POLYSEMY ANALYSIS OF THE SPEECH ABOUT *LEARNING FROM COVID-19* BY NADIEM MAKARIM

SKRIPSI

Submitted in Partial Fulfillment of Requirement
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English Education Program

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ABSTRACT

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This study entitled "Polysemy Analysis of the Speech about *Learning from Covid-19* by Nadiem Makarim". The objectives of this study were (1) to identify the types of polysemy, (2) to describe how the types of polysemy are realized, and (3) to investigate polysemy elements used in the speech. The descriptive qualitative is applied in this study. The data were obtained from the speech by Nadiem makarim using documentation method. Then, analysis of this study use data reduction, data display, conclusion drawing and verification. The findings of the research show that there are 65 data of polysemy's words which find in *Learning from Covid-19* speech. Based on the types of polysemy, most of Irregular Polysemy were 38 words (58.5%) and followed by Regular Polysemy with 27 words (41.5%). The types of polysemy are realized by verb, noun, adjective, and adverb. Nadiem Makarim use polysemy that he would express the content of the speech by using a word meaning to get a clearer understanding of the meaning which contained in a sentence. In a sentence, polysemy plays an important role and has the function to distinguish the meaning of a word meaning.

Keywords*: Polysemy, Learning from Covid-19 speech, Nadiem Makarim*

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CHAPTER I

INTRODUCTION

A. Background of the Study

Semantics is one of the most various and fascinating branches of linguistics (Reimer, 2010). The meaning of words is determined in part by their associations with other words or the relational aspect. Lexemes do not easily have meanings; they contribute meanings to the utterances in which they show up, and they contribute are defined by another lexeme with which they are associated in these utterances (Kreidler, 2002). Lexical relations described relationships among word meanings. There were some types of lexical relations such as synonymy, polysemy, homonymy, incompatibility, hyponymy, -antonym, relations opposites, and components (Palmer, 1976)**.**

In natural language, lexical ambiguity was very common. A single string of words (i.e., an utterance) could have multiple interpretations simply because one of the words has various meanings (Klepousniotou, 2002). Many word forms in any language have multiple meanings or interpretations, and the synchronic relationships between them are complex (Dunbar, 2001). Then, Klein & Murphy (2001) stated that using a word in one sense did not process the advantages of using it in another. In part related to the condition, the use of two different words reduces the second usage. Many people do believe that most words only have one meaning. Polysemy words, those with multiple related senses, are a much familiar

but far more common thing (Klein & Murphy, 2002).

For example, the word paper has a related meaning. This refers to the company that publishes the newspaper or the company prints the product on this pulp. Klein & Murphy (2001) suggested that the different meanings of the words are related but not similar. This phenomenon can be called Polysemy.

Polysemy from the Greek for *poly* and *sêma* which means "many" and "sign" (Novikov, 2019). Polysemy is association of two or more senses associated with a linguistic form (Taylor, 1995). In studying polysemy, it must be able to distinguish between polysemy and homonym. The distinction between homonymy and polysemy has to do with the ''relatedness/un-relatedness of meaning". The distinction between homonymy and polysemy seems to correlate with the native speaker's feeling that certain meanings are connected and that others are not. Generally, un-relatedness in meaning points to homonymy, whereas relatedness in meaning points to polysemy (Lyons, 1977)**.**

Many objects can analyze the polysemy such as novels, movie-script, songs, speech-script, newspapers, news, etc. In this study, the researcher use a speech to be the object of this research, especially in Nadiem Makarim's speech about *Learning from Covid-19*. In the speech, Nadiem Anwar Makarim unveiled the home learning approach as the government's first strategic step in efforts to prevent the wide spread of the coronavirus disease (Covid-19). The impact of Covid-19 in the world of education was not easy and impossible to standardize. The Ministry of Education and Culture continues to ensure that the transition from school-based learning to home-based learning goes as smoothly as possible.

The researcher found that there was still a lack of knowledge in this language field and many students still have difficulty distinguishing between homonymy and polysemy. It can be seen that polysemy and homonymy both have many meanings, with the difference being that polysemy has a related meaning and homonymy has an unrelated meaning. The purpose of this research was to identify, describe, and investigate polysemy.

The researcher hoped that this study will increase knowledge in the field of polysemy and identify different types of polysemy in speech. In Nadiem Makarim's speech about Learning from Covid-19, the researcher also describes types of polysemy realized and investigates polysemy cases. As a result, the researcher had a good opportunity to examine polysemy in speech as objects in this study.

B. Identification of the Problem

Based on the background of study, the problem was:

1. There are still many students are difficult to identify polysemy word in an object, so the researcher would identify two types of polysemy is regular polysemy and irregular polysemy.

2. Polysemy is word which often used in general but the meaning may be different in each sentence and depends on the context of the sentence. So, the researcher chose to describe how the types of polysemy are realized.

3. Many students still confuse that polysemy's case happen in many objects. So, the researcher would investigate why the polysemy case used in the speech.

C. The Scope and Limitation

Researcher focused on polysemy words in *Learning from the Covid-19* speech by Nadiem Makarim. Then, the researcher would identify the types of polysemy, describe the polysemy is realized, and the polysemy case used in *the Learning from Covid-19* speech by Nadiem Makarim.

D. The Formulation of the Study

The explanation has been described above, so the researcher formulates several research problems as follows:

1. What are the types of polysemy are used of *Learning from Covid-19* speech by Nadiem Makarim?

2. How are the types of polysemy realized of *Learning from Covid-19* speech by Nadiem Makarim?

3. Why are the polysemy elements used in the speech?

E. The Objective of the Study

After describing the research problems above, the objectives of this research were:

1. To identify the types of polysemy are used of *Learning from Covid-19* speech by Nadiem Makarim.

2. To describe the types of polysemy realized of *Learning from Covid-19* speech by Nadiem Makarim.

3. To investigate the polysemy cases used in the speech.

F. The Significance of the Study

This research can be success, namely by achieving the appropriate goals, and producing a systematic and useful report in general. This research can study the benefits theoretically or practically.

1. Theoretically

The findings of this study will increase knowledge in the field of linguistics, especially regarding lexical semantics, namely polysemy.

2. Practically

   a. This research can increase appreciation of other literary works such as films, music, and others.

   b. This research can useful in adding insight and knowledge about polysemy for writers and readers.

   c. This research is a reference for the other researchers who will research in polysemy.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

1. Polysemy

Polysemy occurs when a word has several very closely related meanings. In other words, a native speaker of the language has strong intuitions that the various senses are related in some way (James R. Hurford, 2007). Because the different, related senses of polysemy words are represented in the same way as the distinct senses, the fact that the senses of polysemy are logically related is not captured in their representations (Klepousniotou, 2002). Then, Taylor (1995) stated polysemy is association of two or more senses associated with a linguistic form. Then, in polysemy, a single word form is associated with two or more meanings, traditionally referred to as "senses," that are distinct but semantically related (Pylkkänen et al., 2006).

Polysemy is the ability of a word to have multiple meanings or lexical semantic variants (LSV), which are usually related by meaning contiguity within a semantic field. When considering the various types of polysemy, it is clear that polysemy senses have a motivating relationship with one another (Nargiza Masharipova, 2020). Polysemy is described as the possession of several conceptually related meanings by a single phonological form (Reimer, 2010). Based on Tuggy (1993) stated polysemy is a kind of middle ground between ambiguity and vagueness. Polysemy is frequently defined as the existence of

multiple meanings for the same lexical item, whereas homonymy is defined as the existence of two (or more) lexical items sharing the same form. A case of polysemy is now defined as a pair x, y in domain 0 whose meaning is related to the meaning of y (Panman, 1982).

Polysemy is defined by the Oxford Dictionary as "the coexistence of many possible meanings for a word or phrase" ("Polysemy" n.d.). It is not surprising that this concept is frequently the source of misunderstandings because people interpret words or phrases differently (Ehnmark, n.d.). According to Nunberg (1979) that polysemy is a gradient phenomenon, and there are certainly several cases in which we would have to ignore our intuition that two uses of a form instance the 'same word,' in favor of postulating two different lexical conventions.

The definition of polysemy can be coordinated with the facts to which it is usually extended in two ways: first, the definition of polysemy can be changed; second, the general scheme of meaning definition in an explanatory dictionary can be specified in such a way that the similarity in definitions in cases can be discovered. The phenomena that give rise to it are rooted in either the language's grammar (ambiguity in syntactic constructions) or its vocabulary (lexical polysemy) (Apresjan, 1974).

According to Daiu (2015), polysemy is not only a phenomenon that can be studied at the synchronic level but it can also be studied at the diachronic level. When considering the various types of polysemy, it is clear that polysemy senses have a motivating relationship with one another. a single word form is associated

with two or more meanings, traditionally referred to as "senses," that are distinct but semantically related (Pylkkänen et al., 2006).

A polysemy word derives rich representations from its sentence, and context and world knowledge must both be involved in this process. As a result, they contended that semantic memory is insufficient to explain how polysemy words are interpreted (Klein & Murphy, 2001)**.** A polysemy lexeme has multiple (apparently related) meanings. When we talk about the head of a person, the head of a company, the head of a table or bed, or a head of lettuce or cabbage, the noun head appears to have related meanings (Kreidler, 2002).

While it is commonly assumed that unrelated homonymous meanings must be represented separately in separate lexical entries, it is not obvious that the same must be correct for related polysemy senses. A lexicon in which different senses are stored as separate words is an alternative to one in which each polysemy word is stored as a single lexical entry (Beretta et al., 2005). The under specification usually requires a process in which the abstract-core meaning of a polysemy is enriched in context to yield a specific sense. With some polysemy, the idea that a polysemy has an abstract core meaning may have an initial pragmatist appeal (Devitt, 2021).

2. Types of Polysemy

Taylor (1995) stated polysemy is an association of two or more senses associated with a linguistic form. Based to Taylor (1995) that if A^1 has not extended in the direction of B^1, the directions C^1 and D^1 will be absent. However,

the presence of sense B1 does not necessarily imply the existence of C¹ and D¹ is regular polysemy. Conversely, if another language has a polysemy word with meanings A¹ and D¹ (i.e. with meanings that are the same or very close to meanings A and D), that word will also have meanings B¹ and C¹ as meanings (relatively) unrelated to a single linguistic form is irregular polysemy.

Then, Apresjan (1974) said that polysemy is defined by the concept of similarity. Regular polysemy of the phrase A with the meanings (ai) and (aj) is defined as a regular. At least one additional phrase B with the meanings (bi) and (bj) that are semantically distinguished from each other in the same way as (ai) and (aj), and if (ai) and (bi), (aj) and (bj) are non-synonymous. If the semantic distinction between (ai) and (aj) is not exemplified in another phrase of the given language, polysemy is considered irregular. For the example, A1) Denny took a glass from the kitchen; A2) Denny drank a glass of wine. In A1, the word glass refers to a "container," but in A2, the word glass refers to a unit of liquid.

Klein & Murphy (2001) provide their explanation for the types of polysemy. According to Klein and Murphy (2001), the types of polysemy are the same as Apresjan's theory, which is regular polysemy and irregular polysemy. Regular polysemy is described as polysemy that is systematic and repetitive. The terms are related methodically. In other words, the word A is said to have regular polysemy if there is at least one B word in the given language with semantically distinct meanings that are not identical. For instance, consider returning to nature. Because it has the same systematic word but is semantically or not similar, the word back in that sentence is included in normal polysemy. The term back means

"belakang" in that sentence, it means *"kembali"*. In certain languages, polysemy is labeled irregular if the semantic difference between ai and aj is not demonstrated by other terms. Irregular polysemy was typically connected with senses formed through metaphorical relations and lacked systematic relationships. In other words, Irregular Polysemy occurs when there is at least one word B that has the same meaning as word A, even though the terms are not identical. For example, he covers his mouth. The word covers up in the sentence is included in the irregular polysemy because it has the same meaning as another word even if there is no semantic relationship. It has a similar connotation as closure, which signifies *"menutup"*.

Table 2.1 Examples of Types Polysemy

Types of Polysemy	
Regular Polysemy	Irregular Polysemy
1. I've been *painting* and so has Jane. The word *painting* on sentence included in regular polysemy because meanings (relatively) unrelated to a single linguistic. The word *painting* means *'lukisan'* but in that sentence the word *painting* means *'melukis'*.	1. The student's answer is *correct.* The word *true* on the sentence included irregular polysemy because The meanings that are the same or very close. It has similar meaning to *right, true* is *"benar"*.

3. Learning from Covid-19 Speech

Adapted from the book The Theory of Speech And Language (ER, 1932) that speech as defined here, is a human activity in which at least two people speak the same language and are in the same situation. Everything said must, at least

metaphorically, pass through the speaker's mind before being put into words. Language, in this sense, is completely open to the expression of thought. The main objection to the current definition is that it lacks the principle of production. This is not because it is incorrect, but because it is ineffective. The descriptions are even italicized in many language examples.

The Coronavirus Disease 2019 (COVID-19) outbreak in 2020 had a significant impact on activities in various countries. Begin with economic, social, and educational activities. Students are expected to learn at home. This is due to the implementation of the physical distancing policy in several locations to prevent COVID-19 transmission. It also occurred in Indonesia, which was one of the countries affected by COVID-19, which impacted a variety of sectors of activity, including educational activities at all levels (Ichsan & Rahmayanti, 2020).

During the COVID-19 pandemic, learning is done at home through the use of online media and other media. Studying at home has several advantages, including lower transportation costs, less stress from highway congestion, and more free time. On the other hand, studying at home has several drawbacks, including boredom, decreased work motivation, and increased electricity or internet quota costs. Learning at home during the COVID-19 pandemic was unlike previous student learning habits. This may result in boredom. As a result, student interest and motivation to learn decreased (Sutarto et al., 2020).

