

**EXPRESSIVE UTTERANCES IN CLASSROOM INTERECTION
(COMPARISON BETWEEN MALE AND FAMALE
TEACHERS' UTTERANCES)**

SKRIPSI

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SITI RODIAH
NPM. 1302050126



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

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ABSTRACT

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The study deals with the study of Expressive Utterance In Classroom Interaction (Between Male and Female Teachers' Utterances). This study attempts to answer the two formulation of the problems, namely: (1) What are the types of expressive utterance found in the class-room by male and female teachers, and (2) How are expressive utterances realized by male and female teachers. This study applied descriptive qualitative method to analyze the data. The sources of data obtained from a male and a female teachers' utterances in classroom interaction at SMP PAB 2 HELVETIA. The techniques of data analyzing used theory of Sugiyono (2010) started from data reduction, data display and conclusion drawing. The result show in the classroom interaction by female teachers' utterances found several types of expressive utterance : thanking, apologizing, congratulating/complimenting, greeting and attitude. The result show in the classroom interaction by male teachers' utterances found several types of expressive utterance: congratulating/complimenting, greeting and attitude. There are also have similarities and dissimilarities. The similarities between male and female teachers were: 1) the types of expressive utterances that always appear are expressive for thanking and expressive for attitude. 2) the types of expressive of wish didn't find in both of them. The dissimilarities between male and female teachers were: 1) the expressive utterances that used by female have more types than male. Female has five types that include thanking, apologizing, congratulating, greeting and attitude. Meanwhile the male teachers just have three types that include congratulating, greeting and attitude. 2) There are 24 types of expressive utterances realized by female teachers at SMP PAB 2 Helvetia. They are stating an greeting, gratitude, praising, regret, complaining, criticizing, forgiveness. Meanwhile there are 27 of expressive utterances realized by the male teachers at SMP PAB 2 Helvetia. They are stating an greeting, complaining, criticizing, respect, praising, admiration, deprecating.

Key words: expressive utterance, classroom interaction, male and female teachers' utterances

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CHAPTER I

INTRODUCTION

A. Background of study

Everybody use language in daily life. They use language to communicate with others people. They use language to express their felling, thought, ideas and experiences. It means that language is very close to the communication. Everyone has their own way to express what they are feeling. The way they utter it depends on their language infacing certain situation. Through the language, they do not only reveal some meanings but also can cause an action from their utterances which is known as speech act.

People performed speech act when they offer an appology, greeting, request, complaint, compliment, or refusal. Speech act is an utterance that serves a function in communication. Base on Searly (in Levinson 1983) says that there are five kinds of action that can be performed in speaking. They are representative, directive, commissive, declaratives, and expressive. Expressive is one type of speech act in which the speakers express a pysical and it it exploited in interection. People often uttered apologize, blaming, congratulate, praise and thank. Those utterances are uttered based on aims and the reason of the speakers to the heares/addressees.

This case also happened in school. Communication was very important in the school because communication is one tool in teaching learning process. There were many utterance that happen in interaction between teachers and students. the utterances reflect psychology of the speaker, such as ; happiness, misery, hatred and many more. That is what so called as expressive utterances. The use of expressive utterances determined how the teaching and learning process. These utterance that was uttered by teachers could influence with the students. It would make the students to decide what they interested or not with the teachers. The utterence could influence the psichology of someone that hearer.

Base on the reseacher experience when she was a senior high school student in MAL IAIN SU, the teacher seldom used utterances that could cause the students interested in study. The teacher even often used emotionally utterances which made students reluctant and afraid. So the students didn't enjoy and interested for their lessons and it made the students' score is lower. Especially for male teachers, many students uninterested for lessons that they teached. Such as according (Kelly & Hutson-Comeux 1999) in his observed between man and woman on face to face interection, he found that emotion of happines, sadness and fear are believed to be more characteristic of women, whears men are believed to be more characteristically angry. It is possible that men is esier to angry than woman or it is possible for man to utter negative utterance than the woman because the utterances of people can be influenced by psychology theirselve. It causes the aim of learnig process unreachable.

Teachers should act professionally in distinguishing their personal life and their performance in the class. They should be able to use good utterances to motivate students, so they will study eagerly and enthusiastically. By doing so, the aim of teaching and learning will be reached. Therefore the researcher interested to do a research about expressive utterance in class-room interaction (comparison between male and female teachers' utterance) .

B. Identification of Study

The problem of this research are as followed:

1. The utterances by English teachers were not attracted students to study
2. The teachers even often used emotionally utterances which made students reluctant and afraid, especially the male teachers.
3. Teachers still could not distinguish their personal life and their performance in classroom.

C. The Scope and Limitation

This research concerned with the speech act and it scoped on illocutionary act, and it would be limited expressive utterances by teachers in SMP PAB 2 HELVETIA 2016/2017 academic year.

D. Formulation of The Study

The problem of this research would be formulated as follow:

1. What are the types of expressive utterance found in the class-room by male and female teachers?
2. How are expressive utterances realized by male and female teachers?

E. The Objectives of Study

The objectives of the study will be stated follows:

1. To find out the types of expressive utterances found in the class-room by male and female teachers.
2. To describe how the expressive utterances realized by male and female teachers.

F. The Significance of Study

1. Theoritically,

The researcher wanted to give information differences between male and female teacher utterance in class-room interction to add knowledge, experiences, and imight, as well as the application of science research methode,especially regarding our knowledge about expressive utterance .

2. Practically, this research was useful for students in English department as sources of references in doing other research, the research will be expected to be expected to be meaningful for our knowledge about expressive utterance.

- a. Library as a source for getting indonesia or learning expressive utterance.
- b. The students of university is order to make them easy to idintyfy expressive utterance.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

To support the validity of the result of the study, the researcher presented some theory supported by the context of the problems uncovered by investigators.

1. Description of Speech Act

1.1 The Meaning of Speech Act

In a conversation or dialog, people use their utterances to communicate their feeling and minds to other people. Utterances don't contain grammatical structure and words, but they perform action. Action perform via utterances are generally called speech act and, in English, are commonly given more specific label, such as apology, complaint, invitation, promise, or request (Yule,1996). According to Schmidt and Richards (1995) speech acts are allowed perform through speaking, all things we do when we speak. When conversing, people deliver their ideas intention, feelings or emotions directly. These descriptive terms for different kinds of speech acts apply to the speakers' communicative intention in producing an utterance. The speaker normally expects that his/her intention will be recognize by the hearer.

When people produced utterances, unconsciously they have produced three related acts deal with their utterances. Three related act are locution, illocution, and perlocution. Locution is the basic act of utterance or producing a meaningful linguistic expression. Illocution is performed via the communicative force of utterance. It means that this utterance can be state, warning, request, command, suggest, etc. Perlocution is a recognition from the hearer, so after hearing the utterance, the hearer will do something. In another word, perlocution is the effect after the speaker utters the utterance to the hearer and then the hearer will recognize it by doing something soonly.

1.2. Classification of Speech Act

Austin in Yule (1996:48) described kinds of acts, they are locutionary act, illocutionary act and perlocutionary act. As explain below:

1.2.1. Locutionary Act

Locutionary act is the basic of utterance that is producing a meaningful linguistics expression. In performing a locutionary act, a speaker uses an identifiable expression, consisting of a sentences or fragment of sentence from language.

1.2.2. Illocutionary Act

Illocutionary act is an act of doing something; it is uttered by the speaker that is not only to say or state something but also used to ask someone

else to do something. In utterance, speaker performs an illocutionary act in using a particular locution to refer. Such utterance has illocutionary act force of a statement, a confirming, a denial, a prediction, a promise, a request, etc.

1.2.3. Perlocutionary Act

Perlocutionary act is an act that is uttered to effect the listener. An utterance that is uttered by someone often has effect to the listener. Which can be expected or unexpected affect that created by the speaker. So, in other word, a perlocution is listener behavioral response to the meaning of the utterance, not necessarily physical or verbal response, perhaps merely a mental or emotional response.

There is an example of speech act. A child refuse to lie down and go to sleep, then his mother says, "I'll turn your light off". The locutionary act is utterance "I'll turn your light off". However, the mother may be intending that the utterance to be interpreted as a threat. The threat here is the illocutionary acts. It means that child does not sleep, his mother will turn off the light. As consequence behavior of that child, he must be frightened into silence and sleep is perlocutionary act.

2. The Classification of Illocutionary Acts

There are five basic kinds of action that can be performed in speaking by means of the following five types of utterance that is developed by Yule (1996:53-54), they are:

2.1 Declaratives

Declaratives are those kinds of speech acts that change the world via their utterance. The acts of declaratives are approving, betting, blessing, instructing, confirming, cursing, declaring, disapproving, dismissing, naming, resigning, etc.

