

**AN ANALYSIS OF MULTIWORD EXPRESSIONS ON HILLARY  
CLINTON'S SPEECH**

**SKRIPSI**

*Submitted in Partial Fulfillment of Requirement  
for the degree of Sarjana Pendidikan (S.Pd.)  
English Education Program*

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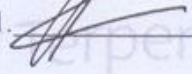
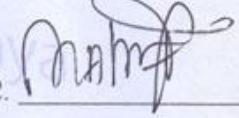

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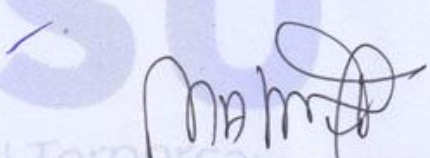
  
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Dengan ini menyatakan bahwa skripsi saya yang berjudul “ *An Analysis of Multiword Expressions on Hillary Clinton's Speech*” adalah benar bersifat asli (*original*), bukan hasil menyadur mutlak dari karya orang lain.

Bila mana dikemudian hari ditemukan ketidaksesuaian dengan pernyataan ini, maka saya bersedia dituntut dan diproses sesuai dengan ketentuan yang berlaku di Universitas Muhammadiyah Sumatera Utara

Demikian pernyataan ini dengan sesungguhnya dan dengan sebenar-benarnya.

YANG MENYATAKAN,



(SAFIRA HANAFI)

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## ABSTRACT

**Safira Hanafi. 1602050119 : An Analysis of Multiword Expressions on Hillary Clinton's Speech. Faculty of Teacher Training and Education, University of Muhammadiyah Sumatera Utara. Medan 2021**

This study deals with An Analysis of Multiword Expressions on Hillary Clinton's Speech. This study aimed to find out types of Multiword Expressions found on the Hillary Clinton's speech and dominant type on Hillary Clinton's speech. Descriptive qualitative research was applied in this study. The data of research were taken from the most dominant type of Multiword Expressions found on Hillary Clinton's speech was Collocation types that had 32 collocation words (58,9%), followed by Phrasal verb types that had 15 phrasal verbs words (26,8%), and Idioms types that had 9 idioms words (16,1%). The most dominant types of multiword expressions used in an analysis of multiword expressions on Hillary Clinton's speech was collocation words that the information given is about having and being which the speaker express her idea to persuade the audience through her speech.

Keyword: *Analysis, Multiword Expressions ,Hillary Clinton's Speech*

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# CHAPTER I

## INTRODUCTION

### A. The Background of Study

Communication is a process to deliver information from someone to the other people. Communication skill is an ability to express, feel, wish, through verbal communication or non-verbal communication to get understood to the other people. Therefore, communication depends on our ability to get understood each other. Able to communicate effectively is very important from all life skills. In the form of voice (using voice), writing (using print or digital media such as books, magazines, websites or emails), visually (using body language, gestures and tone of voice). Communication skills have many forms in various situations for example: *Presentation Skills, Writing Skill, and Personal Skill*. Presentation Skill is the one of all the skills that will improve in speaking ability in front of public speaking. In this communication skills is the ability to have a relationship through human, or media, so that the message or information can be understood well. Communication skills are not abilities that are carried from birth but we have to learn and improve this ability.

Being a public official is not easy. Every attitude and behaviour will be a role model and the spotlight of the wider community. Actually the public highlighted official was a plural. However, what happened was the statement issued could confuse the public. If the public does not know anything about the context of the conversation that was issued it can confuse the public. Even worse if the rate is only based on information on social media. Public officials'

communication skills are worth looking at. First, he is a public official. Second, public officials are placed in a respected position so that each attitude and behaviour will have a broad impact and determine the acceleration of each change. An important lesson is that caution is needed in communicating for all public officials. Therefore, public officials are the most highlighted officials and deserve to be the target of criticism. So, communication skills in order to arrive and be understood by the communicant (receiver of the message).

Multiword expressions are multiword expressions or expressions of the process of feelings, ideas, in words which all Multiword is related to (adverb, verb, adjective, and noun). The importance of communicating using multiword is that we get good relationships by doing good communication skills for example by using good sentences and supporting body language, when we will convey ideas and ideas, we will need good communication. If we are not accustomed to and do not have good communication, then we can just be nervous talking in front of people and we can't do it optimally. Because communicating using multiword expression is one of the factors that will affect our relationship with the people we meet.

The expectation is that if we use multiword expressions in good communication skills it will be more easily liked by others and feel strong with leadership and the ability to communicate using multiword expressions but in reality many people do not use multiword expressions at all in speaking or giving speeches and people also assume if we are too clever in speaking it seems like excessive or they can say "lebay", even though it is very good in communication

skills using multiword expressions and this quality is what makes other people or the audience feel attracted to people who use multiword expression in a speech.

Example of the transcript of But I feel pride and **gratitude for** (Adjective-Preposition collocation) this **wonderful campaign** (Adjective + noun collocation) that we built together, this vast, diverse, creative, unruly, **energized campaign** (Adjective + noun collocation). You represent the best of America and being your candidate has been one of the **greatest honors** (Adjective + Noun collocation) of my life.

Many people think that giving speeches is very easy by memorizing the context or knowing the contents of the series that will be told, but basically the speech also has a lot of multi-words, so the presence of multiword expressions will make someone better at conveying a message or idea, promoting something, and also can increase our confidence when giving a speech. Ideally speaking in using multiword expressions depends on when we will speak or give a speech for example in formal places such as attending meetings, meeting with high councillors, talking about politics, and also matters regarding concrete discussions.

Seeing this fact, the researcher wants to analyze the speech of Hillary Clinton based on the multiword expressions and what expression is the most dominant used.

## **B. The Identification of Problem**

Based on the background of the analyse research above, the problem can be identified as follow:

1. Less number of people use multiword expressions in their speech
2. Misinterpretation between listener and speaker during the communication

### **C. The Scope and Limitation**

Based on the background of the analysis above, the scope of the analysis is focused on finding the Multiword Expressions in Hillary Clinton's Speech. This analysis conducted to limit of three types Multiword Expressions: <sup>1</sup>Idioms, <sup>2</sup>Phrasal Verb, <sup>3</sup>Collocations.

### **D. The Formulation of Problem**

Based on the background of the analysis research above, the problem can formulated as follow:

1. What type of Multiword Expressions are realized by Hillary Clinton Speech?
2. How is the realization of Multiword Expressions on Hillary Clinton's Speech?

### **E. The Objectives of Study**

Based on the problem formulation, the objective of this study is:  
"An Analysis of Multiword Expressions on Hillary Clinton's Speech"

### **F. The Significances of Study**

The findings on this research in theoretically and practically are:

1. Theoretically, to give some information about An Analysis of Multiword Expressions on Hillary Clinton's Speech Practically, the findings of the study were expected to give some advantages for students, teacher and writer.

- a. For the English teachers can make this research as the source in giving the material especially for analysis of Multiword Expressions on Hillary Clinton's Speech.
- b. For the students are expected to improve their abilities and ways in find out Multiword Expressions on Hillary Clinton's Speech.
- c. For the researcher by doing this research, this research can give significant contribution who were interested in using Multiword Expressions.



