

SPEECH FUNCTIONS IN DHAR MANN'S VIDEOS

SKRIPSI

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

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ABSTRACT

Lisa Yudiarti. 1702050018. “Speech Functions in Dhar Mann’s Videos” Skripsi. English Education Program of Faculty of Teacher Training and Education, University of Muhammadiyah Sumatera Utara. Medan. 2021.

This research discusses *Speech Functions in Dhar Mann’s Videos*. The objectives of the research are to categorize the types of speech functions used in Dhar Mann’s videos, Analyze the realization of speech functions that are manifested in Dhar Mann’s videos, and explain the reason of speech functions in Dhar Mann’s videos. The research on this thesis was carried by using descriptive qualitative. The data were taken from script videos of Dhar Mann’s on the Instagram through IGTV feature. The data were analyzed and classified into four types of speech functions in the procedures namely statement, question, command, and offer. There are Statement (137 utterances, 72.49%), Question (34 utterances, 17.99%), Command (15 utterances, 7.93%) and Offer (3 utterances, 1.59%). The realization of Speech Function used Congruent and Metaphorical Coding. Speech Functions realized in Dhar Mann's Videos because this research will produce a deep understanding of the use of Speech Functions in the data used in this study. In addition, analyzing this video can provide information to listeners to better understand what the speaker is saying in the video.

Keywords: *speech function, realize and speech*

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Hopefully, these research findings are expected to be useful for those who read the study and are interested in the topic. I hope this is not the last research researcher but the beginning of research researchers for the future. Finally, the researchers realized that this research was far from perfect even though I had done my best in completing this work. Therefore, constructive criticism, comments, suggestions are welcomed for further improvement of this study.

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Medan, 26 August 2021

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CHAPTER I

INTRODUCTION

1.1. Background of the Study

Dhar Mann (Born, May 29th 1984) is an American entrepreneur that has engaged in business activities spanning a wide range of industries. He is currently the Founder and CEO of LiveGlam Inc., and a motivational speaker dedicated to teaching people how to achieve greater success. In 2018, he created Dhar Mann Studios, a video production. These short, motivational videos focused on life, business, and relationships receive over 1 billion views monthly and have garnered over 12 Billion on Instagram.

Currently, the development of technology and information is growing rapidly. For example, such as social media has become part of human life. They can communicate with each other as a whole. Therefore, it can prevent the public from being separated from social media. Social media is a social network that provides many facilities for its users. Users can share information, opinions, experiences, and other expressions using social media. There are so many social media along with the development of technology itself. Instagram has been one of the most popular social media since 2010. Instagram is a photography-based social networking service (Admoko, 2012).

Since the emergence of Instagram, it has become one of the most loved social media and is very popular among various circles. Its uses are very diverse, ranging

from children to parents, students to business people. Social media focused on photo and video sharing platforms. The development of Instagram is not far from the role of special features offered by Instagram itself, such as IGTV. This feature is a vertical video-like television. Launched by Instagram in June 2018. It is also available on the Instagram app and website. Through IGTV, Dhar Mann can upload his videos for up to 10 minutes with a file size of up to 650 MB. Only verified and popular users are allowed to upload videos up to 5.4 GB. This feature automatically starts playing videos as soon as they are launched.

One of the themes of the video produced by Dhar Mann is about bullying and the researcher chose that theme as the data in the study. Currently students or students are the target of bullying which makes them feel humiliated. This is because such an act should not be carried out because in practice it can result in a grudge that is getting stronger or its intensity is getting higher.

Bullying is a conscious activity whose purpose is to injure and hurt someone and is done repeatedly. Olweus (1997) says that bullying is a negative behavior that results in a person being uncomfortable/injured and usually occurs repeatedly which is characterized by an imbalance of power between the perpetrator and the victim. This bullying behavior cannot be separated from the desire to be in power and also to be someone who is feared in the school environment.

Based on the explanation above, the researcher considers that the speech in Dhar Mann's Videos about bullying is very strategic data to be analyzed linguistically, especially in speech function. Because, the speech in the video is a speech that really represents social conditions that often occur in society, especially

in schools. Halliday (1994:60) stated that Systemic Functional Linguistics is a theory centered on a notion of language function. It is concerned with the realization between language and context, interpersonal meaning in the text. Based on the theory of SFL, language is used by people to fulfill the function of language as interpersonal meaning. And interpersonal meaning its self-concern the speaker's role in the speech function.

Halliday (1994:69) stated that when exchanging and expressing ideas, the human being performs two roles namely giving and demanding, the commodity may be information and goods or services. In systemic functional linguistic (SFL), it is named speech function. Speech function is a way of someone delivers the ideas in communication to make the listener understand the ideas well. Speech function itself is divided into four kinds: statement, question, command, and offer. In the mood system, the kinds of speech function above are realized by declarative, interrogative, and imperative. The offer function is coded by any one of the three moods. The spoken communication is usually represented by utterances. Every word, phrase, or sentence is always performing a different function and misunderstanding will occur if the listener does not notice what kind of function used by the speaker.

This study refers to the use of speech functions of Dhar Mann's Videos. The video is on the Instagram feature, namely IGTV. The author also considers that it is important to analyze the types of speech function used in the video and to how the realization of speech function. Therefore, the author will also provide an in-depth explanation of how the speech function is used in the video.

1.2. Identification of the Problem

Based on the background above, several problems were identified as follows:

1. Being related to types of speech function, and
2. Speech function realized in Dhar Mann's videos.

1.3. The Formulation of Study

Concerning the background, the problems are formulated as the following

1. What types of speech functions are used in Dhar Mann's videos?
2. How are the speech functions realized in Dhar Mann's videos?
3. Why are the speech functions realized in the ways they are in Dhar Mann's videos?

1.4. The Objectives of Study

Concerning the problems, the objectives of the study are

1. to categorize of types speech functions used in Dhar Mann's videos,
2. to analyze realizations of speech function realized in Dhar Mann's videos, and
3. to explain the realization of speech function in Dhar Mann's videos.

1.5. The Scope of Limitation

This research is focused on the speech function in Dhar Mann's videos. The limitation is about the basic or proto speech functions of a statement, question and, command are realized or expressed by declarative, interrogative, and imperative moods respectively based on (Halliday, 1994) theory.

1.6. The Significance of Study

The findings of the study are expected to be useful for readers, both theoretically and practically.

1. Theoretically

The findings of this study are expected to be useful for people who watch videos on the IGTV feature on their Instagram Dhar Mann's videos, namely @dharmanstudios. Especially for people who are interested in the interpersonal speech function and enrich their analysis in the speech function.

2. Practically

These findings of the research are expected to be a reference for other researchers conducting similar research.

CHAPTER II

REVIEW OF LITERATURE

2.1. Theoretical Framework

In conducting a study, supporting theories are needed so that there are no misunderstandings of some concepts applied and the researcher also explains several theories related to the research.

2.1.1. Systemic Functional Linguistics

Halliday (1994) stated that Systemic Functional Linguistics is a theory centered on a notion of language function. It considers function and semantics as the basis of Human language and communicative activity and concerns with the realization between language and context, interpersonal meaning in a text. SFL is very useful in analyzing language understanding and the context in which it is used. SFL accounts for the syntactic structure of language. It places the function of language as central, in preference to more structural approaches which place the elements of language and its combination in central. Based on the theory of SFL, language is used by people to fulfill the function of language as interpersonal meaning, and interpersonal meaning itself concerns with the speaker's role in the speech function.

2.1.2. Metafunction

Metafunctions are the function approach that maintains a concept that human beings use language to fulfill three functions in their lives, namely to represent, to

exchange, and to organize experience. According to (Halliday, 1994), metafunction is the basic concept around which the theory is constructed. He also states that human beings (1) represent, (2) organize, and (3) exchange this experience as members of society.

The meaning of a language depends on the cultural situation or the context of culture. The context of culture is a context that relates to the cultural values that exist in the place where we communicate. Within the context of culture, language can be used in a more specific context or situation, called a context of situations. Context of situations can be specified through the use of three variables or modes of discourse, namely; “field” that refers to what is being told by the speaker or what is happening; “tenor” which refers to the relationship of those who take part, to the nature of the participants, their statuses and roles; and ‘mode’ that refers to how language is being used (Halliday, Hasan & Christie, 1989:12).

Halliday developed a theory of fundamental functions of language, in which he analyzed lexicogrammar into three board metafunctions: ideational, interpersonal, and textual. Each of the three metafunctions is about a different aspect of the world and is concerned with a different mode of the meaning of the clause.

2.1.2.1. The Ideational Function

Ideational meanings are meanings about phenomena, about what things are or do, and the circumstances which surround these happenings and doings. The ideational meanings are mostly influenced by the field of discourse. The ideational function is the context function of language it is realized intransitivity and serves to represent situations and events in the world and the entities, actions, and processes involved. (Halliday & Mattiessen, 1999) stated that ideationally, Grammar is a theory of human experience; it

is our interpretation of all that goes on around us, and also inside ourselves. There are two parts of this, one the representation of the processes themselves, which refers to as the “experiential”; and another is the representation of the relations between one process and another, and it refers to the “logical”. The two together construe the “ideational” metafunction, whereby language construes our experiential world. The word “construe” is used to suggest an intellectual construction though one that, of course, and then it is used as a guide to action.

2.1.2.2.The Textual Function

The textual meanings are influenced by the mode of discourse. The textual metafunction underscores the fact that language is used to organize discourse and create continuity and flow in our texts or in conversations. The theme is in a clause and it is looked from a textual metafunctional point of view, commences the semantic rendition of the clause and it is the principal grammatical system/element, whilst the Rheme ensures the expansion of the discourse process beyond the theme.

The textual metafunction of the clause plays both linguistic and social roles in the use of the language. The theme is the starting point of the message as the message is started from there, whilst the rheme is the rest of the message. In the discourse pieces, the theme-rheme relationship of the clause is clearly illustrated. Language is used to create written and spoken texts which are cohesive within themselves and which are fit to the particular situation in which they are used. The textual function enables people to connect and give the relation for what is being spoken or written to the real world or the real context of the situation.

2.1.2.3.The Interpersonal Function

Language is simultaneously used as a presentation, exchange, and organization of experience (Halliday, 1994) As social beings, human kinds cannot live alone or be isolated; they need to interact with others to fulfill their needs. The use of language to interact perform interpersonal functions. This statement suggests that interpersonal function is needed because human beings cannot live alone and provide for their needs by themselves. It is due to some reasons; first, a human being is a social product or socially produced. Second, a human being cannot fulfill his/her own needs by himself/herself. Third, the only human being is born with the competence to transmit and store information. When a human being interacts in the community, she/he performs the interpersonal function of language.