4. **Nadiem Makarim's Bibliography**

Nadiem Anwar Makarim, also known as Nadiem, is an Arab descendant from Pekalongan, Central Java, who was born on April 4, 1984 in Jakarta to Nono Anwar Makarim and Atika Algadria. Nadiem is the youngest of three children and the family's only son. His father is a Harvard University graduate with a law degree. Nadiem has been known in his family as an independent child since childhood, as evidenced by his attendance at Senior High School (SMA) in Singapore and then continuing his basic studies in the United States, particularly at Brown University. He later earned a BA in international relations and attended the London School of Economics as an exchange student. Nadiem continued his master's education at Harvard Business School, where he earned an MBA (Master of Business Administration). He then returned to his home country and began his professional career as a management consultant at McKinsey & Company, a well-known consulting firm based in Jakarta, for three years. He has also served as the Chief Innovation Officer of Kartuku and as a co-founder and editor of Zalora Indonesia.

Nadiem Makarim's father and mother are not business owners, but Nadiem is determined to follow in his father's footsteps. This is influenced by his exceptional business talent. This creates a business opportunity that Indonesians desperately need right now: a mutually beneficial relationship between job seekers and consumers. Nadiem realized his dream in 2010 when he founded the transportation company Gojek. The gojek online transportation company iknown

as PT Application Karya Anak Bangsa. When it first launched, passengers had to call a call center to order a Gojek, and there were only 20 pilots available.

Then, in 2015, Gojek Indonesia began releasing apps for the Android and IOS platforms as an alternative to ordering motorcycle taxis through a call center. Gojek can be downloaded by Android users via the Play Store and Apple Store mobile applications, making it easier for anyone to use. Now, the Gojek service is becoming more popular and useful for the community, not only because it provides online transportation by motorcycle (GoRide) or car (GoCar), but also because of the Gojek application, which is available on iOS and Android devices.

Then, during the second term of Jokowi's administration, Nadiem Makarim was given a new political mandate. He was appointed as the Republic of Indonesia's Minister of Education and Culture. Many people are wondering if Nadiem Makarim was able to carry out his new responsibilities as a Minister and enter the political arena. After being appointed Minister, he proposed a 100-day policy at the start of his reign. At first, he used the concept of "sit and listen," where he would hear and learn some knowledge delivered by his predecessors as well as educators in Indonesia. This he did to design a strategy in Indonesia's standardized education application system, as well as a form of good communication between Nadiem Makarim and education experts. Nadiem Makarin is hesitant to be addressed as Mr. Minister; instead, he prefers to be addressed as Mas Minister, which has made the public, particularly the staff of the Ministry of Education and Culture, feel close to the figure of Nadiem Makarim as Minister and their superiors.

B. Relevant Study

There are some in relevant study that similar to this study. This research is used by researcher to increase the knowledge of this research.

Polysemy in and of the Science Fiction Film Arrival (2016) by (Kusumastuti, 2018). This research looks into the analysis of polysemy in science fiction. The purpose of this research is to explain the relationship between polysemy and film. The discovery of the phenomenon of polysemy observed in cinema is thought to help better understand the purpose of cinematic polysemy. In this study, qualitative descriptions are used. The information is derived from screenshots of the science fiction film Arrival. As a result of this study, 30 examples of polysemy are classified into various categories based on their appearance in the film. The five of polysemy are explicitly explained throughout the film, the rest are implied, 22 of them are unexplained, and the remaining three play an important role in determining the meaning of polysemy in the film. Various categories of polysemy in science fiction films were tested using the three arguments proposed by Ceccarelli after analyzing 30 polysemy five main examples and identifying thematic features described and presented in the films (1998). These include "resistive reading," or author dominance; "strategic ambiguity," which leads to conflicting interpretations; and "hermeneutical depth," or the audience's freedom to accept multiple interpretations. Finally, a complete picture of polysemy in science fiction films is available.

Homonymy and Polysemy found in Toy Story Movie Script: A Semantic Analysis by (Ginting, 2018). The purpose of this study is to analyze the types of

homonymy and polysemy found in the Toy Story film script and to describe the homonymy and polysemy found in the Toy Story film script. John Saeed (2009) proposed homonymy, and Apresjan JD proposed polysemy (1974). The research method used is descriptive qualitative. The words contain homonymy and polysemy. This study's data source is the Toy Story movie scenario. According to the analysis results, there are 20 data pairs (34.5 percent) of homonymy comprised of four types of homonymy, namely There are 9 data pairs with the same spelling - category, 9 data pairs with the different spelling, 2 data pairs with the different spelling, and no data pairs with the different spelling for this data type. Then there are 38 data pairs (65.5 percent) with polysemy, which includes two types of polysemy, such as Regular polysemy contains 29 data pairs, while irregular polysemy contains 9 data pairs. Thus, in the Toy Story movie script, polysemy dominates over homonymy because polysemy refers to the same word with multiple meanings that are always related, whereas homonymy refers to two entries in the same word that have different meanings. Polysemy is more common in prose than in academic works, and the subject of this research is the scenario, so polysemy is more prevalent.

Polysemy in Sumbawanese (Pratiwi & Jazadi, 2021). This study was carried out in response to people lack of knowledge of the Sumbawa language. Furthermore, this study was carried out because there hasn't been much semantic research on the Sumbawa language. The purpose of this study is to identify the different types of polysemy in the Sumbawa language and the parts of speech for each meaning of the words included in the polysemy. A qualitative descriptive

approach is used in this study. Documentation (Sumbawa Indonesia Dictionary), observation, and semi-structured interviews were used to collect data. According to the findings, there are two types of polysemy in the Sumbawa language: regular polysemy and irregular polysemy. Based on the meaning of each polysemy word, there are four parts of speech: verb, noun, adjective, and preposition. This study has provided a useful reference for Sumbawanese linguistics. However, further research is needed in the future to back up the current findings.

Polysemous Words Found In Business Section of The Economist Magazine (Yuananda & Prayogo, 2022). The goals of this study are to identify varieties of polysemy (one of the lexical relations) based on the description in Allan Cruse's (2000) book Meaning in Language and to explain polysemous words that are recognized as business terms. This study's research design is descriptive and qualitative. The data was gathered from articles in The Economist's business section and evaluated using the componential analysis method. The data analysis procedure begins with the identification of polysemous words using semantic features from the Oxford Advanced Learner's Dictionary and the Oxford Dictionary of Business and Management, and the results are provided in the form of explanatory sentences and tables. According to the findings, The Economist has two types of polysemy: linear polysemy and non-linear polysemy. The polysemous collected are largely linear polysemy. It suggests that the articles in The Economist's business section generally utilize words with a figurative meaning, or are metaphorically affected. The polysemous above are made up of

verbs, nouns, and adjectives. There are no polysemous adverbs, prepositions, pronouns, conjunctions, or interjections in the articles.

C. Conceptual Framework

Semantics is one of the most various and fascinating branches of linguistics. The meaning of words is determined in part by their associations with other words or the relational aspect. Lexical relations described relationships among word meanings. Synonymy, polysemy, homonymy, incompatibility, hyponymy, antonym, relations opposites, and component are some examples of lexical relations (Palmer, 1976).

This study focused on polysemy because there was still a lack of knowledge in this language field and many students still have difficulty distinguishing between homonymy and polysemy. This study employs Taylor (1995) polysemy theory, which can assist researchers in solving the problems addressed in this study. Taylor (1995) defined polysemy as the association of two or more senses with a linguistic form. C1 and D1 will be absent if A1 has not extended in the direction of B1. However, the presence of sense B1 does not always imply the presence of sense C1, and D1 is common polysemy; for example, the word *painting* can refer to '*lukisan*.' If another language has a polysemy word with meanings A1 and D1 (i.e. meanings that are the same or very close to meanings A and D), that word will also have meanings B1 and C1 as meanings (relatively) unrelated to a single linguistic form is irregular polysemy, for example, correct has a similar meaning to *right*, true is "*benar*". Based on

Taylor's (1995) theory, the types of polysemy can be identified in speech. The researcher used Oxford Dictionary and Cambridge Dictionary to describe the types of polysemy realized and investigated the case of polysemy used in the speech.

Figure 2.1 Conceptual Framework

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                        ┌──────────────────────┐
                        │   Text of the Speech  │
                        └──────────────────────┘
                ┌────────────────┼────────────────┐
                ▼                ▼                 ▼
    ┌──────────────────┐ ┌──────────────┐ ┌──────────────┐
    │ Types of Polysemy│ │   Realized   │ │    Reason    │
    └──────────────────┘ └──────────────┘ └──────────────┘
             │                  │                 │
             ▼                  ▼                 │
    ┌──────────────────┐ ┌──────────────┐         │
    │ Regular Polysemy │ │     Noun     │         │
    └──────────────────┘ └──────────────┘         │
             │                  │                 │
             ▼                  ▼                 │
    ┌──────────────────┐ ┌──────────────┐         │
    │Irregular Polysemy│ │  Adjective   │         │
    └──────────────────┘ └──────────────┘         │
             │                  │                 │
             │                  ▼                 │
             │           ┌──────────────┐         │
             │           │     Verb     │         │
             │           └──────────────┘         │
             │                  │                 │
             │                  ▼                 │
             │           ┌──────────────┐         │
             │           │    Adverb    │         │
             │           └──────────────┘         │
             └────────────────┐ │ ┌───────────────┘
                              ▼ ▼ ▼
                        ┌──────────────┐
                        │   Findings   │
                        └──────────────┘
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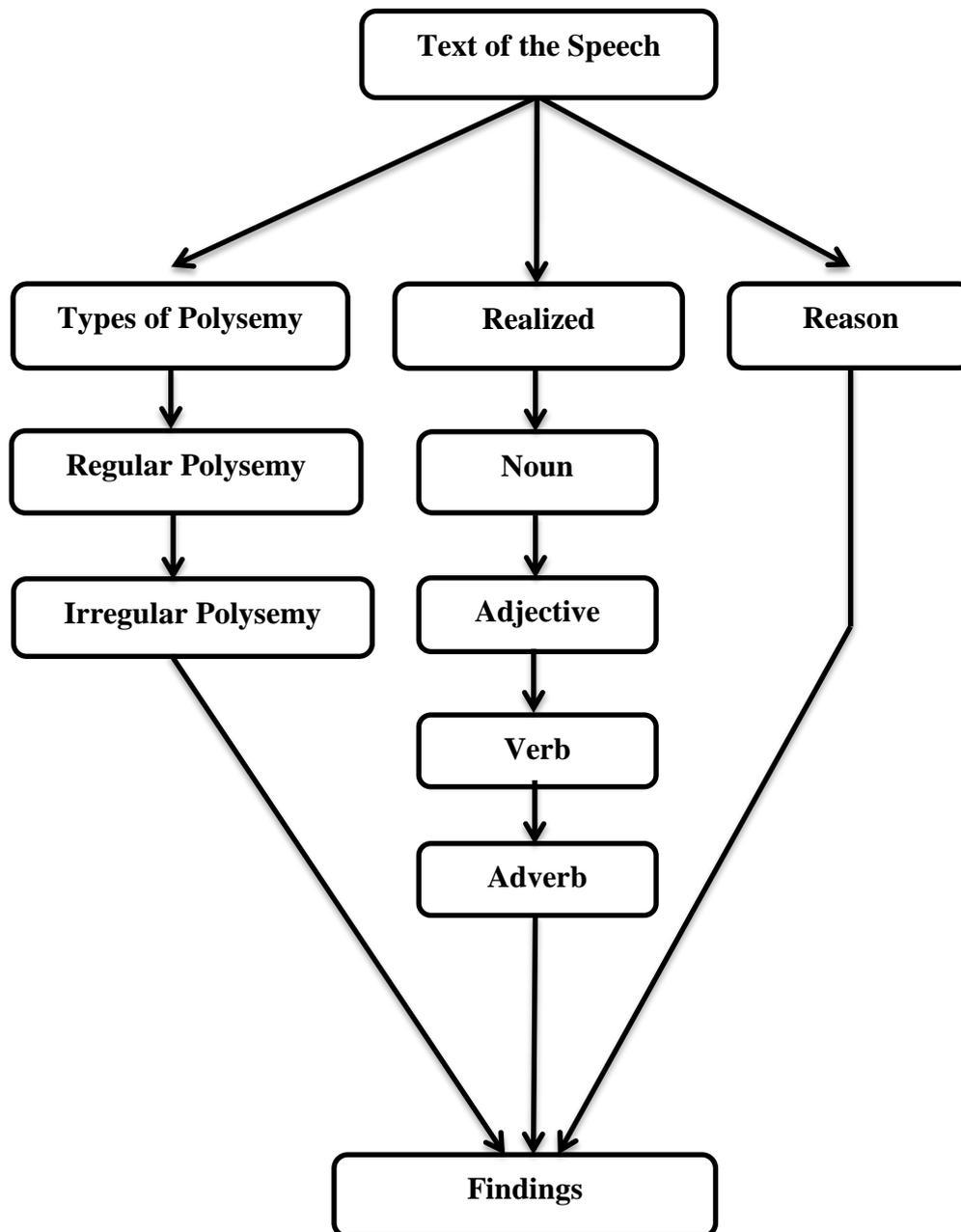
CHAPTER III

RESEARCH METODOLOGY

A. Research Design

The researcher used a qualitative descriptive as a research method in this study because the result is intended to describe polysemy found in Nadiem Makarim's *Learning from Covid-19* speech. According to Creswell (2014), qualitative research is a method for investigating and comprehending the significance that individuals or groups place on social or human issues. The research process involved emerging questions and procedures, data collection was usually done in a participatory framework, data analysis was done inductively from specific issues to general issues, and the researcher interpreted the data's meaning.

In this research, descriptive qualitative method was chosen by the researcher. Indeed, the goal of this research was to describe semantic studies, particularly those concerning the relationship of meaning, specifically polysemy in learning from Covid-19 speech. The researcher identified the types of polysemy, described the types of polysemy realized, investigated polysemy case in the speech, and drew concludes.

