

NADIEM MAKARIM'S FIRST SPEECH AS THE MINISTER OF INDONESIA EDUCATION AND CULTURE: SPEECH ACT ANALYSIS

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ABSTRACT

The appointment of Nadiem Makarim as the new Minister of Education and Culture for Jokowi's cabinet 2019-2024 term has been surprising. Although the background of the chosen Minister is not from educational sector as his predecessors, this digital venture entrepreneur's presence in ministerial position brings hope on innovation and solutions that have never been explored before in Indonesia's Educational system. Nadiem's first speech in his inauguration as Minister of Education and Culture about his 100-day's plans in attempts to improve Indonesia's Education has drawn public attention. Hence, this study is aimed to investigate speech acts produced in Nadiem Makarim's first speech as minister, especially their types and the implied meaning. Descriptive qualitative research design was employed in this study to get description of linguistics phenomenon. The data was the transcript of Nadiem Makarim's speech. The data were analyzed based on theory of speech acts proposed by Searle (1976). The result shows to some extends which firstly commissive speech acts are dominantly occupied in the speech. Secondly, commissive speech acts are mostly realized as promise on his plan as the new Minister and assurance about his capability of being Minister with the promises he made even he does not come from Education field.

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INTRODUCTION

Speech acts is a part of language communication. It is an attempt of expressing which produces utterance containing grammatical structures and words (Yule, 1996). The utterance of speech acts in certain conditions can determine the meaning of the utterance. A speaker who wants to express and convey particular meaning or purpose to his listener must apply it in the form of speech acts. The act of producing utterances depends on several factors (Rosyidi, M, et al., 2019).

The action of producing utterances will be related to three aspects, namely locutionary, illocutionary and perlocutionary acts (Austin, 1962; Yule, 1996). Locutionary act is basic act of producing meaningful expression or utterance, while illocutionary is the mean or intention of producing utterance. Perlocutionary deals with effect intended by the speakers through the utterance they produce (Austin, 1962; Setyaji, 2014).

The research investigating illocutionary speech acts in speeches, especially by politicians or leaders of countries around the world have been conducted by several researchers, among others are Tamam, et al. (2020), Rosyidi, et al. (2019), Ulum, et al.



(2018) and Dylgjeri (2017). Analyzing speech acts in political speech is considered important. Tamam et al. (2020) analyzed the expressive speech act used by Anies Rasyid Baswedan and Recep Tayyip Erdogan, the famous world leaders, about shootings tragedy in New Zealand. They focused on the use of speech act produced in the speech of those figures as the reaction of the attack incident. The result was not only types of expressive speech act identified in both speech but also the personality differences between the two figures based on the expressive speech act used. From the expressive speech act found such as condoling, deploring and lamenting, condoling is the dominant expressive speech act used by both figures. Tamam et al. (2020) also reveal that from the speech, Anies's personalities are kind, clever and soft while Erdogan's are courageous, influential and clever.

Rosyidi, et al. (2019) classified the types of illocutionary speech acts used by Joko Widodo in first Indonesia Presidential Debate 2019. There were found 13 illocutionary speech acts which six of them were assertive illocutionary speech acts, three data were directive illocutionary speech acts, three data were expressive illocutionary speech acts and one data was commissive illocutionary speech act. Not only identifying and classifying the forms of speech acts used by Jokowi in attracting support to get a win in the election 2019, but Rosyidi also analyzed and described in term of their functions. The assertive speech acts used by Joko Widodo in the debate was dominated by the function of giving information of the achievement when he was as the President in 2014 to 2019 term period. The confidence in stating the achievement indicates that Jokowi did not need to give and make another promise to appeal the audience for choosing him and to oppress the rival in the debate. Thus, the number of assertive speech act is higher than commissive speech act.

Different from Tamam et al. (2020) and Rosyidi et al. (2019), Ulum & Sutopo (2018) only focused on commissive speech acts. They compared Trump's and Clinton's commissive speech acts in terms of their types and functions. The data were analyzed based on commissive speech acts theory by Searle and Vandervecken. Their findings showed that both Trump and Clinton used the promising speech act and assuring speech act. Promising was the most dominant type of commissive speech acts used by them in America's Presidential campaign speech. However, Trump occupied more types of commissive speech acts than Clinton. There were six types of commissive used by Trump and only two types of commissive used by Clinton. Besides promising and assuring, Trump's utterances showed threatening, pledging, offering and refusing which function were to give solution, to insult, to show care, to threaten, to encourage and to convince. Meanwhile the commissive speech acts used by Clinton were functioned to give solution, to show care and to convince only. Promise speech act becomes the most dominant type of commissives employed by both candidates. It is because promise is a main feature of the language of political campaign to tell the audience the future actions and policies of the candidates if they become the president as the solution of problems the faced at that moment (Ulum & Sutopo, 2018).

