

CHAPTER II

REVIEW OF RELATED LITERATURE

This section describes the theories related to the research, there are several related ideas that would explain the description or concept of the variables of this study.

A. Some Previous Findings

Many researchers conduct research in the field of Skill Listening in English, where to observe or analyze, how to pronounce and draw conclusions about what is heard for students, related to the audio that is heard and analyzed, namely the audio in the form of a song which is a rhythmic and meaningful literature. , the analysis technique used is semiotic analysis which analyzes the signs or symbols. Here, the author finds several studies that are relevant to his research.

The first is The thesis of Indri Pravita Sari, Student of the Faculty of Language and Arts, Yogyakarta State University with the title "Structural Analysis - Semiotic Song Lyrics Mon Meilleur Amour Karya Anggun Cipta Sasmi". In his research, the objective of this research is to describe: 1) structural aspects in the lyrics of the song "Mon Meilleur Amour" by Anggun Cipta Sasmi which consists of a) sound aspects, b) syntactic aspects, c) semantic aspects. 2) semiotic aspects which include a) icons, b) index, c) symbols in the lyrics of the song Mon Meilleur Amour by Anggun Cipta Sasmi. semiotic aspects found

semiotic signs in the form of: a) diagrammatic icons, b) index which is song title and album title, c) symbols found in the form of symbols of nature, animals, and the use of words about love and hurt.

The lyrics of the song *Mon Meilleur Amour* by Anggun Cipta Sasmi have the theme of love, where love of the opposite sex has an ending of hurt and sadness, and also tells of the courage to release the best love because of her. sure the best love would come back someday.¹

From this research, When viewed at a glance in this study in terms of the target achieved by the researcher, namely analyzing the meaning contained in the song using the same approach or analysis technique, where the research uses literature research that involves several approaches or terms from several previous semiotic experts, but in research this time the target to be carried out in this case is field research which involves IAIN Parepare students, besides that the researcher only focuses on a number of terms, one of which is according to Pierce which is known as the father of modern semiotics.

The second thesis of Deni Setiawan Student of the Faculty of Cultural Science, Diponegoro University, Japanese Language and Culture Study Program with the Title: "Icon, Index, and Symbols on the Song *Heartache, Pierce, and You've Broken My Heart Works one Ok Rock*". In the results or objectives of the research, of course the same if it has been read to the finish of his thesis, from the

¹ Indri Pravita Sari, "Analisis Struktural – Semiotik Lirik Lagu *Mon Meilleur Amour* Karya Anggun Cipta Sasmi" (Skripsi Sarjana: Fakultas Bahasa Dan Seni Universitas Negeri Yogyakarta 2015), h. 11-12.

title of this previous research explains briefly and concisely, the contents of the title which I would explain later, besides that for the purpose and formulation of the problem and data collection has similarity but for the object and the explanation there would be differences, of course, from the results of the research found, it explains that the purpose of the research is to find out the meaning contained in the song that has been chosen, besides that the interest in the reason for choosing the title is because of the researcher's interest. Towards Japanese culture because the chosen study program is in the Japanese culture shutter. because that is one of the reasons I chose this title, where I am interested in one of the film culture and musical dramas that are displayed that can convey or reveal the life that everyone would experience, especially for students who have started their life as an adult society with the environment. the real one, In addition, in this research which focuses on the formation of character education values for students, in terms of involving students as evidence of field research, so that the results to be achieved are not only limited to the study of songs, but require student involvement in perfecting the research times. this.²

A part from this research, there are still some studies that are the same as the research that the researcher wants to do where the explanation is from the writing of Desvy Yarni, a student of the Faculty of Da'wah and Communication, Sultan Syarif Kasim Riau Islamic University with the title "Semiotic Analysis of Body Shaming in the Film the Greatest Showman", in the core of the research and

² Deni Setiawan, "A Ikon, Indeks, dan Simbol Pada Lirik Lagu Heartache, Pierce, dan You've Broken My Heart Karya One Ok Rock" (Skripsi Sarjana: Fakultas Ilmu Budaya Universitas Diponegoro Semarang 2019), h. 5.