B. Source of Data

The data of this research were all words which contain polysemy's word that found in the speech which delivered by Nadiem Makarim. The source of data

in this research is taken from https://youtu.be/8s-HLNOXU-Y

C. Technique of Collecting Data

These techniques can be observed using questionnaires, interviews, observations, documentation, and other means. The researcher used the documentation method to collect data. The researcher collected data using the documentation method, which aims to obtain data directly from the research, which includes relevant books, journals, and research data. The documentation method was used in this research to collect data by watching the speech, looking at the subtitles to collect data, and making a list of the data collected. Furthermore, the researcher employed the previously mentioned method to collect and record information about polysemy contained in *Learning from Covid-19* speech.

There were some techniques for collecting data, such as the following:

1. The researcher watched and listened the speech about *Learning from Covid-19* in Youtube.

2. The researcher made a script-speech using subtitle from the speech.

3. The researcher selected the word of sentences which contains polysemy in the speech.

4. The researcher collected the word of polysemy found in the speech.

5. The researcher took a note to collect the word of polysemy.

After collecting the data, the researchers used a formulation to know how much the data polysemy in the source. The calculation of the data based on formulation (Nawawi, 1983).

$$\frac{x}{y} \text{ x } 100\% = N$$

x = the number of polysemy

y = the number of all data

N = the percentage of polysemy

D. Technique of Analysis Data

Data analysis was the process of systematically searching for and compiling data obtained from interviews, field notes, and documentation, by organizing data into categories, describing it into units, synthesizing, arranging it into patterns, selecting which is important and being studied and drawing conclusions to understand for yourself and others (Sugiyono, 2013).

Miles and Huberman (1994) described the data analysis activities as follows:

1. Data Reduction

Data analysis is the process of systematically searching for and compiling data obtained from interviews, field notes, and documentation, by organizing data into categories, describing it into units, synthesizing, arranging it into patterns, selecting which is important and being studied, and drawing conclusions to understand for yourself and others.

2. Data Display

The display of data is the second step in data analysis. Data display is an organized and compressed collection of information used to draw conclusions and

take action. The researcher described and explained the various types of polysemy found in Nadiem Makarim's speech.

3. Conclusion Drawing and Verification

Conclusion is the third and final step in data analysis. The conclusion is determined by the note. As analysts continue, their conclusions are also being verified. Verification can be as simple as performing a quick review. After identifying, describing, and investigating the data, the researcher arrived at a conclusion and verified it.

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CHAPTER IV

THE FINDINGS AND DISCUSSIONS

This chapter consist of data analysis, findings the types of polysemy used in Nadiem Makarim's speech, what he used polysemy, and why he used it, as well as discussions.

A. The Findings

1. Types Polysemy of *Learning from Covid-19* Speech by Nadiem Makarim

The data findings and discussions were taken from the data analysis. In this research, the data were collected from the Nadiem Makarim's speech about *Learning from Covid-19* on 14 May 2020 in Istana Merdeka which was provided by the link of Youtube https://youtu.be/8s-HLNOXU-Y

The researcher also interpreted the data to find out the type of polysemy; the way Nadiem Makarim used polysemy, as well as why Nadiem Makarim used polysemy in his speech in Istana Merdeka on 14 May 202. The researcher used the theory of Taylor (1995) and used a table to make data easier. There are 2 types of polysemy. The data analysis can be shown as in the following data.

Table 4.1 Types of Polysemy used by Nadiem Makarim's Speech

Sentences in Nadiem Makarim's Speech	Types and Words of Polysemy	
	Regular	Irregular
Paragraph 1 (line 2) "…the Foreign Press for **allowing** me to speak a few words and **updates** about the **situation specifically** with regard to education in Indonesia…"	- Updates - Specifically	- Allowing - Situation
Paragraph 2 (line 2) In a developing economy in the largest **archipelago** in the world, the logistical, infrastructure and inequity issues had already been quite acute.	- Archipelago	
Paragraph 2 (line 3) So, the Covid-19 crisis exacerbated a lot of those trends but the **team** in the Ministry of Education are doing everything.		- Team
Paragraph 2 (line 4) In their power night and day to try improve the situation and also try to **mitigate** the biggest risks throughout this crisis.		- Mitigate
Paragraph 3 (line 2) The Ministry of Education took a principle based approach in how to make decisions. The first principle, we took was **health.**	- Health	
Paragraph 3 (line 4) We work together with all the **districts** in Indonesia to encourage and support them and through the transition to studying from home and the universities which are **directly** under the jurisdiction of the Ministry of Education.	- Districts	- Directly
Paragraph 3 (line 8) Schools everywhere in **areas** that were affected by covid-19 started studying		- Areas

from home.		
Paragraph 4 (line 2) The question how can we help and support the **fight**.	- Fight	
Paragraph 4 (line 3) The cue critical fight and first thing that we was reallocated budget to our **medical** universities as well as our educational hospitals that trained to be doctors and nurses.	- Medical	
Paragraph 4 (line 4) **Actually** focus them to becoming covid-19 crisis centers.		- Actually
Paragraph 4 (line 6) We also reallocated budget to do one of the largest volunteer **training** sessions together with a WHO to Train 15,000 medical students to become volunteers during the Covid-19 crisis…"		- Training
Paragraph 5 (line 2) That are now out in the field then we have to **tackle** the biggest problem of all which is how do we ensure unfortunately.		- Tackle
Paragraph 5 (line 4) "…some learning is still happening and the effects of Covid-19 do not fall disproportionately upon our **youth** because of the lack of access to schools…"	- Youth	
Paragraph 5 (line 5) So the first thing we was to actually open and work with a variety of technology platforms and IT **companies** with which to implement affordable online learning.		- Companies
Paragraph 5 (line 6) A lot of it was **free** to as many areas and districts as possible and provide many options as possible.	- Free	

Paragraph 6 (line 1) "..there are **huge** amounts of challenges also with online learning so for those that did not have access directly to Internet.		- Huge
Paragraph 6 (line 3) We also experimented with actually taking a very large chunk of one of our TV stations airtime and dedicated education to numeracy literacy as well as to a variety of cultural **enrichment** and also critical thinking entertainment content.	- Enrichment	
Paragraph 6 (line 5) Indonesia was not sufficient and so then we had to **rely on** the feet, on the street, and the actual teachers…"	- Rely on	
Paragraph 7 (line 1) Instead of no learning at all having said that the situation is by no means optimal and to say that educational **achievement** levels would be able to be the same during this Covid-19 crisis would not be **true** for Indonesia or any other country in the world.	- Achievement	- True
Paragraph 8 (line 2) "..the first thing we was to **release** the budgets that are sent from the central government to the local schools themselves.."	- Release	
Paragraph 9 (line 1) We also dedicated a lot of resource to actually launch a public education campaign around Covid-19 that was **aired** in multiple TV stations…"	- Aired	
Paragraph 9 (line 2) "…this crisis and how it all comes down to **human** behavior and so we participated in terms of culture.		- Human
Paragraph 9 (line 3) We also **provision** platforms where artists and cultural figures can go perform and	- Provision	

entertain lift spirits of people sitting at home…"		
Paragraph 9 (line 4) During this crisis like I said that it this definitely affected and the **inequities** that existed before were exacerbated by this crisis.		- Inequities
Paragraph 10 (line 6) "..we have never seen before it's an unprecedented amount of technology adoption in such a **short** timeframe by teachers, parents and by students.		- Short
Paragraph 11 (line 2) A lot of **people** are being forced to experiment and try for the first time to use these tools which will actually heavily accelerate technology adoption an education in the **future** and general.		- People - Future
Paragraph 12 (line 2) So far an **entire** cohort will potentially end up being behind their studies what will you do about this it's a great question.		- Entire
Paragraph 12 (line 3) First of all just to be scientifically sound, the ability for us to **determine** the effectiveness of home based learning…"	- Determine	
Paragraph 12 (line 5) "..there are some groups or some areas or some schools that have really shown **incredible** innovation in the ability to use a variety of technological tools…"		- Incredible
Paragraph 13 (line 2) "…their ability to personalize learning teaching at the **right** level and really focusing on competency…"		- Right
Paragraph 13 (line 3) I think some of those positive **effects** of home learning will be felt after the Covid-19 crisis.."	- Effects	

Paragraph 13 (line 4) We actually **created** a regulatory framework that did not force teachers.."		- Created
Paragraph 14 (line 2) For this year actually enabled more flexibility and teachers to focus on foundational numeracy and literacy subjects instead of trying to **cover** the entire **gamut** of the curriculum and we thought that was very important to give that time and flexibility for teachers to **adapt** to this new situation during the crisis.	- Adapt	- Cover - Gamut
Paragraph 17 (line 3) How do you **overcome** the gap between families who have internet and not in online learning during a pandemic?		- Overcome
Paragraph 18 (line 5) "…this our feature oriented and have to deal with actually **solving** the root cause in equity issues…"	- Solving	
Paragraph 18 (line 5) "..all of the government initiatives to actually **close** the gap in what way.."		- Close
Paragraph 21 (line 2) "..a trend of increasing numbers of underage married **girls** in solo and several other cities.."		- Girls
Paragraph 21 (line 3) "…like the Pisa and OECD standard but also have **survey** questions that are actually assessing the value systems at the same time.	- Survey	
Paragraph 22 (line 1) Both teachers and students on what are their perceptions around sexual harassment and violence or **views** surrounding.		- Views

Paragraph 22 (line 2) "…we plan to go which universities Indonesia and under the direct **jurisdiction** of the Ministry of Education.	- Jurisdiction	
Paragraph 23 (line 2) And so we are going head-on and tackling that along with radicalization and also **bullying** as another two factors but this will be a **pivotal** push to **eradicate** these kind of moral issues.."	- Bullying	- Pivotal - Eradicate
Paragraph 24 (line 4) "…there are schools that are using learning management systems or more **advanced** platforms.."	- Advanced	
Paragraph 25 (line 1) There are schools that are **strictly** using video conferencing tools and doing a lot of asynchronous life school sessions.."		- Strictly
Paragraph 25 (line 1) "…their students which are quite **admirable** this.		- Admirable
Paragraph 25 (line 2) Everyone is learning at the same time including the Ministry of Education so a very **diversified** and scientific.		- Diversified
Paragraph 26 (line 2) "So we've seen that as a very we expected that but I think the **struggle** to adopt really is happening in our lower educational system…"	- Struggle	
Paragraph 26 (line 2) ..we'll **eliminate** the things that didn't work and we'll apply that in moving forward of how we're going to use technology in a non Covid-19 crisis situation whether we want to **employ** hybrid learning.	- Eliminate	- Employ

Paragraph 28 (line 2) I think everything has changed **pretty** dramatically not just in in Asia but around the world.		- Pretty
Paragraph 28 (line 5) "…you can only do that with technology the ability for teachers to **implement** project-based learning and have kids independently do activities a project based on being mentored **remote.**"	- Implement	- Remote
Paragraph 30 (line 1) I think that's going to be a fundamental **transformation** using technology to deliver those systems assessments…"	- Transformation	
Paragraph 30 (line 1) "..those assessments that can be used day to day by students that will **require** technology in order to do that.."		- Require
Paragraph 30 (line 3) "…both education **space** in other spaces to really pick up the torch and support each other.		- Space
Paragraph 31 (line 4) "..the opportunity and momentum to do it faster and in a more innovative **way** thank you very much really appreciate it.		- Way
Total of Amount Data	**27**	**38**

Table 4.2 The types of Polysemy in the Speech by Nadiem Makarim are

presented in below.

No	Types Polysemy	Total	Percentage
1.	Regular Polysemy	27	41.5%
2.	Irregular Polysemy	38	58.5%
TOTAL		**65**	**100%**

Based on the table above, the researcher found the types of Polysemy in *Learning from Covid-19* Speech by Nadiem Makarim is Irregular Polysemy with 38 words (58.5%) and Regular Polysemy with 27 words (41.5%).

2. The Way of Nadiem Makarim realize Polysemy

There was a speech of Nadiem Makarim in Istana Merdeka. There were two types of polysemy found in Nadiem Makarim's speech, they were Regular Polysemy and Irregular Polysemy. To find out the way Nadiem Makarim used polysemy in his speech, the researcher scrutinized that the form of sentences which were used by Nadiem Makarim in his speech can be presented as followed:

1. Regular Polysemy

Regular polysemy is called if A^1 has not extended in the direction of B^1, the directions C^1 and D^1 will be absent. However, the presence of sense B1 does not necessarily imply the existence of C^1 and D^1.

Data 1

"..the Foreign Press for allowing me to speak a few words and ***updates*** about the situation specifically with regard to education in Indonesia…" (Paragraph 1, line 2)

The word *updates* has been realized as a verb. Regular Polysemy is based on the word *updates* in Nadiem Makarim's speech because the meaning is semantically different *pembaruan* and *memperbaharui*. It has the same word of systematically is: *updates*. But in the sentence above, *updates* means *memperbaharui*.

Data 2

"…the situation ***specifically*** with regard to education in Indonesia during this covid-19 crisis." (Paragraph 1, line 2)

The word *specifically* has been realized as an adverb. Regular Polysemy is based on the word *specifically* in Nadiem Makarim's speech because the meaning is semantically different *khususnya* and *secara khusus*. It has the same word of systematically is: *specifically*. But in the sentence above, *specifically* means *secara khusus*.

Data 3

" In a developing economy in the largest ***archipelago*** in the world, the logistical, infrastructure and inequity issues had already been quite acute." (Paragraph 2, line 2)

The word of *archipelago* has been realized as a noun. Regular Polysemy is based on the word of *archipelago* in Nadiem Makarim's speech because the meaning is semantically different *nusantara* and *kepulauan* but it has same word of systematically is: *archipelago.* But in the sentence above, *archipelago* is means *kepulauan*.

