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ANALYSIS THE EFFECT OF POLYSEMY ON THE SPEECH LEARNING FROM COVID-19 BY NADIEM MAKARIM TO ELEMENTARY STUDENT

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ABSTRACT

This study entitled “Analysis the Effect of Polysemy on the Speech Learning from Covid-19 by Nadiem Makarim to Elementary School Student”. The objectives of this study were (1) to identify the types of polysemy, (2) to investigate polysemy elements used in the speech, and (3) to identify the effect of polysemy were used on the speech to elementary students. The descriptive qualitative is applied in this study. The data were obtained from the speech by Nadiem makarim using documentation method. Afterward, analysis of this study use data reduction, data display, conclusion drawing and verification. The findings of the research show that there are 65 data of polysemy’s words which find in Learning from Covid-19 speech. Based on the types of polysemy, most of Irregular Polysemy were 38 words (58.5%) and followed by Regular Polysemy with 27 words (41.5%). The effect of polysemy on the speech to the elementary student has not been widely applied to elementary school students. Inasmuch as, the student has limited complex reasoning to a word that has another meaning and is critical. In a sentence, polysemy plays an important role and has the function to distinguish the meaning of a word meaning.

Keywords: Polysemy, Learning from Covid-19 speech, Nadiem Makarim.

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INTRODUCTION

Semantics is one of the most various and fascinating branches of linguistics (Reimer, 2010). The meaning of words is determined in part by their associations with other words or the relational aspect. Lexical relations described relationships among word meanings. There were some types of lexical relations such as synonymy, polysemy, homonymy, incompatibility, hyponymy, -antonym, relations opposites, and components (Palmer, 1976).

Many word forms in any language have multiple meanings or interpretations, and the synchronic relationships between them are complex (Dunbar, 2001). In part related to the condition, the use of two different words reduces the second usage. Many people do believe that most words only have one meaning. Polysemy words, those with multiple related senses, are a much familiar but far more common thing (Klein & Murphy, 2002). Generally, un-relatedness in meaning points to homonymy, whereas relatedness in meaning points to polysemy (Lyons, 1977).

Many objects can analyze the polysemy such as novels, movie-script, songs, speech-script, newspapers, news, etc. In this study, the researcher use a speech to be the object of this research, especially in Nadiem Makarim's speech about *Learning from Covid-19*. In the speech, Nadiem Anwar Makarim unveiled the home learning approach as the government's first strategic step in efforts to prevent the wide spread of the coronavirus disease (Covid-19).

The researcher found that there was still a lack of knowledge in this language field and a lot of elementary students still have difficulty understanding of polysemy. It can be seen that polysemy has numerous meanings and has a related meaning. The purpose of this

research was to identify, investigate and identify the effect of polysemy on the speech to the elementary student.

Review of Literature

a. Polysemy

Polysemy from the Greek for *poly* and *sêma* which means "many" and "sign" (Novikov, 2019). Polysemy occurs when a word has several very closely related meanings. In other words, a native speaker of the language has strong intuitions that the various senses are related in some way (James R. Hurford, 2007). Polysemy is association of two or more senses associated with a linguistic form (Taylor, 1995).

In polysemy, a single word form is associated with two or more meanings, traditionally referred to as "senses," that are distinct but semantically related (Pylkkänen et al., 2006). Based on Tuggy (1993) stated polysemy is a kind of middle ground between ambiguity and vagueness. A polysemy word derives from rich representations of its sentence, and context and world knowledge must both be involved in this process. As a result, they contended that semantic memory is insufficient to explain how polysemy words are interpreted (Klein & Murphy, 2001).

b. Types of Polysemy

Taylor (1995) stated polysemy is an association of two or more senses associated with a linguistic form. Based to Taylor (1995) that if A^1 has not extended in the direction of B^1 , the directions C^1 and D^1 will be absent. However, the presence of sense B^1 does not necessarily imply the existence of C^1 and D^1 is regular polysemy. Conversely, if another language has a polysemy word with meanings A^1 and D^1 (i.e. with meanings that are the same or very close to meanings A and D), that word

will also have meanings B¹ and C¹ as meanings (relatively) unrelated to a single linguistic form is irregular polysemy.

