English Education Journal

The Ideological Representation of Appraisal Resources in Nadiem Makarim's Speech at the G20

Elfrida Shabriani✉

Universitas Negeri Semarang, Indonesia

Article Info	Abstract
	The capacity for representatives of a nation in international events to express their personal feelings and viewpoints is crucial for delivering effective speeches and shaping political beliefs and perspectives on global issues. Within the Systemic Functional Linguistics framework, the study applies the appraisal theory (Martin & White, 2005) to understand how the speaker manipulates language to convey his intended meaning. The primary objectives of this study are to identify the appraisal resources used in the speech and to uncover the ideological portrayal of these resources. In this study, the qualitative method was employed, with the unit of analysis focused on the appraising items found in Nadiem Makarim's speech text at the G20 Summit. Following the analysis and interpretation of the data, it is presented in a detailed explanation based on the three dimensions of critical discourse. The findings revealed that the most prominent domain utilized in the speech was attitude, enabling the speaker to express personal judgments, emotions, and evaluations regarding the propositions presented. Moreover, Makarim frequently employed positive assessment to praise the government's efforts and positively portray his reforms, presenting the government as a competent and reformative entity to gain support for his policy initiatives. This study is noteworthy as it offers a different perspective on discourse by integrating appraisal analysis and Critical Discourse Analysis (CDA) to reveal the underlying ideology.

✉Correspondence Address:
Kampus Universitas Negeri Semarang
Sekaran, Kec. Gn. Pati, Kota Semarang 50229
E-mail: elfrida0893@gmail.com

INTRODUCTION

The analysis of discourse cannot be restricted to the classification of linguistic forms but should also encompass the functions those forms serve in human affairs. An incredibly intriguing area to delve into is how texts function in communication and how the same sentences can serve different purposes based on the context and the intent of the speech act. As van Dijk (1998) highlighted, discourse has been scrutinized for its role as a tool for expressing ideologies, power dynamics, dominance, inequality, and bias.

Given the assumption that language is far from neutral and carries inherent biases, delving deeper into this topic is crucial. According to Megah et al. (2021), the use of vocabulary and the structure of discourse embody the ideology of language. Ideology, as a set of ideas or beliefs within a particular group or culture, can be expressed through various means, including symbols, rituals, discourse, and other social and cultural practices. It is often presented as common-sense beliefs that are reinforced by society to address specific issues. This belief can be conveyed both in written and spoken form. In written form, individuals tend to choose words that make reading enjoyable, while in spoken form, they may express their viewpoints through argumentation. Spoken language involves the use of speech or related utterances to convey meaning, share thoughts, and influence people directly or indirectly.

While speech typically employs language as a medium realized through text, the text itself is profoundly influenced by context (Halliday & Matthiessen, 2014). This context, intricately linked to the text users, such as in political discourse, shapes the text. Therefore, language is not merely a tool for expression but a means to navigate the semiotic reality—the interplay between text and context.

This research is essential so that readers can understand that discourse is not just a means of providing information, but can also be viewed from a critical perspective. Understanding how a text is produced aids in comprehending how the text produces knowledge through its schematic structure, the type of sentence choices used, and the ideology it contains. For instance, a minister's speech may reveal the speaker's ideology through their language and policies.

In political speeches, language is crucial for the government to disseminate its ideas, thoughts, programs, and policies. It also enables the evaluation of people's attitudes toward others, objects, and their surroundings through what is termed the 'appraisal system' (Martin & Rose, 2007). Martin and White (2005) developed the principles of appraisal theory as an elaborate system to allow linguistic analysis of a text from the perspective of the text's evaluative properties, which encompass attitude, engagement, and graduation domains.

The attitude analysis involves emotional values of responses (affect), socially assessed values through judgement, and appreciation for entities, qualities, natural phenomena, and objects. The engagement analysis identifies sources of attitude, including monogloss (the speaker's own voice) and heterogloss (presenting alternative viewpoints). The graduation analysis involves gradability, with subsystems of force and focus, further subdivided into up-scale and down-scale choices. Force involves quantification and intensification, while focus includes sharpening and softening.

Critical Discourse Analysis (CDA) is one of the discourse analysis methodologies that takes a macro-analytical view of language (Latupeirissa, 2018). This means that the analysis of this study is concerned not only with the text itself (micro-analysis) but also with the text's relationship to the setting (macro-analysis). Critical discourse analysts argue that language is not neutral. Therefore, critical discourse analysis aims to reveal or extend discourses that contain a load of ideology or power from the text's producer. Moreover, according to Asad, et al. (2021), in written or spoken communication analysis, Critical Discourse Analysis (CDA) is used as an approach that operates on the principle that language plays a significant role in shaping and influencing discourse.

