LEXICAL ITEM ANALYSIS IN SPEECH BY UNICEF EXECUTIVE DIRECTOR ANTHONY LAKE

SKRIPSI

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

By:

NAJMI FARA SIMATUPANG
1602050126

FACULTY OF TEACHER TRAINING AND EDUCATION

UNIVERSITY OF MUHAMMADIYAH SUMATERA UTARA

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

BERITA ACARA

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NPM	:	1602050126
Program Studi	:	Pendidikan Bahasa Inggris
Judul Skripsi	:	Lexical Item Analysis in Speech by UNICEF Executive Director Anthony Lake
Ditetapkan	: (	) Lulus Yudisium
	(	) Lulus Bersyarat
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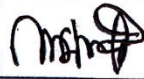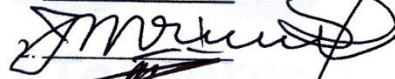
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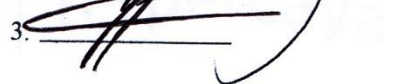
Ketua
Sekretaris

Prof. Dr. H. Elfrianto Nasution, S.Pd.,M.Pd
ANGGOTA PENGUJI:

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

2. Prof. Amrin Saragih, MA, Ph. D

3. Erlindawaty S.Pd.,M.Pd

Dra. Hj. Syamsuyurnita, M.Pd

1.

2.

3.

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FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
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Website : http://www.fkip.umsu.ac.id E-mail: fkip@umsu.ac.id

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Skripsi ini diajukan oleh mahasiswa di bawah ini:

Nama Lengkap   : Najmi Fara Simatupang

NPM   : 1602050126

Program Studi   : Pendidikan Bahasa Inggris

Judul Skripsi   : **Lexical Item Analysis in Speech by UNICEF Executive Director Anthony Lake**

sudah layak disidangkan.

Medan,   April 2021
Disetujui oleh:
Pembimbing

Erlindawaty, S.Pd., M.Hum.

Diketahui oleh:

Dekan   Ketua Program Studi

Prof. Dr. H. Elfrianto Nasution, S.Pd., M.Pd.   **Mandra Saragih, S.Pd., M.Hum.**

ABSTRACT

Najmi Fara Simatupang: Lexical Item Analysis in Speech by UNICEF Executive Director Anthony Lake. Faculty of Teacher Training and Education, University of Muhammadiyah Sumatera Utara. Medan 2021.

This study deals in the lexical item analysis in Speech by UNICEF Executive Director Anthony Lake at the Harvard Conference on Adolescent Rights. This study aimed to find out the types of lexical item that focus on content word, function word and clause found in the Speech by Anthony Lake, to identify that often occurs on Speech by Anthony Lake, and to elaborate the reason for occurrence of dominant type in Speech by UNICEF Executive Director Anthony Lakeat the Harvard Conference on Adolescent Rights. Descriptive qualitative research was applied in this study. The data of research were taken from Speech by Anthony Lake, 84 sentences found in this speech. The data were analyzed by identifying the speech into three types of lexical item in classifying the content word, function word and clause, analyzing the data into the each types ofcontent word, function word and clause, calculating the types of content word, function word and clause, the most dominantly used in this speech, and finding the reason for occurrences of dominant type of content word, function word and clause on Speech by UNICEF Executive Director Anthony Lakeat the Harvard Conference on Adolescent Rights. It was found that 76 noun (23.52%), for pronoun was 36 word (11.14%), for verb was 68 (21.06%), for adjective was 48 (14.86%), for preposition was 69 (21.36%) for adverb was 26 (8.06%). The most dominant types of content word used on Speech by UNICEF Executive Director Anthony Lakeat the Harvard Conference on Adolescent Rights was noun 76 (23.52). It was found that 63 (29.44%) for determiners, 11 (5.14%) for degree words, 45 (21.03%) for auxilary verbs, 84 (39.25%) for conjunction and 11 (5.14%) for quantifier. The most dominant types of function word used on Speech by UNICEF Executive Director Anthony Lakeat the Harvard Conference on Adolescent Rights was conjunction 84 (39.25%). It was found that 25 (28.41%) for dependent clause and 63 (71.59%) for independent clause. The most dominant types of clause used on Speech by UNICEF Executive Director Anthony Lakeat the Harvard Conference on Adolescent Rights was dependent clause 63 or 69.50%. And the reason for occurrence of dominant types because function word and cluase are frequently chosen in speech, they present the statements of reality from the point of onlookers. Then, the conjunction was placed as the dominant process type of lexical item in function word.

Keyword: Analysis, Lexical Selection, Speech by Anthony Lake

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<div align="right">Medan, Agustus 2020

The Researcher

Najmi Fara Simatupang</div>

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CHAPTER I

INTRODUCTION

A. The Background of the Study

Language is base tool in communication, so it can't be distincted from human. People use languange for communication in society, share idea even language can be used to express feeling. In using languange, person can add their knowledge. For instance, person can write, talk or analyze something. As analyze song, sentence or film. Language can be studied. Study of language is called lingusitic. Linguistic is a study of language as a communication system in human. In this thesis the researcher talks the problem in grammatical, exactly in lexical item. A lexical item is a single word, a part of a word, or a chain of words that forms the basic elements of a language's lexicon. The resercher thinks in understanding lexical item in grammar can encourage us to communicate well with others who use same language even the source of language.

Our idea of choosing seed words seems all the more justified as different kinds of words (lexical categories) have different statuses: some words conveying more vital information than others. Nouns and verbs are generally more important than adjectives and adverbs, and each one of them normally conveys more vital information than any of the other parts of speech[13]. We assumed here that the core information of our sentences is presented via the nouns (playing different roles: subject, object) and the verb linking them (predicate).

Language production is the production of the spoken or written language. It describes all stages between having a concepts and translating that concept into linguistic form. According to Levelt (1989), we can differentiate for stage of production: conceptualization, formulation, articulation, and self monitoring. First, make a concept which is we want to communicate. Second, formulate this thought to be planning of linguistic. Third, do the planning by mucles in speech system. Finallay, monitor the speech to evaluate what we are doing that's mean to say and how we mean. Language in language production actually different from comprehension process in every things. While people usually know the words in their mother language quickly and automatically. Speech is one form of communication activity and taught which is given to people that is needed in every daily life. According to Hadinegoro (2003), speech is expression of taught in form of words which is showed to people or discourse which is finished to be said in front of audience. It means the listener or readers can understand, know, and accept and apply everything which are sent to them.

In understanding the text, people are difficult to take a message from the text. They can't suggest the main point of the text clearly. People read more and spent many times to get the message in the text but they only get a part of understanding. They don't know how the process of message can arrive in their main and make them understand it. There are many factors must be known by people how language process and produce to send message, signed or linguistic signal. One of the ways is lexical item. After identifiying a message, or part of message tobe linguistically encoded, people must select the individual words, also known as lexical items to represent that message. This process is called lexical

item. The words are selected based on their meaning, which linguistic is called semantic information. Lexical item contains grammatical information about the word.

In this research, the researcher interesting to complete the lexical item in the Sentences of Speech by Unicef Executive Director Anthony Lake because lexical item that contains grammatical can help the people understanding the message in language process. The theme of the speech by Unicef Director Anthony Lake is "*What Progress Plenary Session: The Social and Political Costs of Inaction FXB Center for Health and Human Rights, Harvard University*". A public speech was held on Boston, 8 December 2011.

B. The Identification of the Problems

The problem of the study will be identified as follows:

1. Less perspective understanding in lexical item analysis base on   content word, function word and clause in **Sentence of Speech by Unicef Execuitive Director Anthony Lake**.
2. People got the difficulty in comprehending what types of content word, functional word and clause in **Sentence of Speech by Unicef Execuitive Director Anthony Lake**.

C. The Scope and Limitation

The scope of this reseacrh will be focused on the lexical item. Lexical item has one element . That is grammar. And this research will be limited on one type of grammar, namely: level. In level of content word, functional word and clause

D. The Formulation of the Problems

The problems of the research will be formulated as in the following.

1. What types of lexical item in content word, functional word and clause are used in **Sentence of Speech by Unicef Execuitive Director Anthony Lake**?

2. How are the types of lexical item in content word, functional word and clause used in **Sentence of Speech by Unicef Execuitive Director Anthony Lake**?

3. Why is the dominant types of lexical item in content word, functional word and clause used in **Sentence of Speech by Unicef Execuitive Director Anthony Lake**?

E. The Objectives of the Study

The objectives of the study are:

1. To analyze out the types of lexical item in content word, functional word and clause are used in the **Sentence of Speech by Unicef Execuitive Director Anthony Lake**.

2. To recognization the realization the types of lexical item in content word, functional word and clause are used in the **Sentence of Speech by Unicef Execuitive Director Anthony Lake**.

3. To reason for the used of types of lexical item in content word, functional word and clause in the **Sentence of Speech by Unicef Execuitive Director Anthony Lake**.

F. Significance of the Study

The findings in this study are expected to be useful and relevant in some respects, both theoritically as well as practically.

1. Theoritically, the findings of this study to know the theory about lexical item in content word, functional word and clause and can developing knowledge in grammatical.

2. Practically, the result of the study can be useful

    a. For students, to develop knowledge especially lexical item.

    b. For teachers, the material can useful and increase knowledge in analyzing the types of lexical item.

    c. For readers, to understand the lexical item in grammar so that can be used as their references.

CHAPTER II

THE REVIEW OF LITERATURE

A. Theoritical Framework

2.1. Language Production

Language production is the production of spoken or written language. It describes all of the stages between having a concept and translating the concept into linguistic form. There are three stages in language production. They are:

a. Conceptualization, according to David McNeil, conceptualized is the beginning of spoken utterance.

b. Formulation, the production process momentarilly and catch the linguistic mechanism in one instance of production (Scovell, 2009).

c. Articulation, the term use for all octions of all organs of the vocal tract that effect modifications of the signal generated by the voice source.

d. Self-Monotoring, production process sometime goes and speaker will verbally misstep, especially in irregular or more unusual form.

Table 2.1. Concurrent Modes in Stages of Language Production

Stages of Language Production	Concurrent Modes
Conceptualization	Syntactic Thinking and Imagistic Thinking.
Formulation	Grammatical Encoding, Morphological Encoding, Phonetic Encoding.
Articulation	Place of Articulation, Manner of Articulation, Nasality, Degree of Laterality.
Self-Monotoring	Mistake and Errors

2.2. Lexical Item

In language production, it is directly the items in lexicon that suitabled with word or sentence which different through message that intended and after message arrived in mind then it will processed and then changed to be linguistic structure. After identifiying a message, or part of message tobe linguistically encoded, people must select the individual words, also known as lexical items to represent that message. This process is called lexical item. Coding, grammatical, and phonological pushed lexically (Kempen & Huijbers, 1983). For grammatical occur in lexical access and syntactic procedure. In lexical item, every lexical items are determined for semantic and grammatical information. Morphology and phonology information (lexeme). According to Levelt (1999), the word are selected based on their meaning, which linguistic called semantic and lexical

selection activated the word's lemma that contains semantic and grammar about the word. Lexical item contains content word, function word and clause. Types of content word are noun, pronoun, verb, adjective, preposition, adverb. Types of function word are determiner, degree word, auxiliary, conjunction, quantifier. Types of clause are dependent clause and independent clause.

2.2.1. Types of Lexical Item

According to Levelt (1999), the word are selected based on their meaning, which linguistic called lexical item activated the word's lemma that contains content word, function word and clause about the word. Related to the scope of study, here three types of lexical item in grammar.

2.2.2. Grammar

Harmer (2001), grammar as a description of the ways in words which can change the form and can be combined tobe sentences in that language. This thing is defined by Lado (1977) as a study about the roles that are claimed to tell the student what should and shouldn't be said to speak language in social class which educated. In conclusion, grammar is a study about word classes, inflection, function, and their relation in sentence of language. Study in grammar, it means study how the word that constructed in sentence well, when the pattern of grammar is used approproately and how the sentence will be interpreted correctly. It's not how the language put together and how the language works, but also tells the system and pattern in select and combine about the sentence construction. There are three basic things going on during english grammar analysis. They are level, label, function. Here the researcher focuses on level of grammar basic

analysis namely: word level, clause level. From the third level, researcher will focus on clause level. Language is made of sounds, words, phrases, clauses, sentences, paragraphs, and even more complex pieces (such as essays, chapters, and books). Each of these levels can be analyzed. Here that focused by the researcher. They are:

2.2.2.1. Content Word

Word, according to Merriam-Webster a speech sound or series of speech sounds that symbolizes and communicates a meaning usually without being divisible into smaller units capable of independent use. There are two kinds of word category. They are content words (CW) and function words (FW)

Table 2.2. Categories of Word

Content Word (CW)	Noun : table, book, etc.
	Pronoun : she, myself, them, etc.
	Verb : write, love, played, etc.
	Adjective : sad, smart, red, etc.
	Preposition : in, on, at, etc.
	Adverb : slow, carefully, etc.

a. Noun

A noun is a word for a person, place, thing, or idea. Nouns are often used with an article (*the*, *a*, *an*), but not always. Proper nouns always start with a capital letter; common nouns do not. Nouns can be singular or plural, concrete or abstract. Nouns show possession by adding *'s*. Nouns can function in different

roles within a sentence; for example, a noun can be a subject, direct object, indirect object, subject complement, or object of a preposition.

The first real word you ever used probably was a noun-a word like *mama*, *daddy*, *car*, or *cookie*. Most children begin building their vocabularies with nouns. A noun names some*thing*: a person, place, or thing. Most other parts of our language either describe nouns, tell what a noun is doing, or take the place of a noun.

Nouns have these characteristics:

1. They are abstract or concrete.
2. They are proper or common.
3. Most are singular or plural, but...
4. Some are collective.

Every noun is either abstract or concrete.

Nouns like *enthusiasm*, *willingness* and *angst* are abstract nouns. Abstract nouns name things we cannot see, touch, or detect readily through our senses. Abstract nouns name ideas (*existentialism*, *democracy*), measurements (*weight*, *percent*), emotions (*love*, *angst*), or qualities (*responsibility*). Concrete nouns, on the other hand, name persons, including animals (*cousins*, *Roger Rabbit*), places (*beach*, *Chico*), or things we can see, touch, or otherwise detect through our senses (*smoke*, *beer*).

Every noun is either proper or common.

A proper noun identifies a *particular* person, animal, place, thing, or idea--*Roger Rabbit*, for example. The first letter of each word of a proper noun is capitalized. A common noun does not name a particular person or thing; rather, it refers to a whole class or type. Common nouns do not require capitalization

Most nouns are either singular or plural...

Most nouns are made plural with the addition of *s* or *es*. Thus, *instructor* becomes *instructors*, and *class* becomes *classes*. Some nouns have irregular plural forms:

man becomes *men*, and *woman* becomes *women*. *Child* becomes *children*, and *person* becomes *people*. *Foot* becomes *feet* and *tooth* becomes *teeth*.

Many people, both men and women, believe that having children will be a remedy for their existential angst.

Some nouns have the same form in both singular and plural: "A *moose* is crossing the river. No, wait--*three moose* are crossing the river!"

...but some nouns are collective.

A *collective* noun names a collection or group of things. Although a collective noun refers to a group of many things, it is usually singular in form. We think of a collective noun as singular because its members act in one accord:

The army is withdrawing from those Asian countries that are in negotiations.

Here, *army* is a collective noun referring to a group of many people acting with one will. We treat it as a singular noun. *Countries* is a plural noun. If several countries joined together to form an alliance, we could say this:

The Asian <u>alliance</u> <u>is</u> united in its determination to repel foreign invaders.

In some instances a collective noun describes a group that is not acting with one will, whose members rather are taking independent, divergent actions. In this case, the collective noun is treated as a plural to reflect the plurality of the members' actions:

The <u>jury</u> <u>were</u> unable to come to any consensus.

