence of the sentence must be the enunciation of a state of affairs (in the past, present or future), it can also use verbs or adjectives that express

the speaker's intervention beyond the reproduction of the objective situation. Informative sentences can be affirmative, as long as they affirm and support a statement, or negative, when they contradict an idea through an adverb of negation.

Effective informative strategies are those that are tailored to the needs and abilities of the audience, and that use a variety of techniques to engage and motivate them. By using a range of strategies and adapting them to the specific needs of the audience, it is possible to convey information in a clear and effective way that helps people to understand and retain what they have learned.

According to Onong U. Effendy's (2003), the following are some of the features of informative messages:

1. Based on facts (factual), which means that the message being given has been checked for its truthfulness, is not making it up, and is not in doubt.

Based on research results from the Ministry of Education and Culture, Research and Technology, learning progress over one year for grade 1 elementary school is 129 points for literacy and 78 points for numeracy.

Alignment: This expression is based on research data which provides factual information about the learning progress of grade 1 elementary school students during one year. This creates a factual basis to support statements regarding learning loss and its impact.

2. Clear and to the point, easy to comprehend, not confusing, and precisely on target (clear), in the sense that the message that is being communicated is not complicated and is straightforward.

"Learning loss occurred, with students experiencing a reduction in learning ability equivalent to six months and five months of study for literacy and numeracy respectively."

Alignment: This statement clearly conveys the fact that learning loss occurs by stating concrete figures for the decline in learning ability.

3. Specific, in the sense that the breadth of the message that was transmitted contains aspects that are significant and that the communicant ought to be aware of.

" Grade 1 elementary school students experienced learning loss equivalent to six months of learning for literacy and five months for numeracy after one year of the pandemic"

Alignment: This statement is very specific in presenting the level of learning loss at a particular grade level and its duration.

4. The purpose of the message is to provide information, facilitate social interaction, and inspire the recipient. It serves as a means of encouraging the recipient to take action in alignment with the transmitted message.

" On this occasion, Maudy Ayunda is here to provide factual and relevant information about the educational challenges faced over the last two years."

Alignment: This statement shows the purpose of the message is to provide information because the speech begins by stating the main objective, namely providing factual and relevant information about the educational challenges of the last two years..

5. The intended purpose of the message is to encourage the audience to expand their perspectives. Therefore, the given message should include educational principles and provide valuable insights to the recipient.

"Hopefully this story about joint efforts to overcome learning loss and educational challenges can inspire us all. Through collaboration, commitment and joint action, we can overcome every challenge..."

Alignment: This statement not only conveys positive hope but also invites the audience to be actively involved through collaboration and shared commitment. This provides a feeling of participation and contribution that can motivate the audience to get involved in the solution.

It can be concluded that an informative strategy is a strategy in which the information content aims to provide knowledge to the general public (a number of people) about something that is happening in their environment and they can also play an active role in receiving information and conveying something as it is so that the means or problem solving that occurs. An informative communication strategy is carried out by holding meetings directly with the community, with face-to-face meetings it will make it easier for information to reach a number of people directly, besides that with these meetings people can immediately ask questions and understand the contents of the information conveyed.

B. Previous Relevant Studies

As a consequence of the fact that the preceding study produced numerous findings that were relevant to this research as a comparison, the author utilizes those results as a comparison in the current research. There have been three prior studies on this topic:

1. Persuasive Strategies utilized in the Political Speeches of King Abdullah II: A Critical Discourse Analysis by Zakaryia Almahasees & Sameh Mahmoud (2022). Here, the study means in Critical Discourse Analysis (CDA), which is an interdisciplinary field of study, models and methods are used to investigate political speeches and the social purposes they serve. The seven speeches that King Abdullah II gave at various international, regional, and local summits between the years 2007 and 2022 are analyzed in this research to determine how often he used the word "peace." According to the findings of the research, the author makes frequent use of creative methods to emphasize the points he wishes to make.
2. Informative Speech of English Department Students at Universitas Pasir Pengaraian by Pipit Rahayu, et all (2021). In this journal the outhors concern about the level of speaking ability possessed by students while presenting informative speeches. The researcher at University of Pasir Pengaraian's English Study Program employed both a spoken exam and video recording to determine the students' level of proficiency in public speaking when it came to the delivery of informative speeches during the third semester. According to the findings and the subsequent

discussion, it was determined that the speaking ability of students in the third semester of the English study program was at a decent level and that they were able to produce informative speeches.

3. Critical Discourse Analysis of Maudy Ayunda's Speech at Press Conference on the Introduction of the Government spokesperson for Indonesia's G20 Presidency by Dewa Ayu Made Juli Astari, et al (2022). In her research, they came to the conclusion that the intention of Maudy Ayunda's speech was to convince the Indonesian people to participate in the success of the G20 and to transmit its ongoing progress. According to the findings of the investigation that was carried out making use of Van Dijk's theory, the superstructure and superstructure portions of Maudy Ayunda's speech each include sections that serve as introductions and conclusions, respectively. The study then leads to semantics, syntax, stylistics, and rhetoric when it reaches the microstructure part of the chapter. Within the realm of linguistic analysis, there are facets that may be broken down further into the categories of grammar and coherence. Transitivity, modality, and aspects are all parts of grammar that are examined here. The use of pronouns and conjunctions are essential components of coherence.

