

**A SOCIOLINGUISTIC ANALYSIS OF THE GENDER ON ENGLISH
USE AT THE THIRD GRADE OF MTS N 2 PALU**



Thesis

*Submitted as a partial Fulfillment of the Requirement for the Bachelor Degree at
English Tadris Study Program and Tarbiyah and Teacher Training faculty (IAIN)
Palu*

BY

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



**ENGLISH TADRIS STUDY PROGRAM
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PENGESAHAN SKRIPSI

Skripsi atas nama Sri Deva, NIM: 16.1.16.0061 dengan Judul "A Sociolinguistic Analysis of The Gender on English Use at The Third Grade of MTs N 2 Palu" yang telah diujikan dihadapan dewan Penguji Fakultas Tarbiyah dan Ilmu keguruan (FTIK) Institut Agama Islam Negeri (IAIN) Palu, pada tanggal 08 Februari 2021 M, bertepatan dengan tanggal 26 Jumadil Akhir 1442 H. Dipandang bahwa Skripsi tersebut telah memenuhi kriteria penulisan karya ilmiah dan dapat diterima sebagai persyaratan untuk memperoleh Gelar Sarjana Pendidikan (S.Pd) pada program Tadris Bahasa Inggris, dengan beberapa perbaikan.

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




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A thesis by Sri Deva, NIM: 16.1.16.0061, entitled "A Sociolinguistic Analysis of The Gender on English Use at The Third Grade of MTs N 2 Palu" which has been tested in front of the examiners of Faculty of Tarbiyah and Teacher Training (FTIK) State Institute for Islamic Studies (IAIN) Palu on February 8th, 2021. It can be seen that thesis has met the criteria for writing scientific papers and can be accepted as a requirements to obtain a bachelor degree of education (S.Pd.) in English Tadris Program (TBI) with some improvements.

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APPROVAL SHEET

This thesis entitled "A SOCIOLINGUISTIC ANALYSIS OF THE GENDER ON ENGLISH USE AT THIRD GRADE OF MTSN 2 PALU" by Sri Deva NIM: 16.1.16.0066, student of English Department at the Teacher Training and Tarbiyah Faculty State Institute for Islamic Palu, after observing and correcting the thesis, each supervisor see that Thesis has been fulfilled scientific requirements for Degree of Strata-1.

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أَشْهَدُ أَنْ لَا إِلَهَ إِلَّا اللَّهُ وَحْدَهُ لَا شَرِيكَ لَهُ، وَأَشْهَدُ أَنَّ مُحَمَّدًا عَبْدُهُ وَرَسُولُهُ، أَمَّا بَعْدُ َ

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ABSTRACT

Name : Sri Deva

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Title : A Sociolinguistic Analysis of The Gender On English Use at The
Third Grade of MTs N 2 Palu

The background of this study is social context. The students at the third grade of MTs N 2 Palu have different social context in their life. Since different students in different societies have distinct ways of life, and language to a considerable degree is influenced by culture. The factors above against this background that this study is carried out to examine how the differences in English use of men and women and at the third grade of MTs N 2 Palu.

This research discusses about the differences between men and women in using English. Considering the purpose of the research and the nature of the problem, this research was a qualitative research. To collect the data the researcher used observation, interview, and video recording.

The result of this study shows that the difference between the students in using English is influenced by the social context especially in cultural aspect. When the students use English, the accent of each culture follows into their English. It also affects the intonations and accent when they use English. While, the differences between men and women. Women found it easier to adjust their accents and distinguish accents from the culture and accents of the English. While, man found it difficult. So, when using English men are often carried away with accents from their own culture.

CHAPTER 1

INTRODUCTION

A. Background of the Study

Language is used by human beings in social context, communicating their need, ideas, and emotions to one another¹. Human language is a purely human and non-instinctive method of communicating ideas, emotions and desires by means of a system of voluntarily produced symbols². Animals also have a communication system but it is not a developed system. That is why language is said to be species-specific and species-uniform.

Language gives shape to people's thought; it guides and controls the entire activities. It is a carrier of civilization and culture as human thoughts and philosophy are conveyed from one generation to the other through the medium of language³.

Ultimately, attitudes to language reflect attitude to the users and uses of the language. People generally do not hold opinions about language in a vacuum. They develop attitudes towards language which reflect their view about those who speak the language, and contexts and functions with which they are associated⁴

¹Labov, *sociolinguistic patterns* (university of pennsylvania press: USA, 1981), 83

²Edward Sapir, *Language: An Introduction to the Study of Speech* (rice university: texas, 1921)

³Syal and Jindal, *an introduction to sociolinguistics: language grammar, and semantics* (prentice-hall of india private limited : new delhi, 2001), 5

⁴ Holmes Jannet, *introduction to sociolinguistics* (Addison wesley longman publish: New york. 1996), 344

The topic that has come to the fore in sociolinguistics in recent years is the connection if any, between the structure, vocabularies and ways of using particular languages and social roles of the men and women who speak languages.

The social roles that men and women play, their different values and social network (who they talk the most), and their sensitivity to contextual factors including characteristics of the person they are talking to. More so, there are other reasons underlying the differences in the use of language of males and females. One of such factor is culture. Since different people in different societies have distinct ways of life, and language to a considerable degree is influenced by culture, their use of language will highly be influenced.

The factors above againts this background that this study is carried out to examine the differences in language use of men and women and to do a sociolinguistic analysis.

B. Problem Statement

Based on the background above, the problem can be formulated as follows :

1. How are the differences in English use between men and women at the third grade of MTs N 2 Palu?
2. What are the factors that influence the differences in English use between men and women at the third grade of MTs N 2 Palu?

C. Objective of the Research

The objectives of the research is :

1. To explore the differences in English use between men and women at the third grade of MTs N 2 Palu
2. To know the factors that influence the differences in English use between men and women at the third grade of MTs N 2 Palu

D. The Significance of research

This study bring to limelight the terms and expressions used by gender. Since it focuses on the issue of language and gender, it will serve as a source of information and discovery to those who have interest in how gender consideration influences interaction.

E. Scope and Limitation of the Research

This study focused on male and female use of English language at the third grade of MTs N 2 Palu. The problem of language use within varying contexts and situation is not only peculiar to MTs N 2 Palu students but also to different people globally. The subject are the third grade of MTs N 2 Palu. The subject has been limited from one class to ten students consist five women and five men of the third grade on MTs N 2 Palu. It is suspected that the school limits the number of students to be used as a research subjects due covid-19.

F. Definition of Key Terms

To avoid misunderstanding, the terms used in this research are defined as follows:

1. Sociolinguistics

Sociolinguistics is the descriptive study of the effect of any and all aspects of society, including cultural norms, expectations, and context, on the way language is used, and society's effect of language on society. It also studies how language varieties differ between groups separated by certain social variables (e.g., ethnicity, religion, status, gender, age, etc.)⁵. The sociolinguistics analysis associated with this research only refers to cultural aspect.

2. Language use

The usage of a language is the manner in which the written and spoken language is routinely employed by its speakers; that is, refers to “the collective habits of a language's native speakers”⁶

3. Gender

Gender is the range of characteristics pertaining to, and differentiating between masculinity and femininity. Depending on the context, these characteristics may include biological sex, the state of being male, female, or an intersex, sex based social structures, or gender identity.⁷

⁵Gumperz and John j, *Studying language, culture, and society: Sociolinguistic or linguistic anthropology* (Journal of linguistics: 2008), 532-545

⁶The Chicago Manual of Style (Chicago: University of Chicago Press), h. 261–262

⁷Udry and J. Richard, *the nature of gender* (1994) , 561-573

CHAPTER II

LITERATURE REVIEW

This chapter presents some reviews of relevant theories and studies that are about: language, gender, language and gender, language and society and theoretical framework.

A. *Previous Studies*

The first research has been conducted by Sri Wahyuningsih (STAIN Kudus, 2018). She conducted a research entitled “*Men and Women Differences in Language*” This research belongs to a qualitative research. Data were collected through transcript of a video documentation played by the students of sharia department at STAIN kudus. The result shows that male and female students have shown differences in their forms, contents, and uses. Men tend to be more directive. Besides, they use more simple words. On the other hand, women are more expressive and polite in using language. In addition, they use more gestures and words signifying the feeling, emotional and psychological states⁸. The similarity between the researcher’s research and her research are about to know about the differences on gender use on language and use documentation to collect the data. And the differences are this previous research does not use a sociolinguistic analysis and this research use a sociolinguistic analysis.

The second research has been conducted by Dong, J.Y (school of foreign languages, northeast petroleum university Daqing, China 2014). He conducted a research entitled “*Study on Gender Differences in Language Under the*

⁸ Sri Wahyuningsih, *Men and Women Differences in Language* (STAIN Kudus, 2018)

Sociolinguistic” The result of the study that the researcher found that gender differences mean men and women show significant differences in the characteristics when using the same language or dialect, and they usually form variations of gender. The previous researcher shows that men usually talk eloquently in all kinds of competitive topics like sports while women’s topics are usually about family life, individuals, and emotions. So, the dialogues showing directly one’s inner lives are more from women, on the contrary, men are inclined to hide their feelings. Women prefer to harmonize and soften interpersonal relationship while men just think about showing their leading roles and assert their dignities.⁹ The similarity between the researcher’s research and his research are about to know about the differences on gender use on language and use a sociolinguistic. And the differences are this previous review use quantitative research method and this research use qualitative research method. The previous research use all aspect in sociolinguistic but in this research the researcher limit to aspect is culture, social and economy .

The last previous study entitled “*Gender-related Differences in Language Use*” has been done by Susanne Karlsson (Lulea University of Technology Department of Language and Culture, Sweden 2007) In this study there are four different test groups and the researchers have tested students at the age of 14 and 17 years. Each test group consists of 20 students which make a total sum of 80 participants in the survey. The reason why the researcher decided to test two different groups of females and two different groups of males respectively was

⁹Dong,J.Y. *study on gender differences in language under the sociolinguistic* (school of foreign languages, northeast petroleum university: Daqing, China 2014)

because the researcher interested in possible differences between students of the same sex as well as differences between the two sexes. In the survey, number stands for the number of females /males that have chosen the specific expression, comment or word. The results will be presented with numbers as well as with the percentages in order to make it easier to interpret. All results are also presented with a total percentage which represents the total sum of the sex¹⁰. But in this research all the result will not presented with numbers because this research use qualitative research. In previous research the aim is to find the differences between men and women in using English generally meanwhile this research is limit aspect from sociolinguistic analysis.

