

**ANALYSIS OF ASSERTIVE SPEECH ACTS IN MINISTER NADIEM
MAKARIM'S FINAL SPEECH ON NATIONAL EDUCATION DAY**

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ABSTRACT

This article analyzes assertive speech acts in Nadiem Makarim's last speech as Minister of Education, Culture, Research, and Technolog on education national day Using a pragmatic approach, this study identifies the types of assertive speech acts used and their functions in conveying messages to the audience. This study aims to to identify the types of assertive speech acts used and their communicative functions in the context of the speech and also to explore the use of assertive speech acts in Nadiem Makarim's speech to understand their communicative functions and effectiveness in a formal context. Using a descriptive qualitative approach, cpthis study examines the speech transcript to classify assertive speech acts based on their type and function, drawing on frameworks from pragmatics.". The results of the study show that the analysis revealed the frequent use of assertive acts such as stating to build credibility, suggesting to inspire action, and reminding to emphasize shared goals These insights contribute to understanding effective public communication strategies and enhance the study of speech acts in formal and political contexts.

Keyword : *Assertive speech acts, pragmatics, speech, Nadiem Makarim*

INTRODUCTION

Speech is a fundamental aspect of communication, playing a crucial role in conveying ideas, information, and persuasion. As a manifestation of language skills, speech not only facilitates communication but also reflects cultural and intellectual values. One key element in speech is the use of assertive speech acts, which function to state, inform, or explain something considered true by the speaker. The theory of speech acts, introduced by John Searle (1969), provides a framework for analyzing how language performs actions. Assertive speech acts, in particular, are significant in formal speeches, as they help build credibility, convince the audience, and emphasize key messages. In public and political discourse, the

strategic use of assertive speech acts can enhance persuasion and audience engagement, making them an essential area of study within pragmatics.

Assertive speech acts are one of the important concepts in pragmatics, a branch of linguistics that studies the use of language in the context of communication. This concept was first introduced by John Searle, a prominent philosopher of language, who developed the theory of speech acts as a continuation of the work of John L. Austin. Assertive speech acts are types of speech acts that function to state, inform, or explain something that is considered true by the speaker. According to Searle (1979), assertive speech acts include stating, claiming, reporting, reminding, and suggesting. In the context of a speech, assertive speech acts are used to convey information and convince the audience about the truth or validity of a statement.

In the context of a speech, assertive speech acts are used to convey information and convince the audience about the truth or validity of a statement. Assertive speech acts are a type of illocutionary act that functions to express something that is believed to be true by the speaker, such as stating, claiming, reporting, suggesting, and reminding. In assertive speech acts, the speaker is committed to the truth of the proposition he/she expresses. This means that the speaker is responsible for the truth of the information conveyed to the listener. For example, when someone says, "It's raining today," he/she is stating a proposition that he/she believes to be true and informing the listener about the weather conditions.

Yule (1996) stated that assertive speech acts include various forms, such as statements of fact, descriptions, and explanations. In the context of communication, assertive speech acts are used to convey information, provide explanations, or state opinions that are believed to be true by the speaker. For example, in teaching and learning interactions, teachers often use assertive speech acts to explain lesson materials to students. This is in line with the findings in the study which showed that assertive speech acts are used to express what the speaker thinks to the speech partner.

In addition, Leech (1983) added that assertive speech acts can also be used to express the speaker's attitude or assessment of a situation. For example, when someone says, "I think the movie is very good," he is not only conveying information about the movie, but also expressing his assessment of the movie. In discourse analysis, assertive speech acts are often used to understand how speakers convey information and build relationships with listeners. For example, in a speech, the speaker can use assertive speech acts to convey his vision and mission to the audience. This can be seen in a study that analyzed assertive speech acts in the speech of the talk show presenter "Mata Najwa", where it was found that the assertive speech

acts used included speech that contained the meaning of stating which was obtained from the structure of news, command, and question speech.

In the context of education, understanding assertive speech acts can help educators design effective communication strategies. For example, in a study analyzing assertive speech acts in Yuni Retnowati's novel "Tembang Perawan", it was found that the form of assertive speech consists of three sentence forms, namely declarative sentences, interrogative sentences, and imperative sentences. Based on their function, the data includes assertive speech of declarative sentences that function to state, inform, suggest, boast, and complain. By understanding the various forms and functions of assertive speech acts, educators can be more effective in delivering material and interacting with students. In addition, this understanding can also help in analyzing other texts or discourses, such as novels or speeches, to understand how the author or speaker conveys messages and builds relationships with readers or listeners.

