

CHAPTER I

INTRODUCTION

This chapter presents background of the study, problems of the study, objectives of the study, and definition of key terms. All are explained below.

1.1 Background of the Study

Language is media used to communicate with others and English is one of the media used to communicate among people around the world. English as mother tongue or first language is used in some developed countries such as England, America and Australia. The language is also used as a second language in communication such as in Malaysia, Singapore and India. English as a second language means that English is officially used besides the first language.

However, when the language has few immediate functions in communication and it is not officially used, it becomes a foreign language. Brown (2007, p.205) gives the example of Japanese who learn English in Japan; mostly it is learnt in schools.

As a foreign language, English is only applied in certain work places and sort of international events and it is scarcely used in daily communication. In Indonesia, English is a foreign language which is taught to all levels of education.

Nowadays, however, Indonesian people tend to mix both Bahasa Indonesia and English in form of words, phrases and sentences when they communicate to each others; they add some English words or phrases while they are using Bahasa Indonesia in daily conversation.

According to Littlewood (1984, p. 3), in the process of getting language, human will subconsciously absorb the language since they were born; it is called mother tongue or first language. They will use the language as media to communicate with their own community. This process is called as language acquisition in which the language is learned unconsciously or affected by environment. Meanwhile, language learning can be defined when learners start learning a language consciously and usually in school. Moreover, Stevick (1991) defines language acquisition “the ability to acquire supposedly died out at about the age of puberty”. He states that language learning has a possibility to happen in early school when learners are ready to develop their skill and knowledge. It means that human ability of acquiring language is limited.

In Indonesia, English as a foreign language is learned only in schools and it is used when necessary. However, the language is learned more and more in order to be applied in global environment. To achieve that purpose, learning a language actually can use many ways. Language can be learned by using multimedia such as watching videos of English conversations, talk shows and interviews, movie and listening to conversation or song. One of the interesting ways of learning language is using music or song because it is one of the most popular entertainments in the world. There are many varieties of music which have specific content in the lyrics and can make people feel enjoy while listening to it.

The varieties of music genre are pop, rock, pop-rock, jazz, blues and others.

Nowadays, song has the effectiveness for learning a language, especially foreign language. According to Jalongo and Bromley (1984, cited in Setia et. al

2012, p. 2), using music in the classroom will help students succeed as English as Foreign Language (EFL) students. Moreover, learners can feel comfortable and enjoyable while listening to music and it can be an effective way to acquire new language. In line with the idea, Krashen ((1977, 1981, 1982, 1985, 1992, 1997) cited in Brown, 2007 p. 295) presents hypothesis called affective filter. It refers to feelings or emotional of learners; learners will be hard to get the new knowledge of language if they feel anxious and uncomfortable. Thus, to make their feeling comfortable is a good way to learn or acquire the language. The benefits of using songs are supported by Davanellos and Akis (1999, cited in Setia et. al, 2012, p. 2). They state that the use of songs as material is believed to help introducing the individuals with sounds, stress and rhythmic pattern, vocabulary, intonation, grammatical and conversational exchanges. The intensity of listening to the song is expected to collect input as many as possible. The input includes comprehensible input. Comprehensible input is a bit of language that is heard/read and that is slightly ahead of a learner's current state of grammatical knowledge, as Krashen (1985, p. 2, cited in Gass and Selinker 2008, p. 309) has defined. Song contains many words, phrases and some sentences that learners rarely find in class. It can be used to measure their ability in recognizing what they get in term of syntactical and semantic (meaning) of the song. By getting comprehensible input, learners hopefully can apply it into daily life or in education situation.

In finding the data, the participants involved in the study are students or learners from Education of Bahasa Indonesia Study Program. The consideration

was that they recently took English Language course and they take the same field of study with the material used by the writer that is language. Moreover, the number of English learners was quite high compared to the other study programs which offered English subject this semester.

Based on the background above, the writer wants to find out the influence of using songs in the process of learning English. It is in form of catching of words, phrases and sentences, and also in form of meaning of the songs. For catching vocabulary, the writer will analyze any input that the participants achieved, whether it is positive or negative evidence. Those types of input are defined by Gass (2005, cited in Doughty and Long, 2005, p. 225-226) who states that there are two kinds of evidences of input that are positive and negative. The positive evidence means that the participant can catch the correct vocabulary based on the song lyrics they heard while negative evidence refers to the unique answers produced by the participants. Related to this study, the unique answer means the unexpected answer that the participants give.

Moreover, the writer is intended to find whether the participants can interpret the meaning based on their understanding after listening and reading the lyrics. Further, the writer will analyze which interpretation that closely related to the factual or original meaning of the songs. For supporting materials, the writer used two songs which have different genre and level of difficulties in lyrics.

Those types of songs can be a challenge for the participant in finding the answers.

In addition, if the number of song is more than two, the writer is worried that it could trigger boredom for the participant.

The songs that had been chosen are “Hello Goodbye” by The Beatles and “Smile” by Lily Allen. “Hello Goodbye” and “Smile” are songs which has different character of music. “Hello Goodbye” is created by Paul McCartney, one of The Beatles personnel. The lyrics of the song can tell the listener that there will be up and down, laugh and tears, yes and no which represent that life is not flat.

The other characteristics are that it has familiar and little kind of words in the lyric that can be easily recognize by listeners and also has rock and roll beat. In addition, there is also “Smile” by Lily Allen. This song has deep sense of meaning and has normal rhythm. Allen’s lyrics or words are more various than the first song. Relating to this study, those songs are the materials for the writer to gather the data because those songs have proper character in language learning. The characters are: those songs have clear lyrics, the music does not cover up the lyrics and the colloquial text can help the learners in communication.

This research hopefully can give significance for the readers of how song can be a comfortable way of language learning. In the future, it can also give an inspiration for teachers to consider what method that can make learners or students feel less anxiety, and song is one of materials that need to be considered.

1.2 Problems of the Study

Based on the background above, the problems can be formulated as follow:

1. What are the positive and negative evidence from words, phrases, clauses or sentences that learners can catch after listening to the songs?
2. How do the learners grasp the meaning of the song when retelling the content of the songs?

1.3 Objectives of the Study

In line with the problem above, this study is meant to answer those questions. What the writer expected from the analysis are:

1. To find the positive and negative evidence from words, phrases, clauses or sentences that learners can recall after listening to the songs.
2. To find out how the learners grasp the meaning of the song when retelling the content of the songs.

1.4 Definition of Key Terms

1. **Song** is a form of universal language which uses tones and rhythm. (Setia et al., 2012, p. 1). In this study, song is the material of learning which is used to investigate the input of the participants.
2. **Language Learning** is applied to a conscious process of getting knowledge of language pattern, typically in an institutional setting. (Yule, 2006). This term relates to the process of the participant getting the knowledge.
3. **Input** is the understanding of input language whether it is acquired by reading or hearing. (Krashen (1981, p. 100 cited in Brown 2007, p. 295))
4. **Positive Evidence** is the correct language construction produced by the learners. (Gass (2005, cited in Doughty and Long, 2005, p. 225-226))
5. **Negative Evidence** is the incorrect language construction produced by the learners in term of utterances. (Gass (2005, cited in Doughty and Long, 2005, p. 225-226)). Related to this study both positive and negative evidence are not categorized in form of utterances but in form of written evidence.

6. **Indonesian learners** are the learners from Bahasa Indonesia Education Study Program on Faculty of Cultural Studies, Universitas Brawijaya who recently took English course.



CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents the review about the theories that are used in this research. They are theory of Second Language Acquisition, theory of Second Language Learning, and theory of Music and Genre. Besides, this chapter also presents the previous studies which have the similar field with this research.

2.1 Second Language Acquisition

Second Language Acquisition is the field of study which discusses about acquisition toward another language which will be used as communication besides first language. Language, actually, can be learned both consciously and unconsciously. This statement is supported by Gass and Selinker (2008, p. 1) who state that “second language acquisition is concerned with the nature of hypotheses (whether conscious or unconscious) that learners come up with regarding the rules of the second language.” It means that learning language consciously usually can be defined as a foreign language acquisition while subconsciously as learning language as a second language acquisition. Therefore, both second language acquisition and foreign language acquisition can be classified as second language acquisition, the distinction is just how the language used in communication.

According to William Littlewood (1984, p. 2), the main purpose of learning foreign language is just to communicate with another community while second language is to get social interaction in communication. The distinction of language function is also supported by Rebecca Oxford (1990, p. 6). She states

“foreign language does not have immediate social and communicative function within the community where it is learned; it is employed mostly to communicate elsewhere while second language has social communicative function within the community where it is learnt.” In sum, there is, actually, no gap between second language and foreign language; it is just how the language applied in the community.

2.2 Second Language Learning

In learning a language, learners should know who they are. It means that they should understand how they can get their knowledge easily. It can be how they recognize their environment, feasibility (age), styles and strategies. Brown (2007, p. 118-119) defines three terms of language learning; they are process, style and strategy. He describes process as the intelligence of human being that human always goes through their mind when they are learning. Beside intelligence, human need to function his intellectual to explore their personal way of learning that could be different from others and it is called styles. On the other hand, strategy is defined as specific method to solve problem of the learners; it is also about how learners can control and manipulate certain information by making plan of learning.

Harmer (2001, p. 70) also defines process of language learning as exposure, motivation and opportunities for use. In his book, *The Practice of English Language Teaching*, he gives the explanation from the task of Dick Allwright and his college. The result is that the learners need high motivation in learning a language rather than just exposure to the language. In addition, the activity of

using the language in real setting brings the learners to have the progress of learning. The evidence of Dick Allwright gives the confirmation that learning a language need to be grabbed and applied in the real situation so that the learners have the appropriate information.