The ability to express feelings and opinions accurately and eloquently in

appropriate contexts is a fascinating topic for discussion. As the first Minister of Education, Culture, Research, and Technology of Indonesia, or the 29th Minister of Education and Culture of Indonesia, Nadiem Makarim's statements are believed to hold power, particularly as a representative of a country participating in international events. The ability to express personal feelings and opinions in English is essential not only for delivering a good speech but also for developing political values and attitudes through individual views on national matters. Thus, analyzing the appraisal produced by Indonesian people during the global event is immensely valuable; language learners could learn a lot about how Nadiem Makarim produces interpersonal meanings in utterances to reflect his feelings, beliefs, and attitudes and realize his interests. It shows that the world's people have recognized his credibility and achievements.

In a study by Marsakawati et al. (2019), the focus was on analyzing engagement resources in persuasive text. The researchers explored how novice and professional marketers used language and gestures to convey ideational, interpersonal, and textual meanings in their multimodal persuasive presentations. These engagement resources were used for various reasons, including anticipating potential disagreement.

Similar to Marsakawati, Novi et al. (2019) compared the engagement resources utilized by Donald Trump and Hillary Clinton in their initial and final campaign speeches during the 2016 United States Presidential Election. The study revealed that Trump employed more positive engagement tactics compared to Hillary. These resources were used to convey political agendas, demonstrate efforts to clarify, or even counter opposing viewpoints on the issues they addressed.

Savitri and Warsono (2019) examined Donald Trump's victory speech following his inauguration as President of America. Their study focused on the interpersonal meaning of the speech, aiming to uncover the speaker's attitudes towards the content. The study concluded that comprehending any speech is essential and can be achieved by analyzing its interpersonal meaning and its appraisal system.

Meanwhile, Adriyadi et al. (2021) examined attitudinal resources to investigate the ideology present in President Obama's inaugural address. The study discovered that Obama predominantly employed the Positive Judgement category in his speech and aimed to cultivate a strong bond with the public while seeking empathy from the American people. In another study, Song (2019) investigated attitude resources in American political discourse. The data demonstrated the extensive use of attitudinal resources in the delivered text, with appreciation being the most commonly used, followed by judgement and affect, in that order. In contrast to their studies, our research delves into all domains of appraisal resources in spoken language.

Some previous studies have analyzed the ideology in speeches. Listiani et al. (2019) aimed to describe how ideology was incorporated into Jokowi's speech at the World Economic Forum of ASEAN 2018 using the perspective of appraisal theory. They performed a clause-level analysis of the speech and utilized a combination of Martin and White's appraisal theory (2005) along with van Dijk's ideological strategies (2004) to reveal Jokowi's ideology.

In another study, Maghfiroh and Triyono (2020) conducted a study to uncover the symbolic ideology and the structures of the speech discourse delivered by Nadiem Makarim on National Teacher's Day. They used van Dijk's model in CDA to identify and address the issues. The ideology presented in Nadiem Makarim's speech encapsulates a system of beliefs and actions. As a result, the main focus of the speech's ideology is to deliberately motivate educators and everyone involved in the education sector to embrace the beliefs and acts advocated by the speaker.

Al-Badri and Al-Janabi (2022) examined the ideologies, ideational meta-functions, and interpersonal meta-functions used in PM Boris's speech. The results revealed that PM Boris employed certain tools to reflect and uncover

certain ideologies in his first speech. He also revealed his authority and power, which gave him the right to make decisions and instruct others. Additionally, PM Boris used the modality system to express his government's intentions and determinations to take specific actions in the future. These previous studies are different from this current study, which combines the appraisal framework and Critical Discourse Analysis to uncover the ideology of an Indonesian minister at an international event.

In academic contexts, one of the goals of the EFL classroom is to develop students' speaking skills so they can effectively communicate their ideas in different situations. Solihah et al. (2018) conducted a study to compare the use of attitude in argumentative speeches between high- and low-ability students. The study found that high- and low-ability students were likelier to use appreciation in their speeches. This indicated that speakers use their voices to effectively convey their messages and build firm persuasion through argumentative speech. However, those studies were only concerned with the appraisal analysis in written or spoken text. Therefore, combining both appraisal analysis and Critical Discourse Analysis (CDA) to uncover the ideology of appraisal resources in Nadiem Makarim's speech at the G20 became the novelty of the current study.

METHOD

The approach used in this study was qualitative. According to Creswell (2012), qualitative research is an approach to investigating and comprehending the significance that individuals or groups attach to a social human situation. Critical Discourse Analysis (CDA) was also needed in this study to take a more comprehensive view of the language used because CDA considers not only the text itself but also its relationship to the context or setting. This method involves analyzing the text at a micro-level, analyzing the process at a meso-level, and analyzing the context at a macro-level. It is in line with Fairclough (2010), who emphasizes that when we view language as discourse and social practice, we are analyzing texts and the processes of their production and interpretation, as well as the interaction between texts, processes, and their social contexts.

