



## SPEECH ACT USED BY NADIM MAKARIM, THE MINISTER OF EDUCATION, CULTURE, RESEARCH, AND TECHNOLOGY ABOUT INDEPENDENT LEARNING POLICY

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### Abstract

*This research was motivated by the use of simple, straightforward, and familiar language as well as an open communication pattern through various discussions and talks by Nadim Makarim (henceforth NM) in launching and conveying his policies as Minister of Education and Culture. On that basis, it is worth studying the speech acts used by NM in the Merdeka Learning program so that it can be implemented quickly by the implementers and users and has a positive impact on the implementation of the policies it makes. Therefore, this study aims to explain and analyze, (1) types of speech acts; (2) speaking strategy; and (3) implicature speech acts used in NM's talks and discussions as Minister of Education and Culture. This type of research is qualitative with a descriptive method. The data in this study are the utterances or sentences conveyed in the 2019 National Teacher's Day talk and the 3 Episodes of the Merdeka Learning policy discussion. The data source of this study was taken from the Youtube channel of the Ministry of Education and Culture of the Republic of Indonesia. The results of this study are as follows. First, five types of speech act used by NM in the discussion and discussion of the Merdeka Learning policy, namely (a) representative, (b) directive, (c) expressive, (d) commissive, and (e) declarative; dominant speech acts were found to be representative, (state, mention, explain and report); and the dominant locus was found to explain. Second, the three speaking strategies used by NM, namely (a) TTBB, (b) TBKP, and (c) TBKN, were dominated by the TBKP speaking strategy. Third, there are two speech act implicatures used by NM, namely (a) conventional implicatures and (b) implicatures in the use of the figure of speech, the forms of the figure of speech contained are metaphor, tautology, rhetoric, and meiosis; The dominant implicature found is implicature in the use of the figure of speech, namely with tautology figure of speech. The implications of this research, for the world of education, are targeting (1) school units, namely changing the education system in schools, changing the National Examination, the effectiveness of zoning, providing easy sharing of BOS funds; (2) higher education units, in SKS, universities must do a lot of collaboration-collaboration with companies, facilitating the accreditation system; and (3) Teachers/Lecturers, improve the quality of learning, creative, innovative, varied; do a lot of discussions; understand IT.*

**Keywords:** Speech Act, Nadiem Makarim, Pragmatics

### 1 Introduction

The use of language can be found in various aspects of life or circles, including the language used or used by groups of government officials. Government officials as figures who have great power in a country, including community, territorial, and power affairs in order to achieve state goals; it is clear that all activities and policies that he carries out according to his main duties and functions in the field will become public consumption. The policy he did was something that absolutely was conveyed through language, in making an idea; design; change, and purpose.

One of the institutions that exist in the Indonesian government system is the Ministry. Ministry institutions are categorized into several sections according to their structure and needs in various fields. One of them is in the field of education which is shaded by the Ministry of Education and Culture. Based on Presidential Regulation Number 14 of 2015 concerning the Ministry of Education and Culture, the duties and functions of the Ministry of Education and Culture are to carry out government affairs in the fields of early childhood education, basic education, secondary education, higher education, and community education, as well as cultural management to assist the President in organizing state government. The education system in Indonesia itself adheres to the national education system. Currently, education in Indonesia is regulated through Law No. 20 of 2003. The national education system is adopted by both public and private schools. Education in Indonesia is divided into three main lines, namely formal, non-formal, and informal. Education is also divided into four levels, namely Early Childhood Education, Basic Education, Secondary Education, and Higher Education.

In conveying ideas, opinions, thoughts, breakthroughs, policies, as well as vision and mission; state leaders often convey it through meetings, discussions, and speeches. This is done in order to expedite the goals to be achieved in the policies he takes. In a sense, speech is an utterance with a good arrangement to be conveyed to many people or to give an overview of something. Speech is generally used by a leader to give speeches and lead in front of many of his subordinates / in front of the people. In line with research conducted by Altikriti (Jordan, 2016, p. 47) says that persuading someone means taking an action using several forms of communication, namely, speech.