The interpersonal meanings, which express a speaker's attitudes and judgments which are mostly affected by the tenor of discourse. Interpersonal meaning views language from the point of view of its function in the process of social interactions. In the act of speaking, the speaker adopts a certain speech role, expecting the interlocutors to take a complementary role which the speaker wishes the hearers adopt in their turns. For example, when a speaker gives the hearer some information, then she is inherently inviting him to receive the information.

The interpersonal function is realized at two levels namely at the level of discourse (semantics) and lexicogrammar which is termed mood. At the level of semantic, human being performs two roles namely Giving and Demanding. The commodity exchanged may be either information or Goods & Services. When the roles and commodities are cross-classified, four specific activities or speech

functions take place. It means that language is used not only to construe the speaker's experience, but also used to indicate, establish, or maintain the social relationship between people. This function enables people to participate in building a communicative interaction among others. It includes forms of address, speech function, and mood.

2.1.3. Speech Function

Speech function refers to a function performed by a speaker in a verbal interaction or conversation which specifies his or her role and the content or commodity transacted. Viewed from the perspective of both the speaker or addresser and the listener or addressee (who in his or her turn also becomes the speaker) a speech function involves an orientation. In other words, the speech function involves or specifies the role played by the conversant, commodity exchanged, and orientation taken by the interlocutors in the interaction (Saragih, 2014).

Ruijuan (2006:36) states that speech functions are an action or performance done by language users such as asking, commanding and, answering to fulfill the intention of the speakers and listeners. Speech functions are used as the medium of exchanging experiences to fulfill their need.

Sulistiyowati (2010:71) states that to communicate effectively, we should organize the messages that (Eggins & Slade, *Analysing Casual Conversation*, 1997) we want to convey through conversation. The organization of messages involves giving and demanding and this exchange might be more complicated than it seems. If we are demanding something, it means we are inviting to give, and if we are giving something, it means we are inviting to receive.

Halliday (1994:68) states that the most fundamental types of speech functions, all the more specific types are just two (1) giving and (2) demanding. Either the speaker is giving something to the listener or he is demanding something from him. Even these elementary categories already involve complex notions i.e. giving means ‘inviting to receive’, and demanding means ‘inviting to give’. The speaker is not only doing something himself, but she/he also requiring something of the listener.

According to Saragih (2014:39), he states that the commodities involved in the act of giving and demanding divide into information and goods and or services. In other words, when human beings converse or interact there are two kinds of commodity of information and goods & services. When the roles and commodities involved in interactions or conversations are intersected, four speech functions are derived as summarized in the table :

Table 2.1 Speech Function

ROLES	COMMODITY	
	INFORMATION	GOOD & SERVICES
GIVING	Statement	Offer
DEMANDING	Question	Command

The four speech functions are specified as the following :

- a. [giving/information] = statement (S)
- b. [demand/information] = question (Q)
- c. [give/goods & services] = offer (O)

d. [demand/goods & services] = command (C)

According to (Grolier, 1992) assumed that types of speech function are :

a. Statement

Grolier (1992:44) states that statement is a way of giving information by stating or the act of stating in speech and writing. The statement can be positive and negative. A statement is usually began a subject, followed by a verb or auxiliary verb, and ended with a full stop.

b. Question

Grolier (1992:197) states that a question is an interrogative question that is used to seek confirmation or to ask something or an inquiry that invites or calls for a reply. Question is a way of demanding information in the form of an interrogative statement that may be either an information question (wh-question) or yes/no question and which inquire reply from the listener. A question begins with an auxiliary verb or WH-Question and will be ended with a question mark (?).

c. Offer

Grolier (1992:268) states that an offer is an expression of willingness to give or do something, or to put forward for acceptance, rejection. Offer also can be definitude as a way of giving good and service to someone. Offer is usually begun with modal and always ended with a question mark (?).

d. Command

Grolier (1992:127) states that command is a way to receive information, good, or service by forcing the listener to give them. Command also is a way of demanding good and service in form of an imperative statement whether in the form of a positive or negative command. In command sentences, the subject is omitted. It is begun with the predicate and it is usually ended with an exclamation mark (!).

2.1.4. Realizations of Speech Function

As stated earlier the speech function is semantic in the sense that it is an aspect of meaning. The speech functions find their realizations in Mood which is an aspect of Interpersonal meaning at the level of lexicogrammar (Halliday M. , 2004) In other words, regarding the semiotic system the speech function is the analogous meaning and the Mood is to expression. Thus, the basic or proto speech functions of a statement, question, and, command are realized or expressed by declarative, interrogative and imperative Moods respectively.

As specified in (Halliday M. , 2004) and (Saragih, 2011) the Mood in English is realized by the elements of Subject and Finite (for further descriptions of Subject, Finite and Mood see (Saragih, 2011)) The Moods in English are indicated and described below :

- a. Subject followed by Finite = Declarative
- b. Finite followed by Subject = Interrogative
- c. (Subject) followed by Finite = Imperative

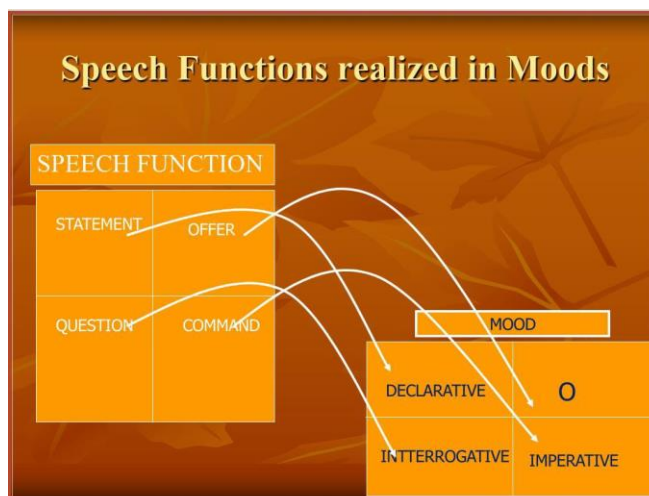


Figure 2.1 Realizations of Speech Function in Moods

Saragih (2014:45) stated that the unmarked realizations are also termed congruent or common realizations or coding. There are situations in which a speech function is not congruently realized. The congruent or an uncommon realization of speech function is termed metaphorical coding or realization. In other words, metaphorical realization is the coding of speech function in which the common realizations as specified in Figure 2.1 are flouted or violated. Although metaphorical coding is and an uncommon or unusual one, it should be noted that not every uncommon or unusual aspect in discourse is called a metaphorical realization. One of the characteristics of metaphor is that it causes tension between ‘meaning’ and expression in the semiotic system as the metaphorical coding. Normally or commonly is Q is realized by an interrogative Mood.

On the other hand, in Interpersonal Function, the Metaphorical coding realizes another side such as a statement expressed in the Interrogative Mood, a statement expressed in the Imperative Mood, a Command expressed in the Interrogative Mood, a Command expressed in the Declarative Mood, a question

expressed in the Declarative Mood, a question expressed in the Imperative Mood. Here are some examples of the transference of Mood from Congruent coding Metaphorical coding in terms of the interpersonal metaphor of Mood in table 2.2, The following are Congruent and Metaphorical Realization of Speech Function.

Table 2.2 Congruent and Metaphorical Realization of Speech Function

Speech Function	Congruent Clause Mood	Metaphorical Clause Mood
Statement	Declarative	Tagged Declarative
Question	Interrogative	Modulated Declarative
Command	Imperative	Modulated Interrogative, Declarative
Offer	Modulated Interrogative	Imperative Declarative

Source : (Eggins & Slade, 1997)

2.1.5. Definition of Instagram

From Wikipedia.com, Instagram is a photo and video-sharing application that allows users to take photos, take videos, apply digital filters, and share them to various social networking services, including Instagram's own. Instagram has one unique feature. It allows the users to cut photos into square shapes, so they look like the results of Kodak Instamatic and Polaroid cameras. This is different because the uniqueness of Instagram from the 4: 3 or 16: 9 aspect ratio that is commonly used by cameras on mobile devices.

Wikipedia's page is also reported that initially Instagram was created by the Burbn Company, Inc in 2010. They focus on many programs. However, the company's

two CEOs, Kevin Systrom and Mike Krieger decided to focus on just one thing. For the first time, the burn was not perfect and finally, the two CEOs reduced the existing features and only focused on the photos, comments, and also the ability to like a photo. That's what finally became Instagram.

2.1.6. Definition of IGTV

IGTV is a Television for Small Screens. On June 20, 2018, IGTV was the launch of new stand-alone application affiliated with Instagram. When describing the functions of the new app Kevin Systrom, Instagram's CEO, said: "just like turning on the TV, IGTV starts playing as soon as you open the app." It is safe to say that Instagram's executives want to position IGTV as a modern television for small screens. Hence, attracting a younger demographic disconnected from traditional television. It is a strategic choice since teenagers drove the early growth of social networks such as Facebook, MySpace, and Friendster (Miller). By comparing IGTV to a smartphone's television, Instagram automatically positions user-generated content as their creative fuel. The content creators replace the production studios. We can see how new media recycle old mass media methods and practices to frame them according to the current platforms.

The videos aired in the new app are produced by top creators and chosen based on the viewing history of Instagram's users (Roettgers). IGTV allows regular users to post up to 10 min videos while verified channels can post up to one-hour videos (McCue). Therefore, IGTV enacts as a curator and gatekeeper by suggesting and encouraging certain content while obscuring (Gillespie 347).

2.1.7. Biography of Dhar Mann

Dhar Mann is a mission-driven entrepreneur, filmmaker, and highest viewed inspirational content creator in the world. In addition to having founded multiple businesses, his motivational videos on life and business have been viewed billions of times and shared by millions of people. Dhar Mann is CEO of Dhar Mann Studios where they create short, Inspirational videos. They share the videos via IGTV on their Instagram channel called @dharmannstudios. The videos depict real-life situations shown by actors that teach important life lessons.

2.2. Previous Relevance of Study

Several studies on speech function have been done previously :

1. The first one was conducted by (Tarigan & Natsir, 2016). This study deals with Speech Function in Jokowi's Speeches. The objectives of this study are to find out the types of Speech Function, the most dominant type of Speech Function used, and the meaning of the dominantly used. The research on this journal was carried by using descriptive qualitative. The data were taken from 4 speeches of Jokowi in English. The data were analyzed and classified into four types of speech functions in the procedures namely Statement, Question, Offer, and Command. There are 116 speech functions from 4 speeches of Jokowi. The findings indicated that there are Statement 88 (75,86%), Question 11 (9,48%), Command 17 (14,66%), and there is no Offer in Jokowi's Speeches (0%). Statement as the most dominant type of speech function is used in Jokowi's speeches it's mean to give or state information, the way of the speaker to deliver

the information, the way of the speaker to deliver the information about Jakarta city's problem and how to solve it, the speaker's planning for Jakarta, and give thanks for the audience in Jakarta Anniversary to the audience by using statement.