The unit of analysis of the study was appraising items in clauses. Appraising items were in the form of words or phrases conveying attitudes and enhanced with the elucidation of ideological representation of appraisal resources through micro-level, meso-level, and macro-level Critical Discourse Analysis. The data for this study is Nadiem Makarim's speech transcription on G20 taken from the KEMENDIKBUD RI YouTube account, delivered virtually on May 18th, 2022. In the micro-analysis, all appraising items were categorized as attitude, engagement, or graduation, and their polarity was identified. Following this, the meso-analysis involved interpreting the appraising items based on Martin and White's theory. Lastly, the macro-analysis examined the ideological representation of the data source using relevant theory.

After finishing the data analysis, the results were rechecked using investigator triangulation. The researcher consulted the gathered data with a lecturer from a local university who is an expert in appraisal studies to ensure the validity of the obtained data.

RESULTS AND DISCUSSIONS

By using Martin and White's theory, a large number of appraisal resource distributions are found. The distribution of appraisal resources used by Nadiem Makarim during his speech at the G20 highlights their importance. This is demonstrated in Table 1.

Table 1. Appraisal Resources Employed in

Appraisal	Attitude			Engagement		Graduation	
Subdomains	Affect	Judgement	Appreciation	Monoglass	Heteroglass	Force	Focus
Frequencies	19	57	60	78	27	76	11
Percentage	13.97%	41.91%	44.12%	74.29%	25.71%	87.36%	12.64%
Total Freq.	136			105		87	
Total Percentage	42%			32%		26%	

Nadiem Makarim's Speech

According to Table 1, there are 328 utterances containing appraising items. The data reveals that the most significant proportion of resources was attitude, with 136 or 42%, followed by engagement, with 105 or 32%, and graduation, with 87 or 26%. The following subsections explain in detail the distribution of the three domains of appraisal resources.

ATTITUDE

The data analysis revealed that the research participant used three areas of attitudinal resources in his speech to convey his feelings: Affect, Judgement, and Appreciation–three semantic regions: emotions, ethics, and aesthetics (Martin & White, 2005). The overall findings of attitudinal resources are presented as follows.

Table 2. The Distribution of Attitude Resources

Subdomain	Category	Polarity	Occurrences	Percentage
Affect	Happiness	Positive	3	
		Negative	-	
	Security	Positive	6	
		Negative	2	
	Satisfaction	Positive	3	
		Negative	-	
	Desire		5	
Total			19	13.97%
Judgement	Normality	Positive	1	
		Negative	1	
	Capacity	Positive	42	
		Negative	4	
	Tenacity	Positive	6	
		Negative	-	
	Propriety	Positive	2	
		Negative	1	
Total			57	41.91%
Appreciation	Reaction	Positive	9	
		Negative	5	
	Composition	Positive	10	
		Negative	6	
	Valuation	Positive	27	
		Negative	3	
Total			60	44.12%
Grand Total			136	100%

According to Table 2, Nadiem's speech contained 136 attitude resources. The analysis of the speech reveals that Nadiem's address as the host representative and Minister of Education was more appreciative, with a focus on acknowledging and praising the efforts made by the education sector during the COVID-19 pandemic. Specifically, there were 60 occurrences of appreciation (accounting for 44.12% of the total attitude resources), followed by 57 occurrences of judgement (41.91%) and 19 occurrences of affect (13.97%). However, the text did not include certain attitude aspects, such as negative happiness and negative satisfaction in the subdomain of affect and veracity and negative tenacity in the subdomain of judgement.

Appreciation

Appreciation is a complex phenomenon that involves the assessment of various things, such as objects, events, actions, or performances. There are three types of appreciation: 'reaction' to things, which has goals for how it can catch the appraisee's attention or how it can delight the appraiser; 'composition' on how balanced it is; and finally, 'valuation' of things on how authentic, valuable, and innovative they are. The examples of appraising items in appreciation resources are described below.

(1) *but we also learned a few **interesting positive things [+appreciation: reaction: impact]** about the pandemic.*

The speaker has developed a unique way of evaluating the current situation. In excerpt 1, he used the phrase "interesting positive things" to describe the good things that have come out of the pandemic. By doing so, Nadiem acknowledged that despite the challenges and hardships, there were still some positive outcomes worth noticing. It is important to note that the phrase "interesting positive things" was used to describe the positive impact of the pandemic, which may seem counterintuitive at first.