As the Minister of Education, NM launched the policy of "Freedom of Learning" through speeches and discussions. Nadiem created a discussion forum with various experts and organizers in the implementation of education in Indonesia. The structure in the delivery of his policy, NM made an Episode of "Freedom of Learning", from 2019-early 2020. The Independent Learning Discussion-Episode 1 was a "Coordination Meeting of Heads of Education Offices throughout Indonesia", the topics discussed were USBN, UN, RPP, and Zoning; Jakarta, 11 December 2019. Furthermore, the Free Learning Discussion-Episode 2 is "Independence Campus", the topic discussed is the Liberation/Change of SKS or what is often called the Right to Learn 3 Semesters, PTN BH, and the Accreditation System. Finally, the Free Learning Discussion-Episode 3 is "Changes in the School Operational Assistance Mechanism (BOS) for the Fiscal Year 2020", the topic discussed is BOS and PISA funds; Jakarta, February 10, 2020. On one occasion, NM explained that in his leadership, why did he initiate the transformation of "Independence of Learning" for the world of education in the country. In the overall sense "Learning Independence" are all solutions that will free the educational unit to innovate and change its cultural mindsight to cultural e-learning instead of cultural administrative".

At the beginning of his appearance, NM received attention when he gave a speech in celebration of the Teacher's 74th Birthday, on November 25, 2019. The speech in commemoration of the teacher's day was made as simple as possible, but his intentions were poured out frankly and honestly for all teachers- teachers in Indonesia. In summary, the speech stated that teachers are more busy taking care of administrative tasks so that the qualifications of teachers for administration are more than for students. Not only did they complain about the current state of the teachers in the field, but the speech also included inviting and suggesting teachers make changes. This can be seen from the fragments of several sentences contained in the following 2019 National Teacher's Day Speech.

"Don't wait for a signal, don't wait for an order.

**Take the first step.**

**Tomorrow, wherever you are, make small changes to your classroom.**

**Invite the class to discuss, not just listen.**

Provide opportunities for students to teach in class.

**Initiate a social service project involving the whole class.**

Find a talent in the student who lacks confidence.  
Offer help to teachers who are having a hard time.”

The speech seemed to voice what the teacher felt in carrying out his duties. The teacher felt supported, cared for, and cared for when the speech was voiced by NM at the time of commemorating the teacher's birthday.

Research shows a lot of research on speech acts or politeness from various parties, especially discourse in the world of government, both domestically and abroad. With a variety of reasons and purposes that are very useful. It can be seen in the research conducted by Ad-darraj et al. (Malaysia, 2012, p. 1), formulating the speech act of any language providing its speakers with certain cultural categories of verbal interaction. Speech acts can be very helpful to shed light on broader cultural themes, but the equally important category of certain speech acts can only be fully understood in a broader cultural context. Furthermore, the research conducted by Arani & Tefl (Iran, 2012, p. 163) regarding “Study on Speech Directive Actions used by Iranian Nursery School”. Children: The Impact of Context on Children's Linguistic Choices” from the study concluded that (1) investigations of children's directive speech acts confirmed the fact that they were aware of the parameters of social speech; (2) they use language forms that are different from what adults use as markers of politeness, such as, second polite second plural subject approval of the verb, "please" and "thank you"; (3) They use declaratives with illocutionary powers to mark distances.

Based on the explanation that has been put forward, this is very necessary to be investigated. The use of simple, straightforward, and familiar language as well as an open communication pattern through various discussions and speeches by NM in launching and conveying his policies as Minister of Education and Culture. On that basis, it is worth studying the speech acts used by NM in the Merdeka Learning program so that it can be implemented quickly by the implementers and users and has a positive impact on the implementation of the policies it makes. Therefore, the title of this research is "Actions of Nadiem Makarim's Speech as Minister of Education and Culture Regarding the Free Learning Policy and its Implications for the World of Education."

## 2 Literature Review

Pragmatics is a branch of linguistics that studies the use of language. The broad term pragmatics is the rule for using language. The choice of language form and the determination of its meaning in relation to the speaker's intention is in accordance with the context and circumstances. Pragmatics can also be defined as the study of meaning in relation to speech situations. The benefit of studying pragmatics is that speakers can speak words with the intended meaning conveyed well so that they can understand the speaker's assumptions, and communication can run smoothly, (Yule, 2006, pp. 3-4).