2.2.1 Language Learning

Learning is about acquisition, retention of information, of memory and others. When we learn something we will go to the phase of what we have got by learning. Brown (2007, p. 8) states about what we actually do when we are learning. The statements are as follow:

- Learning is acquiring or “getting”
- Learning is retention of information or skill
- Retention implies storage system, memory, cognitive organization
- Learning involves active, conscious focus on and acting upon events outside or inside the organism
- Learning is relatively permanent but subject to forgetting
- Learning involves some form of practice, perhaps reinforced practice
- Learning is a change in behavior

Based on the list above, learning is the process of how the learners can get the knowledge. Learning is about keep all of the information or knowledge around by memorizing, practicing and applying to the daily life. moreover, learning is an activity that we actually face every day. However, we rarely realize what we are doing and what kind of learning that has been done. Here, Gagné (1965, p. 58-59, cited in Brown 2007 p. 100-111) defines eight types of learning, those are signal

learning, stimulus-response learning, chaining, verbal association, multiple discrimination, concept learning, principle learning and problem solving. In line with Gagné's idea, Brown (2007) relates those types to second language learning process and each type can be defined as:

1. Signal learning in general occurs in the total language process; human beings make a general of some kind (emotional, cognitive, verbal, or non-verbal) to language.
2. Stimulus-response learning is evident in the acquisition of the sound system of a foreign language in which, through a process of conditioning a trial and error, the learner makes closer and closer approximations to native like pronunciation. Simple lexical items are, in one sense, acquired by stimulus-response connections; in another sense they are related to higher-order types of learning.
3. Chaining is evident in the acquisition of phonological sequences and syntactic pattern - the stringing together of several responses - although we should not be misled into believing that verbal chains are necessarily linear. Generative linguist have wisely shown that sentence structure is hierarchical.
4. The fourth type of learning involves Gagné's distinction between verbal and non-verbal chains, and is not really therefore a separate types of language learning.

5. Multiple discriminations are necessary particularly in second language learning where, for example, a word has to take on several meanings or a rule in the native language is reshaped to fit a second language context.

6. Concept learning includes the notion that language and cognition are inextricably interrelated, also that rules themselves-rules of syntax, rules of conversation – are linguistic concepts that have to be acquired.

7. Principle learning is the extension of concept learning to the formation of a linguistic system, in which rules are not isolated in rote memory, but conjoined and subsumed, in a total system.

8. Finally, problem solving is clearly evident in second language learning as the learner is continually faced with sets of event that are truly problems to be solved – problems every bit as difficult as algebra problems or other “intellectual” problems. Solutions to the problems involves the creative interaction of all eight types of learning as the learner sifts and weights previous information and knowledge in order to correctly determine the meaning of a word, the interpretation of an utterance, the rule that governs a common class of linguistic items, or a conversationally appropriate response.

Based on those types, the writer can use stimulus-response learning as guidance to process the data. The consideration is because stimulus-response deals with sound system which can lead the learners to be native like in pronunciation and also acquire simple lexical items. This type of learning can use some media such as conversation or song of native speaker in order to get native like

pronunciation and lexical items input. The input can be in the form of vocabularies, construction of phrases and sentences, and also can find the content of the idea in order to understand the context.

2.2.2 Input

Learning means that learners receive the knowledge more and more. In

Krashen's monitor hypothesis, he defines a hypothesis referring to input which is called input hypothesis.

Krashen (1981, p. 100, cited in Brown 2007, p. 295) found the following:

"Input hypothesis is comprehensible input which means that it is the only true causes of SLA. The input hypothesis claims that an important condition for language acquisition to occur is that the acquirer understand (via hearing or reading) input language that contains structure 'a bit beyond' his or her current level of competence... the main principle is $i + 1$."

The theory refers to how the knowledge is developed and learners get something they comprehend. However, Corder (1967, cited in Gass and Selinker 2008, p. 305) makes distinction between input and what it is called as intake. He defines that "Input refers to what is available to the learner, whereas intake refers to what is actually internalized by the learners". Thus, there is process of how the knowledge goes through learners' mind (input) and how the knowledge can be understood (intake). This theory can be used to recognize what words, phrase, sentence, and meaning that participants get after listening to the song. Later, the result can reflect the participants' comprehension of the song by collecting their input.

In this study, input is not merely about finding the correct vocabulary but also incorrect vocabulary. It is supported by Gass (2005, cited in Doughty and Long, 2005, p. 225-226) who states that there are two kinds of evidences of input that are positive and negative. She said "Positive evidence refers to the input and basically comprises the set of well-formed sentences to which learners are exposed". Furthermore, she said "Negative evidence refers to the type of information that is provided to learners concerning the incorrectness of an utterance". Related to this study, positive evidence refers to correct input and negative refers to incorrect input that will provide in written form.

Negative input is caused by errors that the learners produced during learning process. Based on Finney (2005, cited in Cohen et. al, 2005, p. 752), errors probably happen because the learner assumed that L2 and L1 have the same rules. It means that L2 learners have possibility to apply their L1 rules while learning L2 so that they produce some errors; the errors can be in form of constructing incorrect sentences and miss pronunciation.

Those theories support this study because the writer intends to find any input that the participants gain by using songs as material. In addition, the vocabulary input is not only providing positive evidence but also negative evidence.

2.3 Music and Genre

Generally people have listened to music for several times or even only once.

People around the world, mostly, acquire to music since they are child; the music

can be form of ethnic or traditional music and lullaby. They can recognize music by knowing the rhythm, melody and intonation.

Barthes (1978, p. 149) found the following:

“there are two kinds of music, the music one listens to and one plays. The music one plays comes from an activity that is very little auditory, it can be played alone or among friends. A muscular music is music in which the part taken by the sense of hearing is one only of ratification as though the body were hearing.”

Thus, music is about how we can feel it in our mind and it depends on ourselves of how to enjoy it; it can be only heard or played.

In terms of language learning, music can give advantages for learners in form of intonation. McGin, Stokes and Trier (2005, cited in Brown 2007, p. 109-110) state that learners have musical intelligence which can be explained as the ability of perceiving and producing intonation of the pattern of language. They also state that music is a natural facilitator of learning. Thus, music is good to be media of learning, especially learning a language.

Nowadays, music is not only recognized as Mozart rhapsody or classical music but also known as popular music. Popular music has various kinds of rhythms, melodies and beats which is commonly called as genre. According to Brackett (2002 cited in Hesmondhakgh and Negus, 2002, p. 66), “genres consist of ways of categorizing popular music so as to create a connection between musical styles, producers, musicians, and consumers and includes label such as ‘pop’, ‘rock’, ‘R&B’, ‘country’, ‘hip-hop’, ‘alternative’, ‘techno’, etc.” The statement above is based on the understanding of popular music that widely spread in the world. The genres of music can represent many things including

gender and social class. Fabbri (1982) and Frith (1996) (cited in Hesmondhakgh and Negus, 2002, p. 67) states that genres may represent whole variety of social characteristics such as race, class, gender, place, age and sexuality. Moreover, he adds that it can also encode specific affective quality such as conformity, rebelliousness, commercialism, selling out, and art for art's sake. For example, Jazz can be represented as symbol for Afro- America slaves who want to struggle for their right. The characteristic of jazz is swing. According to Berendt (cited in Purwanto, 2010, p. 21), jazz is strongly related to time which is called as swing. There are also improvisation and spontaneous of musician when they create music to show creator attitude. Another example is heavy metal. Heavy metal has characteristic of rebellious which mostly the lyrics contain negative value, Salim (2010, p. 24) and based on research of investigation of mood which is done by Christopher Rea, Pamelyn MacDonald and Gwen, the researchers find that heavy metal shows higher score of negative mood, Rea et. al (2010, p. 2). In sum, music is one of ways to represent or show the expression of individual or community.

Genres, commonly, can be recognized easily by identifying the singer and kind of music (tempo, rhythm, etc). The combination of both singer and music can be defined as song. Songs, especially popular song, are very familiar with human ears since so many musicians, which have their own genre, create their own songs to be consumed. When people listen to the songs, people can directly recognize that there are many components of songs. Luiz Tatit (cite in Hesmondhakgh and Negus, 2002, p. 34) defines songs as "a composite of melody, lyrics, voice and instrumental arrangement which should not be confused with the way we think of

music in the strict sense, or even with popular practices for creating sound and improvisations which dispense with singing”. Luiz tries to describe how songs are very simple to be enjoyed because people do not need to have deep sense of music. People can also enjoy songs because there are lyrics that can help the listener understand the meaning of the songs. In learning language, songs can be a media of learning because the lyrics usually contain colloquial words and sentences which can be a material to be learnt.

2.4 Previous Study

This field of research has been done before. The previous study is “The Effects of Songs in the Foreign Language Classroom on Text Recall and Involuntary Mental Rehearsal” by Salcedo (2002). This research discusses about how students can memorize the Spanish input by using songs. The researcher of the research used quasi-experimental research design, Issac & Michael (1990, cited in Salcedo, 2002, p. 87). The researcher used regular test which had six class periods and taught by same teacher. The class was divided into three groups for the first song (group A for music class, group B for text class and group C for control class) and four groups for the second and third song (group A for music class, group B for text class, group C for melody class and group D for control class). Song class learnt the language with sing the song, text class used recorded lyrics (without melody) and melody class used only melody as the background of learning but still using lyrics. The aim of the research was to compare learning language using song, recorded speech and melody. There were three songs from Luiz Miguel used in the research: *Somos Novios*, *Usted*, and *Milagro*.

There were four problems that Salcedo analyzed for this study. The first problem was about a significant increase in text recall when this text was learned through the use of songs, and the result was small significant different between the group for song 1, no significant difference in song 2 because, although, the music group had the highest score, melody group had lower score than text group, and there was significant difference between the groups because music group was better than text group. The rest of the problems were about a significant difference in delayed text recall of students who heard text in song as compared to those who heard text in recorded speech, a significant difference in the recall results when one group of students from the two musical groups hears the melody of the song during the recall test and a significant difference in the occurrence of involuntary mental rehearsal (din), after listening to song rather than text. Those problems were brought the result that there was no significant difference between the group and conclude that music and melody had better occurrence of the mental rehearsal (music=66,67%, text=33,33%, and melody=78%.

Related to Salcedo's, this current research is similar in form of recalling the input of the song. However, this current research does not attempt to make any comparison and score in presenting the data. In addition, it does not only recall text but also investigate meaning of the text.