B. Language

A language is a structured system of communication. Language, in a broader sense, is the method of communication that involves the use of – particularly human – languages.¹¹ The scientific study of language is called linguistics. Questions concerning the philosophy of language, such as whether words can represent experience, have been debated at least since Gorgias and Plato in ancient Greece. Thinkers such as Rousseau have argued that language originated from emotions while others like Kant have held that it originated from rational and logical thought. 20th-century philosophers such as Wittgenstein argued that philosophy is really the study of language. Major figures in linguistics include Ferdinand de Saussure and Noam Chomsky.

¹⁰ Susanne Karlsson, *Gender-Related Differences in Language* (Lulea University : Sweden, 2007)

¹¹ Dong,J.Y. *Study on Gender Differences in Language Under the Sociolinguistic* (School of Foreign Languages, Northeast Petroleum University : Daqing, China 2014)

Estimates of the number of human languages in the world vary between 5,000 and 7,000. However, any precise estimate depends on the arbitrary and western in its origin distinction (dichotomy) between languages and dialects.¹² Natural languages are spoken or signed, but any language can be encoded into secondary media using auditory, visual, or tactile stimuli – for example, in writing, whistling, signing, or braille. This is because human language is modality-independent. Depending on philosophical perspectives regarding the definition of language and meaning, when used as a general concept, "language" may refer to the cognitive ability to learn and use systems of complex communication, or to describe the set of rules that makes up these systems, or the set of utterances that can be produced from those rules. All languages rely on the process of semiosis to relate signs to particular meanings. Oral, manual and tactile languages contain a phonological system that governs how symbols are used to form sequences known as words or morphemes, and a syntactic system that governs how words and morphemes are combined to form phrases and utterances.

Human language has the properties of productivity and displacement, and relies entirely on social convention and learning. Its complex structure affords a much wider range of expressions than any known system of animal communication. Language is thought to have originated when early hominins started gradually changing their primate communication systems, acquiring the ability to form a theory of other minds and a shared intentionality.

¹²Tomasz kamusella. *language versus dialect* : colloquia humanistica, vol 5 (2016)

C. Sociolinguistic

When people interact with others in the society, they must use a language. Without a language, people will find some problems when they do their activities with the others. The role of language among the people in this life is very important. The study between language and society is called sociolinguistics. As stated by Hudson in Wardhaugh, sociolinguistics is a study of language in relation to society¹³. Sociolinguistic also focuses on how language is used, so it language could play its function well.

Coulmas in Wardhaugh says that sociolinguistic investigates how social structures influence the way people talk and how language varieties and patterns of use correlate with social attributes such as class, sex, and age. It means that sociolinguistics is the study of the way people use language in social interactions¹⁴. It is clear now that the role of sociolinguistic is to bring languages as it functions in the society, or in the other words to bring a language as a means of communication in the society.

Language is related to interactions in the society. Language and society are so intertwined that it is impossible to understand one without the other. Language also maintains every social institutions such as education, law and family, since it is their main medium of expression. In education institution for instance, language can make educational experiences more engaging for students. Language is not a thing to be studied but a way of seeing, understanding, and communicating about

¹³ Hanifa Pascarina, *A Sociolinguistics Analysis of Topics in Cross-Gender Interaction in One For the Money Movie* (Universitas Negeri Yogyakarta: Yogyakarta, 2014)

¹⁴ Ibid

the world¹⁵. In family, language has an important role since it helps the members learn things for the first time. In law, it is manifested in a certain way within rules and acts.

Sociolinguistics is analyzing the language use and its relationship with social and cultural aspect¹⁶. That is why societies have to understand the role of language and social interaction. It is clear now that sociolinguistics is a branch of linguistic that takes language and the relationship with the society as the object of study.

D. Gender

Gender is the range of characteristics pertaining to, and differentiating between, masculinity and femininity. Depending on the context, these characteristics may include biological sex (i.e., the state of being male, female, or an intersex variation), sex-based social structures (i.e., gender roles), or gender identity.¹⁷ Most cultures use a gender binary, having two genders (boys/men and girls/women);¹⁸ those who exist outside these groups fall under the umbrella term non-binary or genderqueer. Some societies have specific genders besides "man" and "woman", such as the hijras of South Asia; these are often referred to as third genders (and fourth genders, etc).

¹⁵ Ibid, 9

¹⁶ Ibid

¹⁷ World Health Organization. *What do we mean by "sex" and "gender"?* (2017)

¹⁸ Dong, J.Y. *Study on Gender Differences in Language Under the Sociolinguistic* (School of Foreign Languages, Northeast Petroleum University : Daqing, China 2014)

Sexologist John Money introduced the terminological distinction between biological sex and gender as a role in 1955. Before his work, it was uncommon to use the word gender to refer to anything but grammatical categories.¹⁹ However, Money's meaning of the word did not become widespread until the 1970s, when feminist theory embraced the concept of a distinction between biological sex and the social construct of gender. Today, the distinction is followed in some contexts, especially the social sciences²⁰ and documents written by the World Health Organization (WHO).

In other contexts, including some areas of the social sciences, gender includes sex or replaces it.²¹ For instance, in non-human animal research, gender is commonly used to refer to the biological sex of the animals.²² This change in the meaning of gender can be traced to the 1980s. In 1993, the US Food and Drug Administration (FDA) started to use gender instead of sex.²³ Later, in 2011, the FDA reversed its position and began using sex as the biological classification and gender as "a person's self representation as male or female, or how that person is responded to by social institutions based on the individual's gender presentation."²⁴

The social sciences have a branch devoted to gender studies. Other sciences, such as sexology and neuroscience, are also interested in the subject.

¹⁹ Ibid

²⁰ Linsey, Linda L. *The sociology of gender* (2010)

²¹ Dong, J.Y. *Study on Gender Differences in Language Under the Sociolinguistic* (School of Foreign Languages, Northeast Petroleum University : Daqing, China 2014)

²² Ibid

²³ Ibid

²⁴ Ibid

The social sciences sometimes approach gender as a social construct, and gender studies particularly do, while research in the natural sciences investigates whether biological differences in males and females influence the development of gender in humans; both inform debate about how far biological differences influence the formation of gender identity. In some English literature, there is also a trichotomy between biological sex, psychological gender, and social gender role. This framework first appeared in a feminist paper on transSexualism in 1978.²⁵

E. Language and Gender

Rebecca Hischock opines that “Language is in one sense the inalienable birthright of every human being, regardless of gender” Rebecca’s opinion has failed to put into consideration the aspect of language learning and this may not adequately cover the notion of language use.²⁶

The term gender does not refer to grammatical (the system to be found in some language of organizing certain word class into contrasting categories of masculine, feminine, neuter) but referred to social categories based on sex but encompasses behavior, roles and images that, although not biologically determined are regarded by society as appropriate to its male and female members.

²⁵Yudkin, M. *Transsexualism and women: A critical prespektif*(1978)

²⁶Rebecca hishock (1986).Citted by cameron (1990)

Gender is therefore distinguished from sex in that sex is referred to as a biological component of male and female, whereas, gender component what is socially learned and acquired.

More so, sociolinguistic study of gender shows that variation in the use of language according to gender is intimately connected to socio-cultural patterns which reflect socio-economic and political inequality and male dominance in many societies.

Reflecting social status or power difference, Lakoff in her research claim that women's language as a whole reveals women's social powerlessness and is thus dominated by stylistic features significantly insecurity and lack of assertiveness. She further argues that female language is consequently heavily influenced by the pragmatic principle of politeness which basically rules adaptive social behavior.²⁷

The different views of language and gender as elicited above have come to a common ground that language and gender are inseparable and if any major difference exists, it becomes obvious in the intention of the user.

F. Language and Society

Society is seen a "human being considered as a group in an organized community. It is also an organized community. It is also an organized community.

²⁷Lakoff, R. *language and women's place* (new york; 1975)

It is also an organized group with common aim and interests. Human development has greatly been enhanced by language and its development.²⁸

Arises because language as a social phenomenon is closely related to social attitudes. Men and women are socially different in that society lays down different social roles for them and expects different behavior patterns from them.²⁹ Language simply reflects social fact. Many ethnic groups use a distinct language associated with their ethnic identity, where a choice of language is available for communication, it is often possible for an individual to signal their ethnicity by the language they choose to use. Speech differences in interaction may be reflected in people's social network.³⁰

Sex differences in language are often just one aspect of more pervasive linguistic difference in the society reflecting social status or power differences. The fact that there are clearly identifiable differences between women and men speech in the communities reflects demarcated sex roles in this communities. Sex-exclusive speech forms reflects sex-exclusive social roles.³¹

Another way that language affects society is in sexist language. The theory is that language affects the way we view men and women because it treats men and women differently.

²⁸Collins Paperback.*Dictionary and thesaura*(2006)

²⁹Trudgil,*Gender differentiation in language* (2000)

³⁰ Holmes jannet, *introduction to sociolinguistics* (Addison Wesley Longman publish: New York. 1996), 190

³¹ Ibid

The concept of class differences dominates the viewpoint of the above opinions and this may rightly from the bedrock of the aforementioned problems in this research.