Another study related to speech acts in political speech was carried out by Dylgjeri (2017). In his study, the first victorious political speech of Edi Rama, a selected politician, after the general election in Albania 2013 was analyzed concerning speech acts and their categorization. The results of Edi Rama's victorious speech were dominated by commissive speech acts, and then followed by assertive and expressive speech acts. The findings indicated that Edi Rama filled the speech after the election full of intention on giving great expectation, hope and promise for a brighter future with enthusiasm after long political campaign. It was meant to be thankful, promising and encouraging people to work harder to completely fulfill his electrocute project. According to Dylgjeri (2017), politician's speech usually contains persuasion or assurance to make other believe what

you say and illocutionary speech acts present and document the intentions of the speaker in politician speeches. Thus studying illocutionary acts becomes relevant to administer.

All previous studies presented show characteristics of political speeches before and after election which were delivered by influential and experienced politicians or leader of countries. From the results of those studies, it can be inferred that both speeches before and after selection, the experienced politicians used more commissive speech acts in their speeches. However, this study concerns on different typical politician figure, Nadiem Makarim, the selected Indonesia Education and Culture Minister who does not come from neither politics nor education background which makes it interesting to be investigated. Therefore, Nadiem Makarim's first speech in his inauguration as Indonesian Education and Culture Minister was analyzed in terms of illocutionary speech acts types and functions to portray whether the background significantly influence the types used or not.

THEORY AND METHOD

Research method employed in this study was descriptive qualitative research method. Descriptive qualitative research method intends to understand phenomena which occur behind data by describing, analyzing or writing (Moleong, 2010). Therefore, since descriptive qualitative research method places stress and describes in detail of what goes on in particular events or situations or activities rather than comparing the effects of a particular treatment (Burns, 1995; Creswell, 2013), it is accordance with the aim of the study which is to describe factual data through illocutionary speech acts used in Nadiem Makarim's first speech as selected Minister by The President in his inauguration.

Data Source

The data in this study were the utterances of Nadiem Makarim in his first speech as Minister of Indonesia Education and Culture. The speech was originally in Bahasa Indonesia, but it was then translated into English. The utterances were analyzed under the umbrella of speech acts theory, especially pragmatics theory of illocutionary speech acts proposed by Searle (1969). The illocutionary speech acts in the speech were identified and analyzed in terms of types and functions of speech acts.

Data Collection

The data were collected through documentation method in which listening, transcribing and reading were deployed in this study. There were several steps carried out in collecting the data of this study. Firstly, the video of Nadiem Makarim speech in his inauguration as Indonesia Education and Culture Minister was downloaded. Secondly, the video was watched and the speech transcribed. Thirdly, the speech which was originally delivered in Bahasa Indonesia was then translated into English. Forthly, a data sheet of illocutionary speech acts categorization was made. The last, the transcribed utterances of the speech were selected and classified into the data sheet.

Data Analysis

In analyzing the data, the researcher analyzed and described illocutionary speech acts found through the process of analysis as follows:

1. Data identification to find utterances which were included into illocutionary speech acts.
2. Classification to classify the types of illocutionary speech acts found using Searle's (1969) illocutionary speech acts categories. They are assertive, directive, commissive, expressive and declarative speech acts.
3. Analyzing the function of speech acts used.
4. Drawing conclusion based on data analyzed.

As indicated earlier, the classification of illocutionary speech acts in this study is under Searle's theory. Searle (1979) classified illocutionary speech acts into five categories as follows:

1. Assertive

Assertive illocutionary assembles the dimension of assessment which includes true and false. Kreidler (2013) adds that assertive is used by speaker or writer to tell what they know or believe and the assertive language is concerned on facts, for examples:

- a) *His name is Alex.*
- b) *The earth is flat.*

Both examples represent world's event as what the seapeker believes. Example (a) implies the speaker assertion or knowledge that the man's name is Alex. Example (b) implies that the speaker believes that the earth is flat. Assertives verbs are boasting, complaining, concluding, deducing, stating, proposing, giving opinion, reporting, notifying and suggesting.

