

CHAPTER V

CONCLUSION

A. Conclusion

The analysis of Prabowo Subianto's speech at the IIS Shangri-La Dialogue 2024, particularly regarding the issue of "Serangan di Rafah," revealed the presence of five types of illocutionary speech acts based on Searle's (1979) classification. These include assertive, directive, commissive, expressive, and declarative acts. Each type appeared in different proportions and served various communicative functions within the context of international diplomacy. Assertive acts were used to express beliefs, opinions, and viewpoints on global peace and cooperation. Directive acts appeared in statements urging other nations to take collective action or show restraint in conflicts. Commissive acts were found in expressions of Indonesia's commitment to humanitarian assistance and peacekeeping efforts. Expressive acts were used to show empathy and moral concern toward the suffering in Rafah, while declarative acts were absent, as the speech did not aim to change any social or political status directly.

In terms of frequency, the total number of illocutionary acts identified was fifty-three, with assertive acts being the most dominant, appearing twenty-nine times or about 58.1 percent of all utterances. This dominance indicates that the primary purpose of Prabowo Subianto's speech was to clearly convey Indonesia's stance, beliefs, and diplomatic values to the international audience rather than to command, declare, or impose authority. The frequent use of assertive acts aligns with the characteristics of diplomatic discourse, which focuses on persuasion, credibility building, and consensus rather than confrontation. Overall, the findings demonstrate that Prabowo's speech reflects Indonesia's soft diplomacy approach—prioritizing dialogue, cooperation, and mutual understanding as key strategies in promoting peace and stability in the international arena

B. Suggestion

Based on the findings of this study, the author suggests the following:

For teachers, it is recommended to integrate the study of speech acts into English language teaching, particularly in courses related to pragmatics, discourse analysis, and political communication. By analyzing real-life speeches such as this one, teachers can help students understand how language functions not only as a

means of expression but also as a tool of influence and diplomacy.

For students, especially those studying linguistics or English education, this research can serve as a model for understanding the practical application of speech act theory in authentic contexts. Students are encouraged to explore how illocutionary acts shape meaning, power relations, and persuasion in various genres, including political, media, and academic discourse.

For future researchers, it is suggested to expand the scope of study by comparing illocutionary speech acts across multiple speeches or speakers, or by analyzing how cultural and situational contexts influence the choice of speech acts. Further studies could also incorporate perlocutionary effects to explore how audiences interpret and respond to different illocutionary strategies in political communication.