HALAMAN PENGESAHAN

AN ANALYSIS OF ILLOCUTIONARY ACTS IN NADIEM MAKARIM'S SPEECH 'EPS 26: MERDEKA BELAJAR' ON YOUTUBE CHANNEL KEMENDIKBUD RI: A PRAGMATIC ANALYSIS

A THESIS

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CHAPTER I

INTRODUCTION

1.1 Background of the Study

One of the most crucial objects studied in linguistics is language because essentially linguistics is the science that studies a language spoken by someone. Language is an intricate and varied human communication system that enables us to convey and receive thoughts, feelings, and information (Asya et al., 2023). The main goal of language as an instrument is to express an idea (Sipayung, 2021). Human communication occurs because of the existence of a language to obtain the desired information in both spoken and written form. One field of linguistics is pragmatics which studies the meaning the speaker desires. According to Mey, (2001), explains that the study of pragmatics is the application of language to the state of a society and each person not only produces utterances but also carries out actions to express themselves through utterances that have been spoken to the listener and are generally known as speeh acts.

A speech act is a statement that implies that doing something is required to say something. A speech act can also be the utterance of a sentence to communicate a word and make the speaker's intention clear to the hearer like an offering, cautioning, welcoming, applying, providing information, confirming an appointment, and others. The various forms of action above are things that a speaker can do when using language, which is called a speech act. The relationship between communication and language certainly cannot

be separated from the study of pragmatics. Locutionary, Illocutionary, and Perlocutionary acts are a few of the relationships studied in the discipline of pragmatics. According to Searle (as cited in Wulan, (2021), speech act is classified into three parts, (1) *Locutionary act*s are utterances that produce meaning to be expressed, (2) *Illocutionary acts* are actions carried out through communication, and (3) *Perlocutionary act* action that influenced by the words of the speaker.

According to Searle, (1979), argued that illocutionary acts are representative, directive, commissive, expressive, and declarative. a).**Representative**: this is a kind of speech act where the speaker does not ask the hearer to take action or ask for an opinion because this representative speech act serves as a spokesperson and presents information using precise and impartial facts. The illocutionary forces of a representative include stating, affirming, agreeing, clarifying, describing, reporting, verifying, rectifying, concurring, elucidating, disputing, providing information and reminding. For example:

Context: In the context of Nadiem Makarim's speech, he is stating information that he thinks is true about something, where he states that the outside world would not understand the consequences of the new policy change.

> *"Saya merasa media atau di dunia luar situ tidak akan menegerti betapa besarnya perubahan ini tapi orang-orang dalam ruangan ini saya yakin Bapak Ibu pasti akan mengerti apa konsekuensinya dan selama-lamanya perguruan tinggi kita ga akan sama lagi dengan adanya peraturan kebijakan ini".*

(I **think** the media or the world out there will not understand how big is this change but the people in this room, I'm sure ladies and gentlemen will understand what the consequences are and forever our higher education will no longer the same as it was these policy regulations)

From the example above, the utterance uttered by Nadiem Makarim means that he is informing the hearer of his beliefs, and in this speech act, he does not ask the hearer to take any action. The fact that he used the word "stating" in his speech makes the statement include a representative act. b).**Directive:** this speech act is almost the same as a representative, but directives tend to be more directed towards the hearer because the speaker uses this directive speech act to ask their speech partner to perform something. Requesting, ordering, recommending, commanding, querying, asking, and warning are some of the illocutionary forces of directives. For example:

Context: In the context of Nadiem Makarim's speech, he request the hearer that the national education standards should not be in the form of technical guidelines or checlist in order to carry out passive simplification, so the national education standards should be in the form of a framework.

"Kita mau melakukan penyederhanaan pasif kepada standar nasional pendidikan tinggi dan untuk melakukan itu standar itu tidak boleh jadi kayak juknis, ngerti nggak bapak ibu, standar itu tidak bisa juknis, standar itu harusnya menjadi suatu kerangka suatu prinsip dasar, sehingga dalam prinsip-prinsip itu ada keleluasaan untuk beradaptasi sesuai kemauan setiap perguruan tinggi, jadi disini kita menyederhanakan untuk menjadi lingkup-lingkup standar-standar kompetensi dan standar proses pembelajaran penilaian, jadi menjadi framework, bukan menjadi juknis, bukan menjadi checklist".

(we **want** to make a passive simplification of the national standards for higher education and to do that these standards cannot be like technical guidelines, do you understand ladies and gentlemen, standards cannot be technical standards, it should be a framework for basic principles, so that within those principles there is freedom to adapt according to the wishes of each university, so here we simplify it to include competency standards and assessment learning process standards, so that it becomes a framework, not techincal guidelines, and not a checklist)

From the example above, the utterance uttered by Nadiem Makarim means that he the hearer that the speaker request the hearer to passively simplify the national higher education standards, where the standards should become a framework, so that in this utterance the speaker request to change the standards into a framewrok and not a technical guideline. The fact that he used the word "reminding" in his speech indicates that the statement is a directive act. c). **Commissives**: a kind of speech act that the speaker's commitment to acting for hearer in the future. The illocutionary forces of commissive include promises, threats, refusals, pledges, offering, planning, vowing, and swearing. For example:

Context: In the context of Nadiem Makarim's speech, he promised something beforehand to the college and would fulfill the promise at the time.

"Hari ini kami ingin memenuhi janji kita kepada perguruan tinggi"

(Today we want to fulfill our **promise** to the college)

From the example above, the utterance uttered by Nadiem Makarim means that that explains that previously the Ministry of Education and Culture had

made a promise to the university and at that time it would be held accountable for the agreement it had promised to the university. Because this statement is a statement that has an effect or action in the future. The utterance contained is a commissive deed because the utterance has the meaning of promising in his utterance. d). **Expressive:** a speech act tends to be more towards the speaker because there is an action that has been carried out by the hearer so that the speaker can state or inform what the speaker feels. The illocutionary forces of expressive encompass expressing regret, gratitude, sympathy, greetings, thanking, stating feeling, apologizing, stating pleasure, and stating annoyance. For example:

Context: In the context of Nadiem Makarim's speech, he expresses the feelings that he feels indirectly to the hearer regarding the information he wants to convey.

