

OXYMORON ANALYSIS ON A *THIRD GRADE DROPOUT WILL*

CHANGE YOUR LIFE SPEECH

SKRIPSI

Submitted in Partial Fulfillment of the Requirement

for the Degree of Sarjana Pendidikan (S.Pd)

English Education Program

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**FACULTY OF TEACHER TRAINING AND EDUCATION
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MEDAN

2020



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UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
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ABSTRACT

Trianda Sella Rizki. 1602050141. Oxymoron Analysis on A Third Grade Dropout Will Change Your Life Speech. Skripsi : English Education Program of Teachers' Training and Education University of Muhammadiyah Sumatera Utara. Medan. 2020.

This study dealt with the figure of speech on A Third Grade Dropout Will Change Your Life Speech by Rick Rigsby. The objectives of the research were to find out the types of Oxymoron used and realized on speech. The source of the data were taken from the *A Third Grade Dropout will Change Your Life Speech* video by Rick Rigsby that is the minister, motivational speaker, author and former college professor. By using descriptive qualitative method of the data were analyzed and it was found totally 11 sentences, 3 various types. They were 3 Objective Oxymoron, 6 Subjective Oxymorons, 2 Punning Oxymoron. The reason for using oxymoron in the speech to make something tragic, ironic and make the listener more interested to focus on the speech and stay tuned with us until the last of the speech.

Keywords: Figure of Speech, Oxymoron, Types of Oxymoron

ACKNOWLEDGEMENTS



First of all, the researcher would like to express her thanks to Allah SWT the most almighty, the most beneficial and the most merciful for giving her favor, ideas, and inspiration. Bless and peace be upon the prophet Muhammad SAW as the figure of good civilization, intellectual and loving knowledge. Special thank to her dearest parents for their prayers, advices, courage, moral, material, and more supports. Therefore, the researcher would like to thank

1. Dr. Agussani, M.AP., the Rector of Faculty of University of Muhammadiyah Sumatera Utara.
2. Dr. H. Elfrianto Nasution, S.Pd.,M.Pd., as the Dean of FKIP UMSU, who had given encouragement to her along her education in FKIP UMSU.
3. Mandra Saragih, S.Pd.,M.Hum., as the Head of English Education Program and the Secretary, Pirman Ginting, S.Pd.,M.Hum., for their help and suggestion related to the approval of this research.
4. Pirman Ginting, S.Pd.,M.Hum., as the supervisor who had supervised, who has spent a lot of valuable time in correcting and guiding her to complete this research.
5. all FKIP UMSU lecturers and its employers, thank you for helping in the process of preparing this proposal.

6. her big family, thanks a lot for their prayers, supports, motivations in every moment.
7. her lovely best friends and her classmates of C Morning academic years 2016-2017, thanks a lot for their times, jokes, support, and togetherness during her education in UMSU

Finally, the researcher realized that this proposal is still far from perfect. Therefore, the researcher requests suggestion and criticism that constructive us for the sake of perfection and hopefully useful for all of us.

Medan, November 2020

Trianda Sella Rizki

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CHAPTER I

INTRODUCTION

A. The Background of the Study

Language is nothing but human subjects in as much as they speak, say and know. Language is something coming from the inside of the speaking subject manifest in the meaningful intentional purpose of the individual speaker. A language, on the contrary, is something coming from outside, from the speech community, something offered to the speaking subject from the tradition in the technique of speaking. The speech act is the performance of an intuition by the subject, both individual and social. It is individual since it is creation. It is social since it is executed using the parameters and means offered to the speaker by the speech community. Human subjects speak because they have something to say. They say because they define themselves before the circumstance they are in. This is so because speakers are able to know. The speech act is nothing but the execution of an act of knowing. Language is born when it is performed in the speech act thus manifesting the execution of the act of knowing the speaker is creating.

Language can be defined as the meaning of the communication of humans' life. According to Rosa (2013) language is a system of the arbitrary vocal symbol used for human communication. People cannot express their ideas, opinions, and feelings without language; in other words, the main functions of language is to convey messages. Rahmayani and Fitrawati (2018) said, stated

that the function of language is to show personal identity. The character and identity of people will be known from the language that they used. Language an important rule in human communication. People need language in their life to make good communication with others. Because people are social human and can not live without others. So people have to know how to make a good communication with others. According to Wardhaugh (2006: 1) that language as “what members of society speak” and emphasizes that language is a communal possession” (2006:2)

As a main tool of communication, language has a very important role in human’s life. Language is a specific human’s characteristic that makes them different from other. Language is important to communication and show the feeling, and to provide information. Language allow us to know what the speaker hope, language is key to human life, and we can interact with each other by using language

Human as a social being needs the language to communicate with other. Language is people intelligent that very needed by them (gardner taken in sukardi, 2005). It means that language is the way people express their reaction to a certain situation, reveal our thoughts, ideas, emotions, and feelings. Therefore, it is difficult for people to communicate without language.

Figures of speech basically deal with the vehicles which primarily make the expression of language more beautiful and effective. In a traditional way, these devices have been described as poetic ornaments in a traditional way of analyzing the poem. The author in poetry, using these devices; metaphors, images,

symbols, personification, etc. can deliver the message indirectly to the readers. As a result language becomes connotative and or referential. As we look at these figures of speech from linguistics point of view, we find them full of language features. Supporting this view, Gautam (2014) points out, “A figure of speech is a way of saying something other than the literal way. It adds extra dimensions to language and reveals one thing by relating it to something else”. In the words of Gray (2008, p. 120) “Any form of expression or grammar which deviates from the plainest expression of meaning is designated a figure of speech”. This writing attempts to analyze representative figures of speech and presents how such figurative language of poetry supports learners in fostering their linguistic competence.

The figure of speech is a sort of the style, according to Holman (2013), figure of speech are form of expressions that depart from normal words or sentences order or from the common literal meaning of words, for the purpose of achieving the special effects. The figure of speech serves the varieties of purpose; they are used to clarify the meaning or words, to provide the vivid examples, to emphasize, to stimulate associations and emotions, to give, to inanimate the objects, to amuse or ornament, they have an essential aesthetic purpose, widening and depending the range of perception response to the world of the objects and the ideas (Encyclopedia Americana,2010). The purpose of the figure of speech is more narrowly definable as a the way of saying one thing and meaning another, and we need with no more than a dozen (Perrine,2016).

Figure of speech important for human to understanding the meaning of words. The sexample of figure of speech in the book of *angka ende* (Songs of Salomon). *Angka ende's* verses use many figure of speech. There are ten types of figure of speech based on “ Arvius” theories (2003). They are oxymoron, methaphor, simile, personification, hyperbole, uderstatement, metonymy, pun, synecdoche, and symbol”.

Oxymoron as one unique tropes or figurative language could be found in many popular poetry, novel and drama. Not many people knew if the used oxymoron nowadays or they really did not knew if it called oxymoron, but many people use it blindly to persuade people and make them interested as glitch for their sale, research, etc. The researcher interested to conduct the research about what is the real oxymoron and applied it on a literary work. Oxymoron itself originally born from the antonym an could deliver some paradoxes effect at phrase level.

Oxymoron as kind figure of speech that could be used up freely by combining 2 opposite word to gain a beautiful literal meaning. Oxymoron produce a dramatic effect. For the example, when we read or listen to the famous oxymoron, “*sweet sorrow*”, defined by Shakespeare, it appeals to us spontaneously. It provokes our critical thinking, and makes us pondering the meaning of contradicting the ideas. These apparently confusing phrases expresses the complex nature loves, that can never be expressed through the simple words. The use Oxymoron in speech is an important factor for the speaker to adds flavor to their speech and make listener will be more interested to listen the speech.

According to Murthy (2003) oxymoron is used to express two words are put together that contradicts each other (opposite).

The researcher is considered to analyze and describe the types and the meaning of Oxymoron. Oxymoron also get attention from the listeners they get difficult to understand the message from oxymoron because nowadays many people use oxymoron just for something tragic, ironic, or something opposite from the fact. The researcher find at least several people who had research about oxymoron in terms of figure of novel, grammatical and semantics principles. 1) Zulkarnaen, Achmad Fehrry (2016) *An Oxymora of Romeo And Juliet Characters in Romeo and Juliet Plays By William Shakespeare*. The researcher focus on on the main research with the concept of gramatical and semantic perspective with total 59 oxymoron founded by Romeo and Juliet characters in the plays. 2) Sakeva. Liliya R. (2017) *Structural Analysis of the Oxymoron in the Sonnets of William Shakespeare*. This research considered the structural groups of Oxymoron in the Russian and English language with total 30 structural founded in *Structural Aanalysis of the Oxymoron in the Sonnets of William Shakespeare*.

From all of those study, the researcher has the different discussion or analysis. The researcher will focus on the grammatical and semantics approach. The researcher will use oxymoron as the object, but the researcher will use speech for the application of oxymoron and will be analyzed it. This research used *A Third Grade Dropout Will Change Your Life* speech to classify oxymoron because there are many oxymoron could be analyze by the researcher.

The researcher hope this study can improve the knowledge about oxymoron as a figure of speech.