## **CHAPTER II**

### **REVIEW OF LITERATURE**

#### **A. Theoretical Framework**

##### **1. Definition of Multiword Expressions**

According to (Masini 2005: 145) Multiword Expressions is lexical units larger than a word that can bear both idiomatic and compositional meanings. Multiword Expressions have received more and more attention in recent years. Multiword Expressions are a privileged domain for the study of the relationship between syntax proper (intended as free combination of words) and the lexicon, which claims that “constructions” (i.e. a form/meaning pairings) are the basic units of linguistic knowledge. In this framework, syntax and the lexicon are not strictly separated, but rather we have a continuum that goes from morphemes to general syntactic configurations.

In addition, Sprenger (2003:4) “Fixed Expressions refer to specific (Masini, 2005) combinations of two or more words that are typically used to express a specific concept. Typical examples of FEs that are referred to in the literature often have an opaque meaning or a deficient syntactic structure, for example, *by and large* or *kick the bucket*. Decided to (Kumar et al, 2017) MWEs are the different lexical items that are decomposed into multiple simple words and display lexical, syntactic, semantic, pragmatic or statistical idiosyncrasies.

## **2. Types of Multiword Expressions**

Hoang and Boars (2016) stated that multiword expressions come in many shapes and perform a multitude of functions. They include conversational routine formulas (e.g., How are you doing?), discourse organisers (e.g., Having said that), idioms (e.g., at the end of the day), proverbs (e.g., When the cat's away), standardized similes (blind as a bat) and binomials (rough and tumble), phrasal verbs (e.g., sleep in), prepositional phrases (e.g., by car), compounds (e.g., baby boom), and collocations (e.g., bright sunshine; make an effort).

### **2.1. Idioms**

Idiomatic expressions are part of every language. According to Boers (2008) in MED Magazine, all languages have idioms and are full of them. Native speakers tend to use idiomatic expressions spontaneously without thinking of the figurative meaning.

#### **2.1.1. Types of Idioms**

According to Palmer in his book: *Semantic: A New Outline* (1976), idioms could be divided into three types: Phrasal verbs, Prepositional Verbs, and Partial idiom. But in this analysis, only one type of idiom is analyzed since it is the most common idiom that occurs in this study. It is (Prepositional verbs/partial idioms). The idioms below were taken from the Hillary Clinton's Speech.

### **a. Prepositional Verb (PALMER, 1976)**

A prepositional verb is a group of multi-word verbs composed from a verb plus another word or words. Many people refer to all multiword verbs as phrasal verbs. It's the sequences of verb plus preposition such as *go for* which means attack and *look after* which means care. The example of verb, adverb and preposition are '*put up with*' which means tolerate and 'do away' which mean killing. Those words are not fixed collocation idioms so that they cannot stand alone, they need to be followed by a complete sentence.

### **b. Partial Idiom**

Partial idiom is an idiom in which one of the words has its usual meaning; the other has a meaning that is peculiar to the particular sequence. We can find an example in red black hair which refers to hair, but no hair that is black in strict color terms.

### **2.1.2. Idiom Theories**

In Linguistics, idioms are defined as fixed expressions that are typically used in a figurative sense and they have arbitrary meanings. That is, idiomatic expressions make their meaning by coincidence and by chance or Idiomatic expressions in linguistics are said to randomly carry the meanings that they do (Boers,2008).

(Rana Abid Thyab) stated that in the English language, idiomatic expressions are spontaneously used by native speakers daily. It is an essential part

of English language lexicon and vocabulary. Idiomatic expressions are, therefore, considered inevitable for non-native speakers of English

Furthermore, idiomatic expressions are found to be culture-based. That is, idiomatic expressions carry within them the history, heritage, culture and customs of its native users (Rizq, 2015)

Carter (1993:65) defines idioms as special combinations with restricted forms and meanings that cannot be deduced from the literal meaning of the words which make them up. For ex; “Break a leg”.

Idiom is a set of two or more words that means something other than the literal meaning of its individual words (Gail Brenner)

## **2.2. Phrasal Verbs**

According to Broukal and Woods as cited in Wahyudi, (2015) phrasal verb is built of verb + an adverb particle and sometime the particle may be followed by a preposition. As stated by Sawyer, (2000) phrasal verb is a combination of main verb and a preposition or adverbial where, the main verb will be followed by a adverbial or preposition particle. Most of the phrasal verbs are formed by a small number, of verbs such as, go, get, come, etc. and the small number of particles such as, away, off, up, etc.

Based on those explanations, it can be concluded that, phrasal verb is a combination of verb and preposition or adverb and sometime, the phrasal verb is made up of the combination of the verb with a preposition and an adverb. The

prepositions and adverbs in the phrasal verb are often called by particle. The thing that makes the phrasal verb is more interesting and challenging because, phrasal verb cannot be translated word by word because, when the verb is combined with the preposition or adverb (particle), it will create the new meaning even there are not all of the phrasal verbs really change the meaning of the original verb.

### **2.2.1. Types of Phrasal Verb**

There are two type of phrasal verb namely, transitive phrasal verb and intransitive phrasal verb.

#### **a. Transitive Phrasal Verb**

Transitive phrasal verb is a phrasal verb which has a direct object. According to Stagebreg as cited in Wahyudi (2015) transitive phrasal verb adverbial composite has direct object (verbs are composed + O). For example, I have to take out this task.

Transitive phrasal verb can be separated into separable transitive phrasal verb and inseparable transitive phrasal verb (Broukal, 2005).

#### **b. Separable Phrasal Verb**

Separable phrasal verb is transitive phrasal verb which can be separated the two words and put the direct object in the middle. According to Broukal, (2005), separable phrasal verb; the particle can come before or after noun object. For example, “please turn off the TV” or, please turn the TV off.

Inseparable Phrasal Verb Inseparable phrasal verb is the particle always comes before the object (Broukal, 2005). For example, I'm really looking forward to my summer vacation (excited). The inseparable phrasal verb is quite different to separable phrasal verb. In the separable phrasal verb the object can be put in the in the middle of the phrasal verb while if it is inseparable phrasal verb it can be done.

#### c. Intransitive Phrasal Verb

Intransitive phrasal verb is the phrasal verb which is not followed by an object (English Oxford Dictionaries). That means phrasal verb has no object or a direct object is acted upon by the verb. For example, he is going back to Bali next year.

The traditional research on the phrase verb is mostly from the structural principle, which mainly focuses on its syntactic features [1]. This paper analyzes the surface structure of the sentence, and discusses the position of the words. Quark launched the comprehensive English grammar book "is considered to represent the syntactic study of verbs. In the study of the quark et al, the phrase verb is called "multi word verb" ". Verb and adverb or a preposition or both constitutes the phrasal verbs, expressing a complete concept of indivisible, people when in use to treats as words in the true meaning of the word, and not a few words of any combination.

## 2.3. Collocations

Collocations and Expressions are two or more words that are usually used together and sound natural to native speaker of English. For example: the famous phrase “Fast food” is a collocation.

### 2.3.1. Types of Collocation

There are several different types of collocation made from combination of verb, noun, adjective, etc. Some of the most common types are.