the object of this research are almost the same because the film chosen by the researcher is the film the Greatest Showman whose original soundtrack it self is a Million Dreams, but the object in this case is not the student or the researcher but the final semester student which is then combined with the meaning of the educational value you want to know. then a student named Mahardika Reza Lismana Faculty of Humanities Maulana Malik Ibrahim State Islamic University in his work. Scientific writing entitled "love in the beatless selected song lyrics, semiotic analysis", of the two studies, both from the results of research on semiotic analysis which seeks to find out the meaning and objects in the form of western songs and data collection based on semiotic analysis, from these formulations become a foundation so that researchers this time involve more students as actors in achieving or trying to grow concern by analyzing the value of education that can be found, whereas in this study the term semiotic analysis is not only a sweetener but complements the educational value that would be studied in the historical song.

As a conclusion from several previous studies and of course there are still many studies that discuss semiotic analysis in the form of visual or audio media, be it in a film, song or recording and also printed information media such as brochures or newspapers, for explanation as a differentiator from research Previously, previous research used literature research where semiotic studies were carried out by researchers, but researchers in this case conducted research in the field division involving a number of students at one of the IAIN Parepare campuses in the English study program, from here the results to be achieved were in the form of study results. semiotic analysis found by researchers who would

then be involved with field research based on student perceptions and ultimately achieve the final result.

B. Pertinent Ideas

1. The Concept of Semiotic Analysis

Etymologically, the term semiotic comes from the Greek word *semeion* which is defined as a sign. The sign itself is defined as something which, on the basis of previously developed social conventions, can be considered to represent something else. The term *semeion* appears to have been derived from hypocratic and asclepiadic medicine with its concern for symptomatology and inferential diagnostics.³ "Sign" at that time was still interpreted as something that indicated the existence of something else and nothing more for example where smoke indicates a fire, Meanwhile, if seen in terminology, semiotics is a science or it can be said to be an analytical method for studying signs.⁴

Literary scholars have tried to define semiotics related to their respective fields of knowledge. In the context of literature, one of which Teeuw gives a limit to semiotics is a sign as an act of communication, he then refines the semiotic boundaries as a literary model which is responsible for all factors and aspects that are essential in understanding literary phenomena as a typical communication medium in any society. Semiotic analysis in this case

³Alex Sobur, *Analisis Teks Media (suatu pengantar untuk analisis wacana, analisis semiotic, dan analisis framing)*. (Bandung: PT Remaja Rosdakarya, 2009).h. 96

⁴ Desvy Yarni, "Analisis Semiotika Body Shaming dalam Film *The Greatest Showman*" (Skripsi Sarjana: Fakultas Dakwah dan Komunikasi Universitas Islam Negeri Sultan Syarif Kasim Riau 2019), h. 9.

seeks to find the meaning of signs including things hidden behind a sign (text, news, advertisements). Because this sign system is generally very contextual and depends on these signs. Thought in the use of signs is the result of the influence of various social constructs where the use of these signs is located. According to Saussure, a sign consists of two: Signifier, is a meaningful sound or meaningful streak (material aspect), namely what has been written, what has been said or what has been read. Signified (sign) is a mental image in which thoughts or concepts (mental aspects) of language.⁵

Semiotics is the study of signs and everything related to them where the way they function is their relationship with other signs, their delivery, and their acceptance for those who use them. If seen in particular, semiotics is divided into three main parts, including:

Semiotic syntax, a study in which signs are centered on their classification, on their relationship to other signs, and their way of working together in carrying out their functions.

Study semiotic semantics that emphasizes the relationship between signs and their references and with the interpretations they produce, and the latter.

Semiotic pragmatics, where the study of signs is more concerned with the relationship between the sign and the sender and the receiver.

