

## **The Ideological Embodiment on Nadiem Makarim's Speech: A Critical Discourse Analysis**

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### **Abstract:**

*This study purposes to uncover the symbolic ideology and the structures of the speech discourse delivered by the current new-inaugurated educational and cultural minister; Nadiem Makarim on National Teacher's Day. The descriptive qualitative method was employed to shed a light on the interpretation and finding of the study whilst the model of van Dijk in CDA was used to identify and answer the problems. The data were totally elicited from the speech text whilst it was as well used as subject of the study. The documentation method was applied and the data were afterwards expounded descriptively. The finding denotes that of the speech discourse's structures including macro, micro, and supra, the speech is perceived to have certain language style usage by underlying topic of speech on conveying the mission of providing a change towards Indonesia's Better Education. In addition, the ideology is as well indicated in ways behind the structures organized. The macro structure puts the ideology beneath the theme and the topic which are in the forms of ideology purposed as system of beliefs and system of actions. In essence, the tendency of the ideology lies on the aspect of speech theme in which it was utilized to invite (deliberately aimed) the educators and all parts getting involved in education realm and to believe and to act as what was expected.*

**Keywords:** *Critical Discourse Analysis, CDA, Ideology, Speech, Van Dijk*

## 1. INTRODUCTION

The more developing era is faced, the more complex impacts are definitely resulted. Such case absolutely as well affect towards the language usage itself since the major purpose used within communicating even conveying ideas and thoughts between the speakers and listeners plays the vital role in society circle. Considering that kind of circumstances, people are impulsed to live within those changes and supposed to adjust with it nowadays. Language is not merely conveyed explicitly, it sometimes deals with implicit utterances which refers to the actual intended meaning hidden beyond the words delivered by the speakers both in formal and informal situation also written even spoken forms. Discourse is one of the language phenomena which acquire the special attention since it is perceived to establish several problems related to the social cognition, text, context and social context (Van Dijk, 1993).

Critical discourse analysis (CDA) has arisen gradually time to time since its emergence convinced to be able to come to the aid of the ordinary people in understanding the language more deeply as what intended by the speakers or the authors. Additionally, CDA is an analysis that puts an emphasis on the relation in the midst of the language usage and the social structure and the culture prevailing within society (Fairclough, 2003). In other words, it aims to explore the causality relation between discursive practices and social cultural aspects. Another concept was proposed by Van Dijk that CDA models concern on the analysis comprising text, context, social cognition and social context. It is articulated within a conceptual triangle that connects society, discourse and social cognition (Van Dijk, 1993). On the other hand, CDA characterize the analysis realms on history, action, context, power and ideology.

Ideology has got several distinct definitions according to the scholars as stated by Fairclough (2001) that it deals with any social policy which is in part or whole derived from social theory in a conscious way whilst Van Dijk (1998) proposed another definition that it is the basis of the social interpretations shared by members of a group, so that there is a mental framework of beliefs about society also the cognitive and social functions of such a framework for groups. In other words, the ideology defines itself as belief system and it could be practically expressed through symbols, rituals, discourse, and other social and cultural practices.

The ideology can emerge in any language phenomena and one of them is through speech. Speech is one of ways used by ordinary people or the people in certain occupation having the important roles and strong power towards society to convey ideas, thoughts, opinions, notions and so on. In other words, speech is communicative skill aiming to deliver particular messages towards general public and it is definitely tied to a certain personal's, group of people's or particular community's interest (Sidabutar, 2014). Through delivering speech, the speakers also construct the power which in some cases they put themselves to be equal to the listener, or to show off that they are either superior or inferior. Apart from it, language is not neutral therefore the ideology manifestation can be identified through its language usage

One of recent speech phenomena was controversially delivered by new-inaugurated cultural and educational minister of Indonesia, Nadiem Makarim at the moment of National Teacher's Day celebration. The speech was intentionally aimed to make people and teachers in particular aware of taking a step forward in building the better education to serve brighter future of the generation. Despite the pros and contras were received by various circles for some reasons, the mission of making a change of Indonesian's education to be better still being concerned as the fundamental effort. Additionally, the usage of the language in conveying the major mission will certainly impact the listeners which it will led to either support or rejection depends on the language of persuasion employed. Language, therefore, proves to be very important in persuading (and manipulating) and one of the most important means of domination and control.