If the jury had reached a unanimous decision, we would have said:

The <u>jury</u> <u>was</u> unanimous in its verdict.

b. Pronoun

A pronoun is a word used in place of a noun. A pronoun is usually substituted for a specific noun, which is called its antecedent. In the sentence above, the antecedent for the pronoun *she* is the girl. Pronouns are further defined by type: personal pronouns refer to specific persons or things; possessive pronouns indicate ownership; reflexive pronouns are used to emphasize another noun or pronoun; relative pronouns introduce a subordinate clause; and demonstrative pronouns identify, point to, or refer to nouns.

*The young girl brought <u>**me**</u> a very long letter from the teacher, and then <u>**she**</u> quickly disappeared. Oh my!*

Pronouns replace nouns. Without them, language would be repetitious, lengthy, and awkward:

President John Kennedy had severe back trouble, and although President John Kennedy approached stairs gingerly and lifted with care, President John Kennedy

did swim and sail, and occasionally President John Kennedy even managed to play touch football with friends, family members, or co-workers.

With pronouns taking the place of some nouns, that sentence reads more naturally:

President John Kennedy had severe back trouble, and although he approached stairs gingerly and lifted with care, he did swim and sail, and occasionally he even managed to play touch football with friends, family members, or co-workers.

The pronoun he takes the place of the proper noun *President John Kennedy*. This makes *President John Kennedy* the *antecedent* of the pronoun. The antecedent is the noun or pronoun that a pronoun replaces. There are six types of pronouns:

Personal Pronouns.

Since nouns refer to specific persons, places, or things, *personal pronouns* also refer to specific persons, places, or things. Pronouns have characteristics called *number, person*, and *case*. Number refers to whether a pronoun is singular (*him*) or plural (*them*). Thus John Kennedy becomes *he* or *him*, while the president's friends would be *they* or *them*.

Person is a little more abstract. The *first person* is the person speaking-*I*. The sentence "*I* expect to graduate in January," is in the first person. The *second person* is the one being spoken to–*you*: "*You* may be able to graduate sooner!" The *third person* is being spoken of-*he, she, it, they, them*: "*She*, on the other hand, may have to wait until June to graduate." A pronoun must match (*agree with*) its antecedent in person as well as number. So graduating *students* must be

referred to as *they* or *them*, not as us; a valedictorian must be referred to as *he* or *she*, *him* or *her,* not as *we* or *you*.

Indefinite Pronouns.

While personal pronouns refer to specific persons, places, or things, *indefinite* pronouns refer to *general* persons, places, or things. Indefinite pronouns all are third-person pronouns and can be subjects or objects in sentences. Many indefinite pronouns seem to refer to groups–*everybody* seems like a crowd, right? and so are often mistakenly treated as plurals ("*Everybody* overfilled *their* backpack"). However, any indefinite pronoun that ends in *-one, -body, -thing* is singular: "*Everybody* overfilled *his* (or her) backpack." The following indefinite pronouns are usually singular; if one of these words is the antecedent in a sentence, the pronoun that refers to it must also be singular. Thus, we must write, "*Does* any*one* know," rather than "Do anyone know"; "*Each* of them *knows*," rather than "Each of them know"; and "Some*one* left *her* cell phone," rather than, "Someone left their cell phone."

On the other hand, some indefinite pronouns are plural:

Plural indefinite pronouns take plural verbs and plural pronouns: "*Both were* rewarded for *their* courage." "Many *attend* in spite of *their* other obligations."

A few indefinite pronouns can be either singular or plural, depending on the context:

Thus, we may write, "All *is* well," (singular) in reference to the general condition of things, or "All *are* attending," (plural) in reference to individuals.

(For more, look up *count and non-count nouns* in an English grammar reference or online.)

(Some of the indefinite pronouns above can also be used as adjectives. In "*Many* left their trash on the riverbank," *many* is a pronoun replacing *swimmers*. In contrast, in "*Many* students went tubing on the river," *many* is an adjective modifying *students*. For more information, see the TIP sheet "Adjectives.")

Possessive Pronouns.

Possessive pronouns replace possessive nouns. Thus, *Jamie's Corvette* becomes *her Corvette. Possessive pronouns never take apostrophes*. They are my, our, your, his, her, its, their, whose, mine, ours, yours, his, hers, theirs.

Reflexive Pronouns.

Reflexive pronouns add emphasis. They always follow a noun or personal pronoun and do not appear alone in a sentence: "*Jamie herself* changed the tire." "*She herself* changed the tire." The meaning is that she, and *no one else*, changed the tire, and the emphasis is on the independence of her action. Reflexive pronouns also show that someone did something to himself or herself: "She surprised *herself* with how well she did on the test."

A reflexive pronoun cannot *replace* the subject of a sentence, such as in "Burcu and *myself* are taking that class together." Instead, use a personal pronoun: "Burcu and I are taking that class together" or "Burcu and *I myself* are taking that class together."

There is no *theirself* or *theirselves*. "They waxed the car *themselves* at home." There is no *hisself*: "Jesse taught *himself* French."

Relative Pronouns.

A relative pronoun begins a clause that refers to a noun in a sentence. (A clause is a word group with its own subject and verb.) *Who* begins a clause that refers to people: "Krista is the math tutor *who helped me the most." That* may refer either to persons or things: "Laura is the math tutor *that knows the most about calculus*; calculus is the class *that I am taking in the fall." Which* begins a clause that refers to things: "Statistics, *which is the interpretation of collected numerical data*, has many practical applications."

Who is a subject pronoun; it can be the subject of a sentence: "*Who* was at the door?" *Whom* is an object pronoun. It cannot be the subject of a sentence, but it can be a direct or indirect object or the object of a preposition: "Don't ask *for whom* the bell tolls." *Who* and *whom* often appear in questions where the natural word order is inverted and where the words you see first are the pronouns who or whom, followed by part of the verb, *then* the subject, *then* the rest of the verb. So it isn't always easy to figure out if you should use *who* or *whom*. Is it "*Who* did you visit last summer?" or "*Whom* did you visit last summer?" To decide, follow these steps:

1. Change the question to a statement: "You did visit *who/whom* last summer." This restores natural word order: subject, verb, direct object.

2. In place of *who/whom*, substitute the personal pronouns he and him: "You did visit *he* last summer"; "You did visit *him* last summer."

3. If *he*, a subject pronoun, is right, then the right choice for the original question is *who*–another subject pronoun. If *him*, an object pronoun, is correct, then the right choice for the original question is *whom*–another object pronoun.

4. Based on step three, above, correctly frame the question: "*Whom* did you visit last summer?"

Similarly, *whoever* is a subject pronoun, and whomever is an object pronoun. Use the same test for, "*Whoever/whomever* would want to run on such a humid day?" Change the question to a statement, substituting *he* and *him*: "He (not *him*) would want to run on such a humid day." The right word, therefore, would be *whoever*, the subject pronoun. On the other hand, you would say, "Hand out plenty of water to *whomever* you see." You would see and hand the water out *to him*, not *to he*; this sentence requires the object pronoun.

Demonstrative Pronouns.

Demonstrative pronouns indicate specific persons, places, or things: "That is a great idea!" That is a pronoun referring to the abstract noun idea. They are this, that, these, those.

c. Adjective

An adjective is a word used to modify or describe a noun or a pronoun. It usually answers the question of which one, what kind, or how many. (Articles [a, an, the] are usually classified as adjectives.)

*The **young** girl brought me a very **long** letter from the teacher, and then she quickly disappeared. Oh my!*

An adjective is a word used to describe, or modify, noun or a pronoun. Adjectives usually answer questions like *which one*, *what kind*, or *how many*:

that hilarious book

the *red* one

several heavy books

In English adjectives usually precede nouns or pronouns. However, in sentences with linking verbs, such as the to be verbs or the "sense" verbs, adjectives can follow the verb (for more information on to be or "sense"

*Dave Barry's books are **hilarious**; they seem so **random**.*

One good adjective can be invaluable in producing the image or tone you want. You may also "stack" adjectives--as long as you don't stack them too high. In general, if you think you need more than three adjectives, you may really just need a better noun. For instance, instead of saying the *unkempt, dilapidated, dirty little house*, consider just saying the *hovel*. (It's not true that he who uses the most adjectives wins; it's he who uses the most suitable adjectives.)

Descriptive Adjectives.

Descriptive adjectives (*steamy*, *stormy*) call up images, tones, and feelings. *Steamy weather* is different from *stormy weather*. *Steamy* and *stormy* conjure different pictures, feelings, and associations. Many descriptive adjectives come from verbs. The verb *had broken*, without the helper *had*, is an adjective: *a **broken** keyboard*. Likewise, the *-ing* verb form, such as is *running*, used without its helper *is*, can be an adjective: ***running** shoes*. (For

more on *-ed* and *-ing* forms, see the TIP SheetS "Verbs" and "Consistent Verb Tense.")

Nouns can be used as adjectives, too. For instance, the noun *student* can be made to modify, or describe, the noun *bookstore*: the *student bookstore*. Nouns often combine to produce compound adjectives that modify a noun as a unit, usually joined by hyphens when they precede the noun. When they follow the noun, the hyphens are omitted:

*He was an **18-year-old** boy, but the girl was only **16 years old**.*

Other compound adjectives do not use hyphens in any case. In ***income tax** forms*, *income tax* is a compound adjective that does not require a hyphen.

Articles

The, *an*, and *a*, called *articles*, are adjectives that answer the question which one? *The* modifies a noun or pronoun by limiting its reference to a particular or known thing, either singular or plural. *A* expands the reference to a single non-specific or previously unknown thing. *An* is similar to *a*, but is used when the word following it begins with a vowel sound:

***the** bookson **the** table*

***a** book from **an** online store, **the** one we ordered last week*

Demonstrative Adjectives.

Demonstrative adjectives answer the question *which one(s)?* They are the only adjectives that have both a singular and plural form--*this* and *that* are singular; *these* and *those* are plural. Demonstrative adjectives point to particular or

previously named things. *This* and *these* indicate things nearby (in time or space), while *that* and *those* suggest distance (in time or space):

This *novel is the worst I've ever read;* ***these*** *biographies are much better. Tell me more about* ***that*** *author; why does she write about* ***those*** *events?*

Possessive Adjectives.

Possessive adjectives answer the question *whose*? They include *my*, *our*, *your*, his, *her*, *its*, and *their*:

our *jokebook*

its *well-worn pages*

Indefinite Adjectives.

Indefinite adjectives include *some*, *many*, *any*, *few*, *several*, and *all*:

some *jokes*

few *listeners*

Note that these words can also be used as pronouns: ***Some*** *were in bad taste*; **few** *could carpool*. For more, see the TIP Sheets "Pronouns" and "Pronoun Reference."

Questioning Adjectives.

Which and *what* are adjectives when they modify nouns or pronouns:

Which *joke did you like better, and* ***what*** *reason can you give for your preference?*

Like indefinite adjectives, the questioning (or interrogative) adjectives can also function as pronouns.

d. Preposition

A preposition is a word placed before a noun or pronoun to form a phrase modifying another word in the sentence. Therefore a preposition is always part of a prepositional phrase. The prepositional phrase almost always functions as an adjective or as an adverb. The following list includes the most common prepositions:

*The young girl brought me a very long letter **from** **the teacher**, and then she quickly disappeared. Oh my!*

Prepositions are common; they are not flashy. They are sometimes very little words, like *on*, *in*, and *unlike*; sometimes they are two words, like *according to*. A preposition combined with a noun (or pronoun).

e. Adverb

An adverb describes or modifies a verb, an adjective, or another adverb, but never a noun. It usually answers the questions of when, where, how, why, under what conditions, or to what degree. Adverbs often end in -ly.

*The young girl brought me a **very** long letter from the teacher, and **then** she **quickly** disappeared. Oh my!*

Conjunctive adverbs form a separate category because they serve as both conjunctions (they connect) and adverbs (they modify). Groups of words can also function as adverb phrases or adverb clauses.

(In the examples below, the adverb is in bold and the modified word is underlined.)

An adverb can modify a verb.

*The girls <u>ran</u> **quickly** but **happily** through the puddle.* (The adverbs *quickly* and *happily* modify the verb ran by telling how.)

<u>*Go*</u> *to the administration office* **first***, and* **then** <u>*come*</u> *to class.* (The adverb *first* modifies the verb *go*, and the adverb *then* modifies the verb *come*. Both modify the verbs by telling when.)

They are <u>moving</u> her office **upstairs***.* (The adverb *upstairs* modifies the verb *moving* by telling where.)

An adverb can modify an adjective. The adverb usually clarifies the degree or intensity of the adjective.

Maria was **almost** <u>*finished*</u> *when they brought her an* **exceptionally** <u>*delicious*</u> *dessert.* (The adverb *almost* modifies the adjective *finished* and *exceptionally* modifies *delicious* by describing the degree or intensity of the adjectives.)

He was **very** <u>*happy*</u> *about being* **so** <u>*good*</u> *at such an* **extremely** <u>*challenging*</u> *sport.* (The adverb *very* modifies the adjective *happy*, *so* modifies *good*, and *extremely* modifies *challenging* by describing the degree or intensity of the adjectives.)

Students are **often** <u>*entertained*</u> *and* **sometimes** <u>*confused,*</u> *but* **never** <u>*bored*</u> *in that class.* (The adverb *often* modifies the

adjective *entertained*, *sometimes* modifies *confused*, and *never* modifies *bored* by describing the degree or intensity of the adjectives.)

An adverb can modify another adverb. The modifying adverb usually clarifies the degree or intensity of the adverb.

*Eating her lunch **somewhat** <u>cautiously,</u> Carolyn tried to ignore the commotion.* (The adverb *somewhat* modifies the adverb *cautiously* by telling to what degree.)

*Stan can discuss the English language **very** <u>thoroughly</u>.* (The adverb *very* modifies the adverb *thoroughly* by telling to what degree.)

*Even in the other room, Vickilee was **never** <u>completely</u> unaware of the crying kittens.* (The adverb never modifies the adverb completely by telling to what degree.)

<u>**Additional Notes on Adverbs**</u>

In addition to the rules that apply to the use of adverbs, the following points further discuss their formation and function.

Adverbs are often made by adding *-ly* to an adjective.

adjective: *slow*   adverb: *slowly*

adjective: *deep*   adverb: *deeply*

adjective: *fair*   adverb: *fairly*

However, not all words that end in *-ly* are adverbs!

nouns: *family*, *homily*, *rally*, *lily*

adjectives: *friendly*, *worldly*, *lovely*, *sly*

Some common adverbs do not originate from adjectives.

very

quite

only

so

Some adverbs modify by negating a statement. These are referred to as *negative adverbs*.

hardly

never

no

not

scarcely

When using negative adverbs, be careful to avoid a double negative.

(Incorrect double negative)

He can't hardly understand the words of the speaker.

(Correct)

He can hardly understand the words of the speaker.

In order to form the comparative or superlative forms of adverbs, add the ending of *-er* or *-est* to certain adverbs of only one syllable (*fast*, *faster*, *fastest*). However, all adverbs which end in *-ly* and most adverbs of more than one syllable form the comparative and superlative with the addition of *more* or *most*.

*Todd drives **faster** than I do, but I get there **sooner** and **more efficiently** by taking a **shorter** route. Amy drives **most slowly** of all of us.*

Conjunctive Adverbs

Words that function as adverbs (telling how, when, where, why, under what conditions, or to what degree) and which also function as conjunctions (joining grammatical parts) are called conjunctive adverbs.

Conjunctive adverbs

accordingly	*finally*	*likewise*	*similarly*
also	*furthermore*	*meanwhile*	*specifically*
anyway	*hence*	*moreover*	*still*
besides	*however*	*nevertheless*	*subsequently*
certainly	*incidentally*	*next*	*then*
consequently	*indeed*	*nonetheless*	*therefore*
conversely	*instead*		*otherwise*
	thus		

Conjunctive adverbs join and create transitions between independent clauses. A conjunctive adverb may begin a sentence and is often followed by a comma. When place between independent clauses, a conjunctive adverb is preceded by a semicolon and is usually followed by a comma.