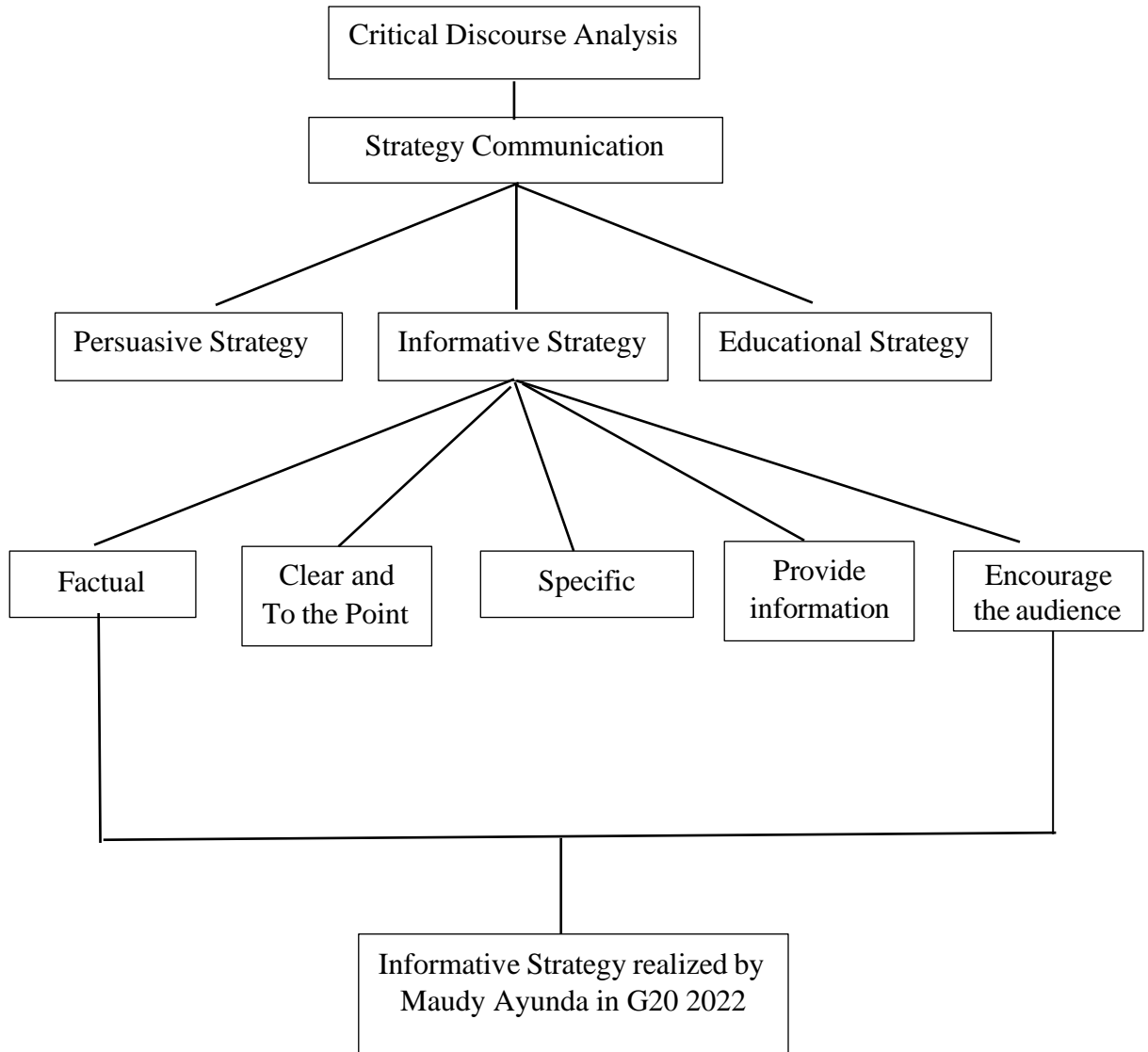
C. Conceptual Framework

Speech has been used by everyone for a long time in discourse. The most important thing in speech is the language contained in it. This is one of the keys to attracting the attention of the audience. In Maudy Ayunda's speech as government

spokesperson at G20 2022, I will see which language is used which contains informative sentences so that the message conveyed to listeners provides the latest information. So that what is conveyed can be a sentence that contains power. Usually people don't understand which sentence contains power. Therefore researchers will try to analyze the meaning of the words in Maudy Ayunda's speech as government spokesman at the G20 2022.

Researcher will be conducted to analyze the language used in Maudy Ayunda's speech as a government spokesman at the 2022 G20 by translating the language of the speech and then analyzing each language used.

The conceptual framework can be drawn in figure 2.1 below:



CHAPTER III

METHOD OF RESEARCH

A. Research Design

The research design of this study was descriptive qualitative research. The analysis focused on Critical Discourse Analysis (CDA). The researcher decided to do qualitative research because it enables a more detailed and systematically description of the data's facts and qualities. In addition to this, the social sciences are responsible for the development of qualitative research methodologies, such as the case study and the ethnography, which provide researcher the ability to explore social and cultural phenomena.

Qualitative research engage with the data in the form of words rather than numbers and statistics. The obtained data consists of the experiences and perspectives of the subjects. The goal of qualitative research is to provide detailed descriptions of things like people, things, events, locations, and conversations, among other things. The speech given by Maudy Ayunda during the 2022 G20 presidency in Indonesia, where she was selected as the Government Spokesman for the event, will serve as the primary source of data for this investigation. After then, more steps had been followed, which include describing and evaluating each of them one at a time in line with the ideas that was cover in the chapter before this one.

B. Source of Data

The source of the data of Maudy Ayunda's speech on YouTube on Thursday, May 19th, 2022, with duration 7 minutes 22 second or it can also found in <https://youtu.be/HbTbiqUmVKE?si=gTlfPUBUphgtr5xa>. This video showed MaudyAyunda making a speech in Indonesian on the events that take place in Indonesia during Indonesia's chairmanship of the G20 in 2022. In addition to video recordings, the data source also included a transcription of Maudy Ayunda's speech. This transcription served as the primary material for assessment in the present study. Consequently, the researcher recognizes the need of supplementary data that bolsters the evidence confirming the authenticity of the speech ascribed to Maudy Ayunda. The purpose of this is to demonstrate that the English transcription is consistent with the language that is spoken in the video, which is Indonesian.

C. Technique of Collecting Data

The data used in this research came from Maudy Ayunda's speech as a government spokesman at the G20 2022 in Indonesia. In collecting data, researchers used several steps which are mentioned and explained as follows;

1. Download the video of Maudy Ayunda's speech as government spokesman at the G20 2022 on the Presidential Secretariat Channel account on YouTube.
2. Type out the contents of Maudy Ayunda's speech in Microsoft Word then print it.
3. The final step, after the data both video and the script have collected, it would be use for the main data to be analyzed.

D. Technique of Analyzing Data

The data was analyzed through qualitative analysis. The activities of qualitative analysis consist of data condensation, data display, and drawing conclusion/verifying. (Miles et al., 2014) the research was apply the following steps:

1. Data Condensation

Data condensation was refer to the process of collecting all data. In this study, researcher collected the data, first by watching the video of Maudy Ayunda as a government spokesman at G20 2022 which had been downloaded and also read the script, then the resulting data was sorted in a small way then divided according to each theme and continued by making an analytical memo. All related data was based on consideration so that the used of language had been determined as the focus point of research data collection.

2. Data Display

After reducing the data, the researcher analyzed it using informative strategy and critical discourse analysis. The results were displayed and classified into tables and provide an overview of each data to determine the amount and type of data obtained.

3. Drawing and Verifying Conclusions

In this final step, the researcher drew conclusions and validates the data collected in order to describe and explain all the facts found regarding how informative strategies support or reflect social construction and ideology in speech. So, data and research findings can be easily displayed.

CHAPTER IV

DATA AND DATA ANALYSIS

A. Data

This data was collected from the Presidential Secretariat YouTube Channel entitled Press Statement from Government Spokesman for the Indonesian G20 Presidency, 19 May 2022. This data was analyzed based on five categories of informative strategies, namely Factual, clear and to the point, specific, provide information, and encourage the audience . This video has been selected and saved for later content analysis of the speech.