G. The Differences Between Men and Women in Using Language

The difference between men's and women's use of language is particularly thoroughly discussed in sociolinguistic studies. Modern sociolinguistic research traditions put particular weight on conversation, and use the term *vernacular* to mean "the language used by ordinary people in their everyday affairs" and "the style in which the minimum of attention is given to the monitoring of speech"³²

It was shown that women students preferred using more adjectives such as soft, wonderful, sweet, good, nice, and so forth. On the other hand, men seldom use adjectives. The use of more adjectives indicates that when women would like to describe their feeling and everything in the world, they tend to be more heedful and sensitive to the environment.³³ In addition, women were fond of expressing their emotions by using vivid words that men seldom used. From their conversation, it was found that women used 11 words of adjective, while men just used one adjective. Thus, this is in line with Wardhaugh's claim that women tend to use linguistic devices that is the use of more adjective in their conversation to show their solidarity and more vivid conditions.³⁴

³²Labov, *sociolinguistic patterns* (university of Pennsylvania press: USA, 1981), 83

³³Ibid

³⁴Ronald Wardhaugh, *An introduction to sociolinguistic* (Basil Blackwell Inc: USA, 1988), 308

The term “gender” cannot be avoided in our life as it belongs to a part of societies. Gender and sex itself could have divergent meanings. Some people use those terms synonymously. Indeed, it is needed to define the basic terms and its concepts as it has been separated by the sociolinguistic researcher³⁵. Schilling elaborates that gender is not simply to a biological or physiological sex. It is more that a complicated construct of socioculture and socio-psysiological aspects. With regard to this, gender is often held to be grounded in biological sex³⁶. She then emphasizes that gender has to do with matters such as social and economic roles and relation (including, crucially, power relations), conceptualizations of masculinity and femininity, and often also with sexual orientation and sexual identity. It can be inferred that sexuality tends to have to do with biological aspects. On the other hand, gender is a social construct or socioculturally determined. Eckert and McConnell-Giner in Wardhaugh assert that the force of gender categories in society makes it for us to move through our lives in a non gendered way and impossible not to behave in a way that brings out gendered behavior in others³⁷. In other words, gender is a key component of identity. In line with Wardhaugh, Salihu gives more explanation about gender by advocating that gender is so persuasive that in a society we assume it is bred in our genes³⁸. He added that the most people find it hard to believe that gender is constantly created and recreated out of human interaction, out of social life and is the texture and order of that social life. Having a look at the descriptions, it could be deduced that

³⁵ Sri Wahyuningsih, *Men and Women Differences in Language* (STAIN: Kudus, 2018)

³⁶ Ibid

³⁷ Ibid

³⁸ Ibid

the term ‘gender’ can be interpreted as culture that belongs to humans’ production depending on everybody constantly ‘doing gender’. Apart from the language point of view, Madjdian and Bras elaborate the differences between men and women in food and health aspects. Women tend to be liable in preparing food³⁹. Further, the differences of gender bias and cultural power in the context of household may have an influence on females’ food and the security of nutrition through decision-making processes, and liabilities for producing, getting, purchasing, preparing, and consuming food. In line with it, men also have the power of bargaining to determine about allocating food in as much they are considered as contributing most to the family and household finances. In a health aspect, Madjdian and Bras clearly assert that women tend to have at a detriment compared to men only in term of particular life course events or in specific stages of life, including menstruation, pregnancy and lactation, or in certain periods of the year. It has been exemplified by Das Gupta that women in the condition of pregnancy and lactation were not freely eat more nourishing food producing in undernourishment during these life stages, and did not possess a voice about having medical care during labor resulting in higher maternal mortality. Based on elaborations above, it could be inferred that there are possibly differences of applying a language experienced by men and women viewed from the numerous perspectives such as in health, biology, body, language, and so forth⁴⁰. In term of a speech or interaction, Holmes in Wardhaugh offers some testable claims about gender differences in using language. Those cover men and women develop different

³⁹ Ibid

⁴⁰ Ibid, 15

patterns of using language, women usually focus on the affective functions of an interaction more often than men do, women tend to use linguistic devices that stress solidarity more often than men do, women usually communicate on some ways which will maintain and increase solidarity while men tend to communicate in some ways which will focus on the power and status and women are stylistically more flexible than men. Wardahugh's statements above show that there have been numerous ways of differences of the language use applied by men and women. These include language patterns, ways of interaction, topics or subjects, and styles of using language. The differences in the language use are accordance with the statements of Rasekh and Saeb emphasizing that men and women are also different in linguistics. Gender differences in the use of linguistic forms exist in any speech community with varying degrees of intensity and the linguistic forms used by women and men contrast to some extent in all speech communities⁴¹. In line with Rasekh and Saeb, Hanafiyeh and Afghari describes that in the area of interaction, women prefer discussing personal topics to debating private issues. Regarding this, it is likely clear that the language use both men and women is different in some ways.

Humans could be different from one person to another in using language particularly in the way they speak. One of the aspects differences is associated with a biological part, for instance their pitch differences. Besides, Guy in Mesthric emphasizes that in many societies some of the most important of the sociolinguistics divisions are associated with differences in social prestige, wealth,

⁴¹ Ibid, 16

and power, regarding this, humans identify themselves as belonging to a particular group and social identity for a number of reasons such as social, religion, politics, culture, family, and so forth.

Associated with class, some people may assume that class is dealt with the scale of position of a person determined by a number of characteristics. It is in line with Guy in Mesthrie that class is a relatively continuous scale on which individuals are ranked in accordance with assorted personal characteristics such as level of income, education, occupation, etc., which collectively indicate certain degrees of social regard. The various classes then will dramatically reflect in the linguistic usage. The study of the class differences reflected in the language use was early conducted by Trudgill finding out that the calculation of the (ng) variables variants indicated that there were very marked differences between the usage of working-class males and working-class females: the (n) variant was favored by males, ie: pronunciations such as 'singin' rather than singing, much more than did females⁴². This shows that women had stronger preferences for standard forms than men. Then, Labov points out that the highest status of group in society usually adopts a formal style. Further, women generally overcome men in term of tendency in adopting or supporting the correctness of behavior. In short, women get much more tendency to use language to show their social status than men⁴³.

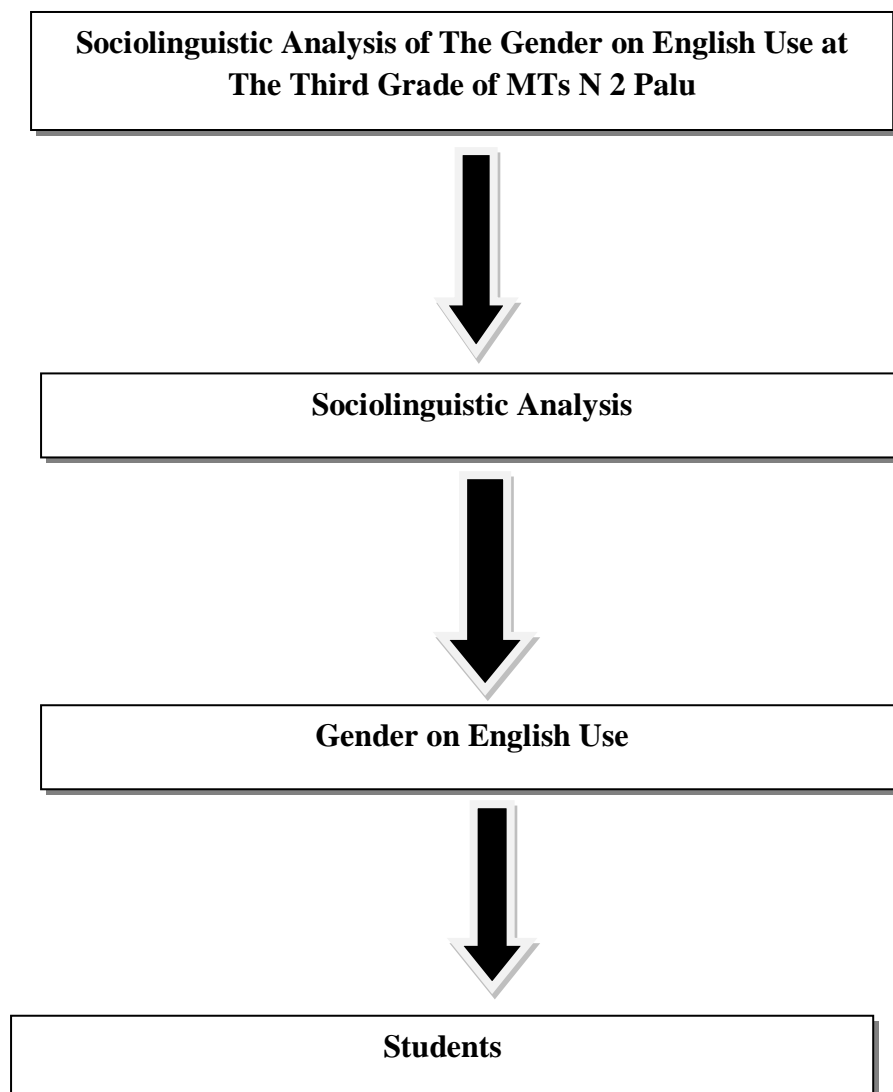
⁴² Trudgil, *Gender Differentiation in Language* (2000)

⁴³ Labov, *Sociolinguistic Patterns* (University of Pennsylvania Press: USA, 1981)

H. Theoretical Framework

Theoretical framework in any research work provides a guideline for which valid judgment can be made. It is based on this fact that the study adopts Robin Lakoff's study of women's register as a theoretical framework. It is believed that the theory will enhance the focus and content of the study.

This theory helps us to identify linguistic and cultural factors responsible for the differences in the speech of males and females, language users and also helps us to understand the science of the meaning of same speech by both male and female but different interpretation.



CHAPTER III

RESEARCH METHODS

In this chapter, the writer presents research design, subject of research, time and setting of the study, data collecting method, research instrument, and data analysis.

A. Research Design

Considering the purpose of the research and the nature of the problem, this research was a descriptive qualitative one. It is descriptive because the objectives of this study are observing and finding the information as many as possible related to Phenomenon. It is kind of method which is conducted by collecting and analyzing data, and drawing representative conclusion.

