

**POLYSEMY ANALYSIS ON THE GREAT DICTATOR SPEECH BY
CHARLIE CHAPLIN**

SKRIPSI

*Submitted in Partial Fulfillment of The Requirement
For The Degree of Sarjana Pendidikan (S.Pd)
English Education Program*

By :

TAMMI REZKY

NPM 1602050076



UMSU

Unggul | Cerdas | Terpercaya

**FACULTY OF TEACHERS TRAINING AND EDUCATION
UNIVERSITY MUHAMMADIYAH SUMATERA UTARA
MEDAN
2020**



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

BERITA ACARA

Ujian Mempertahankan Skripsi Sarjana Bagi Mahasiswa Program Strata 1
Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara



Panitia Ujian Sarjana Strata-I Fakultas Keguruan dan Ilmu Pendidikan dalam Sidangnya yang diselenggarakan pada hari Sabtu, Tanggal 7 November 2020, pada pukul 08.30 WIB sampai dengan selesai. Setelah mendengar, memperhatikan dan memutuskan bahwa:

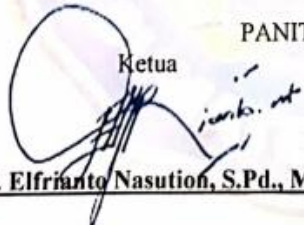
Nama : Tammi Rezky
NPM : 1602050076
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Polysemy Analysis on The Great Dictator Speech by Charlie Chaplin

Dengan diterimanya skripsi ini, sudah lulus dari ujian Komprehensif, berhak memakai gelar Sarjana Pendidikan (S.Pd).

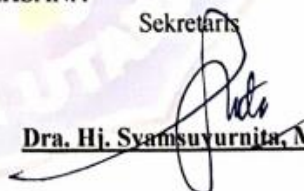
Ditetapkan : (**A**) Lulus Yudisium
() Lulus Bersyarat
() Memperbaiki Skripsi
() Tidak Lulus

PANITIA PELAKSANA

Ketua


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

Sekretaris



Dra. Hj. Syamsuurnita, M.Pd.

ANGGOTA PENGUJI:

1. Dr. Bambang Panca S, M.Hum
2. Dra. Diani Syahputri, M.Hum
3. Erlindawaty, S.Pd, M.Pd

1. 

2. 

3. 

Unggul Berprestasi Terpercaya



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

Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238

Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

LEMBAR PENGESAHAN SKRIPSI

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

Skripsi ini diajukan oleh mahasiswa di bawah ini:


Nama Lengkap : Tammi Rezky
N.P.M : 1602050076
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Polysemy Analysis on the Great Dictator Speech by Charlie Chaplin

sudah layak disidangkan.

Medan, Oktober 2020

Disetujui oleh:

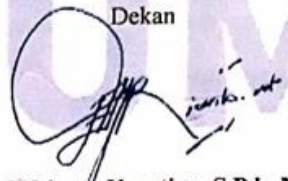
Pembimbing

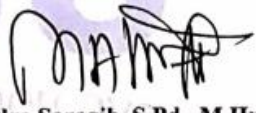

Erlindawati, S.Pd., M.Pd

Diketahui oleh:

Dekan

Ketua Program Studi


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


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

ABSTRACT

TammiRezky, 1602050076, “Polysemy Analysis on the Great Dictator Speech by Charlie Chaplin”. Skripsi English Education Program, Faculty of Teacher’s Training and Education (FKIP), University of Muhammadiyah Sumatera Utara (UMSU). Medan 2020

This study entitled “Polysemy Analysis on the Great Dictator Speech by Charlie Chaplin” discusses about what types of Polysemy that found on The Great Dictator Speech by Charlie Chaplin, what are the meanings of each Polysemy words found on The Great Dictator Speech by Charlie Chaplin, and how to identify Polysemy on The Great Dictator Speech by Charlie Chaplin. The objective of this study is 1) to analyze the types of polysemy used in The Great Dictator Speech by Charlie Chaplin, 2) to analyze what are the meaning of each polysemy words that found in The Great Dictator Speech by Charlie Chaplin, and 3) to investigate how to identify polysemy words is found in The Great Dictator Speech by Charlie Chaplin. The research of this study was conducted in the library of *Universitas Muhammadiyah Sumatera Utara* and this study uses qualitative method. It was found that there are two types of Polysemy on The Great Dictator Speech by Charlie Chaplin, namely, Regular Polysemy with a total of 11 words and Irregular Polysemy with a total of 26 words. In Regular Polysemy, each word has two or more meanings that are semantically related to each other such as, *room* means *ruang* and *kamar*, *provide* means *menyajikan* and *memenuhi*, *youth* means *pemuda* and *remaja*. In Irregular Polysemy, each word has the same meaning with other words even the words are not identical such as, the word *shut* similar to *close* which means *menutup*, the word *cries out* similar to *scream* which means *berteriak*, the word *reason* similar to *excuse* which means *alasan*. The Polysemy words that are found on The Great Dictator Speech by Charlie Chaplin were identified by collecting every sentence that containing Polysemy, removing the stop-words and perform the stemming to identify the words, recover all possible meaning of the identified polysemy word using *Advanced English Dictionary*, *IELTS Dictionary*, provide contextual meaning of the polysemy word by adapting it to the sentence in which the polysemy word is contained. It could be seen that the senses of Polysemy are highly related. The differences of it sometimes can be noticeable and delicate but sometimes it is difficult to identify. The assessments of Polysemy are sometimes difficult to make because it is a vague concept of relatedness.

Keywords : *Polysemy, Semantic, Lexical relation.*

ACKNOWLEDGEMENT



In the name of Allah SWT, the most gracious and the most merciful. First of all, the researcher would like to express her deepest praise and gratitude to Allah SWT who has given her the blessing and chances to complete this research. And the second, blessing and peace be upon to the final chosen religious messenger, our Prophet Muhammad SAW.

The researcher realized that many people had given their helps and useful suggestion for the finishing of this research. Without the assistance of them, this research would never existed. Therefore, the researcher would like to express her appreciation and sincere thanks to:

1. Dr. Agussani, M.Ap., as the Rector of University of Muhammadiyah Sumatera Utara.
2. Dr. ElfriantoNasution, S.Pd.,M.Hum., the Dean of FKIP University of Muhammadiyah Sumatera Utara.
3. MandraSaragih, S.Pd., M.Hum., as the Head of English Department FKIP of University of Muhammadiyah Sumatera Utara, and PirmanGinting, S.Pd., M.Hum., as the secretary of English Education Department FKIP of University of Muhammadiyah Sumatera Utara.
4. Erlindawati, S.Pd.,M.Pd., her supervisor who has given the idea, suggestion, and guidance during the process of this study completion.

5. All the lecturers for giving their knowledge in teaching English during academic years at English Education Department FKIP of University of Muhammadiyah Sumatera Utara.
6. Her beloved parents “BapakAdekWarsoPranoto and Ibu Sri Mariani” for giving her the best love, support and prayers to the researcher
7. Her beloved brothers “Andre Yudhasmara and Benny Anugerah” for giving her so much love and support to their little sister.
8. Her beloved best friends “Duarr Group” : CyntiaOktavaniSiregar, Sheila Anggita Diva Hasibuan, Indah Yuspita, KhairunnisaFazlaini, NabilahAuliaRangkuti, Ari TantraZuhri. And her bestest best friends “Kentang Group” : Retno Pertiwi and Rifdah Hana Setiawan for giving so much support, affection, motivation, prayers, suggestions, and for brighten her days during the process of finishing the research.

Finally, for everybody who gave the valuable advice, guidance, and assistance to the completion of this research. May Allah SWT always be with us, guides us and gives us power in our life.

Medan, 09 June 2020

TammiRezky

TABLE OF CONTENTS

ABSTRACT	i
ACKNOWLEDGEMENT	ii
TABLE OF CONTENTS	iii
CHAPTER I INTRODUCTION.....	1
A. Background of Study	1
B. The Identification of Study	3
C. The Formulation of the Study	4
D. The Scope and Limitation	4
E. The Objectives of the Study.....	5
F. The Significances of the Study	5
CHAPTER II REVIEW OF LITERATURE	6
A. Theoretical Framework	6
1. Lexical Semantic	6
2. Lexical Relation	8
3. Polysemy	10
4. Types of Polysemy	11
5. The Great Dictator.....	13
6. Biography of Charlie Chaplin	15
B. Previous Relevant Studies.....	16
C. Conceptual Framework	18
CHAPTER III RESEARCH METHODOLOGY	21
A. Location and Time	21
B. Data and Data Sources	21
C. Instrument of The Research	21
D. The Technique of Collecting Data	22
E. The Technique of Analysis Data.....	23
CHAPTER IV DATA ANALYSIS AND FINDINGS.....	25
A. Data Analysis	25
B. The Description of The Subject	25

1. Types of Polysemy on The Great Dictator Speech by Charlie Chaplin....	26
2. Analysing the meanings of each Polysemy words in The Great Dictator Speech by Charlie Chaplin.....	30
3. Identifying Polysemy words on The Great Dictator Speech by Charlie Chaplin.....	41
C. Findings.....	43
CHAPTER V CONCLUSION AND SUGGESTION	44
A. Conclusion	44
B. Suggestion.....	45
REFERENCES.....	46

CHAPTER I

INTRODUCTION

A. Background of the Study

Lexical semantics is a sub-field of linguistic semantics. This is a study of how and what is the point of words in a language. Words can show things or concepts in the world, depending on the specific approach to lexical semantics. The topic that explored in this field is the mapping of words to concepts. For example, Lexical relations are the relationship of the meanings of words with the other words. There are some topics that are discussed in lexical relations such as synonyms, antonyms, hyponyms, hyponymy and to some extent such as homonyms and polysemy are used in this field.

