



THE ANALYSIS OF CRITICAL DISCOURSE ANALYSIS IN THE SPEECHES OF NADIEM MAKARIEM AT TEACHER'S DAY

M Nouval Fadhil¹, Rida Yulia², Yulia Rahmawati³, Zulaiha⁴.
English Education Study PrograM, STKIP Al-Maksum Langkat

Abstrak

His research aims to determine the analysis of critical discourse in the text of speech from Nadiem Makariem. The speech was chosen because one of the objects in Critical Discourse Analysis (CDA). Critical Discourse Analysis (CDA) is an approach to analyzing the relationship between language, ideology, and strength. This study uses descriptive qualitative methods. Researchers use three-dimensional framework by Norman Fairclough in analyzing critical data Discourse analysis (CDA). In presenting and analyzing the data, the researchers used qualitative data analysis theory from Miles and Huberman (1994) in Gani (2011), consists of data reduction, display or representation of data, and drawing conclusions or verification. The results showed that both the speech of Nadiem Makarim has micro, mezzo, and macro level linkages for the skeleton of Norman Fairclough. The language used in both speeches is standard language, but in the speech of Nadiem Makarim used more creative language that can touch the millennial generation.

I. Introduction

Language is a communication tool used by humans to communicate with others in everyday life. Saussure in Hasibuan (2018) considers that language has an important role in structuring and creating the ideology and reality of society. In everyday life, there are two ways of using language, namely directly and indirectly. Directly is the spoken language which means that language users do not have a mediator in using it. For example, face-to-face conversations with people. While indirectly is written language means that there is something that can be a bridge between users of the language. Written language users can use certain devices, such as SMS (Short Message Service), Mail, TV ads, and others. The use of direct language or indirectly, it can be in the form of public speaking because public speaking has become a necessity in many professions.

Current, many professions demand good public speaking skills. Public speaking shows the conceptual framework of a person, the future ideas, and great ideas. One type of public speaking activity is a speech, usually in the form of a formal speech delivered by a leader or important person to show their opinions, important events, or ideas that need to be discussed. Speech has many functions, such as to make conductive situations where it takes one person to make a speech and give a positive feeling to be heard by the audience. There are some examples of speeches, such as graduation speeches, religious speeches, official speeches of the president and staff, orations, and leadership speech. Speech is one of the objects in Critical Discourse Analysis (CDA) which aims to examine the relationship between language, ideology, and power (Brown, 1983). Through the use of language, it connects with its ideology and power as well. Language is used to convince, persuade, enlighten, inform, share, and promise, meaning that language connects with people's hearts no matter what. Language and politics cannot be separated because language is an essential tool in politics. Language helps people know how language is used by people who want to gain power, exercise power and maintain power themselves.



Power is an abstract idea, but it affects our lives. Politics is related to power in making decisions, behavior, and community values. Meanwhile, ideology, according to Dijk (2006), an idea is a fundamental belief that is acquired and sometimes change through periods of relatively stable life. In this case Research, researchers used a three-dimensional framework by Fairclough. From the above explanation, the researcher made this study to find out the following questions: 1)What is micro, mezzo, and the macro level is found in the speech of Nadiem Makarim? 2)What language is used Nadiem Makarim's speech?

II. Literature Review

Critical Discourse Analysis (CDA) above is to study the relationship of language, ideology, and power; it is interdisciplinary the approach used to study discourse is to look at language as a form of social practice and focus on ways both social and political dominance is generated by text and speech (Priatmoko, 2013). CDA has been a special approach to investigate language, discourse, and text and speech communication. In addition, CDA is one type of discourse analysis research that studies the way in which the abuse of social power, domination and inequality is organized, reconstructed, revolted in texts and talks about social and political context (Van Dijk, 1985). Darma (2009) defines CDA as the process of decoding texts in social reality carried out by a person who has the specific objective of obtaining what he wants. Therefore, it can be said that critical discourse analysis is applied to criticize the relationship between language and socio-political news. There are several characteristics of critical discourse analysis based on Eriyanto (2011). They are action, context, history, power, and ideology. The act of seeing discourse in two ways: discourse aims to influence, debate, persuade, etc. and discourse is something that is shown consciously or under control. Context is concerned with how discourse is created and understood in a given context such as a person communicating with whom and why, who is the audience, what is the situation, through what media, and the relationship between the participants. On the contrary, history is always a time or event of discourse. Power is something natural and neutral which is one form of power struggle (Putra & Triyono, 2018). The latter is an ideology that is seen as a reflection of ideas in people's lives. Another CDA linguist was Norman Fairclough, who developed a three-dimensional framework for studying discourse.