> *"Saya ini merasa hari ini hari yang sudah lama ditunggu baik dari sisi perguruan tinggi maupun dari sisi Kementrian"*
>
> (I feel today has been a long day awaited both from the university side and the Ministry side)

From the example above, the utterance uttered by Nadiem Makarim means that he couldn't wait to tell the hearer something he had wanted to convey for a long time. We can conclude that the example above is an expressive act because the speaker conveys the form of feelings that the speaker has. In this case, because he uses the term "feeling" in his statement, the speech is included in an expressive speech act. e). **Declarative:** is a speech act where statements have the power to influence a situation. The illocutionary force of declarative

includes hiring, dismissing, announcing, declaring, marrying, naming, and pronouncing. For example:

Context: In the context of Nadiem Makarim's speech, he announced good news to private universities where the burden of financing had been borne by the state.

> *"Nah, implikasinya kepada biaya Bapak Ibu, sekarang ini berubah, status akreditasi wajib, tapi unggul tidak wajib ya, dan yang wajib ditanggung full oleh pemerintah. Ini adalah kabar baik terutama untuk universitas-universitas yang skalanya lebihkecil atau untuk banyak sekali PTS-PTS kita yang selalu dapat komplain dari kepala-kepala PTS mengenai betapa besarnya beban ini, jadi Allhamdullilah sekarang itu beban ditanggung oleh negara [Tepuk tangan]. Jadi dengan adanya kami mengambil tanggung jawab beban pembiayaan yang wajib sayasudah tidak mau mendengar lagi komplain dari rektor-rektor."*

> (Well, these implications for costs, ladies and gentlemen, have now changed, accreditation status is mandatory, but excellence is not mandatory, and mandatory accreditation covered in full is the government. This is **good news**, especially for universities on a smaller scale or for our many private universities, I always get complaints from PTS leaders about how big this burden is, So Alhamdulillah, now this burden is fully borne by the state [Applause]. So, by taking responsibility for the financing burden, I no longer want to hear complaints from chancellors anymore.

In the example above, we can see that the utterance that has been uttered will change the situation when the speaker has another intention and the speaker says something that can change the situation. In this case, because he uses the term "announcing" the good news in his statement, the speech is included in a declarative speech act

In this present study, the study's researcher's primary focus is on the term illocutionary acts which will be investigated. Illocutionary acts not only in the

environments we encounter but also on other social networking websites such as TikTok, Facebook, Instagram, Twitter, and YouTube. According to McCay-Peet & Quan-Haase, (2017) explain social media as web-based programs that enable communication and collaboration amongst linked communities or individuals. YouTube is one of the social media used and YouTube is a well-known program for sharing videos that allows users to interact with many people. Through the YouTube platform, we can find various topics that are discussed in our environment, like one of the topics discussed on the YouTube channel KEMENDIKBUD RI 'Eps 26: Merdeka Belajar' is about National Higher Education Standards and Accreditation System.

The content of the Makarim speech discusses how the world of education is changing and the new policies that will be implemented, one of which is discussing the issue of eliminating the mandatory thesis requirement for undergraduate and diploma students. This issue had become a trending topic among students throughout Indonesia which was reported on various social media platforms, one of which was YouTube, because many Indonesians, including teachers and students, did not understand the meaning of the speech delivered by Nadiem Makarim. Therefore, these problems and discussions often arise due to a lack of understanding and the large number of opinions among the public regarding the content of the speech delivered by Nadiem Makarim as Minister of Education and Culture of Indonesia. Misunderstandings occur because the hearer tends to have difficulty understanding the speaker's meaning.

The reason the researcher chose Nadiem Makarim's speech as the research object is because of the problems the researcher found, another reason is also because in every speech delivered by Nadiem Makarim many Indonesian people, especially students, were very happy and motivated because his speeches were always constructive and provided motivation for changes in the system education in Indonesia, which means that something is happening in every content of Nadiem Makarim's speech. Therefore, the reason the researcher chose Nadiem Makarim's speech as the research object is because there were problems that arose in the speech spoken by Nadiem Makarim. In this case, the illocutionary acts are proven not only in writing but we can also find it orally. The oral illocutionary acts in question are found in videos, films, and speeches from ministries, motivators, and others.

In this research, the researcher uses Searle's (1979) theory because before choosing a theory, the researcher observes the data and looks for a theory that suits the research problem, especially in illocutionary speech acts. After the researcher makes observations and analyzes the data against the theory, Searle's theory is a theory that is suitable for solving research problems, because Searle's theory, can cover all the data that will be analyzed by the researcher. A comparison of the theories of Searle (1979), Leech (1983), and Austin (1962) are that in Leech's (1983) theory there are 4 types of illocutionary acts (Competitive, Convivial, Collaborative, and Conflictive), in Austin's (1962) theory there are 5 types of illocutionary acts (verdictives, exercitives, commissives, behabitives, and expositives) and Searle 1979, there are 5 types

of illocutionary speech acts (Representative, Directive, Commisive, Expressive, Declarative) in these three theories, after the researcher made observations, it turned out that among the three theories, the one that could cover all the research data is Searle's (1979) theory. Through this research, the researcher examines the types of illocutionary acts, which consist of five types (Representative, Directive, Expressive, Commissive, and Declarative), and examines the most dominant types of illocutionary acts that appear in Nadiem Makarim's speech based on Searle's (1979) theory. However, the difference from previous researchers is that this researcher also wants to investigate illocutionary act patterns that have not been studied by other researchers and this is one of the strengths or advantages of this research.

The researcher was drawn to the topic of illocutionary acts since they represent a meaning of speech in which the speaker directs their speech to ensure the audience understands what the speaker said. Therefore, the researcher is interested in analyzing utterance speaker's meaning in Nadiem Makarim's speech because the researcher sees that many illocutionary acts in his speech are found on YouTube. Based on the above background, this research entitled "An Analysis of Illocutionary Acts in Nadiem Makarim's Speech 'Eps 26: Merdeka Belajar' on the YouTube Channel KEMENDIKBUD RI: A Pragmatics Analysis" to identify the different kinds of illocutionary acts, the kinds that predominate in the speech, and the pattern of illocutionary acts. Based on Searle's (1979) theory, this type of research employs a descriptive qualitative methodology and focuses on illocutionary acts.