Qualitative research uses semiotics, narrative, content, discourse, archival, and phonemic analysis, even statistics. They also drew upon and utilize the approaches, methods, and techniques of ethno methodology, phenomenology, hermeneutics, feminism, deconstructionism, interview, psychoanalysis, cultural studies, survey research, and participant observation, among others.⁴⁴

Qualitative research method was developed in the social sciences to enabled researchers to study social and cultural phenomena: observe feelings, thoughts, behaviours and the belief of the mass society.⁴⁵ Qualitative data sources included observation and participation observation (fieldwork), interviews and

⁴⁴ Graham Hitchcock and David Hughes, *Research and the Teacher, a Qualitative Introduction to school-Based Research*, (New York, Routledge, 1995), p. 26 - 27

⁴⁵ G. Ramesh Babu, *Research Methodology in Social Sciences* (India: Concept Publishing Company, 2008), p. 11.

questionnaires, documents and texts, and the researcher's impressions and reactions.⁴⁶ The research was dealing with human interaction and perspectives hence it is highly encouraged to use qualitative method. It could be a more accurate finding as the interviewee is perceived to give a more honest answer and opinions through personal interaction with the interviewer. This research method of the study divided into observation, interview and audio recording.

1. Observation was the act of noticing something or a judgment or inference from something seen or experienced. The research would observe the men and women social aspect.

2. An interview was the process to get explanation by asking questions face to face between researcher and respondent using interview guide.

3. Video recording was an electronic recording. The research record to proof and to see another aspect.

The ideas of descriptive qualitative which strength the approach are⁴⁷ :

1. Qualitative research was concerned with the description and explanation of phenomena as they occur in routine, ordinary natural environment.

2. The researcher can approach the data in different frame and mind.

3. It is emphasized in rich descriptive and subjective character of data which is produced by using qualitative techniques.

⁴⁶ *Ibid.*

⁴⁷ Graham Hitchcock and David Hughes, *Research and the Teacher: a Qualitative Introduction to school-Based Research*, (New York, Routledge, 1995), p. 296

B. Subject of the Study

The subject of the study was the third grade of MTS N 2 PALU. From the total of the third grade students of MTS N 2 PALU, the researcher limits to ten students consist of five boy students and five girl students. Five boys and five girls were taken randomly from class representative. The researcher limited the number of the students because the school did not allow students to meet face to face more than ten students given the covid-19 condition and to implement health protocols.

C. Time and Setting of The Study

This research was conducted to the third grade students for 30 days. It was conducted in MTS N 2 PALU which is located on jl.Labu No. 28 B.

D. Instruments of The Research

One of the most important activities in doing research was how to get and collect the data needed: the researcher have tried to apply some appropriate research instrument. According to Arikunto, research instrument was a device used by researcher whilecollecting data to make her work becomes easier and to get better result, complete, andsystematic in order to make the data easy to be processed.

There are several ways to collect data like, observation, filed notes, interview and test. In this study, the researcher gathered the data by using several instrument namely, observation, interview, and documentation.

1. Observation

First of all, the researcher observed about the school condition, the school live, the activity of the students, and the important one is how they do their communication in daily activity with their differences in culture. After the researcher observed, the researcher found that in ten students they have three culture differences. They are Kailinese, Bugisnese, and Javanese.

2. Interview Guideline

Interview was the process to get explanation by asking questions face to face between the researcher and respondent using interview guideline. This research, interview was used to get the interview data from the students. It can be used to investigate the role of game and song subject based on their point of view. Furthermore, using interview in this research was to connect the data result of questionnaire with the English student opinion. Questionnaire was to be attention center, it was the problem which should be solved. To get statement about problem solving, so generally content of questionnaire can be as following:

a. Questionnaire about fact :

Do you like speak in English?

Do men and women have a different ways in using English?

The researcher gave the questions to know how good their English and to differentiate the answer between men and women.

b. Questionnaire about opinion :

What is your opinion about English?

Do you agree with the statement that says that women more fastidious than men?

This question to make the researcher easier to see their opinion between men and women. And also, the differences between men and women in using English.

c. Questionnaire about perception.

How do you response an apologize?

How do you response the bad news?

How do you response the good news?

Questionnaire was used to collect data about students' different in using English. The kind of this instrument was direct questionnaires by giving questions to all respondents directly. The researcher gives questionnaire for 10 students at the third grade of MTS N 2 PALU.

3. Video recorder

It referred to the archive data that helps the researcher to collect the needed data. The researcher utilizes the document related to the object research such as video recorder.

E. Technique of Data collection

For the collection of data, participant's observation, use of questionnaire and video recording were the main techniques employed. The respondents were asked questions at different places and periods and their responses were recorded.

1. Source of data

The source of data was the subject where the data can be obtained in detail. Those data were the field data, such as observation, questionnaires from students and video recorder.

2. Data collection method

a) Observation

The researcher observed the environment, the social context or the sociolinguistic analysis to the students in school environment to see their lifestyle, social act, the culture and their daily activity.

b) Interview

Interview is the process to get explanation by asking questions face to face between researcher and respondent using interview guide.⁴⁸ Interview has been used extensively across all the disciplines of the social sciences and in educational research as a key technique of data collection. This has led to considerable diversity the form and style of interviewing as well as the product of such an approach. Researcher has approached the interview in so many different ways that broad types of interview can be identified. The differences refer to matters such as the nature of the questions asked, the degree of control over by the interviewer, the numbers of people

⁴⁸MohNazir, *Metode Penelitian*, (Jakarta : Ghalia Indonesia, 1999), p. 193

involved, and the overall position of the interview in the research design itself.⁴⁹

In this research, interview is used to get the data from the questionnaire subject students at the third grade of MTS N 2 PALU. It is written or printed list of questions to be answered by a number of people. This interview sheets used random sampling men and women to get the data. So, the researcher took the third grade of MTs N 2 Palu to get the data.

c) Documentation

Documentation method is a technique of data collection by gathering and analyzing documents, whether written documents, drawings and electronic.⁵⁰ Documents are mainly written texts which relate to some aspect of the social world. Such written texts or documents range from official documents to private and personal records, such as diaries, letters and photographs, which may have been intended for the public gaze.⁵¹

F. Technique of Data Analysis

Data analysis is an effort which done by researcher to embrace the data accurately.⁵² After collecting the data, researcher analyzed the data. It can be defined as the process of analyzing data required from the result of the research.

⁴⁹ Graham Hitchcock and David Hughes, *Research and the Teacher, a Qualitative Introduction to school-Based Research*, (New York, Routledge, 1995), p. 153

⁵⁰ Suharsimi Arikunto, *Procedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: Rineka cipta, 2006), p. 223

⁵¹ Graham Hitchcock and David Hughes, *Research and the Teacher, a Qualitative Introduction to school-Based Research*, (New York, Routledge, 1995), p. 212

⁵² Moh Nazir, *Metode Penelitian*, (Jakarta : Ghalia Indonesia, 1999), p. 234

Qualitative data was required from the result of the research. Qualitative data was gained from field notes, observation, interview, students' questionnaire that are analyzed by data triangulation.

The data are analyzed through the following steps:

1. Collecting the data

The data of this study comes from the result of collecting the data which is being done in the students answer from the questionnaire. The researcher observed and wrote down every object of researcher based on what researcher has found during the research took place.

2. Documentation and Identification

Documentation is process of documenting the data. It was done after collecting the data. After the data being documented, the accuracy of interview result was identified.

Identifying was done with give the interviews.

The data from questionnaire of interview were given code to helped researcher identified the data.

3. Classification

Classification is the process of classifying all sufficient data based on a category. After answering all the students' questionnaires, the researcher started to make a classification based on students' answer from the questionnaire.

4. Interpretation

After classifying the data, researcher had to interpret data, gave the meaning to information, evaluated, concluded, responded appropriately and predicts the result, identification & evaluation. However, before interpreting the data, the researcher has to analyze the result of the data from the questionnaire that already being given to the students by descriptive text.

CHAPTER IV

RESEARCH FINDINGS

This chapter presents the general description about the school, research findings and discussion.

A. Findings of the Research

This part presents the profile of the school, the condition of students, the condition of teacher and the condition of facilities and infrastructures at MTsN 2 Palu.

1. The Profile of Madrasah Tsanawiyah Negeri (MTsN) 2 Palu

The establishing of this madrasah was motivated by the large of the graduation of the elementary school or Madrasah Ibtidaiyah who had desire to continue their education at the Madrasah Tsanawiyah, which at that time was still called Islamic Religious Education foundation (YPAI), because of the high interest of the students who want to continue their education in Madrasah Tsanawiyah but the MTsN at the time could not accommodate many students. Then the government in this case the provincial religious department of Central Sulawesi, proposed to construct MTsN. It turns out that this proposal was approved by the central government through the minister of the Republic of Indonesia SK number; 515 Tahun 1995 on 25th November 1995.

About 1997 Madrasah Tsanawiyah was inaugurated by the head of the Religious Department Office of the Central Sulawesi Province with a statistical number 21172031063 which was revised to 22.11.72.71.01.15. this

building only had one unit consisting of three class rooms. As for the list of principal names are as follows:

1. Abd. Wahab Badri (1996-1997)
2. Suprpto (1997-2000)
3. Drs. Kiflin Pajala (2000-2002)
4. Drs. Hasanuddin (2002-2007)
5. Drs. Ahyar, M.Pd.I (2007-2009)
6. Dr. Hj. Nurlaili H. Baba, S.Pd (2017)
7. H. Muh. Syari, S.Ag., M.Pd.I (2018)
8. H. Muh. Syamsu Nursi, S.Pd.I., MM (2019-until now)

Currently MTsN 2 Palu continues to make efforts in improving the quality of its education, so that in the future MTsN 2 Palu is expected to be a superior school as the vision and mission set by this school.

