

**THE ANALYSIS OF SPEECH FUNCTIONS OF TEACHERS’
TALK IN ENGLISH CLASSROOM AT MTS AISYIYAH
SUMATERA UTARA**

SKRIPSI

*Submitted In partial fulfillment of the requirements
for the degree of Sarjana Pendidikan (S.Pd)
English Education Program*

By :

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**FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF MUHAMMADIYAH SUMATERA UTARA**

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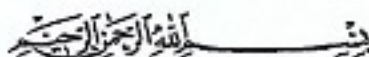


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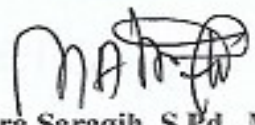
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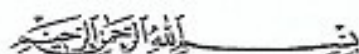


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Tanggal	Deskripsi Hasil Bimbingan Skripsi	Tanda Tangan
	Chapter I	
	Chapter II	
	Chapter III	
	Chapter IV - V	
	Referensi	

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ABSTRACT

Wanda Rizka Gustina, 1502050016. The Analysis of Speech Functions of Teachers' Talk in English Classroom at Mts Aisyiyah Sumatera Utara. Skripsi, English Education Program, Faculty of Teacher Training and Education. University of Muhammadiyah Sumatera Utara, Medan 2019

This study deals with the teachers' talk of the English teachers at Mts Aisyiyah Sumatera Utara. It is aimed to describe the type of speech function used by English teachers in English classroom at Mts Aisyiyah Sumatera Utara, to find out the most dominant type used by English teachers in English classroom at Mts Aisyiyah Sumatera Utara. The research of this thesis was carried by using descriptive qualitative. The researcher used technique of collecting data they are observation, interview and Audiovisual material. The data of transcription are classified into six basic types of speech function. There are referential function, emotive/expressive function, conative/directive function, phatic function, poetic function, metalinguistic function. The researcher observed two English teachers at Mts Aisyiyah Sumatera Utara. From two teachers who observed, the researcher found different total utterances and percentage. The total utterance of two teachers is 70 utterances which classified into six types of speech function. The most dominant type used by all teachers is conative/directive function. There are 34 utterances of 70 utterances (48.5%) belong to conative/directive function.

Keywords: analysis, speech function, teacher talk, english classroom

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The Researcher,

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CHAPTER I

INTRODUCTION

A. Background of the study

Language is used by humans to be able to communicate between one person to another. Language and humans cannot be separated from each other. Without language, it is not possible for humans to be able to communicate and interact well with others. Everyone makes daily activities using language. The activity in question includes talk to friends, listen to lecturers, read assignments, explore internet etc. Without language, none of these activities might be possible to do. Language really allows you to speak, read, write, listen to other people, and even speak with yourself or to think.

Language as a tool for communication and interaction one each other in social life. Human beings used the language as the medium to exchange their experiences and to complete their requirement. According to Saragih (2013:17) there were three factors necessitating human being to be interactive in their lives.

By language human can express their feeling and thinking. People can share their ideas by using language. It is hard to imagine if people don't have language in their communication. Using language in a communication is aimed to know what message and what information that will be delivered to other people.

As we know language is needed to communicate in a society. The social interaction and communication of ideas or messages can be delivered by using language. Language has relationship with society because it is used f communicate

with others. Knowing the way to use language in society is necessary so that we can use language appropriately and the communication will run well. One of the ways to know language use in society is learning sociolinguistic.

Sociolinguistic is study of relationship between language and society. They are interested in explaining why people speak differently in different social contexts, and they are concerned with identifying the social functions of language and the ways it is used to convey social meaning. Examining the way people use language in different social contexts provides a wealth of information about the way language works, as well as about the social relationships in a community, and the way people signal aspects of their social identity through their language (Holmes, 2013: 1). While Wardhaugh (2015: 63) states sociolinguistics is the study of language use within or among groups of speakers.

One of sociolinguistics parts is speech function. Speech function concerns to the social function of speech. It means that there is different function of each speech. According to Holmes (2013: 275), there are a number of ways of categorizing the functions of speech. They are expressive, directive, referential, metalinguistic, poetic, and phatic. Speech which is produced by people has different function.

Everyone produces speech in his or her daily activities. For example speech that produced by teacher in a classroom. Teacher's speech in classroom activity has different function. The function of teacher's speech in classroom is not about

delivering message and information only actually, but it can be ordering, asking, directing, informing, etc.

Speech is one of parts of communication. In the other word, people can transfer their ideas by their speech. In a classroom, teacher transfers their ideas by producing speech. The problem is students do not truly understand the meaning of teacher's speech. This matter makes the interaction between teacher and student does not run well. The communication that happens in a classroom is not well established. So, learning speech function is essential in order to know what the function of speech that people do in daily activities especially teacher speech in English classroom.

This research focuses on the speech function of teachers' talk in English classroom. It aims to know the function of speech used by English teacher in a classroom so that the communication between teachers' and student is well running well or not.

B. Identification of the problem

1. To find out the speech function of the language that the teachers' uses for his student in the classroom.
2. To add insight into the knowledge about speech functions in English classes

C. The scope and limitation

The scope of the research was be focused on speech function of teachers' talk in English classroom.

The limitation of the research, researcher wants to know what type of speech function used by English teachers of Mts Aisyiyah Sumatera Utara in their classroom and what the most dominant type of speech function they used.

D. The formulation of the problem

1. What type of speech function used by English teachers at English class Mts Aisyiyah Sumatera utara ?
2. What type of speech function domintantly used by English teacher in English class at Mts Aisyiyah Sumatera Utara ?

E. The objective of the study

1. To explain the type of speech function used by English teachers' at English class Mts Aisyiyah Sumatera utara.
2. To find out the most dominantly type of speech function used by English Teachers' in English class at Mts Aisyiyah Sumatera Utara.

F. The significance of the study

The researcher hopes that was be useful for many people, especially:

Theoritically :

The findings of the study was provide information about speech function, especially used English speech function.

Practically :**To the teachers**

The results of this study can be used by teachers so that English teachers' can apply the speech function in the English class they teach and the teachers' has information about the speech function and knows what types of speech functions they usually use in teaching and learning activities.

To the next researcher

The results of this study can be used as a reference for future researchers.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Review

1. Language

The most important thing in human life which used as communication tool is language. Language becomes a medium to interact among people. Language can be transferred to another way, such as written, even it is primarily spoken. Communication means people interact each other to get their thought and feeling, so they can interact well.

Every aspect of human's life must be fulfilled by a language in undergoing their daily routines, for instance, sign, symbol, or the oral speech, etc; those belong to a language. Eggins (2004, p.1) said illustrates that in the ordinary life of human beings, they constantly use language. They chat to family members, organize children for school, read paper, speak at meeting, serve customers, follow instructions in a booklet, etc. all of these are activities involving language. The language itself is communication practice mediated by linguistic system (Shitemi, 2009).

Edward Sapir (1921: 7) said in his influential book *Language*, which is still in print after 80 years, defined his subject matter as follows: Language is a purely human and non-instinctive method of communicating ideas, emotions, and desires by means of a system of voluntarily produced

symbols. These symbols are, in the first instance, auditory and they are produced by the so-called 'organs of speech'.

Language is the source of human life and power (fromkin et al, 1992:2) since people use language to communicate, to explore knowledge, to convey the ideas, to ask some opinion or helps, and so on. The point is language is one of the most important thing that human need to interact with other people. Language can not be separated from the human being, it is a media to say anything and express the ideas, by using language, people can interact well, exchanging their ideas and also to fulfill their needs.

Based on the explanations above, it concludes that the language is the most important thing that is get used as a communication tool. Because with communication means people interact with each other to get their thoughts and feelings, so they can interact well.

2. Sociolinguistics

Holmes (2013:1) Sociolinguists study the relationship between language and society. They are interested in explaining why we speak differently in different social contexts, and they are concerned with identifying the social functions of language and the ways it is used to convey social meaning. Examining the way people use language in different social contexts provides a wealth of information about the way language works, as well as about the social relationships in a community, and the way people convey and construct aspects of their social identity through their language.

Language function refers to the most basic of communication skills. In our society, language function known as a key means of communication. It is not only function as a social control, but also a psychological phenomena. Holmes in Wardhaugh (2006: 63) says that sociolinguistics study are interested in the theory of the way language used in a community and people's choices when they use language.

Based on the explanation above, the concluded of sociolinguistics is the study of language and society. Because in the social context every human being must have a different language. So from this knowledge is known in order to be able to identify the social functions of language and the ways used to convey meaningful communication.

3. Speech Function

A. Definition of speech function

Trudgill in Hidayah (2012: 25) explains that the role of language is not only simply a means of communicating information but also determining or maintaining relationship with others. It means the function of language is having a close relation with society. However, Holmes in Hidayah (2012: 25) said that:

“The different speech communities emphasize different functions, and express particular functions differently. It is due to linguistic politeness is culturally determined and clearly rules for polite behavior differ from one speech community to another”.

It means that language serves different communities and each group has different purpose and meaning. The following function of any utterance may be expressed more than once, and may be expressed by a stretch of discourse which does not exactly the same as an utterance is. The above explanations tell the researcher that speech function is the speech even where language has a function to deliver a message from addressers to addressees by various types based on the situation or topic of message.

Ye in Rina (2016: 7) states that speech function is an action or performance in order to fulfill the intention of speakers and listeners and it is done by language users such as asking, commanding, and answering. Speech functions are used as the medium of exchanging experiences in order to fulfill their needs.

Holmes (2013: 275) typical of many everyday interactions in that it serves both an affective (or social) function and a referential (or informative) function. The initial greetings and comments on the weather serve a predominantly social function; they establish rapport between the two participants. The exchange then moves on to become more information-oriented or referential in function, though the social function of constructing an appropriate level of rapport and respect is still relevant.