According to Preminger, signs in this case have two aspects, namely markers and markers. The marker is the formal form of the sign, the language

⁵Srie Kusumastutie Naomi, Faturochman, '*Semiotika untuk Analisis Gender pada Iklan Televisi*', E-Journal Bulletin Psikologi Vol 12, No. 2 2004, h. 106.

in which it is a sound unit, as well as letters in written literature, while the marker is what the penada marks⁶. The sign in this case has several types based on the relationship between the marker and the marker. The main types of signs are icons, indexes, and symbols which be the subject of this research.⁷

Semiotics towards literary research acts has become one approach, which is often used in various literary studies. The search for values and meanings through signs which are found in a number of literary works can of course be closely related to semiotics which have a focus on the sign system. literary research (semiotics) in this case would involve language which is considered as a communication medium in the form of a language that contains many sign systems.⁸

The sign system is a combination of all the elements that are systemized so as to give birth to things that are considered as signs. Sign is a representation of meaning that is presented implicitly and represented. Meaning is an understanding that is understood and can be found through a sign. And the sign convention is a form of mutual agreement regarding the existence of the sign, the presence of the sign, and its meaning. In the act of

⁶ Rachmat Djoko Pradopo, *Pengkajian Puisi Analisis Strata Norma dan Analisis Struktural dan Semiotik*. (Yogyakarta: Gadjah Mada University Press, 1987). h. 22

⁷ Deni Setiawan, “*A Ikon, Indeks, dan Simbol pada Lirik Lagu Heartache, Pierce, dan You’ve Broken My Heart Karya One Ok Rock*” (Skripsi Sarjana: Fakultas Ilmu Budaya Universitas Diponegoro Semarang 2019), h. 24.

⁸ Rachmat Djoko Pradopo, *Pengkajian Puisi Analisis Strata Norma dan Analisis Struktural dan Semiotik*. (Yogyakarta: Gadjah Mada University Press, 1987). h. 25

interpreting the signs contained in literary works, the various methods semiotically are generally followed by means of steps, namely intrinsically (microstructural analysis) and extrinsically (macro-structural analysis) by combining four aspects as expressed by Abrams, namely author (expressive), universal (mimetic) the reader (pragmatic), and the literary work itself (objective).⁹

Some of what Peirce offers there three types of signs that Peirce can show are divided into icons, indexes, and symbols, which can be used in understanding meaning through signs in literary works.

If considered theoretically, semiotics can be considered as the development of a structuralist school, which brings literature as the scope of the world of study. Then the sign system that can be seen in many places, one of which is in the world of literature, presents literary semiotics as an entry point for understanding the meaning of deep signs. It lies behind the literary work. Denotatum (leads to denotation) which is a designation of the meaning of convention on the basis of convention and is objective, if it is considered in this literary work it is a word, possibility, and fiction as a world with a viewpoint that for everything that has the possibility to become sign, can be concrete or abstract. The three characteristics of denotatum that we focus on in this research are icons, indexes, and symbols.

⁹Ambarini As, M.Hum. Nazla Maharani Umaya, M.Hum., “*Semiotika Teori dan Aplikasi Pada Karya Sastra*” (Skripsi Sarjana: Semarang: IGIP PGRI Semarang Press, 2019), h. 24.

For an understanding of what an icon, index, and symbol look like, it can be seen that an icon is a sign that has the same meaning internally as the designated meaning. Index is a sign that contains a causal relationship with what it signifies. And a symbol is a sign that has a meaningful relationship with what it signifies is arbitrary, in accordance with the convention of a particular social environment.

The elements of the work as indexical distinguish the understanding of the index as 1) the index in relation to the world outside the text, 2) the index in relation to other texts as intellectual and, 3) the index in relation to the text in the text as intratextual. Literary works that can be understood as works of art in which the language media has a position as material, has its own system and conventions, which is a semiotic system that is in the second level (second order semiotics) by distinguishing between the meaning for language (meaning) and the meaning for literature (significance). In literary works, language in its additional meaning and connotation gives additional meaning, such as typography or typeface.¹⁰

Types of signs or signs shown by Peirce, among others, are icons defined as signs similar to those marked, symbols with the meaning of a sign that is not similar to the one marked, but is arbitrary and purely conventional, as well as an index defined as a sign that is marked. is automatically related in

¹⁰ Ambarini As, M.Hum. Nazla Maharani Umaya, M.Hum., “*Semiotika Teori Dan Aplikasi Pada Karya Sastra*” (Skripsi Sarjana: Semarang: IGIP PGRI Semarang Press, 2019), h. 33-34.

a way to which is marked or causal (existential) Paradigm and syntax in sentence structure, a collection of signs arranged in a code. Paradigm is a classification of signs, while signs are members of certain categories.