As for the vision that MTsN 2 Palu wants to achieve are;

“Realizing Madrasah graduates who are superior in quality, based on faith and piety and based on a green and healthy environment”. While the mission are;

1. Academic field
 - a. Implement the 2013 curriculum/emergency curriculum
 - b. Teach complete learning system (mastery learning)
 - c. Using appropriate approaches, methodologies and strategies in accordance with curricular goals and institutional goals

d. Internalize and correlate islamic values in every subject and attitude to daily behavior

e. Evaluate learning periodically, planned, effectively and efficiently

f. Maximize the quality of input and output of learners

g. Collaborating with the committee to improve the quality of Madrasah

2. Non-academic fields

a. Instill a strong faith and give birth to religious awareness with noble character

b. Develop students' talent and interests, in order to create students who are independent and can foster a social spirit

c. Able to build the image of the Madrasah as a trusted partner of society in the field of education

3. Environment sector

a. Creating a green environment

b. Creating a clean environment

c. Strive for a healthy and beautiful environment

2. The State of the Students in MTsN 2 Palu

The condition of the students at MTsN 2 Palu. Students are one of the components of education that cannot be left behind, because without students it is impossible for the learning process. Students are a human component who occupies a central position in the teaching and learning process, students as aspirants, have goals and then want to achieve them optimally. For this reason,

the efforts of a teacher in managing learning properly will have an impact on the achievement of the abilities and potential of students.

Based on the result of the research conducted by the writer, that the number of students at MTsN 2 Palu in the 2020/2021 academic year are 690 students, which were divided into twenty one groups, class VII consisting of seven class totaling 253, class VIII consisting of six class totaling 210, class IX consisting of seven class totaling 230 students.

For more details, the researcher presents in table form as follows:

Table 1
The Condition of Students at MTsN 2 Palu
2020/2021 Academic Year

No	Class group	The Number of Students		Total Number
		M	W	
1	VII A	19	17	36
2	VII B	18	18	36
3	VII C	16	21	37
4	VII D	15	21	36
5	VII E	16	20	36
6	VII F	17	19	36
7	VII G	20	16	36
8	VIII A	10	25	35
9	VIII B	13	22	35
10	VIII C	10	25	35

11	VIII D	15	20	35
12	VIII E	13	22	35
13	VIII F	15	20	35
14	IX A	13	20	33
15	IX B	18	15	33
16	IX C	16	17	33
17	IX D	13	20	33
18	IX E	15	18	33
19	IX F	12	20	32
20	IX G	12	21	33
21	Total	296	397	693

Data sourcer; Document of MTsN 2 Palu, 2020.

Based on the table above, it can be seen that the total number of students at MTsN 2 Palu is 693, consisting of 296 men and 397 women.

The condition of teachers and staff. Teachers are required to carry out the teaching and learning process through online.

For more details, the researcher presents in table as follows:

Table 2
The Condition of Teachers and Staff at MTsN 2 Palu
2020/2021 Academic Year

No	Type of employment	Total person	note
1	Teacher	50	5 non PNS

2	Administration	15	7 non PNS
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Data sourcer; Document of MTsN 2Palu, 2020.

Based on the table above, it can be seen that the number of teachers and staff are 65, consisting 50 teachers with 5 non PNS and 15 staff with 7 non PNS.

The condition of facilities and infrastructures, according to observation, the conditions of the facilities and infrastructure at MTsN 2 Palu are very adequate. This can be seen from several available facilities such as library, mosque, science laboratory/ computer rooms, uks room, halls, offices and class rooms that will support teaching learning process.

For more details, the researcher presents in table form as follows:

Table 3

The Condition of Facilities and Infrastructures at MTsN 2 Palu

2020/2021 Academic Year

No	Types of room	Amount of room	Size(m2)
1	Office	1	384 m2
2	Aula	1	204
3	Library	1	87,50
4	Science laboratory	1	289,80 m2
5	UKS building	1	117
6	Mosque	1	305
7	classroom	18+2 (emergency	

		class)	
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Based on the table above, it can be seen that the facilities and infrastructure at MTsN 2 Palu is very adequate but due to the earthquake on 28th September 2018, it resulted in some damage to the facilities and infrastructure at the school.

3. Vocabulary differences

From the students' conversation, it shows that men and women students had different style of choosing words in order to express their feelings. These differences of vocabulary choices can be seen in the numerous aspects below:

a. Adjectives

From the transcript, it was shown that women students preferred using more adjectives such as soft, wonderful, sweet, good, nice, and so forth. On the other hand, men seldom used adjectives. The use of more adjectives indicates that when women would like to describe their feeling and everything in the world, they tend to be more heedful and sensitive to the environment. In addition, women were fond of expressing their emotions by using vivid words that men seldom used.

b. Color Words

A sense of feminism usually belongs to women and they tend to use more color words to make something more vivid and colorful that men rarely use. For example: wow, amazing, extraordinary, unique, and so forth.

c. Adverbs

The language usage of differences between men and women could be seen in using adverbs. In this case, women more prefer using a number of adverbs as “so”, For instance: of course. Heeemmm mathematics is so difficult. Meanwhile, men tend to prefer using adverb “very”. For example: mathematics is very difficult.

d. Expletives and swear statements

Women perhaps are stylistically more flexible and gentle than men. Hence, they try avoiding uttering swear words because these words are considered to be uncomfortable and they belong to taboo words for women. Besides, those words are considered to be able to annoy the friendship with their friends. Indeed, women tend to apply linguistic devices that focus more on solidarity than men do. From the conversation, it shows that the woman students rarely utter swear words as “damn”. They used “oh my god” instead to express their feelings. For example: Wow Oh, my God! It’s so wonderful view!. Consequently, women more focus on the manners and politeness of using language. From the conversation, it also finds that man students did not use swear words like “damn” at all. They may consider that the environment where they study is based on religious study. Therefore, neither men nor women students uses both swear words and expletives.

e. Pronouns

Based on the conversation, woman students are fond of using first person plural pronouns to express something. On the other hand, the man students are more likely focus on using first person singular pronoun and the second person pronoun.

Example:

Women : **We** like mathematics

Men : No, **I** don't. It is just **you**

No	Vocabulary differences	Men	Women
1	Adjectives	Seldom use adjectives	More adjectives
2	Color words	Rarely use color words	More use color words
3	Adverbs	Prever using "very"	Prever using "so"
4	Expletives and swear statements	<ul style="list-style-type: none"> • Rarely flexible and gentle • Apply linguistic devices that did not focus on solidarity • Did not use swear words (sensitive words) 	<ul style="list-style-type: none"> • More flexible and gentle • Apply linguistic devices that more focus on solidarity • Utter swear words (sensitive words)

5	Pronouns	Focus on using first person singular pronoun and the second person pronoun	Fond of using first person plural pronouns to express something
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4. Attitude Differences

Man and woman students tend to have different style and attitude when they express something. In certain moments, men and women show their differences in uttering the expression. Men usually try to find out solutions directly when they have problems. Meanwhile, women tend to show their sympathy by expressing panic statements and melancholic gestures. Further, women often protest or complain when they find unlucky situations supported by emotional expression, instead of solutions. As it has been expressed by the woman students of MTsN 2 Palu in their conversation in which they felt panic when her friend sick.

For example:

Men : everyone, I got some bad news

Other women : what is is? What happened?

Men : Hafid is sick and he is at the hospital now, he had very high fever

Other women : oh my god! How can he get sick?

Other men : let's go visit him after school

From the above conversation, it shows that men do not get panic when they find such problem. Indeed, they are fond of trying to find a solution by asking someone else. Besides that, women tend to get more attention to use standard language than men. Therefore, they are reluctant of breaking the language rules. From the conversation, it also indicates that power is quite fundamental for men's linguistic behavior.

5. Correction grammar

The research shows that women tend to use more a standard grammar of English than men do. This indicates that women focus more on the correctness of grammar by using clear utterances of precise grammar.

Example:

Women : Good Morning, I want to introduce myself, my name is Aulia

Men : Good Morning, let me introduce my self, my name is Rafi

6. Non-verbal Differences

As it has been described previously that women tend to show politeness and pay more attention to correctness of grammar in their conversation that men seldom do. From the students' videos, it is found that women used more expressive gestures in their utterances by moving their hand, face, and other parts of body signifying the feeling, emotional and psychological state in their conversation, while men used less gesture

B. Discussion

In this research process, the researcher observed the student's activity and their daily communication at the school. And then, the researcher interviewed by asking the students several questions and asked them to do the dialogue. In order to know investigate numerous differences of using language between men and women students, and the conversation in the video was transcribed and analyzed to provide data by which the issue could be discussed. The conversation involved ten men and ten women. After having transcribed, the scripts of the video were analyzed from the vocabulary, attitude, correctness of grammar and non-verbal aspect using sociolinguistic analysis. The interview and dialogue was done at MTs N 2 Palu.

The researcher found that there are the differences caused by the culture differences. Generally, at the third grade of MTs N 2 Palu especially have three kinds of culture. There are Kailinese, Bugisnese, and Javanese. These differences culture also make differences in their communication. Not only in Indonesian use, the differences also affected the student's use of English. There are several different aspect from men and women. Firstly, the vocabulary differences shows that women were fond of expressing their emotions by using vivid words that men seldom used. Secondly, attitude differences shows that men do not get panic when they find such problem. Indeed, they are fond of trying to find a solution by asking someone else. Besides that, women tend to get more attention to use standard language than men. Thirdly, correction grammar differences shows that women tend to use more a standard grammar of English than men do. Finally,

non-verbal differences shows that women used more expressive gestures in their utterances by moving their hand, face, and other parts of body signifying the feeling, emotional and psychological state in their conversation, while men used less gestures.

CHAPTER V

CONCLUSION AND SUGGESTION

The last chapter consist of two subchapter. They are conclusions and suggestions. The conclusions were drawn from the result of analysis, findings, and discussions. The suggestions were given based on the finding of the analysis.

A. Conclusion

Based on the research finding, the researcher concluded that men and women speak differently in the process of communication. This finding can be seen from the result of the research,

1. Based on the result of the research, the differences in the use of English in MTs N 2 Palu especially at the third grade students are greatly influenced by sociolinguistic aspect. If the students come from different culture, men and women speak differently. When the students used English, the accent of each culture follows into their English. It also affects the intonation and accent when they use English. Women found it easier to adjust their accent and distinguish accents from the culture and accents of the English. While men found it difficult to distinguish. So, when using English men are often carried away with accents from their own culture. If the students come from different social and economy, the students has different stage of English. The students which come from the high social and economy status had a good ability in using English. It caused their ability to do

the extra learning such as courses out of the school time. While, the students which come from the low social and economy status had a less ability in using English because they did not get extra learning out of the school time.