### 2.1 Speech Act

The notion of speech acts is rooted in Austin & Searle's philosophy of language. The contributions of Austin & Searle show that language can be used to do much more than simply report or describe events. However, language can be used to make promises, give threats and warnings, extend invitations, give suggestions, and do many other things (Cummings, 2010, p. 26). Speech acts are one of the pragmatic concepts that produce social acts in communication. Yasin (2008, p. 52) suggests that someone who does something when we speak means that he has achieved a certain social activity. Such as promising, giving advice, and so on which are commonly called speech acts. In line with this opinion, Yule (2006, p. 82) also suggests that a speech act is "an action that is displayed through speech in a communication process.

Austin (1984, p. 994) suggests that pragmatically, there are at least three types of actions that can be realized by a speaker in performing speech acts, namely: (1) locutionary acts; (2) illocutionary acts; and (3) perlocutionary acts. First, locutionary acts are utterances that state something according to the meaning of the word (in the dictionary) and the syntactic meaning of the sentence according to

its syntactic rules (Gunarwan, 2003, p. 4). Second, illocutionary acts are "utterances that contain certain intentions from the speaker to the addressee. The illocutionary speech act relates to who speaks, to whom, when, and where the speech act is performed. The illocutionary act can be identified as a speech act that serves to inform something and do something (Wijana, 1996, p. 18). Third, perlocutionary acts are "the influence caused by the speech produced by the speaker on the speech partner.

Searle (1976, p.67) classifies "the theory of illocutionary speech acts into five types of speech acts, namely: (1) representative speech acts are speech acts that bind the speaker to the truth he says. Such as: stating, explaining, reporting, showing, mentioning, admitting, convincing, and concluding; (2) directive speech acts, are speech acts carried out by the speaker so that the speaker performs the actions mentioned in the utterance. Such as ordering, requesting, suggesting, urging/inviting, ordering, collecting, urging, challenging, and advising; (3) expressive speech acts, are speech acts performed with the intention of assessing or evaluating the things mentioned in the speech. Such as: praising, thanking, criticizing, complaining, congratulating, flattering, praising, and blaming; (4) commissive speech acts, are speech acts that bind the speaker to carry out the things mentioned in the speech. Such as promise, swear, threaten and declare commitment; and (5) declarative speech acts are speech acts carried out with the intention of creating new circumstances. Such as: decide, cancel, allow, forbid, grant, forgive, and forgive.

## 2.2 Speech strategies

Speech strategies are ways or tactics used in choosing speech according to function and context. The speaking strategy is based on the assumption that the speaker does not just speak, but before speaking, he must consider choosing which method and approach is the most suitable for conveying the meaning to the hearer.

Brown & Levinson (1987, p.92) divide the speech strategy into 5 with the aim of reducing the disappointment of the speaker (speech partner) for the actions taken by the speaker, namely: (1) the strategy of speaking frankly without further ado, is a "strategy of in speaking by making face-threatening actions to state something clearly; (2) the strategy of speaking with positive politeness, is a "strategy to carry out FTA (Face-Threatening Act) by saving face or maintaining the positive face of the speech partner; (3) the strategy of speaking with negative politeness, is "a strategy to save the speech partner's negative face to maintain the speech partner's freedom of action; (4) the strategy of vaguely speaking, is "implied message delivery; and (5) the silent strategy or the strategy of speaking in the heart, is the speaker does not do the speech to protect the face of the other person. This strategy is the most polite, but not communicative.

## 2.3 Implicature

Implicature is one of the studies in pragmatics. In simple terms, implicature is an indirect meaning or implied meaning caused by the explicit. Implicature is intended as an utterance that implies something different from what is actually said. Using implicatures in conversation means stating something directly. The concept of implicature was first introduced by Grice (1975). which is used to solve problems of language meaning that cannot be solved by ordinary semantic theory. If you only look at it in terms of semantic theory, the meaning of an utterance or utterance cannot be understood and understood properly. The inaccuracy of understanding the meaning of utterances has an impact on the achievement of communication goals.