B. Identification of the Study

Based on the problems in this research will be identified as the following:

1. The listeners get difficulty to understand the message of Oxymoron used on *A Third Grade Dropout Will Change Your Life* Speech
2. The listeners do not know which is the Oxymoron used by the speaker on *A Third Grade Dropout Will Change Your Life* Speech
3. The listeners are less understand the meaning of Oxymoron used on *A Third Grade Dropout Will Change Your Life* speech
4. The use of Oxymoron is not relevant betwen the theory by the experts and the fact nowadays

C. The Scope and Limitation

The scope is figurative language and the limitation of the study will focuse on the types of Oxymoron on *A Third Grade Dropout Will Change Your Life* Speech.

D. The Formulation of the Study

In the relation to the identification of the study above, this study will be formulated as the following :

1. What are the types of Oxymoron used on *A Third Grade Dropout Will Change Your Life* Speech?
2. How are the types of Oxymoron realized on *A Third Grade Dropout Will Change Your Life* Speech ?
3. Why are the types of Oxymoron realized the way they are ?

E. The Objectives of the Study

The objectives of the study were as follows :

1. To investigate what types are Oxymoron used on *A Third Grade Dropout Will Change Your Life* Speech
2. To describe what are the types of Oxymoron realized on *A Third Grade Dropout Will Change Your Life* Speech
3. To explain the types of Oxymoron realized the way they are

F. The Significances of the Study

The result of this study expected to give contribution theoretically and practically significances. Theoretically, it is expected the result of this research could enrich the specific knowledge of the researcher in the linguistic, especially in analysis of oxymoron. Specifically, the research is intended to identify and describe the types oxymoron. Then, practically it is expected that the result of the

research can be useful to the students of English language program. The research hopefully can contribute more knowledge about semantic of entailment, especially to the student whose major is linguistics.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Frameworks

1. Semantics

Semantics is a branch of linguistics which relates with meaning. Semantics is considered as a study of meaning in language. It deals with the expression of linguistic objects such as word, phrases and sentences. It does not pay attention to the syntactical arrangement or pronunciation of linguistic object. As states by Katz (1972), “Semantics is the study of linguistic meaning. It is concerned with what sentence and other linguistics object express, not with the arrangement with their syntactic parts or with their pronunciation.” Semantics has long been an object of study within the philosophy. It is said that the term semantics itself was introduced into English at the end of the 19th century. Based on etymology, the word semantics originally comes from Greek word *semantikos* means ‘significant’ ; *semainein* means ‘to show, signify’ or ‘indicated by sign’; from *sema* means ‘sign’. However the word ‘meaning’ has a wide range of perceptions and there is no general agreement among expert about the way in which it should be described. There are some term semantics in various definition by some expert, they are: Palmer (1976) states “Semantics is the technical term used to refer to study of meaning.” Hornby (1972) has defined “Semantics is branch of linguistics concerned with studying the meaning of words and sentences. Lyons (1977) defines “Semantics is generally defined as the study of meaning.” Siregar (1992) states “Semantics is the study of the meaning of words, phrases,

or sentences in the language or semantics is the study of meaning in language.”

Semantics has developed and become worthy study. There are two factors that make semantics become important and worthy study. First, meaning is strictly connected with communication. A certain meaning can be delivered through communication plays an important role in human life. Second, the process of human attempts to comprehend the nature of meaning involves the mental ability by the use of reasoning and perception. As stated by Leech (1989), “Semantics is central to the study of communication; and as communication becomes more and more crucial factor in social organization, the need to understand it becomes more and more pressing. Semantics is also at the centre of the study of the human mind-thought process, cognition and conceptualization.” Ridwan (1997) in Saleh (2008) states that there are some terms of semantics, such as semasiology, semology, semiotics, sememes, and semics. Beside having some terms, semantics also has some close relations with some disciplines, such as philosophy, psychology, anthropology and sociology. Philosophy is closely related to semantics because the nature of the world and truth which become the contemplation of philosophy is represented through the meaning of language. Philosophy has a close relation with semantics namely philosophical semantics. Philosophical semantics examines the relation between linguistic expressions and phenomena in the world to which they refer and considers the conditions under which such expressions can be said to be true or false and the factors which affect the interpretation of language used. Hornby (1995) said that psychology is the science or study the mind and how it function. It is closely related with semantics because

such psychology element as cognition, thought and reason can not be separated in the process of planning, organizing and understanding the meaning through linguistic codes. The other terms which also have a close relation with semantics are sociology and anthropology. Hornby (1995) says "Sociology is the scientific study of the nature and development of the society and social behaviour." It has something to do with semantics to identify a certain expressions or utterances which indicates the identities or characteristics of particular group or person of community. And at the last anthropology is the study of human race especially of its origin, development, customs and beliefs. It needs semantics because analysis of meaning in a language can provide the cultural classification of the language users.

Linguistic semantics is the conventional meaning conveyed by the use of words, phrases and sentences of a language; lexical semantics is concerned with the meanings of morphemes and words; and phrasal or sentential semantics with phrases and sentences. When we investigate the meaning of words in a language, we are normally interested in characterizing the conceptual meaning and less concerned with the associative meaning of the words. Conceptual meaning covers those basic, essential components of meaning that are conveyed by the literal use of a word. Some of the basic components of a word like needle in English might include 'thin, sharp, steel instrument'. These components would be part of the conceptual meaning of needle. However, different people might have different associations or connotations attached to a word like needle. They might associate

it with 'pain', or 'illness', or 'blood', or 'drugs', or 'thread', or 'knitting', or 'hard to find', and these associations may differ from one person to the next. These types of associations are not treated as part of the word's conceptual meaning. In a similar way, some people may associate the expression low-calorie, when used to describe a product, with 'healthy', but this is not part of the basic conceptual meaning of the expression (i.e. 'producing a small amount of heat or energy'). Poets, novelists, advertisers and lovers may be very interested in using words in such a way that certain associative meanings are evoked and literary critics often write about this aspect of language use Hurford & Brendan, 1983; Frawley, 1992; Lyons, 1995; Saeed, 1997; Kreidler, 1998; Yule, 2006.

Derivation of a Greek word *sēmantikós*, semantics is the study of meaning. It focuses on the relation between signifiers, like words, phrases, signs, and symbols, and what they stand for, their denotation. Linguistic semantics is the study of meaning that is used for understanding human expression through language. The word semantics itself denotes a range of ideas - from the popular to the highly technical. It is often used in ordinary language for denoting a problem of understanding that comes down to word selection or connotation. This problem of understanding has been the subject of many formal enquiries, over a long period of time, most notably in the field of formal semantics. In linguistics, it is the study of interpretation of signs or symbols used in agents or communities within particular circumstances and contexts. Within this view, sounds, facial expressions, body language, and proxemics have semantic (meaningful) content, and each comprises several branches of study. In written language, things like

paragraph structure and punctuation bear semantic content; other forms of language bear other semantic content (Otto, Rudolf & Charles, 1955; Hurford & Brendan, 1983; Frawley, 1992; Lyons, 1995; Saeed, 1997; Kreidler, 1998; Yule, 2006). The history of semantics can be dated back to the writings of Plato and Aristotle. Later, in twentieth century it reflects in the works of philosophers and logicians like Charles Peirce (1996), Rudolf Carnap (1991) and Alfred Tarski (1998), particularly under the heading of semiotics and the 'philosophy of language'. From its inception in the 1880's through the 1950's, semantics dealt practically exclusively with word meaning. Since the 1960's, it has focused on sentence meaning. Recently, there have been serious indications of an increased interest to paragraph meaning and even discourse meaning. During behaviourists approach the semantics was ignored saying that it was incapable of elucidation in behavioural terms (restricting the study of meaning to only observable and measurable behaviour). But semantics received proper attention since 1960's when the structural semantics got more space into linguistics (Otto, Rudolf & Charles, 1955; Hurford & Brendan, 1983; Frawley, 1992; Lyons, 1995; Saeed, 1997; Kreidler, 1998; Yule, 2006; Crystal, 2008). The formal study of semantics intersects with many other fields of inquiry, including lexicology, syntax, pragmatics, etymology and others, although semantics is a well-defined field in its own right, often with synthetic properties. In philosophy of language, semantics and reference are closely connected. Further related fields include philology, communication, and semiotics. The formal study of semantics is therefore complex (Alen, 2000). Semantics contrasts with syntax, the study of the

combinatorics of units of a language (without reference to their meaning), and pragmatics, the study of the relationships between the symbols of a language, their meaning, and the users of the language (Philip & Wesley, 1989). In linguistics, semantics is the subfield that is devoted to the study of meaning, as inherent at the levels of words, phrases, sentences, and larger units of discourse (termed texts). The basic area of study is the meaning of signs, and the study of relations between different linguistic units and compounds: homonymy, synonymy, antonymy, hypernymy, hyponymy, meronymy, metonymy, holonymy, paronyms. A key concern is how meaning attaches to larger chunks of text, possibly as a result of the composition from smaller units of meaning. Traditionally, semantics has included the study of sense and denotative reference, truth conditions, argument structure, thematic roles, discourse analysis, and the linkage of all of these to syntax (Otto, Rudolf & Charles, 1955; Hurford & Brendan, 1983; Frawley, 1992; Lyons, 1995; Saeed, 1997; Kreidler, 1998; Yule, 2006; Crystal, 2008)