2. The second was conducted by (Sulistiyowati, 2010) This study analyzed the fourth-semester students of the English department of Maria Kudus University are suggested taking Academic Field Trips to provide the students some experiences outside of their campus. By observing the English Department students' interactions with English speakers from other countries, the researcher expects that she can gain appropriate speech functions chosen by the students and the foreigners, explaining the role relation enactment among them, and also describing the contribution of speech functions in language education. The data of this study are transcriptions of the student's and the foreigner's oral communication. She classifies the speech functions produced by the participants into the speech functions classes introduced by (Eggins & Slade). The results of the study over the four conversations show that the opening speech functions are produced mostly by the students; it indicates that the students play as the initiators. The foreigners show their respect and appreciation to the students as they respond to the student initiations by producing more responding and continuing moves. The number of turns and moves produced by the students and foreigners are quite similar; it indicates that both of the participants get some tourism objects by describing to the students some objects, they have visited and by comparing to their own country. Learning a language cannot be separated

from its culture, therefore speech functions and cultural understanding should be taught in the classroom as part of language discourse.

3. The third was conducted by (Dara & Wandini, 2020). This study aims to discover a category of speech function used by a beauty influencer “Hanum Mega’s Promotional Caption in Instagram”. This study refers to Halliday’s Approach as the framework to explain a category of speech function coded the Instagram caption. This study used the qualitative method. The result shows that Hanum Mega as a beauty influencer dominantly used statement to promote the product. In a small numbers, Hanum mega also used command and offer in promotional caption. Statement as the dominant type of speech function coded in Hanum Mega’s the promotional caption, it also shows that she used descriptive features to attract her followers to buy the product.

2.3. Conceptual Framework

The conceptual framework in qualitative research is an overview of how variables with their specific position will be reviewed and understood related to other variables. The goal is to describe how the conceptual framework that researchers use to review and understand the problem examined.

Conceptual points to be shown are summarized in the following figure:

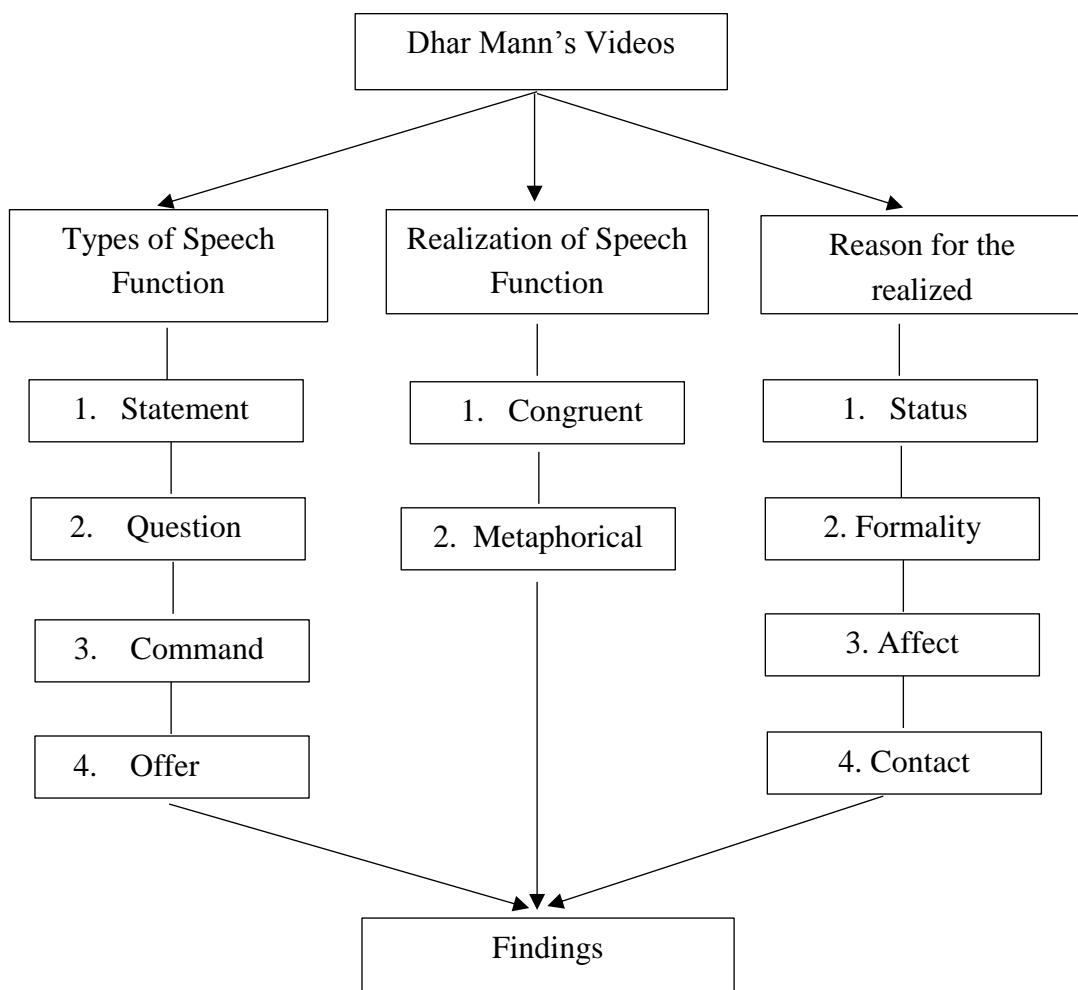


Figure 2.2. Conceptual Framework

CHAPTER III

METHOD OF RESEARCH

3.1. Research Design

This research used the descriptive qualitative method. By using descriptive qualitative methods, the researcher wanted to analyze the speech function categories that were most used in Dhar Mann's videos. The study is that there are four types of speech functions which statement, questions, offers, and commands used by Dhar Mann video in video interaction and how the realization of speech function and the reason why speech function related in the Dhar Mann's videos.

3.2. Source of Data

Sources of data in this study was taken from the IGTV feature on Instagram @dharmannstudios. Researchers choose videos that discussed about bullying. The video duration is around 5-10 minutes. Before the data is analyzed, the video must be converted into a transcript and then clauses in analyzing it. This is because the transcript form makes it easier for researchers to analyze data.

3.3. Technique Collecting Data

The researcher will be the following steps to collect data:

1. Watching Dhar Mann's Videos.
2. Download the script of Dhar Mann's Videos from the IGTV feature on Instagram.

3. Examining the transcript of the dialogue, making datasheets for Dhar Mann's Videos clauses, and categorizing the raw data into datasheets.
4. Identifying the Mood and Types of Speech Function in the script.
5. Identifying Congruent and Metaphorical Coding in the script based on Mood and Speech Function.

3.4. The Technique of Analyzing

The data analysis technique used in this study is the Interactive Model Techniques by Miles & Huberman. According to (Miles & Huberman, 1994) in this model there are three components of analysis, namely data reduction, data presentation and conclusion drawing (verification). Data analysis was analyzed by the following steps:

1. Classifying

The researcher only provided one datasheet for the dialogue videos which is divided into two main categories Speech Function and Mood. They are categorized by type such as Mood (Declarative, Interrogative, Imperative, Modulated Interrogative), Speech Function (Statement, Question, Command and Offer). Then the researcher provided 1 datasheet to analyze how the realization of speech function is after the Mood and Speech Functions analysis of categorized based on Congruent and Metaphorical Coding.

2. Analyzing

After classifying all the data, the researcher analyzed it. In these steps, it is used as a quantitative approach. It calculated all the data classified in each category.

This process helps the researcher to make a more comprehensive analysis by knowing which category scores high and vice versa. Finally, the results are incorporated into the findings.

3. Discussing

After the data analysis was revealed, the researcher provided a detailed description of the analysis. The detailed explanation includes answers to how and why the data analysis could be so. Subsequently, a discussion of all the findings was carried out.

4. Reporting

The final step is to report the research findings and discussion. In writing this research report, the researcher added several points of conclusion and suggestions

CHAPTER IV

DATA ANALYSIS, FINDINGS AND DISCUSSION

4.1. Data

The data is collected from one of the Instagram features, namely IGTV which contains several videos from Dhar Mann Studios. The data which is a video script is taken by downloading videos from the IGTV feature. The data were analyzed through indirect observation methods and based on the theory of Systemic Functional Linguistics (SFL) to determine the function of speech (statements, questions, command and offers) are related in the video. Researchers took as many as 2 videos data with the theme of bullying against someone. The aim is to categorize the types of speech functions, analyze the realization of speech functions and explains the reason why speech functions are realized in Dhar Mann's video. Data were analyzed based on M.A.K. Halliday's theory.

4.2. Data Analysis

4.2.1. Types of speech functions used in Dhar Mann's videos

After collected and identifying the data, they were classified by the theory of Halliday (2014). They are statement, question, command and offer elements. There were 189 utterances. It can be seen in the appendix of this thesis. The number of speech functions was shown in the following table:

Table 4.1. Percentage of Speech Functions

No.	Speech Functions	Total	Percentages (%)
1.	Statement	137	72.49
2.	Question	34	17.99
3.	Command	15	7.93
4.	Offer	3	1.59
Total		189	100

From the table 4.1. It can be seen that the researcher found 189 utterances in Dhar Mann's Videos dialogue. In initiating Types of Speech Function, Statements 137 (72.49%), Questions 34 (17.99%), Commands 15 (7.93%) and Offer 3 (1.59%) in the data. It meant that Statements was typed of speech function used in Dhar Mann's Studios. Further elaboration on what types of speech functions are used in Dhar Mann's videos.

4.2.1.1. Statement

In the Statement which are used in a verbal interaction, the speaker provides the information to the hearer. Therefore, the former acts as the giver of information and the listener acts as the receiver of the information. In Dhar Mann's videos the researcher has analyzed the statements of the video as much as 137 Clauses (72,49%).

For example:

- a. "He was coming home from work" (Appendix 2, No 31)
- b. "He didn't make it." (Appendix 2, No 33)

- c. “It’s no ordinary flower though.” (Appendix 2, No 118)
- d. “It waters you.” (Appendix 2, No 120)

From the examples above, we can see that the clauses are statement. Usually the form of a statement can be a positive or negative sentence.

4.2.1.2. Question

In the Question usually marked with the speakers who could ask or give some questions to the hearer. And then also expect to receive an answer from the interlocutor or the hearer. Thus, the former is a recipient of the information and the latter is a (potential) provider of information. A polar question is a question that only needs either a ‘yes’ (affirmative) or a ‘no’ (negative) answer, while WH-question is a question that only needs a content answer. Based on data that has been researched by researchers there are 34 questions (17.99%).