Holmes (2013: 275) also say that any utterance may express more than one function and any function may be expressed by a stretch of discourse which doesn't exactly coincide with an utterance.

B. Classifications of Speech Function

. There are a number of ways of categorizing the function of speech which has proved a useful one in sociolinguistic research. The six basic speech functions are as follows:

1. Referential Function

According to Hohenstein in Tribus (2017: 11) a referential function is leading ordinary discourse to describe the object and donate them with meaning. The most common topic addressed such as course materials dealing with the surrounding environment (e.g., classroom objects and procedures, asking for or giving directions) or describing actions in physical or chronological context (e.g. daily routine, telling time.)

Jacobson in Tribus (2017: 15) claims that the referential function is the utterance provides task of numerous messages or provide information. Referential utterances provide information. Politeness in these utterances can be seen from the substance of cooperative principles – quality, quantity, relation and manner. The value of politeness, in the same way, a great deal depends on intonation, tone of voice and context too.

The following utterances are instances for the referential function:

- A. Now, we will discuss about past tense.
- B. This class will end at 11:00 a.m.
- C. We will leave for Jakarta tomorrow at 9 a.m.
- D. Our baby always wakes up at 3 a.m.
- E. No problem.
- F. The capital city of Indonesia is Jakarta.

Sentence (3) serves both referential and expressive function. Had it occurred without the utterance which precedes it, it could have served as referential in function, depicting information that the task could be finished in the time. It serves expressive when it is intended as reassurance.

2. Emotive/Expressive Function

According Jacobson (1956), the emotive function is concerned with centering on the personal attitude, and emotional state of the speaker. So, the aims of direct expression of the addresser's attitude is toward what the addresser speaking about. On the other hand, Jacobson (1987: 66) claims that the most common manifestation of the emotive function is the interjection.

The speaker seeks to create the impression of a certain emotion, either real or pretend. Simple expressions such as 'oh!', 'waaow!' or

‘yeahh!’ are effective and authentic ways to express surprise, disgust, and anger without explicit statement or protracted description. For instance the statement “there was a big snake in the kitchen” might be simple referential, but if the speaker were to say “there was a biiiiigg snake in he kitchen!” it would more likely be intended and received as emotive because the prolonged vowel is facts of the speaker’s emotional reaction.

The differential information of utterances can be formed in the phonemic and the former emotive. To investigate the meaning of the language we must look at emotional and psychological connection between speaker and listener so, both of them can stay in communication as well (Jacobson, 1956). By adapting phoneme and former emotive. To conclude, the expressive function is an utterance that expresses the speakers’ feeling.

Expressive utterances express the speakers’ feelings. This function serves the declaration of a speaker’s ambience. In Indonesian communication, expression is used to keep up social relationship. When someone is meeting a friend or someone he/she is familiar with, he/she will greet him/her to make sure “here, I am your friend or your neighbor”.

The following are the form of utterances that serve expressive function :

A. Excellent!

- B. Waaooohh,, that is a good idea!
- C. Very bad day!
- D. Good morning, mom?
- E. very lovely day
- F. Thank you very much
- G. Come here again, some time
- H. It is nice to have a rest in this silent place
- I. No problem, it is very nice

All the utterances above could be categorized as expressive function, though the first, usually can be put into phatic function slot. People usually express their feeling like sentence (4) when a guest is asking for permission. This expressive utterance is used to show that the host/hostess is happy with the guest and he/she wants the guest to come again next time. Sentence (6) serves both expressive and informative functions.

3. Conative/Directive Function

According to Delpit in Tribus (2017: 21) the function of directive is a making use of an indirect command and downplaying the display of power. Conative function is focus on and concern with influencing the behaviour of addressee, and thus concern with persuasion. On the other hand, conative function called as the expectation of the action or to get someone to do something, for example be quite.

Furthermore, Jacobson (2016: 9) claims that directive is an utterance that have purpose to get others to do something. Essentially, there are many ways to express an directive function such as imperative, interrogative and declarative.

Imperative sentence is a sentence that have function to gives a directive command. For example: Go away! Please open 55 pages and answer the question!. Interogative sentence have function to request information or give a command in indirect way. For example: Can you tell me the elements of plot? It is mean the speaker gives a command to the listener to do something or answer the question. Declarative is an declaration utterance to makes statement or convey information that make the listener to do something. For example: You have to drink.

Directive utterances attempt to get someone to do something. In Indonesian communication, directive function can be articulated by imperative sentences, interrogative sentences as well as declarative sentences. Orders and commands are normally expressed in imperative form. The standard of polite utterances in requesting people to do something, somehow, is not only seen from the form of interrogatives or declaratives , but intonation, tone' of voice, and context also determine it . A gentle “Bawakan tas ini” may be more polite than a thundered “Bibi, tolong bawakan tas ini “.

The following are the instances of directive utterances:

(1) Pergi! :

(Go away! /Leave me alone!)

(2) Bawakan tas ini ! :

(Bring this bag)

(3) Bibi, tolong bawakan tas ini :

(Auntee , please bring this bag !)

(4) Silahkan minum, ibu :

(Please have a drink)

(5) Bisakah anda duduk ? :

(Could you sit down ?)

The sentences above indicate directive speech functions in the form of imperatives. Sentence (1) and (2) are considered to be rude because these sentences depict, direct order. These utterances are usually used by an older person to a younger one. Those are also commonly used by two persons that has different social status – the superiors to those of subordinate status. While sentences (3), (4) and (5) show more delicate sense that are normally used by someone to order others in a more polite way.

(6) Apa kamu sudah memberi makan kucingmu? :

(Have you fed the cat?)

(7) Apakah kucingnya sudah diberi makan? :

(Has the cat been fed?)

The Utterances (6) and (7) are slightly different. Both illustrate an order or command in interrogative forms that show politeness. Sentence (6) uses active verb (*memberi*) and the subject (*kamu*) is clearly mentioned. In this case, the utterance serves two possibilities – the speaker really wants to know whether the addresser has fed the cat or the speaker indirectly orders the addressee to feed the cat. Sentence (7) applies passive verb (*diberi*) and the subject is omitted.

The omission of the subject indicates a more tender order that makes the addressee feels happy with the speaker's statement. This means that the person to whom the speaker is speaking does not feel insulted, though he/she knows that the one who is supposed to feed the cat is the addressee. There is no sense of ordering or being ordered in the sentence. That is why the passive mode is frequently used in Indonesian communication. The following are declarative sentences that explicate directive function of speeches. This kind of utterances is regarded as moderately polite in Indonesian communication. Intonation, tone and context, however, definitely determine the ethics.

(8) Ayah, aku ingin dibelikan sepeda baru :

(Daddy, I want you to buy me a new bike)

(9) Aku kira, kita sekarang butuh sesuatu untuk diminum.

(I think, we need something to drink now)

(10) Kamu bisa lebih nyaman kalau mau duduk

(You would be more comfortable sitting down.)

In our daily conversation, we often come across some indirect directive 'expressions. For example, when a man is working until midnight in his living room, his wife says to him:

(11) Pak, sudah malam.

(Daddy, it has been late.)

This utterance can be multi-interpretable. This may provide directive as well as informative. His wife' may remind him to check the doors and the windows because of security reason. She can intend to ask her husband to stop working because she is worried about his health or she does not want him to be sleepy in his work place. This utterance can also mean informative function – the wife informs her husband that it is time to stop working.

4. Phatic Function

The phatic function deals with the connection among speakers. Holmes in Hidayah (2012: 31) determines that phatic function is an utterance that express solidarity and empathy with others, for example how are you today !. Phatic function focuses on creating social relationship, it is to establish, and promote feelings. The use of the

phatic function also increases the listener's perception of the speaker's proficiency. It is also performed by gesture, physical contact, and facial expression, such as waves, shaking hands or smiles. Meanwhile, Jakobson (1960: 5) says that phatic function primarily to establish or to prolong the communication whether the conversation works.

Phatic utterances express solidarity and empathy with other. This speech function always exists in all community, but the form is different. In other words, this expression is culturally linked.

(1) Mau ke mana?

(Where are you going?)

(2) Mari singgah dulu.

(Please drop in.)

Utterance (1) is Indonesian distinctive expression that often make western people offended. For English community "Where are you going?" is such a sensitive greeting. This is too private question that someone who is greeted that way will be feeling spied and unsecured.

That is why the possible answer to this question may be "It is none of your business". On the other hand, in Indonesian daily social interaction, "where are you going" is a part of communicative strategy for breaking the ice. This expression is commonly used to start a conversation or to show one's care of others. This greeting may become a 'lip-service' that is to show "I am your friend and I care of

you”. This is apparently a form of phatic expression in Indonesian vernacular.

We often hear “Mari singgah dulu” in Indonesian daily communication and it serves a social function too. The offering is usually done by a speaker to someone he/she is familiar with – someone to his/her neighbors. Sometimes someone offers his friend or his neighbor to drop in his/her house. He offers something, but he actually does not mean so. He just wants to demonstrate utterly that “you are my friend”.

(3) “Mari makan. ”

(Let’s have a meal.)

It happens very often in a campus canteen when a person is about to eat his/her meal and his/her friend comes then he/she will say “Mari makan”. The statement of offering food is sometimes merely a lip-service. The speaker does not intend to share his food with the addressee. What he has in mind is that “well you are my friend”.

Cook (1989) calls this “the phatic function of the language”. As this expression is only a lip- service, so the addressee usually applies the same strategy, namely flouting co-operative principle, by uttering “Terima kasih, saya baru saja makan”. Meanwhile, accepting the offer sometimes can cause embracement because the food may not be enough for two persons. Conversely, when two persons are very close friends, the acceptance of the proposal is reasonable.