CHAPTER III

RESEARCH METHOD

This chapter presents the research method consisting of research design, data source, data collection, and data analysis.

3.1 Research Design

This study could be classified as qualitative approach since the data was in form of words or sentence, not a number or statistic, Ary et. al (2002, p. 425). In addition, the study got direct interaction with respondents or participants by giving direct test to the respondent to find the data, as Lincoln & Guba (1985, cited in Ary p. 424, 2002) have defined. Case study would be considered because the objects were students in one study program, who took English course in current semester. Ary (2002, p 441) state that this type of qualitative research was not limited to the study of individual but also made of communities, institution, and group of individual. In gathering the data, the material would be in form of content or document analysis since the writer would use songs as the materials. As Ary et. al (2002, p. 442) state that the material could be in form of textbooks, newspaper, speeches, television programs, advertisement, musical composition or any other types of document and songs could be included as musical composition. The writer used paper-and-pencil test to gather the data.

3.2 Data Source

In finding the data, the writer had chosen three participants between 18 – 20 years old as data source and prepared two songs with the lyrics. The consideration of choosing three respondents was because the writer prevented a biased data or result and point out of writer's feasibility. The participants who were involved in the study were students or learners from Education of Bahasa Indonesia. The writer did not choose students or learners from English Study Program because the students were familiar with English and mostly they have their own style in learning and applying English. This factor can make the writer find difficulty in determining how songs can influence the knowledge of the learners. In addition, the reason why the writer chose students from Education of Bahasa Indonesia Study Program was that they recently took English Language course and they took same field of study that is language. Moreover, the number of learners was quite high compared to the other programs which offer English subject this semester. Based on the consideration above, the writer could make comparison to select the participants.

In selecting the participants, the writer filtered their competence by ranging their TOEFL score which was more than 450 because 450 was the minimum passing score for non-English department students. Afterward, the writer gave questionnaires for those who have the requirement. The content of the questionnaires included some questions which were related to the criteria of participants. The questions asked about participants' TOEFL score, about participants' favorite songs, singer genre and others.

Questioners were the instrument that the writer used to find who would be participated in this research. The participants should full fill the requirement that the writer needed; having TOEFL score which is more than 450. Based on the result of questioners, there were three participants who were involved in the research.

This first research participant was a male student. From the questioner, he was quite interested in music because he listened to the song less than an hour, and mostly local/Indonesian music such as Ariel, Peterpan and Westlife. He also mentioned some song titles such as Separuh Aku, Kupu-Kupu Malam, Uptown Girl, What the Hell, Yank, Status Hambaku, PSG, Blues is the Colour, I Lay My Love on You and Bento. Those titles showed that he loved Indonesian song more than western songs.

The second participant was a female student. She had big interest in music because she could spend her time to listen to the music two until five hours per day. In addition, she also provided some international western singers such as Demi Lovato, Maroon 5, Bruno Mars and Katy Perry. In the last part, she mentioned 10 song titles which all of them were western songs such as I was Your Man, Talking to the Moon, Marry You, All Alright, Beauty and the Beat, Carry on, It's not too Late, Perfect, Runaway and Makes Me Wonder. The result of the questioner showed that the second participant was familiar with western song because she spent plenty of time to listen to them.

The last participant was also a female student. This participant seemed interested in American music very much, especially for pop country genre. It

could be seen when she gave Taylor Swift's song lists; she wrote 17 song titles of Taylor. Moreover, she also liked to listen to Sarah Brightman and Selena Gomez.

She could listen to the song for approximately two until five hours per day.

Those questioners' result can make the writer easily ensure that those participants had no idea about the songs material that the writer used for the activity. Moreover, the list of the songs that the participants gave can make the writer recognize the possibility of the further answers given by the participants.

Therefore, the questioners really help the writer to decide the song materials and give point of view about the participants' comprehension in English.

After deciding the participants, the writer collected the data which was in the form of the result of the participants' activity. The data gathered in this research are words, phrases and sentences that participants collected after listening to songs and the participants' understanding in finding the meaning of the songs.

3.3 Data Collection

In collecting data, the writer used some tools to support the collection of data such as MP3 player. Since this study was qualitative study, the main instrument of this study was the writer herself. After obtaining the participants, the writer took these steps to collect the data:

1. Choosing 2 titles and lyrics of song. The songs were "Hello Goodbye" from The Beatles which had medium beat and simple lyrics and "Smile" from Lily Allen which had normal rhythm and rather complicated lyrics.

Those two songs had their own characteristics in terms of melody, rhythm and tempo because they were different in genre; The Beatles' song is rock

and roll and Lily Allen's is pop. Those genres were chosen because they were easy to listen and stable in the rhythm. It could be concluded that the other genres were not really appropriate; the reasons were mentioned in Chapter 2. Another reason was the lyrics could be recognized by the learners. It means that the lyrics were clear and learners could easily catch what the singers say.

2. Asking the participants to listen to the songs
3. Asking the participants to write down the words, phrases, and sentences (positive and negative evidence) that they could catch and submit the result to the writer.
4. Giving a break for participants to relax. The writer would get a conversation to make participants more relax and make them feel comfortable with the test.
5. Asking the participants to listen to the songs twice while reading the lyrics of the songs. The first time is for acquiring the whole lyrics and the later is for helping the participants understand the content.
6. Asking the participants to retell the content in order to find the meaning they get after listening to the songs.
7. Using the same steps for testing the second song.

The writer interviewed the participants one by one interview, not 3 at once. It is because the writer wanted to get more personal approach so that they could feel more comfortable and not feel under pressure while doing test. The purpose was also to find the effective way to learn language by using songs.

3.4 Data analysis

After the data were collected, the next step would be analyzing the data. The processes were as follows:

1. Checking the meaning on the website that discussed about the meaning of the song, and the writer used www.songfact.com website. This website provided the factual meaning of songs. It contains many opinions from the respondent which could help the writer find which appropriate meaning that related to the study. For both “Hello Goodbye” and “Smile” songs, the writer could find the factual meaning based on the opinions of the respondent on the website which involved the statement of the author of the song about the meaning.

2. Comparing participants’ collection of words, phrases, sentences (positive evidence) with the original lyrics and giving percentage. This data can reflect how participants comprehend the input (syntactical form) they get by listening to the song. The writer used formula $\frac{\sum \text{inputs}}{\sum \text{words}} \times 100\% = n$.

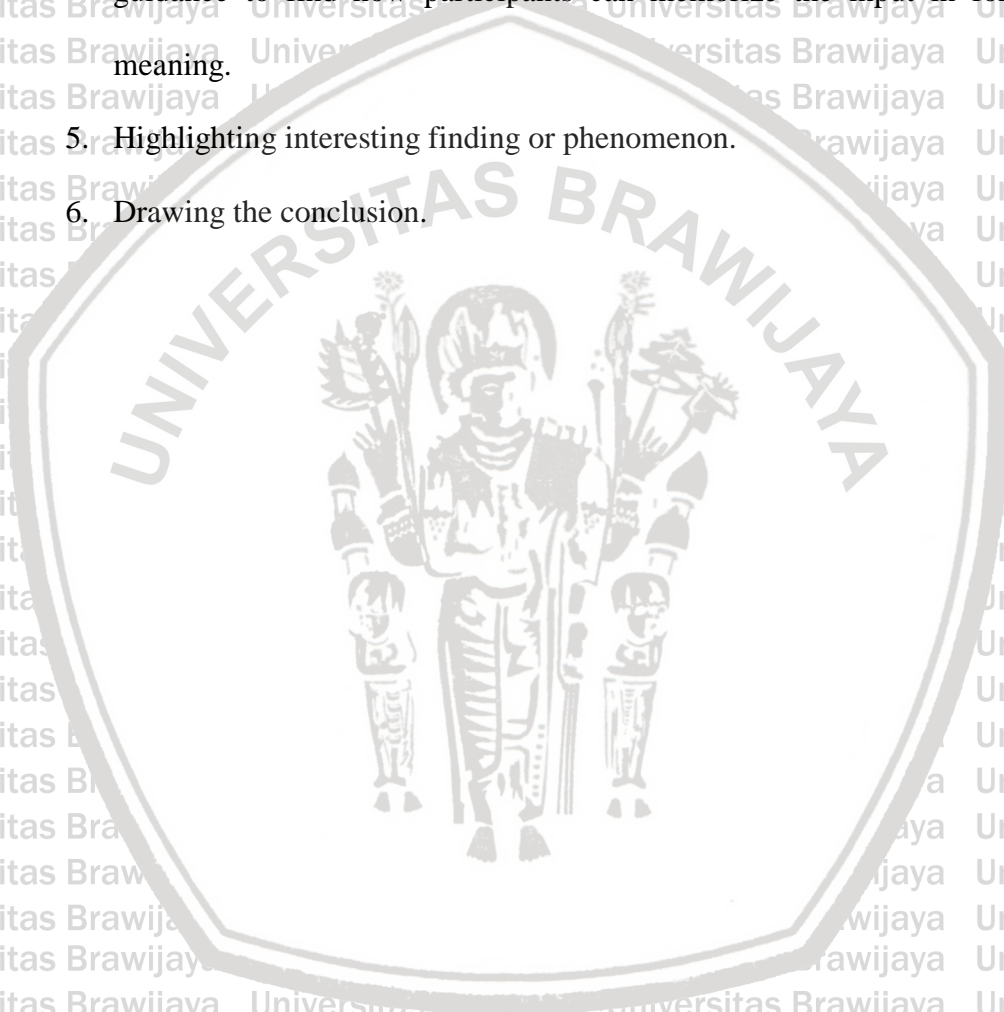
For the first song, there are 27 words and the second song consists of 93 words.

3. Describing the possible reasons of negative evidence produced by participants. This step is done by observing each data of negative evidence and then looks for the causes that might trigger the participants producing negative evidence.

4. Comparing the participants' understanding of the songs' content with the meaning of songs by the song writer obtained from the website. The comparison can be measured by investigating how close the interpretation of participants to the original meaning. The data also used input theory as guidance to find how participants can memorize the input in form of meaning.