Human creativity in using language cannot only be seen from the creation of new words, but can also be seen from the various meanings represented by the form of a single word. Language is always changing and developing to provide the basic of human needs in interacting with their surroundings. Therefore, some words may have different but related meanings or sense in the same form of words and even in the same pronunciation. For instance, the word *head* is likely to have related meaning. It can refer to the head of a person and the head of a company or department. (Kreidler, 1998) said that the lexeme *head* has related meanings reflecting the general shape of the human head or the relation of the head to the rest of the body. This phenomenon is described as Polysemy.

Polysemy is a phenomenon of words having multiple related senses. Learning about polysemy must be able to distinguish polysemy and homonymy. Because, polysemy has a similarity with homonymy that are both has multiple meanings, and also has a difference that is the meaning in homonym words are very different and unrelated to the actual meaning while the meaning of polysemy words has a relation and not much different from the actual meaning. Polysemy comes from the word *poly* and *sema*, which means "many" and "sign". Klein and Murphy, (2002) defined that polysemy is the existence of more than one meaning for a given word that is the capability of a word to convey the different information about objects and phenomena of extra linguistic reality. In other word, polysemy is the different meanings of words that have connection between each other.

There are many objects that can be used as the main data to analyze polysemy. Such as novel, newspaper, speech-script, movie-script, songs and much more. In this study, the researcher used a speech-script as the object of the study, in particular a speech-script by Charlie Chaplin in his movie called *The Great Dictator*. The focus of this study is to analyze and identify about polysemy because there is still the lack of the knowledge of this field and that is what makes many people still confused and mistakenly distinguish between homonym and polysemy. The researcher analyzes and identifies about polysemy with the hope that this study will be able to improve the readers' insights about this field and can help the readers' to find out how to identify polysemy in a speech-script. The researcher also explain about polysemy and analyze the polysemy words that

found in The Great Dictator Speech by Charlie Chaplin because there are many polysemy words that has a certain meanings intended in the speech. Also because the speech is one of the most inspirational speeches given by a comedian named Charlie Chaplin in the film “The Great Dictator”, which is famous for the messages in it. Because of that, the researcher sees a good opportunity to analyze polysemy by using speech-script as the object of the research.

B. The Identification of the Study

Based on the background of the study above, the identifications of this study are:

1. There are many objects that use the word polysemy form in it, such as in songs, novels, movie, speech and many more. The researcher found out that there are many polysemy words in a speech-script, in particular in a speech by Charlie Chaplin in the film called The Great Dictator. Therefore, the researcher chose to identify what is the meaning of each polysemy words found in that speech-script.
2. In the discussion of polysemy, polysemy generally has two types, namely regular polysemy and irregular polysemy. In this case, the researcher decides to identify the type of polysemy in each of the previously identified polysemy words.
3. Polysemy words are words that are often used in general but the meaning of those words may be different in each sentence and depends on the context of the sentence. Even so, there are still

many people who find it difficult to identify polysemy words in an object. Because of that, the researcher of this study chose to discuss about how to identify polysemy words in a speech-script, especially in The Great Dictator Speech by Charlie Chaplin.

C. The Formulation of the Study

According to the explanations above, the researcher formulates the problems of the study as the following:

1. How to identify polysemy words that found in The Great Dictator Speech by Charlie Chaplin?
2. What types of polysemy found in The Great Dictator Speech by Charlie Chaplin?
3. What is the meaning of each polysemy words that found in The Great Dictator Speech by Charlie Chaplin?

D. The Scope and Limitation

This study focuses about polysemy words found in The Great Dictator Speech by Charlie Chaplin. After finding out the polysemy words, the researcher will identify about what types of polysemy used in The Great Dictator Speech by Charlie Chaplin and what is the meaning of each words. The researcher also analyze about how to identify polysemy words found in The Great Dictator Speech by Charlie Chaplin.

E. The Objectives of the Study

Based on the problem of the study above, the objectives of the study are :

1. To investigate how to identify polysemy words is found in The Great Dictator Speech by Charlie Chaplin.
2. To analyze the types of polysemy used in The Great Dictator Speech by Charlie Chaplin.
3. To analyze what are the meaning of each polysemy words that found in The Great Dictator Speech by Charlie Chaplin.

F. The Significances of the Study

This research is expected to be successful, which can achieve the goals optimally, can generate a systematic report and can be useful in general. In studying a research must have theoretical or practical benefit. The benefits are:

1. Theoretically, the results of this research will gain the richness of the study in the field of lexical semantics, especially about Polysemy.
2. Practically
 - a. This research is expected to increase appreciation of works, films and other literary works.
 - b. This research is expected to be useful in adding new insight and knowledge to writers and readers,
 - c. This research can be served as reference for the other researchers who want to do the further research about Polysemy.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

1. Lexical Semantic

Based on the article “An Account of the Word Semantics”, Semantics was found in 1948. Semantic is a linguistic sub-discipline that deals with analyzing and describing the literal meaning of linguistic expressions, from whole sentences to single words. Semantic is the technical term used to refer to the study of meaning. Palmer (1997) says that the meaning of the word is determined by the words arrangements in sentences or the other words. According to Crystal (1991:310), semantics is one of the branches of linguistics studying about the meaning and it is considered as a major branch of linguistics divided to study of meaning in language. One of the semantic sub-divisions is the lexical semantic.

Lexical semantic is a branch of semantics that deals with word meanings. Saeed (2003:53) defines lexical semantics as the study of the meaning of words and traditionally has two descriptive objectives: to represent the meaning of each word in a language, and to test how the meanings of words are interrelated. Lexical semantic fits in with linguistic in various ways. Some of the most common ways are: (1) as sub-modules in the semantic course; (2) as part of a vocabulary/lexicology course, including morphology, etymology, lexicography, and semantics; (3) as a free-standing course. There are two basic questions that lexical semantic might discuss: (1) how to explain the meaning of words, and (2)

how to explain the diversity of meanings from context to context. Both must be related, because adequate descriptions of meaning must be able to support variation and the ability to interpret it. The study of contextual variation leads in two directions: to the process of selecting permanently available possibilities and for the creation of new meanings from the old.

Lexical semantic has been defined as the study of the meaning of words, but in practice it is often more specifically related to the study of the meaning of lexical words. This means that lexical semantic is most interested in the open-classes of nouns, verbs, and adjectives. The unit of analysis in lexical semantics is a lexical unit that includes not only words but also sub-words or sub-units such as affixes and even combined words and phrases. The lexical unit includes a catalog of words in the language. Lexical semantic shows how the meaning of lexical units correlates with the structure of language or syntax.

Lexical items related to lexical semantics form the basic expressions that form a combined meaning. As in general semantic, there are three main approaches to meaning: (1) how words refer to entities (denotation); (2) how words are represented in mental lexicons (mentalist); (3) and how words are used in appropriate (pragmatic) contexts. With regard to compositional theories, there are three theories that lexical semantics focused on: (1) classification and decomposition of word meanings; (2) differences and similarities in lexical semantic structure between different languages; and (3) the relationship of the meaning of words with the meaning of sentences and syntax. There are two

studies of lexical semantics that includes the study of lexical fields and lexical relation.

2. Lexical Relation

Words cannot only be treated as “container” or as “roles”, but can also have “relation” in it. In everyday conversation, we are very often giving meaning of words in their relation. For example, when we want to give the meaning of the word *hidden*, then it will be the same as *hide*, or if we want to give the meaning of the word *shallow*, then it can be the opposite word of *depth*. It shows that characterizing the meaning of words is not only in terms of its component features, but can also in relation to other words. This procedure has also been used in semantic descriptions of language called lexical relation.

Bollinger (1968) in Nada (2008) defines lexical relations are the relationship of the meaning of a word to the other words. In other definition, lexical relation is the relationship between two or more words, which the meaning of the word in term of relationship two or more words to each other as the analysis of lexical relation (Yule, 2010). In conclusion, lexical relation is the study which discusses about the relationship of meaning of words to the other words. Lexical relations are the recognized patterns of relationships that exist between lexical units in a language and are the conditional semantic study of truth by comparing predicates, which can be made about the same referral expression. It is explained the relationship of meaning between various expressions in a language. M. Lynne Murphy (2003) says that the term lexical relation is ambiguous because the term

can refer to the relationship between words or the relationship between lexical items in mental lexical. Lexical relation used to show the paradigmatic relationship between words. This is not only a semantic relationship, but also includes phonetic relations such as poetry and alliteration, morphological relation such as inflection variations and morpho-syntactic relations such as co-membership in a grammatical category.