1.2 The Problems of the Study

The problem of this research will be developed into the following research question based on the preceding problem description. Those problems are presented in three questions:

1. What types of illocutionary acts are used in Nadiem Makarim's speech?

2. What are the dominant types of illocutionary acts that are used in Nadiem Makarim's speech?

3. What is the pattern of illocutionary acts used in Nadiem Makarim's speech?

1.3 The Objectives of the Study

The following is an interpretation of the research's purpose based on the problems that were formulated:

1. To know the types of illocutionary acts used in Nadiem Makarim's speech.

2. To know the dominant types of illocutionary acts used in Nadiem Makarim's speech.

3. To find out the pattern of illocutionary acts used in Nadiem Makarim's speech.

1.4 The Scope of the Study

This study uses Searle's (1979) theory to describe the many kinds of illocutionary acts found in Nadiem Makarim's speech on YouTube channels KEMENDIKBUD RI 'Eps 26:Merdeka Belajar'. The speech act is the subject of this research. Locutionary, illocutionary, and perlocutionary are the three categories of speech acts. The main topic of this research is the kinds of illocutionary acts, examines the dominant types of illocutionary acts, and

identifies a pattern of illocutionary acts in Nadiem Makarim's speech. A collection of illocutionary act types includes directives, declarative, directives, representatives, and commissives. Descriptive qualitative research used in this study. To gather the data, the researcher used observation and documentation techniques inspired by YouTube videos.

1.5 The Significances of the Study

Related to the objectives of the research above, the significance of the research is as follows:

1.5.1. Theoretically

The findings of this study can provide new insight into better pragmatic learning, especially in speech acts namely illocutionary acts, and the researcher's goal is to be able to add references to previous studies using current research.

1.5.2. Practically

1. English Department Student

   The students will be able to deeply understand pragmatism knowledge, especially illocutionary acts, and directly can apply it to their daily basis lives.

2. Readers

The study's findings will help readers enrich their understanding of illocutionary acts and can add and increase their insight about illocutionary acts.

3. Other Researcher

This study's results, the researcher hopes, will can benefit other researchers and be used as a reference to help conduct research in the field of pragmatics.

CHAPTER II

REVIEW OF LITERATURE

2.1 Theoretical Framework

In this chapter, the researcher clarifies the differences and similarities between earlier research findings and this research on the same topic. The researcher also gives several theories to explain the research topics covered in this research topic. Finally, the researcher shows a simple chart that illustrates how the data is analyzed to address research problems.

2.1.1 Linguistics

The scientific study of language, including its form, function, meaning, and value, as well as scientific discourse, is known as linguistics. Linguistics is one of the crucial elements for humans because it is very close to human life because linguistics also studies language as a system of human communication (Richards & Schmidt, 2010). In line with that, Zafirah, (2019), mentions that speaker meaning is the meaning the speaker intends when using parts of the language. Language develops because the actual purpose of language is to express the aims and objectives of its speaker. So, the researcher can conclude that linguistics is the science that studies human language by the occurrence of language events.

2.1.2 Pragmatics

The study of pragmatics focuses on language's fundamental meaning on the speaker's objective or the meaning that arises from the context of language use. According to Mey, (2001), pragmatics examines how people use language to communicate. It is predicated on an analysis of these principles and how they impact and actualize language use in people. In short, Pragmatics is the study of meaning as expressed by the speaker. Therefore, According to Yule (as cited in Wulan, (2021), the study of significance that is conveyed by the speaker and comprehended by the listener is associated with pragmatics. Every utterance uttered by humans does not only consist of a word but also has an intended meaning in it. According to Yule (as cited in Maulidiyah et al., (2021), in studying pragmatics, someone will have the advantage of being able to understand and interpret the intentions and goals of the interlocutor. From the explanations above, the study of language, meaning, and situation is known as pragmatics. The researcher also argues that every time someone utters or says something, it means that the speech delivered has a meaning that must be understood by the hearer.

2.1.3 Context

Context is one of the factors that influence a person's use of language (Sowari Siregar et al., 2023). It's not only about the circumstance; it's also about something that happens in your immediate environment when individuals do communicate. According to Huang, (2017), context refers to a discourse that

depends on the situation and conditions that occur. Also, Mey, (2001), states context is important in discussing the ambiguity of spoken or written language which means that Context is not a static concept, but rather a dynamic one that must be understood in the communication process and the linguistic expression of their interactions that can be understood and in order for the hearer to understand the speaker's intention, context is essential in communication. The hearer will find it difficult to understand the speaker's statements without context (Manalu et al., 2023). So, in pragmatics, context is also an important thing that must be studied and understood because context is a term related to the background of communication.

From that statement above, the researcher concludes that context is a communication that can influence the surrounding circumstances or situations. Therefore, context is the idea that a sentence's existence or structure affects how it appears to signify something.

2.1.4 Speech Acts

In this section the researcher was explained what the defenition of speech actt is and the classification of speech acts as a topic in this research.

2.1.4.1 The Defenition of Speech Acts

Speech acts are an entity that is central and basic in pragmatics. According to Austin (as cited in Manurung et al., 2019) determines speech act is when a speaker speaks, they are truly acting or doing something in addition to imparting information. In line with that, According to Hutajulu & Herman, (2019), Speech

is an expression that makes clear the way the speaker employs language to accomplish desired goals and how the listener understands what is said to ascertain the intended meaning. The foundation of this study is the idea that speech is a tool for communication and that speech can only have significance when it is used in actual communication acts and in the process of communicating, people automatically use a variety of speech acts. for example, making statements, questions, orders, and requests (Saragi, et al., 2019). Another definition of speech acts stated by Thamrin, (2020), also states that utterances performed with actions are speech acts. Thus, based on the description above, in conclusion, by linking speech to the gestures speakers make for their listeners, the theory of speech acts investigates the meaning of language. For example:

"Please lower the music volume, it's already midnight"

The utterance above is a request to the speaker to reduce the volume of the music because it is midnight, which means it is time to sleep and so as not to disturb rest time. If the hearer knows what the speaker means, the hearer will turn down the volume of the music. In this situation, the hearer will interpret and determine the speaker's intentions when carrying out certain speech acts. Thus, the researcher can conclude that speech act refers to the relationship between both the performance of the act and the use of language happening at a certain time.