2. Meaning

Meaning is the arraignment of human experience. The arrangement of things by language does not involve delimitations, divisions, indications or landmarks prior to language. That is, linguistic arraignment of things does not follow previous experience. This means that the linguistic arraignment of human experience is not necessary but contingent and thus intentional. The arraignment of human experience is the one you have in the different languages but there could be different ones. In fact, the many languages in the world make different

arraignments or delimitations of facts of experience. In this sense languages cannot be conceived of as different nomenclatures, materially diverse for things already given. They constitute different webs of meanings systematizing the world of experience in a different way in every case. This means that language is not proof or verification of things in the world, but imposition of limits or boundaries on the things experienced¹³. A language is an arraignment of facts of experience so that speakers of a particular language believe that their ideas about the world are universal. Consider the words by Benjamin L. Whorf (1897-1941) describing a language without the concepts of space and time: The Hopi language [...] contains no words, grammatical forms, constructions or expressions that refer directly to what we call “time” , or to past, present, or future, or to enduring or lasting, or to motion as kinematic rather than dynamic (i.e. as a continuous translation in space and time rather than as an exhibition of dynamic effort in a certain process), or that even refer to space in such a way as to exclude that element of extension or existence that we call “time” , and so by implication leave a residue that could be referred to as “time”. Hence, the Hopi language contains no reference to “time” , either explicit or implicit¹⁴. In fact the Hopi language, in a similar way to English or Spanish, imposes certain views on its speakers in accordance with they think and act in the way they think things are. This does not mean that linguistic arraignments or systematizations cannot follow natural physically objective limits or boundaries in the things in the world. In language there is no objectively compulsory reason to follow those limits. In meaning there are some objective criteria but meaning does not necessarily relate to objectively

delimited boundaries¹⁵. There is no imperative reason in English to separate the facts of experience, flesh and meat; morrow, morning, noon, afternoon, evening or to apply differently, young and new; or produce and yield; Semantics is to provide the definition of meaning that is, systematic account of nature meaning. According to Hanna Fillip (2008) Semantics is the study of meaning expressed by elements of any language, characterizable as a symbolic system. It is the goal of linguistic semantics to describe the meaning of linguistic elements and to study the principles which allow and exclude the assignment of meaning to combination of these elements. In linguistic, meaning is what the source or sender express, communicates, or conveys in their message to the observer or receiver, and what the receiver infers from the current context.

Meaning as such does not relate to things as entities, but to the being of things, that is to the universal human experience. In other words: language does not deal with individual experience but the infinite possibility of experience²¹. For example, the word 'tree' means "being a tree", that is, it means the infinite possibility of "being a tree". In this way the word 'tree' can be applied to existing trees as well as to trees no longer existing or trees to exist in future, imaginary trees or even non-existing trees. The word 'tree' is to be applied only to an internal experience, since the real experience does not admit that application. Hence that designation of things in language is something secondary and conditioned: designation is merely a possibility that can only be created through meaning. In this sense meaning can be defined as the words can certainly designate individual things as well. But this designation is only possible through

universal signification and only by means of individualization through an act of determination. In the same way personal pronouns and demonstratives are universal in the meaning they convey, but only through the determination made by the situation of speaking can they designate individual entities. Proper names, on the other hand, are secondary elements in language, since they need an operation of historical individualization, not simply an occasional individualization. Designation and meaning are thus two linguistic functions completely different from each other. Meaning is formal; designation is objective. Linguistic content is made up of both functions²³. Designation on the other hand can be real or imaginary. There are many things called tree to be referred to as tree, but a siren has never existed and has been referred to as a siren.

Meaning is just the possibility of designation. Language can be made into a system of designation. Science consists in a system in which designation and meaning coincide. Nouns in science are previously determined for individual designations or classes objectively delimited. In this sense, we can say that language created the world. But this statement must be interpreted as the only world existing for speakers, even if they are scientists and want to study reality. Real things exist just as they are structured, delimited and created with language, both in the content they are designated with and the part of reality they designate. A chair, for example, is a real object insofar as it has been conceived of, delimited and created in the content and designation of it, fabricated with language.

The identification thus of meaning and real objects is a mistake. Language does not deal with existence or non-existence. Language merely gives the

possibility of asking for the existence and thus of arraigning a conventional technical language with only names for things existing³⁰. For example, formerly feathers of hens, cocks and turkeys were used as instruments for writing. In Spanish the word for feather was used as the word denoting both the instrument for writing and the feathers of birds. Later on an artificial instrument for writing was invented and the word 'pluma' was definitely assigned to it. From that moment on the instrument for writing is an independent existing thing. That is, language with the word 'pluma' made possible the existence of the new instrument. Since meaning is the possibility of designation, a language can be made into a system of designation, thus made into a technical language. In science meaning and designation coincide³¹. In language meanings primarily designate classes of things, not individual things. They can as well designate individual things but only through the operation of determination with the help of contexts and situations. Contrary to science linguistic categories are inclusive³². For example, flower, cat, roof, house, designate classes of things. They can be applied to individual things only theoretically thus denoting only the essence of those classes of things. In themselves these classes do not designate things. The designation of things is possible through the use of certain means of expression existing in some particular languages, namely, determiners. For example, the following: this flower; the cat on the roof; the house next doors, expressions. Designate real things. In languages with no determiners determination is made by means of contexts and situations. At the same time linguistic classes are usually inclusive, that is, a word can designate a class of semantic objects and a lower or

upper class of objects. For example, if I say, I'll stay in that hotel for three more days you mean both three days and three nights, that is, day means the class "day" and its opposite or lower class "night". In linguistic oppositions a term, say A, can mean A and non-A. In a technical language, this is not possible. In this sense a scientific language is a special use of language³³. But this does not mean that language is a phase in science. Science uses language but studies and analyses things designated as such objects designated. In this sense statements in science are statements about real things. On the contrary: language does not give any information about real things: it merely informs about the way to represent them³⁴. Linguistic arraignments of real things constitute knowledge, but merely the first manifestation of knowledge, a distinguishing kind of knowledge in which something is apprehended as identical with itself (that is, uniform) and different from the others³⁵. Meaning is *λόγος* in the etymological sense of this word, that is, meaning is selection of a mode of being and thus representation of being but not a statement about things³⁶.

In this sense language is not true or false, as Aristotle pointed out. Language does not involve analysis and re-composition of the being of things. Language simply stands for (that is, represents) the being of things apprehended. Words are intuitive delimitations of things not motivated definitions of things. Even compound words, which relate to definitions of things, that is, to statements about things, cannot be considered statements about things ³⁷.

Hurford (2007) declares, states that semantics is the study of meaning language. The study of meaning includes the study of the meaning of words, sentences, and utterances, as well as sentences which are used in context.

According to Partner (2011) meaning is one key concept of cognition, communication and culture, and there is diversity of ways to understand it, reflecting the many uses to which the concept can be put. Heusinger (2011) says, meaning is notion investigated by number of disciplines, including linguistics, philosophy, artificial intelligence, semiotics as well as many others. Geoffrey Leech in his book semantics break down “meaning” into seven different types giving primary importance to logical or conceptual meaning. The six other types are *connotative meaning*, *affective meaning*, *reflected meaning*, *collocative meaning* and *thematic meaning*. These seven types of meaning are compared with the three types of lexical meaning.

2.1 Connotative Meaning

Connotative meaning is the communicative expression has by virtue of what it *refers to*, over and above its purely conceptual content. (Leech 2009) As it can be seen from the definition, connotative meaning unavoidably overlaps with certain aspects of the conceptual meaning. Therefore, the ‘reference’ overlaps with the elements of conceptual meaning, as in when the contrastive features of conceptual meaning become attributes of the “real world” referent. But additional

attributes expected from the referent depend on various other factors, such as age or society, and they can also depend on the individual, as claimed by Leech (2009). Leech calls connotative meaning was the communicative value an expression has by virtue of what it *refers* to over and above its purely conceptual contents. These are the features of the referent or denotatum or segment of the real world which are not included in the conceptual meaning. Of the different features of the referent few are constrictive or criteria features which provide the basic criterion of the correct use of words. Leech's (1981) connotative meaning was concerned with the real world experiences one associates with the linguistic expression one uses or hears. Connotative meaning was peripheral when compared with the conceptual meaning. It was also relatively unstable as it varies according to culture, historical periods and experience of the individual. Connotative meaning was indeterminate and open ended. This was because this depends upon the knowledge and beliefs of the speakers and may belong to any characteristics of the referent, real or imaginary as identified by the speaker. But the conceptual meaning consists of a closed set of features which are finite in number. Leech's definition of connotative meaning was quite different from Zgusta's connotation as a component of lexical meaning and John Lyons's use of connotative in contrast to denotation. What Leech calls social and affective meaning are included by Zgusta (1971) under connotation. Lyons's and others call affective or emotive, meaning as connotation.

In this context, the relationship between and connotative meaning can easily be compared to the one between the language (conceptual) and the "real

world”(connotative). For this reason. Connotative meaning can be seen as open-ended and unstable category in comparison to conceptual meaning. (Leech 2009)

2.2 Conceptual Meaning

Conceptual meaning was the same as what scholars call “denotative” or “cognitive”. The reason for this his statement that conceptual meaning “is widely assumed to be the central factors in linguistic communication”. (Leech 2009) conceptual meaning plays an enormous role in linguistic communication for it “has a complex and sophisticated organization which may be compared with, and cross-related to, a similiar organization on the syntactic and phonological level of language”.

2.3 Social and Affective Meaning

These two meaning are concerned with two aspects of communication which are derived from the situation or environment in which an utterance or sentence was produced in a language. Of these two, social meaning was that information which a piece of language (i.e. a pronunciation variation, a word, phrase, sentence, etc.,) conveys about the social circumstance of its use. (Leech 2009).