5. Metalinguistic

Metalinguistic function is concern with utterances that deal with language or a linguistic nature. Furtermore, Jacobson (1987: 68) states that metalinguistic function focuses on response or to check up code of the language. The aim of metalinguistic function to convey information about the lexical code of language, such as explaining the item with synonyms, definitions, paraphrase, or examples. It talks about semantic or grammatical stuctures, to provide students with tools to monitor their own learning, and to clarify misunderstandings. In the other words, metalinguistic function is the use of language to discuss or describe language itself. It means comment on the language or the function about language. It focuses attention upon the code itself, to clarify it or negotiate it.

Metalinguistic function is also predominant in question like “Sorry, I did not catch that?”, so the aim of metalinguistic function is to convey the code analysis, where the code is misunderstood and needs correction or clarification. It is supported by Frenedo in Tribus (2017: 27) claims that metalinguistic function is to clarify language.

Metalinguistic utterances comment on language itself. Holmes (1992:286) gives the example of this function is like ‘Hegemony’ is not a common word. While Crippler and Widdowson in Allen and Corder (ed.) (1975:1997) explain that the utterances of this kind focus on the code or the language. The principle purpose of metalinguistic

is to make sure that the addressee understands the meaning of the code which the addresser is using. In Indonesian communication, we often find metalinguistic function of speech in scientific discussion.

The following utterances are instances for the metalinguistic function:

- A. Excuse me, what do you mean by...?
- B. Linguistic is ...
- C. Poetic is ...

6. Poetic Function

Jacobson (1987: 71) describes that poetic function is utterances that emphasis on sequences of word and the wider sense of the word deal with poetry.

The richness of sound and texture, and the balance that makes it a work of auditory art or poetic utterance and preserving important messages. Furthermore, Holmes in Hidayah (2012: 31) describes that poetic is the utterance of language that focuses on aesthetic features.

So we can conclude that poetic function means focus on aesthetic feature of language, deals with that language whose primary focus is the beauty of the language itself. The word poetic does not refer to the ability to write poetry, but the ability to manipulate language in a creative way. So we can say the aim of poetic function is to convey the pleasure.

Poetic utterances focus on aesthetic features of language. This speech function is rarely used in daily conversation. In special occasion, like in the ceremony of engagement in North Sumatra community, anyway, poetic function is commonly used. RRI Tanjung Pinang broadcasts a special program named Serumpun Melayu that is this program dealing with the reproduction of Pantun Melayu on air (Srinthli, 2005).

The following utterances are instances for the poetic function:

Pohon pinang disambar petir

Tumbang menimpa pohon kedondong

Kalah menang jangan dipikir

Yang penting penampilan , dong...

Palm tree is struck by lightning

It falls over kedondong tree

Don't think of losing or winning

The important thing is the performance.

Poetic utterances may be found in daily conversation, but it seldom happens in Javanese community. When it happens, the purpose is to raise a humorous effect between people who are close friends.

Kucing kurus mandi di papan

Papan nama kayu jati

Badan kurus bukan tak makan

Memikirkan si jantung hati

Skinny cat takes a bath on a board

Nameboard made of jati tree

Skinny body is not because of lack of food

But thinking of the sweet heart.

4. Teachers' Talk

Teacher talk is the major resources of comprehensible target language input learners are likely to receive in the foreign language classroom teaching.

The language or teacher talk employed by the teacher in the classroom can be said a magical thing. It can probably change everything in the classroom. Some experts do not only define what teacher talk is but also they account for its importance and impact upon the teaching and learning process. Weddel (2008) reveals that the language that teachers use in class, or "teacher talk," can have a tremendous impact on the success of interactions they have with students. In addition , Yanfen & Yuqin, (2010) suggest that teacher talk is an indispensable part of foreign language teaching in organizing activities, and the way teachers talk do not only

determine how well they make their lectures, but also guarantees how well students will learn.

According to Noni (1994:1) stated that the instructional language used by teachers should always serve the objectives of providing students" acquisition and acquaintance with the language, of promoting learning among them, and of initiating class-interaction leading to communication. These objectives will be attained if the teacher language is appropriate in terms of pronunciation, grammar, and word collocation for the students in accordance with their language competence, experience, and proficiency.

The language that teachers address to L2 learner is treated as a register, with its own specific formal and linguistics properties (Ellis, 1985: 145). Therefore, teacher talk is the language produced by teachers addressed to the students in classroom interaction.

In trying to communicate with learners, teachers often simplify their speech, giving it many of the characteristics of foreigner talk and other simplified styles of speech addressed to language learners" (Richards, 1992: 471). In relation to teacher talk, Rasyid (1997: 7-8) states that talking is one of the most outstanding behaviors revealed by teachers in the classroom which may become the most difficult thing for teachers to avoid. The reason is quite obvious

The language or teacher talk employed by a teacher in the classroom can be said a magical thing. It can be probably charge everything in the classroom. Weddel (2008) in the journal "Mood Structure Analysis of

Teacher Talk in EFL Classroom: A discourse Study Based on Systematic Functional Linguistic Theory” reveals that the language that teachers use in class, or “teacher talk”, can have tremendous impact upon teaching and learning process.

Based on the explanation above, researchers can conclude that the teacher as facilitator must convey all the information needed by the students so that the information provided can be understood by the student.

5. English Classroom

Collins English dictionary defines classroom is a room in which classes are conducted, especially in a school or college. English classroom is a room in a school where English lesson take place. According to urban dictionary, English class is a class that teaches students about English language.

In connection with classroom language utilization, Scott and Ytreberg (2000) suggests that if cooperation and communication must be part of the process of learning languages as well part of the development process, then learning should be packaged with teach meaningful expressions in English. How to teach it is through using classroom language in class.

B. Previous research

The researcher does not deny that this research is not the first one to discuss speech function. In fact, there have been many previous researches on this topic. A number of researches were done under sociolinguistics studies with speech functions as the main issue to be discussed.

A study having relationship to this present research is entitled “The analysis of speech function used by English teachers” instructions at SMPN 6 Salatiga in the academic year 2011/21012”. This research was conducted by Nur Hidayah (2012). She analyzed the speech function of English teacher’ instructions at SMPN 6 Salatiga in the academic year 2011/2012. The method that used in her research is using descriptive qualitative. She collected the data by doing observation and recording. In her research, she found 180 utterances that were classified to speech function into 100 that summarized into 48 utterances. Furthermore, from the teacher discourse in the classes the researcher found four types of speech function that functioned frequently. They are expressive, directive, referential, and phatic. The most dominant speech function that used by English teacher in her research is directive function. The similarities between the previous study and this research are on the topic and research design. The both studies discuss about sociolinguistic field that is speech function. The main theory about speech function of the both studies is taken from Janet Holmes. The other similarity is on the research design. The both studies use descriptive qualitative design. In the other side, this study has differences to the previous study.

The second study is entitled “Speech Function Analysis in Hilarry Clinton Speech” This study was conducted by Fachrina (2018). She analyzed the speech function in Hilarry Clinton Speech. The objectives of she research are to find out the types of speech function, the most dominant type of speech function used, and the reason of the dominantly used. She was carried by using descriptive qualitative. The data were taken from 1 speech of Hillary Clinton. The data were analyzed and

classified into four types of speech functions in the procedures namely statement, question, offer, and command. There are 362 utterances from 1 speech of Hillary Clinton. The findings indicated that there are Statement (328 utterances, 90.60 %), Questions (15 utterances, 4.15 %), Offer (8 utterances, 2.21 %), Command (11 utterances, 3.04%). Statement as the most dominant type of speech function is used in Hillary Clinton's speech it's mean give or state information, the way of the speaker's to deliver the information about the America country problem and how to solve it, the speaker planning for America, and give thanks for the audience in America to audience by using statement.

The third study is entitled "The Speech Function in Utterance Used by Angel and Vina in Doppelganger Movie. This study was conducted by Ista Darra Rizqi (2018). The study attempted to investigate the speech functions in utterance used by angel and vina in doppelganger movie script. The objectives of this study were describe the types of speech functions and to describe the types of mood dominantly used by the main characters. The study was conducted by descriptive qualitative approach. The data were taken from Doppelganger movie script. There were 152 clauses presenting speech were analyzed and classified into four types of speech functions, namely statement, question, offer and command. Statement was 53% question was 28%, offer was 6% and command was 13% and the types of speech function could be realized by mood declarative was 53% interrogative was 32% and imperative was 14%. She findings indicate the main characters conversation in Doppelganger movie was the most dominant use statement which realized by declarative than other types of speech functions. This was also implies

that the movie of *Doppelganger* that there were most dominant giving information and very good at talking in daily life interaction. And also giving information that every human have twins with each other in the world.

The differences between them are in the subject, statement of the problem, and also technique of collecting data. First, the subject of previous study is English teachers of SMPN Salatiga which focuses on teachers' instruction. Second, the subject of previous focuses of Hillary Clinton Speech". The third, the subject of previous focuses of Utterance Used by Angel and Vina in *Doppelganger* Movie. While the subject of this study is English teacher of Mts Aisyiyah Sumatera Utara which focuses on teacher talk in English classroom. The other difference is on the statement of the problem. The problem statement of the previous study is to know the types of speech function used by English teachers of SMPN Salatiga and to find out the most dominant type of speech function used by English teachers of SMPN Salatiga while the statement of the problem of this research is not only to know the types of speech function and to find out the most dominant speech function used by English teachers of Mts Aisyiyah Sumatera Utara. The last difference is on the technique of collecting data. The researcher of the previous study uses observation and recording to collect data but in this study the researcher uses technique of collecting data. They are observation, interview, and audiovisual material.

C. Conceptual Framework

Speech function is a way someone delivers ideas in communication to make the listener understand the ideas well. The speaker and listener should also know how and when to use speech function because error of using speech function will

cause misunderstanding in communication. This study investigated the speech function used by English teachers in language instruction.