The discussion of CDA on speech has increasingly been acquired much concern since it continuously emerges time to time as previous studies conducted by Wang (2010), Putra (2018), Pasha (2011), Behnam & Mahmoudy (2013), and Azad (2013), in which in their cases, they largely put the emphasis on expounding the ideological aspect by merely seeing it through its structures comprising macro, micro and as well supra. The studies mainly indicate the topics analysed are limited on the objectives problems which several concerns on certain topics either the language aspects of discourse or the social cognition aspects whilst both aspects, in a whole, are still rarely conducted whereas discourse in fact is definitely produced by entangling both internal and external aspects. Apart from it, the two aspects absolutely exist for specific purpose and tightly bound each other to create a comprehensive meaning within rendering certain interests by speakers also authors. Theories applied within peeling the problems as well vary as the usage of Fairclough's theory that theoretically demonstrates different findings among those studies. Ultimately, this present study afterwards aims to uncover the symbolic ideology embodied in the speech of Cultural & Educational Minister; Nadiem Makarim and the structures of the speech itself (micro, super structure, & macro) by employing the theory proposed by Teun A van dijk. This research attempts to probe those two aspects since it is still lacking to take into account by previous researchers. The major elements are investigated as an effort to broaden, deepen and enhance the previous findings and, aside from it, it as well aims to provide a proof in which the two aspects, external and internal, are significantly applied at the same time to give the enormous impact towards the audiences through language conveyed like speech, in particular.

## **2. LITERATURE REVIEW**

Critical Discourse Analysis (henceforth as CDA) has been defined in such various ways by several scholars as Fairclough (2003) states that it is sort of analysis which concerns on the relation between language usage by social structures and the cultures existing in society circle. He also explains that there are three dimensions in every discursive practice, such as text, discursive practice (text production and interpretation,

and social practice). He afterwards emphasizes that CDA aims to explore the relation between social structures and text.

It differs with the notion proffered by van Dijk that his model stresses on relation of text, context, social cognition and social context which it structurally comprises steps such as disclosing micro (semantic, rhetoric, and syntactic), macro (theme/ topic) and supra structure (scheme). Regardless of it, he characterizes CDA onto history, action, context, power and also ideology. In short, according to him, it is articulated within a conceptual triangle that connects society, discourse and social cognition.

Ideology is any social policy which is in part or whole derived from social theory in a conscious way whilst Marxist argues that it deals with the ideas arising from a given set of material interest (Fairclough, 2001:77). Van dijk offered another diverse perspective that it is the basis of the social representations shared by members of a group, so that there is a mental framework of beliefs about society and the cognitive social functions of such a framework for groups. Ideology can be expressed in several ways such as symbols, rituals, discourse, and other social or cultural practices ( Van dijk, 1998:26).

Ideology is likewise regarded as the meaning of serving power (Fairclough, 1995:14). In this respect, he defines ideology as a means that constructs values providing contribution towards dominant power relation which it comes out from the society having the similar ideology.

### **3. RESEARCH METHODOLOGY**

In this research, the descriptive qualitative method was employed in which it concerns on content analysis. The data were in the form of lingual units which indicate the embodiment of ideology meanwhile the theory of Teun A. van Dijk is employed within identifying the text structures comprising micro, super structure & macro. In addition, the characteristics of CDA proposed by van Dijk are likewise engaged to probe the symbolic ideology, in particular.

*Nadiem Makarim* is these days known as the new inaugurated minister of education and culture which controversially explode since he firmly spearhead a breakthrough towards education realm by presenting the current concept for a better education progress purpose.