(2) *An extremely **simple program [+appreciation: composition: complexity]** whereby industry that funds research within our institutions will receive that same amount of funding from the government*

(3) *how we manage the subsidy program from the central government to the regions, where before it was **very uniform [-appreciation: composition: balance]***

According to excerpt 2, the government's program in the context was characterized as being simple. This suggested that it was not overly complex or complicated. The program was specifically designed to manage research

funding for industries that were related to the topic at hand.

The sentence in excerpt 3 was classified as negative appreciation in the category of composition. 'Where before it was very uniform' implies that the subsidy program was not fair in the past. The same number of subsidies was provided to both the central government and the regions, even though the needs of each area were different. This created inequality, further suggested by the sentence 'where before it was very uniform.'

(4) *It is a great honor to be invited to the second G20 Education Working Group Meeting to welcome you all to this* **momentous event. [+appreciation: valuation]**

(5) *The risks are* **very, very big [-appreciation: valuation]**

Nadiem used the term 'momentous event' in excerpt 4 to describe a crucial occurrence that took place. The word 'momentous' is a positive adjective that indicates appreciation and admiration. It means that Nadiem was impressed by the G20 meeting and used the word 'momentous' to describe the event. The word 'momentous' is typically used to describe significant accomplishments or events of great consequence, and it is almost always reserved for good things. In this context, the term 'momentous event' indicates that the occurrence was essential and had a significant impact. It suggests that the G20 meeting was a critical moment that could lead to positive changes or significant progress.

In the context of excerpt 5, it has been observed that Nadiem used the expression 'very, very big' to express his negative appreciation of the detrimental effects of online learning on the psychological well-being of children. He aimed to communicate his appreciation that the risks associated with online education are significant and could potentially harm the psychological development of children. This highlights the critical need to address these concerns and take appropriate measures to ensure that children's mental health is not compromised in the pursuit of education.

Judgement

Judgement analysis prioritizes both positive and negative characteristics of judgemental expression, whether implicitly or explicitly. Social esteem covers personal qualities, i.e., normality (usualness), capacity (competence), and tenacity (resolution), and social sanction comprises moral values of their behavior in terms of veracity (truth) and propriety (ethics). The following are examples of the items related to judgment in the appraisal resources.

(6) *because we realize that a lot of this* **tacit [+judgement: normality]** *knowledge and education exist within organizations working in the education space*

During a speech, Nadiem used the word "tacit" in excerpt 6 to describe the positive aspects of normality. He explained that there was a lot of tacit knowledge within the organization that could be harnessed to bring about positive change. Nadiem was particularly interested in judging people's behavior based on their hidden special abilities, which he believed could be utilized to achieve greater success. By recognizing and leveraging this tacit knowledge, he hoped to create a more efficient and effective organization that could accomplish its goals more readily.

(7) *On the digital front, which was my previous background, we are doing many, many things* **that has never been tried before. [+judgement: capacity: invoked]**

(8) *In ways that we* **could never teach [-judgement: capacity]** *and organize as a government.*

During his speech, Nadiem used the phrase 'never been tried before' twice. He evaluated his competence as an initiator of new ideas in Indonesia and indirectly compared himself to previous ministers. Nadiem also took into account the digital front and the abilities of Indonesian people. He highlighted that many initiatives he has started have been breakthroughs and transformations that have improved Indonesia's global standing. Furthermore, he claimed that these transformations have helped Indonesia to overcome challenges during the pandemic and

have contributed to its success. Nadiem's evaluation of his competency and that of the Indonesian people on the digital front was also noteworthy. He recognized the abilities of the Indonesian people and their potential as a digital workforce. Additionally, he underscored his belief that many of the initiatives he has started were unprecedented and have never been tried before in Indonesia. This statement emphasized his confidence in his ability to bring about positive change in Indonesia.

The sentence "in ways we could never teach and organize as a government" in example 8 highlighted the Indonesian government's incapacity to facilitate the adoption of technology amongst its people during the pandemic, which has led to negative evaluations of their capability. However, it also demonstrates the unique ability of the Indonesian people to cope with technological adoption. The pandemic has indirectly accelerated their hidden abilities, which were previously untapped by the government. The people of Indonesia can adapt to the situation due to the pressure of the pandemic itself.

(9) *because teachers with the right mindset can become great leaders.* **[+judgement: tenacity]**

The sentence in excerpt 9 judged the teachers' behavior on becoming great leaders. Having the right mindset is essential for anyone who aspires to become an exceptional leader. This is particularly true for teachers who have the unique opportunity to influence and shape the lives of their students. To become a great leader, a teacher must possess qualities such as empathy, resilience, adaptability, and a willingness to learn and grow. A teacher with these traits can inspire and motivate their students to not only achieve academic success but also develop important life skills that will serve them well in the future.