Example: I quit from this job resigning

2.2 Representative

Representatives are those kinds of speech acts that state what the speaker believes to be the case or not. The types include arguing, asserting, boasting, claiming, complaining, criticizing, denying, describing, informing, insisting, reporting, suggesting, swearing, etc.

Example: I met your parent yesterday informing.

2.3 Expressives

Expressives are those kinds of speech acts that state what the speakers feel. The acts are apologizing, complimenting, condoling, congratulating, deploring, praising, regretting, thanking, etc.

There are six types of expressives, which are analyzed in this thesis, they are:

2.3.1 Expressives for Thanks

Expressing gratitude is considered to be one universal of the politeness principle. Thanking is classified as an expressive illocutionary act that can be defined as an expression of gratitude on the part of the speaker to the addressee. For example: ‘ Thank you so much for coming.’”

2.3.2 Expressives for Apologizes

Apologizing is an expression of regret. Some definitions of Apologizing such as; acknowledge faults or shortcoming failing, defend, explain, clear away or make excuses for by reasoning. There also some related terms of apologizing : alibi out of, apologize for, ask forgiveness, beg pardon, express regret, plead guilty, do penance and so on. For example: “ I beg your pardon.”

2.3.3 Expressive for Congratulating

Congratulating, applauding and condoling are the kinds of expressives for congratulation. Those show the speaker’s sympathy toward what has been happening to the hearer. Congratulating expresses the feeling of pleasure toward the hearer’s luck, applauding expresses the feeling of compassion toward the hearer’s ability, while condoling expresses the feeling

of compassion toward the hearer's sadness. For example: "I congratulate you for your graduation."

2.3.4 Expressives for Greeting

Greeting is an expression of welcoming. It is also the act of greeting by the speaker to the hearer. For example: "Good Morning, mom".

2.3.5 Expressives for Attitudes

This kind of expressives is about criticizing, complaining, and deprecating that express the feeling of disagree or dislike with the hearer's attitude. Those expect the hearer to mull over the speaker's utterance. For example: "that's no good."

2.3.6 Expressives for Wishes

Wishing is the expression of speaker's desire and wants in order to expect it becomes reality. For example: "I wish you were here."

2.4 Directives

Directives are those kinds of speech acts that the speaker use to get someone else to do something. The acts are advising, insisting, inviting, asking, begging, challenging, daring, demanding, forbidding, ordering, permitting, recommanding, requesting, suggesting, etc.

Example: don't go to the party! (forbidding)

2.5 Commissives

Commissives are those kinds' acts that the speaker use to commit themselves to some future action. The acts are committing, guaranteeing, offering, promising, refusing, threatening, volunteering, vowing, etc.

Examples: I will be there at 5 o'clock. (promising).

3. Utterances

Acording to Kreidler (1998:183) speech act devide into seven namely assertives, pervormative, verdictive, commisive, phatic,.

3.1 Assertives Utterance

Kreidler (1998:183) states that in the assertive function speakers and writers use language is concerned with fact. The purpose is to inform.this is

language concerned with knowledge, with cognition. It deals with data, what exists or existed, what is happening or has happened. So assertive utterances are either true or false, and generally they can be verified or falsified.

Ex: I voted for Aronson in the last election

3.2 Performative Utterance

Speech acts that bring about the state of affairs they name are called performative, performative utterances are valid if spoken by someone whose right to make them is accepted and in circumstances which are accepted as appropriate. The verbs include bet, declare, baptize, name, nominate, pronounce.

Ex: I bid three no-trump.

3.3 Veridictive Utterance

Veridictives are speech acts in which the speaker makes an assessment or judgment about the act of another, usually the addressee. These include ranking, assessing, appraising, condoning. Verdictive verbs include accuse, charge, excuse, thank in explicit frame I.... you of/for.....-ing. Since these utterances present the speaker's assessment of the addressee's previous action(s) or of what has befallen the addressee, they are retrospective.

Ex: I accuse you of putting on airs.

3.4 Expressive Utterances

Whereas a verdictive utterance is about what the addressee has previously done, an expressive utterance springs from the previous actions-or failure to act-of the speaker, perhaps the present result of those action or failure. Expressive utterances are thus retrospective and speaker-involved. The most common expressive verb (in this sense of 'expressive') are: acknowledge, admit, confess, deny, apologize.

Ex: 1) we admit that we were mistaken. 2) I acknowledge that I didn't do what I should have done. 3) I apologize for having disturbed you. 4) we admit that we were mistaken.

3.5 Directive Utterance

Directive utterance are those in which the speaker tries to get the addressee to perform some act or refrain from performing an act. Thus a directive utterance has the pronoun you as actor, whether that word is actually present in the utterance or not.

3.6 Commissive Utterance

Speech acts that commit a speaker to a course of action are called commissive utterance. These include promise, pledges, threats and vows. Commissive verbs are illustrated by agree, ask, offer, refuse, swear, all with

following infinitives. They are prospective and concerned with the speaker's commitment to future action.

3.7 Phatic Utterance

Phatic utterance is to establish rapport between members of the same society. Phatic language has less obvious function than the six types discussed above it is no less important. Phatic utterance include greetings, farewells, polite formulas such as "thank you," "you're welcome," "excuse me" when these are not really veridical or expressive.

4. Differences in Men's and Women's Speech

4.1 General Comments

The issue of women interacting differently from men has been discussed for hundreds of years. However, feminist movements in the 1960s realized the language was one of the instruments of female oppression by males. As a matter of fact, language not only reflected a patriarchal system but also emphasized male supremacy over women. Most of the works analyzing language were to do mostly with male language production. Labov's work (1972a-1972b) for instance, described mostly the speech of men. However, other linguists, such as the ones cited below, started to become interested in observable difference in language production depending on the sex of the speakers.

4.2 Women Talk More / Less Than Men

According to Cameron and Coates (1985), the amount we talk is influenced by who we are with and what we are doing. They also add that if we aggregate a large number of studies, it will be observed that there is little difference between the amount men and women talk. On the one hand, in a recent study, Dr. Brizendine (1994) states the women talk three times as much as men. On the other hand, Drass (1986), in an experiment on gender identity in conversation dyads found that men speak more than women.

4.3 Women Break the 'Rules' of Turn-Taking Less Than Men

Studies in the area of language and gender often make use of two models or paradigms – that of dominance and that of difference. The first is associated with Dale Spender (1980), Pamela Fishman (1980), Don Zimmerman and Candace West (1975), while the second is associated with Deborah Tannen (1984). Dominance can be attributed to the fact that in mixed-sex conversations, men are more likely to interrupt than women. It uses a fairly old study of a small sample of conversations, recorded by Don Zimmerman and West, which produced in evidence 31 segments of conversation. They report that in 11 conversations between men and women, men used 46 interruptions, but women only two. The difference theory was also summarized in Tannen's book *You Just Don't*

understand (1990) in an article in which she represents male and female language use in a series of six contrasts:

a. Status vs. Support

This claims that men grow up in a world in which conversation is competitive – they seek to achieve the upper hand or to prevent others from dominating them. For women, however, talking is often a way to gain confirmation and support for their ideas. Men see the world as a place where people try to gain status and keep it. Women see the world as “a network of connections seeking support and consensus”.

b. Independence vs. Intimacy

In general, women often think in terms of closeness and support, and struggle to preserve intimacy. Men, concerned with status, tend to focus more on independence. These traits can lead women and men to have different views of the same situation.

c. Advice vs. Understanding

Deborah Tannen claims that, to many men a complaint is a challenge to find a solution: “ When my mother tells my father she doesn’t feel well, he invariably offers to take her to the doctor. Invariably, she is disappointed with his

reaction. Like many men, he is focused on what he can do, whereas she wants sympathy.

d. Information vs. Feelings

Culturally and historically speaking, men's concerns were seen as more important than those of women, but today this situation may be reversed so that the giving of information and brevity of speech are considered of less value than sharing of emotions and elaboration.

e. Orders vs. Proposals

It is claimed that women often suggest that people do things in indirect ways- "let's", "why don't we?" or "wouldn't it be good, if we...?" men may use, and prefer to hear, a direct imperative

f. Conflict vs. Compromise

This situation can be clearly observed in work-situation where a management decision seems unattractive – men will often resist it vocally, while women may appear to accede, but complain subsequently. In fact, this is a broad generalization – and for every one of Deborah Tannen's oppositions, we will know of men and women who are exceptions to the norm.