Tabel 4.1 The data of informative strategies

Informative Strategies	Data
Factual	<ol style="list-style-type: none">1. "Over the past two years, the world of education has faced unprecedented challenges."2. "According to research conducted by the Ministry of Education and Culture, Research and Technology, there has been a significant decline in students' learning abilities during this pandemic"3. "Previously, student learning progress for grade 1 elementary school was 129 points for literacy and 78 points for numeracy"

	<p>4. "However, after the pandemic, students experienced learning loss equivalent to six months for literacy and five months for numeracy"</p> <p>5. "The government has also encouraged the use of digital technology in education"</p> <p>6. "The government has created the 'Merdeka Mengajar' platform specifically designed for teachers."</p>
<p>Clear and to the point</p>	<p>7. "Friends, over the last two years there have been many challenges in the world of education that we have to face together"</p> <p>8. "Indonesia's G20 Presidency invites G20 member countries to strengthen their commitment and work together to restore and create quality education for all."</p> <p>9. "In general, there are three issues discussed in Indonesia's G20 presidency in the EdWG based on the last two meetings, namely the first is quality education for all through efforts to handle learning loss."</p> <p>10. "Secondly, digital technology in education."</p>

	<p>11. "Thirdly, Indonesia's G20 presidency also emphasized the importance of renewing the world's commitment to education at the United Nations (UN) Transforming Education Summit (TES) education transformation conference."</p> <p>12. "The fourth is to reorganize education and accelerate educational progress and the 2030 SDG agenda."</p> <p>13. "That's all I can say on today's occasion."</p>
<p>Specific</p>	<p>14. "Based on research results from the Ministry of Education and Culture, Research and Technology, learning progress for one year for grade 1 elementary school is 129 points for literacy and 78 points for numeracy, well this was before the pandemic."</p> <p>15. "Teachers who are competent in operating educational technology will certainly be able to accelerate the creation of superior Indonesian human resources."</p> <p>16. "In response to these conditions, in 2020 the Ministry of Education and Culture, Research and Technology presented a national assessment as a substitute for the national exam which focuses on</p>

	the development and improvement of learning outcomes and the school environment."
Provide Information	<p>17. "But after the pandemic students experienced learning loss equivalent to six months and five months of study respectively for literacy and numeracy."</p> <p>18. "In response to these conditions, in 2020 the Ministry of Education and Culture, Research and Technology presented a national assessment as a substitute for the national exam which focuses on the development and improvement of learning outcomes and the school environment."</p>
Encourage the audience	19. "Let's carry out what the president has directed, namely to produce concrete steps for the Indonesian presidency."

B. Data Analysis

Based on research investigations, it was found that Maudy Ayunda as the government spokesman in her public speeches at the G20 2022 used an informative strategy in delivering her speech. The speech was taken from YouTube. The data was analyzed based on five categories informative strategies by Effendy (2003) namely factual, clear and to the point, specific, provide information, and encourage

the audience. Apart from that, this research adopt CDA proposed by (Van Dijk, 1993) to highlight power relations, historical context, history and politics of the speech delivered by Maudy Ayunda.

1. Investigating informative strategies in Maudy Ayunda's speech

a. Informative Strategies

Effendy (2003) defined informative strategy is the process of conveying messages, ideas, thoughts and opinions to someone. Information stated as an informative strategy if it consists of five categories, namely factual, clear and to the point, specific, providing information, and encouraging the audience, as stated by (Effendy, 2003). Then CDA by Van Dijk (1993) will also be used to analyze the informative strategy.

1. Factual

The first strategy is factual where the message conveyed has been tested for truth, is not made up and is not doubtful. In speeches, factual is the main pillar that speakers use to convince the public about the content of their speech. Therefore, factual is the most important tool that speakers use to communicate their ideas to the audience. Through analysis of Maudy Ayunda's speech, these facts reflect the 2022 G20 activity agenda in Indonesia. She uses the following words to show it.

Example 1:

"Over the past two years, the world of education has faced unprecedented challenges."

In her speech, Maudy Ayunda directly stated that the world of education had

experienced unprecedented challenges during the COVID-19 pandemic. He mentioned that there are technological obstacles in implementing online learning, such as limited internet access or technological infrastructure in rural areas, limited technological devices such as computers or tablets for students and teachers and unstable internet connection quality, causing disruptions in the online learning process such as lag or disconnection. Then there are limited learning media. The mental health of students and teachers resulting from social restrictions and lockdowns can cause stress and anxiety, additional workload for teachers in adapting to online learning. And finally, the learning loss situation that has haunted the world of education for the last two years is due to changes in learning methods and the lack of direct interaction with teachers and students. This is accordance with the sentence "Over the past two years, the world of education has faced unprecedented challenges," because it stated that the world of education experienced unprecedented challenges in the last two years before the speech was delivered.

This image factually depicts Maudy Ayunda's vision to overcome these educational challenges. This could include adapting to new technology, more inclusive learning strategies, and support for student and teacher mental health. Referring to Indonesia's G20 Presidency, Maudy Ayunda highlighted the importance of global cooperation in overcoming educational challenges. It shows a vision to work together with G20 member countries to create quality education for all.

Example 2:

"According to research conducted by the Ministry of Education and Culture, Research and Technology, there has been a significant decline in students' learning abilities during this pandemic"

This sentence conveys facts regarding research conducted by the Ministry of Education and Culture, Research and Technology which shows that there has been a significant decline in students' learning abilities during the pandemic. This highlights the importance of focusing attention on the concrete problems in Maudy Ayunda's speech, namely learning loss and its impact on the quality of education. As well as creating urgency for the corrective steps proposed in Maudy Ayunda's speech, such as the Government being able to develop special programs to restore the learning abilities of students affected by learning loss, for example by providing additional tutors, remedial programs, or other supporting resources. Use of national assessments to map the impact of learning loss and identify areas where students experience reduced learning abilities and design appropriate interventions. Apart from that, to overcome learning loss by ensuring that teachers have sufficient skills and resources to help students overcome learning loss. And providing a digital educational platform for more flexible and inclusive learning access for students. In this context, efforts such as the "Merdeka Mengajar" platform mentioned in the speech can be considered as one of the steps to overcome learning loss by providing supporting resources for teachers and students.

Example 3:

"Previously, student learning progress for grade 1 elementary school was 129 points for literacy and 78 points for numeracy"

In the context of Maudy Ayunda's speech, this statement has a strong connection to the impact of the pandemic on education. By presenting data on learning progress before the pandemic, Maudy Ayunda highlighted the significant changes that occurred during the pandemic period. These figures can provide an understanding of the level of decline in students' learning abilities during the pandemic, and emphasize the urgency of dealing with learning loss.

Factually, this statement conveys that the pandemic has had a significant impact on student learning progress, considering that learning progress rates were higher before the pandemic. Therefore, this reinforces Maudy Ayunda's message about the importance of efforts to restore and improve student learning progress in order to achieve quality education.