1. Adverb + Adjective Collocation Example:

- Fully aware, blissfully aware, worried about, deeply affected, deeply unhappy, highly unlikely

2. Nouns Collocation

There are a lot of collocation with pattern a noun of noun

- A round of applause, head teacher, debit card, desk jobs, departure time, child care, comfort zone, electronic industry, interest group, etc.

3. Verb Collocations

The collocations which are used extensively tend to involve verb + noun formation in the day to day situations. Here are some of the examples of these words for you to understand them better. In each of these examples the verb has other meanings as well, but combining it with the words will result in a group of words.

- To save time

You will save a lot of your time if you concentrate on your studies rather than browsing through the internet.

- To come prepared

You have a presentation tomorrow, so make sure that you come prepared,

- To find a replacement

Indian team needs to find a replacement for Sachin as soon as possible.

#### 4. Nouns and Verbs

Ex: Economy boomed, company has grown, company has expanded

#### 5. Adjective Collocations

Many collocations can be formed when you add adjectives with noun and adverbs. Here are a few examples of how you can make collocations using a single adjective.

#### 6. Adjective and Adverb

Ex: Happily married, fully aware, blissfully unaware, deeply competitive, worried about, deeply affected, highly unlikely, highly recommended, ridiculously long, actively involved.

#### 7. Adjective and nouns

Ex: bright color, brief chat, major problem, big brother, big surprise, big deal, heavy traffic, net profit, long time, high standards

#### 8. Nouns & Verbs

- Economy boomed, company has grown, company has expanded.



## 9. Adjective & Nouns

- Joe always wears blue or white or some other **bright color**
- His dying was not any **big surprise**
- He would describe it in **great detail**

### 2.3.2. Collocation Theories

The term ‘Collocation’ has its roots in a Latin verb ‘collocare’ which means ‘to set in order / to arrange’ (Hsu, 2007: Mahvelati & Mukundan, 2012: 205). Firth (1957), who brought this term to the field of linguistics after it was first introduced by Palmer (1933), defines it first as “a combination of words associated with each other” for example the word ‘night’ associates with the word ‘dark’. (SAUDI, 2007)

Definition of collocation are further by other linguistics, making it one of the most frequently defined terms. Lewis (1997:51) refers to collocation as a predictable co-occurrence of lexical items such as *fast food, human errors, do homework, make a friends etc.* Halliday & Matthiessen (2004:577) term collocation as the co-occurrence tendency of items which are associative. However, the most frequent and well known definition of collocation is “the tendency of a lexical item item to co-occur with one or more other words in a particular domain” (Hsu, 2007:192)

### 3. Hillary Clinton (Speech)

Hillary Clinton is the first female presidential candidate to get the majority of votes from major American parties and also as one of the Grammy female

figures for the Best Spoken Word category through audio books and other books written by Clinton always successful and also Clinton one of the most influential figures in the world politics. In this study I take a speech about political elections from Hillary Clinton's in the United States of America 2016

In public speaking, as in any form of communication, there are five basic elements that are shown through Lasswell's model of communication. In short, the speaker should be answering "who says what in which channel to whom with what effect?" Along with the basic elements of public speaking, the general purpose can range from transmitting information to telling a story to motivating people to act. Public speaking can also be considered a discourse community, where the audience and speaker are working to achieve a certain goal or find a purpose. Interpersonal communication and public speaking have several common components, including motivational speech, leadership, personal development, business, customer service, large group communication, and mass communication. Public speaking can be a powerful tool to use to persuade, influence, and inform the audience. It also utilizes ethos, or character.

## **B. Relevance Study**

First, Hien Hoang & Frank Boers (2016) investigated about Re-telling a story in a second language: How well do adult learners mine an input text for multiword expressions. The researcher took Adult second language (L2) learners have often been found to produce discourse that manifests limited and non-native-like use of multiword expressions. One explanation for this is that adult L2 learners are relatively unsuccessful (in the absence of pedagogic intervention) at

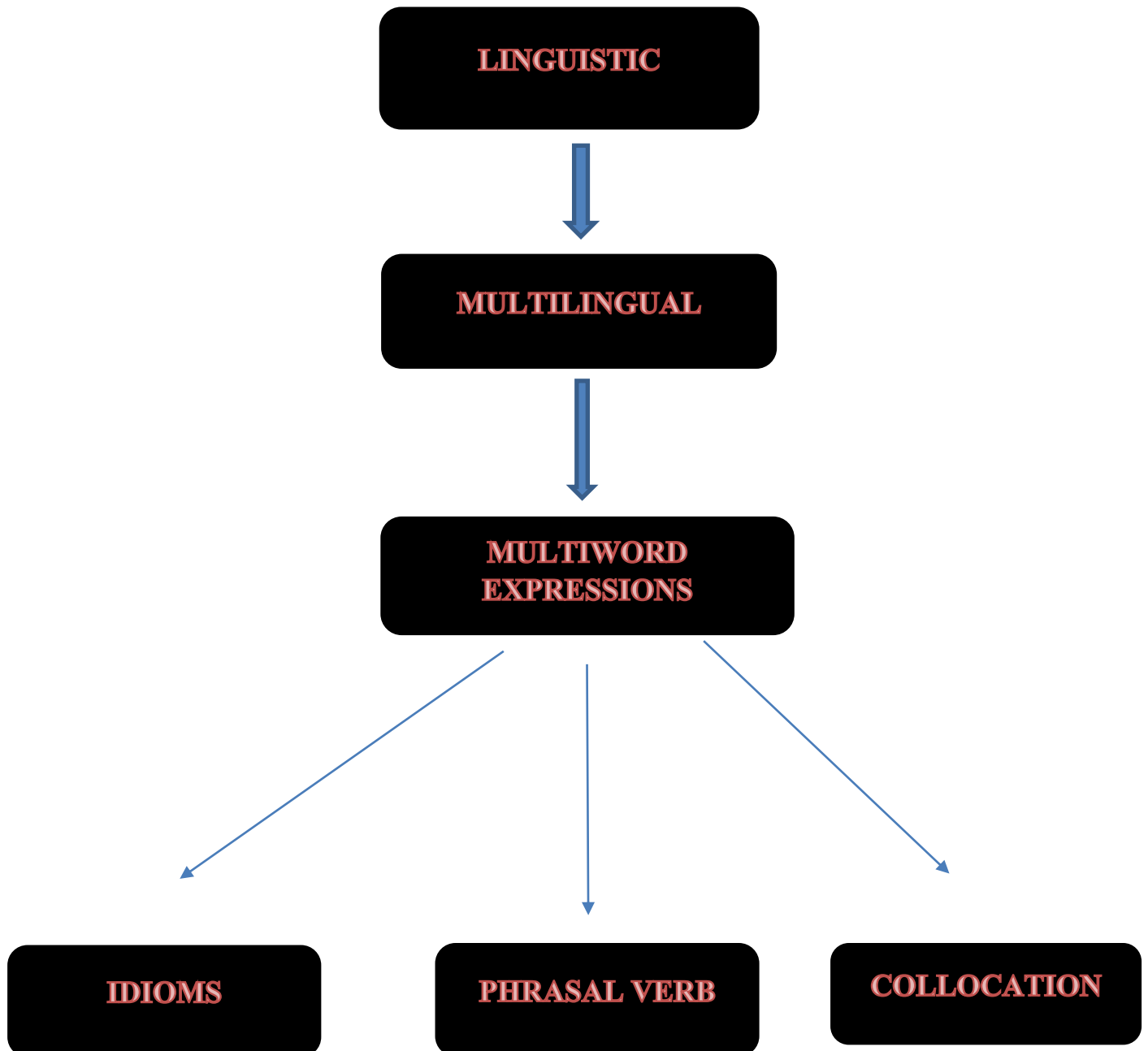
trans (Thomson, 2017) transferring multiword expressions from input texts to their own output resources. The present article reports an exploratory study where ESL learners were asked to re-tell a short story which they had read and listened to twice. The results of the experiment suggest that multiword expressions were recycled from the input text to some extent, but this stayed very marginal in real terms, especially in comparison with the recycling of single words. Moreover, when learners did borrow expressions from the input text, their reproductions were often non-target-like