c. Learning from Covid-19 Speech

The Coronavirus Disease 2019 (COVID-19) outbreak in 2020 had a significant impact on activities in various countries. Begin with economic, social, and educational activities. Students are expected to learn at home. This is due to the implementation of the physical distancing policy in several locations to prevent COVID-19 transmission. It also occurred in Indonesia, which was one of the countries affected by COVID-19, which impacted a variety of sectors of activity, including educational activities at all levels (Ichsan & Rahmayanti, 2020).

d. Nadiem Makarim's Bibliography

Nadiem Anwar Makarim, also known as Nadiem, is an Arab descendant from Pekalongan, Central Java, who was born on April 4, 1984 in Jakarta to Nono Anwar Makarim and Atika Algadria. Nadiem is the youngest of three children and the family's only son. Nadiem realized his dream in 2010 when he founded the transportation company Gojek. The gojek online transportation company known as PT Application Karya Anak Bangsa.

Then, during the second term of Jokowi's administration, Nadiem Makarim was given a

new political mandate. He was appointed as the Republic of Indonesia's Minister of Education and Culture. Many people are wondering if Nadiem Makarim was able to carry out his new responsibilities as a Minister and enter the political arena.

RESEARCH METHODS

The researcher used a qualitative descriptive as a research method in this study because the result is intended to describe polysemy found in Nadiem Makarim's *Learning from Covid-19* speech. According to Creswell (2014), qualitative research is a method for investigating and comprehending the significance that individuals or groups place on social or human issues. The research process involved emerging questions and procedures, data collection was usually done in a participatory framework, data analysis was done inductively from specific issues to general issues, and the researcher interpreted the data's meaning.

RESEARCH RESULTS AND DISCUSSION

The data findings and discussions were taken from the data analysis. In this research, the data were collected from the Nadiem Makarim's speech about *Learning from Covid-19* on 14 May 2020 in Istana Merdeka which was provided by the link of Youtube <https://youtu.be/8s-HLNOXU-Y>.

Table 1. Types of Polysemy used by Nadiem Makarim's Speech

Sentences in Nadiem Makarim's Speech	Types and Words of Polysemy	
	Regular	Irregular
Paragraph 1 (line 2) "...the Foreign Press for allowing me to speak a few words and updates about the situation specifically with regard to education in Indonesia..."	- Updates - Specifically	- Allowing - Situation
Paragraph 2 (line 2) In a developing economy in the largest archipelago in the world, the logistical, infrastructure and inequity issues had already been quite acute.	Archipelago	

Paragraph 2 (line 3) So, the Covid-19 crisis exacerbated a lot of those trends but the team in the Ministry of Education are doing everything.		Team
Paragraph 2 (line 4) In their power night and day to try improve the situation and also try to mitigate the biggest risks throughout this crisis.		Mitigate
Paragraph 3 (line 2) The Ministry of Education took a principle based approach in how to make decisions. The first principle, we took was health .	Health	
Paragraph 3 (line 4) We work together with all the districts in Indonesia to encourage and support them and through the transition to studying from home and the universities which are directly under the jurisdiction of the Ministry of Education.	Districts	Directly
Paragraph 3 (line 8) Schools everywhere in areas that were affected by covid-19 started studying from home.		Areas
Paragraph 4 (line 2) The question how can we help and support the fight .	Fight	
Paragraph 4 (line 3) The cue critical fight and first thing that we was reallocated budget to our medical universities as well as our educational hospitals that trained to be doctors and nurses.	Medical	
Paragraph 4 (line 4) Actually focus them to becoming covid-19 crisis centers.		Actually
Paragraph 4 (line 6) We also reallocated budget to do one of the largest volunteer training sessions together with a WHO to Train 15,000 medical students to become volunteers during the Covid-19 crisis...”		Training
Paragraph 5 (line 2) That are now out in the field then we have to tackle the biggest problem of all which is how do we ensure unfortunately.		Tackle
Paragraph 5 (line 4) “...some learning is still happening and the effects of Covid-19 do not fall disproportionately upon our youth because of the lack of access to schools...”	Youth	
Paragraph 5 (line 5) So the first thing we was to actually open and work with a variety of technology platforms and IT companies with which to implement affordable online learning.		Companies
Paragraph 5 (line 6) A lot of it was free to as many areas and districts as possible and provide many options as possible.	Free	
Paragraph 6 (line 1) “..there are huge amounts of challenges also with online learning so for those that did not have access directly to Internet.		Huge
Paragraph 6 (line 3) We also experimented with actually taking a very large chunk of one of our TV stations airtime and dedicated education to numeracy literacy as well as to a variety of cultural enrichment and also critical thinking entertainment content.	Enrichment	
Paragraph 6 (line 5) Indonesia was not sufficient and so then we had to rely on the feet, on the street, and the actual teachers...”	Rely on	
Paragraph 7 (line 1) Instead of no learning at all having said that the situation is by no means optimal and to say that educational achievement levels be able to be the same during this Covid-19 crisis would not be true for Indonesia or any other country in the world.	Achievement	True
Paragraph 8 (line 2) “..the first thing we was to release the budgets that are sent from the central government to the local schools themselves..”	Release	