Keraf (1994) explained that the lexical relations of meaning which contained in words and the relationships are: hyponym, antonym, synonym, polysemy, and homonym. Hyponyms are words whose semantic range is included in other words. For example, cars, vans, trains, ships, airplanes are all the hyponyms of vehicles. Antonyms are words that are opposite in meaning. The meaning of the word can be partially defined by saying what is not. For instance, alive means not dead, woman means not man. Another example, skinny and short are not antonyms; skinny and fat, or short and tall are antonyms. Synonyms are two or more words that have similar and not always identical meanings that can be used interchangeably in many cases even though there are no synonyms that have the exact same meaning in all contexts. For example, *almost – nearly, answer – reply, give – deliver – provide*, and much more. Polysemy is defined as a phenomenon in which a single word form is associated with two or several related sense. Polysemy can be defined as a single word with two distinct but very closely related senses; it means that the polysemy words can have related meanings often with the same shape. For example, the word *move* can refer to the change position and can also refer to go to the specified direction, other word is *quite* that can refer

to making a little or no noises and can refer to making to be calm, and much more. Homonym is two or more words that have the same form but the meaning of each word is clearly different or unrelated. For example, the word *bank* can be a place to save money and also can be a riverside.

3. Polysemy

Polysemy comes from Neo-Latin polysemia, which is comes from the word *poly* and *sema*, which means "many" and "sign" that have many meanings or multiple meanings. It can make language rather slippery shift the sense making it easier to use. Today, the term polysemy is used both in lexical analysis and semantic with special connotations where it implies a word with many senses or meanings. If polysemy is morphologically defined, it will be a phenomenon of the word gaining new uses which over time tend to become more like new meanings. Polysemy can also be defined semantically as a phenomenon that a word has several different that are related to each other.

According to Edelheim (2007), polysemy is the opening of intentional meanings in a text with the aim of being many different interpretations that can contain text, depending on the viewpoint of the reader. Polysemy in Cognitive linguistic involves: (1) seeing meaning as categorization; (2) recognizing the importance of context for meaning or senses, and that linguistic and encyclopedic knowledge is difficult to separate; and (3) incorporating prototype theory into linguistic. A polysemy words can have different synonyms according to different senses if there is a difference in one of the three basic component of meaning such

as designation, connotation, and application. When comparing a near-synonym, it is very important to analyze their lexical meaning into a single sense to find the semantic feature criteria to establish connotation and range of applications and to find out which elements of their lexical meaning are the same and which are different.

Many people think that there is only one meaning in every words, with the rare exception of homonym that has unrelated meaning. Far more common but less familiar are the phenomena of polysemy words. Take the word *run* for the example. The word *run* in verb phrases is *run a half marathon*. It is clearly different from the one it has in *run some water, run for empty, run a shop, run the presidential, run late, and run away from responsibilities*. This phenomenon is described as polysemy and it develops in natural language. Klein and Murphy (2001) defined that polysemy is a phenomenon of words having multiple meanings. This is confirmed by a variety of different senses in any dictionary. Various unstable senses emerge that lexical items can be used to express in any opportunities. Klein and Murphy (2001) say that there is a broad agreement that the senses of polysemy are highly related, that they were created in part by a semantic approach.

4. Types of Polysemy

Polysemy can be divided into two types; regular polysemy and irregular polysemy. Based on Apresjan (1974) in Johannes Dölling's Journal (2018: 1) polysemy of the word A with the meaning ai and aj is called regular (systematic)

polysemy if in the given language there is at least one other word B with the meaning of b_i and b_j , which is semantically distinguished from each other in exactly the same way as a_i and a_j , and can be called if a_i and b_i , a_j and b_j are not identical. Polysemy is called irregular (non-systematic) polysemy if the semantic difference between a_i and a_j is not exemplified in other words of the given language. Based on that theory, it can be concluded that regular (systematic) polysemy have the same relation between the meanings for a series of lexical items and irregular (non-systematic) polysemy is where the relation is specific to singular. For example, A1) Denny take a *glass* from the kitchen; A2) Denny enjoyed a *glass* of wine. The word *glass* in A1 is refers to a ‘container’ while the word *glass* in A2 refers to a unit of liquid.

Klein and Murphy (2001) also have their own explanation about the types of polysemy. Types of polysemy according to Klein and Murphy (2001), is also the same as Apresjan’s theory, which is regular polysemy and irregular polysemy. Regular polysemy is defined as systematic and repetitive forms of polysemy. The words have a systematic relation in each other. In other words, the word A is called regular polysemy if there is at least one B word in the given language which the meanings are semantically distinguished from each other in the same way and are not identical. For example, *back to nature*. The word *back* in that sentence is included in regular polysemy because it has the same systematic word but different semantically or not identical. The word *back* means ‘*belakang*’ but in that sentence the word *back* means ‘*kembali*’. Polysemy is called irregular if the semantic difference between a_i and a_j is not exemplified in other words in certain

languages. Irregular polysemy usually associated with the senses produced by metaphorical relations and did not have systematic relations. In other words, the word A is called Irregular Polysemy if there is at least word B that have the same meaning as word A even the words are not identical. For example, *he covers up his mouth*. The word *covers up* in that sentence is included in the irregular polysemy because it has the same meaning of the actual meaning with another word even though it has no semantic relation. It has similar meaning to *close* which means '*menutup*'.

5. The Great Dictator Speech

The Great Dictator is film created by a well-known comedian from London, Charlie Chaplin. This is a parody of the film that Chaplin presented to satirize Nazi power and cruelty. The film was released in October 1940. The Great Dictator tells a parody of the Nazi heyday led by Hynkel or better known as Hitler. The Great Dictator is Chaplin's first film using dialogue. Chaplin played Jewish barber, who lived in the ghetto, and Hynkel or Hitler, ruler of the Tomainia dictator. In addition to starring in two characters, in this film Chaplin is the Director, Producer, Story writer, and also the Music producer. The film received positive responses and criticism, and also was nominated for five categories at the 13th Academy Awards (Extraordinary Production, Best Writing (Original Production), Best Supporting Actor for Jack Oakie, Best Music(Original Score), and Best Actor). Also the Modern critics praised this film as one of the most historically significant cinematic works and is an important political satire.

The film ends with a long speech criticizing dictatorship, demanding individual freedom, and praising democracy. Chaplin spent months compiling and rewriting speeches for the end of the film, a call for peace from the barber who had been mistaken as Hynkel or Hitler. Charlie Chaplin's speech at the end of the Great Dictator provides an excellent image of how a citizen can conquer the problem that divides it and how a leader should selflessly look at the world. Many people criticized his speech and considered it excessive for the film and the others found that Chaplin's words are as relevant today as they were in 1940. This speech was actually intended for war fighters to not to be afraid of the people in power at that time. In fact, this speech gives hope to those who have been saddened by war. On the other hand, this speech encourages many people to follow their nature as human beings who always behave well toward others regardless of their race, ethnicity, or religion.

In addition, this speech also asks the public not to be easily manipulated by others who are stronger. Through this film, Chaplin seemed to want the audience to see the other side of the dictators who had not seen before which is Hitler as a machine that could not be stopped, but rather as a little man with a delusion of great grandeur. With *The Great Dictator*, through his satirical comedy Charlie Chaplin is trying to change the image of a cruel dictator into someone who also has many weaknesses like ordinary people. This is more than enough to give the audience new hope that these dictators are not impossible to stop.

6. Biography of Charlie Chaplin

Charlie Chaplin was born in East Street, Walworth, London, England on April 16th, 1889. A London-born man who has the full name Charles Spencer Chaplin was very famous in the Silent Film era. He wrote, directed, produced, edited, starred in and composed music for the film itself. Many films that Chaplin made became famous and well known to this day. When he was young, at the age of ten, Chaplin joined as a dancer of Eight Lancashire Lads. Two years later, he tried acting on the theater stage and since then, he has slowly going up on a career as a silver screen star.

In 1910, he and a circus troupe toured the United States and decided to stay there. Chaplin's first film called The Tramp was made in 1914 with Mack Sennett, director of the Keystone Film Company of American. In that film, Chaplin appeared with a derby hat, a square mustache, as well as oversized shoes. Without saying a word, the audience smiled and even chuckled at his behavior when he patronized. His name is increasingly well known as an actor and director of The Kid (1921) and City Lights (1931). And he won his first Oscar with Limelight (1952). In 1918 his own studio in Hollywood was completed.