For example:

- a. “Are you going to cry?” (Appendix 2, No 4)
- b. “Didn’t your parents ever teach you to wash your clothes or take shower?”
(Appendix 2, No 5)
- c. “What are you some sort of clown now?” (Appendix 2, No 98)
- d. “What are you his side now?” (Appendix 2, No 103)

We can see from the examples above that the position of the finite would always be in the beginning.

4.2.1.3. Command

In the speech function, Command has a purpose to demand goods or services in an utterances. We can say that command functions to ask someone to do something or to ask something to be done. So that, the commodity exchanged is good or services. The researcher found as many as 15 clauses (7.93%).

For example:

- a. "I'll talk about whoever I want to talk about!" (Appendix 2, No 8)
- b. "Please, just leave me alone, Sam" (Appendix 2, No 9)
- c. "Hey, Watch it" (Appendix 2, No 90)
- d. "Come on, give them back!" (Appendix 2, No 104)

4.2.1.4. Offer

The researcher found Offers in Dhar Mann's Videos as many as 3 clauses (1.59%). Offer in Speech Function has the same way meaning as Modulated Interrogative. It kind of Interrogative that has meaning to offer something.

For example:

- a. "Maybe we can help them?" (Appendix 2, No 57)
- b. "Maybe they can move with us?" (Appendix 2, No 59)
- c. "At least until you get on your feet." (Appendix 2, No 80)

From the description above it discussed about the Speech Function in Dhar Mann's Videos utterances based on Types of Speech Function such as Statement,

Question, Command and Offer. Speech indicated meaning or functions in delivering the ideas.

4.2.2. Realization of the Speech Function

Dealing with the second research question in this research is the realization of speech function in Dhar Mann's Videos through Congruent and Metaphorical coding. Mood is the grammar or rule while Speech Function is the meaning or function in delivering the ideas. It was called Congruent Coding if Mood and Speech Function has the same meaning such as Declarative for Statement, Interrogative for Question and Imperative for Command. Meanwhile, Metaphorical Coding or Incongruent Coding if Mood and Speech Function has the different ways in delivering the ideas such as Declarative for Question, Command, and Offer. Interrogative for Statement, Command and Offer. Imperative for Statement, Question and Offer and Modulated Interrogative for Statement, Question and Command. The findings of the coding were then, quantified and the overall findings were summarized in the table below.

Table 4.2. Frequency of Congruent and Metaphorical Coding

No.	Types of Realization	Total	Percentages (%)
1.	Congruent	152	80.42
2.	Metaphorical	37	19.58
Total		189	100

From table 4.2., it can be seen that Mood and Speech Function initiating and responding between through the Congruent and Metaphorical coding were found in the transcript of Dhar Mann's Videos. The frequency of Congruent Coding produced was 152 (80.42%) and Metaphorical Coding (Incongruent) produced 37 (19.58%).

We can see some of the clauses in the realizations are Congruent and Incongruent or Metaphorical in the other clauses. Dialogue in Dhar Mann's videos sometimes used Metaphorical coding conveying her intentions such as Imperative Mood but realized in Statement of Speech Function. Based on the data above, the researcher analyzed how the realization of speech functions used Congruent and Metaphorical coding related to Mood in the Dialogue Dhar Mann's Videos as following:

1. Example to show that Declarative Mood realized in Statement.

Hailey : (Explain what happened)

Well, you see...

*A few weeks ago, My mom and I got a phone call. **It was about my dad.** He was coming home from work when he got into a car accident. He didn't make it. After my dad passed away, my mom and I had no one else. She couldn't afford to pay rent anymore on her own. So, we got kicked out of our house. We had nowhere to go. So, the only place we could go was on the streets.*

From the example above, it showed the clause was Declarative Mood realized in the Statement. It was called Congruent coding.

2. Declarative Mood but not realized in a Statement.

Sam : **She started it!**

The bold example, it showed Command realized in Declarative Mood, and it showed Metaphorical coding.

3. Example to show that Interrogative Mood realized in Question.

Headmaster : *I'm really sorry to keep all of you waiting. We're just having an issue getting a hold of Hailey's mom. **Hailey, do you have any idea of how to get a hold of her?***

The example above, the clause was Interrogative Mood realized in Question. It was called Congruent coding.

4. Example to show that Interrogative Mood but not realized in a Question.

John : *Believe it or not, He used to be a nice guy. But then, His sister went to the hospital and he's just a completely different person. **But don't sweat it, Alright?***

From the example above, It was called Metaphorical coding. In showing the Statement, he used Interrogative Mood.

5. Example to show that Imperative Mood realized in a Command

Headmaster : *Alright, that's enough!*

Both of you in my office right now, I'm calling your parents

The example above showed Imperative Mood realized in Command, It was called Congruent coding.

6. Example to show that Imperative Mood but not realized in a Command

Mom Sam : *Sam!, **another word from you young lady and you are grounded for two months***

From the example above, It was called Metaphorical coding. In showing Statement but she used Imperative Mood.

7. Example to show that Modulated Interrogative realized in Offer.

Sam : **Maybe we can help them?** , *we have extra rooms and clothes, maybe they can move with us?*

From the example above, It was called Congruent coding. Because Offer realized in Modulated Interrogative.

4.2.3. Reason for the Realizations of Speech Function

There are four reason for the realization of the speech functions namely; status, formality, affect and contact.

1. Status

In Dhar Mann's Videos, there are many videos about life lessons, therefore there is low status and high status of a person so that bullying arises against each other. Based on these data the status can be divided into 2 namely :

a. Equal

Equity is a value in judging someone whether the difference in status in the video is fair or not. Gender inequality and so on cause the status to become unequal. For example “Oh, Of course! It’s Hailey, the human trash can”. Indirectly what Sam did to Hailey was human trash because she was so stinky.

b. Unequal

In unequal, a person's differences can be based on various things, such as; ethnicity, wealth level, education level, and other socioeconomic status. This is what is often regarded as unequal or unfair differences. For example “Are you going to cry? , didn’t your parents ever teach you to wash your clothes or take shower?, or do they stink just like you?”.

2. Formality

In Dhar Mann's Videos about bullying that formality is a speech intention that is both formal and informal, a little bit forced and a little arrogant. This happens because the choice of the speaker's language to the interlocutor feels a higher social level than the speaker so that the speaker feels offended. The illustration in the video

shows that the person who bullies or the speaker does not know what has been experienced by the interlocutor, so he speaks casually.

3. Affect

The role of affect in the video is as an assessment of how the emotions contained in the video are related to feelings or can be called a person's mood. This happens because expressions and emotions are related to something that is being discussed. These feelings arise when we like or dislike something. Affect is divided into two, namely the assessment of like or positive and dislike or negative.

a. Positive

Based on the bullying videos studied by researchers, various kinds of emotions occur, namely; a sense of pleasure, a sense of security and a sense of satisfaction (relaxed as well as satisfied). For example “ Maybe we can help them? we have extra rooms and clothes, maybe they can move with us?” Based on this example, Sam has learned the truth and wants to help Hailey move into her house.

b. Negative

In the video also raises negative emotions towards his co-stars, such as; displeasure, insecurity, dissatisfaction or disappointment. For example “I’ll talk about whoever I want to talk about!”.

4. Contact

Contact here is how many people we often meet or how the frequency and intensity of the activities being carried out or currently happening. It is divided into 2, namely; frequent and infrequent. But after being analyzed in Dhar Mann's Videos,

it is often people they meet. Because in the bully video the location is at school and others.

4.3. Research Findings

1. The first type of speech function is a Statement that has the purpose of providing information. Besides that it is also used to express the speaker's ideas, to confirm and receive the information. There are 137 (42.79%) Statements in the transcript of Dhar Mann's Videos. It is the most used Speech Function in this research. The second type is Question, Question is used to demand a piece of information, to ask something. In delivering a question, it can be done by a yes/no question and Wh-question. In questioning usually, the speaker needed an answer. There are 34 (17.99%) Questions in the transcript of Dhar Mann's Videos. The third type is Command, the function of the command itself is to ask someone to do something or to ask something to be done. The commodity exchanged in a command is goods and services. The researcher found in the dialogue 15 (7.93%) commands. The last type of Offer, There are Offer in transcript Dhar Mann's Videos 3 (1.59) offer.
2. Having been analyzed, The realization of speech functions in Dhar Mann's videos. The realization is delivered by clause and sentence in 2 Coding, namely Congruent and Metaphorical Coding. Declarative Mood in Statement, Interrogative Mood in Question, Imperative Mood in Command and Modulated Interrogative Mood in Offer. The most dominant coding in Dialogue of Dhar Mann's Videos was Congruent, there are 152 Congruent Clauses. The congruent

clause meant is similar clause. It meant the clause used after being analyzed based on Mood (grammatically) and Speech Function (semantically) using Congruent coding dominantly.

3. Based on the explanation above, the researcher considers that speech functions are realized in Dhar Mann's Videos because the statements in the two videos are very strategic data to be analyzed linguistically, especially in analyzing speech functions. This happens because people who bully only judge from the outside and do not know what happened. Therefore, the Speech function focuses on the interactivity of language and pays attention to the way we interact with each other through language. This involves interactions in which we initiate or respond to actions demanding or providing information or goods and services. This is considered an exchange because it is closely related to realizing the function of speech through words called "Mood".

4.4. Discussion

The purpose of this study is to categorize the types of speech functions used in Dhar Mann videos, Analyze the realization of speech functions that are manifested in Dhar Mann videos, and explain the reason why speech functions are realized in Dhar Mann videos. This design is following the research because it will produce a deep understanding of the use of Speech Functions in the data used in this study. Therefore, in Dhar Mann's Videos involves an interaction between speakers that occurs in the video, wherein a video generally consists of providing a piece of

information or statement, asking questions and responding an action, or demanding goods and services.

Speech functions are the focus of this research because speech functions are closely related to how the language is used in the video. In addition, analyzing this video can provide information to listeners to better understand what the speaker is saying in the video. The realization of Speech Functions in Dhar Mann's Videos can be seen from the type of mood and speech function they realized.

This video made by Dhar Mann aims to reveal the possible events in their lives that they have experienced and make a life lesson for us that we should not bully other living beings because we do not know what has happened to their lives. Therefore, we can take a lot of moral values from the video. This shows that the researcher in researching Dhar Mann's Videos is aware of the use of speech functions as a component that is interconnected.

Speech function emphasizes the good relationship between discourse producers (people who produce discourse) and discourse consumers. In this case, however, the meaning of the language that has been conveyed will be captured and will be studied by listeners or readers and indicates the ability to know personal feelings, judgments, beliefs, or about a particular proposition. This proves that speakers always express judgments as to the possibility of an event occurring. Following the theme that raised about bullying against someone.