## 3 Methodology

This research is a qualitative descriptive study. The method used in this research is the descriptive method. Sudaryanto (1993, p. 62) suggests that the descriptive method is used to describe a situation based on existing facts so that what is produced/recorded is in the form of language interpretations that can be said to be portrait-like in nature. The data in this study are utterances or sentences delivered in the 2019 National Teacher's Day speech and 3 episodes of Merdeka Learning

policy discussions, namely 1) Discussion of Episode 1 of Merdeka Learning, with the topics of USBN, RPP, UN, and Zoning; (2) Discussion of Episode 2 of Merdeka Campus, with the topic of SKS exemption and accreditation; and (3) Discussion of Episode 3 of Merdeka Learning, with the topic of BOS and PISA funds. The source of this research data was taken from the YouTube media, namely the Youtube channel of the Ministry of Education and Culture of the Republic of Indonesia.

Data collection techniques in this study were collected using the listening technique. The listening technique used is the listening and note-taking technique. Mahsun (2007, p. 29) says the listening method is a method used to obtain data by listening to the use of language. Data were collected by: (1) transcribing speech from the entire video; (2) read the written speech, then the data is sorted; (3) the existing data is matched with the theory used, namely for (a) types of speech acts using theory (Searle 1976, p. 67), (b) speaking strategies using theory (Brown & Levinson, 1987, pp. 68 –74), (c) speech act implicature using theory (Agustina, Grice, Yule); furthermore, (4) carry out inventory and data classification; and (5) marking the data that is included in the criteria and recording the data that has been marked into a data investment format.

The data analysis technique is guided by the opinion expressed by Miles & Huberman (in Sugiyono, 2012, p. 246), which provides three stages, namely by reducing the data, presenting the data, and drawing conclusions from the existing data.

#### 4 Results and Findings

In the text of NM's speech and discussion, there are 103 utterances from 1 speech text and 3 NM discussion videos. In this study, there are three ways to look at NM speech acts, namely: (1) types of speech acts; (2) speaking strategy; and (3) speech act implicatures. The following is an explanation of each of these points.

##### 4.1 Types of Speech Acts used by NM, Minister of Education and Culture in Teacher's Day Speeches and Free Learning Policy Discussions

Table 1 Types of Speech Acts NM, Minister of Education and Culture in Speeches and Discussions

No	Type of Speech Act	Sub Type	Amount
1.	Representative	1. Declare	10
		2. Mention	2
		3. Explain	41
		4. Report	2
		Amount	55
1.	Directive	1. Invite	2
		2. Suggest	15
		3. Begging	4
		4. Remind	14
		5. Want	2
Amount	36		
3.	Expressive	1. Complaining	6
		2. Criticize 4	4
		Amount	10
4.	Commissive	1. Promise	1
5.	Declarative	1. Decide 1	1
Total number of data 103			103

##### 4.1.1 Representative Speech



Forms of representative speech act found in the speech text to speech and discussion Independent Study conducted by NM is dominated by the directive *explaining* the following.

(1) (DE1MB:16)

**Dan kurikulum 2013 itu sebenarnya; semangatnya adalah kurikulum yang berdasarkan kompetensi. Nah kompetensi-kompetensi dasar yang ada 2013; yang standar pendidikan kita itu sebenarnya sangat sulit untuk di tes dengan pilihan ganda.** Karna itu tidak cukup untuk mengetahui berbagai macam kompetensi. Jadi kemana arahan kebijakan baru kita; untuk 2020 USBN itu akan diganti; akan dikembalikan kepada esensi UU sisdinknas.