*Her husband is a rice farmer; **consequently**, these days he is busy from sunrise until nightfall. **Nevertheless**, he is still home every night to read his sons a story.*

2.2.2.2. Function Word

Table 2.3. Types of Function Word

Function Word (FC)	Determiner : a, an, the, etc.
	Degree Word : more, than, etc.
	Auxilary : will, have, does, etc.
	Conjunction : however, when, etc
	Quantifier : many, some, a few, etc.

a. Determiner

A determiner is a word placed in front of a noun to specify quantity (e.g., "**one** dog," "**many** dogs") or to clarify what the noun refers to (e.g., "**my** dog," "**that** dog," "**the** dog"). All determiners can be classified as one of the following:

An Article (*a/an*, *the*)

A Demonstrative (*this*, *that*, *these*, *those*)

A Possessive (*my*, *your*, *his*, *her*, *its*, *our*, *their*)

A Quantifier (common examples include *many*, *much*, *more*, *most*, *some*)

b. Degree Word

Degree words are words with meanings like 'very', 'more', or 'a little' that modify the adjective to indicate the degree to which the property denoted by the adjective obtains. Degree words are traditionally referred to as adverbs, though in many languages the degree words do not belong to the same word class as

adverbs; even for <u>English</u> there is little basis for saying that degree words belong to the same word class as adverbs which modify verbs.

c. Auxilary

An auxiliary verb (or a helping verb as it's also called) is used with a main verb to help express the main verb's tense, mood, or voice. The main auxiliary verbs are *to be*, *to have*, and *to do*. They appear in the following forms:

To Be: am, is, are, was, were, being, been, will be

To Have: has, have, had, having, will have

To Do: does, do, did, will do

There is another kind of auxiliary verb called a modal auxiliary verb (or modal verb). The modal auxiliary verbs are *can*, *could*, *may*, *might*, *must*, *ought to*, *shall*, *should*, *will*, and *would*. The modal auxiliary verbs never change their forms.

d. Conjunction

A conjunction is a word like *and, but, although, because.* Conjunctions have an important function because they join other words and phrases together.

Coordinating conjunctions are used to join two parts of a sentence that are grammatically equal. The two parts may be single words or clauses, for example:

Jack **and** *Jill* went up the hill.

The water was warm, **but** *I didn't go swimming*.

There are seven coordinating conjunctions, and they are all short words of only two or three letters:

and, but, or, nor, for, yet, so

Subordinating conjunctions are used to join a subordinate dependent clause to a main clause, for example:

I went swimming **although** *it was cold*.

Here are some common subordinating conjunctions:

after, although, as, because, before, how, if, once, since, than, that, though, till, until, when, where, whether, while

e. Quantifier

We use quantifiers when we want to give someone information about the number of something: **how much** or **how many**.

Quantifiers with count and uncount nouns

We can use these quantifiers with **both <u>count</u> and <u>uncount</u>** nouns:

All, some, more, a lot of, enough, no, any, most, lots off, less

We have **lots of time**.

I can't go out. I've got **no money**

We do not normally use the quantifier *some* in <u>negative and interrogative</u> sentences. We normally use *any*:

*Do you have **any** children?*

*I **didn't** see **any** friends.*

*We saw **some** lions at the zoo, but we **didn't** see **any** tigers.*

but we can use *some* for offers and requests:

*Would you like **some** tea?*

*I want **some** apples, please.*

Quantifiers with count nouns

Some quantifiers can be used **only with count nouns**:

(not) many, each, either, (a) few, several, both, neither, fewer.

Quantifiers with uncount nouns

Some quantifiers can be used **only with uncount nouns**:

(not) much, a bit of, a little

*Would you like **a little wine**?*

*Could I have **a bit of butter**, please?*

2.2.2.3. Clause

Clause, contain subjects and verbs. There are two kinds of clauses: independent and dependent. Independent clause can stand alone and can be called a sentence. Independet clause consist of coordinate conjunction. Dependent clause cannot stand alone, and can't be called a sentence. Dependent clause follow by subbordinate conjunction.

Table 2.4. Types of Clause

Independent Clause	Dependent Clause
I'm tired because clean my home.	I'm tired **because clean my home.**

INDEPENDENT & DEPENDENT CLAUSES: COORDINATION & SUBORDINATION

An independent person is one who can solve problems on his own, take care of his own needs, stand on his own two feet, so to speak. An *independent clause* (a clause is a group of words that contains at least one subject and one verb) is one that can stand on its own two feet--independently. You can join independent clauses if you want to. This is called *coordination*.

A dependent person is one who needs help from another, more independent person. A dependent person needs to lean on someone stronger. A *dependent clause* is one that cannot stand on its own two feet--it needs an *independent clause* to lean on. You must join a dependent clause to an independent one. This is called *subordination*.

Independent clauses are strong.

Compare an independent clause to the ideal roommate: She cleans up after herself, pays her share of the bills, never forgets to turn off the iron, and can fix a leaky faucet. Like the ideal roommate, an independent clause lacks nothing to stand on its own. For example, each of the following independent clauses can stand alone:

Jennifer put a new washer in the bathroom faucet before leaving for the party.

Mai figured out how to fix the garbage disposal.

The clauses above contain a subject and a verb, and they finish the thought they have started; they are complete simple sentences. For the sake of variety, however, you will often want to combine simple sentences using coordination to create compound sentences. You can choose one of two methods:

Join two independent clauses with a semicolon.

Join two independent clauses with a comma and coordinating conjunction.

The most used coordinating conjunctions are often referred to as the FANBOYS (*for*, *and*, *nor*, *but*, *or*, *yet*, *so*). When you use one of the FANBOYS between independent clauses, you signal that the clauses are equal (sort of like how two independent roommates are equals). These two methods of coordination are demonstrated below:

Jennifer put a new washer in the bathroom faucet before leaving for the party; Mai figured out how to fix the garbage disposal.

Jennifer put a new washer in the bathroom faucet before leaving for the party, and Mai figured out how to fix the garbage disposal.

If you choose to coordinate two independent clauses using a semicolon, you have another option. You may choose to add a conjunctive adverb (followed by a comma-the adverb acts rather like an introductory phrase) after the semicolon:

Jennifer put a new washer in the bathroom faucet before leaving for the party; moreover, Mai figured out how to fix the garbage disposal.

A conjunctive adverb adds meaning or clarifies the relationship between the two clauses. See how choosing a different conjunctive adverb subtly changes the meaning of the pair:

Jennifer put a new washer in the bathroom faucet before leaving for the party; however, Mai figured out how to fix the garbage disposal.

Dependent clauses are needy.

In contrast to an independent clause, a dependent clause is incomplete; it is a type of sentence fragment. (For more information, see the TIP Sheet *Fragments*.) A dependent clause may contain a subject and a verb, but it begins a thought that it doesn't finish:

Because Amy left the iron on

When the firemen arrived at the dorm.

The words that are to blame for making the above dependent clauses dependent are the words *because* and *when*. Inquiring minds want to know-what happened as a result of the iron being left on? What happened when the fire department reached the dorm? Like a needy roommate, these dependent clauses need to lean on something stronger. In the following examples we have added independent clauses for the dependent clauses to lean on:

<u>*The dorm's obsolete wiring melted and started a fire*</u> *because Amy left the iron on.*

<u>*Jennifer and Mai had already put out the fire*</u> *when the firemen arrive at the dorm.*

When you join a dependent clause to an independent clause, you are not joining equals. One side of the resulting sentence (the independent clause) is stronger, and

the other side (the dependent clause) is weaker, or *subordinate*. (If you are a *subordinate* at work, you do as you're told.) The words used to join unequal pairs of clauses are called *subordinating conjunctions*.

But even here you have choices. Just because the independent clause is stronger, it doesn't have to always go first. (Sometimes the stronger person holds the door open to allow the person on crutches to enter first.) You could just as well write the following:

Because Amy left the iron on, the dorm's obsolete wiring melted and started a fire. When the firemen arrived at the dorm, Jennifer and Mai had already put out the fire.

The important thing to remember about subordination is that the punctuationdiffers depending on whether the independent or the dependent clause "enters" first. If the dependent clause is first (again, rather like an introduction to the main clause), it is followed by a comma (like in this sentence and the next). If the independent clause comes first, no punctuation separates the two.

For variety or to fine-tune meaning, you may choose to combine two independent clauses, making one of the clauses subordinate to the other with the addition of a subordinating conjunction:

<u>While</u> Jennifer put a new washer in the bathroom faucet, Mai figured out how to fix the garbage disposal.

Jennifer put a new washer in the bathroom faucet <u>since</u> Mai was figuring out how to fix the garbage disposal.

Here is a partial list of subordinating conjunctions. (Some textbooks call them "dependent-making words," or "dependent marker words.")

B. Previous Related Study

In this research, consider some previous research to support this proposal as follow.

1. A Semantic Analysis of Different Lexical Choices in Qur'an Translation of Indonesian and Dutch Version by Rika Astari, Universitas Ahmad Dahlan Yogyakarta, 2019. This study aims to compare two translations of the Quran, which were known for the first time among Indonesian Muslims around 1930-1950. De Heilig Qoeran, translated into the Dutch language written by Soedewo and Terjemah Quran Karim was translated into the Indonesian language written by Mahmud Yunus. The material object of this study was: De Heilig Qoeran, which was translated Quran into Dutch language, written by Soedewo and Terjemah Quran Karim was translated Quran into Indonesian language written by Mahmud Yunus. The formal object was the difference between these two translations lies not only in the differentiation of language but also the differences in lexical choices given by the two translators in certain verses in their book of translation. This research belongs to a descriptive qualitative. Data were analyzed using the matching method (metode padan). The difference in its meaning was analyzed by lexical decomposition. The results of this study indicate that the lexical choice differences in the two translated books produce significant differences in meaning over the entire verse. De Heilig Qoeran tends to choose lexicon, which has logical meanings

while the Tafsir Quran Karim emphasizes supernatural things, especially related to the miracles of the prophets.

2. Investigating Ideology Through Lexical Choice: A Critical Discourse Analysis of The Translated Novel" The Dancer' and The Original " Ronggeng Dukuh Paruk" by Ninuk Lustyianti, State University of Jakarta, 2018. Translation has a crucial role in human life. It is viewed in different ways recently and theories of translation are more focused on factors that influence translators" decision making. Despite the importance of the ideology in translation, there is lack of research in this area, especially on literary translation. This research tries to investigate the lexical choice in order to determine the ideology of the translator on literary translation. The researcher applied Fairclough approach focusing on experiential values; namely Classification Schemes and Ideological contested words which depict the text producer"s experience of the natural and social world. The result showed that lexical choices and manipulation were made due to linguistic and cultural differences. The translators selected similar vocabularies for representing the ideology of the original author. The translator also selected various translation strategies to make a meaning equivalent. They are phonological translation, borrowing, generalization, descriptive technique, contextual conditioning, cultural equivalent, and literal translation.

3. An Analysis of Lexical Choice Used in The 2016 U. S Presidential Third Round Debate by Cindy Imeidha Tiffanie, Airlangga University, 2017. Debate is a common phenomenon that happens every day even in our daily life. The latest debate that was recently discussed by people is the 2016 U.S Presidential

Debate, between Hillary Clinton and Donald Trump. The candidates come from The Republican Party and Democratic Party. The aim of the study is to find out what are the differences of lexical words: noun, adjective and verb; that used during debate by both candidates in frame of corpus linguistics research and highlight what is the most common lexical word used by both candidates. This study uses the third round debate only and extracted by CST's post-tagger software. The theories that used to analyze the data are language and gender which proposed by Lakoff (1975) and English lexical choice's theory proposed by Dixon (2005). The writer found that Hillary's most uttered type of noun is related to activities whose hold 34.93%, while Donald's most uttered type of noun is related to concrete reference that holds 40.2%. In conclusion, both candidates speak differently in lexical words, yet the difference is not huge. These factors are not only because of gender differences, but also background of life andknowledge.

C.   Conceptual Framework

Language production is the production of spoken or written language that contain lexical item in accepting a message. Lexical item activated the word's lemma that contains grammar about the word. Grammatical analysis has three types. They are level, label and function. The researcher focuses on level of grammar namely: content word, function word and clause. In content word contains noun, pronoun, verb, adjective, preposition and adverb. In function word contains determiner, degree word, auxiliary, conjunction and quantifier.