The objectives of this study were to find out the types of speech function and the accuracy of speech functions used by English teachers' at Mts Aisyiyah Sumatera Utara.

In this analysis uses speech function by identifying and classifying the types of speech function and also find out the dominant types of speech function use by English teachers' at Mts Aiyiyah Sumatera Utara. There are a number of ways of categorising the functions of speech by Holmes. The following list has proved a useful one in sociolinguistic research like expressive, directive, referential, metalinguistic, poetic, and phatic

CHAPTER III

METHODOLOGY OF RESEARCH

A. Research Design

According to (Creswell, 2012: 3) Research is a process of steps used to collect and analyze information to increase our understanding of a topic or issue. Generally, there are two kinds of research method. They are qualitative and quantitative research, which both of them has different characteristics such as in process though the purpose of study. In this research, the research uses qualitative research to support the study. The descriptive research conducts to describe information of the real condition and situation. In this study, the information that will be described is focus on the English teacher's talk in the classroom. By using descriptive qualitative, the researcher wants to analyze the types of speech function used, the most dominant speech function.

B. Source of the data

In this data concerns about speech function of teachers' talk in English classroom. The teacher's speech becomes primary data and the data can be found in English learning classroom. The data will take at English classrooms at Mts Aisyiyah Sumatera Utara. The data will get by doing observation in different class of English teachers' at Mts Aisyiyah Sumatera Utara.

C. Technique for collecting the data

1. Observation

The first method that use in collecting the data is observation. Observation is the process of gathering open-ended, firsthand information by observing people and places at the research site (Creswell, 2012: 213). Observation is an activity to get the data by using visual. There are two kinds of observation. They are participant observation and nonparticipant observation. In this research, the researcher uses non participant observation.

The researcher observes the learning process. The study conducts in an English classroom of Mts Aisyiyah Sumatera Utara. The researcher notices what happening or situation in a classroom regarding the speech function that used by English teachers’.

2. Interview

The other method to collect the data is interview. Interview is one of techniques to collect the data by creating direct conversation between the interviewer and interviewee. A qualitative interview occurs when researchers ask one or more participants general, open-ended questions and record their answer (Creswell, 2012: 217). In this research, the researcher conducts interview to English teachers’ of Mts Aisyiyah Sumatera Utara. The purpose of conducting interview is to get more information about speech function used by English teachers’.

3. Audiovisual materials

The following method to collect the data is audiovisual material. According to Creswell (2012: 224) audiovisual materials consists of images or sounds that researcher collect to them understand the central phenomenal under study. It can be photographs, videotapes, digital images, paintings and pictures, and unobtrusive measure. In this study, collects the data by recording and taking pictures of the situation that happened in a classroom. By doing this method, the researcher will get more information especially speech function used by English teachers.

D. Technique of Analyzing Data

The type of data analysis that used in this research is inductive type. The inductive is an analysis which starts from the data facts obtained in the field, and then drawing conclusion. After collecting the data, the next step is classifying the data and analyzing the data. In analyzing the data, there will be a description and examples of which are found in teacher talk.

In analyzing the data, the following techniques are conducted:

1. Watching the videos.
2. Transcribing the teachers' talk type of speech function by giving codes.
3. Analyzing the data of classification.
4. Makes conclusion and present in percentage form.
5. Describes the percentage data form into descriptive data form.

DOMINANT FORMULA :

$$\frac{\textit{number of occurrence}}{\textit{total amount}} \times 100$$

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

In this section, the researcher presents the findings of types of speech function of teacher talk in the English classroom which are taken from data transcription as guidance to discuss data analysis. The findings are taken from the transcription of two teachers who have been observed. The researcher will present data findings of each English teacher.

1. Teacher I (Siti Leona Fatra S.Pd)

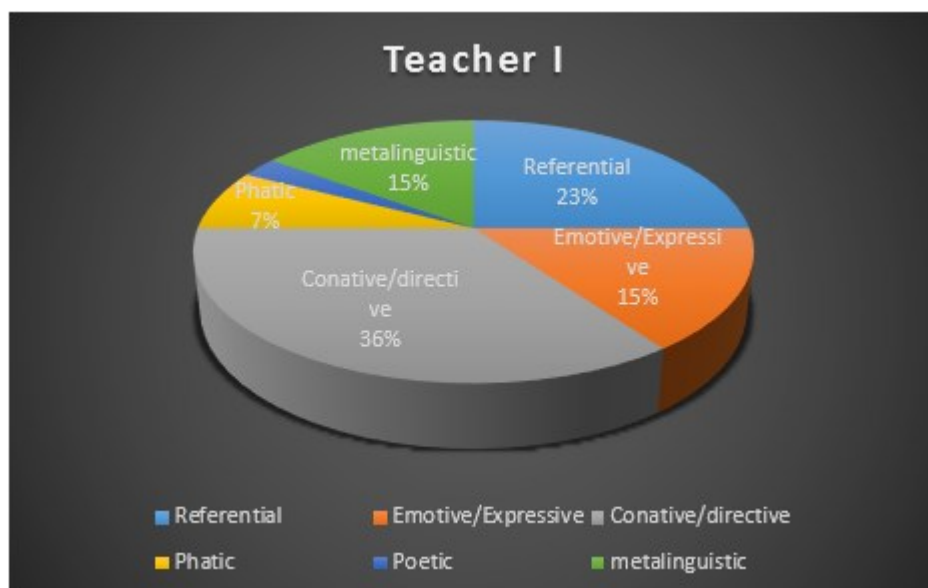
The first teacher who has been observed by the researcher is Siti Leona Fatra S.Pd. The researcher took data in his classroom by doing observation and recording. The researcher takes the data and categorizes it into types of speech function. The researcher also gives code to the data to make it easy in analyzing the data. Because there are many utterances which have same structure and function, the researcher categorizes in a same code. The research gives code for each type of speech function. To the referential function (a), emotive/expressive function (b), conative/directive function (c), phatic function (d), phoetic function (e), and the last metalinguistic function (f).

The researcher finds 38 utterances that will be presented in the table below. From 38 utterances, the researcher classifies into six types of speech function. They are referential function, emotive/expressive function, conative/directive function, phatic function, phoetic function, metalinguistic function.

Table 1. The Use of Speech Function of the Teacher I

Type of Speech Function	Amount of Utterances	Percentage (%)
Referential	9	23
Emotive/expressive	6	15.7
Conative/directive	14	36.8
Phatic	3	7.8
Phoetic	-	-
Metalinguistic	6	15.7
Total	38	100

The following is the diagram of type of speech function used by Teacher I.



The table and diagram above is about the amount of utterances and percentage of each type of speech function used by the teacher I in English classroom. The researcher will describe the percentage of each speech function used by teacher I as follow.

A. Referential function

The table above shows that there are 9 utterances from utterances that express referential function. The percentage of referential function is 23%. The example of this function is “let’s start the study about the expression”.

B. Expressive function

Table above shows that there are 6 utterances of 38 utterances that belong to expressive function. The percentage of expressive function is 15.7%. The example of expressive function is “ Thank you ”.

C. Conative/directive

Based on the table above, there are 14 utterances from 38 utterances that have directive function. The percentage of directive function is 36.8%. The example of directive function is “ before proceeding erase the board first! ”.

D. Phatic

Based on the table above, there are 3 utterances from 38 utterances that have phatic function. The percentage of this function is 7.5%. The example is “see you”.

E. Poetic Function

From 38 utterances, there is not one utterance that belongs to poetic function.

F. Metalinguistic

There are 6 utterances from 38 utterances found that has metalinguistic function. The percentage of this function is 15.7%. The example is “greeting is...”.

2. Teacher II (Ernita Sari S.Pd)

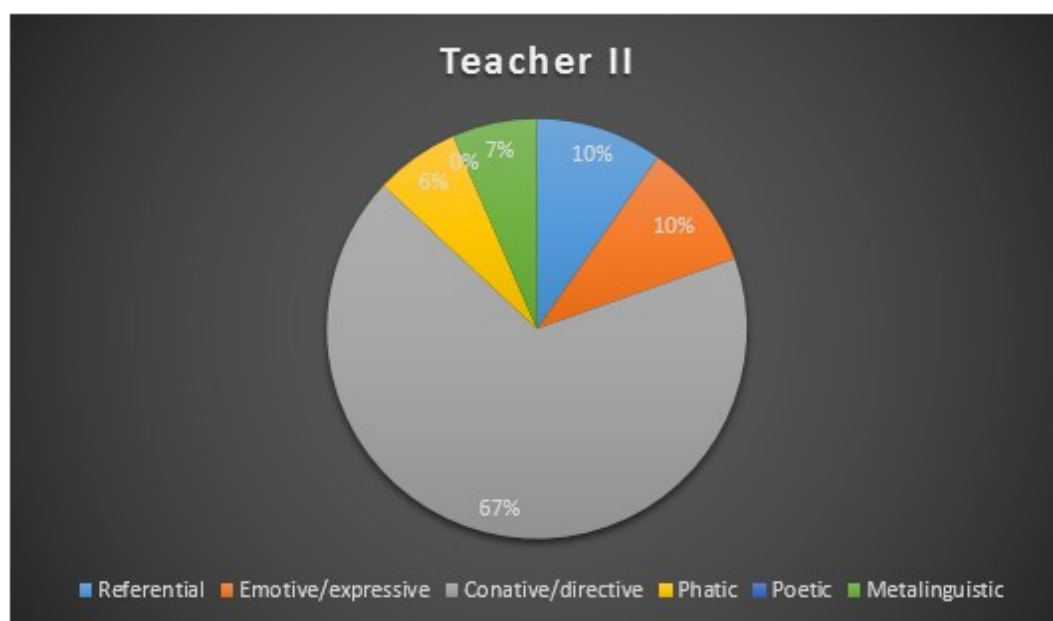
The second teacher is Ernita Sari S.Pd. The researcher conducts observation and recording to get data that focus on the teacher talk. The followings are the data that taken from data transcription. The researcher categorizes the data based on the type of speech function and also gives code to the data. Because there are many utterances which have same structure and function, the researcher categorizes in a same code. The research gives code for each type of speech function. The research gives code for each type of speech function. To the referential function (a), emotive/expressive function (b), conative/directive function (c), phatic function (d), phoetic function (e), and the last metalinguistic function (f).