Data 4

" The Ministry of Education took a principle based approach in how to make decisions. The first principle, we took was ***health.***" (Paragraph 3, line 2)

The word of *health* has been realized as a noun. Regular Polysemy is based on the word of *health* in Nadiem Makarim's speech because the meaning is semantically different *sehat* and *kesehatan* but it has same word of systematically is: *health*. But in the sentence above, *health* is means *kesehatan*.

Data 5

" We work together with all the ***districts*** in Indonesia to encourage and support them and through the transition to studying from home and the universities which are directly under the jurisdiction of the Ministry of Education..." (Paragraph 3, line 4)

The word of *districts* has been realized as a noun. Regular Polysemy is based on the word of *districts* in Nadiem Makarim's speech because the meaning is semantically different *daerah* and *kawasan* but it has same word of systematically is: *districts*. But in the sentence above, *districts* are means *kawasan*.

Data 6

"The question is how can we help and support the ***fight***." (Paragraph 4, line 2)

The word of *fight* has been realized as a verb. Regular Polysemy is based on the word of *fight* in Nadiem Makarim's speech because the meaning is semantically different *perlawanan* and *perjuangan* but it has same word of systematically is: *fight*. But in the sentence above, *fight* is means *perjuangan.*

Data 7

" The cue critical fight and first thing that we was reallocated budget to our ***medical*** universities as well as our educational hospitals that trained to be doctors and nurses." (Paragraph 4, line 3)

The word of *medical* has been realized as an adjective. Regular Polysemy is based on the word of *medical* in Nadiem Makarim's speech above because the meaning is semantically different *medis* and *kedokteran* but it has same word of systematically is: *medical.* But in the sentences above, *medical* is means *kedokteran*.

Data 8

"…some learning is still happening and the effects of Covid-19 do not fall disproportionately upon our **youth** because of the lack of access to schools…" (Paragraph 5, line 4)

The word of *youth* has been realized as a noun. Regular Polysemy is based on the word of *youth* on Nadiem Makarim's speech because the meaning is semantically different *remaja* and *pemuda* but it has same word of systematically is: *youth*. But in the sentence above, *youth* is means *pemuda*.

Data 9

" A lot of it was **free** to as many areas and districts as possible and provide many options as possible." (Paragraph 5, line 6)

The word of *free* has been realized as an adjective. Regular Polysemy is based on the word of *free* in Nadiem Makarim's speech because the meaning is semantically different *gratis* and *bebas* but it has same word of systematically is: *free*. But in the sentence above, *free* is means *bebas*.

Data 10

" We also experimented with actually taking a very large chunk of one of our TV stations airtime and dedicated education to numeracy literacy as well as to a variety of cultural **enrichment** and also critical thinking entertainment content." (Paragraph 6, line 3)

The word of *enrichment* has been realized as a noun. Regular Polysemy is based on the word of *enrichment* in Nadiem Makarim's speech because the meaning is semantically different *penyuburan* and *kekayaan* but it has same word systematically is: *enrichment*. But in the sentence above, *enrichment* is means *kekayaan*.

Data 11

" Indonesia was not sufficient and so then we had to ***rely on*** the feet, on the street, and the actual teachers…" (Paragraph 6, line 5)

The word of *rely on* has been realized as a phrasal verb. Regular Polysemy is based on the word of *rely on* in Nadiem Makarim's speech because the meaning is semantically different *mengandalkan* and *bergantung* but it has same word of systematically is: *rely on*. But in the sentence above, *rely on* is means *bergantung.*

Data 12

" Instead of no learning at all having said that the situation is by no means optimal and to say that educational ***achievement*** levels would be able to be the same during this Covid-19 crisis would not be true for Indonesia or any other country in the world." (Paragraph 7, line 1)

The word *achievement* has been realized as a noun. Regular Polysemy is based on the word a*chievement* in Nadiem Makarim's speech because the meaning is semantically different *prestasi* and *pencapaian* but it has the same word of systematically is: *achievement*. But in the sentence above, *achievement* is means *pencapaian.*

Data 13

"….the first thing we were to ***release*** the budgets that are sent from the central government to the local schools themselves…" (Paragraph 8, line 2)

The word *release* has been realized as a verb. Regular Polysemy is based on the word *release* in Nadiem Makarim's speech because the meaning is semantically different *melepaskan* and *membebaskan* but it has the same word of systematically is: *release*. But in the sentence above, *release* is means *membebaskan.*

Data 14

"We also dedicated a lot of resource to actually launch a public education campaign around Covid-19 that was ***aired*** in multiple TV stations…" (Paragraph 9, line 1)

The word *aired* has been realized as a verb. Regular Polysemy is based on the word *aired* in Nadiem Makarim's speech because the meaning is semantically different *ditayangkan* and *disiarkan* but it has the same word of systematically is: *aired*. But in the senence above, *aired* is means *disiarkan.*

Data 15

" We also ***provision*** platforms where artists and cultural figures can go perform and entertain lift spirits of people sitting at home…" (Paragraph 9, line 3)

The word *provision* has been released as a noun. Regular Polysemy is based on the word *provision* in Nadiem Makarim's speech because the meaning semantically different *menyediakan* and *menetapkan* but it has the same word of systematically is: *provision*. But in the sentence above, *provision* is means *menetapkan.*

Data 16

" First of all just to be scientifically sound, the ability for us to ***determine*** the effectiveness of home based learning…" (Paragraph 12, line 3)

The word *determine* has been released as a verb. Regular Polysemy is based on the word *determine* in Nadiem Makarim's speech because the meaning semantically different *menentukan* and *memutuskan* but it has same word of systematically is: *determine*. But in the sentence above, *determine* is means *memutuskan.*

Data 17

"I think some of those positive ***effects*** of home learning will be felt after the Covid-19 crisis…." (Paragraph 13, line 3)

The word *effects* have been released as a noun. Regular Polysemy is based on the word *effects* in Nadiem Makarim's speech because the meaning semantically different *efek* and *pengaruh* but it has the same word of systematically is: *effects*. But in the sentence above, *effects* are means *pengaruh*.

Data 18

"Actually enabled more flexibility and teachers to focus on foundational numeracy and literacy subjects instead of trying to cover the entire gamut of the curriculum and we thought that was very important to give that time and flexibility for teachers to ***adapt*** to this new situation during the crisis." (Paragraph 14, line 2)

The word *adapt* has been released as a verb. Regular Polysemy is based on the word *adapt* in Nadiem Makarim's speech because the meaning semantically different *adaptasi* and *menyesuaikan diri* but it has the same word of systematically is: *adapt*. But in the sentence above, *adapt* is means *menyesuaikan diri*.

Data 19

"…this our feature oriented and have to deal with actually ***solving*** the root cause in equity issues…" (Paragraph 18, line 5)

The word *solving* has been released as a noun. Regular polysemy is based on the word *solving* in Nadiem Makarim's speech because the meaning semantically different *memecahkan* and *menyelesaikan* but it has the same word of systematically is: *solving*. But in the sentence above, *solving* is means *menyelesaikan*.

Data 20

"…like the Pisa and OECD standard but also have ***survey*** questions that are actually assessing the value systems at the same time." (Paragraph 21, line 3)

The word *survey* has been released as a noun. Regular Polysemy is based on the word *survey* in Nadiem Makarim's speech because the meaning semantically different *survei* and *menyelidiki* but it has the same word of systematically is: *survey*. But in the sentence above, *survey* is means *menyelidiki*.

Data 21

"…we plan to go which universities Indonesia and under the direct ***jurisdiction*** of the Ministry of Education." (Paragraph 22, line 2)

The word *jurisdiction* has been released as a noun. Regular Polysemy is based on the word *jurisdiction* in Nadiem Makarim's speech because the meaning semantically different *yurisdiksi* and *wilayah hukum* but it has the same word of systematically is: *jurisdiction.* But in the sentence above, *jurisdiction* is means *wilayah hukum*.

Data 22

" And so we are going head-on and tackling that along with radicalization and also ***bullying*** as another two factors but this will be pivotal push to eradicate these kind of moral issues…" (Paragraph 23, line 2)

The word *bullying* has been released as a noun. Regular Polysemy is based on the word *bullying* in Nadiem Makarim's speech because the meaning semantically different *mengganggu* and *menganiaya* but it has the same word of systematically is: *bullying*. But in the sentence above, *bullying* is means *menganiaya*.

Data 23

"….there are schools that are using learning management systems or more *advanced* platforms that are dedicated for education…." (Paragraph 24, line 4)

The word *advanced* has been released as an adjective. Regular Polysemy is based on the word *advanced* in Nadiem Makarim's speech because the meaning semantically different *lanjutan* and *maju* but it has the same word of systematically is: *advanced*. But in the sentence above, *advanced* is means *maju.*

Data 24

"So we've seen that as a very we expected that but I think the *struggle* to adopt really is happening in our lower educational system.." (Paragraph 26, line 2)

The word *struggle* has been released as a noun. Regular Polysemy is based on the word *struggle* in Nadiem Makarim's speech because the meaning semantically different *perebutan* and *perjuangan* but it has the same word of systematically is: *struggle*. But in the sentence above, *struggle* is means *perjuangan.*

Data 25

"*…*we'll *eliminate* the things that didn't work and we'll apply that in moving forward of how we're going to use technology in a non Covid-19 crisis situation whether we want to employ hybrid learning…."(Paragraph 26, line 2)

The word *eliminate* has been released as a verb. Regular Polysemy is based on the word *eliminate* in Nadiem Makarim's speech because the meaning semantically different *menghilangkan* and *menghapuskan* but it has the same word of systematically is: *eliminate*. But in the sentence above, *eliminate* is means *menghapuskan*.

Data 26

"…you can only do that with technology the ability for teachers to *implement* project-based learning and have kids independently do activities a project based on being mentored remote…" (Paragraph 28, line 5)

The word *implement* has been released as a verb. Regular Polysemy is based on the word *implement* in Nadiem Makarim's speech because the meaning semantically different *menjalankan* and *menerapkan* but it has the same word systematically is: *implement*. But in the sentence above, *implement* is means *menerapkan*.

Data 27

" I think that's going to be a fundamental *transformation* using technology to deliver those systems assessments." (Paragraph 30, line 1)

The word *transformation* has been released as a noun. Regular Polysemy is based on the word *transformation* in Nadiem Makarim's speech because the meaning semantically different *transformasi* and *perubahan* but it has the same systematically is: *transformation*. But in the sentence above, *transformation* is means *perubahan*.

2. Irregular Polysemy

Irregular polysemy is called if another language has a polysemy word with meanings A^1 and D^1 (i.e. with meanings that are the same or very close to meanings A and D), that word will also have meanings B^1 and C^1 as meanings (relatively) unrelated to a single linguistic form.

Data 1

"…the Foreign Press for ***allowing*** me to speak a few words and updates about the situation specifically with regard to education in Indonesia…" (Paragraph 1, line 2)

The word *allowing* has been released as a verb. The word *allowing* in Nadiem Makarim's speech above included Irregular Polysemy because it has the same actual meanings in another word although the words have no systematic relationship with each other. It has the same meaning as *permit* which means *mengizinkan*.

Data 2

"…the Foreign Press for allowing me to speak a few words and updates about the ***situation*** specifically with regard to education in Indonesia…" (Paragraph 1, line 2)

The word *situation* has been released as a noun. The word *situation* in Nadiem Makarim's speech above included Irregular Polysemy because it has the same actual meanings in another word although the words have no systematic relationship with each other. It has the same meaning as *circumstance* which means *keadaan*.

Data 3

" So, the Covid-19 crisis exacerbated a lot of those trends but the ***team*** in the Ministry of Education are doing everything." (Paragraph 2, line 2)

The word *team* has been released as a noun. The word *team* in Nadiem Makarim's speech above included Irregular Polysemy because it has the same actual meaning in another word although the words have no systematic relationship with each other. It has the same meaning as *member* which means *anggota*.

