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## **The Revitalization of Song Interpretation by Civil Engineering Students**

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### **Abstract**

Song is one of media that can use to revitalize the students to increase their ability in writing. Writing using English is one of students' difficulties for civil engineering students moreover if the lecture asks the students to write long paragraphs. Using song, the students are able to explore their imagination to write short story based on the song that they have heard. If the students get confuse about the meaning of the song, they can watch the video clip. Watching video clip of that song is able to help the students more understand about the meaning of the song. Watching video clip is helping the students to add their imagination about the songs and they can interpret the song easier. There are two research questions in this research. There are 1) how is synchronize between the song given and students' implementation? and 2) what is the students' errors in writing?. Qualitative method will used to finish this research because at this time, the researcher is collecting the data for this research. The subjects of the research were civil engineering students' writing which joining English 2 for common support lecture. The researcher analyzed the synchronize students' writing with the song lyric and there will two errors of the writing which will analyze, such as subject-verb agreement, and sentence structure errors.

**Keynotes:** song, interpretation, writing skill

## **Introduction**

English is one of common support lecture in technical institute. Many students think that English does not important to learn because English is hard to learn and they do not need English in their majors. They do not realize if they need English to support them to read their references in their daily lectures. Many students have lack motivation when they learn English. There are few factors which make it happened. The factors are lecture's way to teach, students' motivation, and boring atmosphere in the class. Besides, there is almost no one using English.

Listening music is able to help the teacher to build good atmosphere in the class. Giving popular songs in that time to the students is one of the ways to make the students enjoy EFL class. Song will help the students to increase their vocabulary and understand the meaning of the song. Schoepp (2001) explained that human language is an essential part of song, then, it can be value if the songs synchronize with the lesson in the class. There is another reason why song is able to help the lecture teach in the class because the lecture and the students can access the song and video in the internet and they can get the lyric to help them to understand the meaning of the song and increase the vocabulary.

Using song in teaching learning process has some benefits for the students, like the students can improve the language skills in learning English using song. Several researchers believe that giving song to the students, it will make the students enjoy to the lesson and it will develop students' language skills (Adamowski, 1997; Domoney & Harris, 1993). In listening skill, the lecture asks the students to fill blank lyric and sing the song together are able to make the students enjoy and it will create good atmosphere in the class. Then, in teaching writing, the lyrics of a song can be treated like a text that should imagine by the students and the students can put their imagination become short story. The students can interpret the text by their own language. The students can interpret the lyric based on their understanding to the song lyric. Their interpretation can be written into short story based on their own experience which similar with song lyrics. It will make the students interest in writing because they would share their own experience.

In this research, the research has two questions to limitation the research. Those two questions are 1) how is synchronize between the song given and students' implementation? and 2) what is the students' errors in writing?. The researcher used qualitative method to analyze this research.

She would explain teaching learning process in the English 2 class when the lecture applied song. Besides, the researcher would analyze students' assignments to answer the questions above. In this class, there are fifty students. The students were in fourth semester. They took English 2 in fourth semester as common support lecture. The researcher only took few sampling for her research. The sampling took randomly which contain three level students; advance level students, intermediate level students, and novice level students.

### **Theoretical Background**

Song is flexible to use in the teaching learning process. Song can be used as a presentation, practice exercise in four skills, or as a production activity (Bag, 2008). Song is really helpful for the learners to learn foreign language. The lecture gives productive activity like interpret the lyrics based on learners' understanding, then, the students can present their exercise given by the lecture. Popular songs and simple lyric of the songs are appropriate for engineering students who do not really have feeling to English as their common support lecture. Using song, the students may increase their sense and enjoy learning English. Song is presented with repetitive words which help the students to make the students familiar with that words, song vocabulary contain common and short words, and the students can learn the structure from the song lyrics. So, giving song to engineering students is appropriate to apply in the English class.