The researcher finds 31 utterances that will be presented in the table below. From 32 utterances, the researcher classifies into six types of speech function. They are referential function, emotive/expressive function, conative/directive function, phatic function, phoetic function, metalinguistic function.

Table 1. The Use of Speech Function of the Teacher II

Type of Speech Function	Amount of Utterances	Percentage (%)
Referential	3	9.37
Emotive/expressive	3	9.37
Conative/directive	20	62.5
Phatic	2	6.25
Phoetic	-	-
Metalinguistic	2	6.25
Total	32	100

The following is the diagram of type of speech function used by Teacher II



The table and diagram above is about the amount of utterances and percentage of each type of speech function used by the teacher II in English classroom. The researcher will describe the percentage of each speech function used by teacher I as follow.

A. Referential function

The table above shows that there are 3 utterances from 32 utterances that express referential function. The percentage of referential function is 9.37%. The example of this function is “oke we start page 35”.

B. Expressive function

Table above shows that there are 3 utterances of 32 utterances that belong to expressive function. The percentage of expressive function is 9.37%. The example of expressive function is “ yes good”.

C. Conative/directive

Based on the table above, there are 20 utterances from 32 utterances that have directive function. The percentage of directive function is 62.5%. The example of directive function is “ open your book! ”.

D. Phatic

Based on the table above, there are 2 utterances from 32 utterances that have phatic function. The percentage of this function is 6.25%. The example is “where’s johan?”.

E. Poetic Function

From 32 utterances, there is not one utterance that belongs to poetic function. So the percentage of this function is 0%.

F. Metalinguistic

There are 2 utterances from 32 utterances found that has metalinguistic function. The percentage of this function is 15%. The example is “shopkeeper is...”.

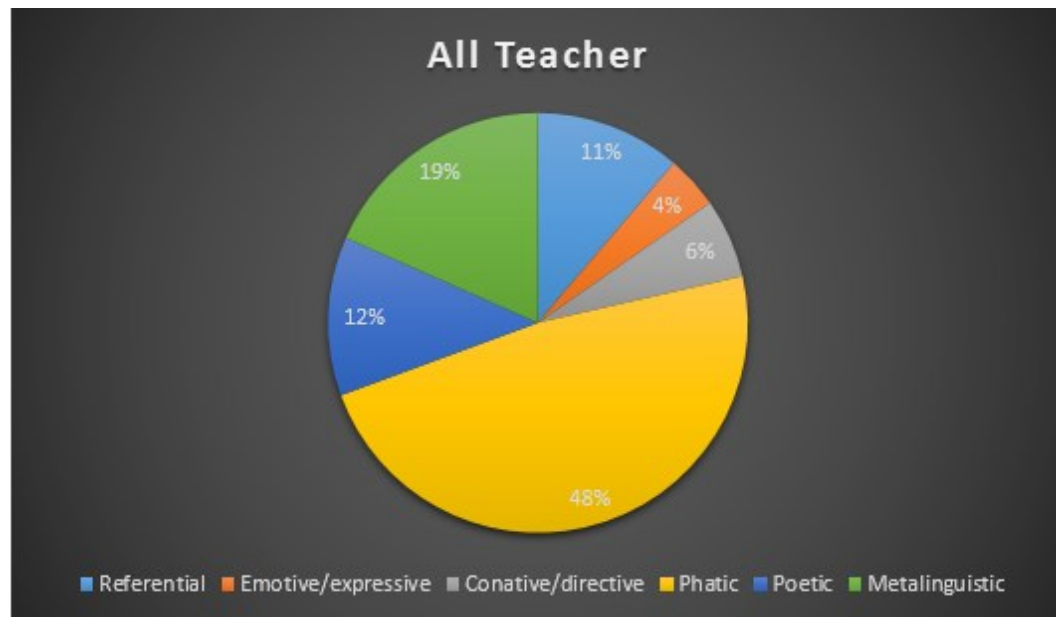
3. All English Teachers at Mts Aisyiyah Sumatera Utara

To know the percentage of the type speech function of all English teachers at Mts Aisyiyah Sumatera Utara, the researcher joins the total utterances of each types of speech function from all teachers. After all utterances of all teachers are joined, the researcher counts the percentage of each function in the table below.

Table 3. The Use of Speech Function of All English Teacher

Type of Speech Function	Amount of Utterances		Total	Percentage (%)
	Teacher 1	Teacher 2		
Referential	9	3	12	17.1
Emotive/expressive	6	3	9	12.8
Conative/directive	14	20	34	48.5
Phatic	3	2	5	7.14
Phoetic	-	-	-	-
Metalinguistic	6	2	8	11.4
Total	38	32	70	100%

The diagram of the type speech function used by all English Teacher



Based on the table and diagram above, it can be concluded that total of utterances of all English Teachers at Mts Aisyiyah Sumatera Utara is 70 utterances.

B. DISCUSSION

In this part, the researcher will interpret the type of speech function from the data findings. That is the utterances which have been classified based on Holmes theory. The researcher take the data from two English Teacher at Mts Aisyiyah Sumatera Utara. The teacher I has 38 total of utterances, teacher II makes 31 utterances. The researcher classifies the utterances from each teacher. After classifying them, the researcher also will analyze the utterances from each teacher.

1. The type of speech function of teacher talk in English classroom

The identifies and classifies the utterances into several types of speech function. They are referential function, emotive/expressive function, conative/directive function, phatic function, poetic function and metalinguistic function.

A. Teacher I

1. Referential Function (a)

Holmes (2013: 275) defines referential function as utterances provide information. The utterance is :

1. (a1) let's start the study about the expression.

To open the lesson, the teacher gives information about the topic will they discuss for that day. The teacher informs the students that the lesson of the day is about expression.

2. (a3) let's not have a problem

The teacher informs the student to answer even though it's wrong.

3. (a4) why you say gratitude expression?

The teacher inform the student why the student answer it.

4. (a5) you A

You B

The teacher inform the student for part a and part b

5. (a6) only it

The teacher inform the student answer only it.

6. (a7) the someone say good bye in talking living expression.

The teacher inform the student say good bye include talking expression.

7. (a8) the person first met, he would not immediately ask where your exercise.

The teacher inform the student if met person for the first time he would not ask where your exercise.

8. (a9) the first situation if you met someone say good morning sir, miss etc.

The teacher inform the student if met someone for the first time we must say good morning sir. Miss etc.

9. (a10) so of course the person make the mistake must say sorry.

The teacher inform the student if make the mistake we must say sorry.

2. Emotive/ Expressive Function (b)

According to Holmes (2013: 275), expressive utterances express the speaker's feeling. The aim of this function is to express speaker's feeling. The utterances are:

1. (b1) Okey

The utterances belong to expressive function because it expresses the teacher's feeling, that teacher feels happy because of the student's answer.

2. (b2) Okey speak the first dialogue

Because student want to read in front of the class.

3. (b3) Thank you

The utterance belong to expressive function because students want to do it.

4. (b4) Oke thank you

The utterance belong to expressive function because students want to do it.

5. (b5) Oke thank you so much for your attention

The utterance belong to expressive function because students pay attention to lessons as they progress.

6. (b6) Yeah it's okey

The utterance belong to expressive function because the teacher does not matter.

3. Conative/ Directive Function (c)

Holmes (2013: 275) describes directive functions as utterances attempt to get someone to do something. It concerned with getting people to do things. The utterances are:

1. (c1) before proceeding erase the board first

The utterances above belong to directive function. The teacher want to give lesson material through the blackboard.

2. (c2) and the last

The utterance above belong to directive function because the teacher asks the student to start next lesson.

3. (c3) two person student for reading text

The teacher gives instruction to the student to do reading text.

4. (c4) you come here, speak the first dialogue

The teacher gives instruction to the student to do speak the first dialogue.

5. (c5) oke come here

The teacher gives instruction to the student for coming.

6. (c6) face to face

The teacher gives instruction to the student read the text with face to face.

7. (c7) oke give applause for you friends

The teacher gives instruction to the student to do applause

8. (c8) Oke you third dialogue choose determine A or B

The teacher gives instruction to the student to choose what they want

9. (c9) Second dialog choose determine A or B

The teacher give instruction to the student to choose what they want

10. (c9) Please do it right !

The teacher gives instruction to the student to doing task

11. (c10) If you finish collect it on my desk !

The teacher give instruction to the student collect assignments when done.

12. (c11) don't play with miss

The teacher give provide direction so as not to play when the lesson takes place.

13. (C12) oke once person again

The teacher give provide direction that 1 more student come.

14. (c12) oke wait

The teacher give provide direction for students to listen the explanation first.

4. Phatic function (d)

Holmes (2013: 275) describes phatic utterances express solidarity and empathy with others. The utterances are:

1. (d1) no question

The utterance above shows that the teacher cares about the student by asking them whether the teacher should close the lesson again or not.

2. (d2) nice to meet you

Before leaving the class, the teacher expresses solidarity and say nice to meet you.

3. (d3) see you

Before leaving the class, the teacher expresses solidarity and empathy to students by saying "see you".

5. Metalinguistic function (f)

Holmes (2013: 275) describes metalinguistic function as utterances comment of language itself. The utterances are:

1. (f1) greeting expression is.....
2. (f2) talking living expression is....
3. (f3) Apology expression is.....
4. (f4) Gratitude expression is...