Second, Haidee Thomson (2017) investigated about Building Speaking Fluency with Multiword Expressions. The researcher took of the previous research has shown a link between speaking fluently and using multiword expressions. However, evidence on how to effectively teach multiword expressions is limited. This study investigates the effect of fluency-oriented classroom teaching on speaking fluency, with special attention to multiword expressions. In this quasi-experimental study, a sequence of activities believed to foster fluency was implemented for 6 weeks in the classroom. The activity sequence was based on Wood's (2009) fluency workshop report. The students' gains in speaking fluency as well as their cued recall of multiword expressions were compared with a control group. Results show significant gains under the experimental condition for cued recall of multiword expressions ( $N = 73$ ), but speaking fluency and the number of multiword expressions used in speech ( $n = 23$ ) did not increase significantly when compared with the control group. The data also lend further support to the thesis that speaking fluency and use of multiword

expressions are positively correlated. Learner feedback on the activities revealed “shadowing” to be one (Kurnia, 2016) of the most favored activities

Third, the researcher aimed at describing the objective or real condition of the idiomatic expressions mastery effect on the speaking skill of the seventh grade students of SMP Negeri 87 Jakarta. The data was validated by applying percentage formula. They were analyzed based on observation and multiple choice questionnaire. The result of this research expose that students with the best idiomatic mastery and best speaking. The conclusion can be drawn is the students who master more idiomatic expressions speak natural English better than those who master less.

### C. Conceptual Framework



## CHAPTER III

### RESEARCH METHODOLOGY

This chapter deals with the research method that will be used in this research. It covers some aspects related to the method of research such as research design, the subject of the research, the instruments and technique of collecting data, and technique of analysing data.

#### **A. Research Design**

In conducting this research, the researchers use descriptive qualitative method. “Descriptive qualitative method” is the method which the purpose is to describe systematically, factually and accurately” (Issac and Michael, 1987). It means that this research does not intend to find a new theory but to find new evidence of describing theory. By using descriptive method, the data will be analysed by describing and identifying the types of Multiword Expressions on Hillary Clinton’s Speech.

#### **B. The Source of the Data**

The main source of the data in qualitative research are words and actions, and for the rest is the additional data such as documents, etc. (Lofland in Moleong, 2000). The source of the data in this research is taken from internet which published in <http://washingtonpost.com> entitled Hillary Clinton’s full Concessions Speech on Politics Election 2016.

### **C. Instrument of Collecting Data**

The instrument of this study is documentary sheet. Documentary means reading, studying, and analyzing the study to collect required information.

### **D. Procedures of the Research**

The procedure of this research is divided into two parts:

#### 1. Procedures of Collecting the Data

The researchers collected the data by using the following steps:

- a. Downloading the script of the speech from internet.
- b. Move the script into Microsoft word version.
- c. Reading the entire sentences from the script.
- d. Identifying the sentences of the speech.

#### 2. Procedures of Analyzing the Data

In analysing of Multiword Expressions on Hillary Clinton's Speech, the researchers used the descriptive qualitative technique in analyzing the data on Halliday's theory which the steps are:

- a. Identifying the types of Multiword Expressions on Hillary Clinton's Speech.
- b. Classifying the types of Multiword Expressions on Hillary Clinton's Speech.
- c. Tabulating each types of Multiword Expressions on Speech.
- d. Calculating the percentage of each types of speech function by using formula:

$$X = \frac{F}{N} \times 100\%$$

where:

X = the percentage of the types of Multiword Expressions

F = the number of the types of Multiword Expressions

N = the total number of the types of Multiword Expressions

- e. Finding the most dominant type of the Multiword Expressions on speech.



## CHAPTER IV

### DATA ANALYSIS AND FINDINGS

#### A. Data Analysis

This chapter deals with the data of this research were collected from Hillary Clinton's Speech that had been identified to Multiword Expressions. There were 59 multiword expressions in this speech which occurred on 10<sup>th</sup> November 2016 when Hillary Clinton's gave the concession speech after presidential election in America.

#### 4.1 The Type of Multiword Expressions Realized by Hillary Clinton

After collecting and identifying the data, they were classified based on Hoang and Boers theory (2016) namely Phrasal verb, idiom, and collocation. The number of multiword expressions are shown in the following table:

Table 1. The number of the type of multiword expressions on Hillary Clinton's Speech on the America presidential election 2016-2020.

No.	Type of Multiword Expressions	Number (F)	Percentages (X)
1	Phrasal Verb	15	26.8%
2	Idiom	9	16.1%
3	Collocation	32	57.1%
	<b>Total (N)</b>	<b>56</b>	<b>100%</b>

Table 1. shows that the total number of the type of multiword expressions are 56 with the details as follows: phrasal verb are (15), idiom are (9), and collocation are (32). Here are the details of the data based on types of multiword expressions:

### **How are the realization of Multiword Expression on Hillary Clinton's Speech?**

#### **a. Phrasal Verb**

According to Broukal and Woods as cited in Wahyudi, (2015) phrasal verb is built of verb + an adverb particle and sometime the particle may be followed by a preposition. As stated by Sawyer, (2000) phrasal verb is a combination of main verb and a preposition or adverbial where, the main verb will be followed by a adverbial or preposition particle. Most of the phrasal verbs are formed by a small number, of verbs such as, go, get, come, etc. and the small number of particles such as, away, off, up, etc. The thing that makes the phrasal verb is more interesting and challenging because, phrasal verb cannot be translated word by word because, when the verb is combined with the preposition or adverb (particle), it will create the new meaning even there are not all of the phrasal verbs really change the meaning of the original verb. The Phrasal verb was 17 in the Multiword Expressions on Hillary Clinton's Speech. It showed that the result of his experience by using the phrasal verb as the way give a view to the audience so that they could use. As displayed in the following data:

*(But I still **believe in** America and I always will)* (Phrasal verb 11)

It showed that the word “*believe*” was verb and there was particle “*in*”.  
The meaning is the feel that you can trust someone.

*(So let’s do all we can to keep advancing the causes and values we all hold dear; making our economy **work for** everyone not just those at the top, protecting our country and protecting our planet and breaking down all the barriers that hold any back from any achieving their dreams) (Phrasal Verb 17)*

It showed that the word “*work for*” was phrasal verb and this is literal meaning.