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┌─────────────────────────────────────────────────┐
│  Lexical Item Analysis in **Sentence of Speech by**  │
│                                                   │
│  **Unicef Execuitive Director Anthony Lake**.         │
└─────────────────────────────────────────────────┘
                        │
                        ▼
              ┌──────────────────┐
              │    Language      │
              │   Production     │
              └──────────────────┘
                        │
                        ▼
              ┌──────────────────┐
              │   Lexical Item   │
              └──────────────────┘
                        │
                        ▼
              ┌──────────────────┐
              │   Grammatical    │
              │    Analysis      │
              └──────────────────┘
          ┌─────────────┼─────────────┐
          ▼             ▼             ▼
     ┌─────────┐  ┌─────────┐  ┌──────────┐
     │  Label  │  │  Level  │  │ Function │
     └─────────┘  └─────────┘  └──────────┘
                        │
                        ▼
```

┌────────────────────────────────────┐
│   Resourse of Findings   │
│   │
│ 1. Types of Level   │
│   a. Content Word   │
│   Noun,   Pronoun,   │
│   Verb,   Adjective,   │
│   Preposition, Adverb   │
│   b. Funtion Word   │
│   Determiner, Degree   │
│   Word,   Auxilary,   │
│   Conjunction,   │
│   Quantifier   │
│   c. Clause   │
│   Dependent   Clause,   │
│   Independent Clause   │
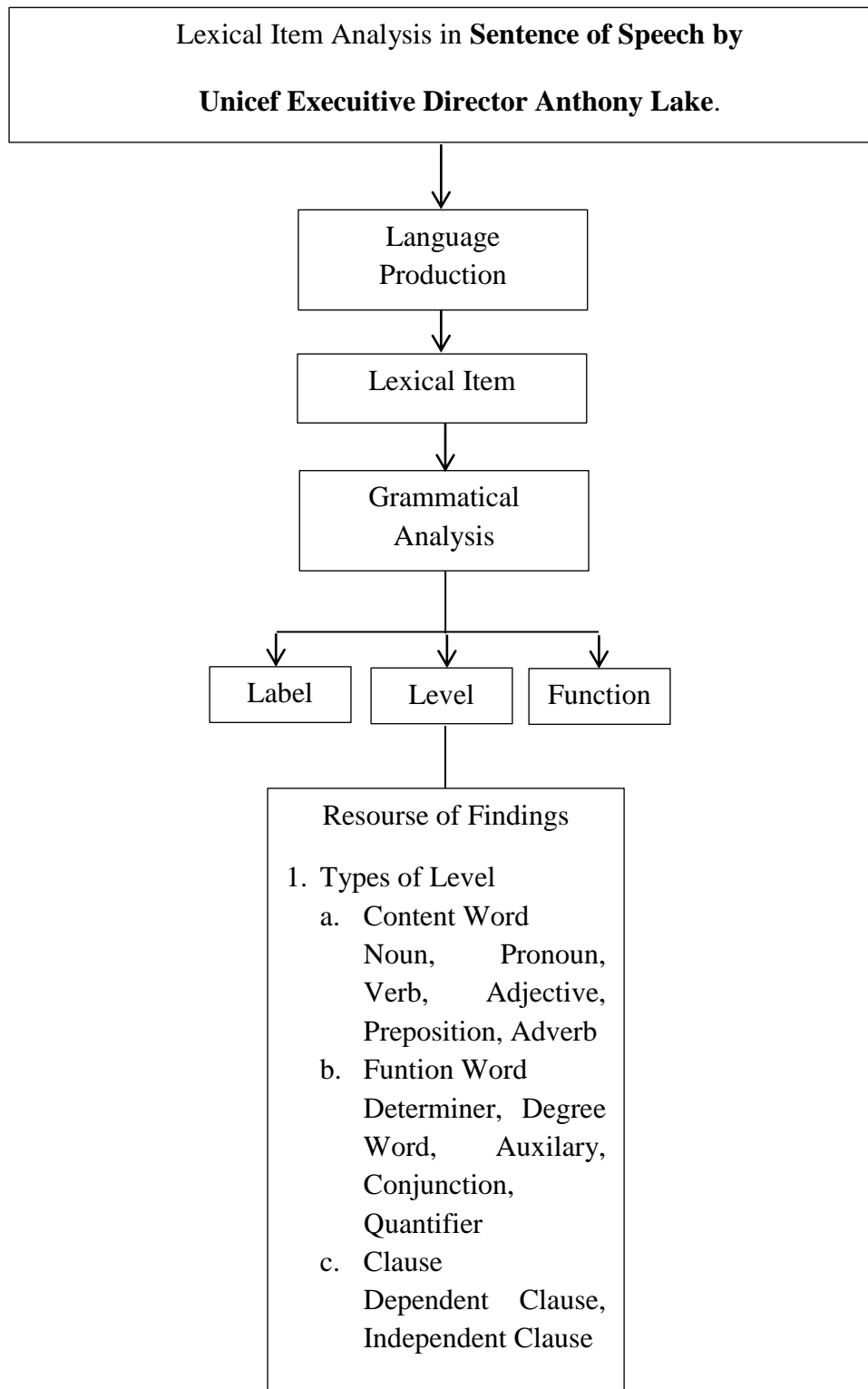└────────────────────────────────────┘

Figure 2.1. Chart of Conceptual Framework

CHAPTER III

METHOD OF RESEARCH

A. Location and Time

Location of this research is library research in library of Universitas Muhammadiyah Sumatera Utara. Time of this research on Juni 2020.

B. Source of Data

The source of data will be taken from the script of Unicef Executive Director Anthony Lake's speech that has a theme What Progress Plenary Session: The Social and Political Costs of Inaction FXB Center for Health and Human Rights, Harvard University on https://www.unicef.org/media/media_58517.html. Data are the sentences of Unicef Executive Director Anthony Lake which contain lexical item.

C. Instrumen of the Research

Nasution (1988) states that in qualitative research, there is no other choice than to make humans the primary research instrument. The reason is, everything does not yet have a definite form. Problems, research focus, research procedures, hypotheses used, even the expected results, it all can not be determined and clear beforehand. Sugiyono (2017), everything still needs to be developed throughout the research. In such uncertain and clear circumstances, there is no other choice and that is itself the only means that can achieve it. Based on the explanation above researcher takes the instrument from human or the researcher herself with

observes, listens and takes the data of reseach in script of Unicef Executive Director Anthony Lake's speech and data's litetature from some reserach.

D. Technique for Collecting Data

The documentation method will be used in collecting data. It is a kind of data collection technique by categorizing and classifying written documents relating to the problems discussed, both from documents or book, newspapers, magazines, archives, etc. Anthony Lake's speech will be as the main source of analysis.

The steps in collecting the data are:

2. Browsing the script selected from Website, the speech of Unicef Executive Director Anthony Lake.

3. Analyzing of every word and sentence by Unicef Executive Director Anthony Lake.

4. Printing the data.

5. Reading the transcription.

6. Classifying the types of lexical item.

E. Technique for Analyzing Data

After collecting the data, the data will be analyzed through some steps, they are:

1. Identifying the word and sentences of speech into three types of lexical item.

2. Classifying the word and clause in each types of lexical item..

3. Analyzing the data into content word, function word and clause.

4. Describing the data

5. Finding the reason for occurrences of dominant types of lexical item.

CHAPTER IV

DATA ANALYSIS AND FINDINGS

A. Data Analysis

The data of this study were taken from the script of Speech by Anthony Lake, UNICEF Executive Director at the Harvard Conference on Adolescent Rights. It was analyzed from sentences that contained the types of lexical item. It was analyzed into three types of lexical items, namely content word, function word, and clause. The types of content word, function word and clause resulted in this research would be marked by using the coding to know what types of level in grammar. It would be made for instance in content word (N) was meant as noun, (PrN) was indicated as pronoun, (V) was meant as verb, (Adj) was indicated as adjectrive, (Prep) was meant as preposition and (Adv) was made as adverb.. For instance in function word (Det) was meant as determiner, (DegW) was indicated as degree word, (AuxV) was meant as auxiliary verb, (Conj) was indicated as conjunction, and (Quanti) was made as the sign form quantifier. For instance in clause (DepC) was meant dependent clause and (IndepC) was indicated as independent clause. The researcher analyzed the types of lexical item that can answer the formulation of the problems, namely what types of content word, function word and clause in the Speech by Anthony Lake, UNICEF Executive Director at the Harvard Conference on Adolescent Rights, how are the types of content word, function word and clause used in the Speech by Anthony Lake, UNICEF Executive Director at the Harvard Conference on Adolescent Rights, and why are the types of lexical item in content word, function word and clause used in the Speech by Anthony Lake, UNICEF Executive Director at the Harvard

Conference on Adolescent Rights. From the result of the data that had been composed, there were 214 functional word that contained level types of function word found on the Speech by Anthony Lake's where the conjunction excessively showed until this functional word was dominated by other types and there were clause that contained level types of clause found on the Speech by Anthony Lake's where the independent clause excessively showed until this clause was dominated by other types.

Table 4.1. The Percentage of Lexical Selection Analysis in Speech by

UNICEF Executive Director Anthony Lake

NO.	Types of Lexical Selection Analysis (Grammar in Content Word)	Total	Percentage
1.	Noun	76	23.52%
2.	Pronoun	36	11.14%
3.	Verb	68	21.06%
4.	Adjective	48	14.86%
5.	Preposition	69	21.36%
6.	Adverb	26	8.06 %
Total		323	100%

Table 4.1 above shows that on theSpeech by Anthony Lake, UNICEF Executive Director at the Harvard Conference on Adolescent Rights, there are noun, pronoun, verb, adjective, preposition and adverb. Noun is placed as the highest functional word found on the Speech by Anthony Lake, UNICEF Executive Director at the Harvard Conference on Adolescent Rights that has 76 noun (23.52) and it refers to common noun, proper noun, abstract noun, countable and uncountable noun, collective noun, compound noun, possessive noun, regular and plural noun, irregular plural noun, 36 pronoun (11.14%) and it refers to subject, object, possessive adjective, possessive pronoun and reflective pronoun,

68 verb (21.06) and it refers to gerund, infinitife, participle, transitive verb, intransitive verb, linking verb, 48 adjective (14.86) and it refers to proper adjective, adjective of quantity, numeral adjective, demonstrative adjective, distributive adjective, interrogative adjective and possessive adjective, 69 preposition (21.36) and it refers to preposition of time, of place, of agent and thing, 26 adverb (8.06) and it refers to adverb of time, place, frequency, manner, degree. These results provide that Speech by Anthony Lake tried to apply the noun was more objective than other content word as the way the information given is about common noun, proper noun, abstract noun, countable and uncountable noun, collective noun, compound noun, possessive noun, regular and plural noun, irregular plural noun which the speaker expresses his idea to persuade the audience through his speech and to attach the speaker's attention to understand it. Because the more objectives of the speech appear, the more persuasions can beattained.

Table 4.2. The Percentage of Lexical Selection Analysis in Speech by

UNICEF Executive Director Anthony Lake

NO.	Types of Lexical Selection Analysis (Grammar in Funtion Word)	Total	Percentage
1.	Determiner	63	29.44%
2.	Degree Word	11	5.14%
3.	Auxilary Verb	45	21.03%
4.	Conjunction	84	39.25%
5.	Quantifier	11	5.14%
Total		99	100%

Table 4.2 above shows that on theSpeech by Anthony Lake, UNICEF Executive Director at the Harvard Conference on Adolescent Rights, there are determiner, degree word, auxiliary verb, conjunction and quantifier. Conjunction is placed as the highest functional word found on the Speech by Anthony Lake, UNICEF Executive Director at the Harvard Conference on Adolescent Rights that has 63 determiner (29.44%) and it refers to article and demonstrative, 11 degree word (5.14) and it refers to adverb of degree and comparison of degree, 45 auxilary verb (21.03) and it refers to tobe, modals, auxiliary, 84 conjuction (39.25) and it refers to subordinate conjuction, coordinating conjuction, correlative conjuction, 11 quantifier (5.14) and it refers to large quantity, small quantity, undefined quantity. These results provide that Speech by Anthony Lake tried to apply the conjunction was more objective than other function word as the way the information given is about subordinate, correlative and coordinate conjunction which the speaker expresses his idea to persuade the audience through his speech and to attach the speaker's attention to understand it. Because the more objectives of the speech appear, the more persuasions can beattained.

Table 4.3 The Percentage of Lexical Selection Analysis in Speech by UNICEF Executive Director Anthony Lake

NO.	Types of Lexical Selection Analysis (Grammar in Clause)	Total	Percentage
1.	Dependent Clause	25	28.41%
2.	Independent Clause	63	71.59%
	Total	88	100%

Table 4.3 above shows that on theSpeech by Anthony Lake, UNICEF Executive Director at the Harvard Conference on Adolescent Rights, there are dependent clause and independent clause. Independent clause is placed as the highest clause found on the Speech by Anthony Lake, UNICEF Executive Director at the Harvard Conference on Adolescent Rights that has 25 dependent clause (28.41) and it refers to subordinate conjunction, 63 independent clause (71.59).These results provide that Speech by Anthony Lake tried to apply the independent clause was more objective than other clause the way the information given is about coordinate conjunction.

1. Word

Word, according to Merriam-Webster a speech sound or series of speech sounds that symbolizes and communicates a meaning usually without being divisible into smaller units capable of independent use. There are two kinds of word category. They are content words (CW) and function words (FW). And it will focus on content word and function word. Content word are Noun: common and proper noun (car, dog). Pronoun: subject pronoun (I,we, they), object pronoun (us, me). Verb: participle (played, cooked, wrote), lingking verb (is, are). Adjective: possessive adjective (my, our). Preposition: time (on, in), place (at). Adverb: time (2 years, month), place (school, home), frequency (always, usually). Function word are Determiner: articles (a, an, the) and demonstratives (this, that, those, these, there are, there is). Degree word: comparison of degree (most, more) and adverb of degree (so, very, too). Auxilary verb: tobe (is, am, are), modal (can, may, must, will, shall), auxilary (have,has, do, does, did). Conjuction: subordinate conjunction (after, because, since, before, as, if, etc), correlative conjunction

(both/and, not only/but also, such/that, etc), coordinate conjunction (for, and nor, but, or, so, etc).

Content Word

a. Noun

(My ***remarks*** today are very much in the spirit and context of his work.) (N 3)

It showed that word *remarks* categorized as noun.

b. Pronoun

(***It*** provides our mission and our mandate.) (ProN 7)

It showed that word *it* categorized as pronoun.

c. Verb

(Now ***make*** it easier and less expensive to reach the hardest to reach.) (V 22)

It showed that word *make* categorized as verb.

d. Adjective

(Children***'s*** global more broadly, and tentatively). (Adj 11)

It showed that word *'s* categorized as adjective.

e. Preposition

(My remarks today are very much in the spirit and context ***of*** his work.) (Prep

3)

It showed that word *of* categorized as preposition.

f. Adverb

(The CRC was a milestone in promoting the welfare and protection of children

everywhere.) (Adv 5)

It showed that word *everywhere* categorized as adverb.

Function Word

a. Determiner

*(My remarks today are verymuch in **the** spirit andcontext of his work)* (Det 3)

It showed that word *the* was categorized as article.

(*Children's global welfare depends in practice as well as in principle on **a***

focus on equity.) (Det 10)

It showed that word *a* was categorized as article.

*(I will be glad to discuss the study in more detail later, and have copies of it for **those***

who are interested.) (Det 26)

It showed that word *those*was categorized as article.

b. Degree Word

*(Children's global **more** broadly,and tentatively.)*(Deg 11)

It showed that word *more* was categorized as degree comparison.

*(The**most** vulnerable children is a practical as well as a moral necessity.)* (Deg 14)

It showed that word *most* was categorized as degree comparison.

*(It is usually too expensive and **too** difficult.)* (Deg 20)

It showed that word *too* was categorized as adverb of degree.

c. Auxilary Verb

*(It **has** been more quickly and widely ratified than any human rights treaty*

*todateand it **will** be even more effective when it is universally ratified.)* (AuxV 6)

It showed that word *has* and *will* were categorized as auxiliary verb.

d. Conjunction

*(It provides our mission **and** our mandate.)* (Conj 7)

It showed that word *and* was categorized as coordinate conjunction.

*(Themost vulnerable children is a practical **as well as** a moral necessity.)* (Conj 14)

It showed that word *as well as was* categorized as subordinate conjunction.

*(A time of global economic difficulty, is vital **not only** in terms of human wellbeing **but also** for the sake of economic growth.)* (Conj 38)

It showed that word *not only/but also* was categorized as correlative conjunction.

e. Quantifier

*(After**a few** weeks, theteam gave me their preliminary results.)* (Quanti 27)

It showed that word *a few* was categorized as quantifier.

(Even in middle income countries, such anapproach generally saves as***many*** children per dollar as we do on our current course.) (Quanti 33)

It showed that word *many* was categorized as quantifier.

2. Clause

Clause is a part of a sentence which contains a subject and a verb, usually joined to the rest of a sentence by conjunction. (Swan, 2005).Clause, contain subjects and verbs. There are two kinds of clauses: independent and dependent. Independent clause can stand alone and can be called a sentence. Independet clause consist of coordinate conjunction. Dependent clause cannot stand alone,

and can't be called a sentence. Dependent clause follow by subbordinate conjunction.

a. Dependent Clause

*(**After** we published the study, The Lancet and New York Times ran positive editorial comments.)* (DepC 31)

It showed that word *after* was categorized as dependent clause.

*(In a difficult economic climate, **when** all governments must do more with less.)*(DepC 34)

It showed that word *when* was categorized as dependent clause.

b. Independent Clause

*(My remarks today are very much in the spirit **and** context of his work.)* (IndepC 3)

It showed that word *and* was categorized as independent clause

*(Children's global more broadly, **and** tentatively.)* (IndepC 11)

It showed that word *and* was categorized as independent clause.

 B. The Findings

The data of this research were taken from the script of Speech by Anthony Lake, UNICEF Executive Director at the Harvard Conference on Adolescent Rights. It was analyzed from sentences in the speech. The sentences contained the lexical item focus on content word, function word and clause would be the first analysis in this research. The lexical item types resulted in this result would be marked by using the coding to know what types of functional word and clause. There were the six types of content word found on of Speech by Anthony Lake, UNICEF Executive Director at

the Harvard Conference on Adolescent Rights, namely noun (N), pronoun (ProN), verb (V), adjective (Adj), preposition (Prep) and adverb (Adv). There were the five types of function word found on of Speech by Anthony Lake, UNICEF Executive Director at the Harvard Conference on Adolescent Rights, namely determiner (Det), degree word (DegW), auxiliary verb (AuxV), conjunction (Conj) and quantifier (Quanti). There were the two types of clause found on of Speech by Anthony Lake, UNICEF Executive Director at the Harvard Conference on Adolescent Rights, namely dependent clause (DepC) and independent clause (IndepC). In this research, there were three questions that have to be answered. The first question was about the prominent types of level in grammar, the second question was about the realization of the level types of functional word and clause in the speech, and the last question was about the reason in using the level types of functional word and clause in the Speech of Anthony Lake. The realization of level types of functional words and clause on Director Anthony Lake's speech are because the speech has grammatical and systematical reasons. It means that the types of content word, function words and clause is concerned with the pointing or indicating someone or thing which can explain words or sentences to be understood by interpreting based on noun, adjective, verb, clause and amount. From the result of the data that had been composed, there were 323 content word in lexical item found on Speech by Anthony Lake, UNICEF Executive Director at the Harvard Conference on Adolescent Rights which the noun was excessively showed in this speech was the dominant type than other. There were 214 function word of lexical item found on Speech by Anthony Lake, UNICEF Executive Director at the Harvard Conference on Adolescent Rights which the conjunction was excessively showed in this speech was the dominant type than other. There were 88 clause of lexical item found on Speech by Anthony Lake, UNICEF Executive