Its framework has the objective of incorporating these three dimensions into the analysis of other languages in a text, such as analysis discourse practices that contain the production, distribution and consumption of texts, as well as the analysis of discourse events. Elsewhere words, Fairclough blends micro, mezzo, and macro level interpretations. Thus, following these points, the researcher wants to relate language, ideology and power to the speakers of speech with analyzing the speech of the Minister of Education and Culture 2019 and 2018, Nadiem Makarim. The speech comes from the 2018 and 2019 teacher's Day speeches

III. Method

This study used descriptive qualitative methods to analyze the data. Litosseliti (2010) views that qualitative research involves both structure and pattern in analyzing data without considering how many specific characteristics are needed. Temporary descriptive research, according to Kothari (2004) the idea consists of surveys and fact-finding. Using qualitative descriptive method a method means that the researcher has no control over the data or its variables. Researchers used a three-dimensional framework of Norman Fairclough's work in analyzing data analysis of Critical Discourse (CDA). The data in the form of written text or speech Nadiem Makarim delivered on Teacher's Day.

To collect data, researchers used several steps, including searching for manuscripts from <https://batam.tribunnews.com/2019/11/23/beda-pidato-nadiem-makarim-dengan-muhadjir-eff>



endy-di-hari-guru-nasional-takmau-janji-kosong. The second step is to read the script and the last step is to analyze the script used in three dimensions framework by Norman Fairclough. In presenting and analyzing the data, the researchers used the qualitative data analysis theory of Miles and Huberman (1994) in Gani (2011). This kind of analysis has three steps in the process. They are data reduction, data display or data representation, and Conclusion and verification.

1. In the first step is data reduction, data that has been obtained by observation selected by researchers in classification system to be analyzed. The analysis was to find out what are the micro, mezzo and macro levels in Nadiem's speech Makarim what language was used in their speeches.
2. In the display or representation of data, the researcher presents the analysis of the data in tables and uses sentences to explain data clearly.
3. Finally, in the last step is the conclusion and verification, researchers concluded the results of the analysis using the researcher's own words.

IV. Finding and discussion

This study was conducted to find Critical Discourse Analysis (CDA) in the speech of Nadiem Makarim. The researchers used a three-dimensional framework from Norman Fairclough to analyze the data, which is a transcript of Nadiem Makarim's speech. Fairclough framework is the analysis of spoken or written language text as well as the practice of discourse and discursive events as socio-cultural practices (Hussain et al., 2015). Three-dimensional the Fairclough framework is:

1. The micro level analyzes the text or script itself for cohesion, coherence, grammar, themes, modalities and lexical use structure. In other words, Hussain et al. (2015) defined that text syntax, metaphorical structures, and specific rhetorical devices analyzed at this micro level.
2. Mezzo-soprano analyzes the processes of production, distribution and use of texts. In addition, this level analyzes the text' production and consumption and focus on how power relations are connected (Hussain et al., 2015).

The macro level analyzes the social context that influences texts consisting of situational, institutional and social levels. Karreman (2000) holds the view that the micro level contains Inter-textual understanding, trying to understand social currents affect the text.