2. Directive

Directive illocutionary wishes or desires the hearer does future action taken by the speaker. In other words, by using directives, the speaker attempts to make the world fits the words through the hearer (Yule, 1996). It means the speaker's utterance is taken a the reason for the hearer's action in which the presence of hearer's presence and their response towards speaker's intentions are fully required in this speech act (Fitriana, 2013). The instances of directives are as follows:

- a) *You may ask.*
- b) *Would you help me bringing the box?*
- c) *Go away!*

The three examples above are directives although the forms are different. Their function is to get the hearer to do something. Example (1) is in form of suggestion while example (b) is directive in interrogative form in which the speaker does not expect 'yes/no' answer but the action of helping to bring the box. The last example (c) is in command which clearly has function to ask hearer do something. Other examples of directive verbs are asking, ordering, commanding, requesting, begging, praying, entreating, inviting, permitting, advising, daring, defying and challenging.

3. Commissive

Commissive illocutionary is illocutionary acts which the point is to commit the speaker to future action. In other words, commissive speech act expresses what the speaker commit to something or what the speaker intends (Tamam et al., 2020). Different from directives, this purpositional consent of this illocutionary act is that the speaker does some future action, not the hearer. Commissive verbs include promising, threatening, offering and vowing.

4. Expressive

Expressive illocutionary is to express psychological states and attitudes of the speaker in the sincerity or propositional content and to express speaker's feeling upon the hearer (Searle, 1979; Nurhidayah, 2013). Expressive verbs examples are thanking, congratulating, apologizing, condolence, deploring, and

welcoming. Paradigm expressive verbs in performative occurrence will not take “that” clauses but a gerundive nominalization transformation.

5. Declarative

Declarative illocutionary does not attempt to describe an existing state of affairs (as do assertive) or try to get to bring about a future state of affairs (as do directive and commissive). Declarative, however, is a speech act that could change the world by the utterances and its successful performance is influenced by the status of the speaker and the circumstances, such as by the speaker who has a specific institutional role in a specific context (Tamam et al., 2020). The examples of declarative verbs are resigning, firing, naming, punishing, raising (employees) and isolating.

Result and Discussion

From the data obtained from Nadiem Makarim’s first speech as the minister of Indonesian Education and Culture, there were found four types of illocutionary speech acts namely assertives, directives, commissives and expressives speech acts. Commissive speech act is placed as the most frequent illocutionary speech acts with eight utterances found followed by assertive speech acts which are seven utterances in the speech. Meanwhile expressive speech acts are four utterances. Directive speech acts are recorded as the lowest frequent illocutionary speech act used which are two utterances. The detail illocutionary acts of each type and their functions are explained in the following subsections.

Assertive

Assertive speech acts identified in Nadiem Makarim’s first speech as the minister of Indonesian Education and Culture are stating, giving opinion, predicting, and reporting. The assertive illocutionary acts found were dominated by reporting, while the rarest one is stating and predicting which each appeared once. There were found three reporting acts, two giving opinion acts. The assertives found are presented below:

- 1) *But for me, it seems to be consistent, that today's theme is learning indeed. (Stating)*
- 2) *But the most important thing is why this is an honor, because in my opinion, people in this room, today, are the most important spearhead for our future because without a change in mind-set, or a change for the next generation, Indonesia will not be able to advance higher on the world stage, and that is the biggest mission of the President brings. (Giving Opinion)*
- 3) *If you see, all the problems in our country in all fields, all those problems can actually be solved by improving the quality of our young generation who appear in the future. (Predicting)*
- 4) *So for me, why I accept this position, this mandate, which is so big and so enduring, because in my opinion the most effective way of transforming human resources is through education. That is the best, through the next generation. That's why it's an honor for me. (Giving Opinion)*
- 5) *I was oftentimes being asked by media reporters and others, "What is it, Pak Nadiem's 100-day plan?" I said, firstly, please do not call me Pak Nadiem, just Mas Nadiem. And secondly, I don't have a 100-day plan. "What do you mean, sir?" (Reporting)*
- 6) *I started from zero in education. (Reporting)*
- 7) *But don't worry, all this time I've also prepared myself, so I have a lot of homework to do. (Reporting)*

All of the data above are the assertive speech acts used by Nadiem Makarim in his speech. Data (1) is intended to provide information about the topic of the speech going to be delivered by the speaker. The utterance *"But for me, it seems..."* shows Nadiem's belief and subjective state of mind about the theme of the topic. It represents 'truth' of the expressed proposition for him.