Director at the Harvard Conference on Adolescent Rights which the independent clause was excessively showed in this speech was the dominant type than other. The result counted based on the entire sentences consisting of a speech. The noun was placed as the dominant process type of lexical item in content word that reached 76 noun (23.52%). Then, followed by the pronoun was 36 word (11.14%), the verb was 68 (21.06%), the adjective was 48 (14.86%), the preposition was 69 (21.36%) and the last adverb was 26 (8.06%). Then, the conjunction was placed as the dominant process type of lexical item in function word that reached 84 conjunction (39.25%). Then, followed by the determiner was 63 clauses (29.44%), the degree word was 11 (5.14%), the auxiliary verb was 45 (39.25%) and the last quantifier was 11 (5.14%). Independent clause was placed as the dominant process type of lexical item in clause that reached 25 dependent clause (28.41%). Then, followed by the independent clause was 63 (71.59%). Therefore, conjunction was the dominant type of functional word. Conjunction is a connection between one clause to other clause. Conjunction describes the relationship of clause. Independent clause is a clause that used subordinate conjunction and correlative conjunction. Independent clause describes the clause with subordinate and correlative conjunction. It can be concluded that speech function has role in delivering meaning of the text. The reason for dominant type of process in the Anthony Lake's speech is the information given which the speaker expresses his idea to persuade the audience through his speech and to attach the speaker"s attention to understand it. Because the more objectives ofthe speech appear, the more persuasions can be attained. So it seems to be more objective than other.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. **Conclusions**

Having analyzed the data, conclusions can be drawn as in the following.

1. There were three types of lexical item on Speech by Anthony Lake, UNICEF Executive Director at the Harvard Conference on Adolescent Rights namely content word, function word, and clause. The researcher focus on content word, funtion word and clause level. The most dominant type of content word found on Speech by Anthony Lake, UNICEF Executive Director at the Harvard Conference on Adolescent Rights was 76 noun (23.52%), followed by the pronoun was 36 word (11.14%), the verb was 68 (21.06%), the adjective was 48 (14.86%), the preposition was 69 (21.36%) and the last adverb was 26 (8.06%). The most dominant type of functional word found on Speech by Anthony Lake, UNICEF Executive Director at the Harvard Conference on Adolescent Rights was conjunction that had 84 words (39.29%), followed by the determiner was 63 clauses (29.44%), the degree word was 11 (5.14%), the auxiliary verb was 45 (39.25%) and the last quantifier was 11 (5.14%). The most dominant type of clause found on Speech by Anthony Lake, UNICEF Executive Director at the Harvard Conference on Adolescent Rights was independent clause that had 63 clauses (71.59%), followed dependent clause was 25 (28.41%).

2. The realization of types in content word, function words and clause on Director AnthonyLake's speech are because the speech has grammatical and systematical reasons. The speaker used types of content word, function word

and clause for indicating something that has many references depends on speaker's means which can explain words or sentences to be understood by the audiences.

The Anthony Lake's speech, this research found that noun as the dominant type of content word, conjunction as the dominant type of function word and independent clause in clause as the dominant type of clause. Conjunction is a connection between one clause to other clause. Conjunction describes the relationship of clause. It can be concluded that speech function has role in delivering meaning of the text. Independent clause describes the clause with subordinate and correlative conjunction. It can be concluded that speech function has role in delivering meaning of the text. The reason for dominant type of process in the Anthony Lake's speech is the information given which the speaker expresses his idea to persuade the audience through his speech and to attach the speaker's attention to understand it. Because the more objectives of the speech appear, the more persuasions can be attained. So it seems to be more objective than other.

B. **Suggestions**

Based on the conclusions stated above, the suggestions can be drawn as follow

1. It is worth for us to pay attention and it is needed for us to know because lexical item is closely related to the problems that occur aroundus.

2. For teacher, this research might be useful in giving additional knowledge and reference for language features about lexical item.

3. For students who are impressed by analyzing the lexical item, to study and expand the knowledge about the types of grammar, both oral and written.

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APPENDIX 1

Speech by Anthony Lake, UNICEF Executive Director at the Harvard Conference on Adolescent Rights.

*Adolescent**Rights:** **What** **Progress**
Plenary Session: The Social and Political Costs of Inaction
FXB Center for Health and Human Rights, Harvard University
Boston, 8 December 2011

Thank you, Jacqueline. Thank you to the Francois-Xavier Bagnoud Center for bringing us all together. And thank you, my former tutor, Amartya Sen. It is an honor to be here with a man who many years ago tried to instruct me in economics and who has instructed the world in the fundamental role freedom plays in strengthening societies. I look forward to learning from him this afternoon. My remarks today are very much in the spirit and context of his work.

The coming of age of the Convention on the Rights of the Child is the ideal time to reflect on the generation of adolescents who have grown up under its auspices … to take stock of progress made in improving their lives to consider how we can build on that progress … and to confront what could happen if we do not.

The CRC was and is a milestone in promoting the welfare and protection of children everywhere. It has been more quickly and widely ratified than any human rights treaty to date – and it will be even more effective when it is universally ratified. I hope sooner rather than later.

The CRC is the foundation of all our work at UNICEF: It provides our mission and our mandate. The rights of children and our emphasis on equity, in all our advocacy and programs around the world, are inseparable. Because to the degree children are disadvantaged for reasons of geography or gender or ethnicity or because they live with disabilities or disease or are stigmatized and bullied for any reason – to exactly that degree, their rights are being violated.

So let me here sketch out two propositions for our discussion.

First, that sustainable, tangible progress inchildren's global welfare depends – in practice as well as in principle – on a focus on equity.

Second, more broadly, and tentatively, that we should not only advocate for policies that promote equity as an outcome of economic growth, but also – conversely – we should make the case that promoting equity helps produce sustainable growth, a proposition that is supported by a growing body of evidence.

Let me begin with why refocusing on the most vulnerable children is a practical as well as a moral necessity.

Eleven years ago, the global community adopted the Millennium Declaration and the Millennium Development Goals – a set of ambitious targets to reduce global poverty, decrease child mortality, and achieve other development objectives by 2015. Last year, we began to see disturbing evidence that millions of children are being left behind in the drive to achieve the MDGs.

The poorest children. Living in the most isolated communities. Subject to the greatest deprivations.

A UNICEF analysis last year showed that in 18 out of 26 countries where the national under-five mortality rate had declined by 10 per cent, the gap between the child mortality rates of the richest and poorest quintiles had either grown or remained unchanged. And in 10 of these 18 countries, this disparity had risen by at least 10 per cent.

In short, the gap between the richest and the poorest children, on something as fundamental as their mortality rates, was widening. That is wrong. Statistical successes were – and are – masking moral failures.

One possible reason for this is that in the rush to achieve MDG 4 – reducing under-five mortality – there has been a natural impulse to focus on the children who are easiest to reach. To pick the low-hanging fruit. This reflects a common belief in the development community that while it would be nice to reach the communities most in need, it is usually too expensive and too difficult.

But new vaccines and other cost-effective interventions, coupled with innovations like the use of SMS texting by community health workers,now make it easier and less expensive to reach the hardest to reach.

So, we decided to question the conventional wisdom.

"The real voyage of discovery," Marcel Proust once said, "consists not in seeking new landscapes but in having new eyes." (I always found quoting Proust useful in my mid-terms here.) And that is what we tried to do: to look at a development orthodoxy with new eyes.

Last year, soon after I arrived at UNICEF, we put a team of our best analysts to work on an extensive modelling exercise to test the cost-effectiveness of an equity-focused strategy to reduce under-five mortality. I will be glad to discuss the study in more detail later, and have copies of it for those who are interested.)

After a few weeks, the team gave me their preliminary results. They were stunning – so much so that I rejected them and insisted they run the modelling exercise again. When this produced essentially the same findings, we called in a team of outside experts, who spent a day trying to tear the study apart. At the end of the day they applauded our weary analysts – and validated their work. After we

published the study, The Lancet and New York Times ran positive editorial comments.

The conclusion of our study? That far from costing more, an equity-focused approach is actually far more cost-effective.

In fact, in those countries with the highest burden of under-five mortality and the worst poverty, for every $1 million investment, a pro-equity approach can save up to 60 per cent more children than our current course. Even in middle income countries, such an approach generally saves as many children per dollar as we do on our current course.

Simply put: A pro-equity strategy is not only right in principle; it is right in practice.

We believe this is big news. It reinforces our re-emphasis now, throughout UNICEF, on achieving results in the most disadvantaged communities around the world.

In a difficult economic climate, when all governments must do more with less, we can take these findings to finance ministers and prime ministers who are considering investments in the health and education of their poorest citizens … or to aid ministers in donor countries who must defend foreign aid programmes to skeptical parliaments. We can show them that doing the right thing is also the most cost-effective thing.

This brings me to my second, more tentative, proposition.

Just as we can argue that investing in children's welfare in the hardest to reach areas is cost-effective, sowe should also develop and make the case, more generally, that investing in the social sectors, especially at a time of global economic difficulty, is vital … not only in terms of human wellbeing but also for the sake of economic growth. That – again – doing the right thing is the best course in practice.

We need to do more work, in analysis and in advocacy, to show first that a society which short changes investments in the future capacity of its people – its health, its education, its social fabric – is a society which is sacrificing its long-term growth. And second, that investments in the health and education of a society's most disadvantaged citizens – in equity – will lead more reliably to sustained growth.

To paraphrase President Kennedy's Inaugural address – we must ask not only, as we do now, what growth will do for equity. We must also ask what equity will do for growth.

Perhaps the most obvious case is education.

Last week I heard President Lee Myung-bak give a simple explanation for South Korea's extraordinary growth over the past half-century. It was due, he said, to investing in "the power of education."Indeed, no nation has ever become or remained strong without such an investment.

A recent study which tracked 50 countries between 1960 and 2000 shows that every additional year of average educational attainment a nation achieves raises the average annual GDP by around half a percentage point.

There seems to be less evidence for the effects on growth of investment in health. But if you consider, as you are, the costs of inaction, we can see the economic importance of addressing health issues as well.

Consider vaccines, and specifically the global campaign to eradicate polio. We may be on the verge of defeating this evil, crippling scourge once and for all. If we do, the World Health Organization has estimated that governments would save a collective $1.5 billion per year in vaccines, treatment, and rehabilitation.

Similarly, investing in social safety nets for the most vulnerable citizens is not only a moral imperative in times like these. It is important economically.

Many countries that invested in strong social protection systems – through cash transfers to the poorest families, pensions and social security schemes, and the like – before the global crisis are weathering it better than those that did not.

For example,a recent report by the United Nations Economic Commission for Latin America and the Caribbean shows that poverty rates in Latin America have fallen sharply over the past 20 years. Not only because of the higher wages earned by a generation of better educated workers.Not only because more open trade has lowered prices for staple goods But also because more equitable social policies, specifically targeting the poor, have enabled Latin America to withstand global recession better than other regions.

We also see this in South Africa, where it is estimated that between 2007 and 2009, child poverty would have been nine percentage points higher without the government's innovative child support grant program.

And the recent report of an International Labor Organization/World Health Organization advisory group shows how earlier Investments in the "social protection floor" have helped Brazil and Indonesia during the current economic recession, in part by maintaining more demand for goods and services among the most   disadvantaged.

But more: we need to see investment in equity as more than a social protection floor. It can also be an elevator of growth. Because a society in which inequities are growing is a society which Professor Sen calls "unfree" … where people are

denied fundamental freedoms and human rights, and so remain bound by poverty, deprivation, and political tyranny.

For political and social as well as economic reasons, such societies are less likely to sustain economic growth.

Indeed, a recent IMF staff discussion note by Andrew Berg and Jonathan Ostry shows that as societies become more equitable, economic growth is more sustainable over time. In fact, they found that a 10 percentile decrease in inequality increases the expected length of a growth spell by 50 per cent.

Many in the private sector, as well, seem increasingly concerned about inequity as a barrier to growth. In a survey by the World Economic Forum in January this year, business leaders identified inequality as one of the greatest risks to global growth and stability.

So let me now briefly illustrate the impact of investments in three more specific areas: adolescents … nutrition … and the impact of climate change on young people, especially the most vulnerable.

First, the focus of your conference: adolescents, emphasizing just two issues: violence and girls' education.

Adolescence is a critical period in children's lives – and, for too many, among the most dangerous. It is where we either consolidate gains made in childhood or risk losing them.

We have seen too many losses to violence – as illustrated, painfully, in Brazil. Thanks to steady and strategic investment in interventions like vaccination, the decrease in under-five mortality in Brazil meant that around 33,000 lives were saved between 1998 and 2008. In the same period, Ministry of Health data show that nearly 81,000 Brazilian adolescents between 15 and 19 years of age were murdered.

In short, we lost more than double the number that were being saved. That is a tragedy. For the families of these children, most of all. But also for society, deprived of the contributions those 81,000 young people could have made.

Not educating girls incurs still greater cost.