The teacher explains about the definition of word greeting expression, talking expression, apology expression, gratitude expression like that.

5. (f5) what expression we are looking for?

The questions above belong to metalinguistic because it asks about the expression.

6. (f6) what the example expression?

The questions above belong to metalinguistic because it asks about the explanation expression.

B. Teacher II

1. Referential Function (a)

Holmes (2013: 275) defines referential function as utterances provide information. The utterance is :

1. (a1) Oke we start page 35

To open the lesson, the teacher give information about the topic will discuss for that day. The teacher informs the students that the lesson of the day start from page 35.

2. (a2) Pronunciation must be clear

The teacher informs the student to reading the text with pronunciation must be clear.

3. (a3) Who absent ?

The referential function is not only statement which provides information but also the question which provides information.

The question above provides information. The information will get after the students answer. The information is about the students who absent of the day.

2. Emotive/expressive Function (b)

According to Holmes (2013: 275), expressive utterances express the speaker's feeling. The aim of this function is to express speaker's feeling. The utterances are:

1. (b1) Good morning student

The expressive utterance is used to know expression of the students feels.

2. (b2) alright !

The teacher expresses his happiness when some students can answer or do the exercise. So the teacher feels happy and appreciates them.

3. (b2) yes good

The teacher expresses his happiness when some students can answer or do the exercise. So the teacher feels happy and appreciates them.

3. Conative/directive Function

Holmes (2013: 275) describes directive functions as utterances attempt to get someone to do something. It concerned with getting people to do things. The utterances are:

1. (c1) Open your book page 35

The teacher want to the students open the book page 35.

2. (c2) Ayo open you book

The teacher want to the students open the book

3. (c3) You follow me

The teacher gives instruction to the student for follow me.

4. (c4) Oke try changing now

The teacher gives instruction to the student for try changing with another student.

5. (c5) You read a text

The teacher gives instruction to the student for raed a text.

6. (c6) Inggit try it oke front of

The teacher gives instruction to the student for try to read a text and front of the class.

7. (c7) Inggit front of with your friends

The teacher gives instruction to the student front of the class with your friends.

8. (c8) Come on

The teacher gives instruction to the student for coming.

9. (c9) Oke ya strong voice

The teacher gives instruction to the student for strong voice.

10. (c10) oke give applause

The teacher gives instruction to the student to do applause.

11. (c11) oke the next risky and reysa

The teacher gives instruction to the student to do read the next text with reysa

12. (c12) Oke sit down please

The teacher gives instruction to the student to do sit down

13. (c13) Give applause

The teacher gives instruction to the student to do applause.

14. (c14) Try later you write what are step

The teacher gives instruction to the student to do write are step.

15. (c15) Learn to translate

The teacher gives instruction to the student to do learn to translate.

16. (c16) Show high hands

The teacher gives instruction to the student to do high hands.

17. (c17) Oke for the next task, try the steps to operate the printer.

The teacher gives instruction to the student to do try the steps to operate the printer.

18. (c18) Made in a notebook

The teacher gives instruction to the student to do made in a notebook

19. (c19) if anyone does not know is ask me

The teacher gives instruction to the student to ask if don't know or don't understand.

20. (c20) Oke you will finish it later.

The teacher gives instruction to the student to finish.

4. Phatic Function (d)

Holmes (2013: 275) describes phatic utterances express solidarity and empathy with others. The utterances are:

1. (d1) good morning

The utterance above shows that the teacher cares about the student by asking them.

2. (d2) where's johan ?

The utterance above shows that the teacher cares about the student by asking them.

5. Metalinguistic Function (f)

Holmes (2013: 275) describes metalinguistic function as utterances comment of language itself. The utterances are:

1. (f1) shopkeeper is....
2. (f2) brand is...

The teacher explains about the definition of word shopkeeper and brand like that.

1. The Most Dominantly Type of Speech Function Used by The Teachers

After classifying and analyzing the utterance of two teacher at Mts Aisyiyah Sumatera Utara, the researcher finds the most dominant type of speech function used by English Teacher at Mts Aisyiyah Sumatera Utara. The teacher I pronounces 38 utterance. The most dominant type of speech function used by teacher 1 is conative/directive function, the percentage is 36.8% with total utterances is 14 of 38 utterance. Different from teacher II, she pronounces 31 utterance. The teacher II uses conative/directive function as the most dominant type speech function. The utterances which express conative/directive are 20 utterance of 31 utterances. The percentage of this function is 62.5%. The conclusion is that the most dominant type of speech function used by English Teacher at Mts Aisyiyah Sumatera Utara is conative/directive function.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

After analyzing the data conclusion are drawn as the following :

1. Two English Teacher at Mts Aisyiyah Sumatera Utara use all type of speech function by Holmes in their classroom though the amount and percentages are different.
2. The most dominantly type of speech function used by English Teacher at Mts Aisyiyah Sumatera Utara is conative/directive function.

B. Suggestions

In relation to the conclusion, suggestion are staged as the following :

1. In the classroom, teacher is a medium to facilitate the students in giving information which is the information is given to the students by their speech.
2. The teacher should choose utterances appropriately that functioned to communicate to students in the classroom. The teacher also should consider what function they must use in certain condition and situation.

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APPENDIX

TRANSCRIPT TEACHER I

T : Lets start the study about the expression right, I want to repeat again model study about your remained. I will repeat the last lesson about expression. I want to writing in this white board the dialogue some of a dialogue about the expression. The first what expression we are looking for?

S : Greeting expression

T : Number second ?

S : Greetitude expression

T : Greetitude expression

S : Apologize expression

T : And the last

S : Talking living expression

T : Before proceeding, erase the board first

T : Oke, the first dialogue I want to two person student for reading the text. Before I saw student that, two the student want to self him or her practice for this is without being told to. Who can volunteer to read this dialogue without being told to. Oke once person again, who? Where? there must be two of these for 1 dialogue miss told. ok you. don't play with miss

S : yeah already miss

T : You come here, come here. Oke speak the first dialogue, you A and you B.

T : What do you say ? oke the first dialogue what the example expression ? what is that expression ?

S : Greeting

T : Greeting, why do you know this is a greeting? Because people who first met must ask the communication and continue to ask the atmosphere of the morning or evening or evening like that

S : Yes

T : So this includes greeting expression, what the meaning of greeting expression ? the meaning is the expression when someone meet with another person to first time or the first situation for the begener speaking someone or meeting for the another someone like that. if the person first met, he would not immediately ask where your exercise, right? what if you meet your neighbors? Good morning sir, good morning miss, morning children, morning sister, morning brother oke.

T : Thank you for you, give a round of applause for their courage.

T : Oke the second dialogue who wants it ? without I saw the student. Oke come here. Don't laugh usually the laughter too. Oke choose how A or B. You to be A? okay face it here face to face dear. Okay wait what the example of expression. What the dialogue is expression what ? what expression nice to meet you say and her say nice to meet you too and the answer again for A good bye and the answer again for B bye. What is an example of his expression?

S : Talking Expression

T : Talking expression true or false ? talking living expression true or false ?

S : True

T : Why it is true ? why do you say talking living expression. What the meaning of talking living expression or why explanation about talking living expression. What doesn't mean talking living expression ?

S : Sayings of good bye

T : What the more precisely?

S : Someone who says good bye to the person he met

T : The someone say good bye in talking living expression, the someone say good bye for another person when she or he meet or with another person. He say good bye with people whom he talks or communicates. It's talking living expression. Oke give applause for you friends.

T : Thank you and the third who wants it ? the third dialogue want to practice, without being told to be able to progress, it's called a child who wants to progress. Oke next....

T : Oke you, third dialogue choose determine A or B. Oke face to face

S : Reading the dialogue.

T : Oke the third dialogue practice a girlfriends in the classroom say the conversation of the third dialogue example. Why expression of the third ? what

S : Apology expression

T : True or false apology expression ?

S : Yes

T : Why did you reveal this is apology expression ? what the reason ?

S : Because....

T : Why ? because there is an apology okay more precisely who can express? What the meaning of apology expression ? explanation about apology expression

S : Hmmm...

T : Yeah it's okey

S : Expressing mistakes to others and apologizing

T : Yes, the apology expression is the expression say sorry to another person because the person make the mistake to another person, so of course the person make the mistake must say sorry or apologize another person give the making mistake for the another person. Oke give applause for show and answer your friends.

T : Who wants to practice? let's not have a problem.

S : Reading the dialogue

T : Oke what the example of the last dialogue ?

S : Gratitude expression

T : Why you say gratitude expression ? only it, only that believes you that is gratitude expression . Try the others who can explain. True or false this is gratitude?

S : True

T : There is another explanation ?why this is said gratitude expression ? because is conversation in the dialogue say congratulation and thanks. More precisely gratitude expression that expression say someone to another person if the someone get something. This is the phrase used when someone gets an award then he will say congratulations and the form of replies to say thank you like that . Any question about this expression ?

T : Okay, give applause for your friends. Oke I give the task of determining about this expression. If you finish collect it on my desk, any question ? oke thank you please do it right

T : Oke thank you so much for your attention nice to meet you

S : Nice to meet you too

T : See you

S : See you too.

TRANSCRIPT TEACHER II

T : Good morning my student

S : Good morning mam

T : Before we lesson our study i absent. Who absent?

S : Ami

T : Abdul anif

S : Permission

T : Adiba

S : present mam

T : Alifa

S : present mam

T : Agung

S : present mam

T : Fajar

S : present mam

T : Andika

S : Present mam

T : Cantika

S : Present mam

T : Diah

S : present mam

T : Fatiah

S : Present mam

T : Ima

S : Present mam

T : Arsid

S : Present mam

T : Johan , where's johan ?