For Peirc, the important basis of the sign is ground (base), and the top of the sign can be called a code that refers to the language code, the sign and its base (ground) are divided into three, namely

- 1) Qualisigns as signs which are signs based on a trait,
- 2) Signs, which are signs which are based on their appearance in reality, and
- 3) Legisigns, namely signs which are signs based on generally accepted regulations (conventions).

The term denotatum in Peirce's semiotic world is related to signs where as a term used in signifying the element of reality denoted by the sign. By Peirce it is used with the term object and distinguishes it into three kinds;

- 1) icon as an existing sign,
- 2) indices as denotatum-dependent signs, and
- 3) symbol, which is a sign related to denotatum determined by a convention.
- 4) of the three terms that would be analyzed and searched for in this research.

5) Signs and their interpretations by Peirce are referred to as things appearing in interpretantry in interpreting, then signs go through the process of representation.

interpretation, thus causing the development of another sign. Peirce distinguishes three kinds of interpretation, among others,

- a) rheme, if it can be interpreted as a representation of a possible denotatum,
- b) decisign, if for its interpretant the sign offers a true relationship between the denotatum signs, for that, for Peirce the sign is said to also be a sign for the general public,
- c) argument, if it can be linked to the truth.¹¹

Maybe from some of the explanations above there are some word contexts that are difficult to understand, so don't forget the author in this case tries to conclude an explanation using his own language where, "Icons are signs which indicate a relationship that is natural or can be said to be an equation between a marker and a marker, for example the image of an eagle as a marker which marks the eagle as its meaning. Index is a sign which shows a causal or cause and effect relationship between the marker and the marker, for example, smoke marks a fire. While the symbol is a sign which shows that there is no connection between the natural relationship or can be said to be arbitrary between the marker and the marker. There is no limit to these signs, in the sense that there are many examples and meanings in interpreting these signs.

¹¹Ambarini As, M.Hum. Nazla Maharani Umayu, M.Hum., "*Semiotika Teori dan Aplikasi pada Karya Sastra*" (Skripsi Sarjana: Semarang: IGIP PGRI Semarang Press, 2019), h. 76-77.

Pierce said in his statement that, in semiotic theory, although symbols and signs are one of the categories of signs, and he stated that signs consist of icons, indexes and symbols, but symbols and signs are two different things. Broadly speaking, the difference lies in the meaning of the two of the objects around them. Signs are directly related to the object, so signs can be things where it is a state. Meanwhile, symbols require a meaningful process that sounds more intensive, where after connecting the object with the symbol, the symbol is more sustainable than the sign. this is according to Pierce.¹²

From several related references, researchers can provide several conclusions including:

Icon is the simplest form, where it is only a pattern that displays the object it marks again, as well as the physical form of the object. at first glance, Icons tend to just simplify the shape, but try to show the most essential parts of the shape. **For example:** a picture of smoking cigarettes crossed out with a diagonal line, we understand as a smoking ban around the location.

An index can be said as some sensory feature (something that can be seen, heard, or smelled easily) which then relates it to a certain object. what does it mean, we can say that the index connects cause and effect. it is necessary to have this relationship to recognize and understand the meaning of

¹²Rina Ratih, *Teori dan Aplikasi Semiotik Michael Riffaterre* (Yogyakarta: Pustaka Pelajar, 2016). h. 19

what we see. **For example:** Dark clouds are understood as a sign (index) of coming rain. Dark clouds are the cause and the rain comes as a result.

And a **symbol** is a sign that has a meaningful relationship with what it signifies arbitrarily, in accordance with the conventions of a particular social environment. The point is that symbols are used to make associations with objects that do not have to be directly related either physically or because of their presence at a certain time. Symbols in words are often easily out of context, and almost always relate to other words. Although we have not seen the object directly, we can understand the concept of knowledge of the object.

For example, for one example, we can express snow that we have never seen before because our concept or understanding of ice or snow is something cold that we can understand. such is the purpose of symbols that can be understood by researchers.

For examples of semiotic results from the song A Million Dreams, see the concept lyrics for A Million Dreams Music by Hugh Jackman and Michelle Williams on the following page.

2. The Concept of Educational Value

We can define the value of education into various things besides that it can not only be found in the academic process but can also be found in an experience that has been experienced before. So based on our

knowledge that we associate with experience, we can give an explanation that the value of education can be interpreted that the world of education has changed to a more positive direction, if it becomes the first model only as the teaching of education, as moral degradation, then when education must often be balanced with educational value.