The first video discusses the life of a girl and her mother after being left by her father who died in an accident. Then they can't pay the rent, so they live on the streets. The second video talks about a boy who is trying to comfort a sick girl to smile again

but the girl's brother bullies her that what he did was very unattractive and not funny. So, according to the researcher, speech function modality is the best way to manifest the speaker's feelings, judgments, and attitudes. (See Appendix 1)

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

5.1. Conclusions

After analyzing the data, conclusions are drawn as follows.

- 1) The researcher analyzed the speech functions (statements, question, command, and offer) which exist in Dhar Mann's Videos. In total, there were 189 utterances spoken by the speaker in videos about the bully. There were consists of 137 (72.49%) Statements, 34 (17.99%) Questions, 15 (7.93%) Commands and 3 (1.59%) Offer. So based on this analysis, the type of speech function used in the video is a Statement.
- 2) We can see how the realization of speech functions in Dhar Mann's Videos. The realization was some clauses that used Congruent and Metaphorical Coding. The findings of this research, Dhar Mann's Videos used more many Congruent Coding than Metaphorical Coding around 152 (80.42%) Congruent Coding. Metaphorical coding is used to convey ideas, Metaphorical coding was a different way or express between Mood Types and Speech Function. It showed that among 37 (19.58%) clauses in transcript Dhar Mann's Videos.
- 3) This design is following the research because it will produce a deep understanding of the use of Speech Functions in the data used in this study. These videos can provide life lessons that we can take. The way speakers convey information about bullying to their fellow children to the audience uses four types of speech functions, namely: statements, questions, commands and offers.

Therefore, in Dhar Mann's Videos involves an interaction between speakers that occurs in the video, wherein a video generally consists of providing a piece of information or statement, asking questions and responding to action, or demanding goods and services.

5.2. Suggestions

In addition to the conclusions, suggestions are staged as the following.

- 1) It is suggested what further studies should be done by using more sources of data. Stated a study potentially support or contradicts the present study of speech function.
- 2) The students of the English Department are advised to study more about speech function, so they can get a better understanding of how speech function are realized especially in speech.
- 3) For the other researcher, it is suggested that be the result of the study will be very useful for them in conducting research related to the same study, and for the reader are suggested to know how and why speech function realized in communication is important to use in their communication to avoid misunderstanding.

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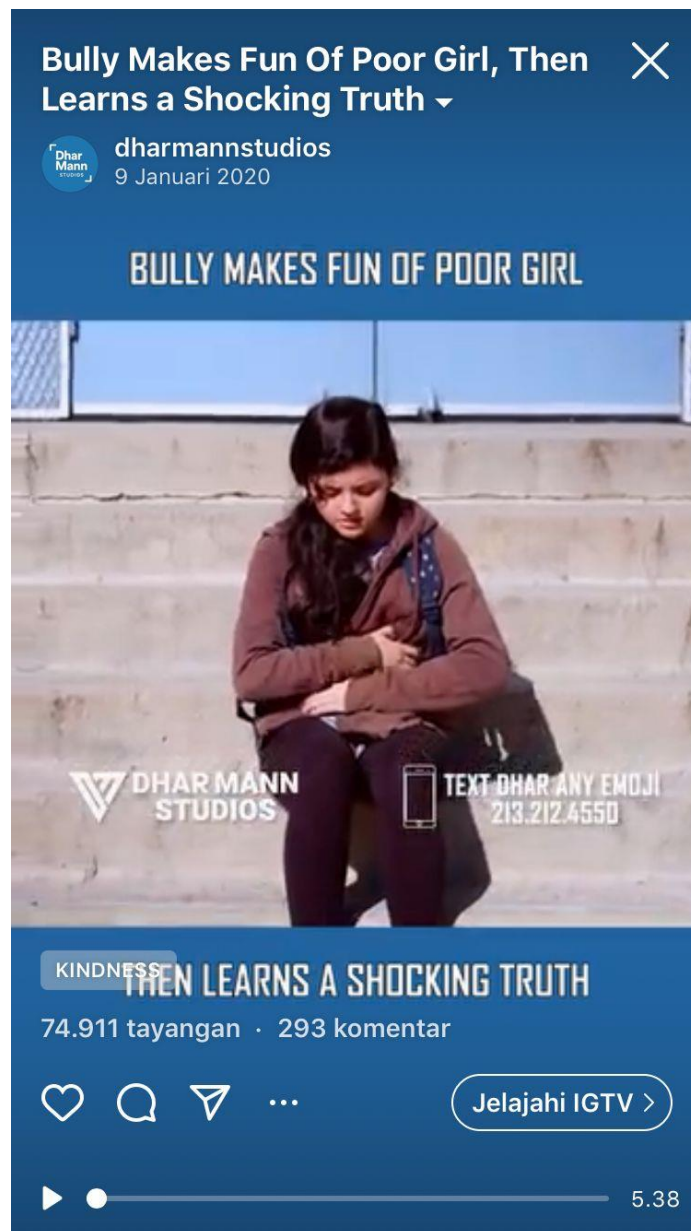
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https://www.instagram.com/tv/B7E9WC-huhw/?utm_medium=copy_link

APPENDICES

APPENDIX 1

VIDEOS TRANSCRIPT



First Video (Bully Makes Fun of Poor Girl Then Learns a Shocking Truth) (School Bell Rings)

Sam : Ugh- What's that smell?

Oh, Of course! It's Hailey, the human trash canbut

Hailey : Stop it

Sam : Are you gonna cry? , didn't your parents ever teach you to wash your clothes or take shower?, or do they stink just like you?

Hailey : Hey... don't talk about my parents

Sam : I'll talk about whoever I want to talk about!

Hailey : Please, just leave me alone, Sam!

Headmaster : Hey! , What's going on here?

Sam : she started it!

Hailey : no, I didn't!

Headmaster : Alright, that's enough!

Both of you in my office right now, I'm calling your parents

Headmaster : I'm really sorry to keep all of you waiting. We're just having an issue getting a hold of Hailey's mom. Hailey, do you have any idea of how to get a hold of her?

Hailey : (Shake her head)

Headmaster : Your dad?

Hailey : (Shake her head)

Sam : Hopefully they're out getting her some new clothes!

Mom Sam : Sam!, another word from you young lady and you are grounded for two months

(PHONE RINGING)

Headmaster : Hi, okay. Thankyou. It seems that all the numbers we have are disconnected. Hailey, do you have any idea of how to get a hold of your parents?. We really need one of them here.

Hailey : You can't

Headmaster : What do you mean, we can't? , why not ?

Hailey : (Explain what really happened)

Well, you see...

A few weeks ago, My mom and I got a phone call. It was about my dad. He was coming home from work when he got into a car accident. He didn't make it. After my dad passed away, my mom and I had no one else. She couldn't afford to pay rent anymore on her own. So, we got kicked out of our house. We had nowhere to go. So, the only place we could go was on the streets.

So, you see. You can't get a hold of my parents. Because, My dad isn't around and my mom is homeless. That's why I smell so bad. I don't have any clean clothes or even a shower.

Headmaster : Oh my goodness, Hailey. I am so sorry. No child should have to go through that.

Sam : Hailey, I'm sorry. I shouldn't have said or done any of those things. I feel terrible. I'm sorry Hailey.

Hailey : It's okay. You didn't know

Sam : (Turning to her mother) mom?

Mom Sam : Yes, baby

Sam : Maybe we can help them? , we have extra rooms and clothes, maybe they can move with us?

Mom Sam : Now, that is the Sam that I know and I think that is a wonderful idea.

(Sam's mother asked Hailey) sweetheart, can you take us to your mom?

Hailey : Yes.

(Hailey takes Sam and her mother to where She lives)

Mom Hailey : what are you doing home from school so early?

Is everything okay?

Hailey : Yes mom, I'm okay. There's some people that would like to meet you.

Sam : Hy, I'm Sam. Hailey's friend.

Mom Sam : Hy, Hailey told us everything that happened and we are so sorry for you loss and we'd really love to help. We have a spare room and we were hoping that the two of you would come and stay with us?

Mom Hailey : Oh, no tha... that's too much.

Mom Sam : Oh no, please, We insist. At least until you get on your feet.

Mom Hailey : Oh, God.... Thank you, Are you sure?

Mom Sam : Yes, we would be happy to have you!

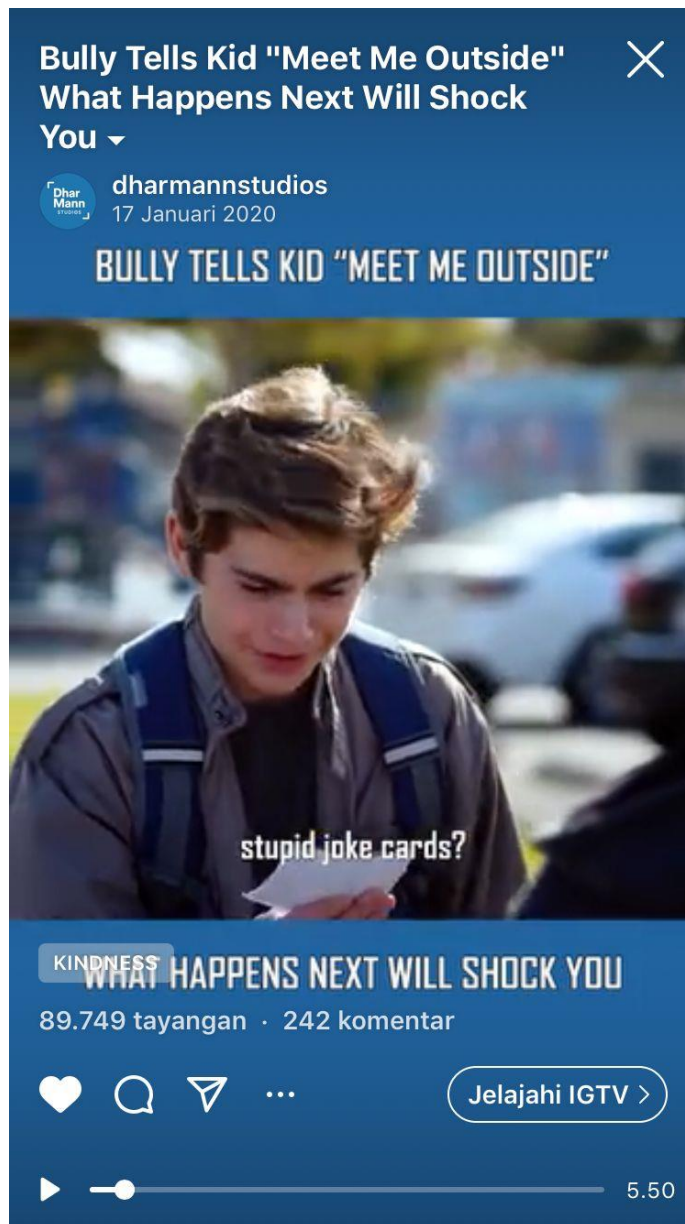
Hailey : Can we, mom? , please?