Data 4

" In their power night and day to try improve the situation and also try to *mitigate* the biggest risks throughout this crisis." (Paragraph 2, line 4)

The word *mitigate* has been released as a verb. The word *mitigate* in Nadiem Makarim's speech above included Irregular Polysemy because it has the same actual meanings in another word although the words have no systematic relationship with each other. It has the same meaning as *alleviate* which means *mengurangi.*

Data 5

" We work together with all the districts in Indonesia to encourage and support them and through the transition to studying from home and the universities which are ***directly*** under the jurisdiction of the Ministry of Education." (Paragraph 3, line 4)

The word *directly* has been released as an adverb. The word *directly* in Nadiem Makarim's speech above included Irregular Polysemy because it has the same actual meanings in another word although the words have no systematic relationship with each other. It has the same meaning as *immediately* which means *dengan segera.*

Data 6

" Schools everywhere in ***areas*** that were affected by covid-19 started studying from home." (Paragraph 3, line 8)

The word *areas* have been released as a noun. The word *areas* in Nadiem Makarim's speech above included Irregular Polysemy because it has the same actual meanings in another word although the words have no systematic relationship with each other. It has the same meaning as *region* which means *daerah.*

Data 7

"***Actually*** focus them to becoming covid-19 crisis centers.." (Paragraph 4, line 4)

The word of *actually* has been released as a adverb. The word *actually* in Nadiem Makarim's speech above included Irregular Polysemy because it has the same actual meaning in another word although the words have no systematic relationship with each other. It has the same meaning as *in fact* which means *sebenarnya.*

Data 8

" We also reallocated budget to do one of the largest volunteer ***training*** sessions together with a WHO to Train 15,000 medical students to become volunteers during this Covid-19 crisis…" (Paragraph 4, line 6)

The word *training* has been released as a noun. The word *training* in Nadiem Makarim's speech above included Irregular Polysemy because it has the same actual meaning in another word although the words have no systematic relationship with each other. It has the same meaning as *practice* which means *latihan.*

Data 9

" That are now out in the field then we have to ***tackle*** the biggest problem of all which is how do we ensure unfortunately." (Paragraph 5, line 2)

The word of *tackle* has been released as a verb. The word *tackle* in Nadiem Makarim's speech above included Irregular Polysemy because it has the same actual meaning in another word although the words have no systematic relationship with each other. It has the same meaning as *resolve* which means *mengatasi.*

Data 10

"..so the first thing we was to actually open and work with a variety of technology platforms and IT ***companies*** with which to implement affordable online learning." (Paragraph 5, line 5)

The word *companies* have been released as a noun. The word *companies* in Nadiem Makarim's speech above included Irregular Polysemy because it has the same actual meaning in another word although the words have no systematic relationship with each other. It has the same meaning as *business* which means *perusahaan.*

Data 11

"there are ***huge*** amounts of challenges also with online learning so far those that did not have access directly to Internet." (Paragraph 6, line 1)

The word of *huge* has been released as an adjective. The word *huge* in Nadiem Makarim's speech above included Irregular Polysemy because it has the same actual meaning in another word although the words have no systematic relationship with each other. It has the same meaning as *big* which means *besar.*

Data 12

" Instead of no learning at all having said that the situation is by no means optimal and to say that educational achievement levels would be able to be the same during this Covid-19 crisis would not be ***true*** for Indonesia or any other country in the world." (Paragraph 7, line 1)

The word of *true* has been released as an adjective. The word *true* in Nadiem Makarim's speech above included Irregular Polysemy because it has the same actual meaning in another word although the words have no systematic relationship with each other. It has the same meaning as *right* which means *benar.*

Data 13

"..this crisis and how it all comes down to ***human*** behavior and so we participated in the terms of culture." (Paragraph 9, line 2)

The word of *human* has been released as a noun. The word *human* in Nadiem Makarim's speech above included Irregular Polysemy because it has the same actual meaning in another word although the words have no systematic relationship with each other. It has the same meaning as *person* which means *manusia.*

Data 14

"During this crisis like I said that it this definitely affected and the ***inequities*** that existed before were exacerbated by this crisis." (Paragraph 9, line 4)

The word of *inequities* has been released as a noun. The word *inequities* in Nadiem Makarim's speech above included Irregular Polysemy because it has the same actual meaning in another word although the words have no systematic relationship with each other. It has the same meaning as *injustice* which means *ketidakadilan.*

Data 15

"…we have never seen before it's an unprecedented amount of technology adoption in such a ***short*** timeframe by teachers, parents and by students." (Paragraph 10, line 6)

The word of *short* has been released as an adjective. The word *short* in Nadiem Makarim's speech above included Irregular Polysemy because it has the same actual meaning in another word although the words have no systematic relationship with each other. It has the same meaning as *brief* which means *singkat.*

Data 16

"A lot of *people* are being forced to experiment and try for the first time to use these tools which will actually heavily accelerate technology adoption an education in the future and general…" (Paragraph 11, line 2)

The word of *people* has been released as a noun. The word *people* in Nadiem Makarim's speech above included Irregular Polysemy because it has the same actual meaning in another word although the words have no systematic relationship with each other. It has the same meaning as *society* which means *rakyat.*

Data 17

"A lot of people are being forced to experiment and try for the first time to use these tools which will actually heavily accelerate technology adoption an education in the *future* and general…" (Paragraph 11, line 2)

The word of *future* has been released as a noun. The word *future* in Nadiem Makarim's speech above included Irregular Polysemy because it has the same actual meaning in another word although the words have no systematic relationship with each other. It has the same meaning as *tomorrow* which means *masa depan.*

Data 18

"So far an *entire* cohort will potentially end up being behind their studies what will you do about this it's a great question…." (Paragraph 12, line 2)

The word of *entire* has been released as an adjective. The word *entire* in Nadiem Makarim's speech above included Irregular Polysemy because it has the same actual meaning in another word although the words have no systematic relationship with each other. It has the same meaning as *all* which means *seluruh.*

Data 19

"….there are some groups or some areas or some schools that have really shown ***incredible*** innovation in the ability to use a variety of technological tools…" (Paragraph 12, line 5)

The word of *incredible* has been released as an adjective. The word *incredible* in Nadiem Makarim's speech above included Irregular Polysemy because it has the same actual meaning in another word although the words have no systematic relationship with each other. It has the same meaning as *amazing* which means *luar biasa.*

Data 20

"….their ability to personalize learning teaching at the ***right*** level and really focusing on competency…" (Paragraph 13, line 2)

The word of *right* has been released as an adjective. The word *right* in Nadiem Makarim's speech above included Irregular Polysemy because it has the same actual meaning in another word although the words have no systematic relationship with each other. It has the same meaning as *correct* which means *tepat.*

Data 21

"…the risks of home learning is we actually ***created*** a regulatory framework that did not force teachers…" (Paragraph 13, line 4)

The word of *created* has been released as a verb. The word *created* in Nadiem Makarim's speech above included Irregular Polysemy because it has the same actual meaning in another word although the words have no systematic relationship with each other. It has the same meaning as *make* which means *membuat.*

Data 22

"….teachers to focus on foundational numeracy and literacy subjects instead of trying to **cover** the entire gamut of the curriculum and we thought that was very important to give that time and flexibility for teachers to adapt to this new situations during the crisis…" (Paragraph 14, line 2)

The word of *cover* has been released as a verb. The word *cover* in Nadiem

Makarim's speech above included Irregular Polysemy because it has the same

actual meaning in another word although the words have no systematic

relationship with each other. It has the same meaning as *encompass* which means

mencakup.

Data 23

"….teachers to focus on foundational numeracy and literacy subjects instead of trying to cover the entire **gamut** of the curriculum and we thought that was very important to give that time and flexibility for teachers to adapt to this new situations during the crisis…" (Paragraph 14, line 2)

The word of *gamut* has been released as a noun. The word *gamut* in

Nadiem Makarim's speech above included Irregular Polysemy because it has the

same actual meaning in another word although the words have no systematic

relationship with each other. It has the same meaning as *whole* which means

seluruh.

Data 24

" How do you **overcome** the gap between families who have internet and not in online learning during a pandemic?" (Paragraph 17, line 3)

The word of *overcome* has been released as a verb. The word *overcome* in

Nadiem Makarim's speech above included Irregular Polysemy because it has the

same actual meaning in another word although the words have no systematic

relationship with each other. It has the same meaning as *resolve* which means *mengatasi.*

Data 25

"…all of the government initiatives to actually ***close*** the gap in what way.." (Paragraph 18, line 5)

The word of *close* has been released as a verb. The word *close* in Nadiem Makarim's speech above included Irregular Polysemy because it has the same actual meaning in another word although the words have no systematic relationship with each other. It has the same meaning as *shut* which means *menutup.*

Data 26

"….a trend of increasing numbers of underage married ***girls*** in solo and several other cities…" (Paragraph 21, line 2)

The word of *girls* has been released as a noun. The word *girls* in Nadiem Makarim's speech above included Irregular Polysemy because it has the same actual meaning in another word although the words have no systematic relationship with each other. It has the same meaning as *daughter* which means *anak perempuan.*

Data 27

"Both the teachers and students on what are their perceptions around sexual harassment and violence or ***views*** surrounding." (Paragraph 22, line 1)

The word of *views* has been released as a noun. The word *views* in Nadiem Makarim's speech above included Irregular Polysemy because it has the same

actual meaning in another word even the words have no systematic relationship with each other. It has the same meaning as *look* which means *pandangan.*

Data 28

"And so we are going head-on and tackling that along with radicalization and also bullying as another two factors but this will be a **pivotal** push to eradicate these kind of moral issues." (Paragraph 23, line 2)

The word of *pivotal* has been released as an adjective. The word *pivotal* in Nadiem Makarim's speech above included Irregular Polysemy because it has the same actual meaning in another word although the words have no systematic relationship with each other. It has the same meaning as *crucial* which means *sangat penting.*

Data 29

"And so we are going head-on and tackling that along with radicalization and also bullying as another two factors but this will be a pivotal push to ***eradicate*** these kind of moral issues." (Paragraph 23, line 2)

The word of *eradicate* has been released as a verb. The word *eradicate* in Nadiem Makarim's speech above included Irregular Polysemy because it has the same actual meaning in another word although the words have no systematic relationship in each other. It has the same meaning as *wipe out* which means *memberantas.*

Data 30

"There are schools that are ***strictly*** using video conferencing tools and doing a lot of asynchronous life school sessions…" (Paragraph 25, line 1)

The word of *strictly* has been released as an adjective. The word *strictly* in Nadiem Makarim's speech above included Irregular Polysemy because it has the

same actual meaning in another word although the words have no systematic relationship with each other. It has the same meaning *stringently* which means *secara ketat.*

Data 31

"…their students which are quite ***admirable*** this." (Paragraph 25, line 1)

The word of *admirable* has been released as an adjective. The word *admirable* in Nadiem Makarim's speech above included Irregular Polysemy because it has the same actual meaning in another word although the words have no systematic relationship with each other. It has the same meaning as *marvelous* which means *mengagumkan.*

Data 32

"Everyone is learning at the same time including the Ministry of Education so a very ***diversified*** and scientific." (Paragraph 25, line 2)

The word of *diversified* has been released as a verb. The word *diversified* in Nadiem Makarim's speech above included Irregular Polysemy because it has the same actual meaning in another word although the words have no systematic relationship with each other. It has the same meaning as *variety* which means *beragam.*

Data 33

"..we'll eliminate the things that didn't work and we'll apply that in moving forward of how we're going to use technology in a non Covid-19 crisis situation whether we want to ***employ*** hybrid learning." (Paragraph 26, line 2)

The word of *employ* has been released as a verb. The word *employ* in Nadiem Makarim's speech above included Irregular Polysemy because it has the

same actual meaning in another word although the words have no systematic relationship with each other. It has the same meaning as *use* which means *menggunakan.*

Data 34

" I think everything has changed ***pretty*** dramatically not just in in Asia but around the world." (Paragraph 28, line 2)

The word of *pretty* has been released as an adverb. The word *pretty* in Nadiem Makarim's speech above included Irregular Polysemy because it has the same actual meaning in another word although the words have no systematic relationship with each other. It has the same meaning as *enough* which means *cukup.*

Data 35

"…you can only do that with technology the ability for teachers to implement project-based learning and have kids independently do activities a project based on being mentored ***remote***." (Paragraph 28, line 5)

The word of *remote* has been released as an adjective. The word *remote* in Nadiem Makarim's speech above included Irregular Polysemy because it has the same actual meaning in another word although the words have no systematic relationship with each other. It has the same meaning as *far away* which means *jauh.*

Data 36

"…those assessments that can be used day to day by students that will ***require*** technology in order to do that.." (Paragraph 30, line 1)

The word of *require* has been released as a verb. The word *require* in Nadiem Makarim's speech above included Irregular Polysemy because it has the

same actual meaning in another word although the words have no systematic relationship with each other. It has the same meaning as *need* which means *membutuhkan.*

Data 37

"…both education *space* in other spaces to really pick up the torch and support each other." (Paragraph 30, line 3)

The word of *space* has been released as a noun. The word *space* in Nadiem Makarim's speech above included Irregular Polysemy because it has the same actual meaning in another word although the words have no systematic relationship with each other. It has the same meaning as *place* which means *tempat.*

Data 38

"..the opportunity and momentum to do it faster and in a more innovative *way* thank you very much really appreciate it." (Paragraph 31, line 4)

The word of *way* has been released as a noun. The word *way* in Nadiem Makarim's speech above included Irregular Polysemy because it has the same actual meaning in another word although the words have no systematic relationship with each other. It has the same meaning as *method* which means *cara.*

3.   Why are the polysemy elements used in the speech

Based on the explanation in the previous findings, Nadiem Makarim used polysemy in his speech at the Istana Merdeka. Polysemy is the association of two or more senses related to linguistic form and has several related meanings both

conceptually in a phonological form. There are types of polysemy used in his speech, namely Regular Polysemy and Irregular Polysemy. The type of polysemy that is often used is Irregular Polysemy than Regular Polysemy.

Nadiem Makarim provided information about *Learning from Covid-19*. In speech, polysemy occured because words have several meanings that were very closely related so that they had a strong intuition from various related senses. The different and related meanings of polysemy can be represented in the same way but with different meanings. The fact that the meaning of polysemy is logically related but is not represented in the speech.

The word polysemy in the speech had a fairly large number of different meanings from one. The causes of the polysemy case in the speech included specifications in science, the use of words in diverse social and social life, and the use of language styles. In conclusion, the reason Nadiem Makarim used polysemy is that he expressed the content of the speech by using a word meaning in the word to get a clearer understanding of the meaning of a word contained in a sentence or word. In a sentence, polysemy played an important role and has the function to distinguish the meaning of a word meaning.

B. Discussions

According to Taylor (1995) stated polysemy is association of two or more senses associated with a linguistic form. It was found that there are two types of Polysemy in *Learning from Covid-19 Speech* by Nadiem Makarim based on Taylor (1995).

There are regular polysemy and irregular polysemy. If A^1 has not extended in the direction of B^1, the directions C^1 and D^1 will be absent. However, the presence of sense B1 does not necessarily imply the existence of C^1 and D^1 is regular polysemy. Conversely, if another language has a polysemy word with meanings A^1 and D^1 (i.e. with meanings that are the same or very close to meanings A and D), that word will also have meanings B^1 and C^1 as meanings (relatively) unrelated to a single linguistic form is irregular polysemy. In the speech, the most dominant types of polysemy were Irregular Polysemy with 38 words (58.5%) and then by Regular Polysemy with 27 words (41.5%).