*And the 2013 curriculum is actually; its spirit is a competency-based curriculum. Now the basic competencies that exist in 2013; the standard of our education is actually very difficult to test with multiple choice. Because it is not enough to know the various competencies. So where is our new policy direction; for 2020 USBN it will be replaced; will be returned to the essence of the National Education System Law.*

Speech (1) is representative explaining that it can be seen from the use of sentences, *and the 2013 curriculum is actually, the spirit is a competency-based curriculum. Now the basic competencies that exist in 2013; the standard of our education is actually very difficult to test with multiple choice.* The use of the word *actually* marks an explanation of the expression he conveys, which is about the spirit of the 2013 curriculum and is marked by the use of the word *is*. NM explained the spirit of the 2013 curriculum, the emphasis of the first policy he initiated, namely regarding USBN. From the USBN changes he designed, he strengthened it with the spirit of the 2013 curriculum.

#### 4.1.2 Directive Speech

Forms of directive speech acts found in the speech text to speech and discussion Independent Study conducted by NM, is dominated by the directive *suggest* the following.

(2) (PHG:7)

**Cetuskan proyek bakti sosial yang melibatkan seluruh kelas.** Temukan suatu bakat dalam diri murid yang kurang percaya diri. **Tawarkan bantuan kepada guru yang sedang mengalami kesulitan.**

*Initiate a social service project involving the whole class. Find a talent in the student who lacks confidence. Offer help to teachers who are having a hard time.*

The utterance (2) of the suggestive directive can be seen from the use of the first sentence. *Initiate a social service project that involves the whole class* and the second sentence. *Offer help to a teacher who is having difficulty*, from the two sentences it is said to suggest marked by the use of the pronoun *ignite* and *offer*. The use of the word *spark* in the first sentence and *offer* in the second sentence is a suggestion or suggestion to the teacher for something that can be done, both for students and fellow teachers.

#### 4.1.3 Expressive Speech

Forms of expressive speech act found in the speech text to speech and discussion Independent Study conducted by NM, is dominated by the directive *complaining* the following.

(3) (DE2KM:56)

**Saat ini saya rasa dosen-dosen dan rektor-rektor mengetahui bahwa proses dan persyaratan akreditasi itu suatu beban yang sangat besar,**

**kenapa karena semua itu dilakukan secara manual.** Tumpukan dokumentasi dan bukti bahwa universitas sudah melakukan berbagai macam proses itu; pertumpukkan pada saat ancangan 2 tahun sebelum akreditasi/reakreditasi itu banyak sekali mahasiswaupun sampai komplek ini dosennya kemana ya?!

*Right now, I think lecturers and rectors know that the accreditation process and requirements are a very big burden, why because everything is done manually. Piles of documentation and evidence that the university has carried out these various processes; piled up at the time of the 2-year plan before accreditation/reaccreditation, there were so many students that they complained, where did the lecturers go?!*

Speech (3) expressive complaining can be seen from the use of sentences. *Currently, I think lecturers and rectors know that the accreditation process and requirements are a very big burden, why because everything is done manually.* From this sentence, it shows that the utterance of complaining is marked by an adverb sentence of *a very large burden*, the word *burden* indicates that there is difficulty or something that is upheld. The use of adverbs of *a very large burden* indicates the difficulties experienced by universities in the accreditation process. NM complained about the re-accreditation process and requirements that took place within the university. The NM complaint was also explained with the impact of the difficult and time-consuming re-accreditation process and requirements.

#### 4.1.4 Commissive Speech

The form of commissive promise speech acts found in the speech texts and discussion Independent Study conducted by NM, are as follows.

(4) (DE1MB:42)

**Kita ingin ucapkan terakhir adalah semua input-input Bapak-bapak; Ibu-ibu pasti akan saya kaji beserta tim saya akan saya kaji semua. Jadi jangan khawatir, semua akan kita masukan.**

*We want to say lastly all your inputs, gentlemen; I will definitely review the ladies and I will review all of my team. So don't worry, we'll include everything.*

The utterance (4) commissive promise can be seen from the use of the sentences of *all your inputs, gentlemen; I will definitely review the ladies and I will review all of my team. So don't worry, all of us, we will input*, from the sentence it shows the promise utterance is marked by the syllable *will definitely*, which states something is about to happen, the word *will* is promising which distinguishes it from other locutions, because of the verb that follows it, namely the verb *studied*. The use of adverbs *will definitely be reviewed with the team* and *don't worry about* marking something that is an event that makes a promise. NM promised something to the head of department/school principal that he would review all the inputs that had been put forward together with his team. And NM also left a message *not to worry*, with the intention that he will carry out what he promised.