Songs as part of language study may make acquisition easier as songs share to the learners. Song, like language, is an expression of meaning and emotion. Song is a form of communication that exists in all daily life. The learners are really like popular songs, moreover love songs. Giving popular songs to the students are really help the students to increase their mood to study. Good mood can help the students enjoy the study although the lecture gives task to do. According to Stansell (2005), if students admit to enjoy listening song, incorporating song into a language lesson may make the students more receptive to processing foreign language.

Song lyric is a form of communication of the writer. The singer will convey the message of the lyric by the vocal and gesture. It was like Mithen (2006) said that language and song use the same three modes to communicate messages and feelings; vocal (speech, song), gesture (body language, dance), and written (literature, lyrics). Many times, the listeners do not understand the

lyric meaning which delivered by the singer. There few factors which make the listeners fail to understand the meaning of the lyric, such as vocabulary, idiom, and implied meaning.

Understanding the lyric is needed for everyone to explore the meaning of the songs. Understanding the meaning of the songs is not only by the lyric but also by the video. Watching video of the songs will help the music listener understand the meaning of the song. Now days, the people can browse in the internet to watch the video because in this era, internet is easy to get by the people. The students can explore the song wider by interpret the song. Interpreting lyric is needed for the learners to understand the meaning of the song lyric. Every people will have their own perception about the lyric. With some imagination, lyric can be interpreted into the listener's personal experiences. The learners have to put their imagination into paragraphs. Every single lyric has different interpretation for each people. Interpretation song lyric can help the students to revitalize their self. They can imagine the lyric into their own experience. They imagine the lyric based on their experience and put it into writing. Students' writing can improve to short story. Writing short story based on students' experience will make the students interest. That is why; the lecture should play popular songs moreover love song.

### **Error Categories**

Structure is one of problems for civil engineering students. When they write short story, they afraid doing many errors in structure used. To know their errors, the lecturer must check students' writing. While correcting assignments, it is very essential for the teacher to identify the learners' errors because the teacher has some categories what need to be corrected. The lecture must make boundary to correct students' errors. There were five errors categorized by Ferris and Roberts (2001: 169). But the researcher only took two errors categories; subject-verb agreements and sentence structure. But the researcher changed the name of errors to make appropriate with the research; verb errors become subject verb agreement. The students were making the most errors in these categorizes as:

1. Subject-verb agreements in this categorize include tense and form of the verb.
2. Sentence structure errors refer to all errors related to sentence/clause boundaries (for example: run-ons, fragments, comma splices), word order, omitting words or phrases from a sentence and/or insertion of unnecessary words or phrases.

Among the error categories above, all might significantly and equally contribute students' writing by English learners in Indonesia.

### **Students' Interpretation**

The lecturer gave few songs to the students. The students got the song randomly. Each student must listen a song then they must interpret that song into short story. The lecturer said that they must write minimally in three paragraphs and each paragraph consists of ten sentences. But before the students interpreted the song, they must listen the song carefully because they must fill the blank in the lyric. The lecturer said it was used to listening exercise. After that, the lecturer asked the students to sing together. It made the students more cheerful and easy to do their assignment.

There were few kinds of interpretations which made by civil engineering students. First, few of them tell the meaning of the song without put their short story in their paragraph. So, they just retell meaning of the song. Second, the students just rewrite the lyrics but they wrote it into paragraph. And they just put name in that lyric which made in to paragraph. The third, the students told their own story based on the lyric. But they made it into short story and they added more story based on their imagination. They told the meaning of the song lyric by lyric. They didn't add any name in their interpretation. Many of them just put "I" and "you" in their story based on the lyric. In the *Adelle* song in lyric "All I Ask"

*Hold me like I'm more than just a friend  
Give me a memory I can use  
Take me by the hand while we do what lovers do*

The student interpret that lyric, like

*My life doesn't mean to you, maybe this is not possible, and more than my soul has been with you since we first met.  
All the memories of us I will never forget in my life, and I will never forget the soft touch of your hand that has made an impression on my fingers.*

The text above is simple part which written by civil engineering students. The student didn't mention clearly who "I" and "You" are. The student didn't write the interpretation clearly. And the student wrote jumble interpretation. It made the reader hard to understand the meaning of the song. The student submitted the lyric of the song with *Bahasa* as the translation. Actually, it would make the students easy to understand the meaning of the song because they have less

vocabulary to remember. They just read the translation and put their imagination about the translation in their paper.