2.4 Reflected and Collective Meaning

These two types of meaning are due to relation between words or interconnection on the lexical of language. Of the two, reflected meaning was the meaning which arises in cases when a word has multiple conceptual meaning or polysemous, when one sense of our response (or reaction) to another sense. (Leech 2009).

2.5 Associative Meaning

Of the six types of meaning discussed so far expected the conceptual meaning the other five i.e connotative meaning, social meaning, affective meaning, reflected meaning and collative meaning have something in common. These meaning have ended and variable character. They cannot be analyzed in clear cut either-this-or-that term. (Leech 2009)

2.6 Thematic Meaning

Thematic meaning was that “ what was communicated by the way in which a speaker or writer organize the message, in terms of ordering, focus and emphasis”. The thematic meaning can also expressed by means of stress and intonation to highlight informatio in one part of sentence. (Leech 2009)

3 Figure of Speech

Figure of speech basically deal with the vechiles which primarily make the expression of language more beautiful and affective. In a traditional way, these

devices have been described as poetic ornaments in traditional way of analyzing the poem. As a result language becomes connotative and referential. As we look figure of speech from linguistic point of view, we find the full of language features. Supporting this view, Gautam(2014) says points out, “ A figure of speech is way of saying something other than the literal way. It adds extra dimensions to language and reveals one thing by relating to something else”. According to Britannica (2013) figure of speech is deliberate divergence from literal language to figurative language. Moreover, Arp and Johnson (2012) said, “ A figure of speech is any way saying something other than the ordinary way”.

3.1 Representative Figure of Speech

In the word of Gray (2008) said, “any form of expression or grammar which deviates from the plainest expression of meaning is designated a figure of speech”. Some of the representative types of figure of speech have been introduced (see analysis section for the example.)

3.1.1 Euphemism

Euphemism is the use of pleasant, mild and indirect words instead of more precise and direct ones. In the words of Abrams (2005) said, “ Euphemism is an inoffensive expression used in place of blunt one that is felt to be disagreeable.

3.1.2 Irony and Satire

Irony is a reference that wants to say something with a different meaning or purpose from what is contained in the sequence of words (Keraff, 2010). Satire is a phrase that rejects or laughs at something. The difference in this form of majesty should not be ironic and usually criticize the human condition or weakness in order for change (Keraff, 2010). Furthermore, satire is a figure of speech that attacks humanity and society.

3.1.3 Simile and Metaphor

According to Britannica (2013), simile that are commonly used in language usually compare two things that exist in the natural world and we are acquainted, e.g. ‘ He eats like a bird’. Based on Newmark (2001), the important problem in translating simile is related to culture. As he mentioned, target reader needs to be acquainted with the simile, figurative image and comparison like the reader of the SL. Therefore, the translator to achieve this should use adjustment. Metaphor is a kind of analogy that compares two things directly without using conjunctions to compare them. Metaphor is a kind of comparative style of language is shortest, solid, neatly arranged (Tarigan, 2013).

3.1.4 Metonymy and Synecdoche

Based on Larson (2017), metonymy is to use figurative meaning words because of associative relationship. Although metonymy exists in most of the language, but there is not exact equivalent among the languages. Synecdoche is

the replace part of something instead of the whole. According to Britannica (2013), synecdoche is nearly related metonymy.

3.1.5 Paradox and Parody

A statement that paradox seems to absurd or contradictory but is true is paradox. Supporting this view, Abrams (2005) “ The paradox used occasionally by almost all poets (although it is a central feature of metaphysical poets) is a statement which seems on its face to be logically contradictory, yet turns out to be interpretable in a way that makes sense”. Parody is a piece of speech or writing that imitates the style of others either exactly or in an exaggerated way.

3.1.6 Oxymoron and Conceit

Nolan (2005) defined oxymoron as “ A contradiction in terms”. This figure of speech is used in poem and prose frequently. There are similarities between them and other figure of speech like paradox and antithesis. If a paradox shortens into two words, it would be called oxymoron. As an example, William Shakespeare in Romeo and Juliet said “Why, then, o brawling love! O loving hate” (Britannica,2013)A conceit, as its distinguished quality, forges an unexpected comparison between two apparently dissimilar ideas.

3.1.7 Personification and Sarcasm

Personification is a kind of figurative style of speech that depicts inanimate objects or lifeless things as if it has human nature. The point in

personification is tangible as though it were human being, both in the actions feeling, and other human actions. In short, personification is a figurative language which is considered as human life (Suryasa, 2016).

Sarcasm is a more rough reference of irony and cynicism. Sarcasm can be ironic, this style will always be hurtful and unpleasant to hear. Later on, sarcasm is a figure of speech which can lead to threat and sarcasm does not need to be conveyed in implicature (Taylor, 2017).

4 Oxymoron as Kind of Figure of Speech

According to Morner and Rausch (2016) Oxymoron is a literary figure of speech in which opposite or contradictory words, terms, phrases or ideas are combined to create a rhetorical effect by paradoxical means. For example, *despair in hope, tender cruelty, glad mourning and sad joy*.

Oxymoron is a proper subset of the expression called “contradiction in terms” what distinguishes oxymoron from the other paradoxes and contradictions is that they are used intentionally, for rhetorical effect, and the contradiction is only apparent, as the combination of terms provides a novel expression of some concept Small (2008) Lederer (2008) Oxymoron can also be wooden ironies in that they are in violation of the principle of contradiction which asserts that nothing can be thought if it contains contradictory characteristics, predicates, attributes or qualities.

Oxymoron, as it is given in Conservadia encyclopedia (2008), is a Greek term. It has an interesting etymology. It is derived from *oxy* which means sharp or

pointed and *moros* which means dull, stupid, or foolish. So the word *oxymoron* is itself an oxymoron, literally meaning something like a *sharp dullness* or *pointed foolishness*.

4.1 Grammatical Perspective of Oxymoron

Grammatically, oxymoron is of varied frames, Lederer (2008) states that it can be within a word level. In the case, two forms can be realized :

- A. Single – word oxymoron composed of dependent morphemes such as :
pianoforte (soft – loud), *preposterous* (before – after), *superette* (big – small).
- B. Single – word oxymoron composed of independent morphemes.

Two meaning – bearing elements that cloud a word in itself are welded together into a single word: *spendthrift*, *bittersweet*, *speechwriting* and *wholesome*. Furthermore, oxymoron can be within a phrase level, and the words which are used together within a phrase can either be of different syntactic class (as in a, b, c and d) or the same syntactic class (as in e and f). Specifically, the syntactic frame of oxymoron may fall into the following types (Chuanyu, 2008) :

A. *Adverb + Adjective*

e.g. “And faith unfaithful kept him *falsey true*”

B. *Adverb + Adjective*

e.g. “ I silently scream for help

That never seems to come “

C. *Verb + adverb*

e.g. He wished that was ill, then he could stay away from

4.2 Semantic Perspective of Oxymoron

In terms of semantic relation, the meanings that are juxtaposed in oxymoron are, in some cases, strongly opposed, for example, hot coldness. According to componential analysis in semantics, among the semantic features of hot and coldness, [- cold] and [+ cold] are the strongest for each respectively. Therefore, hot and coldness are strongly opposed (the present investigation ignores the difference in syntactic category between the noun *coldness* and the adjective *cold* and focuses on the semantic or sense relation between the oxymoron's two terms; in this regard there is no relevant semantic difference between *cold* and *coldness* and both are regarded antonyms of *hot*). But there are also many cases of juxtaposition in which the two meanings are just loosely contrasted such as *eloquent silence*. *Silence* has the basic and strong feature of [- voice]; although *eloquent* can be analyzed to have the semantic the feature of [+ voice], yet compared with other features of the word, [+ voice] is not so strong. Therefore, *eloquent* and *silence* are just loosely contrasted. Chuanyu (2008), in other words, depending on the sense relation obtained between two terms comprising the oxymoron, two types of oxymoron can be distinguished: direct and indirect. Example of direct oxymoron are : *wet dryness* and *sound silence*. These cases are characterized by the fact that the head noun and the modifiers represent direct antonyms. Typically, direct antonyms are two lexical items that represent two opposite poles on a certain dimension as in *hot* and *cold* where the relevant

dimension is heat, *wet* and *dry* where the relevant dimension is wetness (Shen,2007).

4.3 Rhetorical Effect of Oxymoron

It is generally believed that rhetoric should be based on logic, yet, though closely related, they are not the same thing and not operate on the same level. In fact, the “rhetorical logic” usually operates on a deeper level than the “general logic”. To admit that one should not be logically contradictory in thinking and using language does not mean denying the contradiction or opposition that is there in the real world. It is by no means uncommon for contrasting features to coexist in the same thing. Therefore, two contrasting judgments of the same thing, when made from different angles or at different times, for example, may actually be logical in the world, as is true of many other rhetorical devices; but in fact, such use of oxymoron not only makes sense, but, more important, also creates a rhetorical effect (Chuhanyu,2008).

5 Types of Oxymoron

5.1 Objective Oxymoron

Objective oxymoron refers to those phrases that use apparent contradictions like *pretty ugly*, *sad smile*, *same difference*, *cheerful pessimist*, *hardly easy* and *proud humility*. They are quite literal, without any hidden meanings. The individual words *pretty* and *ugly*, for example, are clear opposites. When paired

together, the “marriage of opposite” results in a new expression that makes a perfect sense (Grothe, 2009).