5. Classroom Discourse

In teaching any language, including English, teacher is required to use the language he or she teaches directly. In the same way, English is not only taught but also used as medium language in the classroom. The varieties or registers of language used in the classroom is narrowed and different from the general language because it deals with special function used implemented in the classroom. This type of language is called as classroom language or classroom discourse.

Classroom language is the type of language used in classroom situation. Richards and Schmidt (2003:74) simply define classroom discourse as “a variety of language sometimes used by teachers when they are in the process of teaching”. Classroom discourse is different in form and function from language used in other situation because of the particular social roles students and teachers have in classrooms and the kinds of activities they usually carry out there, such as: a) Instructing is used by the teacher to tell the students what to do at different stages of lesson. This function commonly uses imperative form, example: “please open page five, and for this activity, you’ll work in pairs.” b) Explaining is used to give more details of an activity or task, example: “We will put your project in the wall so make sure that yours is easy to read.” c) Narrating is used when the teacher tells the students about the story or experience in the past. This function is commonly used in elementary levels, example: “Before I start the lesson, I would like to tell you my experience during the holiday.” d) Eliciting is used by the teacher to get the information from the learners, rather than to give them

directly, example: “What can you see from this picture?” and “how can you arrange these jumbled paragraphs?” e) Prompting is a function to help the students think of ideas or to remember a word or phrase by giving them part of it, example: “You may start the story by this picture.” f) Correcting is used by the teacher to indicate that the students makes a mistake, example: “ Use went not gone when telling your experience,” g) Checking is used to make sure whether the students have been correct or not. The use of concept question can be a way to check the students understand, example: “Can anyone give me a sentence using this word?” h) Conveying the meaning is used by the teacher when there is a new word or expression in order that the students understand. This can used mime. Bring realia or picture, or use spoken language which is easier to understand.

B. Relevant Studies

The reseacher would discribe some thesis which are relevant to this research to make the research arrangement easier and to avoid repeating the same study. There are two provious researches that are used by the reseacher, they are:

A thesis by Siti Nurjannah, as a student in english department of teacher training and education muhammadiyah university of surakarta, 2013. On the title a subtitling analysis of expressive utterances on the dolphin tale movie. the semillarities are the research used expressive utterances. the result of this research show that there are 72 data of expressive utterances. from 72 data of

expressive utterances, the research finds seventeen kinds of expressive utterances, they are angry, sadness, happiness, pleasure, proud, apologizing, regret, thanking, dislike, praise, requesting, afraid, hoping, greeting, permission, disagreeing, and agreeing. and the intention is to identified the meaning and types of expressive utterances which analyzed at the previous chapter both of source language and target language. second, the subtitling strategies which are applied in dolphin tale movie are condensation, imitation, decimilation, deletion, paraphrase and transfer. based on the analysis, the researcher finds 6 data or 8,4 % are translated using condensation strategy, 9 data or 12,5 % using imitation, 5 data or 6,9 % using decimilation, 4 data or 5,5 % using deletion, 12 data or 16,7 % using paraphrase and 36 data or 50 % using transfer.

C. Conceptual Framework

Speech acts as the central concern of pragmatics is defined as the study of how to do things with words. When we are speaking language, we are performing speech acts such as giving, command, making statement and so on. Austin (1962) divides the speech acts into four important types, they are: (1) utterance act, (2) illocutionary act, (3) perlocutionary act, and (4) prepositional act.

The important thing to mention concerning with speech acts is that illocutionary act can be categorized as proposed by searly(1975), they are :

representatives, directives, commissive, expressive and declaratives. In this case, the researcher focus on expressive. Expressive is defined as a kind of speech act in which the speaker commits to a future action. Expressive is an important part of a speech act because expressive itself is the central to linguistic communication and defined by social convention such as surprise, happiness, sorrow, anger, whose nation include blame, apologize, congratulate, and thanks. This research will analyze the male and female teachers in the class-room as the object. The researcher use the expressive utterance to analyze it to get the intended meaning of the utterance in the class-room that will be analyzed. The researcher is interest to discuss what is expressive utterance smostly in the class-room because class-room is the place where so many interection there.

CHAPTER III

METHOD OF RESEARCH

A. Research Design

In this research descriptive qualitative method was used by applying naturalistic design. This method was used in order to discover, identify, analyze, and describe about the expressive utterances in class-room interaction (comparison between male and female teachers' utterance). It was also known as a method analyze the work of the teachers. Naturalistic design allowed the researcher to analyze the behavior of teachers' utterance class-room interaction.

B. Source of Data

The data were obtained from male and female teachers' utterances in classroom interaction at SMP PAB 2 HELVETIA. It means that the data were collected continuously until the data needed are obtained.

C. Techniques for

There were some steps in collecting the data, and the step were as follow: 1) Recording the utterances spoken by the teacher. 2) Transcribing the utterances of the male and female teachers in the classroom interaction. 3) Underlining the expressive utterances spoken by teachers in classroom.

D. The Technique of Data analysis

The data were analyzed through qualitative analysis. The activities of qualitative analysis consist of data reduction, data display and conclusion drawing (Sugiyono, 2010). Based on the following theory, the reseach would be apply the following steps:

a. Data Reduction

In this step, the reseacher were conclude, group, and focus on the main problem of the research. The data would be the identified and then classified into simpler way. The reduced data would be clearer and easier describe to the reseacher until the data needed will be found.

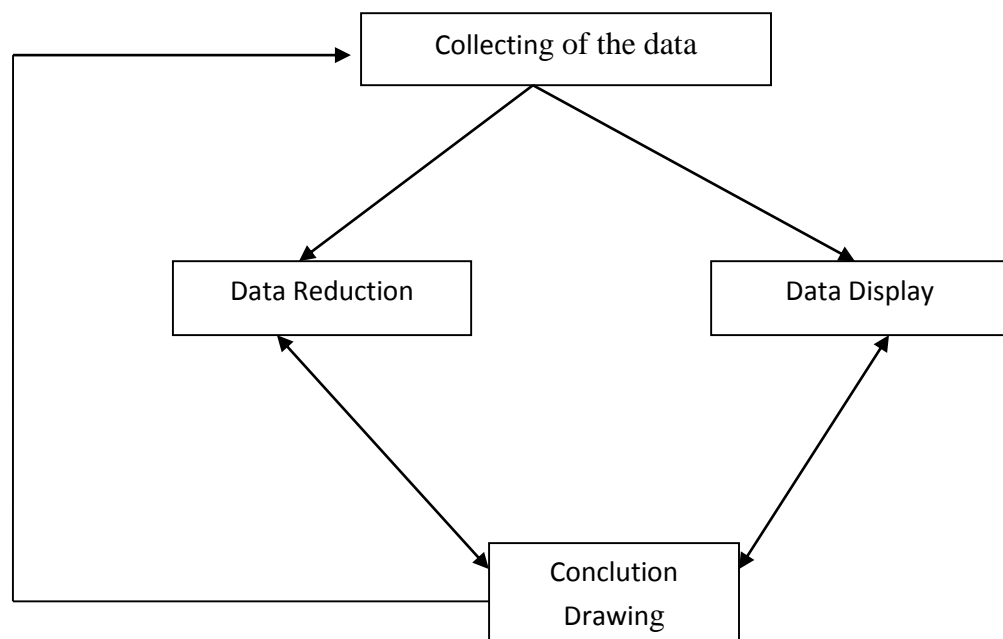
b. Data Display

In this second step, after the researcher reduced the data form the teachers. Then, the expressive utterances from the teachers' utteren were tabulated by the reseacher.

c. Conclusion Drawing

The third activity was conclusion drawing. The data would be analysis deeply, which the data and the information could be the new hypotesis and the knowledge. So the reseacher could find the expressive utterance used by the male and female teacher commanly.

The technique detail could be seen by looking at the diagram below:



CHAPTER IV

DATA AND DATA ANALYSIS

A. Data Collection

In this research, the researcher presented the data that were taken from recording the teachers in SMP PAB 2 HELVETIA and made the script, it was found expressive utterances in the script. There were 24 utterances of female and 27 utterances of male. Those data were analyzed based on the types of expressive utterance.

B. Data Analysis

Data were analyzed based on the formulation of the problem that were to find out the types of expressive utterance, to describe the expressive utterances realized. Data were classified according to the types of expressive utterance. There were five types of expressive utterances that used in female teachers utterances namely, thanking, apologizing, congratulating, greeting and attitude while three types of expressive utterances that used in male teachers namely congratulating, greeting and attitude.

a. Thanking

The term of thanking means the speaker gives thanks to someone that have to do good something. Thanking can be defined as an expression of gratitude on the part of the speaker to addressee. In uttering thanking the speakers can use “thank”. Datum (4:1) is an example of expressive of thanking the female teacher performed:

Yeah okey thanks tira (T-1/ wd/1/2)

As shown the datum (4:1), the thanking speech act was uttered by female teachers by saying *thanks* as a response of student’s willingness to do what teacher has requested. The teacher asked a student to help her to tell another students about present perfect. *thaks* is one of thanking expression to express the speaker’s gratitude.