Paragraph 9 (line 1) We also dedicated a lot of resource to actually launch a public education campaign around Covid-19 that was aired in multiple TV stations...”	Aired	
Paragraph 9 (line 2) “...this crisis and how it all comes down to human behavior and so we participated in terms of culture.		Human
Paragraph 9 (line 3) We also provision platforms where artists and cultural figures can go perform and entertain lift spirits of people sitting at home...”	Provision	
Paragraph 9 (line 4) During this crisis like I said that it this definitely affected and the inequities that existed before were exacerbated by this crisis.		Inequities
Paragraph 10 (line 6) “...we have never seen before it's an unprecedented amount of technology adoption in such a short timeframe by teachers, parents and by students.		Short
Paragraph 11 (line 2) A lot of people are being forced to experiment and try for the first time to use these tools which will actually heavily accelerate technology adoption an education in the future and general.		- People - Future
Paragraph 12 (line 2) So far an entire cohort will potentially end up being behind their studies what will you do about this it's a great question.		Entire
Paragraph 12 (line 3) First of all just to be scientifically sound, the ability for us to determine the effectiveness of home based learning...”	Determine	
Paragraph 12 (line 5) “...there are some groups or some areas or some schools that have really shown incredible innovation in the ability to use a variety of technological tools...”		Incredible
Paragraph 13 (line 2) “...their ability to personalize learning teaching at the right level and really focusing on competency...”		Right
Paragraph 13 (line 3) I think some of those positive effects of home learning will be felt after the Covid-19 crisis..”	Effects	
Paragraph 13 (line 4) We actually created a regulatory framework that did not force teachers..”		Created
Paragraph 14 (line 2) For this year actually enabled more flexibility and teachers to focus on foundational numeracy and literacy subjects instead of trying to cover the entire gamut of the curriculum and we thought that was very important to give that time and flexibility for teachers to adapt to this new situation during the crisis.	Adapt	- Cover - Gamut
Paragraph 17 (line 3) How do you overcome the gap between families who have internet and not in online learning during a pandemic?		Overcome
Paragraph 18 (line 5) “...this our feature oriented and have to deal with actually solving the root cause in equity issues...”	Solving	
Paragraph 18 (line 5) “...all of the government initiatives to actually close the gap in what way..”		Close
Paragraph 21 (line 2) “...a trend of increasing numbers of underage married girls in solo and several other cities..”		Girls
Paragraph 21 (line 3) “...like the Pisa and OECD standard but also have survey questions that are actually assessing the value systems at the same time.	Survey	
Paragraph 22 (line 1) Both teachers and students on what are their perceptions around sexual harassment and violence or views surrounding.		Views