5.2 Subjective Oxymoron

Eckler (2004) said that in subjective oxymoron, there are no inherent contradiction between the two words. When the words are put together, a value, judgment or opinion about the quality of one of them is expressed. The contradiction between two objects is a matter of opinion. For example considering *microsoft works* as an oxymoron implies that microsoft cannot make a piece of software that works. An almost infinite number of these can be constructed. Whether these phrase are actually oxymoron depends on the reader’s point of view ; someone who believes that microsoft does work, would not think *microsoft works* is an oxymoron. Consequently, Ledrer (2008) said, apply coined the term opinion oxymoron for such expression. Other illustration are: *internet security*, *business ethics*, *peacekeeper missile* and *war games*.

5.3 Punning Oxymoron

The best- known punning oxymoron is *jumbo shrimp*. The use of *jumbo shrimp* as an oxymoron springs in part from an invitation to leap from an apparent meaning to a less apparent one. While the meaning of *jumbo* as “large” is obvious, the focus on the meaning of *shrimp* “ small “, rather than its apparent meaning as “ decapod crustacean “, should be considered. This is the stuff that punning is made of, the compacting of two meanings into a verbal space that they do not

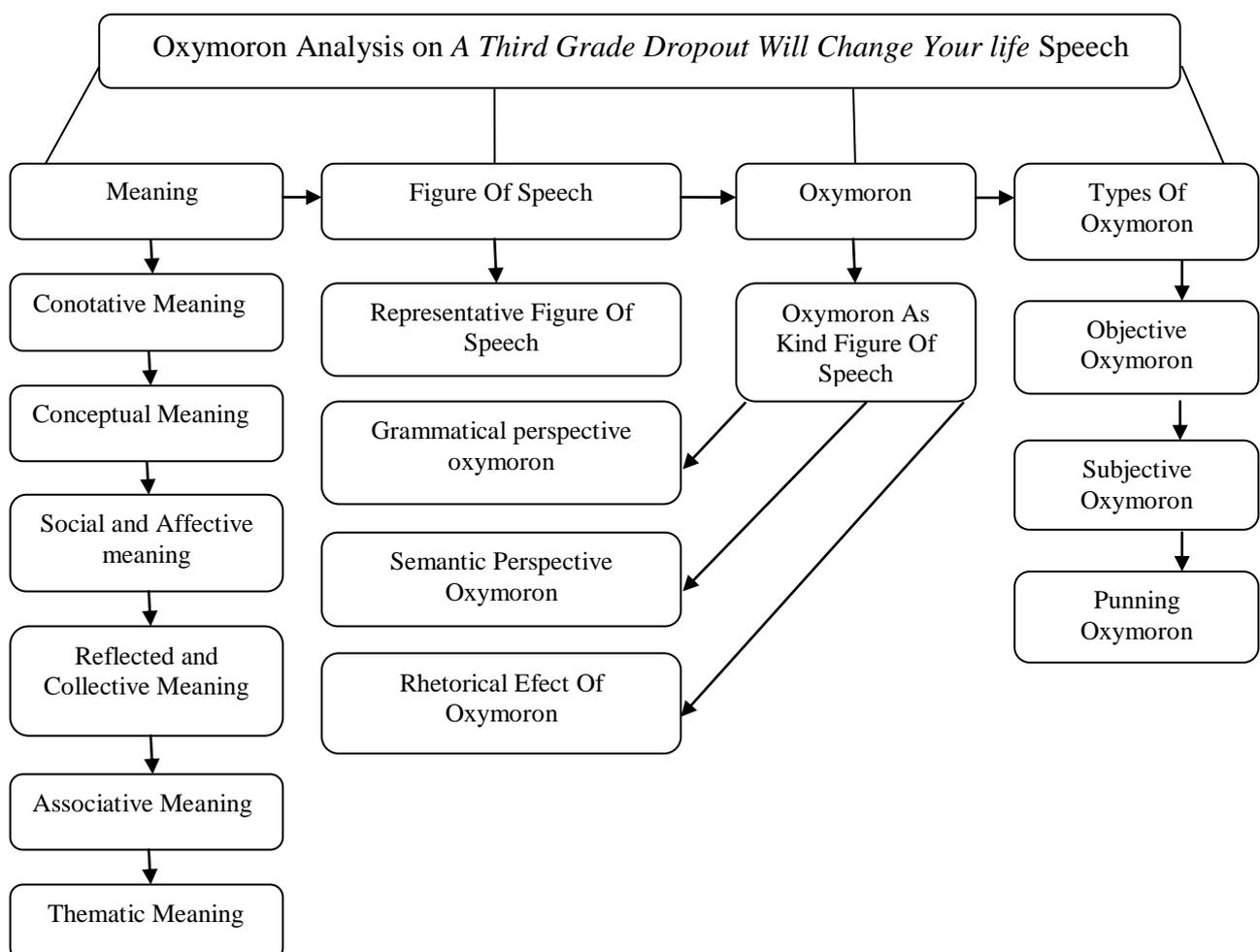
occupy in ordinary discourse. Usually such punning oxymora depend on substitution of an alternate meaning for the noun in the phrase. Thus, *flat busted* relies on the multiple meanings of the second word “financially broke” and “breasts”. This process is at work in the likes of even odds, old news, baby grand, cardinal sin and death benefit (Eckler,2004).

B. Previous Related Studies

Going together with this study, the researcher found some researchers or projects that are nearly similar and different in focus. Certainly, data researchers. Based on the research of Achmad Fehry Zulkarnaen 2016 “*An Oxymora analysis of Romeo And Juliet Characters Plays By William Shakespeare*” this research focused on the main research with the concept of grammatical and semantic perspective with total 59 oxymoron founded by Romeo and Juliet characters in the plays. and Liliya R. Sakaeva, Liya A. Kornilova, 2017 on “*Structural Analysis of the Oxymoron in the sonnets of William Shakespeare*” this research considered the structural groups of Oxymoron in the Russian and English language. While the same research also conducted about the concept of grammatical and semantic perspective of Romeo And Juliet Plays By William Shakespeare. From the related studies, we obtained the difference which is presented by this study. What makes different are, the first is the data it's self absolutely different, this research used Analysis oxymoron on a third grade dropout will change your life speech while those two researcher above, the first used drama, the second used interview, the second differences is theory focus, even though all those researcher are in field of

analysis but the focus is different in where this research focused only on kinds and meaning, second part while the other focused on semantics approach on oxymoron and speech act, and the focused, on 2 aspect conversations there are kinds, and meaning. The contribution of relevance study for this research is to analyze kind of oxymoron and of meaning, and to continue the other kinds in this research.

C. Conceptual Framework



It is very important to understand about oxymoron. Oxymoron is term of figure of speech it is made up two or more words that seem to be opposite to each

other, or actually are opposite. People often get difficulty in understanding the message conveyed. Figure of Speech is a word or phrase that possesses a separate meaning from its literal definition. In linguistics, meaning is the information or concepts that a sender intends to convey, in communication with a receiver. The researcher will analyze types and meaning of oxymoron in *A Third Grade Dropout Will Change Your Life* speech based on grammatical perspective by Chuanyu, second step, the researcher will analyze the data that's been classified by grammatical table form to a descriptive form based on semantics perspective by Shen and related it with Chuanyu to reveal the meaning of oxymoron.

CHAPTER III

RESEARCH METEDODOLOGY

A. Research Design

The researcher use Chuanyu grammatical perspective and use Shen and Chuanyu semantics perspective to classify oxymoron that's been used in *Third Grade Droput Will Change Your Life* Speech. The researcher will use qualitative design to identify, describe, analyze and classify various type of oxymoron. First of all, the researcher will analyze the data by classify and categorized all oxymoron that's been used in the speech. According to Creswell (2009). Qualitative research is the process of research that involves making questions and procedures. Data typically was collected in the participant's setting, data analysis inductively building from particular to general themes, and research making interpretation of the meaning of the data.

B. Source of Data

The data is the types of Oxymoron used on *A Third Grade Dropout will Change Your Life* Speech. The source of the data is *A Third Grade Dropout will Change Your Life* Speech video by Rick Rigsby that is the minister, motivational speaker, author and former college professor. The researcher will take the speech video as a source of the data that will be taken from *Youtube* that published on October 6, 2017.

C. The Techniques for Collecting Data

The data is *A Third Grade Dropout will Change Your Life* Speech video by Rick Rigsby from Youtube will be collected by using some techniques. 1.) Browsing the speech from youtube. ; 2.) watching the video. ; 3.) writing the text of the speech. ; 4.) classifying the data based on the types of oxymoron.

D. The Techniques for Analyzing Data

In analyzing the data, theory propped by miles and Huberman (1994) was used in which that qualitative data analysis consist of three procedure. The procedure of the data were analyzed based on following steps

1. Data reduction

Data reduction means process of sorting, focusing, identifying, simplifying, abstracting, and transforming of the data that are considered important. In the conducting research, the researcher will select that will give valuable information in research; the data is chosen by identifying and classifying the types and the meaning of oxymoron.

2. Data display

Data display mens the process to simplify the data in the from of sentences, narrative, or table. In displaying data, the researchers describe data by tabulating of the types and the meaning of oxymoron into sentences.