Few students' interpreted song using real short story or imaginative short story. Their short stories were not out of the lyric content. But many of them were writing the story wider and creative. They added few characters in their own story. But there were finding few stories which confusing to understand because there were many errors structure in their story. There was an interpretation "Rockabye" lyric. This lyric told to the listener about divorce between husband and wife. In this short story the student wrote:

*She has happy family and no big problems. Living in a crowded urban area and many human. And must be prepared with all the consequences. Stayed with her father, husband and 3 children. They live in happiness and pleasure. Have a fixed home, abundant income. To the extent that everyone is impressed with the life they live. A submissive child, a loving husband, a good job. the house is so peaceful. Like a family goals.*

*Toward the born of the 4<sup>th</sup> child began to have a little problem. The husband he loved so much and loved having an affair with another woman. He knows from the 3<sup>rd</sup> child who at that time the child is still in elementary school. To make a terrible argument. And he's looking for a job to keep up when the husband leaves him he can hang on with his kids. And now this mother has 5 children. Who has gone to school all. Her husband began to escape responsibility not to pay school fees.*

From those two paragraphs, the student shared his imaginative idea to the lyric. In the lyric and video, there is no explanation how many children they have. But in this short story, the student told about a happy family in the beginning of the marriage until they have four children. But in the middle of marriage, the husband has another woman. So, it made the wife must work hard to fill the children' need including school fees because her husband didn't give them any money. But those paragraphs were hard to understand because the student used so many wrong structures. Giving song can help the students to revitalize students' mindset and imagination. They would be creative people. They can learn how to arrange words and be better in writing.

### **Subject Verb Agreement**

In subject-verb agreement, the researcher would check students' errors in subject-verb agreement. In subject-verb agreement, the researcher would analyze the accuracy of subject and verb which used by civil engineering students. The used of subject and verb in the sentence are very important to make the sentence or the students' meaning clearly. Clearly sentences will make the reader easy to understand the meaning of the writing. There were many students who



didn't understand how to use subject and verb in a sentence. Sometimes, the students didn't put subject or verb in the sentence. The reader was hard to understand the writer's meaning. The reader must guess what the writer means. Based on analysis there were so many errors made in subject-verb agreement. It found in few sentences that the sentence didn't have subject or inappropriate verb. The researcher has few example of students' writing to study.

No	Sample	Explanation
1.	Always look forward to the past can be repaired.	No subject
2.	Exactly on Saturday night and shinta dating at a restaurant D'cost located in in Sutos mall.	Subject ambiguity Wrong verb
3.	The shadow it always comes to my mind.	Double subject
4.	He is just an ordinary friend.	Wrong tense
5.	And must be prepared with all the consequences.	No subject

In example number 1, there were two errors categories. The error was not only in subject verb agreement but also in word order. The student didn't put subject in front of adverb of time "always", the student must add adjective clause to connect those two sentences "always look forward to the past" and "can be repaired". Then, the student couldn't use "can" as a modal auxiliary. He must use "could" because it was happened in the past.

So many errors in example number 2, such as punctuation, conjunction, grammar use, adjective clause, and double preposition. The student must add coma after adverb of time and he didn't need to add the conjunction "and". Then, this activity had happened in the past, so, the students must use "dated" not "dating". After the word "D'cost" the student must add adjective clause as a place 'where' to explain the location of the restaurant and double preposition must be erased.