Throughout the years, Chaplin slowly developed the character of his first film The Tramp that was known as The Homeless, from a jovial, rude stereotype, to a pitiful human figure who was later loved by his fans all over the world. In 1919, he participated in founding the United Artist Corporation, where was active until 1952. In late 1940s and early 1950s, Chaplin was criticized for his leftist political views. His film The Great Dictator at that time contained sympathy for

pacifists, communists, and his supporters. As the result, he left the US in 1952 and later became a Swiss Citizen. It was only in 1972 he returned briefly to the US to receive several Oscar awards for his contribution to the world of film. Chaplin died in Switzerland at the age of 88. He also wrote an autobiography called *My Autobiography* (1964).

B. Previews Relevant Studies

There are some research studies about polysemy that had been conducted before and relevant in this study.

1. Scott A Crossley and Stephen Skalicky, 2017 “Making Sense of Polysemy Relations in First and Second Language Speakers of English”. This study is more focused about discussing mental lexicon. The objective of the study is to understand the development of mental lexicon by comparing the priming effect for the polysemy word sense among the First and Second Language Speakers of English. This research is a study that uses quantitative methods to solve the problems found. The researchers of the study conducted a survey of grade six students as the data resources and it stated that there is no significant priming effects were found in the second speaker participants. The result indicates that, unlike the other lexical relations, advanced second speakers do not form similar connections in the bilingual lexicon when compared to the first speakers. Different from the study above, this study only discussed about polysemy words that found in a speech.

This study uses qualitative method to solve the problems found and the data resources of this study is only a speech-script which means the researcher of this study did not work with other people. The relevant of these studies are both of them have the same discussion, that is about polysemy. And in the previous relevant studies, there is an expert theory that used in this study. That previous relevant study can be used to learn more about the expert theory that is used in this study.

2. Sabrina Ginting, 2018 “Homonymy and Polysemy Found in Toy Story Movies Script: A Semantic Analysis”. This study is not only discussed about Polysemy but also discussed about Homonymy. There are explanations of the two topics of the discussion, but it seen the study that the discussion or explanations of Polysemy was not detail enough and the study more focused in explaining Homonymy. The objectives of this study are to analyze Homonymy and Polysemy and describe about Homonymy and Polysemy that realized in a Movie-Script. There are expert theories that discussed about Polysemy, such as the theory by Apresjan and the theory by Klein and Murphy, and the expert theory used in the study is focused on the theory by Apresjan.

Unlike the study above, the researcher chose to discuss about Polysemy only in this study due to the explanation of Polysemy which was not so detailed. The object of this study is kind of similar, that is both of the study use a script as the object but the difference is this study use a speech-script as the object. Although both of the studies

have several similar objectives, but the researcher of this study add a different objective, which is to identify what are the meaning of each polysemy found in a speech-script. And the researcher of this study chose to use the theory about Polysemy by Klein and Murphy. The relevance of the two studies is both of them have the same discussion, it is about polysemy and both of the studies used the qualitative method to solve the problems. The previous study can be used as a good reference in making this study.

C. Conceptual Framework

A linguistic sub-discipline that deals with describing and analyzing the literal meaning of linguistic expressions is called semantic. There is a sub-division of semantic, it is called lexical semantic. Lexical semantic is a study of semantic that describes and analyze about how to explain the meaning of words and how to explain the diversity of meanings from context to context. A study which discuss about the relationship of words meaning is often called lexical relation. Lexical relation is the conditional semantic study of the truth by comparing predicates. The relationship of the lexical relations of meaning which contained in words that has been stated by Keraf (1994) are hyponym, antonym, synonym, polysemy and homonym.

This study focuses on polysemy because manypeople still cannot distinguish between homonym and polysemy and found it difficult to identify polysemy in an object. This study uses Klein and Murphy theory of polysemy

which is used to be the grand theory to help the researcher solve the problems found in this study. Polysemy according to Klein and Murphy (2001) is a phenomenon of words having multiple related senses. Polysemy by Klein and Murphy (2001) are defined as systematic, repetitive forms of polysemy. The word A is called regular if there is at least word B with the same form or pronunciation but have different meanings that related to each other, for example the word *Back* can refers to *Belakang* and *Kembali*. And based on Klein and Murphy (2001), polysemy is called irregular if the word A and B are have different form and pronunciation but have the same or similar meanings, for example the word *Enter* and *Come in* that means *masuk*. The types of polysemy based on Klein and Murphy's theory can be identifying by comparing the polysemy words found in an object with the words in dictionary. In this study, the researcher chose to use *Advanced English Dictionary, IELTS Dictionary*.

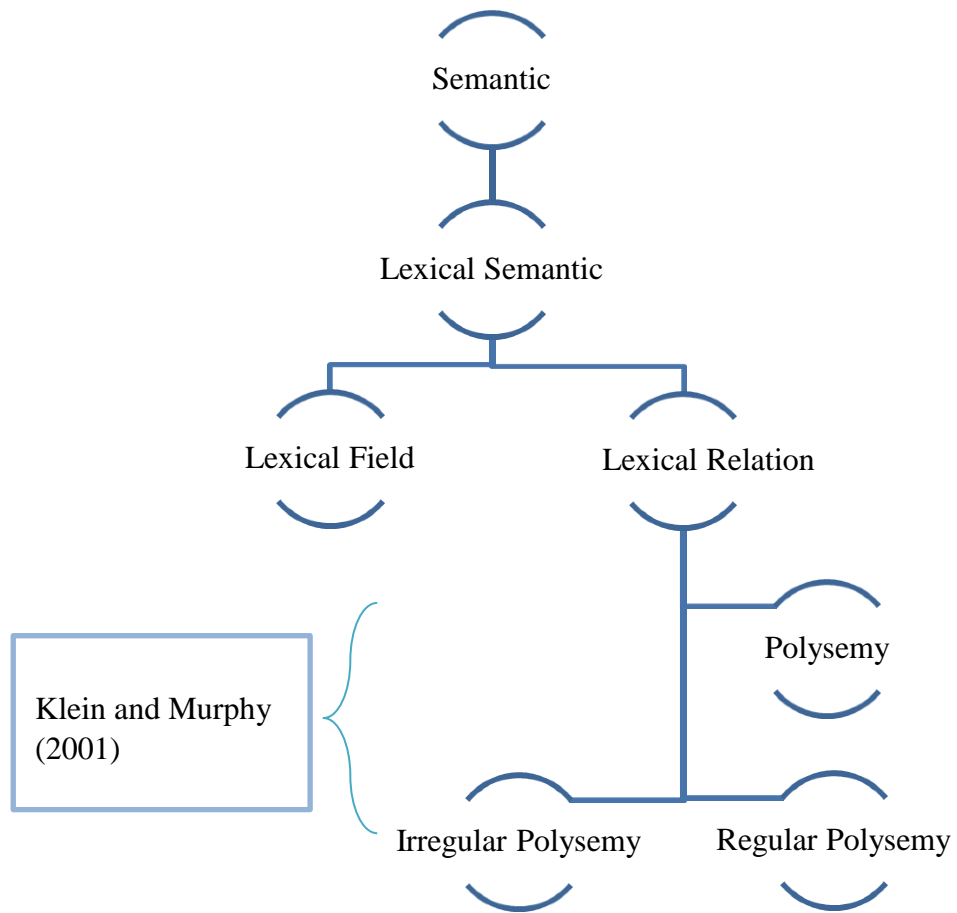


Figure 1. Chart of Conceptual Framework

CHAPTER III

RESEARCH METHODOLOGY

A. Location and Time

The study was conducted in a library that collects data about linguistic that discusses about polysemy, more specifically is the Library of *Universitas Muhammadiyah Sumatera Utara (UMSU)*, Medan, North Sumatera. The data are also found in bookstore and the internet. From these various places, the library provided the most data that can be used to conduct the library research in this study. This study was conducted for three months and started from June 2020 until August 2020.

B. Data and Data Resources

The data in this study are all words in sentences which contain the polysemy form word found in a speech delivered by Charlie Chaplin. The data obtain in the form of written information, documentation and also from books and journals that have a relation with the problem that has been formulated. The data source in this research is a speech-script from a movie made by Charlie Chaplin called “The Great Dictator”.

C. Instrument of the Research

To get the objective information in data collection, it is necessary to have the right data collection instruments or tools. The instrument of this study is

documentation sheets. Documentation sheets were used as a note record and to collect the important data that can answer the entire problem that has been formulated before.

D. The Technique of Collecting Data

The technique of collecting data can be seen through questionnaires, observations, documentations, interviews and so on. In this study, the researcher used the documentation technique with the intent to obtain the data directly from the object used, including relevant books and relevant research data. This study used a descriptive qualitative method. This method was used because the research data are in the form of words and phrases. Qualitative research method does not provide numbers or statistics but it is depends on how the researchers' knowledge in analyzing data. In this study, the researcher only collected, identified, and analyzed the data. In collecting the data, the researcher did several ways such as the following steps:

1. Read the script of The Great Dictator Speech.
2. Selecting sentences which contain polysemy words in the speech-script.
3. Collecting the polysemy words found in the selected sentences.
4. Documenting the collected words by taking a note.