Affect

Emotions play an important role in communication because they reveal the speaker's attitude towards a particular phenomenon. When expressing their emotions, speakers use various language resources to convey the impact of an event or phenomenon on their feelings. Examining an event or

phenomenon through the lens of affect helps the speaker gain a better understanding of their emotional response. Un/happiness, In/security, and Dis/satisfaction are categorized as affect realis. Meanwhile, Dis/inclination (desire) is classified as affect irrealis. The excerpts of appraising items in affect resources are described below.

(10) *I am* <u>**very, very**</u> *touched* **[+affect: happiness]** *to know that the idea of 'gotong royong' as a value we hold dear as Indonesians resonated with such key delegates during the previous meeting last March.*

At the beginning of his speech, Nadiem expressed his heartfelt feelings about how much he appreciated the audience's positive response to the value of "gotong royong". He expressed his heartwarming feeling that the value of working together and promoting solidarity within the community had struck a chord with the audience. Nadiem felt delighted to see that this value had a powerful impact on the audience and was pleased to know that it resonated with them. His words in the opening of the speech conveyed his enthusiasm and appreciation for the audience's receptiveness to the message he was sharing.

(11) *And with this in mind I* **strongly believe [+affect: security]** *that transformation through collaboration is the key towards what we aim to achieve a better and more sustainable future with quality education for all.*

(12) *Now the pandemic has underlined great urgency* **in the need to change [-affect: insecurity]** *our systems of learning to solve the issues of the learning crisis*

During his speech, Nadiem used the word "believe" four times to express his strong conviction towards something. In excerpt 11, he emphasized his belief in the power of collaboration to bring about positive change. Nadiem's words were a testament to his confidence, optimism, and a call to action for those who shared his vision of a better future.

In excerpt 12, Nadiem implicitly expressed anxiety regarding the learning crisis. This suggests that he is concerned about the current state of education and its impact on students. The COVID-19 pandemic has further

emphasized the urgent need to overhaul the education system and address the learning crisis. This includes identifying and addressing the root causes of the crisis and implementing effective solutions to ensure that students are receiving a quality education.

*(13) biggest drives right now for the increase of laptops across Indonesia, **ever in the history of Indonesia. [+affect: satisfaction]***

During the speech, Nadiem proudly highlighted his significant contribution to the transformation of education in Indonesia. He expressed his satisfaction and pride in being the pioneer of this transformation, using the phrase "ever in the history of Indonesia" in excerpt 13 to emphasize the magnitude of his achievement. Nadiem's use of this expression signifies that his efforts to revolutionize the education system in Indonesia are unparalleled and have surpassed the accomplishments of any previous ministers in the country. His focus on education transformation is a testament to his commitment to improving the lives and futures of Indonesian students.

*(14) And on that note, I **want [+affect: desire]** all of you a successful meeting and fruitful discussion.*

During his speech, Nadiem specifically intended to communicate his desire for something by using the word 'want' three times as can be seen in excerpt 14. It can be inferred that Nadiem was trying to emphasize his wish or desire for a particular matter or object, possibly to convey its significance or importance to his audience.

ENGAGEMENT

This section provides a detailed explanation of each subsystem of engagement analysis. It scrutinizes each subsystem to identify and reveal the speaker's voice and stance during the speech. This includes thoroughly examining the speaker's degree of utterance by actively making allowances for dialogically alternative positions and voices (dialogic expansion) or acting to challenge, fend off, or restrict the scope of such (dialogic contraction). The results of this analysis are outlined below.

Table 3. The Distribution of Engagement System

Subdomain	Broad-category	Category	Variable	Occurrences	Percentage
Monogloss				78	74.28%
Heterogloss	Contract	Disclaim	Deny	14	
			Counter	8	
		Proclaim	Concur	1	
			Pronounce	1	
	Expand	Entertain		3	
Total				27	25.72%
Grand total				105	100%

Based on the findings presented in Table 3., it has been observed that Nadiem Makarim's speech was enriched with a total of 105 engagement resources. Upon analyzing the data, it was revealed that monogloss had the most significant proportion of heterogloss. It means that when presenting the valuation of the proposition, Nadiem Makarim relies more on his own voice as a source of position than on other voices. Precisely, there were 78 instances of monogloss, accounting for 74.28% of the total engagement resources, while heterogloss was found 27 times, contributing to 25.72% of the total engagement resources. However, it should be noted that the text did not include certain engagement aspects, such as attribute. The examples of heterogloss are as follows.