3. Drawing and steps after doing data display is draw of the conclusion and verivication . it is used to describe all of the data types and the meaning of Oxymoron, so that would become clearly.

CHAPTER IV

DATA AND DATA ANALYSIS

A. Data

The data of the research is the types of oxymoron used on *A Third Grade Dropout will Change Your Life* Speech. The data of this research were segmented into utterances and sentences according to types of oxymoron in the speech based on (Chuanyu, 2009). The findings of this research it was found that were various types of oxymoron realized in *A Third Grade Dropout will Change Your Life* Speech. The total of the type oxymoron used in the speech that was 11 sentences, 3 various types, they were 3 Objective Oxymoron, 6 Subjective oxymoron, 2 Punning Oxymoron. Therefore, the writer tried to collect the data needed to answer the research question of this research through watching and transcribing the video *A Third Grade Dropout will Change Your Life* Speech.

B. Data Analysis

Data were analyzed based on the formulation of the problem that was to find out the type of Oxymoron in the speech by Rick Rigsby. There were three types of Oxymoron in the speech there are Objective Oxymoron, Subjective Oxymoron, Punning Oxymoron. The description below showed the detail of the explanation of Oxymoron on *A Third Grade Dropout Will Change Your Life* Speech.

1. Objective Oxymoron

Objective oxymoron is an oxymoron that used obvious contradictions that refer to those phrase like, silently scream = adverb+verb, open secret = adjective+adjective, hateful good = noun+noun. They are quite literal, without any hidden meanings. hey are quite literal, without any hidden meanings.

Objective oxymoron form can be seen in the data below :

We're not the smartest ones in our family. It's a third-grade dropout daddy, a third grade dropout daddy who was quoting Michelangelo, saying to us boys, "I won't have a problem if you aim high and miss, but I'm going to have a real issue if you aim low and hit. (1A.Oo)

The word *high and miss* is related to the speaker feelings to the families, friends and fans. The speaker would like to tell about the love to the people arround of him. The speaker showed his love to people arround of him by using the right selected words. In order to spread love and stop hate to others. The word *real issue* showed the factual event that the speaker face in his hard life in the first time. He got so many wonderful experiences in his life, his father is just a third-grade dropout daddy but in fact his daddy can support their children to get better life such as good education, good food and good life. The word *low and hit* directed to the underestimations by the people arround of the speaker that known about his life, because he was not the smart person and his daddy just a third-grade dropout daddy. All people thought that his life won't change at all because their educational background and their personality. At the sentence was the objective oxymoron. The speaker used the word to give the expression of love, hate, and feeling. The speaker compared the two words to make the speech more

interesting. The speaker wants to tell the listeners about the feelings inside of those words that contradictive or have a different meaning in every description.

Another data of the objective oxymoron shown as follows :

Wisdom will come to you in the unlikeliest of sources, a lot of times through failure. When you hit rock bottom, remember this. While you're struggling, rock bottom can also be a great foundation on which to build and on which to grow. (1B.Oo)

The word of *rock bottom* was categorized as an objective oxymoron. The speaker used this word to try to describe their life in struggling to face the real world life no matter it was hard to do, it was hard to face. The speaker would like to tell us the failure that we got can be the best foundation to make our life better than before with the word as an objective oxymoron. The objective oxymoron expression is also found in :

This woman was the finest woman I'd ever seen in my life. There was just one little problem. Back then, ladies didn't like big old linemen. The Blind Side hadn't come out yet. They liked quarterbacks and running back. (1C.Oo)

The word *little problem* was an objective oxymoron. The speaker compares the word "little" and "problem" because he wants to tell the listener about the problem that he faces not an only little problem, but also he has a big problem in his life. The use of the word because the speaker wants to express about life struggle. Sometimes we faced just a little one, but sometimes we got the biggest problem that we have to face in order to make sure that we can survive in the real life.

2. Subjective Oxymoron

Subjective oxymoron is no existing in something as a permanent, essential, or characteristic attribute opposite between two words. When the word are put together, a value, judgement or opinion about the quality of one of them is expressed. The opposite between two objects is a matter of opinion. For example, considering *Microsoft works* as an oxymoron implies that Microsoft cannot make a piece of software that works. Subjective oxymoron form can be seen in the data below :

Like jumbo shrimp. Like Fun Run, ain't nothing fun about it, like Microsoft Works. You all don't hear me. I used to say like country music, but I've lived in Texas so long, I love country music now. (2A.Sbo)

The word *fun run* is related to the activities that the speaker did sometimes it was fun but sometimes it was not truly fine, and the word *Microsoft works* is refered to the good things were not good at all in the real life and sometimes the functions could not be in a good way also were considered as a subjective oxymoron. The speaker used subjective oxymoron because to describe their feeling in the same way as well not in a contradictive way. Another data of subjective oxymoron is :

"I love country music now. Yeah... I hunt. I fish. I have cowboy boots and cowboy... You all, I'm a blackneck redneck. Do you hear what I'm saying to you?". (2B.Sbo)

The word *blackneck* and *redneck* were categorized as a subjective oxymoron. The speaker used those words to explain to the listener about himself such as his race , tribe and personality to make sure about the real conditions compared. Besides, the data of the Subjective Oxymoron is :

As America was breathing the last gasp of the Civil War, my father decided he was going to stand and be a man, not a black man, not a brown man, not a white man, but a man. (2C.Sbo)

The word *last gasp*, *Civil War*, *black man*, *brown man*, and *white man*, was categorized as a subjective oxymoron. The speaker used the word to explain his father's choice about how to struggle with racism in the part of the world nowadays. The speaker wants the listener to know about we have the same stages in the community and we should live in peace together as one no matter who we are. And the following example of Subjective Oxymoron is :

I learned that from a third-grade drop. Simple lessons, lessons like these. Son, you'd rather be an hour early than a minute late". (2D.Sbo)

The word *simple lesson* was a subjective oxymoron. The speaker tried to describe the word *simple* and *lesson* as a subjective oxymoron. The speaker used the words to describe the important lessons in his father's life, there are so many lessons that we can get from the experiences in our lives and it's very easy to do if we want to do it. Here also another data of Subjective Oxymoron :

I'm still a freshman, but I'm working some things out. I'm so glad I graduated in four terms, Nixon, Ford, Carter, Reagan. (2E.Sbo)

The word *freshman* categorized as a subjective oxymoron. In utterance, the speaker wants to tell to the listeners about his education level that he can get easily and everybody can get it easily too if we make the biggest effort that we have and it showed that about the speaker that he is the fresh graduate from some universities. The last example of Subjective Oxymoron :

That cook would tell you this, that it's never wrong to do the right thing, that how you do anything is how you do everything, and in

*that way, you will grow your influence to make an impact” .
(2F.Sbo)*

The word *never wrong* as a subjective oxymoron. The speaker used the word as a subjective oxymoron to tell the listener about the influence and make an impact in this life, we have to think that we are never doing the wrong things if we want to get the right things.

3. Punning Oxymoron

Punning is made of the compacting of two meanings into a verbal space that they do not occupy in ordinary discourse. Thus, *flat busted* relies on the multiple meanings of the second word “financially broke” and “breasts. Punning oxymoron form can be seen in the data below :

*The wisest person I ever met in my life, a third-grade dropout.
Wisest and dropout in the same sentence are rather oxymoronic,
like jumbo shrimp. (3A. Po)*

The word *jumbo shrimp* as a punning oxymoron. The word *jumbo* and *shrimp* is a real example of a punning oxymoron. The speaker used the word to make the listeners more interested to listen to the speech because in the speech we have to make the interesting things that we can make to make the audiences still on the track with us. We can get the biggest things in our life based on the biggest effort that we have. Another data of punning oxymoron is shown follows :

*I used to say like country music, but I've lived in Texas so long,
I love country music now. (3B.Po)*

The word *country music* is categorized as a punning oxymoron because of the word of *country* and *music* of two meanings in verbal space. The speaker used the word to explain what he knows about music, he would like to describe the music that popular in Texas such as country music.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusions

From the result of data analysis, the conclusions can be taken as follows :

The total sentence of Oxymoron used on *A Third Grade Dropout Will Change Your Life* Speech was 11 sentences, 3 various types. They were 3 Objective Oxymoron, 6 subjective oxymorons realized, 2 Punning Oxymoron realized. The reason for using oxymoron in the speech to make something tragic, ironic and make the listener more interested to focus on the speech and stay tuned with us until the last of the speech.

B. Suggestions

To the Students of English Program the researcher expected that the research will be useful especially for the students of the English Program in Universitas Muhammadiyah Sumatera Utara. Further researcher needs to conduct their research to expand deeply the analysis of oxymoron itself, especially as one kind of figure of speech that has been used by many various famous speakers and writers. For the Other Researcher this research focused on analyzing the types of an oxymoron on *A Third Grade Dropout Will Change Your Life* speech. The readers or other researchers who are interested in doing this kind of a research must have more understanding about oxymoron and some reasons for the use of oxymoron.