Other datum containing expressive function of thanking employed by female teachers at SMP PAB 2 Helvetia is presented in Datum (4:2).

Thank you Bayu (T-2/ sk/1/3)

As shown the datum (4:2), the thanking speech act was uttered by female teachers by saying *thank you* as a response of student’s willingness to do what teacher has requested. The teacher asked a student to help her to fill the marker in the teacher office, *thank you* is one of thanking expression to express the speaker’s gratitude.

Meanwhile, from 29 expressive utterances that used by male teachers, there was no thanking found of them.

b. Apologizing

The term of apologizing means the speaker was feeling regret/fault. There also some related terms of apologizing: alibi out of, apologizing for, ask forgiveness, beg perdon, express regret, plead guality, do penance and so on. In uttering a apologzing the speakers can use “sorry” or not. Datum (4:3) is an example of expressive of apologizing the female teacher performed:

Sorry rahmat, “studied” use “i”, “e”, “d”. Not like this (T-1/ wd/2/5)

As shown the datum (4:3), the apologizing speech act was uttered by female teachers by saying *sorry* as a respon of the student’s mistake to do. A student made mistake when writing “studied” so the teacher cleaned his answer on the white board and changed the correct writing, *sorry* is one of apologizing expression to express the speaker’s regret.

Other dantum containing expressive function of apologizing employed by female teachers at SMP PAB 2 Helvetia is presented in Datum (4:4)

Oh sorry, we decide which the adjective before (T-2/ sk /2

As shown the datum (4:4) presents an expressive function of apologizing. It is apologizing since it contains *sorry* which indicates apologizing function. The purpose is to express teacher’s apology for forgot something. In another word It shown to ask forgiveness of her students.

Meanwhile, from 29 expressive utterances that used by male teachers, there was no apologizing found of them.

c. Congratulating

The term of congratulating means the speaker has observed that the addressee has either benefitted from or carried out a positively valued event. The kinds of expressive for congratulating are applauding, praising, congratulating, and condoling. Based on the explanation about congratulating above, datum (4:5) is an example of expressive of congratulating the female teacher performed:

Sindy. give us the exemple! Okey good sindy. (T-1/ wd/1/3)

As shown the datum (4:5), the congratulating speech act was uttered by female teachers by saying *good sindy* as a respon of the student's ability. the teacher asked a student to give example of p.perfect and the student can answer her question well, *good* is one of congratulating expression to express the speaker's praising.

Other dantum containing expressive function of congratulating employed by female teachers at SMP PAB 2 Helvetia is presented in Datum (4:6)

Hmm never mind bayu. Don't shame. You are good because you wanna try.

(T-2/ sk/1/5)

As shown the datum (4:6) presents expression of congratulating. she gave appreciation/ proud for her student that try to use speak english although he still wrong. In another world it shown praising.

Meanwhile from 29 expressive utterances that used by male teachers, there was 11 congratulating found of them. The data belong congratulating employed by male teachers in classroom were explained in Datum (4:7).

Ya, the answer is "A", okey good. (T-3/ Sy/3/13)

As shown the datum (4:7), the male teacher gave appreciation for her students that answer was right. The male teacher felt praising is one of expression congratulating.

d. Greeting

The term of greeting means the speaker give expression of welcoming to the hearer. In classroom situation it is commonly found when a teacher starts the process of teaching and learning. An example of greeting is shown in Datum (4:8)

Okey morning, we start our lesson today. (T-2/ Sk/1/1)

As shown by the bold utterance in Datum (4:8), the teacher applied expression *okey morning*. This expression is a greeting used to greet people in the morning, from 00.00 to 12.00. As the English lesson started at 7.30 the teacher applied this greeting expression.

Meanwhile from 29 expressive utterances that used by male teachers, The data belong greeting employed by male teachers in classroom were explained in datum (4:9)

Good morning (T-4/ Ar/1/1)

As shown by the bold utterance in Datum (4:9 is a greeting function which is actually a short form of *Good morning*. Here, the word *good* is omitted. However it still has same meaning and same purpose: to greet the students.

e. Attitude

The term of attitude means the speaker felt disagree or dislike with the hearer's attitude. It can include criticizing, complaining, and deprecating. Based on the explanation about attitude, datum (4:10) is an example of expressive of attitude the female teacher performed:

if you didn't like my lesson. You may not come in my class, understand? Don't come to my class than you make noise and didn't do your exercise, I will not force you, okey. (T-1/ wd/2/8).

As shown the datum (4:10) the teacher shown dissapointed, angry, and critic her students attitude because they came late until the study almost finished and when the teacher asked their homework but they have not finished and make noise in the class. The critic that uttered by teacher is one of expressive of attitude.

Other datum containing expressive function of attitude employed by female teachers at SMP PAB 2 Helvetia is presented in Datum (4:11)

Hmmm Bayu, you fill marker was fully (T-2/ sk/1/4)

As shown the datum (4:11) the teacher shown complaining because the marker that the student gave was fully and made the teacher hands was dirty. The teacher felt dislike with carelessness her student. The complain that uttered by teacher is one of expressive of attitude.

Meanwhile from 29 expressive utterances that used by male teachers, there was 14 found of them. Datum (4:12) is an example of expressive of attitude the male teacher performed:

as a person have not breakfast you are (a). You could imagine, if only my voice were like you, would you be like that? And so could I. So, I don't want when I ask you and you answer so softly (b) (T-4/ Ar/1/6)

In datum (4:12) shown the teacher complaint and criticizing his students that read very softly. The expression uttered by teacher shown the teacher didn't like his students attitude. Complaint and criticize were part of expressive of attitude.

Other datum containing expressive function of attitude employed by female teachers at SMP PAB 2 Helvetia is presented in Datum (4:13) :

I have told you the meaning but you still don't know the answer. Ya Allah, you look at the text (T-3/ Sy/2/12)

In datum above the teacher shown deprecate with his students that the students was silent and some of them have wrong answer although they had known the meaning. Deprecate sentence that uttered by teacher was one of expressive of attitude.

C. Research Findings

After analyzing the data were obtained from female and male teachers in SMP PAB 2 HELVETIA, the finding were the similarity and dissimilarity between female and male teachers utterances in classroom interection. The similarities between male and female teachers were: 1) the types of expressive utterances that always appear are expressive for thanking and expressive for attitude. 2) the types

of expressive of wish didn't find in both of them. The dissimilarities between male and female teachers were:

1) the expressive utterances that used by female have more types than male. Female has five types that include thanking, apologizing, congratulating, greeting and attitude. Meanwhile the male teachers just have three types that include congratulating, greeting and attitude. 2) There are 24 types of expressive utterances realized by female teachers at SMP PAB 2 Helvetia. They are stating an greeting, gratitude, praising, regret, complaining, criticizing, forgiveness. Meanwhile there are 27 of expressive utterances realized by the male teachers at SMP PAB 2 Helvetia. They are stating an greeting, complaining, criticizing, respect, praising, admiration, deprecating.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

In this chapter, the researcher divides the content into three points. They are conclusions and suggestions. The explanation of each point is presented below.

A. Conclusions

This research was concerned with expressive utterances used by the male and female teachers in the teaching-learning process atP PAB 2 Helvetia. In line with the objectives of the research, to identify the types of expressive utterances and the meaning of expressive utterances realized in the class-room by male and female teachers in SMP PAB 2 Helvetia. The research results were showed as follows. 1) There are five types of expressive utterances used by female teachers in SMP PAB 2 Helvetia. They are thanking, apologizing, congratulating, greeting and attitude. The expressive of wish are not found. The congratulating are the most frequent expressive utterances. Meanwhile there are only three types of expressive utterances used by male teachers. They are congratulating, greeting and attitude. The expressive of wish, thanking and apologizing are not found. The expressive of attitude are the most frequent expressive utterances. 2) There are 24 types of expressive utterances realized by female teachers at SMP PAB 2 Helvetia. They are stating an greeting, gratitude,

praising, regret, complaining, criticizing, forgiveness. Meanwhile there are 27 of expressive utterances realized by the male teachers at SMP PAB 2 Helvetia. They are stating an greeting, complaining, criticizing, respect, praising, admiration, deprecating.

B. Suggestions

Based on the conclusion that have been explained above, some suggestions will be directed toward the English teachers and the other researchers.