Example 4:

"However, after the pandemic, students experienced learning loss equivalent to six months for literacy and five months for numeracy"

Maudy provided concrete information regarding the impact of the pandemic on student learning progress, citing specific figures showing a decline in literacy and numeracy learning abilities where students experienced a loss of learning ability equivalent to six months for literacy and five months for numeracy. This shows the significant negative impact of the pandemic on students' learning

progress. This statement reinforces the message about the importance of understanding and dealing with learning loss as a result of the pandemic. Maudy uses this concrete data to highlight the difficulties faced by students and the education system as a whole, as well as to reinforce the urgency of action to restore and improve student learning progress.

Example 5:

"The government has also encouraged the use of digital technology in education"

Maudy encouraged the integration of digital technology in the education system as a response to the challenges faced by the world of education, especially during the COVID-19 pandemic. School closures and social restrictions imposed during the COVID-19 pandemic have forced educational institutions to look for alternative solutions to continue the learning process. The use of digital technology is becoming a widely adopted solution to facilitate distance learning. By underlining that the government is also encouraging the use of digital technology, Maudy is trying to show that technology has a crucial role in supporting the learning process.

Example 6:

"The government has created the 'Merdeka Mengajar' platform specifically designed for teachers."

The government has created the 'Merdeka Mengajar' platform specifically designed for teachers. This reflects the government's efforts to support educators in facing educational challenges, especially during the COVID-19 pandemic period.

The government pays attention to the important role of teachers in the learning process and provides concrete support in the form of the 'Merdeka Mengajar' platform. This is consistent with Maudy's message about the importance of improving teacher competence and welfare in her speech. The 'Merdeka Mengajar' platform also reflects efforts to utilize technology to improve the quality of education. This is in line with Maudy's message about the importance of integrating digital technology in learning. Then creating the 'Merdeka Mengajar' platform also reflects innovative efforts in finding solutions to the educational challenges faced. This reflects Maudy's vision of the importance of creating effective and sustainable solutions to improve education.

The explanation above shows that factuality is the overall strategy in Maudy Ayunda's speech. Indeed, she uses expressions like that to explain the ideas she wants to convey. For example, the words "unprecedented challenges" are very expressive and important to explain the content of Maudy Ayunda's speech. Everyone knows that this is something new and an unprecedented challenge. However, Maudy explains this here to show that understanding and dealing with learning loss as an impact of the pandemic is important. Maudy emphasized the use of digital technology in education as a response to the educational challenges faced, especially during the pandemic. This overview provides a factual perspective to encourage the international community to work together. Furthermore, Maudy also has a global vision for cooperation in overcoming educational challenges, as highlighted in the cooperation between the Indonesian G20 Presidency. The vision includes cross-border collaboration in creating solutions to improve the quality of

education.

2. Clear and to the point

Clear and to the point in informative strategies is an important principle in conveying messages or information in a way that is easy to understand, direct and not confusing. The use of simple and clear language is a main part of the clear and to the point principle. This includes avoiding the use of complex or overly technical phrases or words that may be difficult for the audience to understand. Simple language helps ensure that the message or information can be easily understood by a wide range of audiences, including those who may not have a specific background or knowledge of the topic being discussed. In this strategy, it is important to determine the main information or talking points that you want to convey to the audience.

Example 7 :

"Friends, over the last two years there have been many challenges in the world of education that we have to face together"

Maudy Ayunda delivered this speech to support her vision in facing challenges in the world of education over the last two years due to the Covid-19 pandemic. Maudy wants to raise awareness about the various challenges faced by the world of education in the last two years. This includes challenges such as distance learning, limited access, mental health of students and teachers, as well as the impact of learning loss. Therefore, this challenge must be faced together by

encouraging collaboration between various related parties in the world of education.

Example 8 :

"Indonesia's G20 Presidency invites G20 member countries to strengthen their commitment and work together to restore and create quality education for all."

Maudy implicitly acknowledged the important role of the G20 in creating global change, including in the education sector. By naming Indonesia as President of the G20, he showed that Indonesia has an active role in promoting a quality education agenda. Therefore, finding solutions for educational recovery after the pandemic is very important. On the other hand, the most important thing expressed by the word "quality" highlights that the main focus of the proposed efforts is to create quality education. This highlights the importance of not only creating education that is available to all, but also ensuring that it provides a high standard of quality for all individuals. Thus, the word "quality" emphasizes the importance of not only the availability of access to education, but also its quality to ensure that every individual receives a meaningful and effective education.

Example 9 :

"In general, there are three issues discussed in Indonesia's G20 presidency in the EdWG based on the last two meetings, namely the first is quality education for all through efforts to handle learning loss."

Maudy said that this sentence identified education issues as one of the focuses of discussion in EdWG. This shows that EdWG recognizes the importance

of education in the context of global development. By emphasizing that quality education is a priority at EDWG meetings. One of the issues discussed in the EDWG is efforts to overcome learning loss. This reflects the realization that the COVID-19 pandemic has caused a decline in learning abilities in many students around the world, and action needs to be taken to address this negative impact. This also reflects the commitment of G20 member countries, including Indonesia as President of the G20 at that time, to overcome these challenges and ensure that quality education remains a priority amidst the crisis.

Example 10 :

"Secondly, digital technology in education."

Maudy said that apart from quality education for all, another important issue discussed at the EdWG meeting was the role of digital technology in educational transformation. This reflects awareness of the development of digital technology and its significant impact in influencing the way we learn and teach. During the COVID-19 pandemic, digital technology became the main means to continue the learning process through distance learning. Therefore, discussing the role of digital technology in education is a relevant and important step to ensure that education remains effective and relevant in this digital era. Discussions about digital technology in education also reflect the challenges and opportunities associated with the use of technology in the learning process. Meanwhile digital technology can increase the accessibility and flexibility of learning.

Example 11 :

"Thirdly, Indonesia's G20 presidency also emphasized the importance of renewing the world's commitment to education at the United Nations (UN) Transforming Education Summit (TES) education transformation conference."

Maudy Ayunda explained that Indonesia's G20 presidency emphasized the importance of renewing the world's commitment to education at the United Nations (UN) Transforming Education Summit (TES) conference because this shows that Indonesia recognizes the importance of working together with the international community to improve the quality and accessibility of education globally. By participating in the UN TES conference, Indonesia shows its commitment to the global education agenda and wants to collaborate with other countries to find joint solutions to the challenges faced in the world of education. Conferences such as the UN TES are important platforms where countries can exchange experiences, ideas and strategies to improve education around the world.

Therefore, the statement emphasizes that Indonesia is not only focused on national initiatives, but also shows its global commitment to supporting education for all. This also shows that Indonesia wants to be part of the global solution in overcoming complex and pressing education problems.