Yet, in point of fact, it seems to be uneasy to persuade those people instead it acquires both pros and contras from several circles. Additionally, it is as well perceived to be impossibly implicated as such concept is against Indonesia's education need.

According to van Dijk (1998), the speakers obviously carry on certain ideologies within delivering speeches by placing themselves either inferior or superior towards the audiences notwithstanding they are occasionally equal in exhibiting their power relations. In brief, the language tends to either neutrally conveyed or not depends on who the speakers are (Ayuningtyas & Hartanto, 2015:25)

In this respect, the theory of Critical Discourse Analysis (CDA) as well ideology proffered by Van dijk is practically employed within undertaking analysis step as such theory is regarded to more broaden the notion since he puts an emphasis on how actually the three dimensions of the social cognition, context and text provide the major contribution in establishing the unity of a discourse itself. In addition, van Dijk as well underlines on discourse analysis is not merely language aspects analysis yet it rather tends to involve the external aspects such as how and why a text is produced. It is quite disparate with the perspective of Fairclough which simply stress on the narrower aspects such as the social relation and discursive practice. In brief, the theory of van Dijk is considered as an appropriate approach in tackling the existing problems since the aspects proposed are corresponding and perceived to embrace all elements both external and internal behind the speech delivered by Nadiem Makarim.

The data was totally elicited from the Youtube Channel of *Kompas.tv* which is afterwards transcribed verbally into a form of written whilst to ensure the data are reliable, the researcher seeks out to gain the official transcript of the speech at the official website of *tirto.id* by comparing such data obtained from two diverse sources. This site is one of reliable online news platform providing the actual informations around the world and Indonesia in particular. The link is attached as follows:

<https://tirto.id/isi-teks-pidato-nadiem-makarim-untuk-hari-guru-2019-yang-viral-embU>

After doing both watching then transcribing the video carefully, the researcher ensures over again the data by re-checking process to make them extremely accurate before ultimately analyzing and interpreting based on the corresponding theory adopted.

#### **4. FINDINGS AND DISCUSSIONS**

In this section, the finding will be displayed and expounded based on the theory proffered by Teun A. van Dijk and, regardless of it, it is as well employed to analyze the data. The following sections comprise the structures of the speech discourse and likewise disclose the symbolic ideology existing in it.

##### **4.1 Discourse structures of van Dijk on the speech delivered by the educational and cultural minister; Nadiem Makarim on National Teacher's Day held on November 25<sup>th</sup>, 2019.**

###### **4.1.1 Macro Structure**

In the notion of macro structure, theme and topic are included in a text. Theme is the main idea which underlies any text. Macro structure is a term that indicates an abstract quality that can be realized in different forms with regard to areas of grammar, cognitive processes or theories of social action. All these areas can be built with the help of numerous manifestations of the underlying macro structures and their correlates. Based on the analysis of macro structure on speech text of the educational and cultural Minister; *Nadiem Makarim*, it denotes that the theme deals with a mission declared about Indonesia's Education Change. The theme and the topic are implicitly delivered and it can be seen in the sentences displayed as follows:

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*“Anda ditugasi untuk membentuk masa depan bangsa, 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.*

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

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

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

Of the aforementioned speech extracts, the topic and the theme of the speech are not explicitly stated instead of implicitly delivered by *Nadiem*. It can be considered from the language style used in arranging sentence to sentence in the speech that the comparison between the expectation and the reality faced by the educators in Indonesia. As the sentence displayed in the first line says *“Anda ditugasi untuk membentuk masa depan bangsa, tetapi lebih sering diberi aturan dibandingkan dengan pertolongan.”* which the compound sentence largely constructed. The expectation was emphasized as main sentence *“Anda ditugasi untuk membentuk masa depan bangsa”* that reflect to mission and the expectation of educators to accomplish but then the following sentence blows up the actual reality faced *“lebih sering diberi aturan dibandingkan dengan pertolongan”*. It implicitly says that along with the expectation, the difficulty emerges due to the reality of the applied curriculum of Indonesia’s education during these days apparently does not support therefore the current inaugurated-minster put an emphasis on fixing up the education system also the curriculum to be better through a change. This finding is in line with the statement extracted from Haryatmoko (2016) which the macro structure points out that the Critical Discourse Analysis begun with figuring out the meaning, topic and global theme.