2.1.4.2 Speech Acts Classification

Three classifications were coined by Searle, (1979), namely locutionary acts, Illocutionary acts, and Perlocutionary acts.

a) Locutionary Acts

According to Wijana (as cited in Isnaeni, (2021), locutionary acts are speech that only informs or conveys something to the hearer without any intention of doing something. In line with that, Norrick & Bublitz, (2011) states that illocutionary acts are simply uttering or speaking a sentence, conveying information, etc., which do not require an action from the hearer. In line with that, mayna, (2022), locutionary acts only tell the hearer something without having to take any action. For example:

1) One International Language is English.

This utterance aims to convey or just inform that "One International Language is English"; There is no other intention or purpose for the hearer to act.

b) Illocutionary Act

Illocutionary acts are activities carried out with a particular aim and function, so illocutionary acts are relatively the most common speech acts and are easy to identify because the identification can be done without including the context of the speech in its speech situation (Ugwu, 2019). Illocutionary acts as what the speaker wants to achieve when speaking something and the act doing something (Searle, 1979). According to a different perspective, speech acts only serve as a means of expressing the speaker's obligation to do something

that is connected to the speech's content. From the statement above, an illocutionary act is considered an act of doing something that has the aim of asking the hearer to do something through the utterances of the speaker. The utterance, such as make a statement, order, give thanks, offer an apology, request, etc.

For Example:

(1). Friska will have a thesis proposal tomorrow

(2) Budi is sick

In this situation, from utterance (1) if conveyed to students in the Seventh semester, the meaning of this utterance not only provides information but also encourages the student for her thesis seminar proposal. In utterance (2) if the situation is being spoken to the hearer who turns on the music with a large volume, that means it does not just convey information, but the utterance also intends to order the hearer to turn off the music or the lower volume.

c) Perlocutionary Act

The act of influencing something and the effect that speaking has on the speech partner are referred to as perlocutionary acts, causing the partner to behave in response to the speech's substance (Prasetya, 2017). In line with that, Dewi, (2021), perlocutionary acts as the result or effect caused by speech (towards the listener). Perlocutionary utterances contain a specific purpose that the speaker wants to see in an action such as compelling, influencing, discouraging, and even, say, unexpected or deceptive (Austin, 1962).

Perlocutionary refers to the response of the audience to something that is said, whether on purpose or unintentionally. For Example:

(1) My father was sick yesterday

(2) It is raining outside

In this situation, from utterance (1) if uttered by the speaker as an excuse not be attend her friend's invitation, then the form of illocutionary act is to apologize and the expected form of perlocutionary act is for people who invited her, please understand the speaker. In utterance (2) the perlocutionary effect from the utterance may hearer not to leave the room because it's raining outside

2.1.5 Illocutionary Acts

In this section the researcher explained about the illocutionary acts with the classificartion of illocutionary acts as a focused on in this research.

2.1.5.1 The Defenition of Illocutionary Acts

A speech that is intended to serve a purpose is known as an illocutionary deed. An illocutionary act is that apart from providing information to the interlocutor, it can also make the interlocutor perform a certain action if the interlocutor understands the speaker's intentions (Pasaribu et al., 2019). However, in this speech, it is not only the hearer who needs to understand what the speaker is saying, but the speaker must also understand what the speaker is saying and communicate it to the speaker in a suitable manner. In understanding illocutionary acts must pay attention to how context of the speech and has force in saying something (Sinaga et al., 2019). According to Searle (1979), The

illocutionary act is an action of providing information by doing something like declare, order, promise, conclude, threaten, etc. Encouragingly, in the speech act theory, an illocutionary act is a meaning or expression that refers to the role or activity the speaker did in producing the utterance and happens outside of the speaking act itself.

2.1.5.2 Illocutionary Acts Classification

According to Searle, (1979), classifies the illocutionary acts into five types, such as a) Representatives, b) Directives, c) Commissives, d) Expressives, and e) Declarative;

a). Representatives

According to Hutajulu & Herman, (2019), Speech acts that convey the speaker's opinions to be true or false are known as state representatives. Usually, these tasks are implemented or completed using declarative statements that function as gift information. In line with that, Searle, (1979), argued representative acts are binding speech acts to the speaker to the truth of what is said. In terms of representative actions, there are several keywords associated with them: affirming, stating, forecasting, reminding, verifying, agreeing, clarifying, reporting, providing information, concurring, and disputing. For Example:

(1) These flowers are beautiful

(2) The moon is shining

The utterance (1) is a type of representative illocutionary because it informs or tells that flowers are beautiful. And the utterance (2) is included in the illocutionary because it is a form of affirmation. After all, the moon is shining at night.

b) Directives

According to Searle, (1979), A speaker could employ a speech act called a directive to instruct another person on what to do. Speech acts of this kind explain what occurs by the wishes of the speaker or interlocutor to produce an influence in the form of an action or deed carried out (Thamrin, 2020). Specifically, when a speaker uses directive type speech, which involves the speaker exerting effort on behalf of the hearer it is an illocutionary act that the speaker wants the speech partner to perform by what is mentioned in the speech when doing something, asking, requesting, ordering, suggesting, warning, commanding, and recommending. For Example:

(1) Can you lend your money to me?

(2) Please do not disturb me! I am going to sleep now.

The speaker conveys to the hearer what they desire in this statement, and they are obliged to comply. Directive speech acts can be positive or negative and take the form of an instruction, order, request, etc.

c) Commissive

According to Searle, (1979), speech that facilitates a speaker's commitment to acting for a second person in the future is defined as a commissive act. In

line with that, Devi & Degaf, (2021) that a Speech acts that are executed when the speaker makes a prolonged utterance are known as commisive speech acts. Examples of such acts include promising, pledging, swearing, offering, vowing, threats, and refusals. For Example:

(1) I promise, I will tell you something tomorrow.