1. To the English teachers

The English teachers should take into account on expressive utterances in English teaching. The expressive utterances are so important in the classroom that the instructions uttered by the teacher are understood by the students. The appropriate implementation of expressive utterances in teaching-learning process will indirectly help the students to enjoy and interest with the lesson that they learn. So they will more easily understand about their lesson that given by the teachers.

2. To the other researchers

The subjects of the research are the utterances expressed by the English teachers in the classroom. The students' utterances, as a part of classroom communication, have not been investigated. The next researchers, therefore, may enlarge the subjects of their research into the teachers and students' utterances.

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Female Teacher (Mam Siti)

Okey morning, we start our lesson today.

Have you finished your homework?

No body finished?

Bagus, number one.

Dwi amel number two.

Bayu, fill the ink, please!

Make the englis Bagus.

Yeah, okey good Bagus. The others, have you another answer?

Until, what the meaning of “until”?

Number one, yeah it is right but if you answer like this, it is right too. So you may answer both of them.

Number three, Maselina.

Number four, Dea.

Make the meaning of short message.

Thank you Bayu.

Hmmm Bayu, you fill marker is fully

So, who fill it?

Whose teacher?

What? You have three years in the school, you still don't know what her name is.

What, what the english of “lupa”?

Hmm, forget.

Ohhh you are forget.

Hmm never mind bayu. Don't shame. You are good because you wanna try.

Andi, he still want to try to speak english, you always speak bahasa indonesia in this class.

Okey, yeah number four is right.

Number five, Arrahman.

Bring your dictationary!

You don't have dictationary.

Marcel, what is it? Write the correctly.

Yea okey number three is right.

Fadillah, number five.

Fadillah, do it.

Hmmm okey great, all of you not yet finished. (shouted)

Okey sindar number five.

What the meaning of reconstuction?

Arrahman sit down!

Okey write it in you book.

Yeah, because you have not finished your homework, i'll give you a gift, "cenil".

Ask your friends if you forget. (there is a student give reason).

What did you do?

Mis, finished?

Okey if you finished, you collect your book on my table.

Wey Amel, take your book. You haven't make the correct answer like on the white board.

Bagus Cahyo, what the english of "sehingga"?

Hey keep silent, if you want to talk, you must speak english.

Akbar save your spoon.

Akbar, take the spoon!

Bagus clean the white board, please!

Make like this, hmmm repair it!

Akbar, whose book is that?

Okey listen!

Our matery today, hey listen (shout)

Yeah, our matery today is about comparative degree.

In english, there are three kind.

They are comparative adjective, superlative adjective, and eh sorry irregular adjective. (write on the white board).

We know comparative degree, it is about compare between two things.

(A student come in) where are you?

Hmm from BP. What did you do there? Owhhh, okey you may sit down.

Okey silent please!

Don't write, you must look at the white board and listen to me.

Okey the first, we will focus to discuss about comparative adjective. (the teacher explain about that and write the example on the white board).

Okey chandra give another example of comperative adjective!

Chandra, give me please!

Chandra how are your characteristics?

Hmm candra? A lazy boy, aren't you?

Don't talk to much there Chandra, if you didn't understand about it.

Okey, attention please!

Look at the white board, read it please.

Now we make this sentences in english.

Okey look at please!

If the adjective has three or more sylabel, you must use “more”

Okey look the example.

How many sylabel? Yeah, there are two. If it has two sylabel , we use “er”.

Okey another example.

Prabowo look at the white board! Read the sentence. Yeah make this sentence into english.

Now we discuss about superlative adjective.

What is superlative adjective?

Yeah, for example. (write the sentence)

Bayu keep your mouth.

Okey read the sentence.

We make the it into english.

Oh sorry, we decide which the adjective before.

What the adjective in this sentence?

Yeah, good. Beautiful is adjective.

Attention please!

Yea, the other example of superlative adjective.

Okey the last we discuss about irregular adjective.

For example: good, it can be gooder or goodest but better and best.

Hakim, don't sleep in the class, if you want to sleep, you can sleep in spring bed.

Okey, attention please. Bad, what the comparative of bed?

Yeah, oh sorry, not like this the written.

Okey now we make the sentence.

Okey do you understand?

Yeah there are three example, you can write them in your notebook and it is time exercise for you. Just one question because time is over.

Okey student, hellooo...

Don't forget write it in your notebook and do the exercise.

See you on Saturday.

Female Teacher (Mam Widia)

Hey sit down.

Okey open your notebook about present perfect tense.

Okey, sit down please, yeah.

Hey, listen to me. I want to help someone. She need to record my voice. I hope you don't make noice, okey?

Sssttt!!! Yeah, okey.

Good morning all. How are you today?

Well, i think we have discuss about present perfect tense, right?

Okey, please Sugistira tell us what is present perfect tense.

Read your book and tell us about that.

Yeah okey thanks tira.

Now, Sindy. give us the exemple!

Okey sindy, repeat again. Okey good sindy.

Okey all of you, mantion how many subject in english.

Yes, they are seven subject. Mention it, please.

How many subject that use "have"?

Okey, yeah mantion it. Yeah, repeat again!

Now, how many subject that use "has"? okey, yeah good.

Okey now we go to see the formulate of present perfect tense.

Okey to make positive (S+has/have+V3+O), negative (S+has/have+not+V3+O), introgrative (has/have+S+V3+O+?) don't forget to make question mark, okey.

Okey now we will correct your homework.

Yeah, please share these book to your friend.

Please number one, oh no number two, rahmat hidayat write the answer, please.

Rahmat where is your book?

Number three, cindy.

Yeah you may (there is a student asked the teacher).

Write down, where is cindy?

Yeah cindy, write the answer of number two.

Make from to positive

Yeah good, like that.

Sorry rahmat, studied, use "i", "e", "d". Not like this.

Hmm biology, how to write 'biologi' in english?

Hey you stay here (there is a student come late).

Yeah okey good for number two.

You correct one by one, okey. If the answer is right, you checklist.

Okey number three, yaeh good. It is correct, okey three points to number three.

Key, number four, who wants to answer number four?

Okey guys can you keep your voice.

You, what number do yuo want to do?

Hey i told you what number do you want?

She is number five so you are number six. Okey good.

Yeah you number seven, what? You didn't get your book! Search your book in teahcer room.

Number sweven is not yet, sugis do number seven.

Hello..... guys.. what are you disscussing about?

Hey don't touch me.

What do you mean "echhh"?

Okey, you finished?

Yeah, where is marker?

what number do you want to ask to me?

"write fastly, please!"

It is painted, not like this, it is the word.

What do you said, I always care with you.

Okey you may make a good sit, make a good sit!

Number nine is not yet, yeah, you write answer for number nine.

Hey, where are you? Have you finished your homework? If you have not finished, you may not enter in class. (some students come late, almost the lesson finish)

Hey listen, all of you listen, if you didn't like my lesson. You may not come in my class, understand? Don't come my class than you make noise and didn't do your exercise, I will not force you, okey.

Yeah, what do you want? (time is over)

Okey, all of you collect your book.

Yeah, see you.

Male Teacher (Sir Ari)

Morning...

Anton is not coming today, is he always doesn't come?

Anton always late too, same like arief.

Ade and arif, why you didn't come last week?

Arif! Hmmm in your grandmother house?

Wisnu, Nurul, why your uniform is different?

Ok, listen up!

Yesterday, only a few of you that had practiced delivering speech in front of the class, right?

Although, your speech is not right but it is not problem. The important is you want to try and learn.

From some student that had performance, about twenty student. There is not right.

There is no student that have good pronounciation.

Okey, can you help me?

Yesterday, what have we discussed about?

Oke, "my name is"

How to say "nama" in english?

If you really give your attention to me last week, so you will can see the different when i said "i" , "I".

It will look like fun but when you are not right in pronounciation so you will be wrong to say a word and it also make wrong meaning.

So how to read this word "name"?

Ok, all of you, read it! Very good.

You, read it. Ok, why you speake very soft.

You, read it please! Oke, it's very good.

I want that all of you can use good pronountiation. So, you must speak louder. Don't speak softly, as a person have not breakfast you are.

Who have not breakfast this morning? Owh same like me. I have not breakfast.

You could imagine, if only my voice were like you, would you be like that?

And so could I.

So, I don't want when I ask you and you answer so softly.

Ok, what's else?

Rise your hand if you wannna answer my question.

Alright. Yesterday, who said 14 with "fourty"?

If you said, your age is fourty so you have been older.

Remember, I have teached you, how to mantion of number.

Okey, read "0" in english.

Now, read "3" in english. Ok, if you read together is good.