#### **4.1.2 Super Structure**

Super structure (schematic) deals with the author’s strategies in conveying the general meaning by providing supporting reasons organized in the opening, content, and closing of the discourse. Of the speech discourse delivered by *Nadiem* shows that the macro structure is organized tightly as it can be seen that the opening begun with *“Assalamu alaikum warahmatullahi wabarakatuh, Shalom, Om Swastiastu, Namu*

*Buddhaya, Rahayu, Selamat pagi dan salam kebajikan bagi kita semua, Bapak dan Ibu Guru yang saya hormati, Biasanya tradisi Hari Guru dipenuhi oleh kata-kata inspiratif dan retorik. 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 Merauke.”*

It was figured out that *Nadiem* apparently implicated the appropriate speech orders within structuring the elements in sequence and this is in line with the theory proposed by van Dijk that superstructure “is the schematic form that organizes the global meaning of a text” (van Dijk 1980: 108–109). In other words, the superstructures rather has the organizational roles in placing the general element first then followed by the specific one.

<b>Content</b>
Guru Indonesia yang Tercinta, tugas Anda adalah yang termulia sekaligus yang tersulit. Anda ditugasi untuk membentuk masa depan bangsa, 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. Anda frustrasi karena Anda tahu bahwa di dunia nyata kemampuan berkarya dan berkolaborasi akan menentukan kesuksesan anak, bukan kemampuan menghafal. Anda tahu bahwa setiap anak memiliki kebutuhan berbeda, tetapi keseragaman telah mengalahkan keberagaman sebagai prinsip dasar birokrasi. Anda ingin setiap murid terinspirasi, tetapi Anda tidak diberi kepercayaan untuk berinovasi. 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. Namun, perubahan tidak dapat dimulai dari atas. Semuanya berawal dan berakhir dari guru. Jangan menunggu aba-aba, jangan menunggu perintah. Ambillah langkah pertama. Besok, di mana pun Anda berada, lakukan perubahan kecil di kelas Anda. Ajaklah kelas berdiskusi, bukan hanya mendengar. Berikan kesempatan kepada murid untuk mengajar di kelas. 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. Apa pun perubahan kecil itu, jika setiap guru melakukannya secara serentak, kapal besar bernama Indonesia ini pasti akan bergerak.
<b>Closing</b>
Selamat Hari Guru, merdeka belajar, guru penggerak. Wassalamu alaikum warrahmatullahi wabarakatuh, Shalom, Om Santi Santi Santi Om, Namo Buddhaya, Rahayu.

### 4.1.3 Micro Structure

As far as the structures of discourse are concerned, the distinction made by van Dijk (1980: 107–111) amongst micro-, macro- and superstructures should be kept in mind. Micro structures constitute the basis for the creation of macro structures in way that was indicated above. Superstructures are rather structures that “go beyond the usual linguistic or grammatical organization of discourse that is [...] somehow additional or grafted onto the linguistic structures” (van Dijk, Kintsch 1983: 236). This sort of element concerns on linguistic aspects such as semantic, syntactic, stylistic and rhetoric. As it is understood that every person has own way in using the language to interact with other people, and so does the new-inaugurated educational and cultural minister of Indonesia, *Nadiem Makarim*, that he rather chose to employ very different language style in conveying his speech on National Teacher’s Day than following the most previous former ministers’ style which they preferred applying kind of figurative and rhetorical form. Aside from it, another unique way done by *Nadiem* is that the speech was in the form of video played in the background during the time provided to deliver it..