(2) He stole your key, I swear

In example (1) it can be a promise indicating that the speaker will take an action in the future. In example (2) The speakers have an intention to perform a swear which means that the speaker saw that the key was stolen by someone to the hearer.

d) Expressive

According to Searle (as cited in Dalimunthe, (2020), this type of illocutionary act is a statement that describes what the speaker feels. In line with that, Mey, (2001) also states that The speaker's inner condition is communicated through this speech act.; it is purely subjective and provides no information about the outside world. The expression is sometimes used courteously. The polite way of expressing ourselves is when we greet someone, stating annoyance, stating feeling, stating pleasure, thanking, apologizing, gratitude, and sympathy. For Example:

(1) I am sorry for coming late

(2) Well done! You did it!

The second example above is an example of a form of expression where the speaker communicates to the hearer how the speaker feels.

e) Declarative

According to Searle, (1979), state Declarative speech is defined as a speech act in which the speaker makes new claims. So, A declarative speech act is one in which the speech itself results in a change. The illocutionary force of declarative is like hiring, dismissing, announcing, pronouncing, declaring, marrying, and naming. For Example:

(1) Teacher: Time is over!

(2) Boss: You are fired!

The second example above states a change in circumstances through utterances made by the speaker.

In conclusion, Table 2.2 provides an overview of all the different categories of illocutionary acts together with an explanation of their main purposes adapted from (Yule, 1996).

Table 2.1 Five general functions of illocutionary acts

No	Illocutionary Acts	Direction of Fit	S = Speaker X = Situation
1	Representatives	Make words fit the world	S believes X
2	Directives	Make the world fit the words	S wants X
3	Commissions	Make the world fit the words	S intends X
4	Expressives	Make words fit the world	S feels X
5	Declarative	Words change the world	S causes X

A different method based on structure can be used to differentiate between different kinds of speech acts. There is a direct relationship in English between

three general communicative functions (statement, inquiry, and command/request) and three structural forms (declarative, imperative, and interrogative). These three sentence types provide a very fundamental structural differentiation among three broad categories of speech activities.

2.1.6 Social Media

Social media (often abbreviated as "medsos") is now a part of the extraordinary life of Indonesia. According to Lewis (as cited in Pourkhani et al., (2019) Digital technology that enables people to communicate, engage, create, and distribute message content is referred to as social media. Social media is very widely used by society, many social media platforms can share information, knowledge, insight, and also the latest news such as Twitter, WhatsApp, Facebook, YouTube, Telegram, and other platforms.

Through the use of the internet or other web-based technologies, social media facilitates social contact and can transform communication into an interactive discourse (Aichner et al., 2021). This attachment is built so strongly that it creates dependency to continue interacting with each other, this is because it is increasingly easy to access digital media that connect individuals. The researcher can conclude, that social media is a means of social interaction interactive or two-way online that can be used to share text, images, audio, and video information.

2.1.7 YouTube

YouTube Media is a platform that allows people to upload, view, and share popular videos for free. In Indonesia, Youtube is also one of the most popular media platforms, there is a lot of important information and various other issues through videos uploaded on YouTube. According to Sianipar, (2013), YouTube is a resource that offers a variety of extremely useful information along with popular video material on social media. As it develops, YouTube's role increases as a distribution channel for various groups, from content creators to advertisers, as an opportunity to share, inform, and inspire internet users in various countries and parts of the world.

From the explanation above, the researcher can conclude that YouTube is a social media platform that contains videos as a forum for information used in various parts of the world, which can provide important information, news, or issues that occur in various parts of the world where the broadcast can be seen, watched, and observed.

2.1.8 Youtube Channel KEMENDIKBUD RI

YouTube channel KEMENDIKBUD RI is an official Indonesian education YouTube account managed by the education and culture government. The YouTube channel KEMENDIKBUD RI was created on October 21, 2011, and has 799 thousand followers with 44,796,177 views which contains 1 thousand videos about new things in the world of education and culture. This channel not only contains about the world of education, but also contains culture so that the

videos or information uploaded on this channel is not only in the form of speeches, but there are also talk shows, podcasts, and webinars. This channel uploads once a week not only uploading speeches but also uploading videos about culture.

2.2 Previous Study

The first research was conducted by Surnani, (2022) thesis entitled "Illocutionary Acts Produced by Teachers and Students in the English Learning Process at the Ninth Grade of SMP Batik PK Surakarta in the Academic years 2022/2023", The goal of the study is to: (1) analyze the illocutionary acts that educators produce. (2) to assess the students' illocutionary conduct. Teachers from SMP Batik PK Surakara's grades nine A and nine B served as the study's subjects. In this study, Descriptive qualitative research methodology is employed. The hypothesis of Searle (1979) is applied in this study. This study's findings indicate that educators at 30 SMP Batik PK Surakarta employ three different kinds of expressive, assertive, and directive illocutionary speech acts. The percentage of illocutionary speech acts produced by teachers is 3.6% expressive acts, 37.7% assertive acts, and 58.7% directive acts. The percentage of illocutionary speech acts produced by students is 5.4% expressive acts, 29.0%% assertive acts, and 65.6% directive acts. Thus, in the illocutionary speech acts that occur among teachers and students at SMP Batik PK Surakarta, the most frequently used by teachers and students are directive speech acts.

The similarity in this research is the research methodology also employs the descriptive qualitative approach, another similarity is that the researchers both

use Searle's (1979) theory. The distinction is that the data source for this study comes from speech, whereas the data source for the previous research comes from teachers and students. Another different objective of the study is the previous research only to determine the types of illocutionary and dominantly illocutionary acts while the objective of this research is to determine the types of illocutionary, dominantly illocutionary acts and illocutionary act patterns that occur in Nadiem Makarim's speech.