Mom Hailey : Yes, sweetie.

(Sam and Hailey hug)

Mom Hailey : Thank you

Mom Sam : You're Welcome



Second Video (Bully Tells Kid “ Meet Me Outside”)

(John and Jake are walking and joking with each other)

Jake : Okay, okay, how about this one. Why did the teddy bear say no to dessert?

John : I don't know, why?

Jake : Because it was stuffed!

(Jake accidentally bumps into Nick)

Nick : Hey, watch it!

Jake : Sorry

Nick : What's so funny Jake? , were you laughing at me?

Jake : No, I wasn't. I was just telling a joke, sorry.

John : Come on man, let's go.

Nick : Hey, did I say I was done talking to you?

(Nick took the paper Jake was holding)

Nick : Stupid joke cards?

What are you some sort of clown now?

You couldn't make people laugh if your life depended on it!

John : Hey Nick, come on man just leave him alone

Nick : Be quite!

Stop sticking up for this clown, what are you his side now?

Jake : Come on, give them back!

Nick : Awe you want your stupid joke cards back?

Here you go

(Nick throws Jake's paper)

John : Oh, No..

Nick : You know, next time I won't be so nice about it!

(Nick leaves Jake and John)

John : Aye, don't let Nick get to you bro.

Jake : I just don't get why he's so mean.

John : Believe it or not, He used to be a nice guy. But then, His sister went to the hospital and he's just a completely different person. But don't sweat it, Alright?

Jake : Thanks man.

(In the class)

Jake : (Flirting with the female friend beside him) Hope you're having a nice day and look I brought you a flower.

Clara : (Moved) Thank you.

Jake : It's no ordinary flower though. Instead of watering it.. it waters you.

Clara : It's everything okay?

Jake : Sorry, it was working. But this morning...

(Jake failed to do his jokes then the water in the flower hit Nick)

Jake : I'm so sorry.

Nick : you just made a huge mistake!

You're dead clown boy!

(SCHOOL BELL RINGS)

Nick : You got saved by the bell. But, don't think you're not paying for this!

(Jake's clown nose fell off, then Nick and Jake met)

Nick : What happened?

Did your nose fall of clown boy?

Jake : Please, just give it back. I really need it!

Nick : For what, huh?

You couldn't make anyone laugh even if you tried!

You'll never be funny

(Nick removed the clown's nose)

Jake : No, don't

(Mom Nick is calling)

Mom Nick : Nick, what are you doing?

Nick : Oh, Nothing..

We're just messing around, mom.

Right Jake?

Jake : Yeah

Mom Nick : Okay well come on, let's go.

We have to go see your sister

She's not doing so well.

(In the hospital)

Mom Nick : Hey, Honey. Your brother's here to see you.

Nick : He lil sis, How are you feeling?

(His sister is silent)

Nick : Why isn't she talking, mom?

Is she gonna be okay?

Mom Nick : Oh, Honey..Being in the hospital has been rough for her. She hasn't smiled in weeks. I'll let you two have some time together, okay?

Nick : Hey.. How can I cheer you up? , remember those times when we used to laugh and play together. I would do anything just to see you smile again one more time.

(The clown is coming)

Jake : Hello everyone. I'm Jake the clown!

Nick : You!, what are you doing here?!

Jake : Look, I have a gift for you. But before, I can give it to you. Can you tell me why the teddy bear said no to dessert?, Because it was stuffed!

(Jake gave the doll)

Jake : I also have a flower for you.

(Jake sneezes)

Jake : Sorry, I'm a little allergic to flowers. This isn't just a regular flower. Instead of watering it. It waters you!, Sorry, It was working earlier..

(The water in the sunflower didn't come out, suddenly the water came out and hit Jake's face then his sister laughed)

Jake : That's all for today folks!

I'll be back next week!

(Applause)

(Nick meets Jake)

Nick : Hold on, wait!

Look, I'm really sorry for everything!

Ever since my sister's been in the hospital, it's just been really hard on me. And I haven't been myself lately.

Jake : Nick, it's okay.. I understand. I know it feels like.

Nick : You do?

Jake : You see, my sister was here at the hospital sick too and the only thing that'd cheer her up is this costume and when she got better. I kept it. Hoping to help other kids laugh and get better too.

Nick : Wow... you're a great guy Jake.

I feel terrible about what I said to you.

Jake : It's okay, I understand.

Nick : One last thing. You're the funniest kid I know.

APPENDIX 2

REALIZATION OF SPEECH FUNCTION

No.	Dhar Mann's Videos Utterances	Mood Realization	Speech Function Realization	Coding
1.	Ugh- What's that smell?	Interrogative	Question	Congruent
2.	Oh, Of course! It's Hailey, the human trash can	Imperative	Statement	Metaphorical
3.	Stop it	Imperative	Statement	Metaphorical
4.	Are you going to cry?	Interrogative	Question	Congruent
5.	Didn't your parents ever teach you to wash your clothes or take shower?	Interrogative	Question	Congruent
6.	Or do they stink just like you?	Interrogative	Question	Congruent
7.	Hey... Don't talk about my parents	Imperative	Statement	Metaphorical
8.	I'll talk about whoever I want to talk about!	Imperative	Command	Congruent
9.	Please, just leave me alone, Sam!	Imperative	Command	Congruent
10.	She started it!	Declarative	Command	Metaphorical
11.	No, I didn't!	Declarative	Command	Metaphorical
12.	Alright, That's enough!	Imperative	Command	Congruent
13.	Both of you in my office right now,	Imperative	Command	Congruent

14.	I'm calling your parents	Imperative	Statement	Metaphorical
15.	I'm really sorry to keep you all of you waiting	Declarative	Statement	Congruent
16.	We're just having an issue getting a hold of Hailey's mom	Declarative	Statement	Congruent
17.	Hailey, do you have any idea of how to get a hold of her?	Interrogative	Question	Congruent
18.	Your dad?	Interrogative	Question	Congruent
19.	Hopefully they're out getting her some new clothes!	Imperative	Statement	Metaphorical
20.	Sam!	Imperative	Command	Congruent
21.	Another word from you young lady and you are grounded for two months	Imperative	Statement	Metaphorical
22.	It seems that all the numbers we have are disconnected.	Declarative	Statement	Congruent
23.	Hailey, Do you have any idea of how to get a hold of your parents?	Interrogative	Question	Congruent
24.	We really need one of them here.	Declarative	Statement	Congruent
25.	You can't	Declarative	Statement	Congruent

26.	What do you mean, we can't?	Interrogative	Question	Congruent
27.	Why not ?	Interrogative	Question	Congruent
28.	Well, you see	Declarative	Statement	Congruent
29.	A few weeks ago, My mom and I got a phone call.	Declarative	Statement	Congruent
30.	It was about my dad	Declarative	Statement	Congruent
31.	He was coming home from work	Declarative	Statement	Congruent
32.	When he got into a car accident.	Declarative	Statement	Congruent
33.	He didn't make it.	Declarative	Statement	Congruent
34.	After my dad passed away,	Declarative	Statement	Congruent
35.	My mom and I had no one else.	Declarative	Statement	Congruent
36.	She couldn't afford to pay rent anymore on her own.	Declarative	Statement	Congruent
37.	So, we got kicked out of our house.	Declarative	Statement	Congruent
38.	We had nowhere to go.	Declarative	Statement	Congruent
39.	So, the only place we could go was on the streets.	Declarative	Statement	Congruent
40.	So, you see	Declarative	Statement	Congruent
41.	You can't get a hold of my parents.	Declarative	Statement	Congruent

42.	Because, My dad isn't around	Declarative	Statement	Congruent
43.	and my mom is homeless.	Declarative	Statement	Congruent
44.	That's why I smell so bad	Declarative	Statement	Congruent
45.	I don't have any clean clothes or even a shower.	Declarative	Statement	Congruent
46.	Oh my goodness, Hailey.	Declarative	Statement	Congruent
47.	I am so sorry	Declarative	Statement	Congruent
48.	No child should have to go through that.	Declarative	Statement	Congruent
49.	Hailey, I'm sorry.	Declarative	Statement	Congruent
50.	I shouldn't have said or done any of those things.	Declarative	Statement	Congruent
51.	I feel terrible.	Declarative	Statement	Congruent
52.	I'm sorry Hailey.	Declarative	Statement	Congruent
53.	It's okay.	Declarative	Statement	Congruent
54.	You didn't know	Declarative	Statement	Congruent
55.	Mom?	Interrogative	Question	Congruent
56.	Yes, baby	Declarative	Statement	Congruent
57.	Maybe we can help them?	Modulated Interrogative	Offer	Congruent
58.	We have extra rooms and clothes	Declarative	Statement	Congruent
59.	Maybe they can move with us?	Modulated Interrogative	Offer	Congruent

60.	Now, that is the Sam that I know	Declarative	Statement	Congruent
61.	and I think that is a wonderful idea	Declarative	Statement	Congruent
62.	Sweetheart, can you take us to your mom?	Interrogative	Question	Congruent
63.	Yes.	Declarative	Statement	Congruent
64.	What are you doing home from school so early?	Interrogative	Question	Congruent
67.	Is everything okay?	Interrogative	Question	Congruent
68.	Yes mom, I'm okay.	Declarative	Statement	Congruent
69.	There's some people that would like to meet you.	Declarative	Statement	Congruent
70.	Hy, I'm Sam.	Declarative	Statement	Congruent
71.	Hailey's friend.	Declarative	Statement	Congruent
72.	Hy, Hailey told us everything that happened	Declarative	Statement	Congruent
73.	and we are so sorry for you loss	Declarative	Statement	Congruent
74.	and we'd really love to help.	Declarative	Statement	Congruent
75.	We have a spare room	Declarative	Statement	Congruent
76.	and we were hoping that the two of you would come	Declarative	Statement	Congruent
77.	and stay with us?	Interrogative	Statement	Metaphorical

