APPENDIX 1

SCHEME OF THE RESEARCH

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┌─────────────────────────────────────────────────────────┐
│  Critical Discourse Analysis of BTS Commencement Speech   │
│              on "Dear Class of 2020"                       │
└─────────────────────────────────────────────────────────┘
                          │
          ┌───────────────────────────────┐
          │  Critical Discourse Analysis   │
          └───────────────────────────────┘
                          │
    ┌─────────────────┐        ┌──────────────────────┐
    │ Social Problem  │        │ Language and Ideology │
    └─────────────────┘        └──────────────────────┘
                                     │
                     ┌───────────┐        ┌──────────┐
                     │ Language  │        │ Ideology │
                     └───────────┘        └──────────┘
                          │                    │
    ┌────────────────────┐ ┌──────────────┐ ┌───────────────┐ ┌────────────────┐
    │Figurative Language │ │Macrostructure│ │Superstructure │ │ Microstructure │
    └────────────────────┘ └──────────────┘ └───────────────┘ └────────────────┘
              │                   │                 │                 │
        ┌───────────┐        ┌──────────┐    ┌──────────┐      ┌──────────┐
        │ Hyperbole │        │ Thematic │    │Schematic │      │ Semantic │
        └───────────┘        └──────────┘    └──────────┘      └──────────┘
        ┌───────────┐                                          ┌──────────┐
        │  Simile   │                                          │Syntactic │
        └───────────┘                                          └──────────┘
        ┌───────────┐                                          ┌──────────┐
        │ Metaphor  │                                          │Stylistic │
        └───────────┘                                          └──────────┘
                                                               ┌──────────┐
                                                               │ Rhetoric │
                                                               └──────────┘

┌─────────────────────────────────────────────────────────┐
│  Critical Discourse Analysis of BTS Commencement Speech   │
│              on "Dear Class of 2020"                       │
└─────────────────────────────────────────────────────────┘
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POSTER OF THE RESEARCH

CRITICAL DISCOURSE ANALYSIS ON BTS COMMENCEMENT SPEECH IN "DEAR CLASS OF 2020"

MICHELLA GRACIA SERAFIKA - 2018130145

BACKGROUND OF THE PROBLEM

A SOCIAL ISSUE IN SOCIETY MAY BE A CONDITION THAT HAS TERRIBLE EFFECT FOR A TREMENDOUS NUMBERS OF INDIVIDUALS. THERE'S A LOT OF ISSUE IN OUR SOCIETY SUCH AS CLIMATE ALTER, WARS, DISPARITY, DESTITUTION, DEVOUT CLASHES, SEXUAL ABUSE AND MANY MORE. NUMEROUS SORTS OF AWFUL CONDITIONS EXIST. DEAR CLASS OF 2020 IS A VIRTUAL GRADUATION EVENT LIVE EVENT THAT HAPPEN ON JUNE 7, 2020 ON YOUTUBE. A SOCIAL PROBLEM IN SOCIETY IS A CONDITION THAT HAS BAD EFFECT FOR A HUGE NUMBERS OF PEOPLE. THERE IS A LOT OF PROBLEM IN OUR SOCIETY SUCH AS CLIMATE CHANGE, WARS, INEQUALITY, POVERTY, RELIGIOUS CONFLICTS, SEXUAL ASSAULT AND MANY MORE.

FORMULATION OF THE PROBLEM

BASED ON THE LIMITATION OF THE PROBLEM , I FORMULATE THE PROBLEM:

1. WHAT ARE THE SOCIAL PROBLEMS IN SOCIETY IN THE SPEECH?
2. HOW DO THE LANGUAGE AND IDEOLOGY EXPLAIN THE SPEECH?

OBJECTIVE OF THE PROBLEM

BASED ON THE FORMULATION OF THE PROBLEM, THE AIM OF THIS RESEARCH IS:

1. TO EMPHASIZE THE SOCIAL PROBLEMS IN SOCIETY IN THE SPEECH.

2. TO EXPLAIN THE LANGUAGE AND IDEOLOGY IN THE SPEECH.

RESEARCH FINDING

I FIND IN BTS'S COMMENCEMENT SPEECH IS THAT THERE ARE SOME SOCIAL PROBLEMS THAT RELATE TO THE 2020 GRADUATES AND EVEN US AS A HUMAN BEING, AND ALSO I FOUND THAT SOME OF THE SPEECH IS NOT CONVEYED OBVIOUSLY IN THEIR SPEECH, BUT BRINGS DIFFERENT MEANING TO GIVES A GREATER EFFECT ON ITS SPEECH AND IT IS CALLED FIGURATIVE LANGUAGE, AND IN THE FIGURATIVE LANGUAGE I FIND HYPERBOLE, SIMILE, AND METAPHOR. I ALSO FOUND THREE LEVELS OF DISCOURSE STRUCTURE BY VAN DIJK IN ANALYZING THE IDEOLOGY, SUCH AS MACROSTRUCTURE, SUPERSTRUCTURE AND MICROSTRUCTURE.