The second research was conducted by R. A. Putri et al., (2020) journal entitled "The Analysis of Illocutionary Acts of Judges' Comments in America's Next Top Model and Asia's Next Top Model Competitions: A Cross-cultural Pragmatic Study", The study's objective is to ascertain the judges' illocutionary activities because they are thought of as the competition's decision-makers. In this study, Descriptive qualitative research methodology is employed. The analysis data of Searle (1979) is applied in this study. This study's findings indicate that there were 146 illocutionary acts (72 from America and 74 from Asia). Declarative and assertive functions comprised 33.33% of the major types in the Next Top Model for America; whereas, the expressive function was the most common in the Next Top Model for Asia.

The similarity in this research is the research methodology also employs the descriptive qualitative approach, another similarity is that the researchers both use Searle's (1979) theory. The distinction is that the data source for this study comes from speech, whereas the data source for the previous research comes from remarks in the competitions for Asia's and America's next top models.

Another different objective of the study is the previous research only to determine the types of illocutionary and dominantly illocutionary acts while the objective of this research is to determine the types of illocutionary, dominantly illocutionary acts and illocutionary act patterns that occur in Nadiem Makarim's speech.

The third research was conducted by Mardian & Suhardianto, (2019) journal entitled "An Analysis of Illocutionary Speech Act Types and Context Used in Cinderella Movie: A Pragmatic Approach" The goal of the study is to find out the types of illocutionary acts and what are the context used in Cinderella's movie. The analysis data of Searle (1979) is applied in this study. The results of this study show that, of the Illocutionary Act 20 data, 8 utterances were assertive, 4 were commisive, 5 were directive, 3 were expressive, and the final utterance was declarative; no declarative was discovered in the data analysis. The similarity in this research is the research methodology also employs the descriptive qualitative approach, another similarity is that the researchers both use Searle's (1979) theory. The distinction is that the data source for this study comes from speech, whereas the data source for the previous research comes from the Cinderella movie. Another different objective of the study is the previous research only to determine the types of illocutionary and dominantly illocutionary acts while the objective of this research is to determine the types of illocutionary, dominantly illocutionary acts and illocutionary act patterns that occur in Nadiem Makarim's speech.

The fourth research was conducted by Atusaadah & Zuindra, (2022) journal entitled "Illocutionary Act in President Joe Biden's Speech". The research aims to identify the most prevalent types of illocutionary acts in President Joe Biden's speech by defining illocutionary acts, defining their types, and elucidating their meaning in a speech. The analysis data of Searle (1979) is applied in this study. This study's findings indicate that there were 41 pieces of information and this research by using Searle's theory, the researcher saw five different forms of illocutionary acts in President Joe Biden's speech which are representative 20 (48,79%), directive 11 (26,83%), commisive 3 (7,31%), expressive 6 (14,64%), and declarative 1 (2,43%). The most dominant was the representative 20 (48,79%) illocutionary act. The similarity in this research is the research methodology also employs the descriptive qualitative approach, another similarity is that the researchers both use Searle's (1979) theory. Another similarity is the researchers both have the same data source which is from speech. The different objective of the study is the previous research only to determine the types of illocutionary and dominantly illocutionary acts while the aim of this study is to determine the types of illocutionary, dominantly illocutionary acts and illocutionary act patterns that occur in Nadiem Makarim's speech.

The fifth research was conducted by (Syahara, 2023) thesis entitled "An Analysis of Illocutionary Acts in Nadiem Makarim Speech at the United Nations Transforming Education Summit 2022." Classifying different speech acts in Nadiem Makarim speaking and identifying the most common speech act

type were the goals of this study. In this study, the data was examined using the descriptive qualitative method. The official Instagram account of Nadiem Makarim provided the source of the information. The analysis data of Searle (1979) is applied in this study. The data contained no declarative type. A total of 34 utterances were discovered to suggest illocutionary acts with the specification: 34 data (70,58%) are representational, 2 data (58,88%) are expressive, 3 data (88,82%) are directive, and 5 data (14,70%) are commisive. The outcome demonstrated that Nadiem Makarim's speech is representative of the most prevalent form. It is possible to conclude that the outcome also demonstrated that Nadiem Makarim's primary goal in
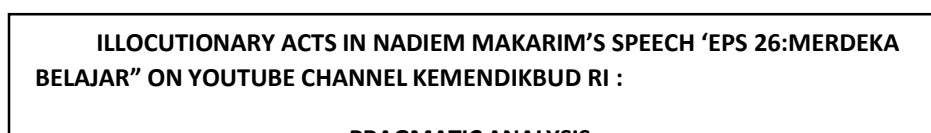
. The similarity in this research is the research methodology also employs the descriptive qualitative approach, another similarity is that the researchers both use Searle's (1979) theory. Another similarity is the researchers both have the same data source which is from speech. The different objective of the study is the previous research only to determine the types of illocutionary and dominantly illocutionary acts while the objective of this research is to determine the types of illocutionary, dominantly illocutionary acts and illocutionary act patterns that occur in Nadiem Makarim's speech.

2.3 Conceptual Framework

The conceptual framework is a chart or framework for the researcher's way of thinking to solve the problems contained in the research itself, so, in this section, the researcher shows a chart of how the data analysis process has been

collected. This study is conducted to identify the types of illocutionary, the dominant types of illocutionary acts, and the pattern of ilocutionary acts performed by Nadiem Makarim based on Searle's (1979) theory. The five types of illoctuionary acts developed by Searle (1979), they are representatives, directives, expressive, commissives, and declarative.