Overall, assertive speech acts play an important role in everyday communication and in various other communication contexts. By understanding this concept, we can better understand how language is used to convey information, express attitudes, and build relationships with others. Nadiem Makarim, during his tenure as Indonesia's Minister of Education, Culture, Research, and Technology, delivered speeches that garnered public attention. His farewell speech during the ministerial handover was particularly significant as it encapsulated reflections on his tenure, achievements, and aspirations for the future of Indonesia's education system. Analyzing his speech through the lens of assertive speech acts provides insights into his communication strategies and the effectiveness of his message delivery. By addressing these aspects, this study provides a nuanced perspective on the role of language in public communication, reinforcing the importance of pragmatics in analyzing political and formal discourse.

Although numerous studies have analyzed assertive speech acts in educational and political contexts, few have explored their use in farewell speeches of political figures, particularly in Indonesia. This study fills that gap by examining Nadiem Makarim's final speech, focusing on how assertive speech acts are employed to convey achievements, challenges, and future aspirations. By investigating the specific assertive speech acts used and their communicative functions, this research contributes to the broader understanding of pragmatics in formal speeches.

This study aims to identify the types of assertive speech acts in Nadiem Makarim's farewell speech and analyze their communicative functions. The findings will offer both

theoretical and practical contributions. Theoretically, the study enhances speech act analysis by applying Searle's framework to a political farewell speech. Practically, the insights gained can assist educators and communication practitioners in crafting messages that build credibility, persuade audiences, and inspire action. Understanding the strategic use of assertive speech acts can also benefit policymakers and leaders in delivering impactful speeches that resonate with their audiences

METHOD

This study used a qualitative descriptive method with a discourse analysis approach. The qualitative descriptive approach was chosen because it allows for an in-depth understanding of the speech's communicative strategies. Discourse analysis was employed to explore the use of language within its social and cultural context. Data were obtained from the transcript of Nadiem Makarim's last speech during the education national day. Nadiem Makarim's final speech was selected for analysis because it reflects a significant moment in Indonesia's educational discourse, providing insights into how language is used to convey achievements and aspirations in a formal setting.

The analysis was carried out by identifying and classifying assertive speech acts contained in the speech based on the categories proposed by Searle. The main data source in this study is the transcript of Nadiem Makarim's speech taken from the video of the education national day. Speech is available on the YouTube platform. The YouTube video was used as a publicly accessible source, ensuring transparency and compliance with ethical guidelines for research involving public data. The speech transcript was made manually by listening and recording every utterance delivered by Nadiem Makarim during the speech.

Data collection was carried out through several stages as follows: Video Collection, Transcription, In-depth Reading, Identification of Assertive Speech Acts. Data analysis was carried out with the following steps: Categorization, Context Analysis, Interpretation and Drawing conclusions regarding the pattern of use of assertive speech acts and their implications for the effectiveness of the speech. To ensure the reliability of the transcription, the speech was transcribed and reviewed twice by different researchers. Coding consistency was validated through inter-rater agreement, with discrepancies resolved through discussion."

FINDINGS AND DISCUSSION

Findings

Based on research data, this study consists of five types of assertive speech acts. The number of types and their functions are the same. The data were analyzed using the classification made by Searle, regarding assertive speech acts, especially based on varying criteria. The data are described as follows: an in-depth analysis of assertive speech acts in Nadiem Makarim's final speech in education national day as Minister of Education, Culture, Research, and Technology. This analysis includes the identification and interpretation of various forms of assertive speech acts used, accompanied by direct quotes from the speech.

1. Declare

The speech act of stating is used by speakers to express information or facts that are believed to be true. In his speeches, Nadiem Makarim often uses this speech act to convey current achievements and conditions.

Example:

"Over the past five years, we have worked hard to improve the quality of education in Indonesia."

In this sentence, Nadiem stated the collective efforts that have been made during his term of office, emphasizing the commitment to improving the quality of education.

2. Claim

The speech act of claiming is used to state something with confidence, often without direct evidence in the context.

Example:

"The Independent Learning Program has succeeded in providing freedom for teachers and students in the teaching and learning process."

Here, Nadiem claims the success of the program he initiated, emphasizing its positive impact on freedom in education.

3. Reporting

The speech act of reporting is used to convey information or data that has occurred.

Example:

"Student participation in the school digitalization program increased by 30% this year."

Nadiem reported increased student participation, providing concrete data to support his statement.

4. Remind

The speech act of reminding is used to draw the listener's attention to something important that may have been forgotten or ignored.

Example:

"We must not let our guard down; education reform must continue for the sake of our children's future."