E. The Technique of Data Analysis

Collecting information or data is only the beginning of the research process. When the data is collected, the data has to be analyzed or thought about. Different from quantitative analysis which uses data to provide answers and expressed numerically, Qualitative analysis which used in this study is more concerned with meaning. Data is a word which describes valid information that can help researchers answer their questions. And it can come from various sources, such as Notes or observations, newspaper clippings, interview tapes and transcript, personal journal, and survey or questionnaires (H. O'Connor and N. Gibson, 2003). Analysis of qualitative data with formal system has been developed to help researchers get the meaning of their data easily. Those systems involve:

1. Coding techniques for finding and marking the underlying ideas in the data.
2. Grouping similar kinds of information together in categories.
3. Relating different ideas and themes to one another.

(Rubin and Rubin, 1995 in H. O'Connor and N. Gibson, 2003)

Based on the explanation above, the techniques of data analyze in this study are:

1. Collecting the information or data by identifying sentences that contain polysemy words.
2. Grouping the polysemy words to each type using Klein and Murphy theory.

3. Analyzing each polysemy words and find out the meaning of each words. To find out the meaning of each word, the researcher use *Advanced English Dictionary, IELTS Dictionary*.

CHAPTER IV

DATA ANALYSIS AND FINDINGS

A. Data Analysis

The data in this study was taken from words that comprehend polysemy form in The Great Dictator Speech by Charlie Chaplin. In accordance with Klein and Murphy (2001) theory used in this study, the polysemy words found in The Great Dictator Speech by Charlie Chaplin are divided into two types, namely Regular Polysemy and Irregular Polysemy.

B. The Description of the Subject

The steps used by the researcher to identify the Polysemy words in The Great Dictator Speech by Charlie Chaplin are based on the research system developed by Rubin (1995) in H. O' Connor and N. Gibson (2003), which are: 1) Coding techniques for finding and marking the underlying ideas in the data; 2) Grouping similar kinds of information together in categories; 3) Relating different ideas and themes to one another. Based on that system, the researcher will answers all the problems of the study with collecting the data by identifying sentences that contain polysemy words, grouping the polysemy words to each type based on Klein and Murphy Theory, and then analysing the meaning of each words using *Advanced English Dictionary*, *IELTS Dictionary*.

1. Identifying Polysemy words on The Great Dictator Speech by Charlie Chaplin

Polysemy refers to words or phrases with different but related meanings. A word can be a Polysemy word if it can be used to deliver a different meaning. The differences between these meanings can sometimes be noticeable and delicate and also sometimes it is difficult to identify whether a word contains a polysemy form or not because the relation between the words can be a little hazy and unclear. However, determining whether a word contain a polysemy form or not can be helped by interpreting the origin form of the word.

According to the expert which was taken in the journal of *Identification and Contextual Semantic Retrieval of Polysemy Words* by Shashank (2019), there are five steps about how to identify Polysemy words. It said that the first step is accepting a sentence that contain polysemy word, then identify the polysemy word, removing stop-words and do stemming of polysemy word, retrieve all the possible meaning of the identified polysemy word using dictionary, and the last is providing the contextual meaning of polysemy word by using the words which surround the polysemy word as clue words.

Based on the steps above, the researcher identified the polysemy words that are found in The Great Dictator Speech by Charlie Chaplin using the following steps:

1. Collect the sentences that conceive polysemy word
2. Identify the polysemy word by removing the stop-words and perform stemming of polysemy word

3. Recover all possible meaning of the identified polysemy word using *Advanced English Dictionary, IELTS Dictionary*
4. Provide contextual meaning of the polysemy word by adapting it to the sentence in which the polysemy word is contained.

2. Types of Polysemy on the Great Dictator Speech by Charlie Chaplin

After following the data analysis process, the researcher found two types of Polysemy words in The Great Dictator Speech by Charlie Chaplin. Those two types of Polysemy are:

1) Regular Polysemy

Regular Polysemy is defined as repetitive systematic polysemy form. The words have a systematic relationship between the two. In other word, word A is called regular if in a certain language there is at least one other word B with meanings that are semantically different. Take a look at the examples from The Great Dictator Speech by Charlie Chaplin:

“In this world there’s a **room** for everyone..”

The word *room* on The Great Dictator Speech by Charlie Chaplin above called Regular Polysemy because there are two meanings that semantically different but related to each other: *kamar* and *ruang*. But it has the same systematic word: *room*.

“And so long as men die, liberty will never be **perish**”

The word *perish* on The Great Dictator Speech by Charlie Chaplin above also called regular polysemy because the meanings of it are semantically different but related to each other: *binasa* and *hancur*. But it has the same word systematically: *perish*.

“Soldiers! Don’t **fight** for slavery! **Fight** for Liberty!”

The word *fight* on The Great Dictator Speech by Charlie Chaplin above called Regular Polysemy because the meanings of it are semantically different but related to each other: *berjuangandberperang*. But it has the same word systematically: *fight*.

“...the good earth is rich and can **provide** for everyone”

The word *provide* on The Great Dictator Speech by Charlie Chaplin above called Regular Polysemy because the meanings of it are semantically different: *menyajikanandmemenuhi*. But it has the same word systematically: *provide*.

“Let us fight for a new world – a decent world that will give men a chance to work – that will give **youth** a future...”

The word he word *youth* on The Great Dictator Speech by Charlie Chaplin above called Regular Polysemy because the meanings of it are semantically different: *pemudaandremaja*. But it has the same word systematically: *youth*.

Based from the analysis process and the examples above, the researcher found 11 words of Regular Polysemy on The Great Dictator Speech by Charlie Chaplin

2) **Irregular Polysemy**

A polysemy is called Irregular if the semantic difference between ai and aj is not exemplified in other words in a particular language. It does not have a systematic relation but tends to be connected to one another through metaphorical relationship (Klein and Murphy, 2001). In other words, the word A is called Irregular Polysemy if there is at least word B that have the same meaning as word A even the words are not identical. Here are the examples:

“We have developed speed, but we have **shut** ourselves in”

The word *shut* on The Great Dictator Speech by Charlie Chaplin above called Irregular Polysemy because the word *shut* has the same meaning to the word *close* which means *tutup* or *menutup*.

“The very nature of these inventions **cries out** for the goodness in man – cries for universal brotherhood – for the unity of us all.”

The word *cries out* on The Great Dictator Speech by Charlie Chaplin above called Irregular Polysemy because the word *cries out* has the same meaning as *scream* which means *berteriak*.

“Let us fight for a world of **reason**– a world where science and progress will lead to all men’s happiness.”

The word *reason* on The Great Dictator Speech by Charlie Chaplin above called Irregular Polysemy because the word *reason* has the same meaning as *excuse* which means *alasan*.

“Machinery that gives **abundance** has left us in want.”

The word *abundance* on The Great Dictator Speech by Charlie Chaplin above called Irregular Polysemy because the word *abundance* has the same meaning as *galore* which means *kelimpahan*.

“Let us fight for a new world – a **decent** world that will give men a chance to work...”

The word *decent* on The Great Dictator Speech by Charlie Chaplin above called Irregular Polysemy because the word *decent* has the same meaning as *worthy* which means *layak*.

According to the analysis process above, the researcher found 26 words of Irregular Polysemy on the Great Dictator Speech by Charlie Chaplin.

The types of Polysemy in The Great Dictator Speech by Charlie Chaplin are presented in below

No.	Types	Total	Percentage
1.	Regular Polysemy	11	29.7%
2.	irregular Polysemy	26	70.3%
TOTAL	37	100%	

Based on data above, the researcher found the types of Polysemy that most constantly used in The Great Dictator Speech by Charlie Chaplin is Irregular Polysemy with 26 words (70.3%) and followed by Regular Polysemy with 11 words (29.7%).

3. Analysing the meaning of each Polysemy words in The Great Dictator Speech by Charlie Chaplin.

Based on the analysis, the researcher found two types of Polysemy on The Great Dictator Speech by Charlie Chaplin by the total of the words are found 37 words. There are 11 Regular Polysemy and 26 Irregular Polysemy found. Here are the Polysemy words that found on The Great Dictator Speech by Charlie Chaplin with the analysing of the meaning of each word.

1) Regular Polysemy

“In this world there’s a **room** for everyone..”

The word “*Room*” on The Great Dictator Speech by Charlie Chaplin above included in Regular Polysemy because the meaning of the word is semantically different or not identical but it has a systematic relation in each other. The word “*Room*” is usually can be means as *Kamar* but in the sentence above means *Ruang*.

“Let us fight for a world of reason – a world where science and progress will **lead** to all men’s happiness”

The word “*Lead*” on The Great Dictator Speech by Charlie Chaplin above included in Regular Polysemy because the meaning of it are semantically different or not identical but systematically related. The word “*Lead*” usually can be means as *memimpin* but in the sentence above means *menuntun*.

“But they **lie**! They do not fulfil that promise”

The word “*Lie*” on The Great Dictator Speech by Charlie Chaplin above included in Regular Polysemy because it has systematic relation meaning and it is not identical. The word “*Lie*” can be means as *berbohong* and it also can be means *berdusta*.