CONCLUSION

A SOCIAL PROBLEM IN SOCIETY IS A CONDITION THAT HAS BAD EFFECT FOR A HUGE NUMBER OF PEOPLE. IN 2020, BTS GOT A CHANCE TO GIVE A SPEECH IN LIVE STREAMING GRADUATION EVENT WHICH IS HELD BY YOUTUBE CALLED "DEAR CLASS OF 2020". THIS EVENT IS HAPPENED BECAUSE THE STUDENT IN ALL LEVELS COULDN'T DO THE GRADUATION PROPERLY DUE TO THE COVID-19. I FOUND THERE ARE A LOT OF SOLUTION AND SOME CALMING ADVICE THAT BTS GIVEN TO THE 2020 GRADUATES IN "DEAR CLASS OF 2020" GRADUATION EVENTS. FOR THE LANGUAGE AND IDEOLOGY, I USE A DIFFERENT THEORY. IN ANALYSING THE LANGUAGE, I USE FIGURATIVE LANGUAGE THAT USES FIGURES OF SPEECH. FIGURATIVE IS RELATED WITH MEANING. FIGURATIVE LANGUAGE HAS 11 TYPES WHICH ARE METAPHOR, SIMILE, PERSONIFICATION, APOSTROPHE, HYPERBOLE, LITOTES, METONYMY, SYNECDOCHE, TRANSFERRED EPITHET, PARADOX, AND PUN. BUT IN MY RESEARCH, I ONLY USED SEVERAL TYPES OF FIGURATIVE LANGUAGE. THE MOST OF THE FAMILIAR FIGURATIVE LANGUAGE WHICH WILL BE ANALYZED IN THIS STUDY ARE SOME TYPES INCLUDING HYPERBOLE, SIMILE, AND METAPHOR. IN IDEOLOGY, I USE THREE LEVELS OF DISCOURSE STRUCTURE BY VAN DIJK, SUCH AS MACROSTRUCTURE, SUPERSTRUCTURE, AND MICROSTRUCTURE.

APPENDIX 3
PRESENTATION SLIDES

CRITICAL DISCOURSE ANALYSIS ON BTS
COMMENCEMENT SPEECH IN DEAR CLASS OF 2020

Michella Gracia Serafika

2018130145

ENGLISH LANGUAGE AND CULTURE DEPARTMENT PROGRAM
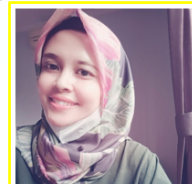
DARMA PERSADA UNIVERSITY

JAKARTA 2022

Gratitude to :

The Head of Board Examiner
Alia Afiyati, SS, M.Pd

Examiner
Dr. Yoga Pratama, M.Pd.

Advisor
Fridolini, S.S., M.Hum.

BACKGROUND OF THE PROBLEM

Background of the Event	Social Problem in Society

Ideology	Language

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IDENTIFICATION OF THE PROBLEM

I identify that there are social problems in society that BTS's mention in their speech.

I also identify that there are language and ideology involved in BTS's speech.

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FORMULATION OF THE PROBLEM

1. What are the social problems in society in the speech?

2. How do the language and ideology explain the speech?

FRAMEWORK OF THE THEORIES

Here is the framework of the theories:
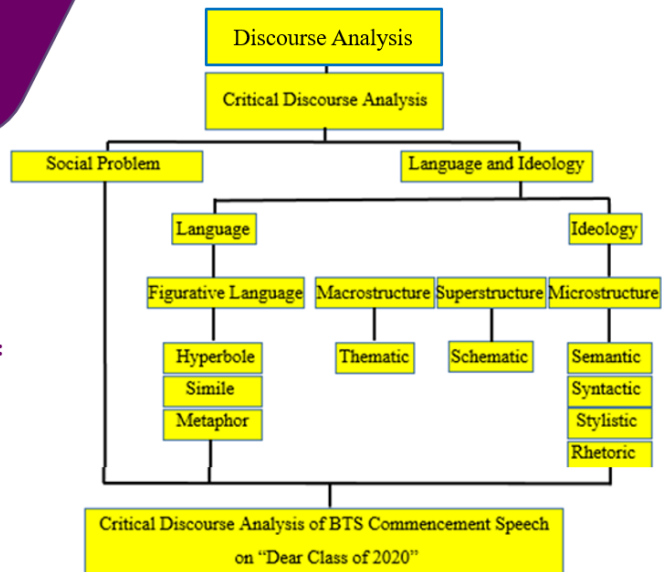
METHOD OF THE RESEARCH