Figure 2.3 Conceptual Framework An Analysis of Illocutionary Acts In Nadiem Makarim's Speech 'Eps 26:Merdeka Belajar' on YouTube Channel KEMENDIKBUD RI: A Pragmatics Analysis

ILLOCUTIONARY ACTS IN NADIEM MAKARIM'S SPEECH 'EPS 26:MERDEKA BELAJAR" ON YOUTUBE CHANNEL KEMENDIKBUD RI :

PRAGMATIC ANALYSIS

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┌─────────────────────┐
│     PRAGMATIC       │
└─────────────────────┘
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┌─────────────────────┐
│     SPEECH ACT      │
└─────────────────────┘
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┌──────────────────┐   ┌──────────────────────┐   ┌──────────────────────┐
│   LOCUTIONARY    │   │  ILLOCUTIONARY ACT   │   │   PERLOCUTIONARY     │
│                  │   │                      │   │                      │
│       ACT        │   │     (Searle, 1979)   │   │        ACT           │
└──────────────────┘   └──────────────────────┘   └──────────────────────┘
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┌──────────────────────────────────────────────────────────┐
│   REPRESENTATIVES, DIRECTIVES, COMMISIVES,                │
│ EXPRESSIVES, DECLARATIVES                                 │
└──────────────────────────────────────────────────────────┘
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┌─────────────────────┐
│   COLLECTING DATA   │
└─────────────────────┘
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┌─────────────────────┐
│   ANALYZING DATA    │
└─────────────────────┘
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┌─────────────────────┐
│      FINDINGS       │
└─────────────────────┘
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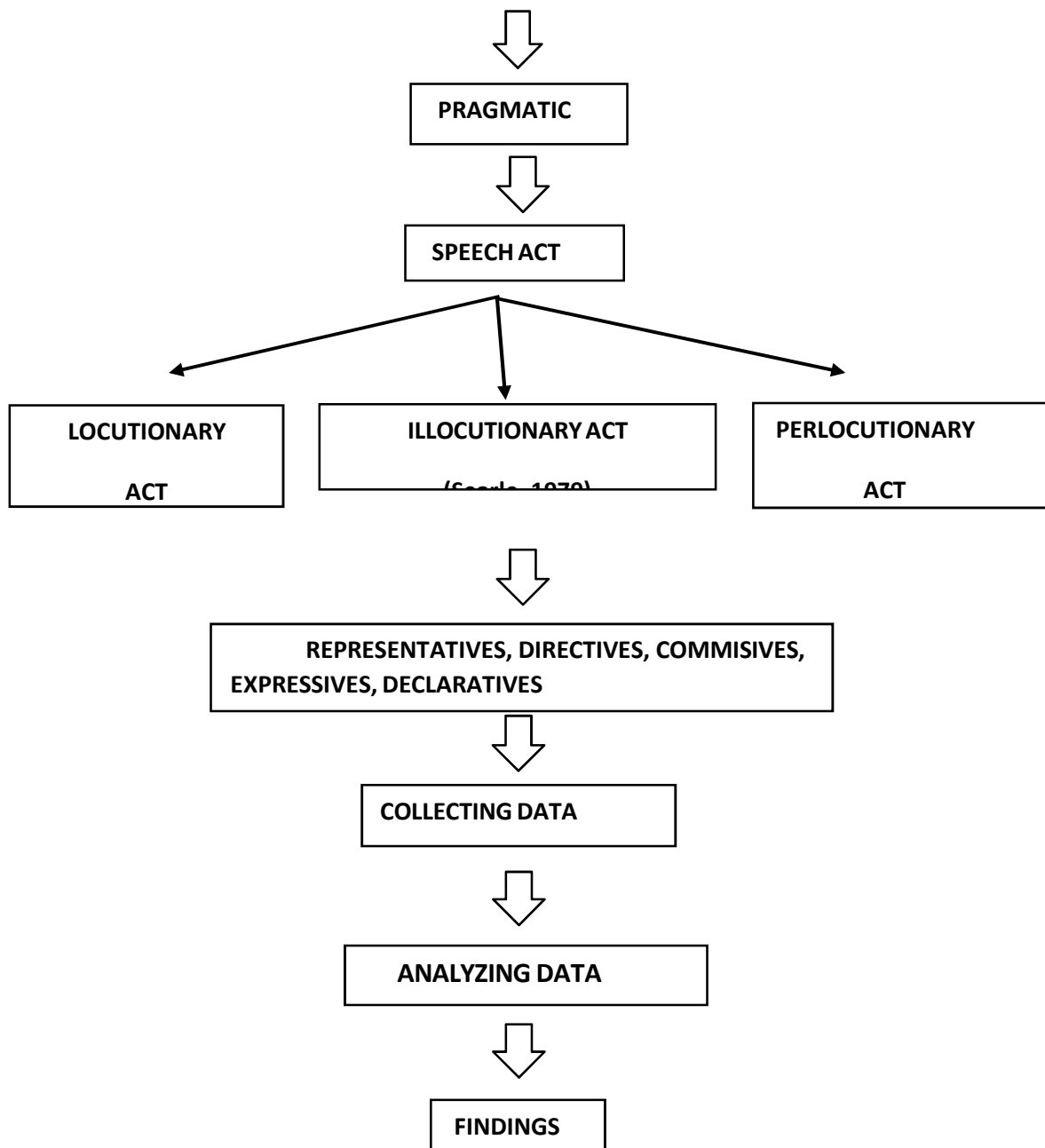
CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

A descriptive method with a qualitative approach will be used to perform this study. According to Creswell & Creswell, (2018), qualitative research is a method of probing and seeing the purpose of the problem of the study. It suggests that the researcher uses a variety of problem-solving strategies based on verifiable facts. Because this research is descriptive and focuses on speech analysis, the researcher employed a qualitative descriptive approach to explain the phenomena of illocutionary acts in Nadiem Makarim's utterances.

3.2 The Source of Data and Data

The research's source of data is a speech by Nadiem Makarim from the YouTube channel KEMENDIKBUD RI, "Eps 26:Merdeka Belajar." The data used in this study are utterances made by Nadiem Makarim that involve illocutionary acts. The speech delivered by Nadiem Makarim is gathered from the YouTube channel KEMENDIKBUD RI and contains a variety of illocutionary acts, which is why the researcher is concentrating on them.

3.3 The Instrument of Collecting Data

In this research, researcher collected appropriate research instruments so that the data collected had high validity and reliability. The research herself serves as the research instrument in this study. One of the characteristics of qualitative research is that humans are the instruments so the researcher herself is an

alternative to collecting the main data (Creswell, 2018). When conducting this research, researchers prepared supporting tools such as laptops, internet, notebooks, pens, handphones, and YouTube applications to watch videos of Nadiem Makarim's speech to find the data to be analyzed. Then, to gather data, researchers watched speech and made observations. A data sheet was provided to facilitate data analysis so that study questions have been addressed, after the researcher finds the data, the researcher carries out documentation by screenshotting the speech script so that it can be analyzed according to the researcher's needs. In observing, the researcher was used a data sheet to examine the data that was gathered and to help answer research problems with the aim that when conducting research, the research would be easier and more focused so that the required data can be filtered optimally.