2. After describing, it shows that in MTs N 2 Palu especially at the third grade students, the factors of sociolinguistic analysis that most influences students use of English is sociolinguistic aspect such as social and economic status. Because of the sociolinguistic aspect differences that each student has, it also affected their use of English.

B. Suggestion

Based on the findings of the research. The researcher suggested that further research remain to be made, notably providing deeper investigations, for instance, the concept of gender relation, how men and women speak and play their roles in the society and how topics are negotiated in the conversation. The researcher hopes that the result of this study can trigger the next researcher who conduct research in the same field. They can use this study as a reference or comparison that might be informative. Hopefully, further researchers need to use more and better samples to cover the weak elements in this research.

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APPENDIX

Questionnaire transcript.

1. do you like speak in english ?
2. do men and women have a different ways in using english?
3. What your opinion about english?
4. Do you agree with the statement that says that women more fastidious than men?
5. How do you respons the apologize?
6. How do you respons a bad news?
7. How do you respons a good news?

APPENDIX

Transcribed

Researcher : Hi everyone, so let's just start this meeting with introduce yourself please!

Student 1 (women) : Good morning, *I want to introduce myself*, my name is Aulia

Student 2 (men) : Good morning, *let me introduce myself*, my name is Rafi

Note: 4 from 5 women students use “**I want to introduce**”

3 from 5 men students use “**let me introduce**”

Researcher : Do you like speak in English?

Student (women) : Yes. (3 women students with yes)

Student (men) : No. (all of the men students)

Researcher : why?

Women : because it's *so* cool

Men : it's *very* difficult.

Researcher : how about mathematics?

Women : *we* like mathematics

Men : no, *I* don't. it's just you!

Researcher : Do you agree with the statement that says that women more fastidious than men?

Women : Yes, off course

Men : yes

Researcher : why?

Women : because men play it cool!

Men : because we are gentle

Researcher : okay, guys can I ask you to do the dialogue to express your feelings?

Students : yes miss

The dialogue between men and women

Men : everyone, I got some bad news

Women : what it is? What happened?

Men : Hafid is sick and he is at the hospital now, we had every high fever

Women : *oh my god! How can he get sick?*

Men : let's go visit him after school

Appendices

Documentation of Research















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PENGAJUAN JUDUL SKRIPSI

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Alamat	: Jl. Datu adam	HP	: 085656975574
Judul	:		

☒ Judul I

A sociolinguistic analysis of the gender on language use

☐ Judul II

Improving students speaking skill at grade X of smk n 1 palu of culinary art program through role play

☐ Judul III

Reciprocal teaching refers to an instructional activity in which students become a student the teacher in the small group reading comprehension

Palu, 29 Juli 2019

Mahasiswa,

SRI DEVA
NIM. 161160066

Telah disetujui penyusunan skripsi dengan catatan:

- Conduct the observation: why is it important?
- Increase the references article of journal

Pembimbing I: H. Nurdin, S.Sos, S.Pd, M.Com, Ph.D

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Ketua Jurusan,

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KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN
INSTITUT AGAMA ISLAM NEGERI PALU
NOMOR : 12/TAHUN 2019

TENTANG
PENETAPAN PEMBIMBING SKRIPSI MAHASISWA
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DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN

- Menimbang : a. bahwa penulisan karya ilmiah dalam bentuk skripsi merupakan salah satu syarat dalam penyelesaian studi pada jenjang Strata Satu (S1) di Fakultas Tarbiyah dan Ilmu Keguruan IAIN Palu, untuk itu dipandang perlu menetapkan pembimbing proposal dan skripsi bagi mahasiswa;
- b. bahwa saudara yang tersebut namanya di bawah ini dipandang cakap dan mampu melaksanakan tugas tersebut;
- c. bahwa berdasarkan pertimbangan pada huruf a dan b tersebut, perlu menetapkan keputusan Dekan Fakultas Tarbiyah dan Ilmu Keguruan IAIN Palu.
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2. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
3. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
4. Peraturan Pemerintah Nomor 37 Tahun 2009, tentang Dosen;
5. Peraturan Menteri Agama Nomor 47 Tahun 2015 tentang Statuta Institut Agama Islam Negeri Palu;
6. Keputusan Menteri Pendidikan Nasional Nomor 178/UJ/2001 tentang Gelar dan Lulusan Perguruan Tinggi;
7. Keputusan Menteri Agama tentang Pengangkatan Dekan Fakultas Tarbiyah dan Ilmu Keguruan IAIN Palu Nomor 44/tin.13/KP.07.6/01/2018 masa jabatan 2017-2021

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- Menetapkan : KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN INSTITUT AGAMA ISLAM NEGERI PALU TENTANG PENETAPAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN ILMU KEGURUAN INSTITUT AGAMA ISLAM NEGERI PALU

- KESATU : Menetapkan saudara :
1. H. Nurdin, S.Sos. S.Pd. M.Com. Ph.D
2. Khairuddin Yusuf, S.Pd.I, M.Phi
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- NIM : 16.1.16.0066
- Program Studi : Tadris Bahasa Inggris
- Judul Skripsi : A SOCIO-LINGUISTIC ANALYSIS OF THE GENDER ON LANGUAGE USE
- KEDUA : Tugas Pembimbing tersebut adalah membimbing dan mengarahkan mahasiswa, mulai penyusunan proposal sampai selesai menjadi sebuah karya ilmiah yang berkualitas dalam bentuk skripsi;
- KETIGA : Segala biaya yang timbul sebagai akibat dikeluarkannya keputusan ini, dibebankan pada dana DIPAL IAIN Palu Tahun Anggaran 2019
- KEEMPAT : Keputusan ini mulai berlaku sejak tanggal ditetapkan dengan ketentuan bahwa apabila di kemudian ternyata terdapat kekeliruan dalam keputusan ini maka diadakan perbaikan sebagaimana mestinya
- KELIMA : SALINAN keputusan ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Ditetapkan di : Palu
Pada Tanggal : Juli 2019

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2. Kepala Biro AUAK IAIN Palu.


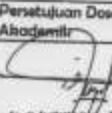
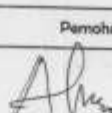


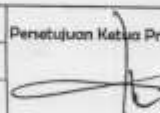
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Pembimbing : 1. H. Nurdin, S.Sos. S.Pd. M.com Ph.D
2. Khairudin Yusuf, S.Pd.T, M.Phil
Judul : A Sociolinguistic Analysis of the Gender on English
Use.

No.	Pernyataan	Checklist (ditandai oleh Ketua Prodi)		Ket.
		Ada	Tidak	
1	Fotokopi tanda bukti pembayaran SPP semester berjalan			
2	Fotokopi tanda bukti pembayaran Ujian.			
3	Fotokopi KIRING Nilai Sementara / KHS dari semester I-VII			
4	Memperlihatkan Power Point untuk bahan presentasi.			
5	Fotokopi Proposal Skripsi yang telah di acc oleh Dosen Pembimbing sebanyak 3 (Tiga) rangkap dengan map transparan warna hijau.			

Pertimbangan Pembimbing I/II	Persetujuan Dosen Pembimbing Akademik	Pemohon
 (H. Nurdin, S.Sos. S.Pd. M.com Ph.D) NIP. 19670301198905 1005	 (Khairudin Yusuf, S.Pd.T, M.Si) NIP. 198106142008012008	 (SRI DEVA) NIM. 161160066
Catatan Dosen Pembimbing I/II : Afifah S.Pd. M.Pd.	Catatan Dosen Pembimbing Akademik :	

Penguji : Afifah S.Pd. M.Pd.	Persetujuan Ketua Prodi  (Dr. H. Khairudin, S.Ag, M.Hum) NIP. 197907262000032002
Hari/Tgl : Selasa, 01 September 2020	
Waktu : 10.00	
Tempat :	



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Nomor : 164/In.13/F./PP.00. 9/08/2020 Palu 26 Agustus 2020
Sifat : Penting
Lamp :
Hal : Undangan Menghadiri Seminar Proposal Skripsi

Kepada Yth.

1. H. Nurdin, S.Sos., S.Pd., M.Com., Ph.D (Pembimbing I)
2. Khaeruddin Yusuf, S.Pd.I., M.Phil (Pembimbing II)
3. Afifah, S. Pd., M. Pd (Penguji)
4. Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan IAIN Palu

Di-

Palu

Assalamu Alaikum War. Wab

Dalam rangka kegiatan seminar proposal skripsi mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri (IAIN) Palu yang akan di presentasikan oleh :

Nama : Sri Deva
NIM : 16.1.16.0066
Jurusan/Kelas : TADRIS BAHASA INGGRIS (TBI)
Judul Skripsi : A Sociolinguistic Analysis of The Gender on English Use

Maka dengan hormat diundang untuk menghadiri Seminar Proposal Skripsi tersebut yang insya Allah akan dilaksanakan pada:

Hari/Tanggal : Selasa 1 September 2020
Waktu : 10.00 Wita - Selesai
Tempat : Ruang Munaqasyah Lt.2

Wassalam.

a.n. Dekan
Ketua Jurusan Tadris Bahasa Inggris

Dr. Hj. Nur Asmawati, S.Ag., M.Hum.
NIP. 19740726 200003 2 002

Catatan : Undangan ini di foto copy 7 rangkap, dengan rincian:

- a. 1 rangkap untuk dosen Pembimbing I (dengan proposal Skripsi).
- b. 1 rangkap untuk dosen Pembimbing II (dengan proposal skripsi).
- c. 1 rangkap untuk dosen Penguji (dengan proposal skripsi)
- d. 1 rangkap untuk Ketua Jurusan
- e. 1 rangkap untuk Subbag Umum Fakultas Tarbiyah dan Ilmu Keguruan.
- f. 1 rangkap Subbag AKMAH Fakultas Tarbiyah dan Ilmu Keguruan.
- g. 1 rangkap untuk ditempel pada papan pengumuman.