<b>Semantic</b>
The finding denotes that on his speech, Nadiem largely used the implicit language style to render his intended messages towards the educators in the entire of Indonesia. The major point appears in the opening sentence that represent the whole text of his speech “ <i>Guru Indonesia yang Tercinta, tugas Anda adalah yang termulia sekaligus yang tersulit</i> . It is perceived that he puts an emphasis on revealing how hard the educators in Indonesia adhere his responsibility to solve the education issues faced since a very long time ago yet the missions have been made are not able to be accomplished easily due to the education system-bound that cause the impossibility. Therefore, by declaring his new mission to make a difference in education realm, it is expected to give stronger bridge for the students to deserve the better education.
<b>Syntactic</b>
Despite <i>Nadiem</i> did not obviously mention the related sides on his speech, but it can be regarded that the major object on his speech goes on the educators in general
<b>Stylistic</b>
The words choice used by <i>Nadiem</i> tends to be directive and operative, he does not employ the figurative language much but a few words identified as metaphor were found out.
<b>Rhetoric</b>
In way of delivering the speech, any sorts of rhetoric language were not much apparently employed. It was supported by the statement stated by Nadiem at the beginning sentence of speech “ <i>Bapak dan Ibu Guru yang saya hormati, Biasanya tradisi Hari Guru dipenuhi oleh kata-kata inspiratif dan retorik. Mohon maaf, tetapi hari ini pidato saya akan sedikit berbeda. Saya ingin berbicara apa</i>



*adanya, dengan hati yang tulus, kepada semua guru di Indonesia, dari Sabang sampai Merauke.* It clearly implies that he rather chose the directive language to convey the message points than inspirational and rhetoric language as had been done by most ministers.

## **4.2 Symbolic Ideology Embodied on Nadiem Makarim's Speech**

### **4.2.1 Ideological Embodiment on Micro Structure of the Speech Discourse**

The manifestation of ideology on micro structure of speech discourse delivered by *Nadiem* comprises the words, sentences, and also language style choices.

#### **4.2.1.2 Ideological Embodiment on Words Choices**

In case of words choices, the elements dominantly emerge are the usage of the pronoun nearly found in the whole text, such words as: *Kita, Saya, Anda*. On the other hands, the words *bangsa Indonesia, guru, murid, pemangku kepentingan* refer to *mereka*. Those words were deliberately employed as communication strategy to represent the position of the speaker towards the public circles.

The words *Anda* usually begins the information such as conceptual ideas, conveying the messages or clarifying a certain issues and sometimes used to provide an advice also persuasion to the citizen (dealing with attitude and trust) and in this case, by addressing the object with pronoun *Anda*, *Nadiem* apparently tries to put his very profound respect upon the particular object of the speech; educators of Indonesia since this kind of pronoun commonly used to address someone that have the higher position and mostly respected in formal way. Besides, the word *Kita* also used by *Nadiem* in the opening of speech to greet the listeners that obviously implies an emphasis on the equality among the speakers and listeners. In other words, he places himself as equal as him at the moment and avoid to create a distance between the minister and the educators. The discourse transmitter in general usually used it to convey uncontroversial idea.

The words *bangsa Indonesia, guru, murid, pemangku kepentingan* were contextually employed to persuade the public to even agree with the ideas that have been made or to give such an information also an advice in implicit way. *Nadiem* also expects that the missions he made will change the perception of the public over the education in Indonesia by revealing the facts that the old system applied during this time did not work as well. By implicating *bangsa*, it seems that the speaker is trying to make the public aware of the issue that in fact does not merely belong to individual instead the nation's problem that it is supposed to take into account by all circles altogether. Apart from that, education is convinced to be the first aspect to fix up for making a change of the nation's circumstance to be better and without a doubt it therefore should acquire the special attention.