Example 12 :

"The fourth is to reorganize education and accelerate educational progress and the 2030 SDG (Sustainable Development Goals) agenda."

Maudy highlighted the word "reorganize" which means the need to make

improvements or improvements to various processes related to education. Both from structural and organizational changes in the education system, improving the curriculum, improving the quality of education, improving school infrastructure, and increasing the availability of educational resources. Remodeling education aims to increase the effectiveness and relevance of education in facing challenges and meeting future needs.

Maudy also emphasized the importance of accelerating educational progress to achieve the educational targets that have been set, such as increasing access to education, increasing participation rates, increasing literacy levels, and improving the overall quality of education. Accelerating educational progress is a critical step to ensure that all individuals have equal access and opportunity to obtain a quality education.

The 2030 Sustainable Development Agenda (SDG) is a series of global goals set by the UN to end poverty and ensure that all people can enjoy a peaceful and prosperous life by 2030. Education is one of the main pillars in achieving the SDGs, because it has a broad impact and deep in improving social, economic and environmental conditions. Therefore, efforts to reorganize education and accelerate its progress are closely linked to the 2030 SDG agenda.

Example 13 :

"That's all I can say on today's occasion."

"That's all I can say": This phrase provides a typical conclusion to a presentation or talk. This indicates that Maudy Ayunda as a speaker has finished

conveying the desired information or has reached the end of his discussion. This signals to the listener or reader that the presentation or talk is coming to an end. The use of the word "I" shows the position of the speaker who has power in providing information. This reflects the asymmetry of power between speaker and listener. The speaker has control over the information conveyed.

Maudy Ayunda uses a clear and direct speaking style in conveying important messages related to education, especially in the context of Indonesia's G20 presidency. He firmly conveyed several key points, including the challenges in education faced during the COVID-19 pandemic, the importance of international collaboration in renewing commitment to education, the role of digital technology in education, and the need to overhaul education to achieve the 2030 sustainable development agenda.

Maudy Ayunda uses simple and easy to understand language to explain complex concepts, so that her messages can be accessed by various groups. He also demonstrated awareness of the importance of focusing on the quality of education, not just the availability of access, to ensure that every individual receives a meaningful and effective education.

By concluding her speech with the words "That's all I can say on today's occasion," Maudy Ayunda indicated that she had conveyed all the messages she wanted to convey on this occasion. This confirms that his presentation or speech has covered all the important points he wants to convey to the audience.

3. Specific

Specific in the context of an informative strategy refers to delivering information that is specifically targeted to a targeted group or individual. The information conveyed must be relevant and in accordance with the needs or interests of the audience. This approach takes into account the unique characteristics, interests and needs of each group or individual who is targeted by an informative strategy. By conveying specific and targeted information, the aim of this strategy can also create changes in attitudes, views, or even encourage action from the target audience.

Example 14 :

"Based on research results from the Ministry of Education, Culture, Research and Technology, learning progress for one year for grade 1 elementary school is 129 points for literacy and 78 points for numeracy, well this was before the pandemic."

Maudy Ayunda conveyed her understanding to the audience about the impact of the COVID-19 pandemic on learning progress in elementary schools. He used research results provided by the Ministry of Education, Culture, Research and Technology (Kemendikbud Ristek) to provide concrete examples of the decline in learning progress that occurred during the pandemic. By mentioning specific data that before the pandemic, learning progress for grade 1 elementary school was 129 points for literacy and 78 points for numeracy, Maudy also highlighted how significant the impact of the pandemic was. This data shows that before the

pandemic, student learning progress in the areas of literacy and numeracy was much higher than after the pandemic. By presenting this data, Maudy underlined the importance of the learning loss problem faced by students during the pandemic. This reinforces his narrative about the importance of cooperation and joint efforts to overcome the educational challenges posed by the COVID-19 pandemic, as he had also conveyed previously in his speech.

Example 15 :

"Teachers who are competent in operating educational technology will certainly be able to accelerate the creation of superior Indonesian human resources."

Maudy stated that the use of educational technology by competent teachers can improve the overall quality of learning. By providing access to a wider range of learning resources and providing more engaging and relevant learning experiences, teachers can help students gain a better understanding of the subject matter. This allows students to develop deeper skills and knowledge, thereby helping to create superior human capital.

Teachers who use educational technology tend to be better able to develop 21st century skills in students, such as problem-solving abilities, critical thinking, collaboration and communication. In this way, students will be better prepared to face the demands of an increasingly complex and changing world of work, thereby increasing the potential to create superior human resources in the future.

By utilizing educational technology, teachers can provide access to quality education to students in various areas, including remote areas or with limited access

to conventional education. This can help increase equality of access to education, so that more individuals have the opportunity to develop their potential and become superior human resources.

Thus, the use of educational technology by competent teachers has a strong connection with efforts to create superior human resources in Indonesia, because educational technology can be an effective tool for improving the quality of learning, developing relevant skills, and increasing overall access to education.

Example 16 :

"In response to these conditions, in 2020 the Ministry of Education and Culture, Research and Technology presented a national assessment as a substitute for the national exam which focuses on the development and improvement of learning outcomes and the school environment."

Maudy said that 2020 was the year when the COVID-19 pandemic hit the world, including Indonesia. This pandemic has resulted in school closures and the cancellation of national exams in many countries, including Indonesia. In response to this situation, the Ministry of Education and Culture, Research and Technology must find alternative solutions to measure student progress and achievement.

A solution was found, namely the national assessment which was introduced which had a broader focus than just measuring students' knowledge as in the national exam. Instead, this assessment is designed to support the development and improvement of student learning outcomes. It covers not only academic aspects, but also critical thinking skills, collaboration skills, and communication skills that are

important in 21st century education. The national assessment is aimed at providing an initial mapping of the impact of learning loss experienced by students during the pandemic period. By identifying areas where students may have fallen behind, governments can design appropriate strategies and intervention programs to help students catch back up on their academic progress.

In addition, the national assessment also emphasizes the importance of improving the quality of the school environment as part of a holistic approach to education. A conducive school environment can support effective learning and help create a better learning experience for students. Thus, the introduction of national assessments as a replacement for national exams in 2020 by the Ministry of Education, Culture, Research and Technology is a response to the emergency situation caused by the COVID-19 pandemic, while strengthening the focus on developing student learning and improving the quality of the school environment.

4. Provide Information

"Provide Information" is a communication strategy that aims to convey information clearly, accurately and in detail to the audience. In the context of an informative strategy, "Provide Information" emphasizes the importance of providing data, facts, or content that is relevant and useful to the audience, without adding personal opinions or judgments.

The main goal of the "Provide Information" strategy is to provide the audience with an in-depth understanding of a particular topic or issue. This can be done by providing complete details, referring to reliable sources, and avoiding

errors or inaccurate interpretations.