5. Highlighting interesting finding or phenomenon.

6. Drawing the conclusion.



CHAPTER IV

FINDING AND DISCUSSION

This chapter presents the finding and discussion which is related to the theory and previous studies.

4.1 Finding

In this chapter, the writer presents the result of the research which has been taken from three participants from Education of Bahasa Indonesia Study Program.

The finding includes questioners that had been distributed to the approximately 60 students and three of them have filled the requirement of being the writer's participants. Next, the finding also contains the result of participants interview which consist of the input of listening to the songs, the input is vocabulary and meaning. The finding is correlated to the theory of Krashen that discuss about the theory of input of learners.

4.1.1 Participants' Vocabulary

Most songs contain many words, phrases and sentences which can be applied in daily life. In this research, the writer used two songs: "Hello Goodbye" from The Beatles and "Smile" from Lily Allen. Each song consists of many words that the participants can recall to enhance their memory of English words. There are 27 words of "Hello Goodbye" song as presented in Table 4.1.

Table 4.1 The Vocabulary of “Hello Goodbye” song

No.	Words	No.	Words	No.	Words	No.	Words	No.	Words
1.	You	7.	Go	13.	Know	19.	May	25.	Is
2.	Say	8.	And	14.	Why	20.	Mean	26.	Time
3.	Yes	9.	Goodbye	15.	High	21.	Can	27.	To
4.	I	10.	Hello	16.	Low	22.	Stay		
5.	No	11.	Do	17.	Bye	23.	Til'		
6.	Stop	12.	Not	18.	But	24.	It		

Nevertheless, the second song has more words. There are 93 words that appeared in the “Smile” song. They are:

Table 4.2 The Vocabulary of “Smile” song

No.	Words	No.	Words	No.	Words	No.	Words	No.	Words
1.	When	21.	Did	41.	Back	61.	Can	81.	Tell
2.	You	22.	Not	42.	Then	62.	Whine	82.	Jack
3.	First	23.	Know	43.	With	63.	Moan	83.	Mean
4.	Met	24.	To	44.	A	64.	And	84.	Could
5.	Me	25.	Say	45.	Little	65.	Only	85.	Stop
6.	I	26.	Have	46.	Help	66.	Because	86.	Laughing
7.	Was	27.	Never	47.	From	67.	Feeling	87.	Help
8.	Wanting	28.	Been	48.	Friends	68.	Alone	88.	Messed
9.	More	29.	On	49.	Found	69.	See	89.	Mental
10.	But	30.	My	50.	The	70.	Cry	90.	Health
11.	Were	31.	Own	51.	Light	71.	Makes	91.	Quite
12.	Fucking	32.	Just	52.	In	72.	Smile	92.	Unwell
13.	That	33.	Way	53.	Tunnel	73.	Worst	93.	No
14.	Girl	34.	Sat	54.	At	74.	Feel		
15.	Next	35.	By	55.	End	75.	Bad		
16.	Door	36.	Myself	56.	Now	76.	While		
17.	What	37.	All	57.	Are	77.	Ahead		
18.	Do	38.	Day	58.	Calling	78.	Go		
19.	For	39.	So	59.	Up	79.	Whenever		
20.	Left	40.	Lost	60.	Phone	80.	Want		

After listening to the songs, each participant wrote everything they heard from the song and produced different result of recalling words, the complete result is presented in the form of percentage in table 4.3.

Table 4.3 Percentage of Collected Vocabulary

No	Name	Percentage	
		Hello Goodbye	Smile
1.	Participant I	33,3%	19,35%
2.	Participant II	18,5%	13,9%
3.	Participant III	48,14%	30,1%

Instead of input, the participants produced mistakes on catching the syntactic term by listening to the song. The mishearing could be in form of words and phrases or even in form of sentences which had similar sound pattern. In this part, the writer not only present what participants got but also their unique finding while listening to the songs.

4.1.1.1. Participant I

The first interview was done on 27 May 2013 at 13:00 o'clock. He did a series of activity in order to find the vocabulary from listening to the song. For the first song, Hello Goodbye, he could catch nine out of twenty seven words. The words were 'you', 'say', 'yes', 'I', 'no', 'go', 'goodbye', 'hello' and 'do'. Besides, he was able to complete four sentences such 'you say goodbye', 'I say hello', 'do you say goodbye' and 'you say yes'.

In term of knowledge of western song, the participant had less knowledge of western song than Indonesian song. However, he seemed enjoy doing the activity so that he could answer the activity. He also wrote some words that do not belong to the song lyrics such as presented in table 4.4.

Table 4.4 The Negative Evidence of Participant I for Song I

No.	Errors	Original Words/Phrases
1.	Now	No
2.	Hai	High
3.	Way	Why

Those errors could be caused if the words have similar sounds with the intended words. The singer pronounced the words that the participant was not familiar with and wrote the unfamiliar-words-sound to the words he knew. For

example, the word ‘now’, if it was transcribed into phonemic transcription would be /naʊ/ and the word ‘no’ would be /noʊ/. The similar pattern of phoneme, consonant /n/ and diphthongs which ended with vowel /ʊ/, could manipulate the sounds so that the participant caught different idea. It also happened to the word ‘way’ which had phonemic transcription as /weɪ/ and ‘why’ could be /^hwaɪ/. There was a similarity in the beginning and the end of the phoneme. However, there was also a difference in form of vowel sound such /e/ and /a/, and there was aspiration /^h/ in the word ‘why’ that is mostly unrecognizable by the hearer. In the last phenomenon was the word ‘hai’ which was equal to the word ‘high’. It was very common because the word ‘hai’ had the same phonemic transcription with the word ‘high’ (/haɪ/).

For the second song, he found nineteen out of ninety three words and one phrase. The answers could be seen on the table 4.5.

Table 4.5 The Positive Evidence of Participant I for “Smile” Song

No.	Words	No.	Words	No.	Words	No.	Words
1.	When	6.	For	11.	At	16.	Smile
2.	You	7.	Say	12.	End	17.	Go
3.	First	8.	Way	13.	Moan	18.	No
4.	I	9.	A	14.	And	19.	Laughing
5.	More	10.	Friends	15.	Cry		

For the phrase, he answered only one phrase that is ‘at first’. The result was quite good because the song had harder level of difficulty compared to the first one. The original British pronunciation led the participant had difficulty in catching the words. He made many errors in finding the vocabulary because of some bias pronunciation that the singer did in the song.

Table 4.6 The Negative Evidence of Participant I for Song II

No.	Errors	Original Words/Phrases
1.	They	That
2.	She	So and See
3.	Whant	Moan
4.	Dath	Jack
5.	Half	Health
6.	A ways	I was
7.	I was	At worst
8.	For a ways	For a while
9.	At fast	At first
10.	You go	You're call...

The error of 'they' for 'that' occurred because those words had the same onset /ð/ of the phonemic transcription. The participant could find the result because of the sentence "what'cha do that for? (/wɒt'tʃə/ /du:/ /ð/ /fɔ:/)" could be the reason why the participant answered 'they' rather than 'that' because there was an "elision" or omitting of the consonant sound /t/. the next, the participant interpreted the word 'so' and then 'see' became 'she'. It showed on the lyrics "so you can... (/soʊ/ /ju:/ /kən/...)". The participant thought that the /soʊ/ sound had similarity with the word 'she' and so with the word 'see' in the "when I see you smile" part, the word had similar some sound pattern of /I:/ - the different was in the onset of the phoneme 'she' used /ʃ/ and 'see' used /s/.

Another error happened when he wrote 'Whant' instead of 'moan', which the writer assumed that the participant intent to wrote 'want' because there is no diction 'whant' in English. The sound of the word 'moan' on the song heard like /mɒn/ and 'want' was /wɒnt/. For the word 'jack' /dʒæk/ became 'dath' because there was similarity in the onset of the phonemic transcription /dʒ/ and /d/. The 'jack' sound, on the song, sounded like / dʒAk/ with little assimilation on the /k/ sound, so that the participant could replace the word 'jack' into 'dath'. The last

word the participant misheard was 'half' which stood for 'health'. The British accent of pronouncing the word 'health' /helθ/ sounded like /hɑ:f/ so that the participant thought that the singer wanted to say was 'half'. Moreover, the participant made the errors of listening not only in form of single word but also in form of phrase.

He also noted 'a ways' instead of 'I was' and 'I was' for 'at worst'. If each phrase is transcribed into phonemic transcription, it would be 'a ways' (/ə/weɪs/), 'I was' (/aɪ/wəz/, and 'at worst' /ək/wɜ:st/. For the phrases 'a ways' and 'I was', there were similarity sound pattern on the consonant /w/ and /s/ while 'I was' for 'at worst' were on the word 'I' an 'at' pronounced by Lily Allen almost the same. It also happened on the close-similar sound of vowel /ə/ and /ɜ:/ in the word 'was' and 'worst'. The same case occurred on the phrase 'at first' which became 'at fast'. Phonemic transcription of 'at first' was /ək/fɜ:st/ and 'at fast' was /ək/fɑ:st/ so that there was a tricky vowel that made the participant was hard to differentiate the word 'fast' and 'first'. Unfortunately the errors could happen because the participant actually had answered the phrase 'at first' on the part of collecting the vocabulary. The next error could be caused by the limited vocabulary that the participant had before. He found the phrase 'for a ways' for 'for a while'. The participant had mentioned the word 'ways' before, and probably he had no idea about the word 'while'. The last error the participant made was 'you go' for 'you're call...'. The writer could recognize the error from the way the participant construct his finding on the paper. The position of the sentence 'you go' had the same position with the original lyrics and there were two 'you go' on

the two positions of the real lyrics ‘you’re call...’. This phenomenon happened because the singer pronounced ‘you’re call...’ like /ju:r/ /kʰou/ which the word ‘go’ had the same vowel sound /ou/ (/g ou/).