In short, the implication of various persona words in aforementioned paragraphs is a message delivery strategy so that the message can be received, trusted, justified, and

finally the public is expected to be willing to change their attitude and action in accordance with the deliverer's expectations through speech discourse. Thus, it is clear that selection (use) of these words indeed points out ideological tendency. This matter proves that the vocabulary aspect is not merely a technical issue, but as ideological practice. Choice of words in a text mark socially and ideologically the field different experience from the author (Fairclough, 1995). Regarding the words choice or commonly called as diction as well emerged on the research conducted formerly by Putra (2018) whereby he concerned on delving deeply news *Gerakan #2019GantiPresiden di antara Ambiguitas Hukum dan Syahwat Politik*. the finding shows that the diction is in the form of verbs such as *menyulut* (igniting), *menolak* (rejecting), *mencaci* (insulting), and *mengancam* (threatening) etc. Additionally, the casual sentences and direct quotations are also applied purposively to support the news content, so the news presented becomes more factual and actual since it serves the resource person who is competent in his field. It differs from another finding of Nurul Yaqin (2017) which in the aspect of words choice, the object analysis displays that the words like *Saudara*, *kita*, *ia*, *dia* and *Anda* are frequently performed to address people elegantly to negate the dichotomy between the speech deliverer and the audiences. In Nurul Yaqin's case, the implicit utterances dominate to persuade the audience smoothly and indirectly lead them to follow the ideology embodied.

#### 4.2.1.2 Ideological Embodiment on Sentences Choice

The speech discourse of *Nadiem Makarim* was expressed in various sentences. Based on the purpose, they were expressed in the form of *informative*, *imperatives* and *declarative sentences* whilst based on the structure, the active and passive form are employed. It must be understood that every sort of the sentences denotes an ideological tendency.

As the name suggests, a declarative sentence simply declares a statement or an opinion. A declarative sentence has a neutral tone, meaning it ends with a period mark. This kind of sentence can be in the form of active, inversion and also passive sentences. In the case of speech discourse delivered by *Nadiem*, they tend to declare the certain ideology such as to persuade the public in forming the mindset, attitude and belief.

An imperative sentence is a type of sentence that gives instructions or advice, and expresses a command, an order, a direction, or a request. It is also known as a jussive or a directive. Depending upon its delivery, an imperative sentence may end with an exclamation mark or a period. It is usually simple and short, but could be long and complex, depending upon its context. In a way of employing the imperative sentence in a speech will literally show how dominant the speaker places himself over the listeners. In this speech's case, several imperative sentences are applied, such as:

*Namun, perubahan tidak dapat dimulai dari atas. Semuanya berawal dan berakhir dari guru. **Jangan menunggu aba-aba, jangan menunggu perintah. Ambillah langkah pertama.** Besok, di mana pun Anda berada, **lakukan perubahan kecil di kelas Anda. Ajaklah kelas berdiskusi, bukan hanya mendengar. Berikan***

***kesempatan kepada murid untuk mengajar di kelas. 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.***

The bold sentences are in the form of imperative which in other words, *Nadiem* tends to represent his superior power and put the listeners as the inferior since they are clearly stated to command the listeners to follow the education policy have been made by him without any doubt.

Another sort of sentences employed by *Nadiem* is informative which according to Reiss (1977/1989) it presents “plain communication of facts”, (representing objects and facts). In the speech of *Nadiem*, it obviously denotes that most of the sentences are included into informative one due to the fact of Indonesian's education circumstances repeatedly mentioned to ensure the listeners that the fact must be dismissed and begun with the proposed change.

Aside from it, the sentence of expectation is also employed by *Nadiem* in the end of the speech delivered by him, “*Apa pun perubahan kecil itu, jika setiap guru melakukannya secara serentak, kapal besar bernama Indonesia ini pasti akan bergerak.*” This sort of sentence rather implicitly shows that *Nadiem* puts himself upon an equal position as the listeners rather than the imperative sentences that apparently represent the superior and inferior position of the speaker or the listeners. An expectation to accomplish the mission of creating a change to achieve the better education by involving the roles of the educators is the major purpose and it will be impossible to be executed with no cooperation between them. In addition, he equates Indonesia with *kapal besar* which clearly means that the mission belongs to all parts involved in education realm since it definitely requires the role of captain directing the *Kapal Besar* to reach the destination of the passenger all together.