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TAHUN AKADEMIK 2019/ 2020

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Prodi : Tadris Bahasa Inggris (TBI - ...3...)
Judul Skripsi : A Sociolinguistic Analysis of The Gender on English Use
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II. Khaeruddin Yusuf, S.Pd.I., M.Phil
Penguji : Afifah, S.Pd., M.Pd

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4	JOHAN BUDARJANI	16.1.16.0058	TBI		
5	Rafits	16.1.16.0067	TBI		
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7	Salsabara	16.1.16.0076	TBI		
8	Ufiah Rahmawati	16.1.16.0068	TBI		
9	Nuraini A. Dg. Pascari	16.1.16.0073	TBI		
10	Mohammad Idris	17.1.16.0063	KPI		
11	KAUWALAN	16.1.16.0061	MPI		
12	Mah - Israhaniyah	15.3.09.0024	HKI		

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NIP.

Palu,

2020

Penguji,

Afifah, S.Pd., M.Pd
NIP.

Mengetahui
a.n. Dekan
Ketua Prodi TBI,



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UJIAN PROPOSAL SKRIPSI

ada hari ini, Selasa, tanggal 1 bulan September tahun 2020, telah dilaksanakan Ujian Proposal Skripsi
nama
IM
Prodi
Judul Skripsi
Pembimbing
Penguji

Sri Deva

16.1.190008

Tadris Bahasa Inggris (TBI) - S1

A Sociolinguistic Analysis of The Gender on English Use

I. H. Nurhidayah, S.Pd., M.Pd., M.Hum.

II. Khairuddin Khalid, S.Pd., M.Pd.

Alifah, S.Pd., M.Pd.

SARAN-SARAN PENGUJI/PENYEMING

NO.	YANG DINILAI	NILAI	PERBAIKAN
1.	ISI	90	
2.	BAHASA & TEKNIS PENULISAN	85	Perbaikan format penulisan, serta penulisan kalimat yang lebih lugas dan jelas.
3.	METODOLOGI	85	Perbaikan format penulisan, serta penulisan kalimat yang lebih lugas dan jelas.
4.	PENGUASAAN	90	
5.	JUMLAH	350	
6.	NILAI RATA-RATA	$\frac{350}{4} = 87,5$	

Palu, 01 September 2020

Penguji,

Alifah, S.Pd., M.Pd.

NIP. 198712122008012001

Mengetahui

Dekan

Prodi TBI,

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P. 19740726 200003 2 002

Skala Penilaian

85 - 100	A
80 - 84	B
75 - 79	C
70 - 74	D
65 - 69	E

Lainnya

Edit



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UJIAN PROPOSAL SKRIPSI

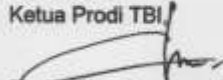
Pada hari ini, Selasa, tanggal 1 bulan September tahun 2020, telah dilaksanakan Ujian Proposal Skripsi :

Nama : Sri Deva
NIM : 16.1.160066
Prodi : Tadris Bahasa Inggris (TBI -²)
Judul Skripsi : A Sociolinguistic Analysis of The Gender on English Use
Pembimbing : I. H. Nurdin, S.Sos., S.Pd., M.Com., Ph.D
II. Khaeruddin Yusuf, S.Pd.I., M.Phil
Penguji : Affah, S.Pd., M.Pd

SARAN-SARAN PENGUJI/PEMBIMBING

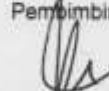
NO.	YANG DINILAI	NILAI	PERBAIKAN
1.	ISI	85	-
2.	BAHASA & TEKNIS PENULISAN	85	-
3.	METODOLOGI	85	-
4.	PENGUASAAN	85	-
5.	JUMLAH	340	
6.	NILAI RATA-RATA	85	

Mengetahui
a.n. Dekan
Ketua Prodi TBI


Dr. Hj. Nur Asmawati, S.Ag., M.Hum.
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Palu, 20__

Pembimbing I,


H. Nurdin, S.Sos., S.Pd., M.Com., Ph.D
NIP.



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BERITA ACARA
UJIAN PROPOSAL SKRIPSI

Pada hari ini, Selasa, tanggal 1 bulan September tahun 2020, telah dilaksanakan Ujian Proposal Skripsi :

Nama : Sri Deva
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Prodi : Tadris Bahasa Inggris (TBI - ...3...)
Judul Skripsi : A Sociolinguistic Analysis of The Gender on English Use
Pembimbing : I. H. Nurdin, S.Sos., S.Pd., M.Com., Ph.D
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Penguji : Afifah, S.Pd., M.Pd

SARAN-SARAN PENGUJI/PEMBIMBING

NO.	YANG DINILAI	NILAI	PERBAIKAN
1.	ISI		
2.	BAHASA & TEKNIS PENULISAN		
3.	METODOLOGI		
4.	PENGUASAAN		
5.	JUMLAH		
6.	NILAI RATA- RATA	89	

Mengetahui
a.n. Dekan
Ketua Prodi TBI,

Dr. Hl. Nur Asmawati, S. An. M Hum

Palu, 20__

Pembimbing II,

Khaeruddin Yusuf, S. Pd.I., M. Phil



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PALU
الجامعة الإسلامية الحكومية فالو
STATE INSTITUTE FOR ISLAMIC STUDIES PALU
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Website : www.iainpalu.ac.id, email : humas@iainpalu.ac.id

Nomor : 90 /In.13/F.I.1/PP.00.9/01/2021
Lampiran : 3 (rangkap)
Hal : Penyampaian Jadwal Menguji Komprehensif

Palu, 25 Januari 2021

Kepada Yth.
Bapak/Ibu Dosen Penguji
Dr. Rusdin, M.Pd.
Di
Palu

Assalamu Alaikum War. Wab.

Sehubungan dengan pelaksanaan Ujian Komprehensif pada Fakultas Tarbiyah dan Ilmu Keguruan Tahun Akademik 2020/2021 dengan ini kami sampaikan kepada Bapak/Ibu Dosen, untuk melaksanakan Ujian Komprehensif dimaksud sebagaimana jadwal dibawah ini :

No	Nama/NIM	Smt/Jur	Hari/Tgl/ Jam	Materi	Penguji
1.	SRI DEVA/ 16.1.16.0066	IX/TBIG-3	Kamis, 28 Januari 2021/ 08.30- Selesai	ILMU PENDIDIKAN ISLAM METODE KHUSUS PENDIDIKAN TADRIS BAHASA INGGRIS METODE STUDI ISLAM	Dr. Rusdin, M.Pd. Dr. Hj. Nur Asmawati, S.Ag., M.Hum. A. Markarna, S.Ag., M.Th.I.

Demikian penyampaian ini atas kerja sama yang baik diucapkan terima kasih.

Wassalamu Alaikum War. Wab.

a.n. Dekan
Wakil Dekan Bidang Akademik
Dan Pengembangan Kelembagaan,

Drs. Syahril, MA.
NIP. 196304011992031004

Catatan :

1. Untuk Mata Ujian Metode Studi Islam (MSI) Mahasiswa Diwajibkan Membaca Al-Qur'an.
2. Materi Ujian Komprehensif Mengacu Pada Bahan Materi Yang Telah Ditetapkan Oleh Fakultas.
3. Bagi Dosen Yang Belum Memiliki Bahan Materi Ujian Komprehensif Dapat Mengambil Di Kantor Fakultas.



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Nomor : 58 /In.13/F.I.1/PP.00.9/D1/2021
Lampiran : 3 (rangkap)
Hal : Penyampaian Jadwal Menguji Komprehensif

Palu, 25 Januari 2021

Kepada Yth.
Bapak/Ibu Dosen Penguji
A. Markarna, S.Ag., M.Th.I.
Di
Palu

Assalamu Alaikum War. Web.

Sehubungan dengan pelaksanaan Ujian Komprehensif pada Fakultas Tarbiyah dan Ilmu Keguruan Tahun Akademik 2020/2021, dengan ini kami sampaikan kepada Bapak/Ibu Dosen, untuk melaksanakan Ujian Komprehensif dimaksud sebagaimana jadwal dibawah ini :

No.	Nama/NIM	Smt/Jur	Hari/Tgl/ Jam	Materi	Penguji
1.	SRI DEVA/ 16.1.16.0066	IX/TBIG-3	Kamis, 26 Januari 2021/ 08.30- Selesai	ILMU PENDIDIKAN ISLAM	Dr. Rusdin, M.Pd.
				METODE KHUSUS PENDIDIKAN TADRIS BAHASA INGGRIS	Dr. Hj. Nur Asmawati, S.Ag., M.Hum.
				METODE STUDI ISLAM	A. Markarna, S.Ag., M.Th.I.

Demikian penyampaian ini atas kerja sama yang baik diucapkan terima kasih.

Wassalamu Alaikum War. Web.

a.n. Dekan
Wakil Dekan Bidang Akademik
Dan Pengembangan Kelembagaan,

Drs. Syahril, MA.
NIP. 196304011992031004

Catatan :

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Website : www.iainpalu.ac.id, email : home@iainpalu.ac.id

Nomor : 2076 /In.13/F.IPP.00.9/12/2020
Lampiran :
Hal : Izin Penelitian Untuk
Menyusun Skripsi

Palu, 9 Desember 2020

Yth. Kepala Sekolah Madrasah Tsanawiyah Negeri 2 Palu
Di
Tempat

Assalamualaikum w.w

Dengan hormat, dalam rangka Penyusunan Tugas Akhir (Skripsi) oleh Mahasiswa pada Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Palu :

Nama : Sri Deva
NIM : 16.1.16.0066
Tempat Tanggal Lahir : Palu, 8 Desember 1998
Semester : IX
Program Studi : Tadris Bahasa Inggris
Alamat : Jl. Lagarutu
Judul Skripsi : A SOCIO-LINGUISTIC ANALYSIS OF THE GENDER ON ENGLISH USE
No. Hp : 0821 1781 7424

Dosen Pembimbing :

1. Prof. H. Nurdin, S.Pd., S.Sos., M.Com., Ph.D
2. Khaeruddin Yusuf, S.Pd.I., M.Phil

maka bersama ini kami mohon kiranya agar mahasiswa yang bersangkutan dapat diberi izin untuk melaksanakan penelitian di Sekolah Madrasah Tsanawiyah Negeri 2 Palu

Demikian, atas perkenannya diucapkan terima kasih.