78.	Oh, no tha... that's too much.	Declarative	Statement	Congruent
79.	Oh no, please, We insist.	Declarative	Statement	Congruent
80.	At least until you get on your feet.	Declarative	Offer	Metaphorical
81.	Oh, God.... Thank you,	Declarative	Statement	Congruent
82.	Are you sure?	Interrogative	Question	Congruent
83.	Yes, we would be happy to have you!	Imperative	Statement	Metaphorical
84.	Can we, mom? , please?	Interrogative	Question	Congruent
85.	Yes, sweetie.	Declarative	Statement	Congruent
86.	How about this one.	Interrogative	Statement	Metaphorical
87.	Why did the teddy bear say no to dessert?	Interrogative	Question	Congruent
88.	I don't know, why?	Interrogative	Statement	Metaphorical
89.	Because it was stuffed!	Imperative	Statement	Metaphorical
90.	Hey, Watch it!	Imperative	Command	Congruent
91.	What's so funny Jake?	Interrogative	Question	Congruent
92.	Were you laughing at me?	Interrogative	Question	Congruent
93.	No, I wasn't.	Declarative	Statement	Congruent
94.	I was just telling a joke, sorry	Declarative	Statement	Congruent
95.	Come on man, let's go	Imperative	Statement	Metaphorical
96.	Hey, Did I say I was done talking to you?	Imperative	Question	Metaphorical
97.	Stupid joke cards?	Interrogative	Question	Congruent

98.	What are you some sort of clown now?	Interrogative	Question	Congruent
99.	You couldn't make people laugh if your life depended on it	Imperative	Statement	Metaphorical
100.	Hey Nick, come on man just leave him alone	Imperative	Statement	Metaphorical
101.	Be quite!	Imperative	Command	Congruent
102.	Stop sticking up for this clown	Imperative	Command	Congruent
103.	What are you his side now?	Interrogative	Question	Congruent
104.	Come on, give them back!	Imperative	Command	Congruent
105.	Awe you want your stupid joke cards back?	Interrogative	Question	Congruent
106.	Here you go	Imperative	Statement	Metaphorical
107.	Oh, No..			
108.	You know, next time I won't be so nice about it!	Imperative	Command	Congruent
109	Aye, don't let Nick get to you bro.	Imperative	Statement	Metaphorical
110.	I just don't get why he's so mean.	Declarative	Statement	Congruent
111.	Believe it or not,	Declarative	Statement	Congruent
112.	He used to be a nice guy	Declarative	Statement	Congruent

113.	But then, His sister went to the hospital	Declarative	Statement	Congruent
114.	and he's just a completely different person.	Declarative	Statement	Congruent
115.	But don't sweat it, Alright?	Interrogative	Statement	Metaphorical
116.	Hope you're having a nice day and	Declarative	Statement	Congruent
117.	look I brought you a flower.	Imperative	Statement	Metaphorical
118.	It's no ordinary flower though.	Declarative	Statement	Congruent
119.	Instead of watering it	Declarative	Statement	Congruent
120.	it waters you.	Declarative	Statement	Congruent
121.	It's everything okay?	Interrogative	Question	Congruent
122.	Sorry, it was working.	Declarative	Statement	Congruent
123.	But this morning	Declarative	Statement	Congruent
124.	I'm so sorry.	Declarative	Statement	Congruent
125.	You just made a huge mistake!	Imperative	Statement	Metaphorical
126.	You're dead clown boy!	Imperative	Statement	Metaphorical
127.	You got saved by the bell.	Imperative	Statement	Metaphorical
128.	But, don't think you're not paying for this!	Imperative	Statement	Metaphorical
129.	What happened?	Interrogative	Question	Congruent
130.	Did your nose fall of clown boy?	Interrogative	Question	Congruent

131.	Please, just give it back.	Imperative	Statement	Metaphorical
132.	I really need it!	Imperative	Statement	Metaphorical
133.	For what, huh?	Interrogative	Question	Congruent
134.	You couldn't make anyone laugh even if you tried!	Imperative	Statement	Metaphorical
135.	You'll never be funny	Imperative	Statement	Metaphorical
136.	No, don't	Declarative	Statement	Congruent
137.	Nick, what are you doing?	Interrogative	Question	Congruent
138.	Oh, Nothing	Declarative	Statement	Congruent
139.	We're just messing around, mom.	Declarative	Statement	Congruent
140.	Right Jake?	Interrogative	Question	Congruent
141.	Yeah	Declarative	Statement	Congruent
142.	Okay well come on, let's go.	Imperative	Statement	Metaphorical
143.	We have to go see your sister	Imperative	Statement	Metaphorical
144.	She's not doing so well.	Declarative	Statement	Congruent
145.	Hey, Honey. Your brother's here to see you.	Declarative	Statement	Congruent
146.	He lil sis, How are you feeling?	Interrogative	Question	Congruent
147.	Why isn't she talking, mom?	Interrogative	Question	Congruent
148.	Is she gonna be okay?	Interrogative	Question	Congruent

149.	Oh, Honey..Being in the hospital has been rough for her.	Declarative	Statement	Congruent
150.	She hasn't smiled in weeks.	Declarative	Statement	Congruent
151.	I'll let you two have some time together, okay?	Imperative	Question	Metaphorical
152.	Hey.. How can I cheer you up?	Interrogative	Question	Congruent
153.	remember those times when we used to laugh and play together.	Declarative	Statement	Congruent
154.	I would do anything just to see you smile again one more time.	Declarative	Statement	Congruent
155.	Hello everyone. I'm Jake the clown!	Declarative	Statement	Congruent
156.	You!, what are you doing here?!	Imperative	Command	Congruent
157.	Look, I have a gift for you.	Imperative	Statement	Metaphorical
158.	But before, I can give it to you.	Declarative	Statement	Congruent
159.	Can you tell me why the teddy bear said no to dessert?	Interrogative	Question	Congruent
160.	Because it was stuffed!	Imperative	Statement	Metaphorical

161.	I also have a flower for you.	Declarative	Statement	Congruent
162.	Sorry, I'm a little allergic to flowers	Declarative	Statement	Congruent
163.	This isn't just a regular flower.	Declarative	Statement	Congruent
167.	Instead of watering it.	Declarative	Statement	Congruent
168.	It waters you!,	Declarative	Statement	Congruent
169.	Sorry, It was working earlier	Declarative	Statement	Congruent
170.	That's all for today folks!	Imperative	Statement	Metaphorical
171.	I'll be back next week!	Imperative	Statement	Metaphorical
172.	Hold on, wait!	Imperative	Command	Congruent
173.	Look, I'm really sorry for everything!	Imperative	Command	Congruent
174.	Ever since my sister's been in the hospital	Declarative	Statement	Congruent
175.	It's just been really hard on me	Declarative	Statement	Congruent
176.	And I haven't been myself lately.	Declarative	Statement	Congruent
177.	Nick, it's okay	Declarative	Statement	Congruent
178.	I understand.	Declarative	Statement	Congruent
179.	I know it feels like.	Declarative	Statement	Congruent
180.	You do?	Declarative	Statement	Congruent
181.	You see, my sister was here at the hospital sick too	Declarative	Statement	Congruent

182.	and the only thing that'd cheer her up is this costume	Declarative	Statement	Congruent
183.	and when she got better.	Declarative	Statement	Congruent
184.	I kept it.	Declarative	Statement	Congruent
185.	Hoping to help other kids laugh and get better too.	Declarative	Statement	Congruent
186.	Wow... you're a great guy Jake.	Declarative	Statement	Congruent
187.	I feel terrible about what I said to you.	Declarative	Statement	Congruent
188.	It's okay, I understand.	Declarative	Statement	Congruent
189.	One last thing. You're the funniest kid I know.	Declarative	Statement	Congruent

APPENDIX 3



**MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**
Jalan Kapten Mukhtar Basri No. 3 Medan 20238 Telp. 061-6622400 Ext. 22, 23, 30
Website : <http://www.fkip.umsu.ac.id> E-mail : fkip@umsu.ac.id

Form : K-1

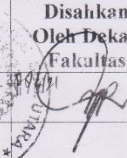
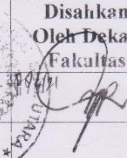
Kepada Yth: Bapak Ketua & Sekretaris
Program Studi Pendidikan Bahasa Indonesia
FKIP UMSU

Perihal: **PERMOHONAN PERSETUJUAN JUDUL SKRIPSI**

Dengan hormat yang bertanda tangan di bawah ini:

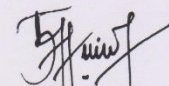
Nama Mahasiswa : Lisa Yudiarti
NPM : i702050018
Prog. Studi : Pendidikan Bahasa Inggris
Kredit Kumulatif : 120 SKS

IPK = 3,66

Persetujuan Ket/Sekret. Prog. Studi	Judul yang Diajukan	Disahkan Oleh Dekan Fakultas
<i>22/03-21</i>	Speech Functions and Modalities in Dhar Mann's Videos	
	An Analysis Speech Functions in Luke's English Podcast	
	English in Vocational School : The resistances of Applying Student Centered Syllabus in SMK N 1 Perbaungan	

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

Medan, 22 Maret 2021
Hormat Pemohon,


(Lisa Yudiarti)
1702050018

APPENDIX 4



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

Form K-2

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

Assalamu'alaikum Wr.Wb

Dengan hormat, yang bertanda tangan dibawah ini :

Nama Mahasiswa : Lisa Yudiarti
NPM : 1702050018
Program Studi : Pendidikan Bahasa Inggris

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

"Speech Functions and Modalities in Dhar Mann's Videos"

Sekaligus saya mengusulkan/menunjuk Bapak/Ibu :

Prof. Dr. Amrin Saragih, M.A., PH.D *Acc 07/04-2021*

Sebagai Dosen Pembimbing Proposal/Skripsi saya.

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

Medan, 22 Maret 2021
Hormat Pemohon,

Lisa Yudiarti
Lisa Yudiarti
1702050018

APPENDIX 5



FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
Jln. Mukhtar Basri BA No. 3 Telp. 6622400 Medan 20217 Form : K3

Nomor : 900/IL.3/UMSU-02/F/2021
Lamp : ---
Hal : Pengesahan Proyek Proposal
Dan Dosen Pembimbing

Assalamu'alaikum Warahmatullahi Wabarakaatuh

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

Nama : Lisa Yudiarti
N P M : 1702050018
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : Speech Functions and Modalities in Dhar Mann's Videos
Pembimbing : Prof. Dr. Amrin Saragih, MA, PhD

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

1. Penulis berpedoman kepada ketentuan yang telah ditetapkan oleh Dekan
2. Proyek proposal/risalah/makalah/skripsi dinyatakan BATAL apabila tidak selesai pada waktu yang telah ditentukan
3. Masa kadaluarsa tanggal : 6 April 2022

Wa'alaikumssalam Warahmatullahi Wabarakatuh.