In practice, the "Provide Information" strategy can be implemented in several ways, namely providing data and facts, providing detailed explanations, using examples or illustrations, referring to trusted sources, and avoiding personal opinions or judgments.

By implementing the "Provide Information" strategy effectively, communicators can help audiences gain a better understanding of the topics discussed, avoid misunderstandings or inaccurate information, and build credibility and trust with the audience.

Example 17 :

"But after the pandemic students experienced learning loss equivalent to six months and five months of study for literacy and numeracy respectively."

Maudy Ayunda conveyed concrete facts about the impact of the COVID-19 pandemic on education, especially in terms of student learning loss. This statement aims to provide listeners with a clear understanding of the magnitude of the pandemic's impact on student learning progress.

By mentioning specific numbers (six months and five months of learning for literacy and numeracy), Maudy tries to illustrate directly how much learning loss occurred during the pandemic. These figures provide a concrete and easy to understand picture of the scale of the problems faced by students.

By conveying this information, Maudy can also reinforce the urgency and importance of efforts to overcome learning loss and restore post-pandemic

education. This can be a call to action for governments, educational institutions, and society as a whole to collaborate in addressing this issue.

Example 18 :

"In response to these conditions, in 2020 the Ministry of Education and Culture, Research and Technology presented a national assessment as a substitute for the national exam which focuses on the development and improvement of learning outcomes and the school environment."

Maudy Ayunda explained the concrete actions taken by the Ministry of Education, Culture, Research and Technology in response to the challenges faced in education due to the COVID-19 pandemic. By mentioning the steps to replace national exams with national assessments that focus on developing and improving learning outcomes and the school environment, Maudy wants to show that the government is taking concrete steps to overcome the impact of the pandemic on education.

This statement also illustrates the government's awareness and responsibility in ensuring that student learning is not significantly disrupted by the pandemic situation. By introducing a national assessment that is more adaptive and oriented towards student development, it is hoped that it can provide a more accurate mapping of educational needs and provide more appropriate guidance to students in facing the learning challenges they face.

5. Encourage the Audience

Encourage the audience in informative strategies refers to efforts to motivate or encourage listeners to act or take a certain attitude after receiving the information conveyed. This involves using language or arguments that inspire enthusiasm, optimism, or encouragement for the listener to do something.

Example 19 :

"Let's carry out what the president has directed, namely to produce concrete steps for the Indonesian presidency."

"Let's carry out what the president has directed, namely producing concrete steps towards the Indonesian presidency."

Maudy directly invites listeners to take action and get involved in realizing the educational agenda that has been set. By using words such as "Let's carry out" and "produce concrete steps," the sentence encourages listeners to not only be passive listeners, but also to become active actors in supporting the agenda.

The President's direction conveyed in this speech is to produce concrete steps towards the Indonesian presidency in the G20 Education Working Group (EdWG). The President wants listeners to actively support EdWG's priority agenda, which includes quality education for all, digital technology in education, solidarity and partnership, and the future of the world of work after COVID-19.

Maudy Ayunda emphasized the urgency to implement these directions, because by taking concrete steps, EdWG will be able to provide benefits to Indonesia and the world through a commitment to quality education for all. This

reflects the importance of active participation from all parties to realize positive changes in the field of education. Thus, the sentence encourages listeners to take real action in supporting EdWG's priority agenda and achieving better educational goals.

b. Reasoning the relevancy of critical discourse analysis in investigating informative strategies

Critical Discourse Analysis (CDA) is an analytical approach used to understand how texts, such as speeches, can provide deep insight into how informative strategies are used in Maudy Ayunda's speech at the G20 2022 and its relevance to the research results and the overall content of the speech. In the context of Maudy Ayunda's speech at the G20 2022, CDA can help in understanding how informative strategies are used to influence understanding of educational problems facing the world, as well as to promote proposed solutions and actions. The following is the relationship and relevance between CDA and informative strategies in the context of Maudy Ayunda's speech:

CDA helps in analyzing implied meanings in informative texts. Through language analysis, research can identify how implied meaning is constructed through the use of words, framing, and other communication strategies. This helps in understanding how the messages are understood and received by the audience.

In the context of using CDA, its relevance lies in understanding how language and framing are used to influence audience perceptions and reflect certain ideologies. In Maudy Ayunda's speech, CDA can help identify the use of framing

and language used to reflect the ideology of the government or entity it represents. This may include the use of certain words or phrases to emphasize or dampen certain concepts. Maudy Ayunda uses language that emphasizes the urgency and seriousness of the educational problems faced. For example, in the sentences "challenges that we must face together" or "learning loss that now haunts us," these words give the impression that the educational situation is a crisis that requires serious attention. The use of this kind of language influences the audience's perception of the state of education and highlights the importance of immediate action to address the issue.

Meanwhile, informative strategies play an important role in conveying messages clearly, persuasively and systematically to the audience. In Maudy Ayunda's speech, the informative strategy made it possible to convey messages about the importance of global collaboration and the role of government in supporting quality education effectively. This includes the use of verified facts, strong arguments, and the crafting of an organized message. Maudy Ayunda presented data and facts that support her argument about the urgency of dealing with education problems. For example, he mentioned research data from the Ministry of Education and Culture, Research and Technology regarding the decline in students' learning abilities and its impact on the quality of education in Indonesia. The use of data and facts aims to convince the audience about the seriousness of education problems and strengthen the argument that action needs to be taken to overcome these problems.

These two approaches complement each other in analyzing speeches and

understanding how messages are conveyed to the audience. CDA helps in identifying how language and framing are used to reflect ideology, while informative strategies help in crafting and conveying messages persuasively and effectively to the audience. Thus, the two work together to provide a deeper understanding of the speech and its impact on the audience.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

1. The speech delivered by Maudy Ayunda as government spokesman at the 2022 G20 used an informative strategy. Because it is proven that the message conveyed factual, clear and to the point, specific, provide information and encourage the audience.
2. Critical discourse analysis (CDA) is considered relevant in the context of the informative strategies used by government spokesman during the G20 2022. In the context of Maudy Ayunda's speech about education, the use of CDA helps to reveal a broader meaning. Apart from that, the role of CDA in informative strategies is also being able to reveal the meaning or implied text in the speech.

B. Suggestion

The use of informative strategies in public speeches will be very interesting to research in the future. In addition, the limitations of this research relate to critical discourse analysis. Therefore, it would be more interesting if the subject matter was not just critical discourse analysis, but included several fields of study. Additionally, future research aims to examine the impact of critical discourse analysis on the use of public speech. It is important to apply critical discourse analysis in evaluating the information strategies used by speakers. By

understanding how language and narrative are used to shape public opinion, speakers can be more effective in crafting messages that can influence subsequent policies and actions. When giving a speech or conveying information, you must use concrete data and facts to support a stronger and more convincing argument. Apart from that, conveying messages that are clear and easy to understand using informative strategies.