Paragraph 22 (line 2) “...we plan to go which universities Indonesia and under the direct jurisdiction of the Ministry of Education.	Jurisdiction	
Paragraph 23 (line 2) And so we are going head-on and tackling that along with radicalization and also bullying as another two factors but this will be a pivotal push to eradicate these kind of moral issues..”	Bullying	- Pivotal - Eradicate
Paragraph 24 (line 4) “...there are schools that are using learning management systems or more advanced platforms..”	Advanced	
Paragraph 25 (line 1) There are schools that are strictly using video conferencing tools and doing a lot of asynchronous life school sessions..”		Strictly
Paragraph 25 (line 1) “...their students which are quite admirable this.		Admirable
Paragraph 25 (line 2) Everyone is learning at the same time including the Ministry of Education so a very diversified and scientific.		Diversified
Paragraph 26 (line 2) “So we've seen that as a very we expected that but I think the struggle to adopt really is happening in our lower educational system...”	Struggle	
Paragraph 26 (line 2) ..we'll eliminate the things that didn't work and we'll apply that in moving forward of how we're going to use technology in a non Covid-19 crisis situation whether we want to employ hybrid learning.	Eliminate	Employ
Paragraph 28 (line 2) I think everything has changed pretty dramatically not just in in Asia but around the world.		Pretty
Paragraph 28 (line 5) “...you can only do that with technology the ability for teachers to implement project-based learning and have kids independently do activities a project based on being mentored remote .”	Implement	Remote
Paragraph 30 (line 1) I think that's going to be a fundamental transformation using technology to deliver those systems assessments...”	Transformation	
Paragraph 30 (line 1) “...those assessments that can be used day to day by students that will require technology in order to do that..”		Require
Paragraph 30 (line 3) “...both education space in other spaces to really pick up the torch and support each other.		Space
Paragraph 31 (line 4) “..the opportunity and momentum to do it faster and in a more innovative way thank you very much really appreciate it.		Way
Total of Amount Data	27	38

Table 2. The types of Polysemy in the Speech by Nadiem Makarim are presented in below.

No	Types Polysemy	Total	Percentage
1.	Regular Polysemy	27	41.5%
2.	Irregular Polysemy	38	58.5%
Total		65	100%

Discussions

1. Types of Polysemy

There are regular polysemy and irregular polysemy. If A¹ has not extended in the direction of B¹, the directions C¹ and D¹ will be absent. However, the presence of sense B¹ does not necessarily imply the existence of C¹ and D¹ is regular polysemy. Conversely, if another language has a polysemy word with meanings A¹ and D¹ (i.e. with meanings that are the same or very close to meanings A and D), that word will also have meanings B¹ and C¹ as meanings (relatively) unrelated to a single linguistic form is irregular polysemy. In the speech, the most dominant types of polysemy were Irregular Polysemy with 38 words (58.5%) and then by Regular Polysemy with 27 words (41.5%).

2. Polysemy Elements were used in the Speech

The types of polysemy are realized by verb, noun, adjective, and adverb. Based on the analysis, it can be seen in *Learning from Covid-19 Speech* by Nadiem Makarim. There were 27 words of Regular Polysemy such as *updates* has been realized as a verb which means *pembaruan* and *memperbaharui*, *specifically* has been realized as an adverb which means *khususnya* and *secara khusus*, *archipelago* has been realized as a noun which means *nusantara* and *kepulauan*, *health* has been realized as a noun which means *sehat* and *kesehatan*, and *districts* has been realized as a noun which means *daerah* and *kawasan*. And there were 38 words of Irregular Polysemy such as *allowing* has been realized as a verb that has similar to *permit* which means *mengizinkan*, *situation* has been realized as a noun that has similar to *circumstance* which means *keadaan*, *team* has been realized as a noun that has similar to

member which means *anggota*, *mitigate* has been realized as a verb that has similar to *alleviate* which means *mengurangi*, and *directly* has been realized as an adverb that has similar to *immediately* which means *dengan segera*.

In the speech of Nadiem Makarim was necessary to conduct in order to inform about the *learning from Covid-19* to the school, universities, and society. This was carried out to expose some of the problems that occur with Covid-19 cases related to learning problems both at schools and universities. Nadiem Makarim used the polysemy that the reason was to express the content of the speech by using a word meaning in the word to get a clearer understanding of the meaning of a word contained in a sentence or word. In a sentence, polysemy played an important role and had the function to distinguish the meaning of a word meaning. Polysemy occurred because words have several meanings that are very closely related so that they have a strong intuition from various related senses. The different and related meanings of polysemy can be represented in the same way but with different meanings.