S : Absent

T : Frisca

S : Present mam

T : Putri Kiara

S : present mam

T : Tiara

S : present mam

T : Rara

S : Sick mam

T : Reysan

S : Present mam

T : Aulia

S : Absent mam

T : Sonia

S : Present mam

T : Inggit Ayu

S : Present mam

T : Irfan

S : present mam

T : Rizky alkautsar

S : Present Mam

T : Maulana

S : Present mam

T : Oke we start page 35. Open your book page 35 all of you open your book. Ayo open your book. Finish ? oke I read and you follow me

S : yes

T : Good morning

S : Good morning

T : What can I do for you ?

S : What can I do for you

T : Good morning, I'm looking for a printer

S : Good morning, I'm looking for a printer

T : We have many kind of printer

S : We have many kinds of printer

T : Which one do you like

S : Which one do you like

T : How about this brand ?

S : How about this brand ?

T : It is the newest brand

S : It is newest brand

T : can you tell me

S : Can you tell me

T : How to operate it?

S : How to operate it?

T : Alright!

S : Alright!

T : First you have to check the electricity connection

S : First you have to check the electricity connection

T : By inserting the plug into the socket

S : By inserting the plug into the socket

T : Second, install the printer

S : Second, install the printer

T : driver with your computer

S : Driver your computer

T : Aftet that

S : After that

T : You have to print a test page to check whether the printer is working or not

S : You have to print a test page to check whether the printer is working or not.

T : okay try changing now, you read a text. Inggit try it oke front of, inggit front of
with your friends. Ayo come on!

T : Oke ya strong voice, pronunciation must be clear.

S : ----- Read a text -----

T : oke give applause. Don't be shy if you go forward if told to read yes read. Ok the next risky with reysa, if a man can't be shy right

S : ----- Read a text -----

T : Oke sit down please. Give applause. So, after we read about what they are talking about here? How about the dialogue ? how about the topic ?

S : Printer

T : What does it mean? Look tiffany in at the electronics store in the supermarket. With who tiffani ? She's alone. What the meaning of alone? Yes alone, what is he doing? what is he looking for?

S : Printer

T : Search a printer, and then short kipper. What shopkeeper ?

S : shopkeeper

T : Yes good! what did the shopkeeper ask? Good morning can I help you? Good morning I looking a printer, we have many kinds of printer. Which want ? how about this brand ? what is brand ? in handphone like nokia, Samsung etc.

S : brand

T : Yes brand, how about brand ? it is the newest brand. Can you tell me how is to operate it? So he explain. So, try later you write what are the steps in operating the item. The first, how many steps are there? The first and then what risky ?

S : 3

T : Oke first, second and then there is a word after that. Means there is 3 oke you will finish it later, learn to translate

T : Should I print, it's mean he wants to try how the printer. So, the shopkeeper told me how to use what she was looking for earlier

S : Printer

T : okay until here someone wants to be asked ?

S : Should this mam

T : Should, come on how many people are carrying a dictionary? show high hands, yes five. Which other one? Oke for the next task, try the steps to operate the printer. How many steps? There 3 steps. How to operate a printer and made in a notebook because it translates. Later if anyone does not know is ask to me.

Transcript Interview Teacher I

R : Bu, jadi untuk tahap dari observasi yang kemarin. Untuk dapat memperoleh data selanjutnya yaitu melalui interview. Kebetulan yang saya analisis speech function nya bu. Ini ada teorinya saya bacakan atau bagaimana ya bu ?

T : Bacakan saja biar lebih mengerti

R : Ya bu, jadi speech function is an action or performance done by language users such as asking, commanding, and answering in order to fulfill intention of the speakers and listeners. Jadi pada intinya fungsi speech function menurut holmes ini ada 6 fungsi. Yang pertama expressive function which expresses speaker feelings. Apakah ibu menggunakannya ?

T : Ya, menggunakan.

R : Kemudian yang kedua directive

T : perintahya ?

R : Iya bu, bisa menyuruh, meminta dsb.

T : Iya saya gunakan itu.

R : Ini jenisnya banyak bu, tapi garis besarnya seperti. Ibu menggunakannya dikelas ?

T : Iya, supaya ada interaksi antara guru dan siswa

R : Lanjut ke tipe selanjutnya ada referential function. Jadi ibu memberi informasi kepada siswa.

T : Oh iya

R : Jadi, misalkan ibu memberikan informasi tentang suatu hal. Apakah ibu menggunakan nya ?

T : Iya saya gunakan

R : kemudian metalinguistic. Jadi, ibu menjelaskan tentang istilah Bahasa misalkan phrase, noun etc

T : Menggunakan ketika dalam pelajaran vocab

R : Iya bu, yang kelima poetic bu. Seperti puitis biasanya ada di puisi, motto biasanya untuk memotivasi.

T : oh gitu ya

R : Dan terakhir phatic, misalkan greeting living talking

T : Iya untuk memberikan greeting.

R : Jadi, dari keenam itu ibu menggunakan nya didalam kelas ?

T : Iya, tergantung dengan yang saya ajarkan

R : Berarti tidak selalu ya bu ?

T : Iya, karna tergantung dengan situasi dan kondisinya juga.

R : menurut ibu speech function itu penting tidakya untuk dipelajari ?

W : Ya penting

R : Terutama untuk siswa atau guru ya bu ?

T : Untuk guru agar terjadi interaksi yang bagus

R : Ya sudah terima kasih ya bu sudah meluangkan waktunya.

T : ya sama sama.

Transcript Interview Teacher II

R : jadi untuk menindak lanjuti observasi yang kemarin, untuk dapat memperoleh data selanjutnya yaitu interview.

T : Oh ya baiklah

R : Jadi langsung saja ya bu, karena saya mengalisis speech function. Maka sebelum interview dimulai ini ada 6 fungsinya ya bu.

T : Oh iya 6 ya ?

R : Iya bu, pertama expressive function seperti feeling happy, sad or disappointed. Ibu menggunakan tidak di dalam kelas ?

T : Ya, terkadang saya gunakan ketika memberikan pujian pada siswa.

R : Ya, selanjutnya directive function bu. It attempts someone to do something. Apakah ibu menggunakan di dalam kelas ?

T : Iya

R : Selanjutnya referential function. The utterance of this type provide information. Apakah ibu menggunakan nya ?

T : oh iya tentu saja saat memberikan suatu informasi.

R : Kemudian metalinguistic misalnya ibu menerangkan tentang grammar

T : Itu metalinguistic berarti tentang define begitu ya ?

R : Iya bu, kemudian poetic maksudnya ungkapan yang mengandung puisi atau keindahan Bahasa.

T : oh iya iya.

R : Yang terakhir phatic bu

T : seperti apa ya?

R : Bu, phatic itu anya untuk menjaga komunikasi saja atau basa basi misalkan greeting

T : oh gitu selanjutnya apa lagi ?

R : Sudah bu 6 tipe saja

T : Oke apa yang mau ditanyakan lagi ?

R : Nah dari yang keenam itu apakah digunakan didalam kelas bu

T : iya, untuk mengungkapkan anak itu bagus atau sebagai pujian.

R : Oke bu selanjutnya menurut ibu penting tidak mempelajari speech function ?

T : dibilang penting ya penting tapi terkadang tergantung pada situasi yang terjadi saat itu juga.

R : Oh begitu, baiklah bu terima kasih banyak untuk waktunya

T : iya sama sa

DOCUMENTATION

Teacher I



Teacher II



In The Classroom





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Form K-1



Kepada Yth : Bapak Ketua/Sekretaris
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Perihal : **PERMOHONAN PERSETUJUAN JUDUL SKRIPSI**

Dengan hormat, yang bertanda tangan dibawah ini :

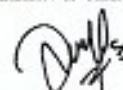
Nama Mahasiswa : Wanda Rizka Gustina
NPM : 1502050016
Pro. Studi : Pendidikan Bahasa Inggris
Kredit Kumulatif : 156 SKS

IPK = 3,37

Persetujuan Ket/Sekret, Prog. Studi	Judul Yang Diajukan	Disahkan oleh Dekan Fakultas
	The Analysis of Speech Function of Teachers' Talk in English Classroom at MTs Aisyiyah Sumatera Utara	
	Modelling Journalist Perceptions of Aggressive News Gathering Practices	
	Words Coining in The Process of Word Formation in Cnn Articles	

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

Medan, Mei 2019
Hormat Pemohon,



Wanda Rizka Gustina

Keterangan :

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



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Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Assalamu'alaikum Wr. Wb

Dengan hormat, yang bertanda tangan dibawah ini :

Nama Mahasiswa : Wanda Rizka Gustina
NPM : 1502050016
Pro. Studi : Pendidikan Bahasa Inggris

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

The Analysis of Speech Function of Teachers' Talk in English Classroom at MTs
Aisyiyah Sumatera Utara

Sekaligus saya mengusulkan/menunjuk Bapak/Ibu :

Dr. Bambang Panca S, S.Pd., M.Hum

Sebagai Dosen Pembimbing Proposal/Skripsi saya.

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

Medan, Mei 2019
Hormat Pemohon,

Wanda Rizka Gustina

Keterangan

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



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Lamp : ---
Hal : Pengesahan Proyek Proposal
Dan Dosen Pembimbing

Assalamu'alaikum Warahmatullahi Wabarakaatuh

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara menetapkan proyek proposal/risalah/makalah/skripsi dan dosen pembimbing bagi mahasiswa yang tersebut di bawah ini :

Nama : Wanda Rizka Gustina
N P M : 1502050016
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : The Analysis of Speech Function of Teachers' Talk in English Classroom at MTs Aisyiyah Sumatera Utara.