*(So let’s do all we can to keep advancing the causes and values we all hold dear; making our economy work for everyone not just those at the top, protecting our country and protecting our planet and **breaking down** all the barriers that hold any back from any achieving their dreams) (Phrasal Verb 18)*

It showed that the word “*breaking*” was verb and there was particle “*down*”. The meaning is get upset.

*(So let’s do all we can to keep advancing the causes and values we all hold dear; making our economy work for everyone not just those at the top, protecting our country and protecting our planet and breaking down all the barriers that **hold** any **back** from any achieving their dreams) (Phrasal Verb 19)*

It showed that the word “*hold*” was verb and there was participle “*back*” the meaning is to prevent the progress or development of something.

*(We've spent a year and a half **bringing together** millions of people from every corner of our country to stay with one voice that we believe that the American dream is big enough for everyone – for people of all races and religions, for men and women, for immigrants, for LGBT people, and people with disabilities.)*

(Phrasal Verb 20)

It showed that the word “*bringing*” was Verb and there was Adverb “*together*”. The meaning is to create a situation in which people meet and do something together.

*(I'm so grateful to **stand with** all of you)* (Phrasal Verb23)

It showed that the word “*stand*” was verb and there was preposition “*with*”. The meaning is to survive.

*(You crisscrossed this country on our behalf and **lifted me up** when I needed it most -- even four-month-old Aidan who traveled with his mom)* (Phrasal verb31)

It showed that the word “*lifted*” was verb and there was participle “*up*” the meaning is to elevate to a higher position.

*(I want everybody **coming out** from behind that and make sure your voices are heard going forward)*(Phrasal Verb 38)

It showed that the word “*coming*” was verb and there was participle “*out*”. The meaning is become known.

*(I want everybody coming out from behind that and make sure your voices are heard **going forward**.)* (Phrasal verb 39)

It showed that the word “*going forward*” was phrasal verb. The meaning is to go ahead or to continue.

*(To everyone who **sent in** contributions as small as \$5 and kept us going = phrasal, thank you) (Phrasal verb 40).*

It showed that the word “*sent*” was verb and there was participle “*in*”. The meaning is to write to get information.

*(I have, as Tim said, spent my entire adult life fighting for what I **believe in.**) (Phrasal verb 44).*

It showed that the word “*believe*” was verb and there was participle “*in*”. The meaning is the feel that you can trust someone.

*(This loss hurts, but please never stop believing that **fighting for** what's right is worth it) (Phrasal Verb 47)*

It showed that the word “*fighting*” was verb and there was “*for*”. The meaning is to struggle to get, keep, achieve (something).

*(And so we need -- we need you to **keep up** these fights now and for the rest of your lives.) (Phrasal verb 48)*

It showed that the word “*keep*” was verb and there was particle “*up*”. The meaning is make progress or increase at the same rate as somebody/something.

*(And I still believe as deeply as I ever have that if we stand together and work together with respect for our differences, **strength in** our convictions and love for this nation, our best days are still ahead of us.)* (Phrasal verb 53)

It showed that the word “*strength*” was verb and there was participle “*in*”.  
the meaning is power.

*(Because, you know -- you know, I believe we are stronger together and we will **go forward** together)* (Phrasal verb 55)

It showed that the word “*go forward*” the meaning is to go ahead or to continue.

#### **b. Idiom**

Idiomatic expressions are part of every language. According to Boers (2008) in MED Magazine, all language have idioms and are full of them. Native speakers tend to use idiomatic expressions spontaneously without thinking of the figurative meaning. As displayed in the following data:

*(Our campaign was never about one person or even one election, it was about the country we love and about building an America that's hopeful, inclusive, and **big-hearted**.)* (Idiom 10)

It showed that the word “*big-hearted*” the meaning of the idiom is kind and generous other towards people.

*(We owe him an **open mind** and the chance to lead)* (Idiom 12)

It showed that the word “*open mind*” was idiom. The meaning of the idiom is a willingness to listen or accept different ideas or opinion.

*(It has been a joy getting to know them better, and it gives me great hope and comfort to know that Tim will **remain on** the front lines of our democracy representing Virginia in the Senate) (Idiom 25)*

It showed that the word “*remain on*” was idiom. The meaning is to continue to be a top or aboard (something).

*(It has been a joy getting to know them better, and it gives me great hope and comfort to know that Tim will remain on the **front lines** of our democracy representing Virginia in the Senate) (Idiom 26)*

It showed that the word “*front lines*” was idiom. The meaning is to be an important position.

*(We -- we thank you for your graceful, determined leadership that has meant so much to so many Americans and people **across the world**) (Idiom 28)*

It showed that the word “*across the world*” was idiom. The meaning is to meet.

*(You **crisscrossed** this country on our behalf and lifted me up when I needed it most -- even four-month-old Aidan who traveled with his mom.) (Idiom30)*

It showed that the word “*crisscrossed*” was idiom. The meaning is from one side to the other.

*(You poured your hearts into this campaign.)* (Idiom 33)

It showed that the word "poured your hearts" was idiom. The meaning is to do something with all of your energy.

*(To everyone who sent in contributions as small as \$5 and kept us going, thank you.)* (Idiom 41)

It showed that the word "kept us going" was idiom. The meaning is to give enough energy until they get what they truly need or want.

*(Now, I -- I know -- I know we have still not shattered that highest and hardest glass ceiling but some day someone will and hopefully sooner than we might think right now)* (Idiom 50)

It showed that the word "glass ceiling" was idiom. The meaning is about attitudes which prevent people (especially women).

### **c. Collocation**

Definition of collocation are further by other linguistics, making it one of the most frequently defined terms. Lewis (1997:51) refers to collocation as a predictable co-occurrence of lexical items such as *fast food, human errors, do homework, make a friends etc.* Halliday & Matthiessen ( 2004:577) term collocation as the co-occurrence tendency of items which are associative. However, the most frequent and well known definition of collocation is "the tendency of a lexical item item to co-occur with one or more other words in a particular domain" (Hsu, 2007:192). As displayed in the following data:



(Very **rowdy group**. Thank you, my friends) (Collo 1)

It showed that the word “rowdy” was Adjective and there was noun “group”.

(Last night, I congratulated Donald Trump and offered to work with him on **behalf of our country**.) (Collo 2)

It showed that the word “behalf” was Noun and there was Preposition “of”.

(I hope that he will be a **successful president** for all Americans) (Collo3)

It showed that the word “Successful” was Adjective and there was Noun “President”

(This is not the outcome we wanted or we worked so **hard for** and I’m sorry that we did not win this election for the values we share and the vision we hold for our country) (Collo4)

It showed that the word “hard” was Verb and there was Preposition “for”.

(This is not the outcome we wanted or we worked so hard for and I’m sorry that we did not win this **election for** the values we share and the vision we hold for our country) (Collo5)

It showed that the word “*election*” was Noun and there was Preposition “*for*”.