*(15) **Unlike [Heterogloss: Contract: Disclaim: Deny]** most conventional knowledge, which is more excited about the prospect of online learning and directly to kids, || that is **not [Heterogloss: Contract: Disclaim: Deny]** our focus in building these platforms.*

The concept of heteroglossic contraction is a linguistic approach that is employed to convey a message in speech or writing, where the speaker or writer uses negation to introduce an alternative positive position into the dialogue. In this context, the use of disclaim and proclaim are two critical elements of heteroglossic contraction, where denial is more dominant than proclamation. In the case of Nadiem's propositions, the lexis of deny was widely used to fend off the alternative positive position, such as the words 'unlike,' 'not,' 'never,' and 'no more' that have been found in the analysis.

This approach was evident in excerpt 15, where Nadiem used the words 'unlike' and 'not' to convey that building the platform was not the same as conventional education delivery to children. Instead, the focus was on empowering the teachers and principals to unleash their potential. According to Martin and White (2005), negation is a useful linguistic resource that can serve as an effective tool for introducing an alternative positive position into the dialogue. In Nadiem's case, the negation approach was used to fend off the alternative positive position and establish the platform's unique value proposition.

(16) ***But [Heterogloss: Contract: Disclaim: Counter]*** *we also learned a few interesting positive things about the pandemic.*

In excerpt 16, the sentence "But we also learned a few interesting positive things about the pandemic" reveals a language tactic being employed by Nadiem. The tactic is to use counter-expectancy expressions to manage and control the audiences' expectations, particularly when facing the numerous challenges related to the pandemic. In this instance, Nadiem presents the pandemic in a different light, highlighting not only its negative effects but also its positive aspects. By doing so, he aims to control the people who are listening to his speech, encouraging them to look at the pandemic from a different perspective. He emphasizes the positive changes that the pandemic has brought about in our behaviors, and this serves as a language tactic to control how people perceive and react to the pandemic.

(17) *We've allowed* ***essentially [Heterogloss: Proclaim: Concur]*** *students to go out and take internships for a semester*

In excerpt 17, the speaker employs the term 'essentially' to establish a shared viewpoint between themselves and their audience regarding the policy of university students taking internships for a semester. This use of language suggests that the speaker assumes their audience is in agreement with them on this matter. Additionally, the speaker can create a similar sense of agreement by using specific rhetorical devices or leading language—the speaker is

presented as assuming that the statements on regulation are so 'obvious.'

(18) *Now the pandemic has* ***underlined [Heterogloss: Contract: Proclaim: Pronounce (Indicate the emphasis)]*** *great urgency in the need to change our systems of learning,*

Excerpt 18, it demonstrates that the pronounce category pertains to phrases or statements that involve the speaker's emphasis, explicit interventions, or interpolations. The authorial voice is explicitly present in the sentence "the pandemic has underlined great urgency," and this is intended to illustrate the emphasis being placed on the propositions being asserted. In other words, the author is using language to highlight the importance and urgency of the message they are conveying.

(19) *for because the pandemic has highlighted the urgent needs that they* ***may [Heterogloss: Expand: Entertain]*** *use that funding for*

The word 'may' in excerpt 19 denotes the likelihood of funding flexibility impacted by the pandemic, particularly about future events. It is commonly used when discussing potential outcomes that may have several alternative predictions for possible futures. Using the word 'may,' the speaker acknowledges other viewpoints and attempts to provide a balanced perspective. This not only highlights the inadequacies of the previous policy but also offers the audience a different perspective, even if the speaker does not share the same view as the previous policy. This indicates that the speaker is striving to be transparent and align with current conditions by showcasing one of the most significant changes in the administration system regarding the principal's ability to allocate funds.

GRADUATION

Martin and White (2005) pointed out that graduation is a crucial aspect of the appraisal system. Appraisal value is primarily based on high and low intensity, with graduation indicating the degree of attitudes and engagement. Graduation is characterized by gradability, with two subsystems - force and

focus - further subdivided into up-scale and down-scale choices. Force is divided into quantification and intensification, which evaluate the characteristics of entities' quantity, volume, weight, spatial and temporal distribution, quality, and process. Focus can be further divided into sharpen and soften. Sharpening refers to events with high semantic value while softening refers to those with low semantic value. The following presents the overall findings of graduation resources.

Table 4. The Distribution of Graduation Resources

Subdomain	Category	Scaling	Occurrences	Percentage
Force	Intensification	Raise	44	
		Lower	6	
	Quantification	Raise	22	
		Lower	4	
Total			76	87.36%
Focus	Sharpen		11	
	Soften			
Total			11	12.64%
Grand Total			87	100%

Force

The concept of force is multifaceted and involves both intensification and quantification. The intensification aspect of force concerns the quality and process of an entity, while the quantification aspect involves judging the number, volume, and span of entities. According to Martin and White (2005), intensification can be achieved through three primary means: isolation, infusion, and repetition.