The types of polysemy are realized by verb, noun, adjective, and adverb. Based on the analysis, it can be seen in *Learning from Covid-19* Speech by Nadiem Makarim. There were 27 words of Regular Polysemy such as *updates* has been realized as a verb which means *pembaruan* and *memperbaharui, specifically* has been realized as an adverb which means *khususnya* and *secara khusus, archipelago* has been realized as a noun which means *nusantara* and *kepulauan*, *health* has been realized as a noun which means *sehat* and *kesehatan*, and *districts* has been realized as a noun which means *daerah* and *kawasan.* And there were 38 words of Irregular Polysemy such as *allowing* has been realized as a verb that has similar to *permit* which means *mengizinkan*, *situation* has been realized as a noun that has similar to *circumstance* which means *keadaan*, *team* has been realized as a noun that has similar to *member* which means *anggota*, *mitigate* has been realized as a verb that has similar to *alleviate* which means *mengurangi*, and

directly has been realized as an adverb that has similar to *immediately* which means *dengan segera*.

In the speech of Nadiem Makarim was necessary to conduct in order to inform about the *learning from Covid-19* to the school, universities, and society. This was carried out to expose some of the problems that occur with Covid-19 cases related to learning problems both at schools and universities. Nadiem Makarim used the polysemy that the reason was to expresses the content of the speech by using a word meaning in the word to get a clearer understanding of the meaning of a word contained in a sentence or word. In a sentence, polysemy played an important role and had the function to distinguish the meaning of a word meaning. Polysemy occurred because words have several meanings that are very closely related so that they have a strong intuition from various related senses. The different and related meanings of polysemy can be represented in the same way but with different meanings.

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CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on the research findings, there were some conclusions that are concluded by the researcher as follows:

1. Polysemy based on Taylor (1995) theory is divided into two types, consist of regular polysemy and irregular polysemy. Regular Polysemy is meaning A^1 has not extended in the direction of B^1, the directions C^1 and D^1 will be absent. And then, Irregular Polysemy is meanings A^1 and D^1 (i.e. with meanings that are the same or very close to meanings A and D), that word will also have meanings B^1 and C^1 as meanings (relatively) unrelated to a single linguistic form. There are 38 words (58.5%) of Irregular Polysemy and followed by Regular Polysemy with 27 words (41.5%).

2. The types of polysemy are realized by verb, noun, adjective, and adverb. There were 27 words of Regular Polysemy such as *updates* has been realized as a verb which means *pembaruan* and *memperbaharui, specifically* has been realized as an adverb which means *khususnya* and *secara khusus, archipelago* has been realized as a noun which means *nusantara* and *kepulauan*, *health* has been realized as a noun which means *sehat* and *kesehatan*, and *districts* has been realized as a noun which means *daerah* and *kawasan.* And there are 38 words of Irregular Polysemy such as *allowing* has been realized as a verb to *permit* which means mengizinkan, situation has been realized as a noun

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that has similar to *circumstance* which means *keadaan*, *team* has been realized as a noun that has similar to *member* which means *anggota*, *mitigate* has been realized as a verb that has similar to *alleviate* which means *mengurangi*, and *directly* has been realized as an adverb that has similar to *immediately* which means *dengan segera*.

3. The reason why Nadiem Makarim used polysemy is that he would express the content of the speech by using a word meaning in the word to get a clearer understanding of the meaning of a word contained in a sentence or word. In a sentence, polysemy plays an important role and has the function to distinguish the meaning of a word meaning.

B. Suggestions

Finally based on the findings and the significance of this study, the researcher would like to give some suggestions as follows:

1. Theoretically

This research contributed to further researchers who are interested in researching linguistic research on polysemy. They can also use as a reference to understand polysemy. The researcher also suggested using more literature related to this research. In addition, they could also use this finding as a comparison for further research, especially on how to analyze polysemy words through various other objects such as films, news, debates, songs, and so on.

2. Practically

   This study contributed to English teachers by using these findings as a reference to understand the content of this research. The researcher also suggested using more literature related to polysemy with more complete theories. The researcher also wanted to the other people in understanding the polysemy used in this speech. In addition, differentiating the type of polysemy can increase the ability to use it in any media used.

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APPENDIX I

Thank you so much minister for inviting me for this press conference. Also thank you to members of the Foreign Press for allowing me to speak a few words and updates about the situation specifically with regard to education in Indonesia during this covid-19 crisis.

So, I think the first most important point is that the situation even before the Covid-19 crisis was already a very challenging situation for education in Indonesia being the fourth largest educational system in the world. In a developing economy in the largest archipelago in the world, the logistical, infrastructure and inequity issues had already been quite acute. So, the Covid-19 crisis exacerbated a lot of those trends but the team in the Ministry of Education are doing everything. In their power night and day to try improve the situation and also try to mitigate the biggest risks throughout this crisis. So, it's important from the very beginning when the Covid-19 crisis occurred.

The Ministry of Education took a principle based approach in how to make decisions. The first principle, we took was health. The Ministry of Education actually took the lead and the initiative in implementing study from home. We work together with all the districts in Indonesia to encourage and support them and through the transition to studying from home and the universities which are directly under the jurisdiction of the Ministry of Education. We implemented study from home immediately has a nationwide policy. So we provided the regulatory framework even before companies were starting to work from home and the other type of containment measures. So, we really took the initiative that health was first and the safety of our teachers, students and their parents was the first priority. Schools everywhere in areas that were affected by covid-19 started studying from home.

The second thing that we did also reprioritize the resources of the Ministry of Education particularly with budget and thought ask ourselves. The question is how can we help and support the fight. The cue critical fight and first thing that we were reallocated budget to our medical universities as well as our educational hospitals that trained to be doctors and nurses. Actually focus them to becoming covid-19 crisis centers. We also over 13 hospitals that were dedicated for education were open to become covid-19 testing centers as well as 13 faculties of health that also became testing centers for covid-19. We also reallocated budget to do one of the largest volunteer training sessions together with a WHO to Train 15,000 medical students to become volunteers during the Covid-19 crisis for crisis mitigation, tracing, and a variety of testing support and logistics efforts.

So, we trained over 15,000 of these medical students to be able to become volunteers. That are now out in the field then we have to tackle the biggest problem of all which is how do we ensure unfortunately. We have to make this decision about how do we ensure that some learning is happening during this crisis. Instead of no learning at all and that is where we took a very diverse and pragmatic approach about what we can do to ensure that some learning is still happening and the effects of Covid-19 do not fall disproportionately upon our youth because of the lack of access to schools. So the first thing, we were to actually open and work with a variety of technology platforms and IT companies with which to implement affordable online learning. A lot of it was free to as many areas and districts as possible and provide many options as possible. The importance of the option because Indonesia is unprecedented in the diversity and heterogeneity in terms of socio economics ethnicity and geography that we had to provide multiple solutions to allow every single area school and district to do what was best for their own educational system.

So one is through online learning, the second is there we discovered also that even there are huge amounts of challenges also with online learning. So for those that did not have access directly to Internet. We also experimented with actually taking a very large chunk of one of our TV stations airtime and dedicated education to numeracy literacy as well as to a variety of cultural enrichment and also critical thinking entertainment content. So we launched online learning also launched TV based learning from home but even that in many areas. Indonesia was not sufficient and so then we had to rely on the feet, on the street, and the actual teachers that were mobilizing themselves to actually teach door to door and so we have no one single approach for every single area but we have a very highly pragmatic and diversified approach to make sure that some learning is happening.

Instead of no learning at all having said that the situation is by no means optimal and to say that educational achievement levels would be able to be the same during this Covid-19 crisis would not be true for Indonesia or any other country in the world. For that matter, so we have to accept the unfortunate reality but mitigate the risks as much as possible. One of the most important things that we were unleash the ability for each these schools to conduct the types of learning.

We also created a series of regulations that would increase the flexibility of how school budgets can actually be utilized to tackle this crisis. So the first thing, we were to release the budgets that are sent from the central government to the local schools themselves to be used for health equipment sanitizers masters as well as to buy data mobile data in order to implement a lot of the online activities. Online learning activities and studying from home, so we really freed up the use of the

school budgets to be able to be used to buy an internet data in order for both the teachers as well as for the students.

We also dedicated a lot of resource to actually launch a public education campaign around Covid-19 that was aired in multiple TV stations because it's actually quite important that as the Education Ministry. We take part in actually helping understand what the key driver of getting out of this crisis and how it all comes down to human behavior and so we participated in that in terms of culture. We also provision platforms where artists and cultural figures can go perform and entertain lift spirits of people sitting at home through a variety of online channels and as well as virtual tours of museums and heritage sites to keep that flavor of our national heritage alive. During this crisis like I said that it this definitely affected and the inequities that existed before were exacerbated by this crisis.

But there are a few positive things that we can take away from this crisis. One of the most, I think positive things that we can take away despite all the unfortunate and negative effects is actually for that. The first time all parents across Indonesia are finally realizing how difficult it is to become a teacher and to teach their students. So there's been a huge heightened sense of empathy from parents towards teachers and understanding the challenge. They face teaching and in a similar way the parent that the teachers are also realizing how important the role of parents are in education. And that the parents are a core partner in the educational success of the children and I think also the last and final point is that we have never seen before it's an unprecedented amount of technology adoption in such a short timeframe by teachers, parents and by students.

I would say in the history of Indonesia because of learning studying from home and so even though huge amounts of parts Indonesia struggle with adopting to these technologies. A lot of people are being forced to experiment and try for the first time to use these tools which will actually heavily accelerate technology adoption an education in the future and general. And so I think that is one very encouraging trend that once the covid-19 crisis has done. The adoption to enhanced technologies and education to support teachers, parents, and students can be accelerated.

Thank you very much, thank you again Minister Foreign Affairs for the opportunity and I'll be answering questions in the next section. Thank you very much

The first question, I'll be answering is from Channel News Asia and the question is "What is the effectiveness of home based learning? So far an entire cohort will potentially end up being behind their studies what will you do about this it's a

great questions. First of all just to be scientifically sound, the ability for us to determine the effectiveness of home based learning will definitely take more time than the immediate two month. These kind of analyses need to be seen over a period much longer period of time unfortunately, but what we do know is we have a lot of anecdotal evidence about some of the challenges of online learning and a lot of it is what you would expect the effects. There are some groups or some areas or some schools that have really shown incredible innovation in the ability to use a variety of technological tools and low-tech solutions as well like one-to-one teaching at home etc. That a lot of teachers have innovated but there are also some areas and some schools that are a little bit slow behind in the curve and therefore are at bigger risks so there's a very wide discrepancy of the effectiveness of home based learning.

I would say that the most encouraging thing that we see is not actually the effects today and whether or not it will actually be able to compensate for children not being in school. I think the effectiveness is much more felt in the future effectiveness of comfort and adoption of technology in the future because technology is a core part of our plan in the ministry of education to support teachers and parents in improving their ability to personalize learning teaching at the right level and really focusing on competency instead of content and technology plays a pivotal role at an educational system of this size. So, I think some of those positive effects of home learning will be felt after the Covid-19 crisis and not so much in during the crisis itself. Some of the things that we did from a regulatory perspective to mitigate the kind of the risks of home learning. We actually created a regulatory framework that did not force teachers to actually complete comprehensively the curriculum towards this final semester. We did something quite dramatic that we were going to change the national exam.

Anyway next year to be more like Pisa to be more analytical based but we decided to accelerate that and cancel the national examinations this year that would be happening right now primarily for health issues but these two things that we did both relaxing the requirements on completing the syllabus as well as lifting the national exam for this year or cancelling it. For this year actually enabled more flexibility and teachers to focus on foundational numeracy and literacy subjects instead of trying to cover the entire gamut of the curriculum and we thought that was very important to give that time and flexibility for teachers to adapt to this new situation during the crisis.

Next question is from also from Channel News Asia and it's a quite a similar question to a question from Voice of America. So I'll answer it at the same time the first question is a lot of children Indonesia do not have internet access and also

even TV to watch TV are high and it's educational programs what will you do about this. The voice of America question is "How do you overcome the gap between families who have internet and not in online learning during a pandemic? So I'll try to tackle this question from a few angles so yes there are a lot of children and families that do not have access to Internet TV.

Many students don't have access to Internet rather than don't have access to both internet and TV generally speaking within each neighborhood because of the penetration of 3G everywhere. Most children in Asia will have access to an Android handset even if it's not within their immediate nuclear family and they will have access to a phone connection TV is also very widely penetrated Indonesia. Even though some areas especially in the remote areas still don't have access they even have issues with electricity and stable electricity connection. So the solutions of how to tackle this cannot be sorted within a two-month crisis management period. All the solutions are to tackle this feature oriented and have to deal with actually solving the root cause in equity issues in infrastructure themselves. So the Covid-19 crisis has actually accelerated and catapulted all of the government initiatives to actually close the gap in what way, close the gap in infrastructure development particularly for the educational system, close the gap in internet connectivity which means you have to inevitably solve the gap for electricity stability as well in order for Internet stability to be achieved.

These are activities that are cross-functional between ministries and not just the Ministry of Education. So we'll be working with an array of other ministries to actually really focus on these areas that are still disconnected from the rest of Indonesia. Now those in it inequities cannot only be solved by infrastructure developments. The most important inequity in the educational system come from the quality of teachers themselves so the primary focus even though we use a lot of technology as tools. In the plan of the Ministry of Education moving forward the primary focus is really enhancing the human capabilities in teaching and redistributed having the best of our teachers. Actually lead schools to become principals is the core focus of our educational with or without the Covid-19 crisis but the Covid-19 crisis accelerated this initiative in a very catalystic way having said that the TV.

We were extremely surprised I mean we rushed to create the educational TV content initiative. In order to make sure that as many children have the opportunity to learn from TV that didn't have access to online but we were extremely shocked to see the reception the ratings that we received from TVRI were among the highest we've seen in a while. When we launched the program so the appetite to learn but by both parents and students is was something that was a

very pleasant surprise for us and provided a lot of motivation for the Ministry of Education to continue these kind of alternative programs of learning. We've also been extremely inspired by seeing the grassroots movement of teachers in remote areas that have actually implemented door-to-door teaching policies and this is extremely moving as well as inspiring for other teachers in regions to kind of take the initiative and not leave any child left me behind.