Who wants to read "3", rise your hand.

Oke good, I have yet to get him to answer but you have answer my question.

Adi, you look dezed, what do you think about?

Okey, all of you follow me to read it. "three". Very good.

"8", read it togather! Ok nice.

Ok, hello. Why do you make noise?

Now "13". Remember I have told you, you may use "r" or not. As long as you consisten to use it.

Oke next, what's else?

Oh "I am student in junior high school". (write it on the white board)

“high” so many people speak wrongly.

How to read correctly? Don't use “g” and “h” to read it.

Tanjung, read it please! Ok good

Adi, read it! Why? Can't you see it? (a student did not want to read because he can't)

If you have been smart, you didn't need to learn and school here.

Come on, try to read it! Ok, you can read it, can't you.

No problem, although you're still wrong but you have tried it, good.

Aprin, read it.

Aprian, when I ask you to read, your voice is softly but when I ask you to make noise, you are number one.

Ok, next.

If there is question like this “sir, if our pronountiation is bed, am I wrong?”

The answer is “No”.

Because, in some case, like in palestin, they are really can't mantion alphabet of “A”.

One thing that you must remember if you want to learn a language, you must learn with the correct people.

Ok, I think enough for today.

Is there any question. Ok good.

See you later.

Male Teacher (sir Suryono)

Hey sit down please.

Good morning

Yeah, okey. Please open your book LES!

Yaeh, who don't bring the book?

Why you didn't bring it?

There is no intention to learn.

Hey, listen. Don't bring your lks book again. You must bring this book every study english, understant?

For what lks book you bring. Since the first meeting I told you to always bring this book but you always Forget. I don't need your arguement.

Do you bring your Detik-detik nasional book?

It also didn't you bring.

I always suggest you to bring it.

Ok, for you that bring the LES book , open your book.

Have we discussed try out 3?

Useless, if you always ask rile every meet but you always be a lazy people.

Ok. Number one until number five, have we discussed?

Not yet? Ok good.

So we will discuss number one until number five, right?

Okey.we will discuss number 1-10 questions.

Keep silent please!

You, you always make noise there, so you come here.

You write these questions on the white board.

Eh, if you don't want to learn, you get out from here.

You already the third level but all of you still have the same habit.

You, why don't you write it? (ask a student)

Yah, you must do it so you can understand.

Heh, who is the leader that make noise here?

You have so many book, but it never you read.

Okey write it before.

Don't write to big! The white board is not enough.

Heh, ssttt keep silent please!

You, you that sit in front of my table, you are exactly not ready to write it.

Okey stop! (said to student that write on the white board)

Number 1-9. Have you finished?

Who have finished write it?

Yea, we will discuss number one.

Hurry up to write it.

You, answer the question number one. Hurry up.

Yuo have ready?

All of you. Look at the text in your book.

What the meaning of expore it?

Yaa, i want to ask you, what the answer for number one?

Okey good for number one..

Yea, what is the answer (asked all the students)

Ya, the answer is "b".

All of you, look the question number two and three.

Look the sentences.

Ok, i want to ask, what is the text about, for numbr two.

Heh look at the text.

Heh, you want to get the bed score?

Do you want to me to pray to yo, so you get bed score.

Yaa, keep silent.

Look at your book!

Where is your book?

What the meaning of text in number two?

Okey, I want to ask to you, where does Mrs.Hartawan live?

Who can answer it?

Heh, you, can you answer it?

If there is question, don't answer quickly. Look at the text first!

Oke. The answer is "large"

Write the meaning if you don't know the meaning. Oke good.

Eh you, look the text before. Okey good.

Number three, who is answer "cousin"?

Ya, the right answer is "A".

Number four, look at your book.

What the mean of that text in the question?

What the goal of the text is?

Who does go in the text?

Who knows, what the text about?

I have told you the meaning but you still don't know the answer.

Ya Allah, you look at the text.

Ya, the answer is "A", okey good.

What the answer of number five?

Okey, you must learn it in your house. Do you understand? (the time is over)

See you next time

Table 4.1
Data collection of female teacher
(speaker 1)

No	Utterances
1	Good morning all
2	Yeah okey thanks tira
3	Sindy. give us the exemple! Okey good sindy
4	Now, how many subject that use "has"? okey, yeah good.
5	Yeah good, like that.
6	Sorry rahmat, studied, use "i", "e", "d". Not like this
7	Yeah okey good for number two
8	Okey number three, yaeh good. It is correct
9	She is number five so you are number six. Okey good.
10	What do you said,I always care with you
11	if you didn't like my lesson. You may not come in my class, understand? Don't come to my class than you make noise and didn't do your exercise, I will not force you, okey.

Speaker 2

No	Utterances
1	Okey morning, we start our lesson today.
2	Yeah, okey good Bagus. The others, have you another answer?

3	Thank you Bayu
4	Hmmm Bayu, you fill marker is fully
5	Hmm never mind bayu. Don't shame. You are good because you wanna try.
6	Andi, he is better than you, you always speak bahasa indonesia in this class
7	Hmmm okey great, all of you not yet finished
8	Wey Amel, take your book. You haven't make the correct answer like on the white board
9	Hmm candra? A lazy boy, aren't you?
10	Don't talk to much there Chandra, if you didn't understand about it
11	Oh sorry, we decide which the adjective before
12	Yeah, good. Beautiful is adjective
13	Yeah, oh sorry, not like this the written

Table 4.2

Data collection male teacher

(speaker 1)

No	Utterances
1	Good morning
2	There is no intention to learn
3	For what lks book you bring. Since the first meeting I told you to always bring this book but you always Forget
4	Useless, if you always ask rile every meet but you always be a lazy people
5	Not yet? Ok good.

6	You already the third level but all of you still have the same habit
7	How you can understand if you didn't do it.
8	You have so many book, but it never you read
9	Okey good for number one
10	If there is question, don't answer quickly. Look at the text first!
11	Write the meaning if you don't know the meaning, Oke good.
12	I have told you the meaning but you still don't know the answer. Ya Allah, you look at the text.
13	Ya, the answer is "A", okey good

Speaker 2

No	Utterances
1	Good morning
2	Anton always late too, same like arief
3	Although, your speech is not right but it is not problem. The important is you wan't to try and learn
4	Ok, all of you, read it! Very good.
5	You, read it please! Oke, it's very good
6	as a person have not breakfast you are.
7	You could imagine, if only my voice were like you, would you be like that? And so could I. So, I don't want when I ask you and you answer so softly
8	Oke good, I have yet to get him to answer but you have answer my question

9	Okey, all of you follow me to read it. "three". Very good.
10	"8", read it together! Ok nice
11	Tanjung, read it please! Ok good
12	If you have been smart, you didn't need to learn and school here
13	No problem, although you're still wrong but you have tried it, good.
14	Aprian, when I ask you to read, your voice is softly but when I ask you to make noise, you are number one

Data sheet 1 (female teacher)

Notes

T-1 & T-2 : number of transcripts s : setting Thk : Thankig
 Wd : initial female teacher t : topic Apo : Apologizing
 Sk : initial female teacher Cor: congratulating
 1 : page of dantum Gre : greeting
 2 : number of dantum in data sheet Atd : Attitude

No	Utterances	Code	Context	Conclusion
1	Good morning all	T-1/ wd/1/1	S:classroom T: At 7.30, the teacher entered the class room. then the teacher greeted to start the lesson	Showing Greeting
2	Okey morning, we start our lesson today	T-2/ Sk/1/1	S:classroom T: At 7.30, the teacher entered the class room. then the teacher greeted to start the lesson	
3	Sindy. give us the exemple! Okey good sindy	T-1/ wd/1/3	S:classroom T: the teacher asked a student to give example of p.perfect and the student can answer her question well	Showing congratulating/ complimenting
4	Now, how many subject that use	T-1/ wd/1/4	S: classroom T: the teacher asked all of studen about	

	“has”? okey, yeah good.		subject and all of student can answer correctly	
5	She is number five so you are number six. Okey good	T-1/ wd/2/6	S: classroom T: the teacher asked some student to answer the question that she gave and they want to try answer it	
6	Yeah, okey good Bagus. The others, have you another answer?	T-2/ sk/1/2	S: classroom T: the teacher corrected their homework and asked to discuss their homework together. she asked bayu to answer question number 1 and he can answer.	
7	Yeah, good. Beautiful is adjective	T-2/ Sl/2/11	S: classroom T: the student can answer which the adj in that sentence.	
8	Yeah okey thanks tira	T-1/ wd/1/2	S: classroom T: The teacher asked a student to help her to tell another students student about present perfect.	Expressive of thank that showing gratitude
9	Thank you Bayu	T-2/ sk/1/3	S: classroom T: the teacher asked bayu to help her to fill the marker.	
10	Sorry rahmat, “studied” use “i”, “e”, “d”. Not like this	T-1/ wd/2/5	S: classroom T: a student make mistake when writing “studied” so the teacher clean his answer on the white board and change the correct writing. The teacher felt regret	Showing apologizing