- This research use qualitative method approach. Qualitative approach is a method that use inductive analytical approach. Inductive analysis refers to approaches that primarily using the detailed readings of raw data.

- The main object about this research is about BTS Commencement Speech in "Dear Class of 2020".

Research Finding and Analysis

DATA ANALYSIS

- **In BTS's Commencement Speech there are some social problems that relate to the 2020 graduates.**

- **I found that some of the speech is not conveyed obviously in their speech, but brings different meaning to gives a greater effect on its speech and it is called Figurative Language**

- **I also found three levels of discourse structure by Van Dijk in analyzing the ideology, such as macrostructure, superstructure and microstructure.**

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CONCLUSION

1	I summarized the results in this research. In this research, I found several social problems in BTS speech that relates to 2020 graduates. Social problems that I found here is based on my personal opinion and analysis in a daily basis. In the speech, I found 7 social problems that BTS mention in the speech.
2	For the language and ideology, I use a different theory. In analysing the language, I use figurative language. But, in my research, I only used several types of figurative language. The most of the familiar figurative language which will be analyzed in this study are some types including hyperbole, simile, and metaphor. In ideology, I use three levels of discourse structure by Van Dijk, such as macrostructure, superstructure, and microstructure.

APPENDIX 4
TOEIC CERTIFICATE

ETS TOEIC
LISTENING AND READING
OFFICIAL INSTITUTIONAL SCORE REPORT

KNOW ENGLISH. KNOW SUCCESS.

Name	Michella Gracia Serafika

Identification Number	Date of Birth (yyyy/mm/dd)
6403055603000002	2000/03/16

Test Date (yyyy/mm/dd)	Valid Until (yyyy/mm/dd)
2022/01/15	2024/01/15

LISTENING Your score (430) 5 ▬▬▬ 495

READING Your score (295) 5 ▬▬▬ 495

TOTAL SCORE (725)

Client/Institution Name: Putra Pratama Raya, PT

PT International Test Center, Plaza Sentral, 17th Floor, Jl. Jend Sudirman, Kav 47, Jakarta, Indonesia, 12930

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This score report is intended for use only by the institution which sponsored the test administration.

Detach Here

LISTENING

Your scaled score is between 400 and 495. Test takers who score around 400 typically have the following strengths:
- They can infer the central idea, purpose, and basic context of short spoken exchanges across a broad range of vocabulary, even when conversational responses are indirect or not easy to predict.
- They can infer the central idea, purpose, and basic context of extended spoken texts across a broad range of vocabulary. They can do this even when the information is not supported by repetition or paraphrase and when it is necessary to connect information across the text.
- They can understand details in short spoken exchanges, even when negative constructions are present, when the language is syntactically complex, or when difficult vocabulary is used.
- They can understand details in extended spoken texts, even when it is necessary to connect information across the text and when this information is not supported by repetition. They can understand details when the information is paraphrased or when negative constructions are present.

To see weaknesses typical of test takers who score around 400, see the *Proficiency Description Table.

READING

Your scaled score is between 250 and 350. Test takers who score around 250 typically have the following strengths:
- They can make simple inferences based on a limited amount of text.
- They can locate the correct answer to a factual question when the language of the text matches the information that is required. They can sometimes answer a factual question when the answer is a simple paraphrase of the information in the text.
- They can sometimes connect information within one or two sentences.
- They can understand easy vocabulary, and they can sometimes understand medium-level vocabulary.
- They can understand common, rule-based grammatical structures. They can make correct grammatical choices, even when other features of language, such as difficult vocabulary or the need to connect information, are present.

To see weaknesses typical of test takers who score around 250, see the *Proficiency Description Table. If your performance is closer to 350, you should also review the descriptors for test takers who score around 350.