The Data that has been found in the script is displayed in this analysis:

- Micro Level Nadiem Makarim Speech

1. Bapak dan Ibu Guru yang sayahormati
2. Saya ingin berbicara apa adanya, dengan hati yang tulus, kepada semua guru di Indonesia, dari Sabang sampai Marauke.
3. Anda tahu betul bahwa potensi anak tidak dapat diukur dari hasil ujian, tetapi terpaksa mengejar angka karena didesak berbagai pemangku kepentingan.
4. Berikan kesempatan kepada murid untuk mengajar di kelas.
5. Anda ditugasi untuk membentuk masa depan bangsa, tetapi lebih sering diberi aturan dibandingkan pertolongan.
6. Anda ingin membantu murid yang mengalami ketertinggalan di kelas, tetapi waktu Anda habis untuk mengerjakan tugas administratif tanpa manfaat yang jelas.

Satu hal yang pasti, saya akan berjuang untuk kemerdekaan belajar di Indonesia

1. Anda frustrasi karena Anda tahu bahwa di dunia nyata kemampuan berkarya dan



berkolaborasi akan menentukan kesuksesan anak, bukan kemampuan menghafal.

2. Anda tahu bahwa anak memiliki kebutuhan berbeda, tetapi keseragaman telah mengalahkan keberagaman sebagai prinsip dasar birokrasi.

3. Anda ingin setiap murid terinspirasi, tetapi Anda tidak diberi kepercayaan untuk berinovasi. Nadiem Makarim Speech In Nadiem Makarim speech, the researcher found the micro-level in such of linguistics aspects of the speech:

1. Bapak dan Ibu Guru yang saya hormati
2. Saya ingin berbicara apa adanya, dengan hati yang tulus, kepada semua guru di Indonesia, dari Sabang sampai Marauke.
3. Anda tahu betul bahwa potensi anak tidak dapat diukur dari hasil ujian, tetapi terpaksa mengejar angka karena didesak berbagai pemangku kepentingan.
4. Berikan kesempatan kepada murid untuk mengajar di kelas.

The words such as Bapak, Ibu Guru, Saya, guru, Anda, anak, and murid are the diction used to indicate the status of figures involved in the speech. Bapak, Ibu Guru, Anda are used to the formal greeting for special audiences, all teachers in Indonesia. The word saya is the pronoun I in English used by the speaker to call himself. In contrast, the words of anak and murid are used as the pronoun of students. Nadiem Makarim separated the words for him using saya and Anda or Bapak, Ibu Guru as the peculiar listener of his speech. He never uses the word us for him and the teachers as the audience because he clearly stated in his speech that he wanted to talk sincerely with all teachers in Indonesia from Sabang to Merauke.

5. Anda ditugasi untuk membentuk masa depan bangsa, tetapi lebih sering diberi aturan dibandingkan pertolongan.

6. Anda ingin membantu murid yang mengalami ketertinggalan di kelas, tetapi waktu Anda habis untuk mengerjakan tugas administratif tanpa manfaat yang jelas.

7. Satu hal yang pasti, saya akan berjuang untuk kemerdekaan belajar di Indonesia.

The resource statements that Makarim uses are in the diction about something good. The words membentuk, membantu, berjuang were in English are to shape, help, and fight have positive meanings. In the dictionary, to shape is to give a peculiar form, help is to give assistance or support to someone, and the fight is to take part in struggling for something.

8. Anda frustrasi karena Anda tahu bahwa di dunia nyata kemampuan berkarya dan berkolaborasi akan menentukan kesuksesan anak, bukan kemampuan menghafal.

9. Anda tahu bahwa anak memiliki kebutuhan berbeda, tetapi keseragaman telah mengalahkan keberagaman sebagai prinsip dasar birokrasi.

10. Anda ingin setiap murid terinspirasi, tetapi Anda tidak diberi kepercayaan untuk berinovasi.

The sentences in the above example of the data use conjunction such as karena (because) and tapi (but). These conjunctions make the sentences cohesive. The conjunction because in example 8, is subordinating conjunction which has a function to join the dependent clause into the main clause “karena Anda tahu bahwa di dunia nyata kemampuan berkarya dan berkolaborasi akan menentukan kesuksesan anak, bukan kemampuan menghafal.” In example 9 and 10, use conjunction but which is coordinating conjunction with a function to join two sentences that are equal in grammatical.