Dikeluarkan pada Tanggal :
Medan, 23 Sya'ban 1442 H
06 April 2021 M



Dekan

Prof. Dr. H. Delfianto Nst, S.Pd, M.Pd.
NIDN : 0115057302

Dibuat rangkap 4 (empat) :

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

APPENDIX 6



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

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

PENGESAHAN PROPOSAL

Panitia Proposal Penelitian Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara Strata – 1 bagi :

NamaLengkap : Lisa Yudiarti
NPM : 1702050018
Program Studi : Pendidikan Bahasa Inggris
JudulSkripsi : Speech Function and Modalities in Dhar Mann's Videos

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

UMSU

Diketahui oleh :

Unggul | Cerdas | Terpercaya

Diketahui/Disetujui Oleh
Ketua Program Studi

Dosen Pembimbing

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

Prof. Amrin Saragih, MA, Ph.D

APPENDIX 7



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238

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

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

LEMBAR PENGESAHAN HASIL SEMINAR PROPOSAL

Proposal yang sudah diseminarkan oleh mahasiswa di bawah ini:

Nama : Lisa Yudiarti
NPM : 1702050018
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Speech Function and Modalities in Dhar Mann's Videos

Pada hari Sabtu, 10 Juli 2021 sudah layak menjadi proposal skripsi.

Medan, 12 Juli 2021

Disetujui oleh :

Dosen Penguji

Dosen Pembimbing

Habib Syukri Nst, S.Pd., M.Hum.

Prof. Amrin Saragih, MA, Ph.D

Diketahui oleh
Ketua Prodi

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

APPENDIX 8



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

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

BERITA ACARA BIMBINGAN PROPOSAL

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara
 Fakultas : Keguruan dan Ilmu Pendidikan
 Jurusan/Prog. Studi : Pendidikan Bahasa Inggris
 Nama Lengkap : Lisa Yudiarti
 N.P.M : 1702050018
 Program Studi : Pendidikan Bahasa Inggris
 Judul Proposal : Speech Function and Modalities in Dhar Mann's Videos

Tanggal	Deskripsi Hasil Bimbingan Proposal	Tanda Tangan
31- 05- 2021	Chapter I Background of Study, Identification of Problem	
08- 06- 2021	Chapter I The formulation of study, The objective of Study	
10- 06- 2021	Chapter II Almost All	
28- 06- 2021	Chapter III source of data, Technique collecting data and References.	

Diketahui oleh:
 Ketua Prodi

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

Medan, 28 Juni 2021
 Dosen Pembimbing

 (Prof. Amrin Saragih, Ph.D, MA)

APPENDIX 9



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

UMSU
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SURAT KETERANGAN

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

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

Nama Mahasiswa : Lisa Yudiarti
 NPM : 1702050018
 Program Studi : Pendidikan Bahasa Inggris

Adalah benar telah melaksanakan Seminar Proposal Skripsi pada :

Hari : Sabtu
 Tanggal : 10 Juli 2021
 Dengan Judul Proposal : Speech Functions in Dhar Mann's Videos

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

Dikeluarkan di: Medan
 Pada Tanggal: 20 Juli 2021

Wassalam
 Ketua Program Studi
 Pendidikan Bahasa Inggris


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

APPENDIX 10



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

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

Perihal : **PERMOHONAN PERUBAHAN JUDUL SKRIPSI**

Assalamu'alaikum Wr. Wb.

Dengan Hormat, yang bertanda tangan di bawah ini :

Nama Mahasiswa : Lisa Yudiarti
NPM : 1702050018
Program Studi : Pendidikan Bahasa Inggris

Mengajukan permohonan persetujuan Perubahan judul skripsi sebagaimana tercantum di bawah ini dengan judul sebagai berikut :

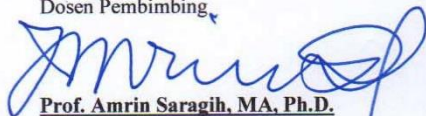
Speech Functions and Modalities in Dhar Mann's Videos

Menjadi :

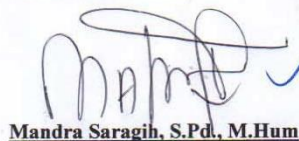
Speech Functions in Dhar Mann's Videos

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

Dosen Pembimbing,


Prof. Amrin Saragih, MA, Ph.D.

Disetujui Oleh :
Ketua Program Studi


Mandra Saragih, S.Pd., M.Hum

Medan, September 2021
Hormat Saya, Pemohon


Lisa Yudiarti

Dosen Pembahas



Habib Svukri Nst, S.Pd., M.Hum.

Catatan : *Jika Judul dirobah sebelum seminar maka tidak perlu ditandatangani Dosen Pembahas, namun apabila judul dirobah setelah seminar maka harus ditandatangani oleh Dosen Pembahas*

APPENDIX 11



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

SURAT PERNYATAAN

Assalamu'alaikum Warahmatullahi Wabarakaatuh
Saya yang bertandatangan dibawah ini :

NamaMahasiswa : Lisa Yudiarti
NPM : 1702050018
Program Studi : Pendidikan Bahasa Inggris
JudulPenelitian : Speech Functions in Dhar Mann's Videos

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, 04 September 2021

Hormatsaya
Yang membuat Pernyataan



(Lisa Yudiarti)

Diketahui oleh Ketua Program Studi
Pendidikan Bahasa Inggris

MandraSaragih, S.Pd.,M.Hum.

APPENDIX 12



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Bila menjawab surat ini, agar
disebutkan nomor dan Tanggal

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

Jalan Kapten Muchtar Basri No. 3 Medan 20238 Telp. (061 6622400

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

Bankir : Bank Syariah Mandiri, Bank Bukopin, Bank Mandiri, Bank BNI 1946, Bank Sumut

Nomor : 2122 /II.3-AU/UMSU-02/F/2021
Lamp : ---
Hal : **Permohonan Izin Riset**

Medan, 06 Shafar 1443 H
13 September 2021 M

Kepada Yth, Bapak/Ibu Kepala
Universitas Muhammadiyah Sum. Utara
di
Tempat

*Bismillahirrahmanirrahim
Assalamu'alaikum Wr. Wb*

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

Nama Mahasiswa : Lisa Yudiarti
NPM : 1702050018
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : Speech Functions in Dharr Mann's Videos

Demikian hal ini kami sampaikan, atas perhatian dan kesediaan serta kerjasama yang baik dari Bapak/Ibu kami ucapkan terima kasih. Akhirnya selamat sejahteralah kita semuanya, Amin.
Wassalamu'alaikum Wr.Wb



Dekan

Prof. Dr. H. Elfrianto Nst, M.Pd
NIDN 0115057302

****Penting!!****

APPENDIX 13



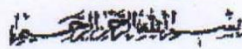
**MAJELIS PENDIDIKAN TINGGI PENELITIAN & PENGEMBANGAN
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
UPT PERPUSTAKAAN**

Alamat : Jalan Kapten Mukhtar Basri No.3 Telp. 6624567 –Ext. 113 Medan 20238
Website : <http://perpustakaan.umsu.ac.id> Email : perpustakaan@umsu.ac.id

Bila menjawab surat ini, agar disebutkan nomor dan tanggalnya.

SURAT KETERANGAN

Nomor :2167/KET/IL3-AU/UMSU-P/M/2021



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

Nama : Lisa Yudiarti
NIM : 1702050018
Univ./Fakultas : UMSU/Keguruan dan Ilmu Pendidikan
Jurusan/P.Studi : Pendidikan Bahasa Inggris/S-1

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

“Speech Functions in Dhar Mann’s Videos”

Demikian surat keterangan ini diperbuat untuk dapat dipergunakan sebagaimana mestinya

UMSU

Medan, 27 Shafar 1443 H.
04 Oktober 2021 M

Unggul | Cerdas | T



Kepala UPT Perpustakaan

Muhammad Arifin, S.Pd, M.Pd

APPENDIX 14



MAJELIS PENDIDIKAN TINGGI
 UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
 FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
 Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238

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

BERITA ACARA BIMBINGAN SKRIPSI

Nama : Lisa Yudiarti
 NPM : 1702050018
 Program Studi : Pendidikan Bahasa Inggris
 Judul Skripsi : Speech Functions in Dhar Mann's Videos

Tanggal	Deskripsi Hasil Bimbingan Skripsi	Tanda Tangan
08-09-2021	Title Revision	
10-09-2021	Chapter I (Background of Study) Chapter II (Conceptual Framework)	
13-09-2021	Chapter IV (Data Analysis, Table, Research Findings and Discussion)	
20-09-2021	Chapter V (Conclusions and Suggestion)	
	Dibuatkan oleh yayas 28/9/2021 	

Diketahui/Disetujui
 Ketua Prodi Pendidikan Bahasa Inggris

Mandra Saragih, S.Pd., M.Hum

Medan, 28 September 2021
 Dosen Pembimbing

Prof. Amrin Saragih, MA, Ph.D

APPENDIX 15



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

Alamat : Jalan Kapten Mukhtar Basri No.3 Telp. 6624567 –Ext. 113 Medan 20238
Website : <http://perpustakaan.umsu.ac.id> Email : perpustakaan@umsu.ac.id

Bila menjawab surat ini, agar disebutkan nomor dan tanggalnya.

SURAT KETERANGAN

Nomor : 1314/KET/IL.3-AU/UMSU-P/M/2021

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

Nama : Lisa Yudiarti
NPM : 1702030040
Fakultas : Keguruan dan Ilmu Pendidikan
Jurusan : Pendidikan Bahasa Inggris

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

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Medan, 25 Muharam 1443 H.
02 September 2021 M

UMSU
Unggul | Cerdas |



Kepala UPT Perpustakaan

Muhammad Arifin, S.Pd, M.Pd

APPENDIX 16



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

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

SURAT PERNYATAAN

Yang Bertanda Tangan Dibawah Ini, Mahasiswa Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara

Nama Lengkap : Lisa Yudiarti
 Tempat, Tanggal Lahir : Sei Buluh, 16 Juni 1999
 Agama : Islam
 Status Perkawinan : Belum Kawin
 Nomor Pokok Mahasiswa : 1702050018
 Program Studi : Pendidikan Bahasa Inggris
 Alamat : Dusun Darul Aman Desa Sei Buluh
 No. HP : 0896-3086-6390

Melalui surat permohonan tertanggal 15 September 2021 telah mengajukan permohonan menempuh ujian skripsi. Untuk ujian skripsi yang akan saya tempuh, menyatakan dengan sesungguhnya bahwa saya :

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

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

Saya Yang Menyatakan


Lisa Yudiarti
NPM : 1702050018

APPENDIX 17

Curriculum Vitae



Biodata	
Nama Lengkap	Lisa Yudiarti
Tempat, Tanggal Lahir	Sei Buluh, 16 Juni 1999
Jenis Kelamin	Perempuan
Umur	22 Tahun
Kewarganegaraan	Indonesia
Agama	Islam
Status	Belum Menikah
No. Hp	0896-3086-6390
E-mail	Lisayudiarti16@gmail.com

Background of Education

Year	School
2005-2011	SDN 104291 Payanibung
2011-2014	SMP Swasta Teladan Sei Rampah
2014-2017	SMKN 1 Perbaungan
2017-2021	English Department at Universitas Muhammadiyah Sumatera Utara