4.1.1.2. Participant II

The second activity was held on 31 May 2013 at 13:00 o’clock. Unlike the first participant, this participant seemed uncomfortable since the beginning and she was not quite willing to share her feeling and thought to the writer. However, she could finish the whole part of the activity. Therefore, the result was slightly different from the first one because she collected the less vocabulary than the first participant.

The first song actually had an attractive and funny lyric. Simple lyric and so many repetitions should make the participant easier to recognize it. Nevertheless, this participant felt uncomfortable while doing the test so that she could only collect five words those were ‘you’, ‘say’, ‘I’, ‘goodbye’ and ‘hello’. Those words were answered because she could find two complete sentence like “you say goodbye” and ‘I say hello’. She found it because there were thirteen repetitions in the song for both sentence ‘you say goodbye’ and ‘I say hello’. In term of mishearing, she wrote ‘goodbay’ for the word ‘goodbye’. This phenomenon happened because ‘bye’ is pronounced /baI/.

For the second song, she collect thirteen words:

Table 4.7 The Positive Evidence of Participant II for “Smile” Song

No.	Words	No.	Words	No.	Words	No.	Words	No.	Words
1.	When	4.	I	7.	For	10.	Friends	13.	Smile
2.	You	5.	More	8.	Say	11.	And		
3.	Me	6.	What	9	A	12.	Makes		

She also found a phrase 'make me smile'. Although the correct sentence was 'it makes me smile', she could make such direct sentence as mentioned before.

On the other hand, she found some terms which represented certain sentences, words and phrases. The result is presented in table 4.8.

Table 4.8 The Negative Evidence of Participant II for Song II

No.	Errors	Original Words/Phrases/Clauses
1.	And	Wanting
2.	She	See
3.	Cray	Cry
4.	What I say	What to say
5.	For a why	For a while
6.	When I she you cray	When I see you cry

After observing the error, the writer had found the causes of the errors. First, for the word 'and' which meant 'wanting', the writer found that the problem was from the singer's pronunciation of 'want' sounded /wʌn/ so that the participant directly wrote 'and'. Although there was different vowel sound between 'want' and 'and' (/æ/), the 'want' sounds closely related to 'and'. The next was in the phrases 'what I say' and 'for a why' and sentence 'when I she you cray'. For phrase 'what I say', the sound of preposition 'to' of the original lyrics was omitted so that the participant might assumed that the omission of 'to' represented 'I'. the next phrase, 'for a why', happened because the sound of 'why' (/waɪ/) had the same pattern of 'while' (/hwaɪ/) sound. The singer seemed assimilate the consonant sound of /l/ so that 'while' was heard as /hwaɪ/. The aspiration /h/ was mostly unrecognizable by the participant. For the sentence 'when I she you cray', it seemed that the participant did not realize how her sentence was constructed because there must be verb after first person singular 'I', not followed by third person singular pronoun 'she'. The reason why she used 'she' because there was

similar sound pattern between ‘she’ and ‘see’ (/ʃI:/ and /s I:/). For ‘cray’ case had similarity with the ‘goodbay’ The participant tented to write what sounds she listened to not the literal word of the sounds.

4.1.1.3. Participant III

The last interview or test was held on 14 June 2013 at 10:00 o’clock. The participant seemed to have good ability in English. It could be seen when she answered a couple of questions from the writer. She mixed her language between English and Bahasa Indonesia. The participant also looked enjoy while doing test and she could find thirteen words for the first song and twenty eight for the second song.

For the first song, she collected the words as followed:

Table 4.9 The Positive Evidence of Participant III for “Hello Goodbye” Song

No.	Words	No.	Words	No.	Words
1.	You	6.	Stop	11.	Not
2.	Say	7.	And	12.	Know
3.	Yes	8.	Goodbye	13.	Why
4.	I	9.	Hello		
5.	No	10.	Do		

The writer also found that she could write seven perfect sentences. These were ‘you say yes’, ‘you say stop’, ‘you say goodbye’, ‘I say hello’, ‘I don’t know why’, ‘and I say I don’t know’ and ‘do you say goodbye?’. She also found some mishearing such ‘hi’ for ‘high’ (see participant I) and ‘hello’ for ‘low’. ‘Hello’ had the same sound pattern with ‘low’ because ‘hello’ could be transcribed as /he loʊ/ and ‘low’ as /loʊ/. Thus, the end syllable of ‘hello’ (‘lo’) had the same sound with ‘low’. Moreover, ‘hello’ was very one of the popular words in the song

because there were many repetitions, and that was why the participant tended to write 'hello' rather than 'low'.

In the second song, she gathered many words, twenty eight. The words could be described as followed:

Table 4.10 The Positive Evidence of Participant III for "Smile" Song

No.	Words	No.	Words	No.	Words
1.	When	11.	To	21.	And
2.	You	12.	Say	22.	Because
3.	First	13.	Just	23.	Feeling
4.	Me	14.	By	24.	See
5.	I	15.	Myself	25.	Cry
6.	Was	16.	So	26.	While
7.	What	17.	Lost	27.	Whenever
8.	For	18.	A	28.	Smile
9.	Did	19.	Found		
10.	Not	20.	Makes		

From the answer sheet, the writer found that she wrote some phrases such 'what to say', 'by myself', 'at first', 'whenever you see me', 'when I see you cry' and 'for a while'. She also noted two perfect sentences such 'I found the light' and 'I was so lost'. The only error she made was the mishearing of 'sat' became 'stop'. It occurred because there was the similar vowel sound: /æ/ and /ɒ/.

In sum, from those participants result, the writer could make a conclusion that each participant had different result, in term of input of vocabulary and errors.

The first participant gathered 33,3% for the first song and 19,35% for the second song. The level of enjoyment that the first participant showed could bring him for the result although the participant was less interested in western song. In turn, there was significant result from the second participant because she could only gathered 18,5% for the first song and 13,9% for the second song. The result produced because the second participant could not enjoy herself while doing the

test whereas she was very familiar with western song (based on questioner). The last was the participant who got the highest number of input. She collected 48,14% for the first song and 30,1% for the second song. The ability and habit of listening to western song brought the participant easier to find the vocabulary she listened to the songs. Moreover, the participant did the test with enjoyment and felt comfortable when she got interaction with the writer.

The erroneous of input mostly were caused by the limit of participants' knowledge about sounds pattern. They were hard to differentiate between one sound and the others. Thus, they tended to find the word that closely related to the sound without caring about the sentence or phrases construction.

4.1.2 Participants' Interpretation of the Songs

For the second session of the test, the participants were asked to find the meaning by reading the lyrics. Based on the result of the activity, the writer found different way of looking for the meaning of the lyrics. Each participant had their own way to describe the meaning of the song. However, before the writer showed the result of the test, the writer would give brief explanation about the meaning based on the opinion on one of websites which discussed about song meaning.

The first song was from The Beatles which was composed by Paul McCartney. He was the singer of the legend rock and roll band in UK, The Beatles. From the website, written by Bertrand from Paris, France, McCartney explained the meaning of the song. He said "The answer to everything is simple.

It's a song about everything and nothing. If you have black you have to have white. That's the amazing thing about life". It meant that the song was about

opposite thing. If there was black there must be white, if there was hot there must be cold or if there was right there must be wrong. Thus, everything was beautiful if people could recognize the best and the worst part of their life and those opposite thing could complete each other. The evidence could be found in the lyrics ‘you say yes. I say no’, ‘you say stop. I say go’, ‘I say high. You say low’ and ‘you say goodbye. I say hello’.

Next song was ‘Smile’ by Lily Allen. From the same website, some participants on the website typed about Allen explanation about the song while she should perform the song in the Secret Garden Party in 2006. She said “The festival was well good, particularly as Lester (my ex, who I wrote Smile about, and subsequently sold his story to the papers) had a tent positioned directly opposite the main stage. So he and his new girlfriend had no option but to watch me perform to a couple of thousand people singing Smile back to me. Oh, it’s the little things eh!”, posted by Edward Pearce from Ashford, Kent, England. This clearly explained that Allen presented the song for her ex-boyfriend who (in the song) cheated on Allen and wanted to get back with Allen. However, the effort of the ex-boyfriend made Allen ‘smile’ because Allen left him and would not get back. Some parts of the lyrics could explain Allen’s story such as ‘when you first left me, I was wanting more. But you were f__ing that girl next door’ which showed that Allen hoped to get back but there was another girl who turned Allen willingness to get back. In addition, the part that showed that the boy wanted to get her back was ‘whenever you see me, you say that you want me back’ and the way Allen laughing at her ex-boyfriend willingness was shown in the chorus part.

After describing the meaning of the songs based on the respondents on the web, the writer would perform the result of meaning description of the songs from the writer's participants.

4.1.2.1 Participant I

As the writer explained above, the first song was just about life that had opposite thing around. However, the participants had different view of what they caught from the song. Here, the first participant had his own way of finding the meaning of the song. He interpreted the song as "*Dua orang yang bertengkar karena suatu masalah, dan salah seorang diantara mereka bersua mengajak berpisah tetapi satu orang yang lain tidak mau. Ini bisa terlihat dari lirik 'you say goodbye and I say hello' dan 'you say yes, I say no'*". The interpretation was translated into:

'Two people got feud because of a problem, and one of them asked to be apart but the other did not want it. It could be seen from the lyric 'you say goodbye and I say hello' and 'you say yes I say no'.

The writer could define that the participant interpreted the song like that because the singer was male so that he assumed that the singer talked or got interaction with a girl or singer's friend. He mentioned about 'feud' which meant that the 'feud' could lead separation. The part of the lyrics such as 'you say yes, I say no' could represent the feud and 'you say goodbye and I say hello' could represent the separation. In this song, although the meaning was not like the original meaning, the participant tent to describe the meaning by telling so that there was a kind of plot when he described the meaning.

After finding the meaning of the first song, the participant was asked to find the meaning of the second song. The song had higher level of difficulty than the first because the connection between one sentences to another was quite difficult.