I'm gonna answer the next question from Voice of America. In the past two months there has been a trend of increasing numbers of underage married girls in solo and several other cities due to increase economic inequality and poverty as a result of coke at 19 what can be done by the Education Ministry to underline the importance of education for girls and how to create an education direction that is gender oriented. This is a fantastic question, I think the first thing that every type of organizational system needs to do to improve something is to measure it correctly and that is why we have we're transforming our national exam system to achieve a global standard which is like the Pisa and OECD standard but also have survey questions that are actually assessing the value systems at the same time. So we will be assessing the cognitive analytical capabilities but also the value systems that are in place in our educational systems and gender equality and gender empowerment will be a critical pillar. In that assessment metric we will be surveying schools and how they view gender equality how they view gender dynamics. We will be assessing schools and systems.

Both the teachers and students on that are their perceptions around sexual harassment and violence or views surrounding. Those topics in the university sector what we plan to do is actually we plan to go which universities Indonesia and under the direct jurisdiction of the Ministry of Education. So it's nationally run and regulated instead of schools which are district run in the university sections. We're going to take this one step further and actually create organizational systems and reporting mechanisms for sexual violence which is a critical component of gender equality.

It's a critical actually negative externality of gender inequity of why sexual violence and sexual harassment exists. And so we are going head-on and tackling that along with radicalization and also bullying as another two factors but this will be a pivotal push to eradicate these kinds of moral issues that we see in our educational system. So the ministry is taking a very proactive approach in in tackling these issues having said that in the previous administration and the previous ministries. Before my time here Indonesia has achieved a fair amount in actually setting equity and participation of male and female in both higher education and lower education, so it cannot be gone without being said that's

already an impressive achievement at least from the statistics but now the challenge is how to create the mindsets for gender equality at starting from a very young age and to mitigate the more darker consequences of that as the kids grow up so that's kind of our overall strategy and in introducing generate quality so to student profiles that we're focusing on and we're assessing one is actually morality and ethic.

The second is universal citizenship, these two aspects of our six student profiles. These are two other student profile gender equality and an ethics are going to be critical components within these two student profile achievements that we're trying to focus on a lot of teachers.

The next question is by AFP a lot of teachers are struggling with online learning suggested by the Ministry of Education and cultures what is the solution for that? This is a very difficult question to answer. There are many solutions but the solutions deferred depending on which school which area and which level of technology adoption that they're accustomed to there are schools that are utilizing chat platforms to facilitate learning between students and teachers. There are schools that are using learning management systems or more advanced platforms that are dedicated for education to actually implement learning from home.

There are schools that are strictly using video conferencing tools and doing a lot of asynchronous life school sessions doing this and then there are schools that's simply because of infrastructural issues are doing door-to-door still manual but door to door training or tutoring of their students which are quite admirable this. Everyone is learning at the same time including the Ministry of Education so a very diversified and scientific. We're taking a very scientific approach by seeing taking this time to observe and getting anecdotal evidence and seeing what actually works in these technology platforms and what don't so that when we return back to school after this crisis. We are able to scale up the solutions that we know work for which segments of our educational system the best as we would have expected the ability for students of university to adapt to learning from home. Even though it they have their own challenges from budgetary or utilizing data and quota costs that have increased high.

They are much more quickly to adopt as students of University to the online learning part especially the students even more so than the professors themselves. So we've seen that as a very we expected that but I think the struggle to adopt really is happening in our lower educational system and that's where the challenges will go but we'll take the best of what works and we'll eliminate the things that didn't work and we'll apply that in moving forward of how we're going to use technology in a non Covid-19 crisis situation whether we want to employ

hybrid learning. Whether we want to use technology for personalized or segmented groups or cohorts and classes how we're going to use assessments to break up classes into smaller chunks based on their competency level. These are all the kind of the next generation tools that are now being stressed tested in the Covid-19 crisis.

The final question I will answer is from AFP as well is what has changed in the Indonesia education system amid card Covid-19 pandemic, example learning material syllabus or assessment so what hasn't changed that.

I think that's the better question. I think everything has changed pretty dramatically not just in in Asia but around the world. I think the first thing that that that will be a new normal is the use and adoption of technology tools for teachers students. I think that will fundamentally change how students and teachers interact the ability for teachers to actually break up their class into more effective learning groups and do that you can only do that with technology. The ability for teachers to implement project-based learning and have kids independently do activities a project based on being mentored remote, so they don't have to do with in a synchronous class environment in class. I think those are all big opportunities that will permanently be changed by the Covid-19 crisis.

The second is the role of parents. I think this will permanently change in the education system be the interest of parents and the ability of parents to participate in the education learning of their children will be a wave that is accelerated and this is a very positive wave that will be accelerated instead of simply outsourcing education to schools and to teachers parents now feel it a renewed interest to be engaged and participate in the education of their kids. They exam this was going to happen even before Covid-19 but it just got accelerated we change our national standard exam to move from content wrote based memorization to critical and analytical thinking more akin to the Pisa. We will do this as a way of measuring not individual student performance but of overall school performance. Those are fundamental changes in how we're assessing they are no longer punitive assessments but they are accountable to the principal and to the district educational systems not to the individual students who should not be punished for their test results.

I think that's going to be a fundamental transformation using technology to deliver those systems assessments and to create assessments that will not be done only at a national scale but to decentralize those assessments that can be used day to day by students that will require technology in order to do that, so I think the other thing that will change is the level of volunteerism that we've seen which has been unprecedented in the Covid-19 crisis. Indonesia is a country that has gone through

a series of disasters natural or otherwise and because of that it has trained its volunteering muscle to the extent that we're seeing incredible levels of civic society stepping up in both education spaces in other spaces to really pick up the torch and support each other.

During this time of crisis, I think those are the questions that I can answer today's. So yes we're seeing a lot of sub optimal learning happening in Indonesia and in the world as a result of this but the amount of learning that we can take from this crisis and the mental resilience and new normal that can come. After this crisis can become big opportunities for us to accelerate changes that we wanted to do before. But now are given the opportunity and momentum to do it faster and in a more innovative way thank you very much really appreciate it.

APPENDIX 2

DATA ANALYSIS IN POLYSEMY ANALYSIS OF THE SPEECH ABOUT *LEARNING FROM COVID-19* BY NADIEM MAKARIM

Sentences in Nadiem Makarim's Speech	Types and Words of Polysemy	
	Regular	**Irregular**
Paragraph 1 (line 2) "…the Foreign Press for **allowing** me to speak a few words and **updates** about the **situation specifically** with regard to education in Indonesia…"	- Updates - Specifically	- Allowing - Situation
Paragraph 2 (line 2) In a developing economy in the largest **archipelago** in the world, the logistical, infrastructure and inequity issues had already been quite acute.	- Archipelago	
Paragraph 2 (line 3) So, the Covid-19 crisis exacerbated a lot of those trends but the **team** in the Ministry of Education are doing everything.		- Team
Paragraph 2 (line 4) In their power night and day to try improve the situation and also try to **mitigate** the biggest risks throughout this crisis.		- Mitigate
Paragraph 3 (line 2) The Ministry of Education took a principle based approach in how to make decisions. The first principle, we took was **health.**	- Health	
Paragraph 3 (line 4) We work together with all the **districts** in Indonesia to encourage and support them and through the transition to studying from home and the universities which are **directly** under the jurisdiction of the Ministry of Education.	- Districts	- Directly

Paragraph 3 (line 8) Schools everywhere in **areas** that were affected by covid-19 started studying from home.		- Areas
Paragraph 4 (line 2) The question how can we help and support the **fight**.	- Fight	
Paragraph 4 (line 3) The cue critical fight and first thing that we was reallocated budget to our **medical** universities as well as our educational hospitals that trained to be doctors and nurses.	- Medical	
Paragraph 4 (line 4) **Actually** focus them to becoming covid-19 crisis centers.		- Actually
Paragraph 4 (line 6) We also reallocated budget to do one of the largest volunteer **training** sessions together with a WHO to Train 15,000 medical students to become volunteers during the Covid-19 crisis…”		- Training
Paragraph 5 (line 2) That are now out in the field then we have to **tackle** the biggest problem of all which is how do we ensure unfortunately.		- Tackle
Paragraph 5 (line 4) “…some learning is still happening and the effects of Covid-19 do not fall disproportionately upon our **youth** because of the lack of access to schools…”	- Youth	
Paragraph 5 (line 5) So the first thing we was to actually open and work with a variety of technology platforms and IT **companies** with which to implement affordable online learning.		- Companies

Paragraph 5 (line 6) A lot of it was **free** to as many areas and districts as possible and provide many options as possible.	- Free	
Paragraph 6 (line 1) "..there are **huge** amounts of challenges also with online learning so for those that did not have access directly to Internet.		- Huge
Paragraph 6 (line 3) We also experimented with actually taking a very large chunk of one of our TV stations airtime and dedicated education to numeracy literacy as well as to a variety of cultural **enrichment** and also critical thinking entertainment content.	- Enrichment	
Paragraph 6 (line 5) Indonesia was not sufficient and so then we had to **rely on** the feet, on the street, and the actual teachers…"	- Rely on	
Paragraph 7 (line 1) Instead of no learning at all having said that the situation is by no means optimal and to say that educational **achievement** levels would be able to be the same during this Covid-19 crisis would not be **true** for Indonesia or any other country in the world.	- Achievement	- True
Paragraph 8 (line 2) "..the first thing we was to **release** the budgets that are sent from the central government to the local schools themselves.."	- Release	
Paragraph 9 (line 1) We also dedicated a lot of resource to actually launch a public education campaign around Covid-19 that was **aired** in multiple TV stations…"	- Aired	

Paragraph 9 (line 2) "…this crisis and how it all comes down to **human** behavior and so we participated in terms of culture.		- Human
Paragraph 9 (line 3) We also **provision** platforms where artists and cultural figures can go perform and entertain lift spirits of people sitting at home…"	- Provision	
Paragraph 9 (line 4) During this crisis like I said that it this definitely affected and the **inequities** that existed before were exacerbated by this crisis.		- Inequities
Paragraph 10 (line 6) "..we have never seen before it's an unprecedented amount of technology adoption in such a **short** timeframe by teachers, parents and by students.		- Short
Paragraph 11 (line 2) A lot of **people** are being forced to experiment and try for the first time to use these tools which will actually heavily accelerate technology adoption an education in the **future** and general.		- People - Future
Paragraph 12 (line 2) So far an **entire** cohort will potentially end up being behind their studies what will you do about this it's a great question.		- Entire
Paragraph 12 (line 3) First of all just to be scientifically sound, the ability for us to **determine** the effectiveness of home based learning…"	- Determine	
Paragraph 12 (line 5) "..there are some groups or some areas or some schools that have really shown **incredible** innovation in the ability to use a variety of technological tools…"		- Incredible
Paragraph 13 (line 2) "…their ability to personalize learning		- Right

teaching at the **right** level and really focusing on competency…"		
Paragraph 13 (line 3) I think some of those positive **effects** of home learning will be felt after the Covid-19 crisis.."	- Effects	
Paragraph 13 (line 4) We actually **created** a regulatory framework that did not force teachers.."		- Created
Paragraph 14 (line 2) For this year actually enabled more flexibility and teachers to focus on foundational numeracy and literacy subjects instead of trying to **cover** the entire **gamut** of the curriculum and we thought that was very important to give that time and flexibility for teachers to **adapt** to this new situation during the crisis.	- Adapt	- Cover - Gamut
Paragraph 17 (line 3) How do you **overcome** the gap between families who have internet and not in online learning during a pandemic?		- Overcome
Paragraph 18 (line 5) "…this our feature oriented and have to deal with actually **solving** the root cause in equity issues…"	- Solving	
Paragraph 18 (line 5) "..all of the government initiatives to actually **close** the gap in what way.."		- Close
Paragraph 21 (line 2) "..a trend of increasing numbers of underage married **girls** in solo and several other cities.."		- Girls
Paragraph 21 (line 3) "…like the Pisa and OECD standard but also have **survey** questions that are actually assessing the value systems at the same time.	- Survey	

Paragraph 22 (line 1) Both teachers and students on what are their perceptions around sexual harassment and violence or **views** surrounding.		- Views
Paragraph 22 (line 2) "…we plan to go which universities Indonesia and under the direct **jurisdiction** of the Ministry of Education.	- Jurisdiction	
Paragraph 23 (line 2) And so we are going head-on and tackling that along with radicalization and also **bullying** as another two factors but this will be a **pivotal** push to **eradicate** these kind of moral issues.."	- Bullying	- Pivotal - Eradicate
Paragraph 24 (line 4) "…there are schools that are using learning management systems or more **advanced** platforms.."	- Advanced	
Paragraph 25 (line 1) There are schools that are **strictly** using video conferencing tools and doing a lot of asynchronous life school sessions.."		- Strictly
Paragraph 25 (line 1) "…their students which are quite **admirable** this.		- Admirable
Paragraph 25 (line 2) Everyone is learning at the same time including the Ministry of Education so a very **diversified** and scientific.		- Diversified
Paragraph 26 (line 2) "So we've seen that as a very we expected that but I think the **struggle** to adopt really is happening in our lower educational system…"	- Struggle	
Paragraph 26 (line 2) ..we'll **eliminate** the things that didn't work and we'll apply that in moving forward of how we're going to use technology in a non Covid-19 crisis situation whether we want to **employ**	- Eliminate	- Employ

hybrid learning.		
Paragraph 28 (line 2) I think everything has changed **pretty** dramatically not just in in Asia but around the world.		- Pretty
Paragraph 28 (line 5) "…you can only do that with technology the ability for teachers to **implement** project-based learning and have kids independently do activities a project based on being mentored **remote.**"	- Implement	- Remote
Paragraph 30 (line 1) I think that's going to be a fundamental **transformation** using technology to deliver those systems assessments…"	- Transformation	
Paragraph 30 (line 1) "..those assessments that can be used day to day by students that will **require** technology in order to do that.."		- Require
Paragraph 30 (line 3) "…both education **space** in other spaces to really pick up the torch and support each other.		- Space
Paragraph 31 (line 4) "..the opportunity and momentum to do it faster and in a more innovative **way** thank you very much really appreciate it.		- Way
Total of Amount Data	**27**	**38**

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PERMOHONAN PERSETUJUAN JUDUL SKRIPSI

Dengan ini saya,

Nama Mahasiswa   : Habibah Eka Agustriani

NPM   : 1802050075

Prog. Studi   : Pendidikan Bahasa Inggris

Judul	Diterima
Polysemy Analysis of *"Learning from Covid-19"* Speech by Nadiem Makarim	

Bermohon kepada Dosen Pembimbing untuk mengesahkan Judul yang telah diajukan kepada Prodi Pendidikan Bahasa Inggris.