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APPENDICES

Appendix 1

Press Statement from Government Spokesperson for the Indonesian G20 Presidency, 19 May 2022

Assalamualaikum warahmatullahi wabarakatuh
Shalom, may peace be upon us all,
Om swastiastu, Namo Buddhaya, greetings of virtue

Good afternoon friends, here and all over the world
May we always be in good health and spirit
I, Maudy Ayunda am here to share exciting information from the series of Indonesia's G20 Presidency activities.

Friends, for the last two years we have faced so many challenges in the educational world, things we have never imagined before. Starting off with technological obstacles in the implementation of online learning systems, limited learning media, the mental well-being of students and teachers, until the situation of learning loss in students has haunted us for the last two years.

However, we can overcome it slowly. The G20 Presidency of Indonesia invites G20 member countries to strengthen their commitment and work together to restore and build quality education for everyone. At the inaugural meeting of the Education Working Group (EdWG) held in Yogyakarta last March.

The G20 member countries have agreed on a commitment to support Indonesia's four priority agendas in the educational field, namely Quality Educational for All, Digital Technology in Education, Solidarity and Partnerships, and the Future of the Workforce Post Covid-19 as a joint solution to arise from the pandemic.

In general, there are three issues discussed in the G20 Presidency of Indonesia at EdWG's two previous meetings, i.e:

1. Quality Educational for All through efforts to handle learning loss.

Whether we realize it or not, after one year into the pandemic, students experienced a decline in their learning abilities and knowledge, both specifically and general. -Based on the Ministry of Education and Technology's research, are 129 points for literacy and 78 points for numeracy before the pandemic.

After the pandemic, students experienced learning loss equivalent to 6 months and 5 months for literacy and numeracy, respectively. If it's not to be addressed immediately, learning loss will affect overall quality of Indonesian education.

As a response to these conditions, in 2020, the Ministry of Education and Technology has presented the National Assessment as a substitute for the national examination, which focuses on the development and

improvement of learning achievement and the school environment, so that it can be the initial mapping of learning loss' impact.

The results of the national assessment are accessible to local governments and schools on the educational report card platform as a material for reflection in determining future data-based steps.

2. Digital Technology in Education.

Technology will never be able to replace the role of teachers as the spearhead of education. Hence why the school digitalization program needs to be balanced with an increase in teacher's competence, especially in the fields of mastery and communication technology. Teachers who are skilled in operating educational technology are able to accelerate the making of superior human resource.

Therefore, the Ministry of Education and Technology created a breakthrough through the Merdeka Mengajar platform, specially designed teacher to provide meaningful learning and opportunities for teachers to collaborate with each other, enhancing teachers capacities and skills. It hoped that the presence of this platform can inspire all members of the G20.

3. The G20 Presidency of Indonesia emphasizes the importance of renewing the world's commitment to education at the United Nations (UN) Transforming Education Summit (TES).

TES is a forum to mobilize enthusiasm commitment, and greater political will, to reverse the setback of the fourth Sustainable Development Goals agenda, reorganize education, and accelerate the progress of education and the 2030 SDG agenda.

Friends, to conclude the press conference, I invite all of us to support the four priority agendas of the G20 EdWG. Through the Ministry of Education and Technology's leadership. Let's carry out what has been directed by Mr. President, that is to yield actual steps from Indonesia's presidency. The hope is that the G20 EdWG can provide benefits for Indonesia and the world through a commitment to Quality Education for all, Digital Technology in Education, Solidarity and Partnerships, and the Future of the Workforce Post Covid-19.

That's all I can say on today's occasion.

Wassalamualaikum warahmatullahi wabarakatuh
Rahayu, Om Shanti Shanti Shanti Om
May God bless us all

Appendix 2

K1



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

PERMOHONAN PERSETUJUAN JUDUL SKRIPSI

Nama : Sintia Priska
NPM : 1902050040
ProgramStudi : Pendidikan Bahasa Inggris

JUDUL	DITERIMA
Informative Strategies Used in Public Speeches by Government Spokesman in G20 2022: Critical Discourse Analysis	

Bermohon kepada Dosen Pembimbing untuk mengesahkan Judul yang diajukan kepada Program Studi Pendidikan Bahasa Inggris

Medan, 03 Januari 2023

Disetujui oleh

Dosen Pembimbing

(Mandra Saragih, S.Pd., M.hum)

Hormat Pemohon

(Sintia Priska)

Appendix 3

K1



MAJELIS PENDIDIKAN TINGGI
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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 : Sintia Priska
NPM : 1902050040
Program Studi : Pendidikan Bahasa Inggris
IPK Kumulatif : 3.65

Persetujuan Ketua/Sek Prodi	Judul yang diajukan	Tanda Tangan dan Stempel
	Informative Strategies Used in Public Speeches by Government Spokesman in G20 2022: Critical Discourse Analysis	
	The Effect of Speaking Skill by Using Snowball Games	
	An Analysis of Representative Speech Act by Maudy Ayunda in G20: Pragmatig Approach	

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

Medan, 03 Januari 2023

Hormat Pemohon,

Sintia Priska

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

Appendix 4

K2



MAJELIS PENDIDIKAN TINGGI
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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 : Sintia Priska
NPM : 1902050040
Program Studi : Pendidikan Bahasa Inggris

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

**Informative Strategies Used in Public Speeches by Government Spokesman in G20 2022:
Critical Discourse Analysis**

Sekaligus saya mengusulkan/menunjuk Bapak/Ibu sebagai :

Dosen Pembimbing : **Mandra Saragih, 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, 03 Januari 2023
Hormat Pemohon,

Sintia Priska

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

Appendix 5

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

Nomor : 1082 /IL.3/UMSU-02/F/2023
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 : **Sintia Priska**
N P M : 1902050040
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : **Informative Strategies Used in Public Speeches By Government Spokesman in G20 2022: Critical Discourse Analysis.**

Pembimbing : **Mandra Saragi, 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 kadaluwarsa tanggal : **2 Maret 2024**

Medan 9 Sya'ban 1444 H
2 Maret 2023 M



Dra. Hj. Svamsuyarnita, 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



Appendix 6



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

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

BERITA ACARA BIMBINGAN PROPOSAL

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara
 Fakultas : Keguruan dan Ilmu Pendidikan
 Jurusan/Prog. Studi : Pendidikan Bahasa Inggris
 Nama : Sintia Priska
 NPM : 1902050040
 Program Studi : Pendidikan Bahasa Inggris
 Judul Skripsi : Informative Strategies Used in Public Speeches by Government Spokesman In G20 2022: A Critical Discourse Analysis

Tanggal	Deskripsi Hasil Bimbingan Proposal	Tanda Tangan
17/6-2023	chapter I - background of the study - identification of the problems	
24/7-2023	chapter I - The scope and the limitation - Formulation of the problems	
14/8-2023	chapter II - Theoretical framework	
22/8-2023	chapter II - Relevant of the study	
13/9-2023	chapter III - Research Design	
2/10-2023	chapter III - source of data - techniques of collecting data	
9/10-2023	chapter III - technique of analyzing data - reference	
	12/10 2023 <u>AEC</u>	

Diketahui oleh:
 Ketua Program Studi
 Pendidikan Bahasa Inggris

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

Medan, Oktober 2023

Dosen Pembimbing

(Dr. Mandra Saragih, S.Pd., M.Hum.)