However, he finally could describe the meaning as "*Bercerita tentang seseorang yang ditinggal pasangannya, namun orang tersebut tidak pernah melupakannya bahkan dia tetap tersenyum dan selalu berjalan kedepan (menjalani hari-harinya). Dia merasa agak tidak baik, namun dengan bantuan telepon temannya dia merasa tersenyum.*" The result was translated into:

"Talking about someone who was left by her/his couple, but that person never forgot the couple, she even still smiled and always moved on (through the day). The person felt not so good but with the help his/her friend's call, the person felt like smile".

For this song, he tried to tell the meaning by giving the meaning for each stanza he knew. For example, the phrases "Told about someone who was left her/his couple" represented the meaning of the first stanza, "but that person never forget the couple even still smile and always move on (through the day)" represented the chorus part and "The person felt not so good but with the help of calling of person's friend the person felt smile" represented the pre-chorus. The interpretation the participant got actually was not really close to the factual meaning of the song because the chorus meant "that the singer/girl felt happy because she saw her ex-boyfriend sad/cry because the girl resisted to get back" and for pre-chorus told about "the advice of her friend could make her calm and then the boy called the girl while he was drunk and the girl knew that the boy was lonely". The pre-chorus meaning should be put before the chorus so that the meaning was connected each other. However, the participant actually tried to

explain that it is about how the people should move on although they had kind of heart broken. In addition, the answers of the participant quite represent how the participant could understand the song after doing the test.

4.1.2.2 Participant II

The next participant looked not feeling comfortable so that she might have difficulty to accept the writer's instruction because she tended to translate certain part of lyrics in answering the meaning. For the first song, she interpreted the meaning as "*Saya datang dan kamu pergi. Kamu berhenti dan saya pergi. Hay hay. Kamu pergi dan aku kembali*", and was translated become "I come and you go. You stop and I go. Hello, hello. You go and I am back". The misunderstanding of the instruction led the participant delivered the meaning by translating the part of the lyric such "I come and you go" translated or paraphrased from "I say hello and you say goodbye", "you stop and I go" from "you say stop and I say go" and "you go and I am back" from "you say goodbye and I say hello". Those parts of the lyrics were mostly repeated and the participant gathered those parts so that the meaning could be like that. On the other hand, the participant might want to explain that everything would be "come and go", "stop and go" and "go and back". This connection actually was closer to the song but the participant just could not give more explanation of her reason why she could give the interpretation.

It also happened to the second song. The participant was assumed to be able to find more about the meaning because the text was not as simple as the first one. There are so many key words that she could use then to find the appropriate

meaning. However, the ‘uncomfortable’ factor led the participant unable to get the idea of the song. It could be seen from her interpretation of the second song such “*Kapan kamu tersenyum kepadaku, aku menunggu senyumammu*”, which was translated into “when do you smile to me? I am waiting for your smile”. The meaning was, in fact, far from the original meaning because the participant might just look from the words that always repeated such as “when” and “smile”.

4.1.2.3 Participant III

Many repetitions of the lyrics “you say goodbye and I say hello” made all the participants assumed that the lyrics became the central point of the song. It also happened for the last participant. She interpreted the meaning by giving general information about the song. She wrote “*Seseorang yang merasa diacuhkan; bersemangat menyapa tetapi yang disapa sedikit tidak bersemangat*”, which became “a person who felt ignored; really wanted to greet but someone who was greeted little bit did not have willingness to greet back” (translating from the original meaning). From her interpretation, the result showed that the singer (McCartney) had willingness to be nice in front of the people he greeted. However, there was no positive response from the people he greeted. The participant told the writer the reason why she could get the point because of lyric “you say goodbye and I say hello”. This was clearly explained that the lyric “you say goodbye and I say hello” became guidance for the participant to find the meaning. If it is compared to Paul McCartney explanation about the song, the participant tented to explain it explicitly rather than explain the implicit meaning.

The competence of the last participant should make her find the meaning more than that.

The participant did not seem find difficulty in giving the meaning of the second song. She also found the general meaning of it. She noted "*Laki-laki yang meninggalkan perempuan sampai suatu saat, si lelaki itu ingin kembali ke perempuannya*" which had English version as "a boy who left the girl. And one day, the boy wanted to get back". She stopped on it without giving explanation what happened next. However, the explanation could be connected to the Lily Allen experience that depicted to the song. In term of meaning, the participant could find a part of the story of the song. It showed that she actually had good competence in finding the general meaning of the song.

4.2. Discussion

The finding of this research showed that songs had role of language learning because each participant could give their output from songs and lyrics as the input. Their output was not only in form of the collection of vocabulary and sentences but also errors. However, the result could represent that Krashen theory which says that the main principle of input was $i+1$ is related to the finding. It could be seen from the result that the erroneous could also be the additional information of why the errors happened so that the participants could recognize their errors by themselves. Those errors are related to Gass theory which stated that input produced by the learner is not only in correct form but also incorrect form.

The participants were able to find their additional knowledge of vocabulary and reflection of the songs. Based on the result, the participants could collect the words that were commonly used such as first person pronoun (I) and second person pronoun (you) for both song 1 and 2. Repetition of the words also affected their collection of words such as 'goodbye' and 'hello' found in the first song and the words 'smile', 'when' and 'first' found in the second song. The use of common article such as 'a' in song or daily conversation drove the participant to find that article into their input and the effect of clear or recognizable pronunciation gave them ease to notice the words on the song such as 'say', 'for' and 'and'.

For phrases or sentence, the highest frequency of repetition made the participants find the sentences and phrases easily. It happened on the first song when the participants all noted "you say goodbye" and "I say hello" on the first song. However, the higher level of difficulty of the second song made some the participants get trouble in completing sentences or phrases. Participant 1 and II only got one phrase that was mostly repeated: 'at first' (participant 1) and 'make me smile' (participant 2). On the other hand, the errors happened because of the lack of knowledge of sound pattern. The participants had problem in recognizing the similar pattern of sound of different word so that they looked for alternative words of sounds they had heard.

Based on the result above, those three participants produced different result.

The main factor was the comfortable feeling of learning. The first participant had low knowledge of western song compared to the second participant but the

participant could get better result. This was caused by the uncomfortable feeling that second participant showed so that the result was lower. In turn, the excitement of the first participant doing the test made him could grab the input better although he was not familiar with western song. For the last participant, her good ability in English and enjoyment brought her to get the highest number of vocabulary of song. It can be concluded that ability was not always enough in learning language, but the way the learners looked at the learning itself as a good and fun thing also affected language learning.

The collection of vocabulary (positive evidence) affected the interpretation of participants; participants who can collect many vocabularies can get deep understanding of the songs. Based on the finding in interpreting meaning, those participants had different interpretation. In the first song, the first participant told about relationship problem, the second participant wrote about two people who had opposite behavior, and the last participant explained about the ignorance of greeting. For the second song, the first participant wrote about 'move on' in doing relationship, the second participant said that the song was about waiting for someone's smile and the last participant thought that it was about disappointment.

Based on the factual meaning of the first song, the meaning given by the second participant is closely related to the factual meaning. For the second song, the meaning that is closed to the factual meaning was the answer from the last participant. The reason was she got the exact explanation in the beginning of the story although she could not get the main point of being 'smile' while the singer saw the suffers of her ex-boyfriend.

After analyzing the finding of meaning, the writer concluded that each participant had unique way on finding the meaning. It could be noticed from the way of the first participant who tried to make a story by giving explanation for each stanza; the second participant tried to translate the main point and excessive words; the last participant tried to grab the general story of the song

Based on the previous study, the writer found that the finding was different since the writer presented the data by giving the explanation of the input and the analysis of the errors. In turn, Salcedo (2002) presented her data by giving calculation of the input. In a matter of fact, both the writer and Salcedo had the same material but Salcedo calculated the input by giving missing lyrics while the writer asked the participants to write down anything they heard.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion of the research and suggestion for readers (students or learners and teacher) based on the research that had been done by the writer.

5.1 Conclusion

The research result showed that songs were good material for learners because they could feel that they were not learning but finding something new.

Songs contain many different kinds of words, phrases and sentences that are usually used in daily communication. The lyrics of the songs also helped the learners to understand the context of some texts on the lyrics in investigating the meaning. The interesting material was not an absolute solution. The condition or mood and the song familiarity of the learners affected the output of learning.

Based on the result, the participant who had good mood or feeling while doing the learning activity got better result than the participant who had lower mood. The error was also participants' part of input because the participants could investigate their own error after reading the lyrics. In short, both positive and negative evidence can make the learners learn and improve their knowledge in learning a language.

5.2 Suggestion

After conducting the research related to the songs to enhance vocabulary and comprehension skill, the writer finds that there are many things to do to make the research better. Therefore, there are a couple of suggestions that the writer would like to give for future researcher who wants to conduct research related to language learning and media.

1. The next participants of the research can be younger learners. For example learners who are in the kindergarten school. Kindergarten school has facility to make the learners always feel good so that some teachers use song as a media to acquire a language. The research can be in form of investigating the error and the application of teaching activity by using songs.
2. The next researcher can use comparisons between male and female students in getting vocabulary and meaning by using songs because gender issue may shows different way of male and female deliver a language in communication.
3. The next researcher can investigate the influence of native like pronunciation on the song toward the pronunciation of the learners. To become native like in pronunciation is really needed because the language is not only used in local area but also widely abroad. Proper pronunciation can help the speaker and the hearer get connection in communication. In addition, the next researcher can investigate the influence of participant's knowledge of spelling in the way of writing the answer.

4. For the beginner learners, the next researcher can use the simplest lyrics and lower tempo of the songs so that the learners can recognize the lyrics easily.

5. Song is one of the media that is used in language learning process; however, the next researcher can use another media to find another language skill element. For example, movie or online games can be material for learning a language because the writer assumes that younger learners are familiar with both movie and online game.

6. The last suggestion is the researcher can make this current research as a reference to find learners' style in learning a language. This can be in form of comparing learners' style or be more specific in investigating one of the styles that learners used.