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NO	TYPES OF OXYMORON	DATA	CODE	DESCRIPTIONS
1	Objective Oxymoron	-high and miss, real issue, low and hit.	1A .Oo	<p>The word <i>high and miss</i> is related to the speaker feelings to the families, friends and fans. The speaker would like to tell about the love to the people around of him. The speaker showed his love to people around of him by using the right selected words. In order to spread love and stop hate to others. The word <i>real issue</i> showed the factual event that the speaker face in his hard life in the first time. He got so many wonderful experiences in his life, his father is just a third-grade dropout daddy but in fact his daddy</p>

				<p><i>can support their children to get better life such as good education, good food and good life. The word low and hit directed to the underestimations by the people around of the speaker that known about his life, because he was not the smart person and his daddy just a third-grade dropout daddy. All people think that his life won't change at all because their educational background and their personality. At the sentence was the objective oxymoron. The speaker used the word to give the expression of love, hate, and feeling. The</i></p>
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				<p>speaker compared the two words to make the speech more interesting.</p> <p>The speaker wants to tell the listeners about the feelings inside of those words that contradictive or have a different meaning in every description</p>
		-rock bottom	1B Oo	<p>The word of <i>rock bottom</i> was categorized as an objective oxymoron. The speaker used this word to try to describe their life in struggling to face the real world life no matter it was hard to do, it was hard to face. The speaker would like to tell us the failure that we got can be the best foundation to make our</p>

				<p>life better than before</p> <p>with the word as an</p> <p>objective oxymoron</p>
		<p>-little</p> <p>problem</p>	<p>1C Oo</p>	<p>The word <i>little</i></p> <p><i>problem</i> was an</p> <p>objective oxymoron.</p> <p>The speaker compares</p> <p>the word “little” and</p> <p>“problem” because he</p> <p>wants to tell the listener</p> <p>about the problem that</p> <p>he faces not an only</p> <p>little problem, but also</p> <p>he has a big problem in</p> <p>his life. The use of the</p> <p>word because the</p> <p>speaker wants to</p> <p>express about life</p> <p>struggle. Sometimes we</p> <p>faced just a little one,</p> <p>but sometimes we got</p> <p>the biggest problem that</p> <p>we have to face in order</p> <p>to make sure that we</p>

				can survive in the real life.
--	--	--	--	-------------------------------

2	Subjective Oxymoron	-fun run, microsoft works	2A.Sbo	The word <i>fun run</i> is related to the activities that the speaker did sometimes it was fun but sometimes it was not truly fine, and the word <i>Microsoft works</i> is referred to the good things were not good at all in the real life and sometimes the functions could not be in a good way also were
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				<p>considered as a subjective oxymoron.</p> <p>The speaker used subjective oxymoron because to describe their feeling in the same way as well not in a contradictive way.</p>
		-blackneck, redneck	2B.Sbo	<p>The word <i>blackneck</i> and <i>redneck</i> were categorized as a subjective oxymoron.</p> <p>The speaker used those words to explain to the listener about himself such as his race , tribe and personality to make sure about the real conditions compared.</p>

		<p>- last gasp, Civil War, black ma, brown man, white man,</p>	<p>2C.Sbo</p>	<p>The word <i>last gasp</i>, <i>Civil War</i>, <i>black man</i>, <i>brown man</i>, and <i>white man</i>, was categorized as a subjective oxymoron. The speaker used the word to explain his father's choice about how to struggle with racism in the part of the world nowadays. The speaker wants the listener to know about we have the same stages in the community and we should live in peace together as one no matter who we are.</p>
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		- Simple lessons	2D.Sbo	<p>The word <i>simple lesson</i> was a subjective oxymoron. The speaker tried to describe the word <i>simple</i> and <i>lesson</i> as a subjective oxymoron. The speaker used the words to describe the important lessons in his father's life, there are so many lessons that we can get from the experiences in our lives and it's very easy to do if we want to do it.</p>
		-fresh man	2E.Sbo	<p>The word <i>freshman</i> categorized as a subjective oxymoron. In utterance, the speaker wants to tell to the listeners about his education level that he can get easily and</p>

				<p>everybody can get it easily too if we make the biggest effort that we have and it showed that about the speaker that he is the fresh graduate from some universities.</p>
		-never wrong	2F.Sbo	<p>The word <i>never wrong</i> as a subjective oxymoron. The speaker used the word as a subjective oxymoron to tell the listener about the influence and make an impact in this life, we have to think that we are never doing the wrong things if we want to get the right things.</p>

3	Punning Oxymoron	-jumbo shrimp	3A.Po	The word <i>jumbo shrimp</i> as a punning oxymoron. The word <i>jumbo</i> and <i>shrimp</i> is a real example of a punning oxymoron. The speaker used the word to make the listeners more interested to listen to the speech because in the speech we have to make the interesting things that we can make to make the audiences still on the track with us. We can get the biggest things in our life based on the biggest effort that we have
		-country music	3B.Po	The word <i>country music</i> is categorized as a punning oxymoron because of the word of <i>country</i> and <i>music</i> of

				two meanings in verbal space. The speaker used the word to explain what he knows about music, he would like to describe the music that popular in Texas such as country music
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Form K-1

Kepada Yth : Bapak Ketua/Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Perihal : **PERMOHONAN PERSETUJUAN JUDUL SKRIPSI**

Dengan hormat, yang bertanda tangan dibawah ini :

Nama Mahasiswa : Trianda Sella Rizki
NPM : 1602050141
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Kredit Kumulatif : 135 SKS
IPK = 3,32

Persetujuan Ket/Sekret. Prog. Studi	Judul Yang Diajukan	Disahkan oleh Dekan Fakultas
<i>10/03/2020</i> 	<i>Oxymoron Analysis on A Third Grade Dropout will Change Your Life Speech</i>	<i>10/03/2020</i>
	The Use of Word Square Method to Student's Achievement in Mastering Vocabulary at SMP Muhammadiyah 47 Sunggal	
	The Use of Reciprocal Strategy to Improve Student's Achievement in Reading Skill at SMP Muhammadiyah 47 Sunggal	

Demikianlah permohonan ini saya sampaikan untuk dapat pemeriksaan dan persetujuan serta pengesahan, atas kesediaan Bapak/Ibu saya ucapkan terima kasih.

Medan, Maret 2020
Hormat Pemohon,

Trianda Sella Rizki

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- Untuk Ketua/Sekretaris Program Studi
- Untuk Mahasiswa yang bersangkutan



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Form K-2

Kepada : Yth. Bapak/ Ketua/Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Assalamu 'alaikum Wr. Wb

Dengan hormat, yang bertanda tangan dibawah ini :

Nama Mahasiswa : Trianda Sella Rizki
NPM : 1602050141
Pro. Studi : Pendidikan Bahasa Inggris

Mengajukan permohonan persetujuan proyek proposal/skripsi sebagai tercantum di bawah ini dengan judul sebagai berikut :

Oxymoron Analysis on A Third Grade Dropout will Change Your Life Speech

Sekaligus saya mengusulkan/menunjuk Bapak/Ibu :

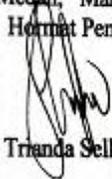
Pirman Ginting, S.Pd., M.Hum

Acc 16/03-2020

Sebagai Dosen Pembimbing Proposal/Skripsi saya.

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya. Akhirnya atas perhatian dan kesediaan Bapak/Ibu saya ucapkan terima kasih.

Medan, Maret 2020
Hormat Pemohon,


Trianda Sella Rizki

Keterangan

Dibuat rangkap 3 : - Asli untuk Dekan/Fakultas
- Duplikat untuk Ketua / Sekretaris Jurusan
- Triplikat Mahasiswa yang bersangkutan



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Nomor : 600/II.3/UMSU-02/F/2020
 Lamp. : ---
 Hal : **Pengesahan Proposal dan
Dosen Pembimbing**

Bismillahirrahmanirrahiim
 Assalalamu'alaikumWr. Wb.

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara menetapkan proposal skripsi dan Dosen Pembimbing bagi mahasiswa yang tersebut di bawah ini :

Nama : **Trianda Sella Rizki**
 N P M : 1602050141
 Progam Studi : Pendidikan Bahasa Inggris
 Judul Penelitian : *Oxymoron Analysis on A Third Grade Dropout will Change Your Life Speech*

Pembimbing : **Pirman Ginting, S.Pd., M.Hum**

Dengan demikian mahasiswa tersebut di atas diizinkan menulis proposal skripsi dengan ketentuan sebagai berikut :

1. Penulisan berpedoman kepada ketentuan atau buku *Panduan Penulisan Skripsi* yang telah ditetapkan oleh Dekan
2. Proposal Skripsi dinyatakan **BATAL** apabila tidak selesai pada waktu yang telah ditetapkan.
3. Masa Daluarsa tanggan : **17 April 2021**

Medan, 23 Sya`ban 1441 H
 17 April 2020 M
 Wassalam
 Dekan

Dr. H. Elfrianto, S.Pd., M.Pd.

Dibuat Rangkap 4 :

1. Fakultas (Dekan)
2. Ketua Program Studi
3. Dosen Pembimbing
4. Mahasiswa yang bersangkutan
(WAJIB MENGIKUTI SEMINAR)



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PERMOHONAN PERSETUJUAN JUDUL SKRIPSI

Dengan ini saya

Nama Mahasiswa : Trianda Sella Rizki
NPM : 1602050141
Pro. Studi : Pendidikan Bahasa Inggris

Judul	Diterima
Oxymoron Analysis on <i>A Third Grade Dropout will Change Your Life Speech</i>	

Bermohon kepada Dosen Pembimbing untuk mengesahkan Judul yang telah diajukan kepada Prodi Pendidikan Bahasa Inggris.