There are more than 500 million adolescent girls living in the developing world today. Every one of them can potentially help break the cycle of intergenerational poverty, with ripple effects multiplying across her society.

For example, an extra year of primary school can boost girls' future wages by between 10-20 per cent. When women and girls earn income, they reinvest 90 per

cent of it into their families … compared to men, I blush to say, who invest only 30-40 per cent.

And, yet, too often, girls are overlooked and undervalued. Many are treated as commodities…married off too young…only to die in childbirth when they are still children themselves.

Educating girls is the right thing to do; it is the smart thing to do. And it is false economy not to invest in them even in hard economic times.

Or consider another area where the costs of inaction are tremendous: Stunting.

You may not have heard much about stunting – and if so, you are not alone. I recently spoke to a large group of medical experts. When I mentioned stunting, I noted a number of blank faces. So I asked for a show of hands – and only half knew what stunting is. Yet it is a very big deal.

Stunting is the outcome of chronic nutritional deficiency during the first thousand days in the life of a child, beginning in the womb. It affects not only the height of a child, but the full development of the brain. And the damage is permanent…irreversible.

Stunted children cannot learn, nor earn, as much as they could have if properly nourished in early life. Difficulties in learning result in deficits equivalent to a 2 to 3 year loss of schooling…and are later paid for in reduced earning capacity – as much as 22 per cent.

Worldwide, between 170 and 180 million children are stunted. That is the bad news. The good news is that we know how to tackle stunting. And the solution is not only to provide children with more food.

In fact, stunting can occur even in food secure households and food secure countries. For example, in India, a food secure country, 48 per cent of children suffer from stunting – and chronic under-nutrition is one of the many issues Professor Sen is working to address through the Pratichi Trust and the Pratichi Institute.

The solution can be relatively simple, inexpensive and easy to deliver – from improved feeding practices to providing children with micronutrients like Vitamin A, zinc, iron and iodized salt. The impact of such interventions can be tremendous. In fact, the highly-respected Copenhagen Consensus of leading development experts ranked providing young children with suchmicronutrients as one of the most cost-effective ways to advance global welfare – and a top development priority.

The question is not whether we can afford to do this. The question is can we afford not to?

And, finally, one of the most obvious – and serious – examples of the cost of inaction is climate change.

Just as Carl Sandburg's fog came in on little cat feet, we should worry that because we are incrementally adapting to the effects of climate change, we are failing fully to recognize what a monumental crisis this portends for younger generations and how it affects children now.

88 per cent of adolescents live in developing countries, many of which are already suffering disproportionally from the effects of rising global average temperatures. A recent Climate Vulnerability Monitor report shows that over 99 per cent of deaths attributable to climate-related changes occur in developing countries – and that over 80 per cent of these deaths are among children.

The effects of climate change could disrupt every context in which children and adolescents live and develop. Families which have lost their livelihoods to drought are less able to afford to send their children to school, or to pay for basic health care. Diseases flourish. Displacement may increase. And hard-won development gains can well go into reverse.

Many young people – children, adolescents and young adults – are well aware that their futures and those of generations to come are jeopardized by climate change. And many are working to address the issue, not only through global youth networks … climate change initiatives … and international meetings – but also in their own countries and communities.

At the UN Climate Change Talks two years ago, a young woman stunned members of the audience by asking a simple question: How old will you be in 2050 Within 24 hours, delegates and the chairperson – who had admitted that he would, theoretically, be 110 by then – were wearing t-shirts emblazoned with that question.

Their message was clear: Tackling climate change demands an intergenerational response – both from those who will inherit this planet and those of us who bequeath it to them.

What I have been seeking to argue here today is that a focus on equity is important to sustainable economic growth. This is a practical argument – and, I hope, a persuasive one. But while we make such practical arguments, let us never forget that human rights…children's rights…the principles enshrined in the Convention on the Rights of the Child … also and always stand on their own.

The right of all children to survive, to grow and to thrive.The right of a girl to go to school.The right of a child with a disability to reach his full potential.The right of a teenager to be free from violence and the right of adolescents to shape the future they now inherit.Their rights.

APPENDIX 2

Data Analysis of Speech by Anthony Lake, UNICEF Executive Director at

the Harvard Conference on Adolescent Rights

No.	Data	Types of Grammar in Word Level (Funtional Word)					
		Noun	**Pronoun**	**Verb**	**Adjective**	**Preposition**	**Adverb**
1.	Thank you, *Jacqueline*, thank you to the *Francois-Xavier Bagnoud Center* for *bringing us* all together and thank you, *my former tutor*, *Amartya Sen*.	✔	✔		✔		
2.	*It* is an honor to be *here with* a **man** who *many years ago tried* to *instruct* me *in economics* and who *has instructed* the *world in* the *fundamental role freedom plays in strengthening societies.*	✔	✔	✔	✔	✔	
3.	*My remarks today* are very much *in* the *spirit* and *context* of *his work*.	✔	✔	✔	✔	✔	
4.	*Stock of progress made in improving their lives to consider* how *we can build on* that *progress* and *to confront* what *could happen* if *we* do not.	✔	✔	✔	✔		
5.	The *CRC* was a *milestone in promoting* the *welfare* and *protection of children everywhere.*	✔		✔		✔	✔
6.	*It has been* more *quickly* and *widely ratified* than any *human rights* treaty to *dateand it will* be even more *effective* when *it* is *universally ratified*.	✔	✔	✔	✔		
7.	*It provides our mission* and *our mandate*.	✔	✔	✔	✔		

No.	Text						
8.	The *rights of children* and *our emphasis on equity*, *in* all *our advocacy* and *programs around* the *world*, are *inseparable*.	✓		✓	✓	✓	
9.	Because to the *degree children* are *disadvantaged for reasons of geography* or *gender* or *ethnicity* or because *they live with disabilities* or *disease* or are *stigmatized* and *bullied for* any *reason* to *exactly* that *degree*, *their rights* are *being violated*.	✓	✓	✓	✓	✓	
10.	*Children's global welfare depends* in *practice* as *well* as *in principle on* a *focus on equity*.	✓		✓	✓	✓	
11.	*Children's global* more *broadly*, and *tentatively*.	✓			✓		
12.	*We* shouldnot only *advocate for policies* that *promote equity asan outcome of economic growth*, but also *conversely*	✓		✓		✓	
13.	*We* should *make* the *case* that *promoting equity helps produce sustainable growth*, a *proposition* that is *supported by* a *growing body of evidence*.	✓		✓		✓	
14.	The most *vulnerable children* is a *practical* as *well* as a *moral necessity*.	✓			✓	✓	
15.	*Eleven years ago*, the *global community adopted* the *Millennium Declaration* and the *Millennium Development Goals* a *set of ambitious targets* to *reduce global poverty*, *decrease child mortality*, and *achieve other development objectives by 2015*.	✓		✓	✓	✓	✓
16.	A *UNICEF analysis last*	✓		✓		✓	✓

#	Text						
	year showed that *in 18 out of 26 countries* where the *national under-five mortality rate had declined by 10 per cent*, the *gap between* the *child mortality rates of* the *richest* and *poorest quintiles had either grown* or *remained unchanged*.						
17.	*In short*, the *gap between* the *richest* and the *poorest children*, *on something* as *fundamental* as *their mortality rates*, was *widening*.	✔	✔		✔	✔	✔
18.	*Statistical successes* were – and are – *masking moral failures*.	✔		✔	✔	✔	
19.	This *reflects* a *common belief in* the *development community* that while *it would* be *nice to reach* the *communities* most *in need*.	✔	✔	✔		✔	
20.	*It* is *usually* too *expensive* and too *difficult*.		✔		✔	✔	✔
21.	But *new vaccines* and *other cost-effective interventions*, *coupled with innovations* like the *use of SMS texting by community health workers*.	✔			✔	✔	
22.	*Now make it easier* and *less expensive* to *reach* the *hardest* to *reach*.	✔	✔	✔	✔		✔
23.	*Consists* do not *in seeking new landscapes* but *in having new eyes*	✔		✔	✔	✔	
24.	After *I arrived at UNICEF*, *we put* a *team of our best analysts to work on* an *extensive modelling exercise to test* the *cost-effectiveness of* an *equity-focused strategy to reduce under-five mortality*.	✔	✔	✔		✔	✔
25.	After *I arrived at UNICEF*, *we put* a *team*	✔	✔	✔		✔	

#	Text						
	of our best analysts to work on an *extensive modelling exercise to test* the *cost-effectiveness of* an *equity-focused strategy to reduce under-five mortality*.						
26.	*I will* be *glad to discuss* the *study in* more *detail later*, and have *copies of it for those* who are *interested*.	✓		✓	✓	✓	
27.	After a few *weeks*, the *team gave me their preliminary results*.	✓	✓	✓	✓		✓
28.	*I rejected them* and *insisted they run* the *modelling exercise* again.	✓	✓	✓		✓	
29.	When this *produced essentially* the *same findings*, *we called in* a *team of outside experts*, who *spent* a *day trying to tear* the *study apart*..	✓	✓	✓		✓	
30.	*At* the *end of* the *day* they *applauded our weary analysts* – and *validated their work*.	✓				✓	
31.	After *we published* the *study*, The *Lancet* and *New York Times ran positive editorial comments*.	✓	✓	✓	✓		
32.	The *highest burden of under-five mortality* and the *worst poverty, for every $1 million investment*, a *pro-equity approach can save up to 60 per cent* more *children* than our *current course*.	✓		✓	✓	✓	
33.	Even *in middle income countries*, such an *approach generally saves asmany children per dollar* as *we do on our current course*.	✓		✓	✓		✓
34.	*In* a *difficult economic climate*, when all *governments* must *do* more *with less*.	✓		✓	✓	✓	
35.	*We* can *take* these	✓		✓	✓		

#	Text						
	findings to finance ministers and *prime ministers*.						
36.	*Considering investments in* the *health* and *education of their poorest citizen* or *to aid ministers in donor countries* who must *defend foreign aid programmes* to *skeptical parliaments*.	✔	✔	✔		✔	
37.	*We* should also *develop* and *make* the *case*, more *generally*, that *investing in* the *social sectors*.	✔		✔	✔	✔	
38.	A *time* of *global economic difficulty*, is *vital* not only *in terms of human well being* but also *for* the *sake of economic growth*.	✔		✔	✔	✔	✔
39.	*We need* to *do* more *work*, *in analysis* and *in advocacy*, *to show first* that a *society* which *short changes investments in* the *future capacity*.	✔		✔	✔	✔	
40.	Second, that *investments in* the *health* and *education of* a *society's* most *disadvantaged citizens*.	✔			✔	✔	
41.	Indeed, no *nation* has ever *become* or *remained strong* without such an *investment*.	✔		✔	✔		
42.	A *recent study* which *tracked 50 countries between 1960* and *2000 shows* that *every additional year of average educational attainment* a *nation achieves raises* the *average annual GDP by around half* a *percentage point*.	✔		✔		✔	
43.	If *you consider*, as *you* are, the *costs of inaction*, *we* can *see* the *economic importance of addressing health issues* as *well*.	✔	✔	✔	✔	✔	
44.	*Consider vaccines*, and	✔		✔		✔	✔

#	Text						
	specifically the *global campaign to eradicate polio*.						
45.	If *we do*, the *World Health Organization* has *estimated* that *governments would save* a *collective $1.5 billion per year in vaccines*, *treatment*, and *rehabilitation*.	✓	✓	✓		✓	
46.	Many *countries* that *invested in strong social protection systems* through *cash transfers* to the *poorest families*, *pensions* and *social security schemes*, and the like before the *global crisis* are *weathering it better* than those that did not.	✓		✓	✓		
47.	A *recent report by* the *United Nations Economic Commission for Latin America* and the *Caribbean shows* that *poverty rates in Latin America* have *fallen sharply over* the *past 20 years*.	✓		✓		✓	✓
48.	Not only because more *open trade* has *lowered prices for staple goods* But also because more *equitable social policies, specifically targeting* the *poor*, have *enabled Latin America to withstand global recession better* than *other regions*.	✓		✓		✓	✓
49.	*We* also *see* this *in South Africa*, where *it* is *estimated* that *between 2007* and *2009*, *child poverty* would have been *nine percentage points higher* without the *government's innovative child support grant program*.	✓	✓	✓		✓	✓
50.	*Investments in* the "*social*	✓		✓	✓	✓	

No.	Sentence						
	protection floor" have *helped Brazil* and *Indonesia during* the *current economic recession*.						
51.	*Maintaining* more *demand for goods* and *services among* the most *disadvantaged*.	✔	✔		✔	✔	
52.	Because a *society in* which *in equities* are *growing* is a *society* which *Professor Sen* calls "*unfree*" where *people* are *denied fundamental freedoms* and *human rights*, and so *remain bound by poverty*, *deprivation*, and *political tyranny*.	✔		✔		✔	
53.	*For political* and *social* as *well* as *economic reasons*, such *societies* are *less likely* to *sustain economic growth*.	✔		✔	✔	✔	✔
54.	*Business leaders identified inequality* as *one of* the *greatest risks to global growth* and *stability*.	✔			✔	✔	✔
55.	*Adolescence* is a *critical period in children's lives* and, *for* too many, *among* the most *dangerous*.	✔			✔	✔	✔
56.	*It* is where *we* either *consolidate gains made in childhood* or *risk losing them*.		✔	✔	✔	✔	
57.	*Thanks to steady* and *strategic investment in interventions like vaccination*, the *decrease in under five mortality in Brazil meant* that *around 33,000 lives* were *saved between 1998* and *2008*.	✔		✔			✔
58.	*Ministry of Health data show* that *nearly 81,000 Brazilian adolescents between 15* and *19 years of age* were *murdered*.	✔		✔		✔	✔
59.	When *women* and *girls*	✔	✔	✔		✔	

#	Text						
	earn income, *they reinvest 90 per cent of it into* their *families compared to men*, *I blush to say*, who *invest* only *30-40 per cent*.						
60.	Many are *treated* as *commodities married off* too *young* only to *die in childbirth* when *they* are *still children themselves*.			✔		✔	✔
61.	*You* may not have *heard* much about *stunting* and if so, *you* are not *alone*.			✔		✔	✔
62.	When *I mentioned stunting*, *I noted* a *number of blank faces*.		✔	✔		✔	
63.	So *I asked for* a *show of hands* and only *half knew* what *stunting* is.	✔	✔	✔		✔	
64.	*It affects* not only the *height of* a *child*, but the *full development of* the *brain*.	✔	✔	✔	✔	✔	
65.	*Stunted children* cannot *learn*, nor *earn*, as much as they could *have* if *properly nourished in early life*.			✔		✔	
66.	*Difficulties in learning result in deficits equivalent* to a *2* to *3 year loss of schooling* and are *later paid for in reduced earning capacity* as much as *22 per cent*.			✔	✔	✔	✔
67.	*In fact*, *stunting* can *occur even in food secure households* and *food secure countries*.	✔		✔	✔	✔	
68.	A *food secure country*, *48 per cent of children suffer from stunting* – and *chronic under-nutrition* is *one of* the many *issues*.	✔				✔	
69.	*Professor Sen* is *working* to *address* through the *Pratichi Trust* and the *Pratichi Institute*.	✔					
70.	The *solution* can be *relatively simple*,	✔			✔	✔	✔

No.	Text						
	inexpensive and *easy to deliver* – *from improved feeding practices to providing children* with *micronutrients like Vitamin A*, *zinc*, *iron andiodized salt*.						
71.	*Micronutrients* as *one of* the *most cost-effective ways to advance global welfare* and a *top development priority*.	✓	✓	✓	✓	✓	
72.	*One of* the most *obvious* and *serious examples of* the *cost of inaction* is *climate change*.	✓	✓			✓	
73.	*We* should *worry* that because *we* are *incrementally adapting* to the *effects of climate change*.		✓			✓	
74.	*We* are *failing fully to recognize* what a *monumental crisis* this *portends for younger generations* and how *it affects children now*.	✓	✓	✓	✓	✓	✓
75.	A *recent Climate Vulnerability Monitor report shows* that over *99 per cent of deaths attributable* to *climate-related changes occur in developing countries* and that over *80 per cent of* these *deaths* are *among children*.	✓		✓		✓	
76.	*Families* which have *lost* their *livelihoods* to *drought* are *less able* to *afford* to *send their children* to *school*, or to *pay for basic health care*.	✓		✓	✓	✓	
77.	Many *young people* – *children*, *adolescents* and *young adults* – are *well aware* that *their futures* and those *of generations to come* are *jeopardized by climate change*.	✓		✓	✓	✓	
78.	And many are *working to*	✓	✓	✓		✓	

#	Text						
	address the *issue*, not only through **global youth networks climate change initiatives** and **international meetings** – but also **in their own countries** and **communities**.						
79.	Within **24 hours**, **delegates** and the **chairperson** who had **admitted** that **he** would, **theoretically**, be **110 by** then were **wearing t-shirts emblazoned** with that **question**.	✔	✔	✔		✔	✔