Pembimbing : Dr. Bambang Panca S. M.Hum

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

1. Penulis berpedoman kepada ketentuan yang telah ditetapkan oleh Dekan
2. Proyek proposal/risalah/makalah/skripsi dinyatakan BATAL apabila tidak selesai pada waktu yang telah ditentukan
3. Masa kadaluarsa tanggal : 15 Mei 2020

Wa'alaikumssalam Warahmatullahi Wabarakatuh.

Dikeluarkan pada Tanggal :
Medan, 10 Ramadhan 1440 H
15 Mei 2019 M



[Signature]
Dr. H. Elfranto Nst, S.Pd, M.Pd.
NIDN : 0115057302

Dibuat rangkap 4 (empat) :

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



BERITA ACARA BIMBINGAN PROPOSAL

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara
Fakultas : Keguruan dan Ilmu Pendidikan
Nama Lengkap : Wanda Rizka Gustina
NPM : 1502050016
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : The Analysis of Speech Function of Teachers' Talk in English Classroom at MTs Aisyiyah Sumatera Utara

Tanggal	Deskripsi Hasil Bimbingan Proposal	Tanda Tangan
	Chapter I	
	Chapter II	
	Chapter III	
	References	
	Daftar	

Diketahui Oleh :
Ketua Program Studi

Mandra Saragih, S.Pd, M.Hum.

Medan, Mei 2019

Dosen Pembimbing

Dr. Bambang Panca S, S.Pd, M.Hum



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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

LEMBAR PENGESAHAN HASIL SEMINAR PROPOSAL

Proposal yang sudah diseminarkan oleh mahasiswa di bawah ini :

Nama Lengkap : Wanda Rizka Gustina

N.P.M : 1502050016

Prog. Studi : Pendidikan Bahasa Inggris

Judul Proposal : The Analysis of Speech Function of Teachers' Talk in English
Classroom at MTS Aisyiyah Sumatera Utara

Pada Senin, tanggal 29 bulan Juli tahun 2019 sudah layak menjadi proposal skripsi.

Medan, Agustus 2019

Disetujui oleh:

Dosen Pembahas

Fatimah Sari Siregar, S.Pd., M.Hum

Dosen Pembimbing

Dr. Bambang Panca S, S.Pd., M.Hum

Diketahui oleh
Ketua Program studi

Mandra Saragih S.Pd., M.Hum.



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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

SURAT KETERANGAN

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

Nama Lengkap : Wanda Rizka Gustina

N.P.M : 1502050016

Prog. Studi : Pendidikan Bahasa Inggris

Judul Proposal : The Analysis of Speech Function of Teachers' Talk in English Classroom at MTS Aisyiyah Sumatera Utara

Benar telah melakukan seminar proposal skripsi pada hari Senin, tanggal 29 bulan Juli, tahun 2019.

Demikianlah surat keterangan ini dibuat untuk memperoleh surat izin dari fakultas.

Atas kesediaan dan kerja sama yang baik, kami ucapkan terima kasih.

Medan, Agustus 2019

Ketua Program Studi

Mandra Saragih, S.Pd, M.Hum.



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

BERITA ACARA SEMINAR PROPOSAL

Pada hari Tanggal..... Bulan Juli Tahun 2019 telah diselenggarakan seminar prodi pendidikan Bahasa Inggris menerangkan bahwa :

Nama Lengkap : Wanda Rizka Gustina

N.P.M : 1502050016

Prog. Studi : Pendidikan Bahasa Inggris

Judul Proposal : The Analysis of Speech Function of Teachers' Talk in English Classroom at MTS Aisyiyah Sumatera Utara

No.	Argument/Komentar/Saran
Judul	Revisi - Consult with supervisor.
Bab I	Revisi - background score, formulation & objective
Bab II	theory
Bab III	Method of Research.
Lainnya	
Kesimpulan	[] Disetujui [] Ditolak [<input checked="" type="checkbox"/>] Disetujui Dengan Adanya Perbaikan

Dosen Pembahas


Fatimatu Sani Sinegar

Dosen Pembimbing


Dr. Bambang Panca S, S.Pd., M.Hum

Panitia Pelaksana

Ketua


Mandra Saragih, S.Pd, M.Hum

Sekretaris


Pirman Ginting, S.Pd, M.Hum



Unggul, Cerdas dan Terpercaya

Bila menjawab surat ini agar disebutkan nomor dan tanggalnya

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UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Jalan Kapten Muchtar Basri No. 3 Medan 20238 Telp. (061) 6622400 Fax. (061) 6625474 - 6631003
Website: <http://fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

Nomor : 3418 /IL.3/UMSU-02/F/2019
Lamp : ---
Hal : Mohon Izin Riset

Medan, 03 Muharram 1441 H
03 September 2019 M

Kepada Yth. Bapak/Ibu Kepala
MTs Aisyiyah Sumatera Utara
di-
Tempat

Assalamu'alaikum Warahmatullahi Wabarakaatuh

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 Sekolah Bapak/Ibu pimpin. Adapun data mahasiswa kami tersebut sebagai berikut :

Nama : Wanda Rizka Gustina
N P M : 1502050016
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : The Analysis of Speech Function of Teachers' Talk in English Classroom at MTS Aisyiyah Sumatera Utara.

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

Wa'alaikumssalam Warahmatullahi Wabarakatuh.


Dekan
Dr. H. Efrianto Nst, S.Pd, M.Pd.
Fakultas Keguruan dan Ilmu Pendidikan 0115057302

** Pertinggal **



**MADRASAH TSANAWIYAH SWASTA 'AISYIYAH
SUMATERA UTARA
NSM/NPSN : 121212070064 / 10264240**

Jl. Masjid No. 806 Pasar IX Desa Bandar Khalifah 20371 (061) 80028250

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

SURAT KETERANGAN

Nomor : 005/MTs-A/D/IX/2019

Yang bertanda tangan dibawah ini Kepala MTs 'Aisyiyah Sumatera Utara Desa Bandar Khalifah, Kecamatan Percut Sei Tuan Kabupaten Deli Serdang Provinsi Sumatera Utara menerangkan bahwa :

Nama : WANDA RIZKA GUSTINA
NPM : 1502050016
Fakultas : Keguruan Dan Ilmu Pendidikan
Program Studi : Pendidikan Bahasa Inggris

Sesuai surat izin melakukan Penelitian dari Dekan Fakultas Ilmu Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara No.5428/IL.3-AU/UMSU-02/F/2019 benar nama tersebut telah melakukan Penelitian pada Tanggal 4 September 2019 sampai dengan 17 September 2019 di MTs 'Aisyiyah Sumatera Utara.

Dengan judul :

"The Analysis Of Speech Function of Teachers' Talk in English Classroom at MTs 'Aisyiyah Sumatera Utara"

Demikian surat keterangan ini kami berikan, agar dapat dipergunakan dengan seperlunya.

Bandar Khalifah, 18 September 2019

Kepala MTs Aisyiyah Sumut



Sri Wanda Sari Ningsih, S.Pd

Tembusan :

1. Dekan Fakultas Keguruan Dan Ilmu Pendidikan
2. Mahasiswa bersangkutan.
3. Arsip

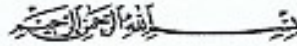


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SURAT PERNYATAAN



Saya yang bertanda tangan dibawah ini :

Nama Lengkap : Wanda Rizka Gustina
N.P.M : 1502050016
Prog. Studi : Pendidikan Bahasa Inggris
Judul Proposal : The Analysis of Speech Function of Teachers' Talk in English Classroom at MTS Aisyiyah Sumatera Utara

Dengan ini saya menyatakan bahwa :

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

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

Medan, Agustus 2019
Hormat saya
Yang membuat pernyataan,



Wanda Rizka Gustina

Diketahui oleh
Ketua Program Studi
Pendidikan Bahasa Inggris

Mandra Saragih, S.Pd, M.Hum



MAJELIS PENDIDIKAN TINGGI PENELITIAN & PENGEMBANGAN
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UPT PERPUSTAKAAN

Jl. Kap. Mukhtar Basri No. 3 Telp. 6624567 - Ext. 113 Medan 20238
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SURAT KETERANGAN

Nomor: 432/KET/IL9-AU/UMSU-P/M/2019



Berdasarkan hasil pemeriksaan data pada Sistem Perpustakaan, maka Kepala Unit Pelaksana Teknis (UPT) Perpustakaan Universitas Muhammadiyah Sumatera Utara dengan ini menerangkan :

Nama : Wanda Rizka Gustina
NPM : 1502050016
Fakultas : Keguruan dan Ilmu Pendidikan
Jurusan/ P.Studi : Pendidikan Bahasa Inggris

telah menyelesaikan segala urusan yang berhubungan dengan Perpustakaan Universitas Muhammadiyah Sumatera Utara Medan.

Demikian surat keterangan ini diperbuat untuk dapat dipergunakan sebagaimana mestinya.

Medan, 28 Muharram 1441 H
28 September 2019 M

Kepala UPT Perpustakaan,

Muhammad Arifin, S.Pd, M.Pd



CURRICULUM VITAE

Name : Wanda Rizka Gustina
Registered : 1502050016
Place : Medan
Date of birth : 14 August 1996
Sex : Female
Religion : Moslem
Marital Status : Single
Nationally : Indonesia
Father's Name : Sakti Musanda A,Md
Mother's Name : Erlinawati, Dra
Address : Sei Rotan Dusun II Gg. Amran
Mobile Phone : 081361071858
Gmail : wandarizka2@gmail.com

EDUCATION :

1. TK RA KARTINI (2001-2002)
2. ELEMENTRY SCHOOL AT SDN 105288 (2002-2008)
3. JUNIOR HIGH SCHOOL AT SMPN 29 MEDAN (2008-2011)
4. SENIOR HIGH SCHOOL AT SMAN 11 MEDAN (2011-2014)

Medan, September 2019

The Researcher

Wanda Rizka Gustina