ABILITIES MEASURED	PERCENT CORRECT OF ABILITIES MEASURED
	Your Percentage 0% — 100%

ABILITIES MEASURED	PERCENT CORRECT OF ABILITIES MEASURED
	Your Percentage 0% — 100%

LISTENING Abilities	%
Can infer gist, purpose and basic context based on information that is explicitly stated in short spoken texts	95
Can infer gist, purpose and basic context based on information that is explicitly stated in extended spoken texts	85
Can understand details in short spoken texts	94
Can understand details in extended spoken texts	78

READING Abilities	%
Can make inferences based on information in written texts	68
Can locate and understand specific information in written texts	78
Can connect information across multiple sentences in a single written text and across texts	66
Can understand vocabulary in written texts	56
Can understand grammar in written texts	62

* Proficiency Description Table can be found on our web site, www.ets.org/toeic

HOW TO READ YOUR SCORE REPORT:

Percent Correct of Abilities Measured:
Percentage of items you answered correctly on this test form for each one of the Abilities Measured. Your performance on questions testing these abilities cannot be compared to the performance of test-takers who take other forms or to your own performance on other test forms.

Note: TOEIC scores more than two years old cannot be reported or validated.

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APPENDIX 5

CERTIFICATES

FAKULTAS ADAB DAN ILMU BUDAYA
UIN SUNAN KALIJAGA YOGYAKARTA

SERTIFIKAT

Nomor: B-1382/Un.02/DA/PM.03.2/09/2021
diberikan kepada

Michella Gracia Serafika

sebagai

PESERTA

pada
BI-WEEKLY FORUM Fakultas Adab dan Ilmu Budaya:
Kuliah Umum Program Studi Bahasa dan Sastra Arab dengan tema
"Psikolinguistik dan Psikologi Sastra dalam Kajian Bahasa dan Sastra Arab"
Pada tanggal 13 September 2021

Yogyakarta, 13 September 2021
Dekan Fakultas Adab dan Ilmu Budaya

Dr. Muhammad Wildan, M.A.

E-SERTIFIKAT

Diberikan Kepada :

Michella Gracia Serafika

Atas Partisipasinya Sebagai Peserta Kuliah Umum "Bahasa dan Realitas: Mengulik Peran Bahasa
Dalam Membentuk *The New Normal*" Yang diselenggarakan Oleh
Program Studi Bahasa dan Kebudayaan
Inggris (S1) dan Bahasa Inggris (D3)

Jakarta, 17 Juni 2020

Ketua Penyelenggara

Fridolini, S.S, M.Hum

Dekan Fakultas Sastra

Dr. Ir. Eko Cahyono, M. eng

PUSAT STUDI INOVASI DAN KEWIRAUSAHAAN
UNIVERSITAS DARMA PERSADA

SERTIFIKAT

Diberikan kepada:

Michella Gracia Serafica

Atas partisipasinya sebagai:

PESERTA

Dalam kegiatan "SOSIALISASI PROGRAM KREATIVITAS MAHASISWA"
pada Kamis, 18 Februari 2021

Rektor

Dr. Tri Mardjoko, S.E., M.A.

SERTIFIKAT

Sertifikat ini diberikan kepada

Michella Gracia Serafika

Sebagai PESERTA Acara

Sabtu Bersama Alumni : EARLY PREPARATION IS THE START OF A BRILLIANT CAREER

Dr. Yoga Pratama, SS, M.PD

Hafizh Baihaqi
Ketua HIMASINDA

Avenia Christabella
Ketua PELAKSANA

APPENDIX 6
TERM-PAPER COUNSELLING FORM
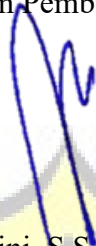
Nama Mahasiswa   : Michella Gracia Serafika

Dosen Pembimbing   : Fridolini, S.S M.Hum

Judul Skripsi   : Critical Discourse Analysis on BTS
Commencement Speech in "Dear Class of 2020"

Mulai Bimbingan   : 21 September 2021

Tahun Akademik   : 2021/2022

No.	Hari dan Tanggal	Catatan Pembimbing	Paraf
1.	Selasa, 21 September 2021	Review proposal skripsi Bab 1, perbaikan isi bab 1, memahami struktur bab 2 sesuai buku pedoman skripsi.	
2.	Kamis, 21 Oktober 2021	Membahas dan mengoreksi theoretical framework, memperbaiki struktur susunan sub-bab di bab 2.	
3.	Minggu, 05 Desember 2021	Membahas dan mengkoreksi research methods, memahami struktur bab 4 sesuai buku pedoman skripsi.	
4.	Rabu, 22 Desember 2021	Review bab 3, membahas dan memperbaiki kesalahan di bab 4, memahami lebih dalam sub-bab di bab 4.	
5.	Sabtu, 15 Januari 2022	Review bab 4 dan bab 5, memperbaiki conclusion, pemeriksaan seluruh appendix.	