Passive sentence (passive voice) is sort of sentences which describes a sentence that the subject performs the action stated by the verb. It follows a clear subject + verb + object construct that is easy to read. In Critical Discourse Analysis (CDA) perspective, the case of passive and active voice usage is not merely paid an attention as the language structure aspect to be analyzed but rather considered as a case beyond than that. It rather shows that through the passive and active sentences employed, the speaker linguistically indicates the ideology related to the power they insert into such speech and it certainly denotes an important role of who controls and be controlled through passive and active. In the words used by *Nadiem* can be seen that several times the passive forms are used to emphasize who actually he is in playing his vital role over the education realm such as the sentence “*Anda ditugasi untuk membentuk masa depan bangsa, tetapi lebih sering diberi aturan dibandingkan dengan pertolongan*”. Word “*ditugasi*” clearly shows that the educators here are as the people controlled by the system which was made by the government, the educational and cultural minister in particular. Nurul Yaqin (2017) as well figured out that in the case of his, one of

sentences choices employed is in the form of interrogative regardless of the similar sentences forms applied by *Nadiem* within delivering his speech, such as imperative, exclamation, passive and active sentences. Such sentence form clearly distinguishes to the present finding due to the different discourse forms between speech and the program that was broadcast on the radio.

Of the sentences sorts employed, it definitely shows that such sentences actually have the certain purposes aside from the aspect of the language structures, however it tends employed to convey the implicit meaning beyond words. Accordingly, the language nowadays becomes the effective tool used to sneak the particular intention verbally also to represent the ideology of the speaker.

#### **4.2.1.3 Ideological Embodiment on Language Style Choice**

The certain language style employed by the speaker intends to give a particular emphasis in order to ease the listener in understanding the actual meaning of the discourse effectively. The language style in the speech discourse delivered by *Nadiem makarim* apparently applies the language of repetition which the emphasis lies on the certain words mentioned repeatedly. In this case, the words such as *Anda*, *Guru*, & *murid* emerge several times and they actually deal with the same aspect; Education which *Nadiem* implies the main and chief key of the mission goes to *Anda* and *Guru* referring to the educators. The emphasis indicates that the message seriously includes the ideological aspects on that speech. Or, the actual message is regarded to be important to deliver, receive, trust and justify by the public. As can be seen through the language utilized, *Nadiem* prefers employing kind of language that sounds simple, clear rather than being diffusive. It certainly aims to make the audience easily conceive what he actually intends and underlines concerning his mission and vision on although once in a while he rendered a metaphorical expression like *kapal besar* to describe Indonesia. While, another finding signifies an immense different thing that the language styles adopted were in the forms of euphemism, simile, redundancy, hyperbole, paradox, parallelism and repetition (Nurul Yaqin, 2017)

#### **4.2.2 Ideological Embodiment on Supra Structure of the Speech Discourse**

The supra structure itself deals with the text template (text opening, content also closing) which the element includes the schematic, the background and the strategy. It also puts a special attention on how those elements organized as a whole in a text.

The analysis result denotes that schema of the speech delivered by *Nadiem Makarim* consists of three parts, opening, content and closing. The first part spells out the general issues faced by both the educators and the students in Indonesia. In the speech of *Nadiem*, in the first part, the difficulties to create a better education appear and it seems to be uneasy to realize the good system since during this time the old method in fact does not impact much to the improvement of the students. It is caused by the system-tied that gives the educators an anxiety to rather focus on academical preparation than the need of the students to be fulfilled. In essence, the concepts

arranged were molded by putting the factual circumstances confronted by both the educators and students regarding the difficulty of equalizing the student's need to make the same output yet in fact it doesn't effectively succeed since each of students entails various input. Afterwards, the concept of illustrating the anxiety towards the priority extent was declared (academical matters or students' necessity) whilst the concept of proffering ideas adhere (concerning on new curriculum implication).