Those suggestions hopefully can give the next research alternative subject and object in conducting a research. Further, the writer would like to give a suggestion for students or learners and teachers in using material as simple as song. The suggestions are:

1. Creativity of the learners can bring the learners find the input bigger.

Learners need to use anything around them to be their material and they can learn from it. One of alternative materials is song. Song can give additional information or knowledge about vocabulary that is commonly used by native. It is not merely about media but how the learners can apply it so that the information or knowledge they get not wasted. In sum, the intensity of practice the language either inside or outside of the class is

really needed because the main purpose of learning a language is to use it in real life.

2. The teacher needs to find another alternative way to increase willingness

or motivation of the learners to attend the class and follow the teaching-learning process. The use of grammar book and reading text frequently can make the learners feel bored while doing teaching-learning process.

Teacher can put some media in order to be material on his/her lesson plan, for example song. Song can be an alternative for teacher to discuss about interpretation of the song, idiom, slang words and other vocabulary terms.

Based on the writer's suggestion, hopefully the readers can take the positive side of this research and find another good solution in giving alternative way for learners in learning a language.

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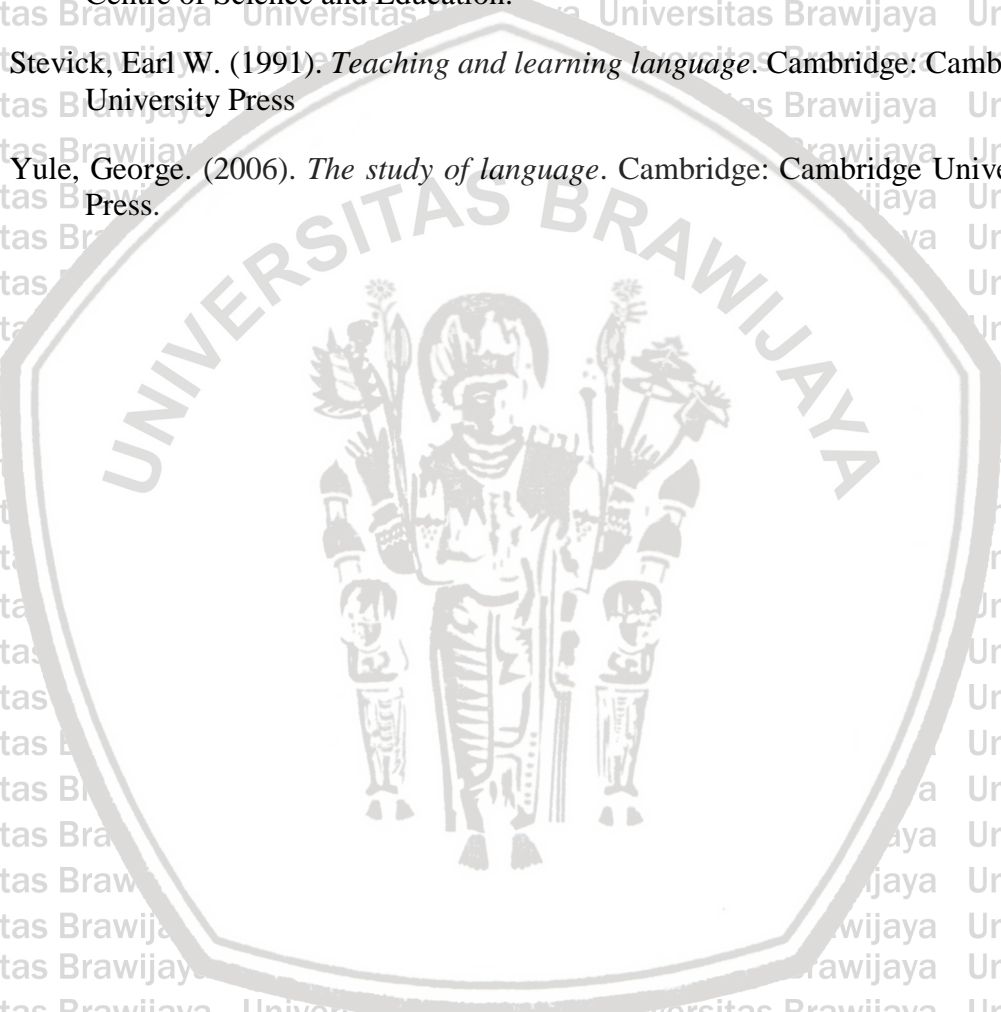
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APPENDICES

Appendix 1 Lyrics of “Hello Goodbye” Song

You say yes, I say no	I say hello
You say stop and I say go, go, go	Hello, hello
Oh, no	I don't know why you say goodbye
You say goodbye and I say hello	I say hello
Hello, hello	You say yes (I say yes)
I don't know why you say goodbye	I say no (But I may mean no)
I say hello	You say stop (I can stay)
Hello, hello	And I say go, go, go (“Til it's time to
I don't know why you say goodbye	go)
I say hello	Oh, no
I say high, you say low	You say goodbye and I say hello
You say why and I say I don't know	Hello, hello
Oh, no	I don't know why you say goodbye
You say goodbye and I say hello (Hello	I say hello
goodbye, hello goodbye	Hello, hello
Hello, hello (Hello goodbye)	I don't know why you say goodbye
I don't know why you say goodbye	I say hello
I say hello (Hello goodbye, hello	Hello, hello
goodbye)	I don't know why you say goodbye
Hello, hello (Hello goodbye)	I say hello
I don't know why you say goodbye	Hello, hello
(Hello goodbye)	I don't know why you say goodbye I
I say hello	say hello
Why, why, why, why, why, why	Hello
Do you say goodbye?	Hela, hey, aloha
Goodbye, bye, bye, bye, bye	Hela, hey, aloha
Oh, no	Hela, hey, aloha
You say goodbye and I say hello	
Hello, hello	
I don't know why you say goodbye	

Appendix 2 Lyrics of "Smile" Song

When you first left me (It makes me smile)
I was wanting more At worst I feel bad for a while
But you were f_____king that girl next door (I feel bad for a while)
What'cha do that for? But then I just smile
What'cha do that for? (Then I just smile)
When you first left me I go ahead and smile
I didnt know what to say (I go ahead and smile)
I've never been on my own that way No I just couldn't help myself
Just sat by myself all day See you messed up my mental health
I was so lost back then I was quite unwell
But with a little help from my friends I was so lost back then
I found the light in the tunnel at the end But with a little help from my friends
Now you're calling me up on the phone I found the light in the tunnel at the end
So you can have a little whine and a moan Now you're calling me up on the phone
And it's only because you are feeling alone So you can have a little whine and a
moan
At first when I see you cry And it's only because you're feeling
It makes me smile alone
Yeah it makes me smile
At worst I feel bad for a while At first when I see you cry
But then I just smile It makes me smile
I go ahead and smile Yeah it makes me smile
Whenever you see me At worst I feel bad for a while
You say that you want me back But then I just smile
(Want me back) I go ahead and smile
And I tell you it don't mean jack La la la
(It don't mean jack)
No it don't mean jack
(No it don't mean jack)
I couldn't stop laughing
At first when I see you cry
(When I see you cry)
It makes me smile
(It makes me smile)

Appendix 3 Questioner Result of Participant I

KUESIONER

Sehubungan dengan adanya penelitian yang dilakukan oleh Septian Dwi Astarini, kuesioner ini diharapkan dapat diisi sesuai dengan keadaan sehingga peneliti bisa mendapatkan data yang dibutuhkan.

Nama

Umur

No Telp.

II. Berilah tanda cek (✓) atau isi sesuai dengan pilihan anda.

- Berapakah nilai TOEFL terakhir anda?
a. 450 b. < 450 c. > 450 d.
- Apakah anda tertarik dengan musik/lagu?
 a. Iya b. Biasa c. Tidak d.
- Jika anda tertarik, dari manakah musik/lagu yang sering anda dengarkan?
a. Indonesia b. Amerika c. Inggris d. ...Indonesia dan Inggris
- Jenis musik/lagu (genre) apa yang anda sukai atau sering anda dengarkan?
a. Pop b. Rock c. Rock & Roll d. Country
e. Metal f. Jazz g. ...Jazz and Pop
- Berapa lamakah anda mendengarkan music/lagu dalam sehari?
a. < 5 jam/hari b. 2 - 5 jam/hari c. > 2 jam/hari
d. 1 jam/hari

II. Isilah pertanyaan-pertanyaan berikut sesuai dengan jawaban yang anda inginkan.

- Sebutkan penyanyi atau band favorit anda!
Ariel / Peterpan / Westlife
- Sebutkan 10 judul lagu yang ada dalam daftar *playlist* anda!
 - Separuh Aku
 - Kupu-kupu Malam
 - Urban girl
 - What the hell
 - yank
 - status hambaKu
 - PSG
 - Blues is the colour
 - I lay my love on you
 - Bento

Appendix 4 Questioner Result of Participant II

KUESIONER

Sehubungan dengan adanya penelitian yang dilakukan oleh Septian Dwi Astarini, kuesioner ini diharapkan dapat diisi sesuai dengan keadaan sehingga peneliti bisa mendapatkan data yang dibutuhkan.

Nama

Umur

No Telp.

II. Berilah tanda cek (✓) atau isi sesuai dengan pilihan anda.

1. Berapakah nilai TOEFL terakhir anda?
a. 450 b. < 450 c. > 450 d.
2. Apakah anda tertarik dengan musik/lagu?
a. Iya b. Biasa c. Tidak d.
3. Jika anda tertarik, dari manakah musik/lagu yang sering anda dengarkan?
a. Indonesia b. Amerika c. Inggris d.
4. Jenis musik/lagu (genre) apa yang anda sukai atau sering anda dengarkan?
a. Pop b. Rock c. Rock & Roll d. Country
e. Metal f. Jazz g.
5. Berapa lamakah anda mendengarkan music/lagu dalam sehari?
a. < 5 jam/hari b. 2 - 5 jam/hari c. > 2 jam/hari
d.