#### 4.1.5 Declarative Speech Act

The form of deciding declarative speech acts found in the speech texts and discussion Independent Study conducted by NM, are as follows.

(5) (DE1MB:9)

**Tapi karna ini kabinet Indonesia maju; kami memutuskan untuk segera melakukan hal-hal yang kerja nyata; jadi bukan hanya merencanakan saja tapi**

*juga mengeluarkan kebijakan-kebijakan sangat dibutuhkan para guru dan siswa-siswa di seluruh Indonesia.*

*But because of this, the Indonesian cabinet has advanced; we decided to immediately do things that were real work; so not only planning but also issuing policies that are needed by teachers and students throughout Indonesia.*

Speech (5) declarative decision can be seen from the use of the sentence *we decide to immediately do things that are real work*, the use of the word *decide* marks something that determines a decision from what to do. In his speech, the speaker intends to create new things (status, circumstances, etc.). NM decided to do some real work, breakthrough, and implementation. At first, he had just planned, now NM decided to carry it out directly.

#### 4.2 The Speech Strategy used by NM, the Minister of Education and Culture in the Teacher's Day Speech and Free Learning Policy Discussion

Table 2. NM Speaking Strategy, Minister of Education and Culture in Speeches and Discussions

No	Speech Strategy	Sub-Category	Amount
1.	Speak frankly without further ado	1. Direct expressions	31
		2. Mention of name, title, or nickname	17
		Amount	48
2.	Speak frankly with positive politeness	1. Pay attention to the interests, desires or needs of the addressee	34
		2. Intensify attention to the speaker	15
		Amount	49
3.	Speak frankly with negative politeness	1. Minimize coercion to others	3
		2. Expressing pessimism	3
		Amount	6
Total amount of data			130

The following analysis of the data that will be presented is a speech strategy that dominates the speech act of NM, namely the *strategy of speaking with positive politeness* as follows.

(6) (DE3MB:92)

*Nah ini kadang-kadang tidak cukup biaya apa pentingnya tenaga pendidik ini; bukan guru dia tapi dia membantu kepala sekolah untuk mengurus semua yang sifatnya administratif; sehingga kepala sekolah itu benar-benar bisa membantu guru-gurunya meningkatkan kualitas pembelajaran di dalam sekolah; membina orang tua dan melakukan peningkatan kapasitas dari pembelajaran di sekolah tersebut.*



*Well, sometimes this is not enough, what is the importance of these educators; he is not a teacher but he helps the principal to take care of all administrative matters; so that the principal can really help his teachers improve the quality of learning in schools; foster parents and increase the capacity of learning in the school.*

The strategy of speaking frankly with positive politeness pleasantries contained in the NM speech quote belongs to the sub-category of speaking *paying attention to the interests, desires or needs of the speaker* and *intensifying attention to the speaker*. In his speech, NM gives the impression that he cares, provides support, and provides solutions regarding operational problems for elementary school teachers and elementary school principals. This can be seen from the sentence conveyed by NM *so that the principal can really help his teachers improve the quality of learning in schools; foster parents and increase the capacity of learning in the school.*

### 4.3 Implicature of speech acts used by NM, Minister of Education and Culture, in Teacher's Day Speeches and Discussions on the Freedom of Learning Policy

Table 3. Implicature of speech act NM, Minister of Education and Culture in Speeches and Discussions and Their Implications

No.	Uses of Implicature Speech Action	Amount
1.	Conventional Implications	8
2.	Implicatures in the Use of Figurative	
	a. Metaphor	2
	b. Tutology	77
	c. Rhetoric	3
	d. Meiosis	13
	Amount	95
	Total	103

#### 4.3.1 Conventional Implicature

(7) (PHG:1)

Guru Indonesia yang tercinta. Tugas Anda adalah yang termulia sekaligus yang tersulit. **Anda ditugaskan untuk membentuk masa depan bangsa.**