“I don’t want to rule or **conquer** anyone”

The word “**Conquer**” on The Great Dictator Speech by Charlie Chaplin above included in Regular Polysemy because the word has a systematic relation but semantically different or not identical. The word “*Conquer*” in the sentence above means *menaklukkan* but usually it can be means as *menundukkan*.

“...the good earth is rich and can **provide** for everyone”

The word “**Provide**” on The Great Dictator Speech by Charlie Chaplin above included in Regular Polysemy because it has meanings that are systematically related to each other but semantically different or not identical. The word “*Provide*” can be means as *menyajikan* but in the sentence above it means *memenuhi*.

“The way of life can be **free** and beautiful, but we have lost the way”

The word “**Free**” on The Great Dictator Speech by Charlie Chaplin above included in Regular Polysemy because the meaning of the word is semantically different or not identical but it has a systematic relation in each other. The word “*Free*” usually can be means as *merdeka* but in the sentence above it can be means as *bebas*.

“Greed has poisoned men’s souls – has barricaded the world with hate – has goose-stepped us into misery and **bloodshed**”

The word “**Bloodshed**” on The Great Dictator Speech by Charlie Chaplin above included in Regular Polysemy because it has meanings that are systematically related but semantically different and not identical. The word “*Bloodshed*” in the sentence above means *pertumpahandarah* but it is also can be means as *pembunuhan*.

“And so long as men die, liberty will never be **perish**”

The word “**Perish**” on The Great Dictator Speech by Charlie Chaplin above included Regular Polysemy because the meaning of the word has a systematic relation in each other but it is semantically different and not identical. The word “*Perish*” can be means as *binasabut* in the sentence above it means *hancur*.

“Soldiers! Don’t **fight** for slavery! **Fight** for Liberty!”

The word “**Fight**” on The Great Dictator Speech by Charlie Chaplin above included in Regular Polysemy because the meaning of it has a systematic relation but semantically different or not identical. The word “*Fight*” usually can be means as *berjuang* but in the sentence above it means as *berperang*.

“Let us fight for a new world – a decent world that will give men a chance to work – that will give **youth** a future...”

The word "**Youth**" on The Great Dictator Speech by Charlie Chaplin above included in Regular Polysemy because the meanings of the word has a systematically relation but semantically different or not identical. The word *Youth* usually can be means *Pemuda* but can also means *Remaja*.

2) Irregular Polysemy

“The **misery** that is now upon us is but the passing of greed – the bitterness of men who fear the way of human progress”

The word "**Misery**" on The Great Dictator Speech by Charlie Chaplin above included in Irregular Polysemy because it has the same actual meaning to other word even the words has no systematic relation in each other. It has similar meaning to *suffering* which means *kesengsaraan*.

“We have developed speed, but we have **shut** ourselves in”

The word "**Shut**" on The Great Dictators Speech by Charlie Chaplin above included in Irregular Polysemy because it has the same meaning to other words even they are not systematically related to each other. It has similar meaning to *seal ,close* which means *menutup*.

“The very nature of these inventions **cries out** for the goodness in man – cries for universal brotherhood – for the unity of us all.”

The word “*Cries out*” on The Great Dictator Speech by Charlie Chaplin above included in Irregular Polysemy because there is other word that has identical meaning but the word is not identical. It has the same actual meaning to *Scream* which means *Berteriak*.

“The hate of men will pass, and dictators die, and the power they took from the people will **return** to the people.”

The word “*Return*” on The Great Dictator Speech by Charlie Chaplin above included in Irregular Polysemy because the meaning of the word is the same as another word even it has no systematic relation or not identical. It has the same meaning to *Back* which means *Kembali*.

“Who **drill** you – diet you – treat you like cattle, use you as cannon fodder.”

The word “*Drill*” on The Great Dictator Speech by Charlie Chaplin above included in Irregular Polysemy because the word has a similar meaning to other word even they have no systematic relation and not identical. It has the similar meaning to *Train* which means *melatih*.

“Who drill you – diet you – treat you like **cattle**, use you as cannon fodder.”

The word “**Cattle**” on The Great Dictator Speech by Charlie Chaplin above included in Irregular Polysemy because there is another word that has the same meaning as the word on the sentence but it is not systematically related or not identical. It has a same meaning to *Livestock* which means *Ternak*.

“Let us fight for a world of **reason**– a world where science and progress will lead to all men’s happiness.”

The word “**Reason**” on The Great Dictator Speech by Charlie Chaplin above included in Irregular Polysemy because it has the same meaning to another word even the words are not identical. The word above has the same actual meaning to *Excuse* which means *Alasan*.

“I don’t want to **rule** or conquer anyone.”

The word “**Rule**” on The Great Dictator Speech by Charlie Chaplin above included in Irregular Polysemy because there is another word that has the same meaning as the word above but they have no systematic relation or not identical. The word has identical meaning to *Reign* which means *Memerintah*.

“...and the good earth is **rich** and can provide for everyone.”

The word “**Rich**” on The Great Dictator Speech by Charlie Chaplin above included in Irregular Polysemy because the meaning of the word is

the same as another word even it is not identical or systematically related. It has the same meaning to *Wealth* which means *Kaya*.

“Now let us fight to **fulfill** that promise!”

The word “**Fulfill**” on The Great Dictator Speech by Charlie Chaplin above included in Irregular Polysemy because it has the same meaning to other word even they have no systematic relation or not identical. The word has the similar meaning to *Keep* which means *Menepati*.

“I’m **sorry**, but I don’t want to be an emperor.”

The word “**Sorry**” on The Great Dictator Speech by Charlie Chaplin above included in Irregular Polysemy because it has the same actual meaning to other word even though it is not systematically related to each other and not identical. It has identical meaning to *Pardon* which means *Maaf*.

“We all want to **help** one another.”

The word “**Help**” on The Great Dictator Speech by Charlie Chaplin above included in Irregular Polysemy because there is other word that has the same meaning as the word above but they are not systematically related and not identical. It has the same meaning to *Assist* which means *Membantu*.

“I should like to help everyone if **possible**”

The word “**Possible**” on The Great Dictator Speech by Charlie Chaplin above included in Irregular Polysemy because the meaning of it has the similar meaning to other word even they are not identical. It has the similar meaning to *Potential* which means *Mungkin*.

“We want to **live** by each other’s happiness – not by each other’s misery.”

The word “**Live**” on The Great Dictator Speech by Charlie Chaplin above included in Irregular Polysemy because the word has the same meaning to other word even they have no systematic relation to each other or not identical. It has the similar meaning to *Exist* which means *Hidup*.

“Machinery that gives **abundance** has left us in want.”

The word “**Abundance**” on The Great Dictator Speech by Charlie Chaplin above included in Irregular Polysemy because there is other word that has the same actual meaning to the word above even it is not identical. The word has identical meaning to *Galore* which means *Kelimpahan*.

“Without these qualities, life will be **violent** and all will be lost.”

The word “**Violent**” on The Great Dictator Speech by Charlie Chaplin above included Irregular Polysemy because the meaning of the word is same as the other word even they have no systematic relation to each other and not identical. It has the similar meaning to *Rough* which means *Kasar*.

“Even now my voice is reaching millions throughout the world – millions of despairing men, women, and little children – victims of a system that makes men **torture** and imprison innocent people.”

The word “**Torture**” on The Great Dictator Speech by Charlie Chaplin above included in Irregular Polysemy because there is a word that has a similar meaning to the word above even it is not identical or systematically related to each other. It has the same actual meaning to *Torment* which means *Menyiksa*.

“To those who can hear me, I say: ‘Do not **despair**.’”

The word “**Despair**” on The Great Dictator Speech by Charlie Chaplin above included in Irregular Polysemy because there is a word that has a similar meaning to the word above even though it is not systematically related to each other. It has the same meaning to *Hopeless* which means *PutusAsa*.

“We don’t want to hate and **despise** one another.”

The word “**Despise**” on The Great Dictator Speech by Charlie Chaplin above included in Irregular Polysemy because the meaning of the word is similar to another word even though the word is not systematically related. It has the same meaning to *Underrate* which means *MemandangRendah*.

“The very nature of these inventions cries out for the goodness in man – cries for universal **brotherhood** – for the unity of us all.”

The word “**Brotherhood**” on The Great Dictator Speech by Charlie Chaplin above included in Irregular Polysemy because it has the same meaning to other word but the word not systematically related. The word has similar meaning to *Fraternity* which means *Persaudaraan*.

“We don’t want to **hate** and despise one another.”

The word “**Hate**” on The Great Dictator Speech by Charlie Chaplin above included in Irregular Polysemy because it has the same meaning to other word but the word not systematically related. The word has similar meaning to *Dislike* which means *Benci*.

“The way of life can be free and beautiful, but we have **lost** the way.”

The word “**Lost**” on The Great dictator Speech by Charlie Chaplin above included in Irregular Polysemy because it has the similar meaning to other word even though the word not systematically related to each other. The word has similar meaning to *Stray* which means *Tersesat*.

“Dictators free themselves but they enslave the **people**.”