Disetujui oleh
Dosen Pembimbing

Resty Wahyuni, S.Pd, M.Hum

Medan, Februari 2022
Hormat Pemohon

Habibah Eka Agustriani

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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	: Habibah Eka Agustriani	
NPM	: 1802050075	
Program Studi	: Pendidikan Bahasa Inggris	
IPK Kumulatif	: 3,62	IPK = 3,62

Persetujuan Ketua/Sek Prodi	Judul yang diajukan	Disyahkan Oleh Dekan Fakultas
	Polysemy Analysis of *"Learning from Covid-19"* Speech by Nadiem Makarim	
	Analysis of Polysemy in movie script Clouds by Kara Holden	
	Analysis of using slang word in Katy Perry's songs	

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

Medan, Februari 2022
Hormat Pemohon,

Habibah Eka Agustriani

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

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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
===

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   : Habibah Eka Agustriani
NPM   : 1802050075
ProgramStudi   : Pendidikan Bahasa Inggris

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

Polysemy Analysis of *"Learning from Covid-19"* Speech by Nadiem Makarim

Sekaligus saya mengusulkan/menunjuk Bapak/Ibu sebagai :

Dosen Pembimbing : Resty Wahyuni, 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, Februari 2022
Hormat Pemohon,

Habibah Eka Agustriani

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

Nomor   : 520 /II.3-AU/UMSU-02/F/2022
Lamp   : ---
H a l   : Pengesahan Proyek Proposal
               Dan Dosen Pembimbing

Assalamu'alaikum Warahmatuullahi Wabarakatuh

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

Nama Mahasiswa   : Habibah Eka Agustriani
NPM   : 1802050075
Program Studi   : Pendidikan Bahasa Inggris
Judul Penelitian : Polysemy Analysis of *"Learning from Covid-19"* Speech by Nadiem Makarim.

Dosen Pembimbing   Resty Wahyuni, 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 Perpanjangan tanggal : 24 Februari 2023

Wa'alaikumsalam Warahmatullahi Wabarakatuh.

Medan, 23 Rajab   1443 H
24 Februari 2022 M

Dekan

Dra. Hj. Syamsuyurnita, M.Pd
NIP. 19670604 199303 2 002

Dibuat rangkap 4 (empat)
   1. Fakultas (Dekan)
   2. Ketua Program Studi
   3. Pembimbing
   4. Mahasiswa yang bersangkutan
      WAJIB MENGKUTI SEMINAR

بسم الله الرحمن الرحيم

BERITA ACARA BIMBINGAN PROPOSAL

Nama : Habibah Eka Agustriani
NPM : 1802050075
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Polysemy Analysis of *Learning from Covid-19* Speech by Nadiem Makarim

Nama Pembimbing : Resty Wahyuni, S.Pd., M.Hum

Tanggal	Deskripsi Hasil Bimbingan Proposal	Tanda Tangan
23 Feb 2022	Theory	
22 March 2022	Chapter I : Introduction - The phenomenon - Identification problem - Scope and limitation - Formulation - The objective	
24 March 2022	Chapter II : Review of literature - Theoritical framework - Conceptual framework	
11 April 2022	Chapter III : Research Metadology - Technique of collecting data	

Medan, Februari 2022

Diketahui/Disetujui,
Ketua Prodi Pendidikan Bahasa Inggris

Dosen Pembimbing

Pirman Ginting, S.Pd., M.Hum

Resty Wahyuni S.Pd., M.Hum

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

Perihal : **PERMOHONAN PERUBAHAN JUDUL SKRIPSI**

Assalamu'alaikum Wr.Wb
Dengan hormat, yang bertanda tangan di bawah ini :

Nama Mahasiswa   : Habibah Eka Agustriani
N P M   : 1802050075
Program Studi   : Pendidikan Bahasa Inggris

Mengajukan permohonan persetujuan perubahan judul skripsi sebagaimana tercantum di bawah ini :

Polysemy Analysis of *Learning from Covid-19* Speech by Nadiem Makarim

Menjadi :

Polysemy Analysis of the Speech about *Learning from Covid-19* by Nadiem Makarim

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

Medan, 12 September 2022
Hormat Saya,

Dosen Pembimbing   Pemohon

Resty Wahyuni, S.Pd., M.Hum   Habibah Eka Agustriani

Ketua Program Studi   Dosen Pembahas

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

بِسْمِ اللهِ الرَّحْمٰنِ الرَّحِيْمِ

PENGESAHAN PROPOSAL

Panitia Proposal Penelitian Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara Strata-1 bagi :

Nama Lengkap	: Habibah Eka Agustriani
NPM	: 1802050075
Program Studi	: Pendidikan Bahasa Inggris
Judul Proposal	: Polysemy Analysis of *Learning from Covid-19* Speech by Nadiem Makarim

Dengan diterimanya proposal ini, maka mahasiswa tersebut dapat diizinkan untuk melakukan riset di lapangan.

Medan, 16 Juni 2022

Disetujui oleh :

Dosen Pembahas

Prof. Amrin Saragih, M.A. Ph.D

Dosen Pembimbing

Resty Wahyuni, S.Pd, M.Hum

Diketahui Oleh :
Ketua Program Studi

Pirman Ginting, S.Pd, M.Hum

بِسْــــــمِ اللهِ الرَّحْمَنِ الرَّحِيْمِ

SURAT KETERANGAN

Ketua Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara dengan ini menerangkan bahwa :

Nama	: Habibah Eka Agustriani	
NPM	: 1802050075	
Program Studi	: Pendidikan Bahasa Inggris	

Adalah benar telah melaksanakan Seminar Proposal Skripsi pada :

Hari	: Kamis
Tanggal	: 16 Juni 2022
Dengan Judul Proposal :	

Polysemy Analysis of *Learning from Covid-19* Speech by Nadiem Makarim

Demikianlah surat keterangan ini kami keluarkan diberikan kepada mahsaiswa yang bersangkutan. Semoga Bapak/Ibu Pimpinan Fakultas dapat segera mengeluarkan surat izin riset mahasiswa tersebut. Atas kesediaan dan kerjasama yang baik kami ucapkan banyak terima kasih. Akhirnya selamat sejahteralah kita semuanya. Amin.

Dikeluarkan di : Medan
Pada Tanggal : 16 Juni 2022

Wassalam
Ketua Program Studi
Pendidikan Bahasa Inggris

Pirman Ginting, S.Pd, M.Hum

بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيْمِ

SURAT PERNYATAAN

Assalamu'alaikum Warahmatullahi Wabarakaatuh

Saya yang bertandatangan di bawah ini :

Nama	: Habibah Eka Agustriani
NPM	: 1802050075
Program Studi	: Pendidikan Bahasa Inggris
Judul Penelitian	: Polysemy Analaysis of *Learning from Covid-19* Speech by Nadiem Makarim

Dengan ini saya menyatakan bahwa ;

1. Penelitian yang saya lakukan dengan judul diatas belum pernah diteliti di Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara

2. Penelitian ini akan saya lakukan sendiri tanpa ada bantuan dari pihak manapun dengan kata lain penelitian ini tidak saya tempahkan (dibuat oleh orang lain dan juga tidak tergolong plagiat

3. Apabila point 1 dan 2 di atas saya langgar maka saya bersedia untuk dilakukan pembatalan terhadap penelitian tersebut dan saya bersedia mengulang kembali mengajukan judul penelitian yang baru dengan catatan mengulang seminar kembali.

Demikian surat pernyataan ini saya perbuat tanpa ada paksaan dari pihak manapun juga dan dapat dipergunakan sebagaimana semestinya.

Medan, 28 Juni 2022

Hormat saya
yang membuat pernyataan

(Habibah Eka Agustriani)

Diketahui oleh Ketua Program Studi
Pendidikan Bahasa Inggris

Pirman Ginting, S.Pd, M.Hum

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

Jalan Kapten Muchtar Basri No. 3 Medan 20238 Telp. (061) 6622400
Website : http://fkip.umsu.ac.id   E-mail : fkip@yahoo.co.od

Nomor	: 1352 /II.3.AU/UMSU-02/F/2022		
Lamp	: ---	Medan, 07 Dzulhijjah	1443 H
H a l	: Permohonan Riset	06 Juli	2022 M

Kepada Yth, Bapak Kepala Perpustakaan
Universitas Muhammadiyah Sum. Utara
di
Tempat

Bismillahirahmanirrahim
Assalamualaikum Wr. Wb.

Wa ba'du, semoga kita semua sehat wal'afiat dalam melaksanakan kegiatan/aktifitas sehari-hari, sehubungan dengan semester akhir bagi mahasiswa wajib melakukan penelitian/riset untuk pembuatan skripsi sebagai salah satu syarat penyelesaian Sarjana Pendidikan, maka kami mohon kepada Bapak/Ibu untuk memberikan izin kepada mahasiswa kami untuk melakukan penelitian/riset di Pustaka yang Bapak pimpin, Adapun data mahasiswa kami tersebut sebagai berikut :

Nama Lengkap	:	Habibah Eka Agustriani
NPM	:	1802050075
Program Studi	:	Pendidikan Bahasa Inggris
Judul Skripsi	:	Polysemy Analysis of *Learning From Covid-19* Speech by Nadiem Makarim

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

Dekan

Dra. Hj. Syamsuyurnita, M.Pd
NIDN : 0004066701

Pertinggal

QS STARS
★★★★

SURAT KETERANGAN
Nomor : 1220/ KET/II.3-AU /UMSU-P/M/2022

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِيْمِ

Kepala Unit Pelaksana Teknis (UPT) Perpustakaan Universitas Muhammadiyah Sumatera Utara dengan ini menerangkan :

Nama	: **Habibah Eka Agustriani**
NPM	: **1802050075**
Univ./Fakultas	: **UMSU/Keguruan dan Ilmu Pendidikan**
Jurusan/P.Studi	: **Pendidikan Bahasa Inggris**

adalah benar telah melakukan kunjungan/penelitian pustaka guna menyelesaikan tugas akhir / skripsi dengan judul :

"Polysemy Analysis of Learning from Covid - 19 Speech by Nadiem Makarim"

Demikian surat keterangan ini diperbuat untuk dapat dipergunakan sebagaimana mestinya

Medan, 07 Muharram 1443 H.
      05 Agustus   2022 M.

Kepala UPT. Perpustakaan

Assoc. Prof. Muhammad Arifin, S.Pd, M,Pd

SURAT KETERANGAN
Nomor : 1769 / KET/II.3-AU /UMSU-P/M/2022

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِيْمِ

Berdasarkan hasil pemeriksaan data pada Sistem Perpustakaan, maka Kepala Unit Pelaksana Teknis (UPT) Perpustakaan Universitas Muhammadiyah Sumatera Utara dengan ini menerangkan :

Nama	: Habibah Eka Agustriani
NPM	: 1802050075
Fakultas	: Keguruan dan Ilmu Pendidikan
Jurusan	: Pend. B. 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, 3 Safar 1444 H.
30 Agustus 2022 M.

Kepala UPT Perpustakaan

Muhammad Arifin, S.Pd, M.Pd

BERITA ACARA BIMBINGAN SKRIPSI

بسْـــــــــمِ اللّٰه الرّحْمٰن الرّحِيْم

Nama	: Habibah Eka Agustriani
NPM	: 1802050075
Program Studi	: Pendidikan Bahasa Inggris
Judul Skripsi	: Polysemy Analysis of *Learning from Covid-19* Speech by Nadiem Makarim
Nama Pembimbing	: Resty Wahyuni, S.Pd., M.Hum

Tanggal	Deskripsi Hasil Bimbingan Skripsi	Tanda Tangan
15/8/2022	Relevant Study (add a new relevant study)	
18/8/2022	Data Analysis (add paragraph and lines in data analysis)	
22/8/2022	Conclusion	
25/8/2022	Abstract and Appendixes	
27/8/2022	ACC	

Medan, Agustus 2022

Diketahui/Disetujui,
Ketua Prodi Pendidikan Bahasa Inggris

Dosen Pembimbing

Pirman Ginting, S.Pd., M.Hum

Resty Wahyuni, S.Pd., M.Hum

CURRICULUM VITAE

Name   : Habibah Eka Agustriani

NPM   : 1802050075

Place of Birth : Helvetia

Date of Birth   : 10 August 2000

Address   : Jln Mesjid No 12A Psr IV. Helvetia

Email   : habibaheka11@gmail.com

Telp   : 081260409435

Education   :

2006 - 2012   : Primary School (SD) Swasta PAB 2
                  Helvetia

2012 - 2015   : Junior High School (SMP) Negeri 1 Labuhan Deli

2015 - 2018   : Senior High School (SMA) Laksamana
                  Martadinata

2018 - 2022   : English Education Department, Faculty of Teacher
                  Training and Education, Universitas
                  Muhammadiyah Sumatera Utara