Wassalam,

Dekan,

Dr. Mohamad Idhan, S.Ag., M.Ag.
NIP. 197201262000031001

Tembusan :

1. Rektor IAIN Palu;
2. Kepala Biro AUAK IAIN Palu;
3. Dosen Pembimbing;
4. Mahasiswa yang bersangkutan.



KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KOTA PALU
MADRASAH TSANAWIYAH NEGERI 2 KOTAPALU
Jalan Labu No. 26 B Kelurahan Duyu Kec. Tatanga
Telepon (0451) 462195 Email : mtsn2kotapalu@gmail.com

SURAT KETERANGAN MENELITI

Nomor : 490 /mts 22.02.02/PP.005/12/2020

Menindaklanjuti Surat Permohonan Izin Penelitian Dekan Fakultas Tarbiyah IAIN Palu Dengan Nomor : 2096/In.13/F.PP.00.9/12/2020 dengan menyesuaikan Edaran Kepala Kantor Wilayah Kementerian Agama Prov. Sulteng dengan No.2070/Kw.22.4/4/PP.00/07/2020. Yang dilaksanakan secara Luring (Tatap Muka).

Yang bertanda tangan dibawah ini :

Nama	: H. Muh.Syamsu Nursi, S.Pd.I.,MM
Nip	: 197907112007011013
Pangkat/Gol	: Penata Tkt I III.d
Jabatan	: Kepala Madrasah
Unit Kerja	: MTs Negeri 2 Kota Palu
Alamat	: Jl Labu No 26 B Palu

Dengan ini menerangkan bahwa :

Nama	: Sri Deva
No Stambuk	: 16.1.06.0066
Jurusan	: Tadris Bahasa Inggris
Program Study	: Bahasa Inggris

Benar telah melaksanakan penelitian pada Madrasah Tsanawiyah Negeri 2 Kota Palu pada tanggal 26 Oktober s/d 27 November 2020 dengan judul Penelitian : "A SOCIOLINGUISTIC ANALYSIS OF THE GENDER ON ENGLISH USE AT MTs.NEGERI 2 KOTA PALU"

Demikian surat keterangan ini dibuat untuk di ketahui dan dipergunakan sebagaimana mestinya

Palu 8 Desember 2020

An Kepala Tata Usaha MTs.N 2 Palu

Mohamad Taufik S.Sos
Nip.1965710301989021001



BUKU KONSULTASI Pembimbingan Skripsi

Nama : SRI DEVA
NIM : 11110066
Jurusan/Prodi : Tadris Bahasa Inggris
Judul Skripsi : A Sociolinguistic Analysis of the
Greeting in August 1950
.....
.....
.....

FAKULTAS TARBIYAH & ILMU KEGURUAN
INSTITUT AGAMA ISLAM NEGERI
(IAIN) PALU

BUKU KONSULTASI
PEMBIMBINGAN PENULISAN SKRIPSI

Photo
2 X 3

NAMA : SRI DEVA

NIM: 1611100066

JURUSAN : Tadris Bahasa Inggris

PEMBIMBING : 1. H. Mardian, S.Pd, S.Pd, M.Pd, Ph.D.
2. Khurroddin Yusuf, S.Pd, M.Pd

ALAMAT :

NO. HP :

JUDUL SKRIPSI

A Sociolinguistic Analysis of the Gender and
Language Use.

5. Dekan menetapkan dan menerbitkan surat keputusan tim dosen penguji munaqasyah skripsi yang telah ditunjuk oleh Ketua Jurusan/Wakil Dekan Bidang Akademik dan Pengembangan Kelembagaan.
6. Ketua Jurusan Cq. Bidang Akmah menerbitkan jadwal dan undangan ujian untuk seluruh tim dosen penguji.
7. Mahasiswa melaksanakan ujian skripsi yang dipimpin oleh 1 orang ketua tim penguji dan di tambah 4 orang penguji.
8. Ketua tim penguji mempersiapkan segala kelengkapan administrasi ujian munaqasyah skripsi.
9. Tim penguji menyerahkan hasil penilaian kepada ketua tim penguji, selanjutnya ketua tim menyerahkan berkas nilai ujian skripsi beserta kelengkapannya ke Subbag. Akmah untuk penetapan nilai akhir dan pelaksanaan Yudisium.

JURNAL KONSULTASI PEMBIMBINGAN PENULISAN SKRIPSI

Nama : J.R. PEVA
NIM : 14116062
Jurusan/Prodi : Tadris Bahasa Inggris
Judul Skripsi : A DISCUSSION OF THE Gender on language use











Pembimbing I : H. Nurdin, S.Sos, S.Pd, M.com Ph.D
Pembimbing II : Khairudin Yusuf, S.Pd, M. Phil.

No.	Hari/Tanggal	Bab	Saran Pembimbing	Tanda Tangan
25/12/20			Perbaikan judul	u
26/12/20			ganti lagunya dgn English	u
27/12/20			tambahan premiss Header	u
28/12/20			Sampe 3	u
29/12/20			tambahan Rambu dan	u
30/12/20			Solusi linguistic	u
31/12/20			tambahan answer men	u
1/1/21			dan women in	u
			ling language	u

No.	Hari/Tanggal	Bab	Saran Pembimbing	Tanda Tangan
	29/11/21	III	tambah teknik analisis data	h
	29/11/21	III	perbaiki penulisan daftar pustaka - penulisan harus lengkap mulai dari nomor, judul, tahun, penerbit, ds dan judul pokok dan literatur yang baru - baru	h
	29/11/21	III	perbaiki penulisan daftar pustaka - penulisan harus lengkap mulai dari nomor, judul, tahun, penerbit, ds dan judul pokok dan literatur yang baru - baru	h

No.	Hari/Tanggal	Bab	Saran Pembimbing	Tanda Tangan
	19/11/21		page 23 donot use connecting word at beginning of a sentence page 36 move a table to paragraph teen between men and women appandix pledge fix the error	h
	19/11/21			h
	19/11/21			h

FOTO 3 X 4

NO.	HARI/TANGGAL	NAMA	JUDUL SKRIPSI	DOSEN PEMBIMBING	TANDA TANGAN DOSEN PEMBIMBING
1	Senin, 30/08/2020	Nur Anis Ariyo Pratomo	The teacher strategy in teaching english during the covid-19 pandemic the parents grade students of MIS 2 Pulu	1. Drs. Muhammad Ihsan H. Ag 2. Auli Muhammad Shaleh, S.Pd, M.Pd	
2	Selasa 01/09/2020	Niti Hadaryah	Strategi Kipara Sekolah dalam Integrasi Kurikulum di SMA Negeri 1 Bontomatene	1. Dr. H. Azron, M. Pd 2. Hanika S. Ag, M. Ag	
3	Selasa 01/09/2020	Arisan	Persepsi Mahasiswa terhadap program Penerimaan Peserta Didik Baru pada mata pelajaran PAI Di Bontomatene, Bce. Toraja	1. Dr. Rusi Thomas, Sp. Pd. 1 2. Kigandasan Jusuf, S. Pd. 1	
4	Senin 09/09/2020	Shari Anwarmanu	The influence of media slide on students learning result of MIS Al-Hikmah Bontawu	1. 2.	
5	Senin 13/10/2020	Wahyu Fauzan Malsale	The effectiveness of using stick strategy to increase students' achievement to the fourth grade students at SMP Negeri Bontoluar	1. Dr. H. Nur Kurniawan, S. Ag, M. Pd 2. Mrs. Lenohana S. Pd., M. Pd.	
6	Senin 07/10/2020	Ahmed Rifa'i	Efektifitas organisasi belajar jurnalis apollo jolo dalam meningkatkan kompetensi jurnalis freelance profesionalisme	1. Dr. Mida Ali, M. Pd. I 2. Dr. A. Mediawati, SE., M. Pd. I	
7	Senin 11/11/2020	Munawiyah	Kemampuan manajerial kepala sekolah dalam meningkatkan kinerja di SMP Al-amin	1. Drs. Syahri, MA 2. Dr. Jhany, S. Ag, M. Pd.	
8	Kamis, 21-01-2021	Umiy Khamidah	The use of visualization strategy in Reading comprehension grade Eight at SMP Negeri	1. Dr. Darius Juhari Budhi, S. Pd 2. Azzah, S. Pd., M. Pd.	
9	Kamis, 28-01-2021	Satrian S. Karam	Penerapan model kooperatif tipe STAD dalam meningkatkan kemampuan analisis logis siswa kelas II di SMP Negeri Bontoluar	1. Dr. Guntur S. Pd., M. Pd. 1 2. Asda S. S., M. Pd	
10				1. 2.	

Catatan : Kartu ini merupakan persyaratan untuk mendaftar seminar menemuk ulan skripsi

CURRICULUM VITAE



A. Researcher Identity

Name : Sri Deva
Date of Birth : Palu, December 08 1998
Gender : Female
Religion : Islam
Department : English Department
Faculty : Teacher Training and Tarbiyah Faculty
NIM : 16.1.16.0066
Phone Number : 082117817424
Address : jl. Yos Sudarso, Kel. Bantaya. Kec. Parigi. Kab. Parigi
Moutong

Father
Name : Haryun
Religion : Islam
Education : Elementary School
Work : Farmer
Address : jl. Yos Sudarso, Kel. Bantaya. Kec. Parigi. Kab. Parigi
Moutong

Mother
Name : Fadlia Hj. Ishak
Religion : Islam
Education : Senior High School
Work : House wife
Address : jl. Yos Sudarso, Kel. Bantaya. Kec. Parigi. Kab. Parigi
Moutong