The word “**People**” on The Great Dictator Speech by Charlie Chaplin above included in Irregular Polysemy because the meaning of the word is similar

as other word even it is not systematically related. It has the similar meaning to *Folk* which means *Rakyat*.

“Let us fight for a new world – a **decent** world that will give men a chance to work...”

The word “**Decent**” on The Great Dictator Speech by Charlie Chaplin above included in Irregular Polysemy because it has the same meaning to other word even though the word is not systematically related. It has the similar meaning to *Worthy* which means *Layak*.

“...that will give youth a future and old age a **security**.”

The word “**Security**” on The Great Dictator Speech by Charlie Chaplin above included in Irregular Polysemy because the word has the similar meaning to other word but the words are not systematically related to each other. It has the same meaning to *Safety* which means *Keamanan*.

“Soldiers, in the name of democracy, let us all**unite**!”

The word “**Unite**” on The Great Dictator Speech by Charlie Chaplin above included in Irregular Polysemy because there is another word that has the same meaning to the word above. It has the similar meaning to *Coalesce* which means *Bersatu*.

“...victims of a system that makes men torture and **imprison** innocent people.”

The word “***Imprison***” on The Great Dictator Speech by Charlie Chaplin aboc included in Irregular Polysemy because there is another word that has the same meaning to the word above. It has the similar meaning to *Incarcerate* which means *Memenjarakan*.

C. Findings

After all the data were analyzed based on the three research problems, the findings were described as follows:

1. The identification of Polysemy word on The Great Dictator Speech by Charlie Chaplin using the steps by Shashank (2019) which are collecting the sentence, identify the Polysemy word by removing the stop-words, recover all the possible meaning using *Advanced English Dictionary*, *IELTS Dictionary*, and provide the contextual meaning by adapting it to the sentence.
2. It was found there are two types of Polysemy on The Great Dictator Speech by Charlie Chaplin based on Klein and Murphy (2001) theory. There are Regular Polysemy and Irregular Polysemy.
3. Based on the analysis, it can be seen on The Great Dictator Speech by Charlie Chaplin there was 11 words of Regular Polysemy, such as *Room* which means *Ruang* and *Kamar*, *Lead* which means *Memimpin* and

Menuntun, *Bloodshed* which means *Pertumpahan Darah* and *Pembunuhan*. And there are also found 26 words of Irregular Polysemy on this, such as *Misery* that similar to *Suffering* which means *Kesengsaraan*, *Return* that similar to *Back* which means *Kembali*, *Reason* that similar to *Excuse* which means *Alasan*.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After analyzed the entire data, there are some conclusions that are concluded by the researcher as follows:

1. The Polysemy words that are found on The Great Dictator Speech by Charlie Chaplin was identified by collecting every sentence that containing Polysemy, identifying the words by removing the stop-words and perform, recovering all possible meaning of the identified polysemy word using *Advanced English Dictionary*, *IELTS Dictionary*, provide contextual meaning of the polysemy word by adapting it to the sentence in which the polysemy word is contained.
2. Polysemy based on Klein and Murphy (2001) theory is divided into two types, Regular Polysemy and Irregular Polysemy. Regular polysemy is a systematic and repetitive form of polysemy that words have a systematic relation in each other, while Irregular Polysemy does not have a systematic relation but tends to be connected to one another through metaphorical relationship.
3. It was found that each Polysemy words in Regular Polysemy has two or more meanings that are semantically related to each other such as, *room* means *ruang* and *kamar*, *provide* means *menyajikan* and *memenuhi*, *youth* means *pemuda* and *remaja*. And it was found that each Polysemy word in

Irregular Polysemy has the same meaning with other words even the words are not identical such as, the word *shut* similar to *close* which means *menutup*, the word *cries out* similar to *scream* which means *berteriak*, the word *reason* similar to *excuse* which means *alasan*.

B. Suggestion

The researcher would like to give suggestions for the future references as the following points:

1. The researcher suggest to the readers who have an interest to do a research about Polysemy to be more carefully analyze the subject because Polysemy is not as easy to understand as we think. The assessments of Polysemy are sometimes difficult to make because it is a vague concept of relatedness.
2. There are many expert theories that can be learned and used as references, but the researcher suggest to the readers who want to do a research on Polysemy to use expert theory that really matches the object that will be used in the research.
3. The researcher realizes that this thesis is far from perfect because of the limited knowledge of the researcher about Polysemy. However, the researcher hope to get criticism and suggestions that can help make the contents of this thesis better and can be properly used as references by other researchers.

REFERENCE

- Apresjan, J. D. (1974). Regular polysemy. *Linguistics* 14, 5-32.
- Bollinger, D. (1968). *Aspect of Language*. New York: Harcourt Brace Javanovich Inc.
- Crystal, D. (1991). *A Dictionary of Linguistics and Phonetics 3rd Edition*. New York: Bsil Blackwell.
- D. E. Klein, G. L. (2002). Paper has been my ruin: conceptual relations of polysemous senses. *Journal of Memory and Language*, 259-282.
- D.E. Klein, G. L. (2001). The Representation of Polysemous Words. *Journal of Memory and Language*, 259–282.
- Dölling, J. (2018). Systematic polysemy. *The Blackwell Companion to Semantics*, 1-27.
- Edelheim, J. R. (2007). Hidden Messages: A Polysemic Reading of Tourist Brochures. *Journal of Vacation Marketing*, 1-31.
- Keraf, G. (1994). *Diksi & Gaya Bahasa*. Jakarta: PT. Gramedia Pustaka Utama.
- Kreidler, C. W. (2002). *Introducing English Semantics*. London and New York: e-Library.
- Murphy, M. L. (2003). *Semantic Relations and the Lexicon: Antonymy, Synonymy, and Other Paradigms*. New York: Cambridge University Press.
- Palmer, F. R. (1997). *SEMANTICS A New Outline*. New York: Cambridge University Press.
- Saeed, J. I. (2003). *Semantics (Second Edition)*. United Kingdom: MPG Books Ltd.
- Wijaya, A. H. (2016). An Analysis of Polysemy in Advertisement of the Jakarta Post Newspaper. *Literary Cricism Journal Vol. 3 No. 1*, 33-39.

Yousif, N. A. (2008). CLASS LOGIC: SENSE AND SENSE RELATIONS. *J.Of COLlege of Education for Women*, 244-250.

Yule, G. (2010). *The Study of Language 4th Edition*. Cambridge: Cambridge University Press.

APPENDIX

1.1. Table of Data

No.	Sentences	Regular Polysemy	Irregular Polysemy
1	I'm sorry , but I don't want to be an emperor.		✓
2	I should like to help everyone if possible - Jew, Gentile – black man - white.		✓
3	I don't want to rule or conquer anyone.	✓	✓
4	We all want to help one another. Human beings are like that.		✓
5	We want to live by each other's happiness - not by each other's misery .		✓✓
6	We don't want to hate and despise one another.		✓✓
7	In this world there's room for everyone and the good earth is rich and can provide for everyone.	✓✓	✓
8	The way of life can be free and beautiful, but we have lost the way.	✓	✓
9	Greed has poisoned men's souls - has barricaded the world with hate - has goose-stepped us into misery and bloodshed .	✓	
10	We have developed speed, but we have shut ourselves in		✓
11	Machinery that gives abundance has left us in want		✓
12	Without these qualities, life will be violent and all will be lost.		✓

13	The very nature of these inventions cries out for the goodness in man - cries for universal brotherhood - for the unity of us all		✓✓
14	Even now my voice is reaching millions throughout the world - millions of despairing men, women, and little children - victims of a system that makes men torture and imprison innocent people.		✓✓
15	To those who can hear me, I say: 'Do not despair .'		✓
16	The hate of men will pass, and dictators die, and the power they took from the people will return to the people.		✓✓
17	And so long as men die, liberty will never perish .	✓	
18	Who drill you - diet you - treat you like cattle ,		✓✓
19	Soldiers! Don't fight for slavery!	✓	
20	Let us fight for a new world - a decent world that will give men a chance to work - that will give youth a future and old age a security .	✓✓	✓
21	But they lie ! They do not fulfill that promise.	✓	✓
22	Let us fight for a world of reason - a world where science and progress will lead to all men's happiness	✓	✓
23	Soldiers, in the name of democracy, let us all unite !		✓
TOTAL		11	26




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

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

Perihal : **PERMOHONAN PERSETUJUAN JUDUL SKRIPSI**

Dengan hormat, yang bertanda tangan di bawah ini :

Nama : TAMMI REZKY
 NPM : 1602050076
 Program Studi : Pendidikan Bahasa Inggris
 IPK Kumulatif : 135 SKS IPK = 3,53

Persetujuan Ketua/Sek Prodi	Judul yang diajukan	Disyahkan Oleh Dekan Fakultas
	Polysemy Analysis on The Great Dictator Speech by Charlie Chaplin	
	An Analysis of Personal Deixis in Hacksaw Ridge Movie Script	
	An Analysis of Representative Act in Dedy Corbuzier's Podcast	