*(20) what we aim to achieve **a better and more sustainable future [Force: Intensification: Upscale]** with quality education for all.*

The degree of intensity can be evaluated by incorporating a pre-modifying intensifier (such as "very," "quite," or "more") to describe achieved qualities. In example 20, "better" and "more" are utilized to demonstrate the comparative degree and amplify the quality's intensity. Furthermore, these terms are used in isolation to emphasize the intended meaning of transformation through collaborative efforts. By embracing the value of "gotong royong," education will experience a brighter, more sustainable future. This language can effectively

communicate positivity to audiences without compromising its intended meaning.

*(21) a **huge [Force: Quantification: Upscale]** amount of menu of activities that they can do and receive full credit in their universities.*

*(22) Not only that, we are one of the first **few [Force: Quantification: Downscale]** countries to have completely removed content-based subjects from national assessment*

In example 21, the speaker emphasized the abundance of activities available to university students by using the word "huge." This was intended to convey the magnitude of the changes made in higher education. Additionally, the speaker sought to highlight the government's commitment to implementing reforms that will contribute to a brighter future. The new curriculum in Indonesia has brought about significant transformations in our education system. The speaker provided detailed information in this forum, which is likely to convince readers due to the supporting data.

The word 'few' in example 22 is a downscaling resource. This implies that content-based subjects in national assessments remain prevalent in numerous countries. Typically, such downscaling might suggest that the speaker's affiliation with the referenced value position is only partial or weakened. However, in this context, 'few' refers to Indonesia being among the select few countries that have achieved a transformative education system - a feat not easily attainable by all nations. This accomplishment highlights Indonesia's status as a pioneer in education transformation and its commitment to improving its education system. It provides an inspiring example for other nations to follow.

Focus

According to Martin & White (2005, p. 137), the focus resource is adjusted based on how closely it matches an assumed core or exemplary instance of a semantic category. The specification can be modified to indicate prototypicality, such as 'a real father' or 'a true friend.' Similarly, the specification can be softened to describe an instance as having only

marginal membership in the category. For instance, 'they sort of play jazz,' 'they are kind of crazy,' or 'it was an apology of sorts.' Below are some examples that correspond to this concept.

> (23) *We did this because we would like to align ourselves* **internationally [Focus: Sharpen]** *with global goals of literacy and numeracy.*
>
> (24) *The first thing we've done is actually build a* **world-class [Focus: Sharpen]** *technology team that serves the Ministry of Education.*

In the given context, the use of focus in the word "internationally" in example 23 serves a crucial purpose. It aims to provide additional clarity and emphasize the universality of the situation being described. The inclusion of this term also signifies a collective willingness to adopt similar approaches or behavioral patterns about a specific nation or group of nations to achieve global objectives related to literacy and numeracy. It implies that the issue being discussed is not limited to a particular region or country but rather a global one that requires a concerted effort from all stakeholders.

Similar to example 23, the word 'world-class' in example 24 strengthens and highlights the definite meaning. This expression is interpreted as an explicit Attitude in this text because of the particular field being constructed, that is, one of the accelerated reforms to recover education as a foundation to achieve a sustainable future. Through his speech, the speaker wants to show the audience that the Indonesian Ministry of Education has one of the most talented and high-performing technology teams in the world.

IDEOLOGY

The analysis revealed that the attitude domain had the largest proportion among all domains, indicating that Nadiem Makarim mainly conveyed his emotions, beliefs, and values to influence the audience. Using persuasive language, he effectively sought to convince the audience to see things from his perspective.

In his speech, the speaker focused on the positive developments and achievements in Indonesia's education sector, as well as the challenges posed by the COVID-19 pandemic and the previous education system. He highlighted the progress made in the country's education sector, emphasizing the government's ability to implement innovative solutions to improve the quality of education nationwide. Nadiem confidently conveyed that his government is highly competent, stating, *"Not only that, we are one of the first few countries to have completely removed content-based subjects from national assessment and moved very much similar to PISA,"* which indicates their strength and leadership position. This highlights their pride in being pioneers of this transformation and showcases Indonesia's capacity to succeed in implementing educational changes and moving towards the PISA literacy and numeracy framework. This was the message he aimed to convey to the attendees of the EdWG G20 meeting.