Nadiem reminded the audience of the importance of continuing education reform, emphasizing collective responsibility for the future.

5. Suggest:

The speech act of suggesting is used to give recommendations or advice to the listener.

Example:

"I suggest that the policies we have initiated be continued and refined according to the needs of the times."

Nadiem gave advice to his successor and other stakeholders to continue and improve existing policies.

Nadiem Makarim's use of assertive speech acts in his speech demonstrates an effective communication strategy to achieve several goals:

- **Building Credibility:** By stating facts and reporting concrete data, Nadiem builds his credibility as a results-oriented and transparent leader.
- **Convincing the Audience:** Through claims of success of programs and initiatives, he seeks to convince the audience of the effectiveness of the policies that have been implemented.
- **Motivate and Inspire:** By reminding the importance of continuing reforms and providing constructive suggestions, Nadiem motivated the audience to remain committed to improving education.

Overall, the assertive speech acts used by Nadiem Makarim in his speech serve to convey information, build relationships with the audience, and influence their perceptions and actions. The use of various forms of assertive speech acts reflects a deep understanding of effective communication strategies in the context of formal speech.

Discussion

In his final speech as Minister of Education, Culture, Research, and Technology, Nadiem Makarim effectively utilized various forms of assertive speech acts to convey key messages that reflected his commitment to education reform in Indonesia. Through statements such as, *"For the past five years, we have worked hard to improve the quality of education in Indonesia,"* he not only conveyed factual information but also emphasized his dedication to improving the quality of national education. Furthermore, by claiming that, *"The Merdeka Belajar Program has succeeded in providing freedom for teachers and students in the teaching and learning process,"* Nadiem highlighted the significant achievements of the initiative he led, although without including empirical data in the context. However, he also complemented his speech with reporting speech acts, such as in the statement, *"The number of students participating in the school digitalization program increased by 30% this year,"* which provided concrete evidence of the success of the program being implemented. Furthermore, Nadiem used the speech act of reminding by stating, *"We must not be careless; education reform must continue for the sake of our children's future,"* which serves as a reminder of the importance of continuing reform efforts for the sake of future generations. Finally, through the speech act of suggesting, as in the sentence, *"I suggest that the policies we have initiated be continued and refined in accordance with the needs of the times,"* he provides constructive recommendations for his successor and other stakeholders. The use of various assertive speech acts shows a mature communication strategy, in which Nadiem not only conveys information but also builds credibility, motivates the audience, and encourages active participation in continuing the education reform agenda. Thus, this speech not only functions as an end-of-term report, but also as a call for collective action in improving the Indonesian education system.

The use of assertive speech acts in Nadiem Makarim's speech serves to convey information, beliefs, and invitations to the audience. According to Searle (1979), assertive speech acts bind the speaker to the proposition of truth expressed, such as stating, claiming, reporting, reminding, and suggesting. In the context of this speech, the use of assertive speech acts helps Nadiem Makarim emphasize his commitment to educational transformation in Indonesia.

As a comparison, research by Huda et al. (2020) analyzed assertive speech acts in Nadiem Makarim's speech at the 2020 Singapore Summit and found that the speech act of reporting was most dominantly used. This is in line with the findings in the 2024 National

Education Day speech, where Nadiem often used the speech act of reporting to convey the developments and challenges faced.

In addition, Hartati's research (2018) on assertive speech acts in the talk show "Mata Najwa" shows that the speech acts of stating and claiming are often used to emphasize the speaker's opinions and beliefs. In Nadiem's speech, the speech acts of stating and claiming are used to emphasize achievements and commitments to education.

Thus, the use of assertive speech acts in Nadiem Makarim's speech not only serves to convey information, but also to build credibility, demonstrate commitment, and motivate the audience to participate in the Merdeka Belajar movement. This shows the importance of choosing the right type of speech act in public communication to achieve effective communication goals.

CONCLUSION AND SUGGESTION

In conclusion, this study has examined the use of assertive speech acts in Nadiem Makarim's final speech as Minister of Education, Culture, Research, and Technology on education national day. The analysis identified various types of assertive speech acts, including stating, claiming, reporting, reminding, and suggesting, each serving specific communicative functions such as building credibility, persuading the audience, and motivating listeners. These findings underscore the importance of understanding speech act theory in public communication, particularly in official speeches aimed at conveying critical messages to the public. Based on these conclusions, it is recommended that future research further explore the application of speech act theory in different contexts of public communication. Additionally, incorporating empirical data to support claims made in speeches could enhance their credibility and effectiveness. Such studies could provide deeper insights into the strategic use of language in political discourse and its impact on public perception.

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