11	Oh sorry , we decide which the adjective before	T-2/ sk/2/10	S: classroom T: the teacher forgot something and she asked forgiveness	
12	Yea, oh sorry , not like this the written	T-2/ Sk/2/12	S: classroom T: the teacher make mistake in writing and asked forgiveness	
13	What do you say, I always care with you	T-1/ wd/2/7	S: classroom T: there is a student can't answer and he try to search reason by complaining and said the teacher didn't care with him.	Showing expressive of attitude
14	if you didn't like my lesson. You may not come in my class, understand? Don't come to my class than you make noise	T-1/ wd/2/8	S: classroom T: there are some students came late until the study almost finished and when the teacher asked their homework but they have not finished and make noise in the class	
15	Hmmm Bayu, you fill marker is fully	T-2/ sk/1/4	S: classroom T: the student come back and give the marker to the teacher	
16	Hmm never mind bayu. Don't shame. You are good because you wanna try.	T-2/ sk/1/5	S: classroom T: bayu try to explain/clear what happen by speaking english with the teacher although he get difficulty when speaking	
17	Andi, he is better than you, you always speak bahasa indonesia in this class	T-2/ sk/2/6	S: classroom T: there is a student that direded the student that want to try to speak english	

18	Hmmm okey great, all of you not yet finished	T-2/ sk/2/7	S: classroom T: almost all of student haven't finished their homework.	
19	Wey Amel, take your book. You haven't make the correct answer like on the white board	T-2/ sk/2/8	S: classroom T: there is student didn't change the wrong answer with the correct answer like in the white board	
20	Don't talk to much there Chandra, if you didn't understand about it	T-2/ sk/2/9	S: classroom T: the teacher asked a student to gave an example because he is make noise in his sit, but she can't answer it.	

Data sheet 2 (male teacher)

Notes

T-3 & T-4 : number of transcripts s : setting Thk : Thankig
 Sy : initial female teacher t : topic Apo : Apologizing
 Ar : initial female teacher Cor : congratulating
 1 : page of dantum Gre: greeting
 2 : number of dantum in data sheet Atd : Attitude

No	Utterances	Code	Context	Conclusion
1	Good morning	T-3/ Sy/1/1	S:classroom T: At 7.30, the teacher entered the class room. then the teacher greeted to start the lesson	Showing Greeting
2	Good morning	T-4/ Ar/1/1	S:classroom T: At 7.30, the teacher entered the class room. then the teacher greeted to start the lesson	
3	Ok good	T-3/ Sy/1/5	S: classroom T: the teacher asked them what they discuss last week and The	Showing congratulating/ complimenting

			student still remember it.	
4	Okey good for number one	T-3/ Sy/2/9	S: classroom T: they discuss the answer of question for number one	
5	Yea write the meaning if you don't know the meaning, Oke good.	T-3/ Sy/2/11	S: classroom T: there is a student write the meaning in her book	
6	Ya, the answer is "A", okey good	T-3/ Sy/3/13	S: classroom T: the students answered correctly	
7	Ok, all of you, read it! Very good.	T-4/ Ar/1/4	S: classroom T: the teacher asked the student to read that he wrote on the white board	
8	You, read it please! Oke, it's very good	T-4/ Ar/1/5	S: classroom T: the teacher asked a student to read.	
9	Oke good, I have yet to get him to answer but you have answer my question	T-4/ Ar/2/7	S: classroom T: the teacher asked someone to read and choosed one of them	
10	"8", read it together! Ok nice	T-4/ Ar/2/8	S: classroom T: the teacher asked all the student read it	
11	No problem, although you're still wrong but you have tried it, good.	T-4/ Ar/2/10	S: classroom T: the teacher force the student that didn't want to read before to try to read it	
12	There is no intention to learn	T-3/ Sy/1/2	S: classroom T: the student didn't bring book that must they	Showing expressive of attitude

			bring and they still make noise
13	For what lks book you bring. Since the first meeting I told you to always bring this book but you always Forget	T-3/ Sy/1/3	S: classroom T: there is a few student bring book that he asked
14	Useless, if you always ask rile every meet but you always be a lazy people	T-3/ Sy/1/4	S: classroom T: the student was silent for a moment
15	You already the third level but all of you still have the same habit	T-3/ Sy/2/6	S: classroom T: there are some student made noise and didn't give attention the text that they was discussing about.
16	How you can understand if you didn't do it	T-3/ Sy/2/7	S: classroom T: there is a student can't aswered the question because he didn't understand
17	You have so many book, but it never you read	T-3/ Sy/2/8	S: classroom T: the teacher walk to students made noise and he saw many book on their table
18	You already the third level but all of you still have the same habit	T-3/ Sy/2/6	S: classroom T: there are some student made noise and didn't give attention the text that they was discussing about.

19	How you can understand if you didn't do it	T-3/ Sy/2/7	S: classroom T: there is a student can't answered the question because he didn't understand
20	You have so many book, but it never you read	T-3/ Sy/2/8	S: classroom T: the teacher walk to students made noise and he saw many book on their table
21	If there is question, don't answer quickly. Look at the text first!	T-3/ Sy/2/10	S: classroom T: the student answer wrong
22	I have told you the meaning but you still don't know the answer. Ya Allah, you look at the text	T-3/ Sy/2/12	S: classroom T: the students was silent and some of them have wrong answer.
23	Anton always late too, same like you, arief	T-4/ Ar/1/2	S: classroom T: the teacher check the students presented but a student that name was anton still didn't come
24	as a person have not breakfast you are (a). You could imagine, if only my voice were like you, would you be like that? And so could I. So, I don't	T-4/ Ar/1/6	S: classroom T: the students read very softly

	want when I ask you and you answer so softly (b)			
25	If you have been smart, you didn't need to learn and school here	T-4/ Ar/2/9	S: classroom T: there is a student that didn't want to read cause he can't read it	
26	Aprian, when I ask you to read, your voice is softly but when I ask you to make noise, you are number one	T-4/ Ar/2/11	S: classroom T: the teacher asked a student to read but his voice is very softly	



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 Jalan Kapten Mochtar Basri No. 3 Medan 20238 Telp 061-6619056 Ext.22,23,30
 Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

LEMBAR PENGESAHAN SKRIPSI


Skripsi yang diajukan oleh mahasiswa di bawah ini :

Nama Lengkap : Siti Rodiah
 NPM : 1302050126
 Program Studi : Pendidikan Bahasa Inggris
 Judul Skripsi : Expressive Utterance in Classroom Interaction (Comparison
 of male and female teachers' utterances)

Sudah Layak di sidangkan.

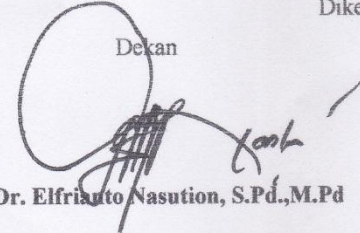
Medan, 18 April 2017

Disetujui Oleh :
 Pembimbing

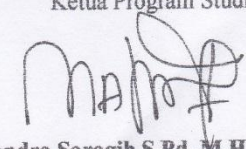

 Pirman Ginting S.Pd.,M.Hum

Diketahui Oleh :

Dean


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

Head of Program Study


 Mandra Saragih S.Pd.,M.Hum



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

Form : K - 1

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

Perihal : **PERMOHONAN PERSETUJUAN JUDUL SKRIPSI**

Dengan hormat yang bertanda tangan di bawah ini:

Nama Mahasiswa : Siti Rodiah
NPM : 1302050126
Prog. Studi : Pendidikan Bahasa Inggris
Kredit Kumulatif : 131 SKS

IPK= 3,45

Persetujuan Ket./Sekret. Prog. Studi	Judul yang Diajukan	Disahkan oleh Dekan Fakultas
01/12/16	Expressive Utterances in Classroom Interaction (Comparison between Male and Female Teachers' Utterances)	02/12/16
	Comparison of Non-Verbal Communication between Indonesia and Korea	
	An Analysis of Non-Verbal Communication on "The Raid" Movie	

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

Medan, 01 Desember 2016
Hormat Pemohon,

Siti Rodiah

Keterangan:

- Dibuat rangkap 3 : - Untuk Dekan/Fakultas
- Untuk Ketua/Sekretaris Program Studi
- Untuk Mahasiswa yang bersangkutan