Disetujui oleh
Dosen Pembimbing

Pirman Ginting, S.Pd., M.Hum

Medan, Maret 2020
Hormat Pemohon

Trianda Sella Rizki



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BERITA ACARA BIMBINGAN PROPOSAL

Nama : TRIANDA SELLA RIZKI
NPM : 1602050141
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : OXYMORON ANALYSIS ON A THIRD GRADE DROPOUT
WILL CHANGE YOUR LIFE SPEECH

Tanggal	Deskripsi Hasil Bimbingan Proposal	Tanda Tangan
24 April 2020	Chapter I: Background of Study, Formulation of Problem, the Objective of Study	
5 Mei 2020	Chapter I: Background of Study and Formulation of Problem,	
10 Mei 2020	Chapter II: Figure of Speech, Types of Oxymoron	
13 Mei 2020	Chapter III: Research Design, Source of Data and Data Analysis Techniques	
21 Mei 2020	Chapter III: Research Design and Data Analysis Techniques	
28 Mei 2020	Reference	

Diketahui/Disetujui
Ketua Prodi

Mandra Saragih, S.Pd., M.Hum.

Medan, 28 Mei 2020
Dosen Pembimbing

Pirman Ginting, S.Pd., M.Hum.



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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

PENGESAHAN PROPOSAL

Panitia Proposal Penelitian Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara Strata-1 bagi:

Nama : Trianda Sella Rizki
NPM : 160205014
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Oxymoron Analysis on A *Third Grade Dropout will Change Your Life* Speech

Dengan diterimanya proposal ini, maka mahasiswa tersebut dapat diizinkan untuk melaksanakan riset di lapangan.

Diketahui Oleh:

Diketahui/Disetujui Oleh

Ketua Program Studi Pendidikan Bahasa Inggris

Pembimbing

Mandra Saragih, S.Pd., M.Hum.

Pirman Ginting, S.Pd., M.Hum



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BERITA ACARA SEMINAR PROPOSAL

Pada hari ini Jum'at Tanggal 10 Bulan Juni Tahun 2020 diselenggarakan seminar Prodi Pendidikan Bahasa Inggris menerangkan bahwa :

Nama : Trianda Sella Rizki
N P M : 1602050141
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : Oxymoron Analysis on *A Third Grade Dropout Will Change Your Life Speech*

NO	MASUKAN / SARAN
JUDUL	
BAB I	
BAB II	Add More Theoretical Frameworks
BAB III	
LAINNYA	
KESIMPULAN	

Medan, 22 September 2020

Dosen Pembahas

Dosen Pembimbing

Habib Syukri Nst, S.pd. M.hum

Pirman Ginting, S.Pd., M.Hum

PANITIA PELAKSANA

Ketua

Mandra Saragih, S.Pd, M.Hum

Sekretaris

Pirman Ginting, S.Pd, M.Hum



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SURAT KETERANGAN

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Ketua Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara dengan ini menerangkan bahwa :

Nama Mahasiswa : Trianda Sella Rizki
NPM : 1602050141
Program Studi : Pendidikan Bahasa Inggris

Adalah benar telah melaksanakan Seminar Proposal Skripsi pada :

Hari : Rabu
Tanggal : 10 Juni 2020

Dengan Judul Proposal : Oxymoron Analysis on A Third Grade Dropout
Will Change Your Life Speech

-Demikianlah surat keterangan ini kami keluarkan/diberikan Kepada Mahasiswa yang bersangkutan, smoga Bapak/Ibu Pimpinan Fakultas dapat segera mengeluarkan surat izin riset mahasiswa tersebut. Atas kesediaan dan kerjasama yang baik kami ucapkan banyak terima kasih. Akhirnya selamat sejahteralah kita semuanya. Amin

Dikeluarkan di : Medan
Pada Tanggal : 10 Juni 2020

Wassalam
Ketua Program Studi
Pendidikan Bahasa Inggris

Mandra Saragih, S.Pd, M.Hum



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SURAT PERNYATAAN

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

Saya yang bertanda tangan dibawah ini :

Nama Lengkap : Trianda Sella Rizki
NPM : 1602050141
Prog. Studi : Pendidikan Bahasa Inggris
Judul Proposal : Oxymoron Analysis on *A Third Grade Dropout Will Change Your Life Speech*

Dengan ini saya menyatakan bahwa :

1. Penelitian yang saya lakukan dengan judul diatas belum pernah diteliti di Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara.
2. Penelitian ini akan saya lakukan sendiri tanpa ada bantuan dari pihak manapun dengan kata lain penelitian ini tidak saya tempahkan (dibuat) oleh orang lain dan juga tidak tergolong *Plagiat*.
3. Apabila point 1 dan 2 di atas saya langgar maka saya bersedia untuk dilakukan pembatalan terhadap penelitian tersebut dan saya bersedia mengulang kembali mengajukan judul penelitian yang baru dengan catatan mengulang seminar kembali

Demikian surat pernyataan ini saya perbuat tanpa ada paksaan dari pihak manapun juga, dan dapat dipergunakan sebagaimana mestinya.

Medan, Oktober 2020
Hormat saya
Yang membuat pernyataan,



Trianda Sella Rizki

Diketahui oleh
Ketua Program Studi
Pendidikan Bahasa Inggris

Mandra Saragih, S.Pd, M.Hum



Bila menjawab surat ini agar disebutkan nomor dan tanggalnya

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Nomor : 994/II.3/UMSU-02/F2020 Medan, 27 Syawal 1441 H
Lamp. : -- 19 Juni 2020 M
H a l : **Mohon Izin Riset**

Kepada Yth.:
Bapak/Ibu **Kepala Perpustakaan UMSU**
Di
Tempat

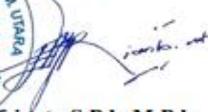
Assalamu'alaikum Warahmatullahi Wabarakatuh.

Wa ba'du, semoga kita semua sehat wal'afiat dalam melaksanakan kegiatan aktifitas sehari-hari, sehubungan dengan semester akhir bagi mahasiswa wajib melakukan penelitian/riset untuk pembuatan skripsi sebagai salah satu syarat penyelesaian Sarjana Pendidikan, maka kami mohon kepada Bapak/Ibu memberikan izin kepada mahasiswa untuk melakukan penelitian/riset di tempat yang Bapak/Ibu Pimpin. Adapun data mahasiswa kami tersebut sebagai berikut :

N a m a : **Trianda Sella Rizki**
NPM : 1602050141
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : Oxymoron Analysis on A Third Grade Dropout will Change Your Life Speech.

Demikianlah hal ini kami sampaikan, atas perhatian dan kesediaan serta kerjasama yang baik dari Bapak/Ibu kami ucapkan terima kasih.

Akhirnya selamat sejahteralah kita semuanya, Amin.
Wassalamu'alikum Warahmatullahi Barakatuh

Dekan

Dr. H. Elfrianto S.Pd., M.Pd.
NIDN : 0115057302

Tembusan :
- Peringgal



**MAJELIS PENDIDIKAN TINGGI PENELITIAN & PENGEMBANGAN
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
UPT PERPUSTAKAAN**

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SURAT KETERANGAN

Nomor: 1571/KET/II.9-AU/UMSU-P/M/2020

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Kepala Unit Pelaksana Teknis (UPT) Perpustakaan Universitas Muhammadiyah Sumatera Utara dengan ini menerangkan :

Nama : Trianda Sella Rizki
NPM : 1602050141
Univ./Fakultas : UMSU/ Keguruan dan Ilmu Pendidikan
Jurusan/P.Studi : Pendidikan Bahasa Inggris/ S1

adalah benar telah melakukan kunjungan/penelitian pustaka guna menyelesaikan tugas akhir / skripsi dengan judul :

"Oxymoron Analysis on A Third Grade Dropout Will Change Your Life Speech "

Demikian surat keterangan ini diperbuat untuk dapat dipergunakan sebagaimana mestinya.

Medan, 20 Muharram 1442 H
08 September 2020 M

Kepala UPT Perpustakaan,

Muhammad Arifin, S.Pd, M.Pd



MAJELIS PENDIDIKAN TINGGI
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LEMBAR PENGESAHAN SKRIPSI

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Skripsi ini yang diajukan oleh mahasiswa di bawah ini :

Nama Lengkap : Trianda Sella Rizki
NPM : 1602050141
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Oxymoron Analysis on *A Third Grade Dropout Will Change Your Life Speech*

sudah layak disidangkan.

Medan, Oktober 2020

Disetujui oleh:
Dosen Pembimbing

Pirman Ginting, S.Pd., M.Hum

Diketahui oleh:



Dr. H. Elhadi Nasution, S.Pd., M.Pd.

Ketua Program Studi,

Mandra Saragih, S.Pd., M.Hum.

CURRICULUM VITAE

IDENTITY

1. Name : Trianda Sella Rizki
2. Place/Date of Birth : Pujimulyo, September 15, 1998
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9. Parents
 - a. Father's Name : Sutrisno
 - b. Mother's Name : Leli Sahira
 - c. Parents' Address : Jln. Medan-binjai Km11, Gg sejarah No 37

EDUCATION

1. Elementary School at SD Yayasan Tekad Mulia
2. Junior High School at SMP Negeri 2 Binjai Kabupaten Langkat
3. Senior High School at SMA Negeri 7 Binjai
4. The Student of UMSU in Faculty of Teacher Training and Education, English Department (2016-2020)