II. Isilah pertanyaan-pertanyaan berikut sesuai dengan jawaban yang anda inginkan.

1. Sebutkan penyanyi atau band favorit anda!
Dani Lovato, Maroon 5, Bruno Mars, Tompi, Katty Perry
2. Sebutkan 10 judul lagu yang ada dalam daftar *playlist* anda!
- I was your man
- All Alright
- Beauti and a heat
- Talking to the moon
- marry you
- Carry on
- it's Not Too late
- I need this
- Unholy
- make it make it

Appendix 5 Questioner Result of Participant III

KUESIONER

Sehubungan dengan adanya penelitian yang dilakukan oleh Septian Dwi Astarini, kuesioner ini diharapkan dapat diisi sesuai dengan keadaan sehingga peneliti bisa mendapatkan data yang dibutuhkan.

Nama

Umur

No Telp.

II. Berilah tanda cek (✓) atau isi sesuai dengan pilihan anda.

- Berapakah nilai TOEFL terakhir anda?
 - 450
 - < 450
 - > 450
 -
- Apakah anda tertarik dengan musik/lagu?
 - Iya
 - Biasa
 - Tidak
 -
- Jika anda tertarik, dari manakah musik/lagu yang sering anda dengarkan?
 - Indonesia
 - Amerika
 - Inggris
 -
- Jenis musik/lagu (genre) apa yang anda sukai atau sering anda dengarkan?
 - Pop
 - Rock
 - Rock & Roll
 - Country
 - Metal
 - Jazz
 - pop..country
- Berapa lamakah anda mendengarkan music/lagu dalam sehari?
 - < 5 jam/hari
 - 2 - 5 jam/hari
 - > 2 jam/hari
 -

II. Isilah pertanyaan-pertanyaan berikut sesuai dengan jawaban yang anda inginkan.

- Sebutkan penyanyi atau band favorit anda!

Taylor Swift	Selena Gomez
Sarah Brightman	
- Sebutkan 10 judul lagu yang ada dalam daftar *playlist* anda!

Time to say goodbye	Fifteen
Red	My imagination
We are never ever getting back together	Catch my breath
Treacherus	I knew you were trouble
Everything has changed	Mela Fantasia
Back to december	My Dilemma
All to well	We own the night
22	
Begin again	
I love you like a love song	
Naturally	
Poisoned with love	
Who say	

Appendix 6 Vocabulary Answer of Participant I (“Hello Goodbye” Song)



Appendix 8 Vocabulary Answer of Participant II ("Hello Goodbye" Song)

I say goodbye
You say goodbye
Hello you say goodbye I say hello
You say goodbye
I say hello
Hello, Hello I say goodbye
I say hello

Appendix 9 Vocabulary Answer of Participant II ("Smile" Song)

And more
what I say
friends
when I see you cry
when I you she me
make me smile
make me smile
for a while

Appendix 10 Vocabulary Answer of Participant III (“Hello Goodbye” Song)

You say yes. You say no. You say stop
Oh no
You say goodbye
I say hello
I don't know why. I say hello
I say hi
You say hello
And I say I don't know
I don't
Do you say goodbye?

Appendix 11 Vocabulary Answer of Participant III (“Smile” Song)

And I say
I don't what to say
Just stop by my self
I found the light
Because you peeling
At first
Whenever ^{you} see me
I was so lost
When I see you cry
For a while

Appendix 12 Song Interpretation of Participant I (“Hello Goodbye” Song)

Lirik "hallo selamat tinggal bercerita tentang
 an orang yang bertengkar karena suatu masalah dan salah seorang diantara
 mereka berduka mengajate berpisah tetapi satu orang yang lain tidak mau. ini bisa
 terlihat dari lirik "you say good bye and i say hello dan you say yes, i say no

Appendix 13 Song Interpretation of Participant I (“Smile” Song)

Lirik "senyum"
 bercerita tentang seseorang yang ditinggal pasangannya, namun orang tersebut
 tidak pernah melupakannya bahkan di tetap tersenyum dan selalu berjalan
 kedepan (menjalani hari-harinya). dia merasa agak tidak baik, namun dengan
 bantuan teman-temannya dia merasa tersenyum.

Appendix 14 Song Interpretation of Participant II ("Hello Goodbye" Song)

Saya ~~datang~~ datang dan kamu pergi
kamu berhenti dan saya pergi
Hay, Hay
Kamu pergi dan aku kembali

Appendix 15 Song Interpretation of Participant II ("Smile" Song)

Senyum
Kapan kamu tersenyum kepadaku
Aku menunggu senyummu.

Appendix 16 Song Interpretation of Participant III (“Hello Goodbye” Song)

Seseorang yg merasa diacahkan
Bersemaugat menyapa, tetapi yg disapa
sgh sedikit tidak bersemaugat

Appendix 17 Song Interpretation of Participant III (“Smile” Song)

Dissapointed

Laki-laki yg meninggalkan perempuan
Sampai suatu saat, si lelaki itu ingin
kembali ke perempuannya.

Appendix 18 Classification Sheet of the Vocabulary Result

Song I		Song II	
Words	Phrases / Idioms	Words	Phrases / Idioms
<ol style="list-style-type: none"> 1. yes 2. I 3. go 4. no 5. you 6. say 7. goodbye 8. hello 9. do 	<ol style="list-style-type: none"> 1. You say goodbye 2. I say hello 	<ol style="list-style-type: none"> 1. when 2. at 3. more 4. for 5. say 6. way 7. I 8. you 9. friends 10. and 11. first 12. first 13. smile 14. no 15. end 16. city 17. mean 18. at 19. go 	<ol style="list-style-type: none"> 1. they → that 2. you go → you're calling 3. she → so 4. what → mean 5. date → walk / get 6. she → see 7. a war → I war 8. half → health 9. an ... → on well 10. laughing → light in / feeling 11. I war → at worst 12. for a way → for a while 13. at first → at first
<ol style="list-style-type: none"> 1. I 2. say 3. goodbye 4. you 5. hello 	<ol style="list-style-type: none"> 1. You say goodbye 2. I say hello 	<ol style="list-style-type: none"> 1. He → high 2. Hello → low 	<ol style="list-style-type: none"> 1. And 2. more 3. what 4. I 5. say 6. friends 7. when 8. you 9. me 10. make 11. smile 12. for 13. a 14. step 15. what to say 16. by myself 17. pound the light 18. at first 19. what ever you see me 20. I was so lost 21. when I see you cry 22. for a while
<ol style="list-style-type: none"> 1. You say yes 2. You say stop 3. You say goodbye 4. I say hello 5. I don't know why 6. And I say I don't know 7. Do you say goodbye? 	<ol style="list-style-type: none"> 1. He → high 2. Hello → low 	<ol style="list-style-type: none"> 1. I 2. did 3. not 4. what 5. to 6. say 7. just 8. by 9. myself 10. found 11. the 12. light 13. beauty 14. you 15. feeling 16. at 17. first 18. whenever 19. see 20. me 21. war 22. so 23. lost 24. when 25. cry 	<ol style="list-style-type: none"> 1. and → wanting 2. what I say → what to say 3. when I see you cry → when I see you cry 4. she → see 5. say cry → cry 6. for a why → for a while

Appendix 19 Berita Acara Bimbingan Skripsi



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3. Program Studi : Sastra Inggris
4. Topik Skripsi : Second Language Acquisition
5. Judul Skripsi : Song as Media in Obtaining Input and Improving Listening Comprehension Skill on Students of Education of Bahasa Indonesia Study Program
6. Tanggal Mengajukan : 15 Februari 2013
7. Tanggal Selesai Revisi : 30 Juli 2013
8. Nama Pembimbing : I. Fatimah, M.Appl.Ling
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9. Keterangan Konsultasi :

No.	Tanggal	Materi	Pembimbing	Paraf
1.	15 Februari 2013	Pengajuan dan persetujuan judul skripsi	Pembimbing I	
2.	15 Februari 2013	Pengajuan dan persetujuan judul skripsi	Pembimbing II	
3.	18 Februari 2013	Outline proposal skripsi	Pembimbing I	
4.	25 Februari 2013	Pengajuan BAB I - III	Pembimbing I	
5.	28 Februari	Revisi BAB I – III	Pembimbing I	

	2013		
6.	7 Maret 2013	Revisi BAB I – III	Pembimbing I
7.	14 Maret 2013	Revisi BAB I – III	Pembimbing I
8.	21 Maret 2013	Revisi BAB I – III	Pembimbing I
9.	28 Maret 2013	Revisi BAB I – III	Pembimbing I
10.	1 April 2013	ACC Seminar Proposal	Pembimbing I
11.	3 April 2013	Revisi BAB I – III	Pembimbing II
12.	8 April 2013	Revisi BAB I – III	Pembimbing II
13.	15 April 2013	Revisi BAB I – III	Pembimbing II
14.	22 April 2013	ACC Seminar Proposal	Pembimbing II
15.	3 Mei 2013	Seminar Proposal	Pembimbing I
16.	3 Mei 2013	Seminar Proposal	Pembimbing II
17.	24 Juni 2013	Pengajuan BAB I – V	Pembimbing I
18.	1 Juli 2013	Revisi BAB I – V	Pembimbing I
19.	2 Juli 2013	Revisi BAB IV – V	Pembimbing I
20.	3 Juli 2013	ACC Seminar Hasil	Pembimbing I
21.	4 Juli 2013	Pengajuan BAB I – V	Pembimbing II
22.	5 Juli 2013	Revisi BAB IV – V	Pembimbing II
23.	8 Juli 2013	ACC Seminar Hasil	Pembimbing II
24.	16 Juli 2013	Seminar Hasil	Pembimbing I
25.	16 Juli 2013	Seminar Hasil	Pembimbing II
26.	17 Juli 2013	Revisi BAB I – V	Pembimbing I
27.	18 Juli 2013	Revisi BAB I – V	Pembimbing II
28.	19 Juli 2013	ACC Ujian Skripsi	Pembimbing I

29.	19 Juli 2013	ACC Ujian Skripsi	Pembimbing II
30.	29 Juli 2013	Ujian Skripsi	Pembimbing I
31.	29 juli 2013	Ujian Skripsi	Pembimbing II

Telah dievaluasi dan diuji dengan nilai



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