Data (2) and (4) which were intended to give opinion about the mandate given by the president as the minister of Indonesia Education and Culture. Both data (2) and (4) explicitly contain giving opinion marker such as *"...in my opinion..."*. The utterance of assertive speech act in data (2) and data (4) focus on the truth-value of utterance. The truth-value utterance is implied in the utterance *"the most important thing..."* and *"the most effective..."* which stresses on how Nadiem's subjective value on something.

Different from the data (2) and (4), data (5)-(7) are included into reporting forms of assertive speech act which focus on information. The reporting forms as in data (5), (6) and (7) denote to the fact what is important to know by the audiences about him as the new Minister. In data (5) Nadiem tells the audience of his plan as the new Minister in the form of reporting past experience of being interrogating by reporters about the new Minister's plan. The utterance in data (6) represent factual proposition about himself as a new Minister of Education. Then, started by the directive speech act to calming audience, he reports the information of himself being prepared of what is ahead instead of his plan.

Directives

From the findings, directives are the lowest illocutionary acts used by Nadiem Makarim in his first speech as Minister. There were only begging and requesting forms found as follows:

- 8) *But I beg one thing for all the general directors and my team that are here, both from the Directorate General of Education and Directorate General of Culture, please be patient with me. (Begging)*
- 9) *Please don't... please be okay if I keep bother you all because I need mentors who can help me become a better leader. (Requesting)*

Both data above showed that Nadiem begged and request the audience to be patient, especially for the seniors' patience in guiding him as the new comer in the Ministry of Education and Culture. It is seen clearly from the use of verbs *beg* and *please* that indicates begging and requesting forms of illocutionary speech acts. Request and begging are the acts of speaking in order to get something (Syah et al., 2017) by as in directive speech act "ask" indicated by the using of *beg* in *"But I beg one thing for all the general directors and my team..."* and the using of lingual marker of requesting *"please"* in both (8) and (9) aimed by the speaker to get something from the hearer. In the context, Nadiem Makarim used *"please"* to get all the general directors and the team from Directorate General of Education and Directorate General of Culture, the people who are his predecessors in the ministry, to be patient to guide and help him to be a better leader (minister).

Commissive

Commissive speech acts dominated illocutionary speech acts in Nadiem's speech. From eight commissive speech acts identified, he frequently used the promising speech acts. It was recorded that he made five time promise speech acts about two things. Other types of commissive speech act found were assuring and refusing. The commissive speech acts are as follows:

- 10) *My plan for 100 days is to sit and listen, talk to the experts in front of me who have spent impact in improving the quality of education in Indonesia and learn from them. (Promising)*
- 11) *During the first 100 days I will give my inspiration to all students in Indonesia, namely learning. (Promising)*
- 12) *So I'm not here to be a teacher. I am here to be a student. (Refusing)*
- 13) *I will learn as much as possible during this time. (Promising)*
- 14) *Although I am not from an educational background, but I am a pretty good student and I learn fast. (Assuring)*
- 15) *If there is one theme that I will always go for, one principle is the principle of mutual cooperation. (Promising)*
- 16) *That is one thing that is truly unique in Indonesia, part of our culture, from then until now, a value that I will bring to all our activities and interactions, both at the ministry level, both at the other ministerial level, both with teachers, school principals and various local government. (Promising)*
- 17) *All these mutual cooperation principles will be the keywords in our shared journey. (Assuring)*

The commissive speech acts above presents at least two points of Nadiem's future actions as the new Minister of Indonesia Education and Culture in 2019 to 2024 term period. The first is the promise implied in his promising illocutionary acts in data (10), (11), and (13) which show Nadiem's 100-day plan of being Minister. This first promise is that he will firstly learn which means he will focus on observing the system existed and learning how it works from the seniors or people in the ministry. This is verified by his refusing to take big step in this first experience by data (12) that he is here not to be a teacher, but he is here to be a student. The word "*student*" used denotes the meaning that he still learns and needs assistance and guidance to run his mandate as the Minister. This indicates his strong intention to successfully adapt as the Minister although he does not come from educational field as the previous Ministers. In addition, he assures audience that what kind of students he will be, "*a pretty good student and learn fast*". As Syah e al. (2017) argues that this type of speech act made, the promise, refers to the interest of the hearers. He then convinced the audience with data (14) about his promise (his plan of learning). He assures audience that evethoughn he is still learning and hee needs guidance and assistance in his new position as leader, he promises the audience that he is *pretty good student* and he will learn and adapt fast.