Dear Indonesian teacher. Your task is both the noblest and the most difficult. **You are assigned to shape the future of the nation.**

Speech (7) conventional implicature shows pragmatic implications in it. In NM's speech, there is the concept of implication which allows meaningful functional explanations of linguistic facts that are not covered by linguistic theory. The linguistic facts of speech (7) can be seen from the sentence " *You are assigned to shape the future of the nation.* " The speech is a language fact that cannot be interpreted in semantic theory alone, but the concept of implicature will provide broader meanings. From this sentence it gives an understanding, the meaning implied in his speech by NM is that the teacher has a very heavy burden on his shoulders for the state.

#### 4.3.2 Implicatures in the Use of Figurative

In the following, the data analysis that will be presented is the implicature that dominates the NM speech act, namely the implicature in the use of the figure of speech, with the tautology figure of speech as follows.

(8) (PHG:2)

**Tetapi lebih sering diberi aturan dibandingkan dengan pertolongan.** Anda ingin membantu murid yang mengalami ketertinggalan di kelas. **Tetapi waktu Anda habis untuk mengerjakan tugas administratif tanpa manfaat yang jelas.** Anda tahu betul bahwa potensi anak tidak dapat diukur dari hasil ujian. **Tetapi terpaksa mengejar angka karena didesak berbagai pemangku kepentingan.** Anda ingin mengajak murid keluar kelas untuk belajar dari dunia sekitarnya. **Tetapi kurikulum yang begitu padat menutup pintu petualangan.**

*But more often given rules than help. You want to help students who are falling behind in class. But your time is wasted on administrative tasks with no apparent benefit. You know very well that a child's potential cannot be measured by test results. But they were forced to chase numbers because they were urged by various stakeholders. You want to take students outside of the classroom to learn from the world around them. But such a dense curriculum closes the door on adventure.*

Speech (8) tautology figure of speech can be seen in the sentence NM conveyed in the text of his speech, *but it is more often given rules than help. But your time is wasted on administrative tasks with no apparent benefit. But they were forced to chase numbers because they were urged by various stakeholders. But such a dense curriculum closes the door on an adventure.* In the sentences between these sentences, there is a repetition of words, which implies clarifying the conditions that occur that are faced by the teacher, so that they can be realized. In his speech, there are repetitions of words *but* to emphasize the sad condition or incompatibility of performance carried out by the teacher/teacher position that is happening in the field at this time.

## 5 Conclusion

Based on the results of this study, it can be concluded as follows. *First*, it was found that there were five types of speech acts used by NM in the speech and discussion of the Merdeka Learning policy, namely (a) representative, (b) directive, (c) expressive, (d) commissive, and (e) declarative; dominant speech acts were found to be representative, (state, mention, explain and report); and the dominant locus is found to explain, with the meaning that NM does have a purpose to explain the direction of its policy. *Second*, it was found that there were three speech strategies used by NM in the speech and discussion of the Independent Study policy, namely (a) TTBB, (b) TBKP, and (c) TBKN, dominated by the TBKP speaking strategy; with the meaning of NM maintaining and fostering a sense of intimacy with his partner. *Third*, it was found that two speech act implicatures were used by NM in the speech and discussion of the Merdeka Learn policy, namely (a) conventional implicatures and (b) implicatures in the use of the figure of speech, the forms of the figure of speech contained are *metaphor, tautology, rhetoric*, and *meiosis*; The dominant implicatures found are implicatures in the use of the figure of speech, namely with *tutology figure of speech*; with the meaning of NM uses a lot of statements or sentences of repetition and affirmation, so that what he explains can be better understood by his interlocutor. Implications for the world of education from NM's speech act regarding the Freedom of Learning Policy in his speeches and discussions, targeting (1) school education units, namely changing the assessment system in schools, changing the final exam system, giving independence to teachers, zoning, providing ease of distribution of BOS funds ; (2) higher education units, renewal of credits, universities must do a lot of collaborations with companies, facilitate the accreditation system; and (3) Teachers/Lecturers, improve the quality of learning, creative, innovative, varied; do a lot of discussions; understand IT.

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