80.	**Tackling climate change demands** an **intergenerational response both from those who will inherit this planet** and those **of us** who be **queath it** to **them**.	✔	✔	✔		✔	
81.	This is a **practical argument** and, **I hope**, a **persuasive one**.	✔	✔	✔	✔		
82.	But while **we make** such **practical arguments**, **let us never forget** that **human rights…children's right** the **principles enshrined in** the **Convention on** the **Rights of** the **Child** also and **always stand on their own**.	✔	✔	✔		✔	
83.	The **right of all children** to **survive, to grow** and to **thrive**.	✔		✔		✔	
84.	The **right of** a **child with** a **disability** to **reach his full potential** the **right of** a **teenager** to be **free from violence** and the **right of adolescents** to **shape** the **future they now inherit**.	✔		✔	✔	✔	✔

Data Analysis of Speech by Anthony Lake, UNICEF Executive Director at

the Harvard Conference on Adolescent Rights

No.	Data	Types of Grammar in Word Level (Funtional Word)				
		Determiner	Degree Word	Auxilary	Conjuntion	Quantifier
1.	Thank you, Jacqueline, thank you to *the* Francois-XavierBagnoud Center for bringing us all together*and* thank you, my former tutor, Amartya Sen.	✓			✓	
2.	It *isan* honor to be here with *a* man who *man*y years ago tried to instruct me in economics *and* who has instructed *the* world in *the* fundamental role freedom plays in strengthening societies.	✓		✓	✓	✓
3.	My remarks today *are verymuch* in *the* spirit *and* context of his work.	✓	✓	✓	✓	✓
4.	Stock of progress made in improving their lives to consider how we can build on that progress *and* to confront what could happen if we *do* not.			✓	✓	
5.	The CRC *was* a milestone in promoting the welfare *and* protection of children everywhere.			✓	✓	
6.	It *has* been more quickly *and* widely ratified than any human rights treaty to date*and* it *will* be even more effective *when* it *is* universally ratified.			✓	✓	
7.	It provides our mission *and* our mandate.				✓	
8.	*The* rights of children *and* our emphasis on	✓		✓	✓	

#	Text					
	equity, in all our advocacy **and** programs around the world, **are** inseparable.					
9.	**Because** to **the** degree children **are** disadvantaged for reasons of geography **or** gender **or** ethnicity **or because** they live with disabilities **or** disease or are stigmatized **and** bullied for any reason to exactly that degree, their rights **are** being violated.			✓	✓	
10.	Children's global welfare depends in practice **as** well **as** in principle on **a** focus on equity.	✓			✓	
11.	Children's global **more** broadly, **and** tentatively.		✓		✓	
12.	We **shouldnot only** advocate for policies that promote equity **asan** outcome of economic growth, **but also** conversely	✓		✓	✓	
13.	We **should** make **the** case **that** promoting equity helps produce sustainable growth, **a** proposition that **is** supported by **a** growing body of evidence.	✓		✓	✓	
14.	**Themost** vulnerable children is **a** practical **as well asa** moral necessity.	✓	✓		✓	
15.	Eleven years ago, **the** global community adopted **the** Millennium Declaration **and** the Millennium Development Goals **a** set of ambitious targets to reduce global poverty, decrease child mortality, **and** achieve other development objectives by 2015.	✓			✓	
16.	**A** UNICEF analysis last year showed that in 18 out of 26 countries where **the**	✓			✓	

No.	Text					
	national under-five mortality rate had declined by 10 per cent, the gap between *the* child mortality rates of *the* richest *and* poorest quintiles had either grown *or* remained unchanged.					
17.	In short, the gap between *the* richest *andthe* poorest children, on something *as* fundamental *as* their mortality rates, *was* widening.	✓			✓	
18.	Statistical successes *were* – *andare* – masking moral failures.			✓	✓	
19.	*This* reflects *a* common belief in *the* development community that *while* it would be nice to reach *the* communities *most* in need.	✓	✓		✓	
20.	It *is* usually *too* expensive *and too* difficult.		✓		✓	
21.	*But* new vaccines *and* other cost-effective interventions, coupled with innovations like *the* use of SMS texting by community health workers.	✓			✓	
22.	Now make it easier *and* less expensive to reach *the* hardest to reach.	✓			✓	
23.	Consists *do* not in seeking new landscapes *but* in having new eyes				✓	
24.	*After* I arrived at UNICEF, we put a team of our best analysts to work on *an* extensive modelling exercise to test *the* cost-effectiveness of *an* equity-focused strategy to reduce under-five mortality.	✓			✓	
25.	*After* I arrived at UNICEF, we put a team of our best analysts to work on *an* extensive modelling exercise to test	✓			✓	

#						
	the cost-effectiveness of *an* equity-focused strategy to reduce under-five mortality.					
26.	I *will* be glad to discuss *the* study in more detail later, *and* have copies of it for *those* who *are* interested.	✔		✔	✔	
27.	*Aftera few* weeks, *the* team gave me their preliminary results.	✔			✔	✔
28.	I rejected them *and* insisted they run *the* modelling exercise again.	✔			✔	
29.	*When this* produced essentially *the* same findings, we called in *a* team of outside experts, who spent *a* day trying to tear *the* study apart..	✔			✔	
30.	At the end of *the* day they applauded our weary analysts – *and* validated their work.	✔			✔	
31.	*After* we published *the* study, *The* Lancet *and* New York Times ran positive editorial comments.	✔			✔	
32.	*The* highest burden of under-five mortality *and* the worst poverty, for every $1 million investment, *a* pro-equity approach *can* save up to 60 per cent *more* children than our current course.	✔	✔	✔	✔	
33.	Even in middle income countries, such *an* approach generally saves *asmany* children per dollar *as* we do on our current course.	✔			✔	✔
34.	In *a* difficult economic climate, *when* all governments *must* do *more* with less.	✔	✔	✔	✔	
35.	We *can* take *these* findings to finance ministers *and* prime ministers.	✔		✔	✔	

No.	Text						
36.	Considering investments in *the* health *and* education of their poorest citizen *or* to aid ministers in donor countries who *must* defend foreign aid programmes to skeptical parliaments.	✔		✔	✔		
37.	We *should* also develop *and* make *the* case, more generally, that investing in *the* social sectors.	✔		✔	✔		
38.	*A* time of global economic difficulty, is vital *not only* in terms of human wellbeing *but also* for the sake of economic growth.	✔			✔		
39.	We need to do more work, in analysis *and* in advocacy, to show first that *a* society which short changes investments in *the* future capacity.	✔			✔		
40.	Second, that investments in *the* health *and* education of a society's most disadvantaged citizens.	✔			✔		
41.	Indeed, no nation *has* ever become *or* remained strong without such *an* investment.	✔			✔		
42.	*A* recent study which tracked 50 countries between 1960 *and* 2000 shows that every additional year of average educational attainment *a* nation achieves raises *the* average annual GDP by around half *a* percentage point.	✔			✔		
43.	*If* you consider, *as* you *are*, *the* costs of inaction, we *can* see *the* economic importance of addressing health issues *as* well.	✔		✔	✔		
44.	Consider vaccines, *and* specifically *the* global campaign to eradicate polio.	✔			✔		
45.	*If* we do, *the* World	✔		✔	✔		

No.	Text					
	Health Organization **has** estimated that governments would save **a** collective $1.5 billion per year in vaccines, treatment, **and** rehabilitation.					
46.	**Many** countries that invested in strong social protection systems through cash transfers to **the** poorest families, pensions **and** social security schemes, **andthe** like before **the** global crisis **are** weathering it better than those that did not.	✓		✓	✓	✓
47.	**A** recent report by **the** United Nations Economic Commission for Latin America **andthe** Caribbean shows that poverty rates in Latin America **have** fallen sharply over the past 20 years.	✓		✓	✓	
48.	**Not only becausemore** open trade **has** lowered prices for staple goods **But also becausemore** equitable social policies, specifically targeting **the** poor, **have** enabled Latin America to withstand global recession better than other regions.	✓		✓	✓	
49.	We also see this in South Africa, where it **is** estimated that between 2007 **and** 2009, child poverty would **have** been nine percentage points higher without **the** government's innovative child support grant program.	✓		✓	✓	
50.	Investments in **the** "social protection floor" **have** helped Brazil **and**Indonesia during **the** current economic	✓		✓	✓	

#	Text					
	recession.					
51.	Maintaining *more* demand for goods *and* services among *the most* disadvantaged.	✓	✓		✓	
52.	*Because* a society in which inequities *are* growing *is a* society which Professor Sen calls "unfree" where people *are* denied fundamental freedoms *and* human rights, *and* so remain bound by poverty, deprivation, *and* political tyranny.	✓		✓	✓	
53.	For political *and* social *as* well *as* economic reasons, such societies *are* less likely to sustain economic growth.			✓	✓	
54.	Business leaders identified inequality *as* one of *the* greatest risks to global growth *and* stability.	✓			✓	
55.	Adolescence *is a* critical period in children's lives *and*, for *too many*, among *the* most dangerous.	✓	✓	✓	✓	✓
56.	It *is* where we either consolidate gains made in childhood *or* risk losing them.			✓	✓	
57.	Thanks to steady *and* strategic investment in interventions like vaccination, *the* decrease in under five mortality in Brazil meant that around 33,000 lives *were* saved between 1998 *and* 2008.	✓		✓	✓	
58.	Ministry of Health data show that nearly 81,000 Brazilian adolescents between 15 *and* 19 years of age *were* murdered.			✓	✓	
59.	*When* women *and* girls earn income, they reinvest 90 per cent of it into their families compared to men, I blush to say, who invest only 30-40 per cent.				✓	
60.	*Many are* treated *as*			✓	✓	✓

No.						
	commodities married off *too* young only to die in childbirth *when* they *are* still children themselves.					
61.	You *may not have* heard *much* about stunting *and if so*, you *are* not alone.			✓	✓	✓
62.	*When* I mentioned stunting, I noted *a* number of blank faces.	✓			✓	
63.	*So* I asked for *a* show of hands *and* only half knew what stunting is.	✓			✓	
64.	It affects *not only* the height of *a* child, *but the* full development of *the* brain.	✓			✓	
65.	Stunted children *can*not learn, nor earn, *as* much *as* they *could* have *if* properly nourished in early life.			✓	✓	
66.	Difficulties in learning result in deficits equivalent to a 2 to 3 year loss of schooling *and are* later paid for in reduced earning capacity *as* much *as* 22 per cent.			✓	✓	
67.	In fact, stunting *can* occur even in food secure households *and* food secure countries.			✓	✓	
68.	*A* food secure country, 48 per cent of children suffer from stunting – *and* chronic under-nutrition *is* one of *the many* issues.	✓		✓	✓	✓
69.	Professor Sen *is* working to address through *the* Pratichi Trust *and the* Pratichi Institute.	✓		✓	✓	
70.	*The* solution *can* be relatively simple, inexpensive *and* easy to deliver – from improved feeding practices to providing children with micronutrients like Vitamin A, zinc, iron *and*iodized salt.	✓		✓	✓	
71.	Micronutrients *as* one of	✓	✓		✓	

#	Text					
	the most cost-effective ways to advance global welfare ***and a*** top development priority.					
72.	One of ***the most*** obvious ***and*** serious examples of ***the*** cost of inaction ***is*** climate change.	✔	✔	✔	✔	
73.	We ***should*** worry that ***because*** we ***are*** incrementally adapting to ***the*** effects of climate change.	✔		✔	✔	
74.	We ***are*** failing fully to recognize what ***a*** monumental crisis this portends for younger generations ***and*** how it affects children now.	✔		✔	✔	
75.	***A*** recent Climate Vulnerability Monitor report shows that over 99 per cent of deaths attributable to climate-related changes occur in developing countries ***and*** that over 80 per cent of these deaths ***are*** among children.	✔		✔	✔	
76.	Families which ***have*** lost their livelihoods to drought ***are*** less able to afford to send their children to school, ***or*** to pay for basic health care.			✔	✔	
77.	***Many*** young people – children, adolescents ***and*** young adults – ***are*** well aware that their futures ***and*** those of generations to come ***are*** jeopardized by climate change.			✔	✔	✔
78.	***And many*** are working to address the issue, ***not only*** through global youth networks climate change initiatives ***and*** international meetings – ***but also*** in their own countries ***and*** communities.				✔	✔

No.	Sentence	Det	DegW	Aux	Conj	Quanti
79.	Within 24 hours, delegates *and the* chairperson who *had* admitted that he *would*, theoretically, be 110 by then *were* wearing t-shirts emblazoned with *that* question.	✓		✓	✓	
80.	Tackling climate change demands *an* intergenerational response both from those who *will* inherit *this* planet *and* those of us who bequeath it to them.	✓		✓	✓	
81.	*Thisis a* practical argument *and*, I hope, *a* persuasive one.	✓		✓	✓	
82.	*But while* we make such practical arguments, let us never forget *that* human rights…children's right *the* principles enshrined in *the* Convention on *the* Rights of *the* Child also *and* always stand on their own.	✓			✓	
83.	*The* right of all children to survive, to grow *and* to thrive.	✓			✓	
84.	*The* right of *a* child with *a* disability to reach his full potential *the* right of *a* teenager to be free from violence *and the* right of adolescents to shape *the* future they now inherit.	✓			✓	

Note : Det (Determiner)

DegW (Degree Word)

Aux (Auxilary)

Conj (Conjunction)

Quanti (Quantifier)

Data Analysis of Speech by Anthony Lake, UNICEF Executive Director at

the Harvard Conference on Adolescent Rights

No.	Data	Types of Grammar in Word Level (Clause)	
		Dependent Clause	**Independent Clause**
1.	Thank you, Jacqueline, thank you to the Francois-XavierBagnoud Center for bringing us all together*and* thank you, my former tutor, Amartya Sen.		✔
2.	It is an honor to be here with a man who many years ago tried to instruct me in economics *and* who has instructed the world in the fundamental role freedom plays in strengthening societies.		✔
3.	My remarks today are very much in the spirit *and* context of his work.		✔
4.	Stock of progress made in improving their lives to consider how we can build on that progress *and* to confront what could happen if we do not.		✔
5.	The CRC was a milestone in promoting the welfare *and* protection of children everywhere.		✔
6.	It has been more quickly *and* widely ratified than any human rights treaty to date*and* it will be even more effective *when* it is universally ratified.	✔	✔
7.	It provides our mission *and* our mandate.		✔
8.	The rights of children *and* our emphasis on equity, in all our advocacy *and* programs around the world, are inseparable.		✔
9.	*Because* to the degree children are disadvantaged for reasons of geography or gender *or* ethnicity *orbecause* they live with disabilities *or* disease *or* are stigmatized and bullied for any reason to exactly that degree, their rights are being violated.	✔	✔
10.	Children's global welfare depends in practice *as well as* in principle on a focus on equity.	✔	
11.	Children's global more broadly,		✔

	*and*tentatively.		
12.	We should ***not only*** advocate for policies that promote equity as an outcome of economic growth, ***but also*** conversely	✓	
13.	We should make the case ***that*** promoting equity helps produce sustainable growth, a proposition that is supported by a growing body of evidence.	✓	
14.	The most vulnerable children is a practical ***as well as*** a moral necessity.	✓	
15.	Eleven years ago, the global community adopted the Millennium Declaration ***and*** the Millennium Development Goals a set of ambitious targets to reduce global poverty, decrease child mortality, ***and*** achieve other development objectives by 2015.		✓
16.	A UNICEF analysis last year showed that in 18 out of 26 countries where the national under-five mortality rate had declined by 10 per cent, the gap between the child mortality rates of the richest ***and*** poorest quintiles had either grown or remained unchanged.		✓
17.	In short, the gap between the richest ***and*** the poorest children, on something as fundamental as their mortality rates, was widening.		✓
18.	Statistical successes were – ***and*** are – masking moral failures.		✓
19.	This reflects a common belief in the development community ***that while*** it would be nice to reach the communities most in need.	✓	
20.	It is usually too expensive ***and*** too difficult.		✓
21.	But new vaccines ***and*** other cost-effective interventions, coupled with innovations like the use of SMS texting by community health workers.		✓
22.	Now make it easier ***and*** less expensive to reach the hardest to reach.		✓
23.	Consists do not in seeking new landscapes ***but*** in having new eyes.		✓
24.	I always found quoting Proust useful in my mid-terms here ***and*** that is what		✓

#	Sentence		
	we tried to do.		
25.	*After* I arrived at UNICEF, we put a team of our best analysts to work on an extensive modelling exercise to test the cost-effectiveness of an equity-focused strategy to reduce under-five mortality.	✓	
26.	I will be glad to discuss the study in more detail later, *and* have copies of it for those who are interested.		✓
27.	*After* a few weeks, the team gave me their preliminary results.	✓	
28.	I rejected them *and* insisted they run the modelling exercise again.		✓
29.	*When* this produced essentially the same findings, we called in a team of outside experts, who spent a day trying to tear the study apart.	✓	
30.	At the end of the day they applauded our weary analysts – *and* validated their work.		✓