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

Medan, 7 April 2020

Hormat Pemohon,


 TAMMI REZKY

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

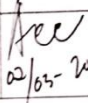


MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mochtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website : <http://www.fkip.umsu.ac.id> E-mail : fkip@umsu.ac.id

PERMOHONAN PERSETUJUAN JUDUL SKRIPSI

Dengan ini saya:

Nama Mahasiswa : Tammi Rezky
NPM : 1602050076
Prog. Studi : Pendidikan Bahasa Inggris

Judul	Diterima
Polysemy Analysis on The Great Dictator Speech by Charlie Chaplin	 02/05-2020

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

Disetujui oleh
Dosen Pembimbing

Erlindawati, S.Pd., M.Pd

Medan, Maret 2020
Hormat Pemohon

Tammi Rezky



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

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 : TAMMI REZKY
 NPM : 1602050076
 Program Studi : Pendidikan Bahasa Inggris

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

Polysemy Analysis on The Great Dictator Speech by Charlie Chaplin

Sekaligus saya mengusulkan/menunjuk Bapak/Ibu sebagai :

Dosen Pembimbing : Erlindawati S.Pd, M.Pd acc RFP
 Sebagai Dosen Pembimbing proposal/risalah/makalah/skripsi saya

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

Medan, 17 April 2020
 Hormat Pemohon,

TAMMI REZKY

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



FORM K 3

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 E-mail: fkip@umsu.ac.id

Nomor : 785/II.3/UMSU-02/F/2020

Lamp. : ---

H a l : **Pengesahan Proposal dan
Dosen Pembimbing**

Bismillahirrahmanirrahim
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 : **Tammi Rezky**
N P M : 1602050076
Progam Studi : Pendidikan Bahasa Inggris
Judul Penelitian : Polysemy Analysis on The Great Dictator Speech by Charlie Chaplin

.Pembimbing : **Erlindawati S.Pd., M.Pd.**

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 tanggapan : **8 Mei 2021**

Medan, 15 Ramadhan 1441 H
08 Mei 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. KaptenMukhtarBasri No.3 Telp.(061)6619056 Medan 20238Website
: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

PENGESAHAN PROPOSAL

Panitia Proposal Penelitian Fakultas Keguruan dan Ilmu Pendidikan
Universitas Muhammadiyah Sumatera Utara Strata – I bagi :

Nama : Tammi Rezky
NPM : 1602050076
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Polysemy Analysis on the Great Dictator Speech by Charlie Chaplin


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

Diketahui oleh :

Diketahui/Disetujui oleh
Ketua Program Studi

Pembimbing


Mandra Saragih, S.Pd, M.Hum


Erlindawati, S.Pd., M.Pd.



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

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

LEMBAR PENGESAHAN HASIL SEMINAR PROPOSAL

Proposal yang sudah diseminarkan oleh mahasiswa di bawah ini :

Nama : Tammi Rezky
N P M : 1602050076
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : Polysemy Analysis on the Great Dictator Speech by Charlie Chaplin

Pada hari Selasa bulan Juni tahun 2020 sudah layak menjadi proposal skripsi

Medan, 09 Juni 2020

Disetujui oleh :

Dosen Pembahas

Dra. Diani Syahputri, S.Pd, M.Hum

Dosen Pembimbing

Erlindawati, S.Pd., M.Pd

Diketahui oleh
Ketua Program Studi

Mandra Saragih, S.Pd, M.Hum



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

BERITA ACARA BIMBINGAN PROPOSAL

Nama : TAMMI REZKY
NPM : 1602050076
Program Studi : Pendidikan Bahasa Inggris
: Polysemy Analysis on The Great Dictator Speech by Charlie Chaplin
Judul Skripsi : Chaplin

Tanggal	Deskripsi Hasil Bimbingan Proposal	Tanda Tangan
11 – Mei - 2020	1. Table of Content 2. Chapter I- Identification of the Study 3. Chapter II. Conceptual Framework 4. Chapter III. Location and Time 5. Reference	
16 – Mei - 2020	1. Reference	
18 – Mei - 2020	ACC for Seminar	

Diketahui/Disetujui
Ketua Prodi Pendidikan Bahasa Inggris

Mandra Saragih, S.Pd., M.Hum

Medan, 18 Mei 2020
Dosen Pembimbing

Erlindawati, S.pd, M.Pd



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

**BERITA ACARA SEMINAR PROPOSAL
PRODI PENDIDIKAN BAHASA INGGRIS**

Pada hari ini Selasa tanggal 9 Juni 2020 telah diselenggarakan Seminar Proposal Program Studi Pendidikan Bahasa Inggris menerangkan bahwa :

Nama Mahasiswa : Tammi Rezky
NPM : 1602050076
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : Polysemy Analysis on The Great Dictator Speech by Charlie

No.	Uraian / Saran Perbaikan
9 Juni 2020	Table of contents Background of the study, Identification of problems, formulation of the problems, Research design, References, the word "writer" change to be researcher..

Medan, 9 Juni 2020

Proposal dinyatakan sah dan memenuhi syarat untuk diajukan ke skripsi

Ketua Program Studi

Pembahas

Mandra Saragih, S.Pd, M.Hum

Dra. Diani Syahputri, M.Hum

SURAT PERNYATAAN



Saya yang bertandatangan dibawah ini :

Nama Lengkap : Tammi Rezky
NPM : 1602050076
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : Polysemy Analysis on the Great Dictator Speech by Charlie Chaplin

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, Oktober 2020

Hormat saya

Yang membuat pernyataan,


Tammi Rezky

Diketahui oleh Ketua Program Studi
Pendidikan Bahasa Inggris


Mandra Saragih, S.Pd, M.Hum



UMSU

Bila menjawab 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

Nomor : 897/II.3/UMSU-02/F2020 Medan, 20 Syawal 1441 H
Lamp. : -- 12 Juni 2020 M
Hal : **Mohon Izin Riset**

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 :

N a m a : **Tammi Rezky**
NPM : 1602050076
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : Polysemy Analysis on The Great Dictator Speech by Charlie Chaplin.

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: 234/KET/II.10-AU/UMSU-P/M/2020

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

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

Nama : Tammi Rezky
NPM : 1602050076
Univ./Fakultas : UMSU/ Keguruan dan Ilmu Pendidikan
Jurusan/P.Studi : Pendidikan Bahasa Inggris/ S1

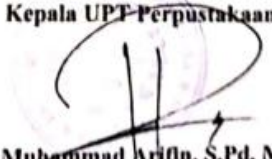
adalah benar telah melakukan kunjungan/penelitian pustaka guna menyelesaikan tugas akhir / skripsi dengan judul :

"Polysemy Analysis on The Great Dictator Speech by Charlie Chaplin"

Demikian surat keterangan ini diperbuat untuk dapat dipergunakan sebagaimana mestinya.

Medan, 4 Rabiul Awal 1442 H
21 Oktober 2020 M

Kepala UPT Perpustakaan,


Muhammad Ariflu, S.Pd, M.Pd

CURRICULUM VITAE

Name : Tammi Rezky

Address : Sei Alim Hasak, Dusun VI, Kisaran.

Telephone : 083802683543

Place Date of Brith : Sentang, May 7th, 1999

Name of Parents : Adek Warso Pranoto and Sri Mariani

Gender : Female

Nationally : Indonesia

Religion : Islam

Marital Status : Single

Email : tammirezky@gmail.com

Hobbies : Watching movie and reading

Education

The year of 2010 : Elementary School of SD Negeri 010036 Sei Dadap

The year of 2013 : Junior High School of SMP Negeri 6 Kisaran

The year of 2016 : Senior High School of SMA Negeri 1 Kisaran

The year of 2020 : University of Muhammadiyah Sumatera Utara



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

PERNYATAAN KEASLIAN SKRIPSI

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Saya yang bertanda tangan dibawah in:

Nama : Tammi Rezky
NPM : 1602050076
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Keguruan dan Ilmu Pendidikan

Dengan ini menyatakan bahwa skripsi saya yang berjudul **"Polysemy Analysis on The Great Dictator Speech by Charlie Chaplin"** adalah benar bersifat asli (*original*), bukan hasil menyadur mutlak dari karya orang lain.

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

Demikian pernyataan ini dengan sesungguhnya dan dengan sebenar-benarnya.

VANG MENYATAKAN,



Unggul | Cerdas | Terpercaya



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

BERITA ACARA BIMBINGAN SKRIPSI

Nama : Tammi Rezky
NPM : 1602050076
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Polysemy Analysis on the Great Dictator Speech by Charlie Chaplin

Tanggal	Deskripsi Hasil Bimbingan Skripsi	Tanda Tangan
8-juni	Background of the study	
- - -	Identifikasi of the problem	
12/10-20	Abstract	
- - -	Writing system	
23/10-20	Conclusion	
26/10-20	Referensi	

Medan, Oktober 2020
Dosen Pembimbing

Diketahui/Disetujui
Ketua Prodi Pendidikan Bahasa Inggris

Mandra Saragih, S.Pd., M.Hum

Erlindawati, S.Pd., M.Pd.