*(But I feel pride and gratitude for this **wonderful campaign** that we built together, this vast, diverse, creative, unruly, energized campaign)* (Collo6)

It showed that the word “*wonderful*” was Adjective and there was Noun “*campaign*”

*(But I feel pride and gratitude for this wonderful campaign that we built together, this vast, diverse, creative, unruly, **energized campaign**)* (Collo7)

It showed that the word “*energized*” was Adjective and there was Noun “*campaign*”

*(You represent the best of America and being your candidate has been one of the **greatest honors** of my life)* (Collo8)

It showed that the word “*greatest*” was Adjective and there was Noun “*honors*”

*(This is painful and it will be for a **long time**, but I want to remember this)*  
(Collo9)

It showed that the word “*long*” was Adjective and there was Noun “*time*”

*(We owe him an open mind and the **chance to lead**)* (Collo13)

It showed that the word “*chance*” was Noun and there was Preposition “*to*”

*(Our constitutional democracy enshrines the peaceful **transfer of** power and we don't just respect that, we cherish it) (Collo14)*

It showed that the word “*transfer*” was Adjective and there was “*of*” Preposition.

*(It also enshrines other things; the **rule of law**, the principle that we are all equal in rights and dignity, freedom of worship and expressions.) (Collo15)*

It showed that the word “*rule*” was Noun and there was Noun “*law*”

*(It also enshrines other things; the rule of low, the principle that we are all equal in rights and dignity, **freedom of worship** and expressions) (Collo16)*

It showed that the word “*freedom*” was Noun and there was Noun “*worship*”

*(We've spent a year and a half bringing together **millions of people** from every corner of our country to stay with one voice that we believe that the American dream is big enough for everyone – for people of all races and religions, for men and women, for immigrants, for LGBT people, and people with disabilities.) (Collo21)*

It showed that the word “*millions*” was Noun and there was Noun “*people*”.

*(We've spent a year and a half bringing together millions of people from every corner of our country to stay with one voice that we believe that the American dream is **big enough** for everyone – for people of all races and religions, for men*

*and women, for immigrants, for LGBT people, and people with disabilities.)*

(Collo 22)

It showed that the word “big” was Adjective and there was Noun “Enough”.

*(It has been a joy getting to know them better, and it gives me **great hope** and comfort to know that Tim will remain on the front lines of our democracy representing Virginia in the Senate.)*(Collo24)

It showed that the word “great” was Adjective and there was Noun “hope”  
*(To Barack and Michelle Obama, our country owes you an **enormous debt** of gratitude.)* (Collo27)

It showed that the word “enormous” was Adjective and there was Noun “debt.”

*(And to Bill and Chelsea, Mark, Charlotte, Aidan, our brothers and our **entire family** my love for you means more than I can ever express.)* (Collo29)

It showed that the word “entire” was Adjective and there was Noun “family”

*(I will always be grateful to the creative, talented, **dedicated men** and women at our headquarters in Brooklyn and across our country.)* (Collo32)

It showed that the word “dedicated” was Adjective and there was Noun “men”

*(I want each of you to know that you were the **best campaign** anybody could have ever expected or wanted)* (Collo34)

It showed that the word “*best*” was Adjective and there was Noun “*campaign*”

It showed that the word “*million*” was Noun and there was Noun “*volunteers*”

*(And to the millions of volunteers, **community leaders**, activists and union organizers = Noun + Noun who knocked on = phrasal doors, talked to neighbours, posted on = Phrasal Facebook, even in secret, private Facebook sites) (Collo36)*

It showed that the word “*community*” was Noun and there was Noun “*leaders*”

*(And to the millions of volunteers, community leaders, activists and **union organizers** who knocked on doors, talked to neighbours, posted on Facebook, even in secret, private Facebook sites) (Collo37)*

It showed that the word “*union*” was Noun and there was Noun “*organizers*”

*(And to the **young people** in particular, I hope you will hear this) (Collo42)*

It showed that the word “*young*” was Adjective and there was Noun “*people*”

*(I have, as Tim said, spent my entire **adult life** fighting for what I believe in) (Collo43)*

It showed that the word “*adult*” was Adjective and there was Noun “*life*”

*(Many of you are at the beginning of your **professional public** and political careers.) (Collo45)*

It showed that the word “*professional*” was Adjective and there was Noun “*public*”.

*(Many of you are at the beginning of your professional public and **political careers**.)* (Collo46)

It showed that the word “*political*” was Noun and there was Noun “*careers*”.

*(And to all the women, and especially the **young women** who put their faith in this campaign and in me, I want you to know that nothing has made me prouder than to be your champion.)* (Collo49)

It showed that the word “*young*” was Adjective and there was Noun “*women*”.

*(And -- and to all the **little girls** who are watching this, never doubt that you are valuable and powerful and deserving of every chance and opportunity in the world to pursue and achieve your own dreams.)* (Collo51)

It showed that the word “*little*” was Adjective and there was Noun “*girls*”.

*(And I still believe as deeply as I ever have that if we stand together and work together with **respect for** our differences, strength in our convictions and love for this nation, our best days are still ahead of us.)* (Collo52)

It showed that the word “*respect*” was Adjective and there was Preposition “*for*”.

*(And I still believe as deeply as I ever have that if we stand together and work together with respect for our differences, strength in our convictions and **love for** this nation, our best days are still ahead of us.)* (Collo54)

It showed that the word “*love*” was Adjective and there was Preposition “*for*”

(*I am **incredibly honoured** and grateful to have had this chance to represent all of you in this consequential election.*) (Collo56)

It showed that the word “*incredibly*” was Adjective and there was Adverb “*honoured*”.

## **B. Findings**

The data of this research were taken from the script of Hillary Clinton’s speech in the United State in America. It was analyzed from multiword expressions in the speech. The clauses contained the multiword expressions would be the first analysis in this research. The process resulted in this result would be marked by using the coding to know what types of multiword expressions. There were three types of multiword expressions found on Hillary Clinton’s speech namely Collocation, Phrasal verb, and Idioms. In this research, there were two questions that have to be answered. The first question was about types of multiword expressions, the second question was about the realization of the multiword expressions types in the speech.

The realization of types multiword expressions’s speech is because the speech has grammatical and systematical reasons. From the result of the data that had been composed, there were 56 words of the Multiword expressions found on multiword expressions on Hillary Clinton’s speech process was the dominant type. The multiword expressions was placed as the dominant Collocation types that had 32 collocation words (57,1%), followed by Phrasal Verb type that had 15 Phrasal

verb words (26.8%), and Idiom types that had 9 idiom words (16,1%). The reason for dominant type of multiword expressions speech is the information given is about having and being which the speaker expresses her idea to persuade the audience through her speech and to attach the speaker's attention to understand it. Because the more objectives of the speech appear, the more persuasions can be attained. So it seems to be more objective than other processes.

There is a consideration which made Hillary Clinton oftenly used collocation in her concession speech. That is the highest proportion in the use of multiword expressions due to the fact that the speech deals with give information to the audience. Collocation takes definition for granted and is concerned with the words that typically appear with any particular word which always be used in giving a speech.



## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusion of the research findings that have been discussed in the previous chapter and also suggestions for head school, teacher, students, and other researcher.

#### A. Conclusions

After analyzing the data, conclusions can be drawn as in the following.

1. There were three types of Multiword Expressions On Hillary Clinton's Speech on Politics Election 2016, namely Phrasal Verb, Idioms, and Collocation. The most dominant type of Multiword Expressions found on Hillary Clinton's Speech was Collocation types that had 32 collocation words (57,1%), followed by Phrasal Verb type that had 15 Phrasal verb words (26.8%), and Idiom types that had 9 idiom words (16,1%).
2. The realizationing types of multiword expressions was because the speech on Hillary Clinton's speech has the grammatical and systematical reasons. The speaker used process types of multiword expressions for indicating something that has many references depends on speaker's means which can explain words or sentences to be understood by the audiences

## **B. Suggestions**

In relation to the conclusions, suggestions are staged as in the following.