In another example, the speaker provides a positive evaluation of the capacity of a certain process by repeating the phrase *"many, many things."* This implies that the process has undergone substantial upscaling, a noteworthy achievement. Additionally, the speaker draws attention to the competence of the government by remarking that *"that has never been tried before."* This suggests that the government has made a significant accomplishment in the education sector, leading to a substantial shift in Indonesia in terms of educational development. Overall, the text highlights the impressive progress made in Indonesia's education sector and the government's ability to effectively implement innovative solutions to improve the quality of education in Indonesia. Moreover, the speaker highly evaluates the teachers' performances, especially during times of crisis. He expressed his awe for their resilience by saying *"greatly inspiring".*

CONCLUSION

Nadiem Makarim expressed his ideology through the speech by assessing something or someone, expressing his emotions, emphasizing them, and incorporating different viewpoints

into his discourse. This was presented as a common-sense belief necessary to address specific educational issues demanded by society. The field of education is dynamic and continually evolving. Staying updated with the latest trends and advancements is crucial for providing children with the best possible education. The concept of Merdeka Belajar plays a crucial role in this. Nadiem believes that Merdeka Belajar has the potential to revolutionize the education system, offering hope and optimism for a brighter future in education and aligning with global goals. This belief has led to significant changes in the educational landscape, with Nadiem taking various actions to launch and transform the Indonesian education system. His experiences in international schools have significantly influenced his ideology. Therefore, the ideology presented in his speech encompasses a system of beliefs and actions aimed at influencing and inspiring the audience at the G20 summit to adopt the speaker's expectations.

This study suggests that teachers could help students to develop English-speaking skills to construct meaningful and purposeful speeches. This would enable students to understand and apply the same framework to analyze the ideology of a speech and deliver a compelling speech in the future.

REFERENCES

Adriyadi, T., Megah S., S. I., & Razali, N. A. (2021). Attitudinal analysis of ideology inside Barack Obama's inaugural speech. *International Journal of English Linguistics, Literature, and Education (IJELLE), 2*(2), 142-150.

Al-Badri, Z. K. G., & Al-Janabi, S. F. K. (2022). A systemic functional linguistic and critical discourse analysis of a selected Speech on COVID-19. *Arab World English Journal (AWEJ) Special Issue on CALL, 8*, 314-329. DOI:

Asad, S., Noor, S. N. F. B. M., Indah, R. N., & Jaes, L. B. (2021). Attitude realization in news reports: An interpretation through an appraisal analysis. *Indonesian Journal of Applied Linguistics, 11*(1), 177-186.

Creswell, J. W. (2012). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (4th ed.). Pearson Education.

Fairclough, N. (2010). Critical discourse analysis: The critical study of language (2nd ed.). Routledge.

Halliday, M. A. K., & Matthiessen, M. I. M. (2014). *Halliday's introduction to functional grammar.* (4th ed.). Routledge.

Latupeirissa, D. S., Laksana, I. K. D., Artawa, K., & Sosiowati, I. G. A. G. (2018). Repetition in Indonesian political language. *International Journal of Linguistics, Literature and Culture, 4*(6), 72-80.

Listiani, G., Rukmini, D., Widhiyanto. (2019). The inclusion of ideology in Jokowi's speech viewed from the perspective of appraisal theory. *English Education Journal. 9*(4), 476–483.

Maghfiroh, A., & Triyono, S. (2020). The ideological embodiment on Nadiem Makarim's speech: A critical discourse analysis. *Indonesian Journal of EFL and Linguistics, 5*(1), 97-111.

Marsakawati, N. P. E., Mujiyanto, J., Agustien, H. I. R., & Astuti, P. (2019). An Indonesian EFL learner's use of evaluative language and gestures in a spoken persuasive presentation: A case study. *The Journal of Asia TEFL, 16*(1), 401-410.

Martin, J. R., & Rose, D. (2007). *Working with discourse: Meaning beyond the clause.* Continuum.

Martin, J. R., & White, P. R. R. (2005). *The language of evaluation: Appraisal in English.* Palgrave Macmillan.

Megah, S.I., Noor, S.N.F.B.M., Latif, A.A, Muhammadiah, M., & Selamat, A.B. (2021). Uncovering of ideological stances of the Indonesian Presidents through an amalgamation analysis of attitudinal analysis and critical discourse analysis.

Journal of Language and Linguistic Studies, 17(4), 1822-1836.

Novi, A., Fitriati, S. W., & Sutopo, D. (2018). The comparison between evaluative stance of Donald Trump and Hillary Clinton realized in the campaign speeches of the United States presidential election 2016. *English Education Journal, 9*(1), 25-33.

Savitri, A.S., & Warsono, W. (2019). The interpersonal meaning in Trump's victory speech. English Education Journal, 9(4), 527 – 540.

Solihah, Y. A., Warsono, W., & Fitriati, S. (2018). Evaluation of the use of attitude resources in the undergraduate students' argumentative speech. *English Education Journal, 8*(1), 107-114.

Song, W. (2019). An adaptation-based study on attitude resources in political discourse. Open Journal of Social Sciences, 7(7), 288-296.

van Dijk, T. A. (1998). *Ideology: A multidisciplinary approach*. Sage Publications, Inc.