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

PERMOHONAN PERSETUJUAN JUDUL SKRIPSI

Dengan ini saya:

Nama Mahasiswa : Siti Rodiah
 NPM : 1302050126
 Prog. Studi : Pendidikan Bahasa Inggris

Judul	Diterima
Expressive Utterances in Classroom Interactions (Comparison between Male and Female Teachers' Utterances)	Ace 04 / 12 / 2016

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

Disetujui oleh
 Dosen Pembimbing

Pirman Ginting, S.Pd, M.Hum

Medan, 1 Desember 2016
 Hormat Pemohon,

Siti Rodiah



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

Form K-2

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

Assalamu'alaikum Wr, Wb

Dengan hormat, yang bertanda tangan dibawah ini:

Nama Mahasiswa : Siti Rodiah
NPM : 1302050126
Prog. Studi : Pendidikan Bahasa Inggris

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

Expressive Utterances in Classroom Interaction (Comparison between Male and Female Teachers' Utterances)

Sekaligus saya mengusulkan/ menunjuk Bapak/ Ibu:

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

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, 02 Desember 2016
Hormat Pemohon,

Siti Rodiah

Keterangan

Dibuat rangkap 3 :
- Untuk Dekan / Fakultas
- Untuk Ketua / Sekretaris Prog. Studi
- Untuk Mahasiswa yang bersangkutan

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UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
Jln. Mukthar Basri BA No. 3 Telp. 6622400 Medan 20217 Form : K3**

Nomor : *F130*/II.3-AU /UMSU-02/F/2016

Lamp : ---

Hal : **Pengesahan Proyek Proposal
Dan Dosen Pembimbing**

*Bismillahirrahmanirrahim
Assalamu'alaikum Wr. Wb*

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 : **SITI RODIAH**
N P M : 1302050126
Program Studi : Pend. Bahasa Inggris
Judul Penelitian : **EXPRESSIVE UTTERANCES IN CLASSROOM
INTERACTION (COMPARISON BETWEEN MALE
AND FEMALE TEACHERS' UTTERANCES**

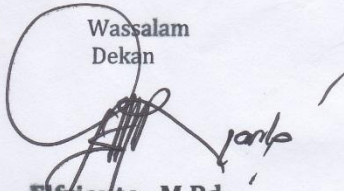
Pembimbing : Pirman Ginting, S.Pd., M.Hum

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 sesuai dengan jangka waktu yang telah ditentukan
3. Masa daluwarsa tanggal : **09 Desember 2017**

Medan, 09 Rab. Awwal 1438 H
09 Desember 2016 M

Wassalam
Dekan

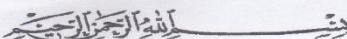

E. Prianto, M.Pd.
NIDN 0115057302

Dibuat rangkap 4 (Empat) :

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



MAJELIS PENDIDIKAN TINGGI
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SURAT KETERANGAN

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

Nama : Siti Rodiah
NPM : 1302050126
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Expressive Utterances in Classroom Interaction (Comparison Between Male and Female Teachers' Utterances)

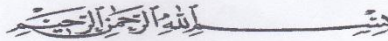
Benar telah melakukan seminar proposal/skripsi pada hari Sabtu tanggal 4 bulan Februari tahun 2017.

Demikianlah surat keterangan ini diperbuat untuk memperoleh Surat Izin Riset dari Dekan Fakultas Keguruan dan Ilmu Pendidikan. Atas perhatian dan kerjasama Bapak, saya ucapkan terima kasih.

Medan, 10 Februari 2017
Ketua Program Studi
Pendidikan Bahasa Inggris,

Mandra Saragih, S.Pd., M.Hum

SURAT PERNYATAAN



Saya yang bertanda tangan di bawah ini :

Nama : Siti Rodiah
 NPM : 1302050126
 Program Studi : Pendidikan Matematika
 Judul Skripsi : Expressive Utterances in Classroom Interaction (comparison between male and female teachers' utterances)

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 poin 1 dan 2 diatas saya langgar maka saya bersedia untuk dilakukan pembatalan terhadap penelitian tersebut dan saya bersedia mengulang kembali pengajuan judul penelitian yang baru serta mengulang seminar kembali.

Demikianlah surat pernyataan ini saya perbuat tanpa ada paksaan dari pihak manapun. Agar dapat dipergunakan sebagaimana mestinya.

Medan, 10 Februari 2017

Hormat saya

Yang membuat pernyataan,



Siti Rodiah

Diketahui oleh :
 Ketua Program Studi
 Pendidikan Bahasa Inggris,

Mandra Saragih, S.Pd., M.Hum



Unggul, Cerdas & Terpercaya

Bila menjawab surat ini agar disebutkan nomor dan tanggalnya

**MAJELIS PENDIDIKAN TINGGI PENELITIAN & PENGEMBANGAN
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Website: <http://fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

Nomor : 1764 /II.3-AU/UMSU-02/F/2017 Medan, 20 Jum. Awwal 1438 H
Lamp : --- 17 Februari 2017 M
Hal : **Mohon Izin Riset**

Kepada : **Yth, Bapak / Ibu Kepala
SMP PAB 2 HELVETIA
Di
Tempat**

Bismillahirrahmanirrahim
Assalamu'alaikum Wr. Wb

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 Mahasiswa : **SITI RODIAH**
N P M : 1302050126
Program Studi : Pendidikan Inggris
Judul Skripsi : **EXPRESSIVE UTTERANCES IN CLASSROOM
INTERACTION (COMPARISON) BETWEEN MALE
AND FEMALE TEACHERS' UTTERANCES**

Demikian 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.

Wassalam
Dekan



Dr. EFRianto . M.Pd
NIDN 0115057302.

**** Peringgal****



SEKOLAH MENENGAH PERTAMA SMP SWASTA PAB 2 HELVETIA

N.S.S : 204070102068
IZIN : 421/3994/PDM/2014
NPSN : 10213918

N.D.S : 2007010016
TANGGAL : 22 April 2014

STATUS :

A

(DISAMAKAN)

Alamat : Jln. Veteran Psr IV Helvetia Lab.Deli Kab. Deli Serdang Telp. (061) 8457394

SURAT KETERANGAN

Nomor : P2 / 753.J / PAB / III / 2017

Yang bertanda tangan di bawah ini :

Nama : **RAHMAN HADI, S.Pd**

Jabatan : Kepala SMP PAB 2 Helvetia

Menerangkan dengan sesungguhnya , bahwa :

Nama : SITI RODIAH

N P M : 1302050126

Program Studi : Pendidikan Bahasa Inggris

Judul Skripsi/Penelitian : “ **EXPRESSIVE UTTERANCES IN CLASSROOM INTERACTION (COMPARISON BETWEEN MALE AND FEMALE TEACHERS’ UTTERANCES)** “

Benar nama tersebut di atas diberikan izin dan telah mengadakan Riset/Penelitian di SMP PAB 2 Helvetia, Kecamatan Labuhan Deli Kabupaten Deli Serdang dari tanggal 21 Februari 2017 sampai dengan tanggal 07 Maret 2017 sesuai dengan Surat Permohonan izin dari Universitas Muhammadiyah Sumatera Utara Fakultas Keguruan Dan Ilmu Pendidikan No: 1364 / II.3-AU / UMSU-02 / F / 2017 tanggal 17 Februari 2017.

Demikian Surat Keterangan ini diperbuat dengan sebenarnya untuk dapat dipergunakan sebagaimana perlunya.



Helvetia, 08 Maret 2017

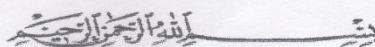
Kepala
SMP PAB 2 Helvetia

LABUHAN DELI
DELI SERDANG

RAHMAN HADI, S.Pd



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



BERITA ACARA BIMBINGAN SKRIPSI

Nama : Siti Rodiah
 NPM : 1302050126
 Program Studi : Pendidikan Bahasa Inggris
 Judul Skripsi : Expressive Utterance In Classroom Interection (Between Male and Female Teachers' Utterances)

Tanggal	Materi Bimbingan	Paraf	Keterangan
4 April 2017	Chapter IV : Data Analysis		
13 April 2017	Chapter IV : Data Analysis		
15 April 2017	Chapter V : Data Analysis		
17 April 2017	Chapter IV : Data Analysis		
18 April 2017	Data Analysis is complete		

Medan, APRIL 2017

Diketahui Oleh :
 Ketua Program Studi
 Pendidikan Bahasa Inggris,

Mandra Saragih, S.Pd., M.Hum

Dosen Pembimbing,

Pirman Ginting, S.Pd., M.Hum