Jakarta, January 25, 2022

Menyetujui:

Dosen Pembimbing

Fridolini, S.S M.Hum

Mengetahui:

Ketua Program Studi

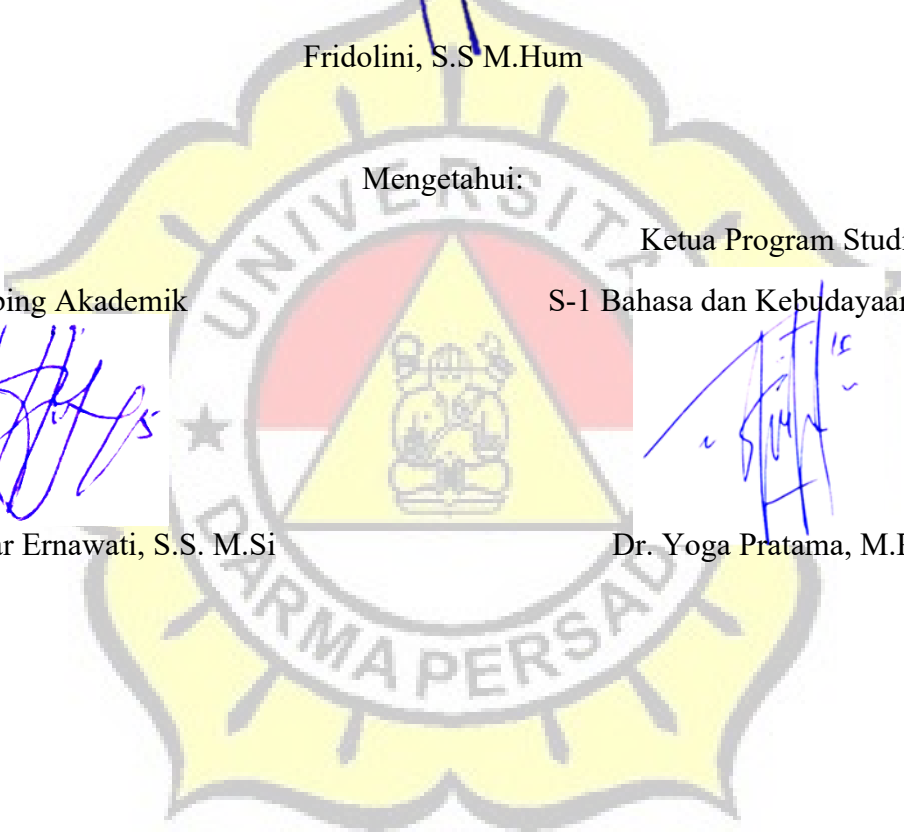Pembimbing Akademik   S-1 Bahasa dan Kebudayaan Inggris

Eka Yuniar Ernawati, S.S. M.Si   Dr. Yoga Pratama, M.Pd

Michella Gracia Serafika

📱 +62821-4892-1444

🏠 Palmerah, West Jakarta 11480

✉ michellagraciaserafika@gmail.com

ORGANIZATION EXPERIENCE

2017
Berau Student Challenge

SECRETARY
- Make permission letter
- Make proposal

2018
3x3 Kamikaze Basketball Competition

EVENT DIVISION
- Make event's rundown.
- Giving jobdesc to all division

2019
UKM Basket Universitas Darma Persada

INTERNAL PUBLIC RELATION
- Scheduling team's exercise
- Submitting proposal for coach's salary.

2020
UKM Basket Universitas Darma Persada

SECRETARY
- Making some letter
- Signing proposal for coach's salary agreement

2020
International Model United Nation

DELEGATES
- Debating about social issues that happen in the world

WORK EXPERIENCE

2017
PT. Berau Coal

INTERN IN COMPLIENCE DEPARTMENT
- Filling documents
- Requesting signatures for operating permits

2019
Jr.Nba

TRAINER
- Writing down the result of every participant's points

2019
Jr.Nba

LOCAL COACH FOR SCHOOL
- Teach basketball's basic technique
- Set an appointment with with teachers.

EDUCATION

2013-2015
SMPN 9 BERAU

2015-2018
SMKN 1 BERAU
Major in Multimedia

2018-PRESENT
DARMA PERSADA UNIVERSITY
Major in English Literature