- Mezo Level

At the mezzo level, it shows how the text is produced and used. The texts here are transcripts of speeches from Nadeem

Makarim. Nadiem Makarim's speech was published by the Ministry of Education and Culture on the 25th November 2019. Nadiem Makarim each speech is then published publicly to the people of Indonesia by the Ministry of Education and culture website. Once released, the



orations are usually used in teacher's Day ceremonies. Master of ceremonies will read the text of the speech.

- **Macro Level**

The macro level consists of the situational, institutional and social levels present in the text. Situational level in the text or the speech script from Nadiem Makarim was on a special teacher's Day event. As Minister Education and culture, it is a must and a very important thing for them to make a speech in connection with teacher's day. Institutional level of speech Nadiem Makarim is from them as Minister of Education Culture in his time and as the central government. The text of the speech should represent the ideas of the speaker and should present resource persons from experts who can review the content of the text. In addition, after the speech was read by Makarim, many people from among the laity or experts gave their opinion on his speech. They can criticize the speech by giving positive or negative arguments. At the social level, Makarim's speech has a certain motivation. Against the ideas of Makarim's speech, the audience gets positive motivation and agrees with his opinion. Language used in the speeches of Nadiem Makarim

Nadiem Makarim Speech

1. Selamat Hari Guru, #merdekabelajar #gurupenggerak
2. Mohon maaf, tetapi hari ini pidato saya akan sedikit berbeda. Saya ingin berbicara apa adanya, dengan hati yang tulus, kepada semua guru di Indonesia, dari Sabang sampai Marauke.
3. Saya tidak akan membuat janji-janji kosong kepada Anda. Perubahan adalah hal yang sulit dan penuh dengan ketidaknyamanan. Satu hal yang pasti, saya akan berjuang untuk kemerdekaan belajar di Indonesia.

The language used in the speech of Nadiem Makarim was exactly what it is and the theme is also not widened everywhere. Makarim said that his speech was slightly different from the usual speech filled with inspirational and rhetorical words. Indeed his speech was real, like in example 2. Makarim's words in his speech went straight to the point and it could be said that it was like a poem with short or not using too long sentences. Nadiem Makarim himself wrote the speech. According to the Deputy Secretary-General of the Federation of Indonesian Teachers Unions (FGSI), the viral speech of Nadiem Makarim could touch the millennial generation, especially for teachers who needed to be more enthusiastic in innovating. The language used was a standard language but it was more creative and did not make the audience bored. Nadiem Makarim has the mainstay words in his speech, namely #merdekabelajar #gurupenggerak, which are expected to arouse the teachers' enthusiasm in building a better Indonesian education. However, while other people gave a breakthrough as a promise for the development of education, Makarim stated in his speech clearly that he would not make empty promises and he added that he would fight for freedom of study in Indonesia as in example 3.

V. Conclusion

This study wanted to know the analysis of Critical Discourse in the speech of Nadiem Makarim using three-dimensional framework by Norman Fairclough. Within its framework, three levels should be analyzed to find the critical ones discourse analysis. They are micro, mezzo and macro levels. At the micro level, researchers found that Nadiem Makarim uses greetings such as Mr., Mrs. teacher, teacher to audiences, especially those who are teachers in Indonesia. They use me or me to call themselves. In Makarim's speech uses conjunctions to show cohesion in sentences. There are such



conjunctions like because and but in Makarim's speech. Mezzo level illustrating the production of these texts where here is a transcript or text of a written speech by Nadiem Makarim published on November 25, 2019 by the Ministry of Education

Culture on their website. The published speeches are then used in teacher's Day ceremonies. The latter is the macro level

which indicates the situational, institutional and social level of the texts. Nadiem Makarim ' S made regarding the teacher's Day ceremony and it shows the situational level. At the institutional level shows that

the speech came from Makarim as the Minister of Education at the time. The social level shows that Makarim's orations received positive and negative reactions from the audience, not only teachers but also all Indonesians. The language used by Nadiem Makarim is the standard language, but the Makarim language speech is more creative.

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