3. The Effect of Polysemy were used on the Speech to Elementary Students

In elementary school, polysemy has not been studied. But there are lessons that are similar to discussions such as polysemy, namely synonyms. A synonym is a word, morpheme, or phrase that has the exact same or nearly the same meaning as another word, morpheme, or phrase in a particular language. Elementary students still have a simple understanding of the meaning of a word. Their understanding is only limited to the visible meaning and tends to be simple. Example:

- a. Everyone is playing football on this **court**. Based on the text, the meaning of *court* is a place to playing football.
- b. There is a man who always guards and cleans this **court** yard. Based on the text, the meaning of court is a place to planting.

In the example above, elementary students' understanding is only limited to knowing the general meaning of court. In the general meaning, court is a place where legal cases are heard (Oxford Dictionary). Thus, court has more than one meaning.

In other words, they have a simple understanding that has no deep meaning because the mindset is not yet complex enough. Therefore, when the student faced with the word polysemy, the student don't know well the other meaning of the polysemy.

Example:

- a. I think everything has changed **pretty** dramatically not just in in Asia but around the world. On the general meaning, *pretty* is a adjective to explain the look of something beautiful.
- b. There are **huge** amounts of challenges also with online learning so for those that did not have access directly to Internet. Oxford dictionary declared the meaning of *huge* is extremely large in size or amount. Whereas, the *huge* in the example has the another meaning which *many* or *a lot*.

In conclusion, polysemy has not been widely applied to elementary school students. Inasmuch as, the student has limited complex reasoning to a word that has another meaning and is critical.

4. The Benefits of Polysemy for Elementary Students

Elementary students are very important to learn about the usefulness of a word. Even in a simple context, it will certainly be learned in class or directly in a social environment. Therefore, subjects such as polysemy have a very important influence on social life, especially in the social life of elementary school students. There are several benefits, including the following:

- a. In order to stimulate cognitive abilities in elementary school students to be able to develop meaningful thoughts in a word or sentence.
- b. To be able to think complexly and critically about a word or sentence that contains elements of polysemy.
- c. To be able to use a word richly and broadly.
- d. In order to make sentences look more creative and varied.

CONCLUSIONS

Based on the research findings, there were some conclusions that are concluded by the researcher as follows:

Polysemy based on Taylor (1995) theory is divided into two types, consist of regular polysemy and irregular polysemy. Regular Polysemy is meaning A¹ has not extended in the direction of B¹, the directions C¹ and D¹ will be absent. And then, Irregular Polysemy is meanings A¹ and D¹ (i.e. with meanings that are the same or very close to meanings A and D), that word will also have meanings B¹ and C¹ as meanings (relatively) unrelated to a single linguistic form. There are 38 words (58.5%) of Irregular Polysemy and followed by Regular Polysemy with 27 words (41.5%).The types of polysemy are realized by verb, noun, adjective, and adverb. There

were 27 words of Regular Polysemy such as *updates* has been realized as a verb which means *pembaruan* and *memperbaharui*, *specifically* has been realized as an adverb which means *khususnya* and *secara khusus*, *archipelago* has been realized as a noun which means *nusantara* and *kepulauan*, *health* has been realized as a noun which means *sehat* and *kesehatan*, and *districts* has been realized as a noun which means *daerah* and *kawasan*. And there are 38 words of Irregular Polysemy such as *allowing* has been realized as a verb to *permit* which means *mengizinkan*, *situation* has been realized as a noun that has similar to *circumstance* which means *keadaan*, *team* has been realized as a noun that has similar to *member* which means *anggota*, *mitigate* has been realized as a verb that has similar to *alleviate* which means *mengurangi*, and *directly* has been realized as an adverb that has similar to *immediately* which means *dengan segera*.

The reason why Nadiem Makarim used polysemy is that he would express the content of the speech by using a word meaning in the word to get a clearer understanding of the meaning of a word contained in a sentence or word. In a sentence, polysemy plays an important role and has the function to distinguish the meaning of a word meaning.

The effect of polysemy were used on the speech to elementary students has a weak meaning. Elementary students do not have deep, critical and complex thinking about a word that has more than one meaning such as polysemy. Elementary students can only understand simple words that are often encountered in daily life. Elementary students also interpret common words with general and simple meanings to understand because

elementary students have not yet entered the critical thinking stage on a word meaning.

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