For the last three examples, the errors were not as complex as first and second example. In the third example, the student use double subject in a sentence without conjunction. The student wrote "the shadow" and "it" as subject. "It" must be erased from that sentence because "it" represents 'the shadow' in that sentence. Besides, the students made error in the used of tense. In fact, this case happened in the past. So, the student must used simple past tense for that sentence. It is same with example number four. The student should not use "is" but she must use "does". The last example, the student didn't put subject in front of modal. So, this sentence is so ambiguity. The reader will hard to understand the meaning of the sentence.

Those examples showed that many students didn't understand well how to organize the use of subject-verb agreement well. The students were still confusing how to arrange subject and verb into good sentence. Beside, the students didn't understand the use of tenses well. So, the meaning of the sentences couldn't catch well.

### **Sentence Structure Errors**

Sentence structure errors refer to many kinds of errors in a sentence. There were so many kinds of errors which analyzed in sentence structure errors, such as word orders, punctuation, omit words or phrases, and inappropriate words or phrases. Sentence structure error is one of important categories which should analyze. If the students wrote errors in their sentences, it will be influence the meaning and understanding of those sentences. After the researcher analyzed of students' writing, there were found so many errors there, such as capital letter, word order, and structure. The researcher shared few examples below.

<b>No</b>	<b>Sample</b>	<b>Explanation</b>
1.	he asked for help to a friend of his friends to find a girlfriend.	Word order and capital letter
2.	While working, his son deposited to his friend.	No subject, word order
3.	Sometimes she cries to remember his children but he should remain vibrant.	Punctuation, word order, structure
4.	Did not feel the time has shown at 23.00 pm if we are dating again we can forget the time.	Word order, word arrangement, structure

In the first example, the student made many errors. He wrote confusing sentence. First, he didn't write capital letter in the beginning word. He didn't need to write "for" but he must write "to" in front of the word "help" because that sentence used gerund. To make the sentence easy to understand, the first sentence must be written "He asked his friend to find a girlfriend". We can see from the real sentence and revise sentence, how many errors which made by the student. The student was still confused to arrange many words into good sentence. One of the reasons is the students translate their *bahasa* sentence into English sentence. The though that *bahasa* translation is like English translation.

In the second example, there was no subject. The student must add subject and auxiliary after "while". Besides, the word 'deposited' is inappropriate for that sentence. It is better if the student wrote "while she was working, she asked her friend to take care her son". The word "deposited" is used to save things or money. So, the students can't use that word in that sentence.

In the third example, there were few errors. First, the student didn't put comma after adverb of time. Second, the student should use past tense. Third, pronouns used in this sentence were not clear. She wrote "she" but for possessive adjective, she wrote "his" and the next subject wrote "he". In fact, in this sentence she must write "her" and "she". The last error, the words "remain vibrant" was so hard to understand the meaning of those words. It was distrustful if the students used instant translation application in the internet and they didn't check it again.

The last example, this sentence didn't have subject in the beginning. This sentence was so ambiguity, "Did not feel the time has shown at 23.00 pm". It is clear enough if the student translated that sentence used *bahasa*. Then, conditional sentence in this sentence, the student didn't put comma to separate the sentence and he used wrong structure. He must use past tense to write that sentence.

### **Suggestion and Conclusion**

There were so many complex errors found in students' writing. The students were still confusing how to arrange words into good sentences and those sentences arrange into good paragraph. There were found many jumble meaning and idea in their song interpretation. Actually, the teacher can help students' problems. There are few ways to help the students write well. First, before the teacher asks the students to write paragraph, the teacher must explain the structure of the sentences. The teacher must explain what kind of tense which able they use to go Surabaya. Then, the teacher learns to the students how to make good sentences. The teacher maybe asks the students to draw main mapping to make good sentences. The teacher must remember to the students, if they can't translate *bahasa* to English. The last is the teacher gives feedback to students' writing and asks the students to revise base on teacher's feedback.

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