The sequence of ideological notion in every part of speech discourse is not a suddenly ideological practice constructed, yet it was definitely planned and prepared very well. In line with CDA theory which such phenomenon proved that the speech cannot be separated from ideological representation from those who have interest on it. In other words, there must be a certain interest standing right behind the discourse is constructed.

#### **4.2.3 Ideological Embodiment on Macro Structure of the Speech Discourse**

Theme is the primer idea of discourse (Djojuroto, 2006: 24). In addition, theme is a fundamental idea and major purpose in creating a text (Prodokusumo, 2005: 37). Various ways can be done in formulating and giving its meaning, and formulation as well the meaning is different between analyzers one another.

The insight of supra structure is able to assist within creating, considering and reproducing macro structure (van Dijk, 1983: 54). Macro structure consists of the structure of global meaning (theme/ macro) as well the structure of global form (super structure/ schema). Thus, it can be seen that macro structure can be identified after discovering the supra structure of a text (van Dijk, 2004:1).

The result demonstrates that the exposure of ideology of the speech discourse theme of *Nadiem Makarim* is in the form of *ideology as system of beliefs* and *system of actions*. Hence, the tendency of the ideology lies in the theme aspect is to invite (deliberately aimed) the educators and all parts getting involved in education realm and to believe and act as what was expected by the speaker (*Nadiem Makarim*). Besides, the sentences mutually link to another by representing the same theme and topic so the coherence is resulted. The series of facts cannot be separated from the various constituent elements, namely: words and sentences in the discourse (see van Dijk, 1985; Halliday, 1992, Bown & Yule 1996; Djojuroto, 2006: 25)..

### **5. CONCLUSION**

The speech discourse conveyed by *Nadiem Makarim* as the new-inaugurated minister of education and culture demonstrates that the ideological embodiment on the speech comprises several aspects of discourse structure such as micro, supra and micro. Before groping the ideology aspect represented through the structure, the analysis of each structure was done.

The finding denotes that in the element of macro structure, *Nadiem* puts an emphasis on a mission declared upon Indonesia's Education Change. The theme and the topic are implicitly delivered whilst the supra structure points out the organizational aspect

in the text and it shows that the speech discourse arranges the text template as the common one, consisting of the opening, content, and closing. It implies that the speech discourse is arranged to convey a phenomena in general followed by the most specific one afterwards. In supra structure, *Nadiem* used the strategies of uncovering the old curriculum applied during these days that did not contribute any better impact then followed by declaring a mission of a change to build much better education system. Additionally, the micro structure concerns on the linguistic aspects such as semantic, syntactic, rhetoric, etc.

The ideological embodiment on speech discourse can be seen from its structures which of the micro structure, the ideology was represented in the lingual units such as words, sentences and also the language styles choices as it comes into sight within part of applying personal pronouns like *Anda, Kita*, etc which implicitly tells that *Nadiem* made an effort to put himself as equal as the audiences rather than placed himself higher. Regardless of it, the language types structurally adopted were in the forms of passive as well active and also in the forms of declarative, informative and imperative rather than figurative forms even though metaphorical expression was applied once in a while. The directive language was also chosen to portray the speech straight on point and avoid being diffusive. Of the supra structure, it asserts that the ideology represented in the text organization comprises three parts such as opening, content and closing of the text. The sequence of ideological notion in every part of speech discourse is not a suddenly ideological practice constructed, but it definitely planned as well. In line with CDA theory that such phenomenon is proved that the speech cannot be separated from ideological representation from those who have interests in it. Additionally, the last but not least, the ideology embodied in macro structure by the ideology exposure of the speech discourse theme raised by *Nadiem Makarim* is in the form of ideology as system of beliefs and system of actions. Hence, the tendency of the ideology existing in the theme aspect is to invite (deliberately aimed) the educators and all parts getting involved in education realm and to believe and act as what was expected by the speaker (*Nadiem Makarim*). Besides, the sentences mutually links to another by representing the same theme and topic therefore the coherence is indicated.

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