1. It is worth for us to pay attention and it is needed for us to know and be more careful in seeing the meaning of multi-word expressions because this is very closely related to the problems that occur around us.
2. For the researcher by doing this research, this research can give significant contribution who were interested in using Multiword Expressions
3. For the students are expected to improve their abilities and ways in find out Multiword Expressions.

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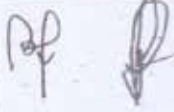
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Perihal : **PERMOHONAN PERSETUJUAN JUDUL SKRIPSI**

Dengan hormat, yang bertanda tangan di bawah ini :

Nama : Safira Hanafi  
 NPM : 1602050119  
 ProgramStudi : Pendidikan Bahasa Inggris

IPK = 3,30

Persetujuan Ketua/Sek Prodi	Judul yang diajukan	Disyahkan Oleh Dekan Fakultas
	"An Analysis of Hillary Clinton's Speech Using Multiword Expressions"	
	The Effect of Using Multiple Intelligences Strategy to Improve Students' Ability in Writing a Recount Text	
	An Analysis of Teachers' Questioning Strategies During Interaction in The Classroom	

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

Medan, 6 April 2020

Hormat Pemohon,



Safira Hanafi

Dibuat Rangkap 3 :

- Untuk Dekan/Fakultas
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Perihal : Permohonan Perubahan Judul Skripsi

Bismillahirrahmaanirrahim  
 Assalamu'alaikum Wr. Wb.

Dengan hormat, yang bertanda tangan di bawah ini :

Nama : Safira Hanafi  
 NPM : 1602050119  
 Program Studi : Pendidikan Bahasa Inggris

Mengajukan permohonan perubahan judul skripsi sebagai tercantum di bawah ini dengan judul sebagai berikut :

**Judul Pertama An Analysis of Hillary Clinton's Speech Using Multiword Expressions**

**Menjadi**

**An Analysis of Multiword Expressions on Hillary Clinton's Speech**

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

Medan, 18 Mei 2020

Ketua Program Studi  
 Pendidikan Bahasa Inggris

Mandra Saragih, S.Pd, M.Hum

Hormat Pemohon

Safira Hanafi

Dosen Pembahas

Mandra Saragih, S.Pd, M.Hum

Dosen Pembimbing

Drs. Ali Amran, M.Hum



MAJELIS PENDIDIKAN TINGGI  
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
Jl. KaptenMukhtarBasri No.3 Telp.(061)6619056 Medan 20238  
Website :<http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

FOR

=====

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

Assalamu'alaikum Wr. Wb.

Dengan hormat, yang bertanda tangan di bawah ini :

Nama : Safira Hanafi  
NPM : 1602050119  
ProgramStudi : Pendidikan Bahasa Inggris

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

"An Analysis of Hillary Clinton's Speech Using Multiword Expressions"

Sekaligus saya mengusulkan/menunjuk Bapak/Ibu sebagai

Dosen Pembimbing : Drs. Ali Amran M.Hum  
Sebagai Dosen Pembimbing proposal/risalah/makalah/skripsi

acc RF

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

Medan, 6 April 2020  
Hormat Pemohon,

Safira Hanafi

Dibuat Rangkap 3 :  
- Untuk Dekan/Fakultas  
- Untuk Ketua/Sekretaris Prodi



**MAJELIS PENDIDIKAN TINGGI**  
**UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA**  
**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**  
 Jl. Kapten Mukhtar Basri No.3 Telp.(061) 6619056 Medan 20238  
 Website : [fkip.umsu.ac.id](http://fkip.umsu.ac.id) E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

Nomor : 691/II.3/UMSU-02/F/2020  
 Lamp. : ---  
 Hal : **Pengesahan Proposal dan Dosen Pembimbing**

Bismillahirrahmanirrahiim  
 Assalamu'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 : **Safira Hanafi**  
 N P M : 1602050119  
 Progam Studi : Pendidikan Bahasa Inggris  
 Judul Penelitian : An Analysis of Hillary Clinton's Speech Using Multiword Expressions

Pembimbing : **Drs. Ali Amran 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 tangan : **26 April 2021**

Medan, 03 Ramadhan 1441 H  
26 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)**





**MAJELIS PENDIDIKAN TINGGI  
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp.061-6619056 Ext, 22, 23, 30  
Website: <http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

**PENGESAHAN PROPOSAL**

Panitian Proposal Penelitian Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara, Strata I, Bagi menerangkan di bawah ini:

Nama Lengkap : Safira Hanafi

N.P.M : 1602050119

Program Studi : Pendidikan Bahasa Inggris

Judul Proposal : An Analysis of Multiword Expressions on Hillary Clinton's Speech

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

Diketahui oleh

Ketua Program Studi  
Pendidikan Bahasa Inggris

Mandra Saragih, S.Pd., M.Hum

Pembimbing

Drs. Ali Amran, M.Hum



### BERITA ACARA SEMINAR PROPOSAL PRODI PENDIDIKAN BAHASA INGGRIS

Pada hari ini Senin tanggal 18 Mei 2020 telah diselenggarakan Seminar Proposal Program Studi Pendidikan Bahasa Inggris menerangkan bahwa :

Nama Mahasiswa : SAFIRA HANAFI  
NPM : 1602050119  
Program Studi : Pendidikan Bahasa Inggris  
Judul Proposal : "An Analysis of Hillary Clinton Speech Using Multiword Expressions"

No.	Uraian / Saran Perbaikan
	Judul : <b>AN ANALYSIS OF MULTIWORD EXPRESSIONS ON HILLARY CLINTON'S SPEECH</b> Chapter I 1. Background of study 2. Identification of problem 3. Scope and limitation 4. Formulation and objectives 1. Chapter II Totally must be revised 2. Chapter III Totally must be revised Grammar must be future tense and reference

Medan, 18 Mei 2020

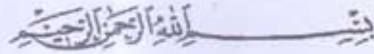
Proposal dinyatakan sah dan memenuhi syarat untuk diajukan ke skripsi

Ketua Program Studi

Mandra Saragih, S.Pd, M.Hum

Pembahas

Mandra Saragih, S.Pd, M.Hum



### SURAT KETERANGAN

Ketua Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan,  
Universitas Muhammadiyah Sumatera Utara, menerangkan di bawah ini:

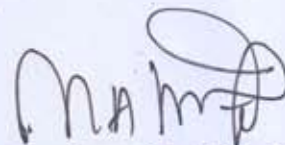
Nama Lengkap : Safira Hanafi  
N.P.M : 1602050119  
Program Studi : Pendidikan Bahasa Inggris  
Judul Proposal : An Analysis of Multiword Expressions on Hillary Clinton's Speech

benar telah melakukan seminar proposal skripsi pada hari Senin, tanggal 18, Bulan Mei,  
Tahun 2020.

Demikianlah surat keterangan ini dibuat untuk memperoleh surat izin riset dari Dekan  
Fakultas. Atas kesediaan dan kerjasama yang baik, kami ucapkan terima kasih.