The second promise Nadiem made is the principal value that he would bring to his work with the team in the Ministry. He promised to make mutual cooperative as the culture in the Ministry as implied in data (15) and (16). The promise is marked by the utterance of "*If there is one theme that I will always go for,..*". It indicates that Nadiem was promising for future condition expected to meet the hearers' interest about mutual cooperation value. In Data (16), "*...a value that I will bring to all our activities and interactions...*" which was followed by circumtace where it will be brought was used by Nadiem to show how the realization of promise, as in Data (15), will be in the future in his leadership as the Minister. It also performs what Nadiem's actions to be taken in the future. He then assured the audience by speech (17) indicated by the "*...will be the keywords in our shared journey*". It was used by Nadiem to convince the audience that he will certainly not be a liar and really going to carry out the promise that they uttered before about the cooperative principles he will concern on.

Expressive



The last illocutionary speech act recognized in Nadiem's first speech is expressive illocutionary act. The expressives illocutionary acts used are various. There are apologizing, showing gratitude, thanking, and wishing. The expressive acts found are presented below:

18) *I apologize that from the formality side I still have to learn, from the protocol side I still have to learn. (Apologizing)*

19) *Dear Minister of PMK, Mr. Prof. Dr. Muhajir Effendi, PMK Secretary General of Ministry of Research and Technology, Echelon 1, 2, 3 Ministry of Education and Culture, Ladies and Gentlemen, this is an extraordinary honor for me today, given a mandate from the president. (Showing Gratitude)*

20) *Once again, I want to say a big thank you, Mr. Muhajir and all who are here, if there is Mr. Nasir also thank you for all your services and all the programs that you have carried out. (Thanking)*

21) *And all my friends here, I hope to get to know you much deeper to study every day and become a better student. (Wishing)*

In the beginning of the speech, as shown in data (18), Nadiem apologized for his inexperience of following the protocols as a minister. The act of apologizing was aimed to coincide with the audience expectation which Nurhidayah (2013) said to maintain harmony between speaker and hearer. In this context, Nadiem apologized for the inconvenient of being not used to be a formal person with any protocols tied especially as a minister of a country. He also showed gratitude of being selected as the Minister of Indonesia Education and Culture in data (19). Meanwhile, Nadiem ended the speech by thanking to the previous Ministers of Indonesia Education and Culture (20) and expressing wishing about him getting engaged with all the people in the ministry. He hoped to be welcomed by them (21).

CONCLUSION

In his first speech as Minister of Indonesia Education and Culture to deliver his 100-day planning delivered in his inauguration, Nadiem Makarim employed various types of illocutionary speech acts namely assertives, directives, commissives and expressives. He exploited commissive speech act more than other illocutionary speech acts.

From 21 total of illocutionary speech acts identified, there were found eight commissive speech acts in the forms of promising, refusing, and assuring. Assertive speech act is placed as the highest number of illocutionary acts used by Nadiem after commissive speech acts which are found seven utterances. The types of assertive speech act used are stating, giving opinion, predicting and reporting speech acts. Three reporting acts give what is important to know by the audiences about him as the new Minister. Nadiem also used expressive speech acts to show his apology, gratitude, thank, and wish. There were only four utterances included into expressive illocutionary speech act. Therefore, the rarest illocutionary act is directives which recorded only two utterances. Directive speech

act is used by Nadiem to beg and request for the guidance and patience of the previous ministers and all the people in the ministry.

In conclusion, although Nadiem Makarim does not come from educational field, he typically used commissive speech acts more than other types of illocutionary acts. It indicates his high self-confidence to make promises on his new field, moreover as the Minister. He made promise on his plan as the new Minister and assured the audience that he is capable of being Minister with the promises he made.

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