Based on the explanation above, the researcher has provide an observation sheet that has the following.

Table 3.3 Table of the use of illocutionary acts in Nadiem Makarim's speech.

No	Utterances	Types of Illocutionary Acts (Searle:1979)				
		Rep	Dir	Com	Ex	Dec
1						
2						
3						
4						
5						

Table 3.3 Table of the dominant illocutionary acts in Nadiem Makarim's speech.

No	Types of Illocutionary Acts (Searle:1979)	Frequency	Percentage
1	Representative		
2	Directive		
3	Commisive		
4	Expressive		
5	Declarative		

3.4 The Technique of Collecting Data

In research, collecting data is one of the important things because collecting data will make it easier for researchers to carry out research and identify the data that has been taken. According to Sugiyono (2020), states that there are four main categories of data collection methods: triangulation, documentation, interviews, and observation. In this study, documentation and observation methods were used for data collection. The researcher used some steps in observation to collect the data, they were:

1. Downloading the video of Nadiem Makarim from YouTube (www.youtube.com)

2. After downloading the video, the researcher watched the speech several times and transcribed the speech delivered by Nadiem Makarim into written form.

3. The speech will be translated (Indonesia-English)

4. After translating the speech, the researcher recognized and categorized the types of illocutionary acts based on Searle's (1979) theory

(Representatives, Directives, Commisives, Expressives, Declaratives) from Nadiem Makarim's speech.

5. Analyzing the types of illocutionary acts from Nadiem Makarim's speech by using Searle's (1979) theory.

6. Make a data sheet to assist the researcher in analyzing data that has been collected.

3.5 The Technique of Analyzing Data

Data analysis, according to Sugiyono (2020), is the process of methodically gathering information from field notes, interviews, and documentation. The process entails classifying the data, summarizing it, organizing it into patterns, determining what is important and investigated, and coming to easily understood conclusions for others. According Matthew et al., (2014) to ensure that the data is saturated, interactive activities are conducted throughout the entire process of analyzing qualitative data. In examining the data, the researcher used Miles Huberman and Saldana's (2014) approach that involved: data collection, data condensation, data display, and conclusion. The researcher used the following procedures, which were based on the following theory:

1. Data Collection

In qualitative research, data collection is done by observation and documentation. In the initial stage, researchers conducted a general exploration of the situation of the object under study that is seen and heard in the speech. In this way, researchers will obtain very large and very varied data.

2. Data Condensation

In this section, Condensation of data describes the procedure of selecting, focusing, classifying, and transforming data to help researchers arrange the data into categories. The data through these procedures:

a. Selecting, after collecting data the researcher selected data that consisted of illocutionary acts.

b. Focusing, after the researcher selected data that included illocutionary acts, the researcher only focused on the types of illocutionary acts, the most dominant types of illocutionary acts, and investigated the pattern of illocutionary acts in Nadiem Makarim's speech.

c. Classifying, after the researcher focused on identifying the various illocutionary actions in the speech, the most dominant types of illocutionary acts, and the pattern of illocutionary acts. Based on the utterances made in Nadiem Makarim's speech, the researcher categorized or identified the various illocutionary acts (Representatives, Directives, Commisives, Expressives, and Declaratives).

d. Transforming, after the researcher has classified the categories of illocutionary acts in Nadiem Makarim's speech, this research transformed into table form.

3. Data Display

The following stage is to display the data once it has been reduced so that the data collected could be organized and structured so that it is easier to

understand. In this stage, the researcher display the data that has been analyzed in table form and present it in narrative text form for each data analysis found to answer the research problem.

4. Conclusion Drawing or Verification

In conclusion, after identifying all the data being analyzed, the researcher must look again at data display and condensation to ensure that conclusions were drawn accurately from the data being analyzed and also the conclusions drawn must be supported by valid and consistent data so that the conclusions put forward are credible.

So, Miles and Huberman's (2014) theory was used in data analysis to answer the problems in this research. The following stages in analyzing the data were:

1. Identifying the illocutionary acts in Nadiem Makarim's speech.

2. Classifying the types of Illocutionary acts into five types:(1) Representatives (2) Directives, (3) Expressives, (4) Commisives, and (5) Declaratives.

3. Finding the percentage dominant the types of Illocutionary acts by using the percentage formula.

$$X = \frac{F}{N} \times 100\%$$

Where:

X = The percentage of dominant types of illocutionary act

F = Frequency of the types of illocutionary act

N = The total number of the types of illocutionary act

4. Finding the pattern of the types of Illocutionary acts

5. Make a conclusion.

3.6 Triangulation

Triangulation is an important thing to include in research, especially in qualitative research. Triangulation in this research was to test or check the truth of the data that has been collected and analyzed so that the truth can be seen from any point of view. Triangulation used by the researcher to preserve the validity and collect accurate and legitimate data. According to Fusch et al., (2018), there are four types of triangulation:

1. Data source triangulation: Data source triangulation is to ensure that the data is saturated, and interactive activities are conducted throughout the entire process of analyzing qualitative data.

2. Investigator triangulation: Investigator triangulation is utilizing many individuals for data gathering and analysis, investigator triangulation is a type of triangulation that occurs between researchers.

3. Theoretical triangulation: Theoretical triangulation is a formulation of information or thesis statement, which is the outcome of qualitative research. To prevent researcher bias in the findings or conclusions drawn, this information is evaluated with the pertinent theoretical perspective.

4. Methodological triangulation: Methodological triangulation is the triangulation method, which compares data or information using many methods. Researchers employ survey, observation, and interview techniques in qualitative research. Researchers can utilize observational methods and interview techniques to verify material to get a comprehensive picture of a certain subject.

In this research, to obtain reliable data, data triangulation was carried out. Collection technique data, triangulation is a method of gathering data that involves combining several methods and sources of data currently in use. Therefore, to verify the accuracy of the data in this study, the researcher employed data source triangulation, which involves incorporating data from multiple sources that are pertinent t