Appendix 7



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
Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

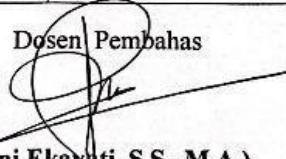
BERITA ACARA SEMINAR PROPOSAL

Pada hari ini Senin Tanggal 30 Bulan Oktober Tahun 2023 diselenggarakan seminar prodi Pendidikan Bahasa Inggris menerangkan bahwa :

Nama Lengkap : Sintia Priska
NPM : 1902050040
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Informative Strategies Used in Public Speeches by Government Spokesman in G20 2022: A Critical Discourse Analysis

No	Masukan dan Saran
Judul	✓
Bab I	Revise : - Identification of problem - formulation of the problem
Bab II	Revise : - put the related references used in your proposal - only used the theory as your references related to the topic
Bab III	Revise : - Technique of Data Analysis - Technique of Data Collection
Lainnya	
Kesimpulan	[] Disetujui [] Ditolak [✓] Disetujui Dengan Adanya Perbaikan

Dosen Pembahas



(Rini Ekayati, S.S., M.A.)

Dosen Pembimbing

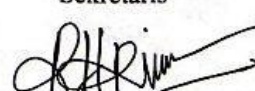

(Dr. Mandra Saragih, M.Hum.)

Panitia Pelaksana

Ketua


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

Sekretaris


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

Appendix 8



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
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Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id



LEMBAR PENGESAHAN HASIL SEMINAR PROPOSAL

Proposal yang sudah diseminari oleh mahasiswa di bawah ini:

Nama Lengkap : Sintia Priska
N.P.M : 1902050040
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : Informative Strategies Used in Public Speeches by Government
Spokesman in G20 2022: A Critical Discourse Analysis

Pada hari Senin, tanggal 30 bulan Oktober, tahun 2023 sudah layak menjadi proposal skripsi.

Medan, Februari 2024

Disetujui oleh:

Dosen Pembahas

(Rini Ekayati, S.S., M.A.)

Dosen Pembimbing

(Dr. Mandra Saragih, S.Pd., M.Hum.)

Diketahui oleh
Ketua Program Studi,

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

Appendix 9



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/XII/2022

Pusat Administrasi: Jalan Mukhtar Basri No. 3 Medan 20238 Telp. (061) 6622400 - 66224567 Fax. (061) 6625474 - 6631003

<https://fkip.umsu.ac.id> fkip@umsu.ac.id [umsu](#) [umsu](#) [umsu](#) [umsu](#)

Nomor : 0558/II.3/UMSU-02/F/2024

Lamp : ---

Medan, 19 Rajab 1445 H

29 Februari 2024 M

Hal : 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 : Sintia Priska
N P M : 1902050040
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : **Informative Strategies Used in Public Speeches by Government Spokesman in G20 2022 A Critical Discourse Analysis.**

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.Svamsuurnita,M.Pd.
NIDN : 0004066701

*Pertinggal



Appendix 10



**MAJELIS PENDIDIKAN TINGGI PENELITIAN & PENGEMBANGAN PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
PERPUSTAKAAN**

Terakreditasi A Berdasarkan Keputusan Perpustakaan Nasional Republik Indonesia No. 00059/LAP.PT/IX.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](#)

SURAT KETERANGAN

Nomor: 03635/KET/II.2-AU/UMSU-P/M/2024

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Berdasarkan hasil pemeriksaan data pada Sistem Perpustakaan, maka Kepala Perpustakaan Universitas Muhammadiyah Sumatera Utara dengan ini menerangkan :

Nama : SINTIA PRISKA
NPM : 1902050040
Fakultas : Keguruan dan Ilmu Pendidikan
Jurusan/ P.Studi : Pendidikan Bahasa Inggris

telah menyelesaikan segala urusan yang berhubungan dengan Perpustakaan Universitas Muhammadiyah Sumatera Utara Medan.

Demikian surat keterangan ini diperbuat untuk dapat dipergunakan sebagaimana mestinya.

Medan, 21 Rajab 1445 H
01 Februari 2024 M

Kepala Perpustakaan,

Dr. Muhammad Arifin, M.Pd.

Appendix 11



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



BERITA ACARA BIMBINGAN SKRIPSI

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara
 Fakultas : Keguruan dan Ilmu Pendidikan
 Jurusan/Prog. Studi : Pendidikan Bahasa Inggris
 Nama : Sintia Priska
 NPM : 1902050040
 Program Studi : Pendidikan Bahasa Inggris
 Judul Skripsi : Informative Strategies Used in Public Speeches by Government Spokesman In G20 2022: A Critical Discourse Analysis

Tanggal	Deskripsi Hasil Bimbingan Skripsi	Tanda Tangan
7/3 2024	Chapter IV : Data analysis	
20/3 2024	Chapter IV : - Data - Data analysis	
3-4-2024	Chapter III : Technique of Analyzing Data Chapter IV : Data Analysis	
22-4-2024	Chapter IV : Data Analysis Chapter V : Suggestion	
24-4-2024	Chapter IV : Data Analysis Chapter V : Conclusion	
30-4-2024	Chapter IV : Data analysis	

Diketahui oleh:
 Ketua Prodi

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

Medan, April 2024

Dosen Pembimbing

(Dr. Mandra Saragih, S.Pd., M.Hum.)

Curriculum Vitae



Name : Sintia Priska
SIN : 1902050040
Gender : Female
Religion : Islam
Place/Date of birth : Nagur, May 1st 2001
Address : Teluk Bano 1, Kec. Bangko Pusako, Kab. Rokan Hilir
No. HP : +62823-6883-2558
Email : sintiapriska1@gmail.com
Father's Name : Bohori
Mother's : Yusriwati

Education Backgrounds

Elementary School : SD Negeri 106217 Nagur Ujung (2010-2015)
Junior High School : SMP Negeri 1 Tanjung Beringin (2015-2017)
Senior High School : SMA Negeri 1 Teluk Mengkudu (2017-2019)
University : Universitas Muhammadiyah Sumatera Utara
(2019-2024)