Medan, Mei 2021

Ketua,



Mandra Saragih, S.Pd, M.Hum



MAJELIS PENDIDIKAN TINGGI  
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp. 061-6622400 Ext. 22, 23, 30  
Website: <http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

**SURAT PERNYATAAN**

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Saya yang bertandatangan dibawah ini :

Nama Lengkap : Safira Hanafi  
NPM : 1602050119  
Program Studi : Pendidikan Bahasa Inggris  
Judul Proposal : An Analysis of Multiword Expressions on Hillary Clinton's Speech

Dengan ini saya menyatakan bahwa:

1. Penelitian yang saya lakukan dengan judul di atas 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, 6 Maret 2021

Hormat saya

Yang membuat pernyataan,



Safira Hanafi

Diketahui oleh Ketua Program Studi  
Pendidikan Bahasa Inggris

Mandra Saragih, S.Pd, M.Hum



UMSU

Dia menjabat surat ini agar disebutkan nomor dan tanggalnya

MAJELIS PENDIDIKAN TINGGI PENELITIAN & PENGEMBANGAN  
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Jalan Kapten Mochtar Basri No. 3 Medan 20238 Telp. (061) 6622400  
Website: <http://fkip.umsu.ac.id> E-mail: [fkip@yahoo.co.id](mailto:fkip@yahoo.co.id)

Nomor : 975/II.3/UMSU-02/F2020  
Lamp. : --  
Hal : Mohon Izin Riset

Medan, 27 Syawal 1441 H  
19 Juni 2020 M

Kepada Yth.:  
Bapak/Ibu Kepala Pustaka 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 :

Nama : **Safira Hanafi**  
NPM : 1602050119  
Program Studi : Pendidikan Bahasa Inggris  
Judul Penelitian : An Analysis of Multiword Expressions on Hillary Clinton's 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 :  
- Pertinggal



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

Jl. Kapt. Mukhtar Basri No. 3 Telp. 6624567 - Ext. 113 Medan 20238  
Website: <http://perpustakaan.umsu.ac.id>

**SURAT KETERANGAN**

Nomor: *151*/KET/II.3-AU/UMSU-P/M/2021

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

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

**Nama** : Safira Hanafi  
**NPM** : 1602050119  
**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 :

*"An Analysis of Multiword Expressions on Hillary Clinton's Speech"*

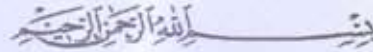
Demikian surat keterangan ini diperbuat untuk dapat dipergunakan sebagaimana mestinya.

Medan, 22 Rajab 1442 H  
06 Maret 2021 M

Kepala UPT Perpustakaan,



Muhammad Arifin, S.Pd, M.Pd



**BERITA ACARA BIMBINGAN SKRIPSI**

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara  
 Fakultas : Keguruan dan Ilmu Pendidikan  
 Jurusan/Prog. Studi : Pendidikan Bahasa Inggris  
 Nama Lengkap : Safira Hanafi  
 N.P.M : 1602050119  
 Program Studi : Pendidikan Bahasa Inggris  
 Judul Skripsi : An Analysis of Multiword Expressions on Hillary Clinton's Speech

Tanggal	Deskripsi Hasil Bimbingan Proposal	Tanda Tangan
2/9/2020	Chapter I, II, III	
24/9/2020	Chapter II & III	
13/10/2020	Chapter IV	
19/10/2020	Data Analysis & Conclusion	
25/01/2021	Revisi is complete.	

Diketahui oleh:  
Ketua Prodi

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

Medan, Januari 2021

Dosen Pembimbing

(Drs. Ali Imran, M.Hum.)



### LEMBAR PENGESAHAN HASIL SEMINAR PROPOSAL

Proposal yang sudah diseminari oleh mahasiswa di bawah ini:

Nama Lengkap : Safira Hanafi  
N.P.M : 1602050119  
Program Studi : Pendidikan Bahasa Inggris  
Judul Proposal : An Analysis of Multiword Expressions on Hillary Clinton's Speech

Pada hari Kamis tanggal 11 bulan Juni tahun 2020 sudah layak menjadi proposal skripsi.

Disetujui oleh: Medan, Mei 2020

Dosen Pembahas

Dosen Pembimbing

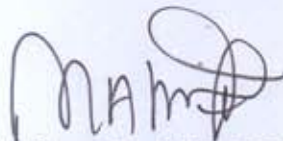


Mandra Saragih, S.Pd., M.Hum.



Drs. Ali Amran, M.Hum

Diketahui oleh  
Ketua Program Studi,



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



**UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA**  
**Fakultas Keguruan dan Ilmu Pendidikan**

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**SURAT PERNYATAAN**

**Bismillahirrahmanirrahim**

Yang bertanda tangan di bawah ini, mahasiswa Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara.

Nama lengkap	: <b>SAFIRA HANAFI</b>
Tempat/ Tgl. Lahir	: Belawan, 19 Juni 1998
Agama	: Islam
Status Perkawinan	: Kawin/Belum Kawin/Duda/Janda*)
No. Pokok Mahasiswa	: 1602050119
Program Studi	: Pendidikan Bahasa Inggris
Alamat Rumah	: Jl. Cilacap Timur No.15 Medan Telp/Hp: 0895-6122-59297
Pekerjaan/ Instansi	: -
Alamat Kantor	: -

Melalui surat permohonan tertanggal      Maret 2021 telah mengajukan permohonan menempuh ujian skripsi. Untuk ujian skripsi yang akan saya tempuh, menyatakan dengan sesungguhnya, bahwa saya,:

1. Dalam keadaan sehat jasmani maupun rohani
2. Siap secara optimal dan berada dalam kondisi baik untuk memberikan jawaban atas pertanyaan penguji,
3. Bersedia menerima keputusan Panitia Ujian Skripsi dengan ikhlas tanpa mengadakan gugatan apapun;
4. Menyadari bahwa keputusan Panitia Ujian ini bersifat mutlak dan tidak dapat diganggu gugat.

Demikianlah surat pernyataan ini saya perbuat dengan kesadaran tanpa paksaan dan tekanan dalam bentuk apapun dan dari siapapun, untuk dipergunakan bilamana dipandang perlu. Semoga Allah SWT meridhoi saya. Amin.

**SAYA YANG MENYATAKAN,**



**SAFIRA HANAFI**

## **CURRICULUM VITAE**

1. Name : Safira Hanafi
2. Place/Date of Birth : Belawan, June 19, 1998
3. Register Number : 1602050119
4. Sex : Female
5. Religion : Moslem
6. Marital Status : Single
7. Address : Jln.Cilacap Timur No 5 Belawan, Medan Belawan.
8. Hobby : Singing
9. Parents
  - a. Father's Name : Mhd Hanafi, S.E
  - b. Mother's Name : Martati
  - c. Parents' Address : Jln.Cilacap Timur No 5 Belawan, Medan Belawan.

## **EDUCATION**

1. Elementary School at SD Swasta Hang Tuah 1 Belawan
2. Junior High School at SMP Negeri 20 Medan
3. Senior High School at SMA Negeri 3 Medan
4. The Student of UMSU in Faculty of Teacher Training and Education,  
English Department (2016-2021)