31.	*After* we published the study, The Lancet and New York Times ran positive editorial comments.	✓	
32.	The highest burden of under-five mortality *and* the worst poverty, for every $1 million investment, a pro-equity approach can save up to 60 per cent more children than our current course.		✓
33.	Even in middle income countries, such an approach generally saves *as* many children per dollar as we do on our current course.	✓	
34.	In a difficult economic climate, *when* all governments must do more with less.	✓	
35.	We can take these findings to finance ministers *and* prime ministers.		✓
36.	Considering investments in the health *and* education of their poorest citizen *or* to aid ministers in donor countries who must defend foreign aid programmes to skeptical parliaments.		✓
37.	We should also develop *and* make the case, more generally, that investing in the social sectors.		✓
38.	A time of global economic difficulty,	✓	

	is vital **not only** in terms of human wellbeing **but also** for the sake of economic growth.		
39.	We need to do more work, in analysis **and** in advocacy, to show first that a society which short changes investments in the future capacity.		✓
40.	Second, that investments in the health **and** education of a society's most disadvantaged citizens.		✓
41.	Indeed, no nation has ever become **or** remained strong without such an investment.		✓
42.	A recent study which tracked 50 countries between 1960 **and** 2000 shows that every additional year of average educational attainment a nation achieves raises the average annual GDP by around half a percentage point.		✓
43.	**If** you consider, as you are, the costs of inaction, we can see the economic importance of addressing health issues as well.	✓	
44.	Consider vaccines, **and** specifically the global campaign to eradicate polio.		✓
45.	**If** we do, the World Health Organization has estimated that governments would save a collective $1.5 billion per year in vaccines, treatment, and rehabilitation.	✓	
46.	Many countries that invested in strong social protection systems through cash transfers to the poorest families, pensions **and** social security schemes, and the like before the global crisis are weathering it better than those that did not.		✓
47.	A recent report by the United Nations Economic Commission for Latin America **and** the Caribbean shows that poverty rates in Latin America have fallen sharply over the past 20 years.		✓
48.	**Not only because** more open trade has lowered prices for staple goods **But also because** more equitable social policies, specifically targeting the poor, have enabled Latin America to	✓	

	withstand global recession better than other regions.		
49.	We also see this in South Africa, where it is estimated that between 2007 **and** 2009, child poverty would have been nine percentage points higher without the government's innovative child support grant program.		✓
50.	Investments in the "social protection floor" have helped Brazil **and** Indonesia during the current economic recession.		✓
51.	Maintaining more demand for goods **and** services among the most disadvantaged.		✓
52.	**Because** a society in which inequities are growing is a society which Professor Sen calls "unfree" where people are denied fundamental freedoms and human rights, **and** so remain bound by poverty, deprivation, and political tyranny.	✓	✓
53.	For political **and** social **as** well **as** economic reasons, such societies are less likely to sustain economic growth.	✓	✓
54.	Business leaders identified inequality **as** one of the greatest risks to global growth and stability.	✓	
55.	Adolescence is a critical period in children's lives **and**, for too many, among the most dangerous.		✓
56.	It is where we either consolidate gains made in childhood **or** risk losing them.		✓
57.	Thanks to steady **and** strategic investment in interventions like vaccination, the decrease in under five mortality in Brazil meant that around 33,000 lives were saved between 1998 and 2008.		✓
58.	Ministry of Health data show that nearly 81,000 Brazilian adolescents between 15 **and** 19 years of age were murdered.		✓
59.	When women **and** girls earn income, they reinvest 90 per cent of it into their families compared to men, I blush to say, who invest only 30-40 per cent.		✓

No.	Sentence		
60.	Many are treated as commodities married off too young only to die in childbirth *when* they are still children themselves.	✓	
61.	You may not have heard much about stunting *and* you are not alone.		✓
62.	*When* I mentioned stunting, I noted a number of blank faces.	✓	
63.	*So* I asked for a show of hands *and* only half knew what stunting is.		✓
64.	It affects not only the height of a child, *but* the full development of the brain.		✓
65.	Stunted children cannot learn, nor earn, *as* much *as* they could have if properly nourished in early life.	✓	
66.	Difficulties in learning result in deficits equivalent to a 2 to 3 year loss of schooling *and* are later paid for in reduced earning capacity as much as 22 per cent.		✓
67.	In fact, stunting can occur even in food secure households *and* food secure countries.		✓
68.	A food secure country, 48 per cent of children suffer from stunting – *and* chronic under-nutrition is one of the many issues.		✓
69.	Professor Sen is working to address through the Pratichi Trust *and* the Pratichi Institute.		✓
70.	The solution can be relatively simple, inexpensive *and* easy to deliver – from improved feeding practices to providing children with micronutrients like Vitamin A, zinc, iron *and* iodized salt.		✓
71.	Micronutrients as one of the most cost-effective ways to advance global welfare *and* a top development priority.		✓
72.	One of the most obvious *and* serious examples of the cost of inaction is climate change.		✓
73.	We should worry *because* we are incrementally adapting to the effects of climate change.	✓	
74.	We are failing fully to recognize what a monumental crisis this portends for		✓

	younger generations *and* how it affects children now.		
75.	A recent Climate Vulnerability Monitor report shows that over 99 per cent of deaths attributable to climate-related changes occur in developing countries *and* that over 80 per cent of these deaths are among children.		✔
76.	Families which have lost their livelihoods to drought are less able to afford to send their children to school, *or* to pay for basic health care.		✔
77.	Many young people – children, adolescents *and* young adults – are well aware that their futures and those of generations to come are jeopardized by climate change.		✔
78.	And many are working to address the issue, not only through global youth networks climate change initiatives and international meetings – but also in their own countries *and* communities.		✔
79.	Within 24 hours, delegates *and* the chairperson who had admitted that he would, theoretically, be 110 by then were wearing t-shirts emblazoned with that question.		✔
80.	Tackling climate change demands an intergenerational response both from those who will inherit this planet *and* those of us who bequeath it to them.		✔
81.	This is a practical argument *and*, I hope, a persuasive one.		✔
82.	*While* we make such practical arguments, let us never forget that human rights…children's right the principles enshrined in the Convention on the Rights of the Child also and always stand on their own.	✔	
83.	The right of all children to survive, to grow *and* to thrive.		✔
84.	The right of a child with a disability to reach his full potential the right of a teenager to be free from violence *and* the right of adolescents to shape the future they now inherit.		✔

Note : DepC (Dependent Clause)

IndepC (Independent Clause)

بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيمِ

BERITA ACARA BIMBINGAN SKRIPSI

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara
Fakultas : Keguruan dan Ilmu Pendidikan
Jurusan/Prog. Studi : Pendidikan Bahasa Inggris
Nama Lengkap : Najmi Fara Simatupang
N.P.M : 1602050126
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Lexical Selection Analysis in Speech by UNICEF Executive Director Anthony Lake

Tanggal	Deskripsi Hasil Bimbingan Skripsi	Tanda Tangan
12/10 - 2020	Abstract	
15/10 - 2020	Chapter I - Background of the Study - Identification of the Problem	
22/10 - 2020	Chapter II Theoretical Literature Conceptual Framework	
7/11 - 2020	Chapter III Research Design Source of Data	
13/Nop - 2020	Chapter IV Research Finding	
18 Nop 2020	Conclusions Reference	

Medan, November 2020

Diketahui oleh:
Ketua Prodi

Dosen Pembimbing

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

(Erlindawati, S.Pd, M.Pd)

SURAT KETERANGAN
Nomor: 0185../KET/II.3-AU/UMSU-P/M/2021

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

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

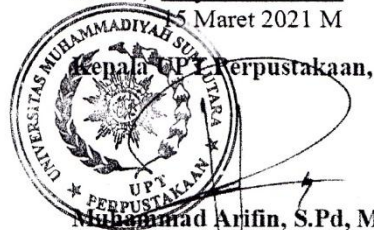|		
Nama	:	**Najmi Fara Simatupang**
NPM	:	**1602050126**
Univ./Fakultas	:	**UMSU/ Keguruan dan Ilmu Pendidikan**
Jurusan/P.Studi	:	**Pendidikan Bahasa Inggris/ S1**

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

"Lexical Selection Analysis In Speech By UNICEF Executive Director Anthony Lake "

Demikian surat keterangan ini diperbuat untuk dapat dipergunakan sebagaimana mestinya.

Medan, 1 Sya'ban 1442 H
15 Maret 2021 M
Kepala UPT Perpustakaan,

Muhammad Arifin, S.Pd, M.Pd

Nomor   : 1019/II.3/UMSU-02/F2020

Lamp.   : --

H a l   : **Mohon Izin Riset**

Medan, 05 Dzulqa'idah 1441 H
27 Juni   2020 M

Kepada Yth.:

Bapak/Ibu **Kepala Perpustakaan UMSU**

Di

    Tempat

Assalamu'alaikum Warahmatullahi Wabarakatuh.

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

N a m a   : **Najmi Fara Simatupang**

NPM   : 1602050126

Program Studi : Pendidikan Bahasa Inggris

Judul Penelitian : Lexical Selection Analysis in Speech by UNICEF Executive Director Anthony Lake

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

Akhirnya selamat sejahteralah kita semuanya, Amin.

Wassalamu'alikum Warahmatullahi Barakatuh

Dekan

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

Tembusan :
- Pertinggal

PERNYATAAN KEASLIAN SKRIPSI

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِيمِ

Saya yang bertanda tangan dibawah in:

Nama   : Najmi Fara Simatupang
NPM   : 1602050126
Program Studi : Pendidikan Bahasa Inggris
Fakultas   : Keguruan dan Ilmu Pendidikan

Dengan ini menyatakan bahwa skripsi saya yang berjudul *"Lexical Selection Analysis in Speech by UNICEF Executive Director Anthony Lake"*. Adalah benar bersifat asli (original), bukan hasil menyadur mutlak dari karya orang lain.

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

Demikian pernyataan ini dengan sesungguhnya dan dengan sebenar-benarnya.

YANG MENYATAKAN,

METERAI
TEMPEL
93204AJX142158841

(Najmi Fara Simatupang)

SURAT PERNYATAAN

بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيمِ

Saya yang bertandatangan dibawah ini :

Nama Lengkap	: Najmi Fara Simatupang
N.P.M	: 1602050126
Program Studi	: Pendidikan Bahasa Inggris
Judul Skripsi	: Lexical Selection Analysis in Speech by UNICEF Executive Director Anthony Lake

Dengan ini saya menyatakan bahwa:

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

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

Medan,   April 2021
Hormat saya
Yang membuat pernyataan,

Najmi Fara Simatupang

Diketahui oleh Ketua Program Studi
Pendidikan Bahasa Inggris

Mandra Saragih, S.Pd, M.Hum

SURAT KETERANGAN

بِسْــــمِ اللهِ الرَّحْمنِ الرَّحِــــيْمِ

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

Nama Mahasiswa	: Najmi Fara Simatupang
NPM	: 1602050126
ProgramStudi	: Pendidikan Bahasa Inggris

Adalah benar telah melaksanakan Seminar Proposal Skripsi pada :

Hari	: Selasa
Tanggal	: 9 Juni 2020
Dengan Judul Proposal	: Lexical Selection Analysis in Sentence of Speech by UNICEF Executive Director Anthony Lake

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

Dikeluarkan di : Medan

Pada Tanggal : Mei 2020

Wassaalam
Ketua Program Studi
Pendidikan Bahasa Inggris

Mandra Saragih, S.Pd, M.Hum

BERITA ACARA SEMINAR PROPOSAL
PRODI PENDIDIKAN BAHASA INGGRIS

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

Nama Mahasiswa	: Najmi Fara Simatupang
NPM	: 1602050126
ProgramStudi	: Pendidikan Bahasa Inggris
Judul Proposal	: Lexical Selection Analysis in Sentence of Speech by UNICEF Executive Director Anthony Lake

No.	Uraian / Saran Perbaikan
1.	Chapter I The Identification of the Problem
2.	Chapter II Lexical Selection
3.	Change the title of proposal

Medan,   Mei 2020

Proposal dinyatakan sah dan memenuhi syarat untuk diajukan ke skripsi

Ketua Program Studi   Pembahas

Mandra Saragih, S.Pd, M.Hum   Prof. Amrin Saragih, MA, Ph.D

BERITA ACARA BIMBINGAN PROPOSAL

Nama   : Najmi Fara Simatupang
NPM   : 1602050126
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi   : Lexical Selection Analysis in Sentence of Speech by Unicef
                 Executive Director Anthony Lake

Tanggal	Deskripsi Hasil Bimbingan Proposal	Tanda Tangan
13-05-2020	Chapter I Background of the study (word "the" must be started with lowercase letters, Formulation of the problem (grammar in number 1).	
	References	
18-05-2020	ACC for Seminar	

Diketahui/Disetujui
Ketua Prodi Pendidikan Bahasa Inggris

Medan, 18 Mei 2020
Dosen Pembimbing

Mandra Saragih, S.Pd., M.Hum

Erlindawati, S.pd, M.Pd

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

===

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

Perihal   :   Permohonan Perubahan Judul Skripsi

Bismillahirrahmaanirrahim
Assalamu'alaikum Wr. Wb.

Dengan hormat, yang bertanda tangan di bawah ini :

Nama   : Najmi Fara Simatupang
NPM   : 1602050126
ProgramStudi   : Pendidikan Bahasa Inggris

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

Judul Pertama   Lexical Selection Analysis in Sentence of Speech by UNICEF Executive Director Anthony Lakes

---

Menjadi
   Lexical Selection Item Analysis in Speech by UNICEF Executive Director Anthony Lake

---

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

Medan, 26 April 2021

Ketua Program Studi   Hormat Pemohon
Pendidikan Bahasa Inggris

Mandra Saragih, S.Pd, M.Hum   Najmi Fara Simatupang

Dosen Pembahas   Dosen Pembimbing

Prof. Amrin Saragih, MA, Ph.D   Erlindawati, S.pd, M.Pd

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

==

Nomor   : 704/II.3/UMSU-02/F/2020
Lamp.   : ---
H a l   : **Pengesahan Proposal dan**
             Dosen Pembimbing

Bismillahirrahmanirrahiim
Assalalamu'alaikumWr. Wb.

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

Nama   : **Najmi Fara Simatupang**
N P M   : 1602050126
Progam Studi   : Pendidikan Bahasa Inggris
Judul Penelitian : Lexical Selection Analysis in Sentence of Speech by UNICEF Executive Director Anthony Lake
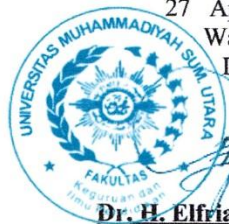
.Pembimbing   : **Erlindawati S.Pd, M.Pd**

Dengan demikian mahasiswa tersebut di atas diizinkan menulis proposal skripsi dengan ketentuan sebagai berikut :
1. Penulisan berpedoman kepada ketentuan atau buku *Panduan Penulisan Skripsi* yang telah ditetapkan oleh Dekan
2. Proposal Skripsi dinyatakan *BATAL* apabila tidak selesai pada waktu yang telah ditetapkan.
3. Masa Daluarsa tanggan   : *27 April 2021*

Medan, 04 Ramadhan 1441 H
         27 April   2020 M
                  Wassalam
                  Dekan

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

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

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

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

Assalamu'alaikum Wr. Wb.

Dengan hormat, yang bertanda tangan di bawah ini :

Nama   : Najmi Fara Simatupang
NPM   : 1602050126
ProgramStudi   : Pendidikan Bahasa Inggris

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

Lexical Selection Analysis in Sentence of Speech by UNICEF Executive Director Anthony Lake

Sekaligus saya mengusulkan/menunjuk Bapak/Ibu sebagai :

Dosen Pembimbing : Erlindawati S.Pd, M.Pd   ACC Rf
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, 6 April 2020
                                        Hormat Pemohon,

                                        Najmi Fara Simatupang

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

MAJELIS PENDIDIKAN TINGGI
VERSITAS MUHAMMADIYAH SUMATERA UTARA
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l. Kapten Mukhtar Basri No.3 Telp.(061)6619056 Medan 20238
Website :http://www..fkip.umsu.ac.id E-mail: fkip@umsu.ac.id

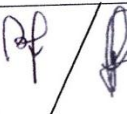==

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

Perihal : **PERMOHONAN PERSETUJUAN JUDUL SKRIPSI**

Dengan hormat, yang bertanda tangan di bawah ini :

Nama	: Najmi Fara Simatupang
NPM	: 1602050126
ProgramStudi	: Pendidikan Bahasa Inggris

IPK = 3,60

Persetujuan Ketua/Sek Prodi	Judul yang diajukan	Disyahkan Oleh Dekan Fakultas
[signatures]	Lexical Selection Analysis in Sentence of Speech by UNICEF Executive Director Anthony Lake	
	Semantic Analysis in Conversation Between Students and Teachers	
	Flipped Classroom Analysis in Improving the Quality of English Teaching	

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

Medan, 6 April 2020

Hormat Pemohon,

Najmi Fara Simatupang

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

CURRICULUM VITAE

IDENTITY

1. Name   : Najmi Fara Simatupang
2. Place/Date of Birth   : Pematang Siantar, 05 April 1998
3. Register Number   : 1602050126
4. Sex   : Female
5. Religion   : Moslem
6. Marital Status   : Single
7. Address   : KOMPLEKS R.S.U P.SIANTAR
8. Hobby   : Listening Music
9. Parents
   a. Father's Name   : Abdul Rahman Simatupang
   b. Mother's Name   : Latifa Hanum
   c. Parent's Address   : KOMPLEKS R.S.U P.SIANTAR

EDUCATION

1. Elementery School at SD Swasta Sultan Agung Pematang Siantar (2004-2010)
2. Junior High School at SMP Swasta Sultan Agung Pematang Siantar (2010-2013)
3. Senior High School at SMA Swasta Teladan Pematang Siantar (2013-2016)
4. The Student of UMSU in Faculty of Teacher Training and Education, English Department (2016-2020)