The value of education can also be defined, namely something or the limit of everything that when educating someone leads to maturity, which is good or bad, so that it can benefit human life that can be reached from the educational process. whereas when we interpret value or value (in English) or *valere* (in Latin) it means useful, capable, empowered, valid, and strong¹³.

Value is a quality of something that can make it likeable, desirable, useful, appreciated, and of course an important object. Value is something that is very valuable, quality, shows quality, and is useful to humans. Based on the statement from Steeman, value is when we give meaning to life, which gives life to a starting point, content, and a purpose. Value is something that is upheld in high esteem, which colors and of course animates one's actions. Meanwhile, moral comes from the Latin word *mos*

¹³ Dr. Hj. Qiqi Yuliati Zakiyah, M.Ag dan Dr. H. A. Rusdiana, M.M, Pendidikan Nilai Kajian Teori dan Praktik di Sekolah (Bandung: Cv Pustaka Setia, 2014). h.24

(customs, habits, ways, behavior, behavior), mores (customs, behavior, character, disposition, morals, way of life).¹⁴

So it can be said that Moral is something that can encourage every human being to do or act both as an obligation and norm so that Moral can be interpreted as a means for us to measure whether or not it is true or whether human action is good or not.¹⁵

Judging from this moral definition can be interpreted as the overall rules of decency and habits that have applicable to a particular group, and the teachings of decency, in other words the teachings discuss the principles and decency rules that can be studied systematically in ethics.

It can also be described that morality is an attitude in the liver expressed in outward acts (given that actions are expressed actions originating from the heart completely), morality can be called if people take the attitude that is said to be good because he is aware of his obligations and responsibilities and not only-The look of profit. From this explanation it can be described that morality is a provision of decency that binds human social behavior for the realization of life dynamics in the world, the rules (norms) where it has been determined based on collective

¹⁴ Aprilia Inta Pratiwi, “Nilai Moral dalam Lirik Lagu Lihat Dengar Rasakan dan Uluran Tanganku” Karya Sheila On 7” (Skripsi Sarjana: Jurusan Pendidikan Agama Islam Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Sunan Kalijaga Yogyakarta 2012), h. 11-12.

consensus, which is basically the moral was explained based on objective common sense.¹⁶

Article of Law Number 20 of 2003 explains that national education in this case has a function to build the ability, character, and prestigious national culture in order to educate the nation's life, towards increasing the potential of students to believe and fear God Almighty, have a noble character. has character, is healthy, educated, capable, creative, independent, and becomes a democratic and responsible citizen.

From this statement, it can be seen that there are 18 educational values stipulated by Indonesian law as follows:

- a. Religious is an attitude or behavior that is obedient to carrying out the orders of the religion he adheres to, as well as being tolerant and living in harmony with other religions.
- b. Honest is behavior or attitude that is based in an effort to gain trust in others.
- c. Tolerance is behavior or attitude Respecting religion, ethnicity or culture, opinions and attitudes, and different behaviors.
- d. Discipline is behavior, attitude or action that always shows obedience and order in implementing or obeying the rules.

¹⁶Pramudya Adhy W, “*Representasi Nilai-Nilai Moral dalam Lirik Lagu Rap (Studi Semiotik Terhadap Lagu “Ngelmu Pring” yang Dipopulerkan oleh Group Musik Rap Rotra)*” (Skripsi Sarjana: Fakultas Ilmu Sosial dan Ilmu Politik Universitas Pembangunan Nasional 2011) , h. 34-35.

- e. Hard work is a behavior or attitude where behavior shows an effort to solve all obstacles in activities or learning activities.
- f. Creative is a behavior or attitude that thinks and acts to try to create something new or in this case is able to provide a new breakthrough
- g. Independent is an attitude or behavior that is able to do work that is independent, independent of others.
- h. Democratic is a behavior or attitude where people are able to realize that people have the same rights and obligations.
- i. Curiosity is a behavior or attitude that has a sense of curiosity and curiosity about what one finds or learns and tries to find out something that is broad and deep.
- j. National spirit is a behavior or attitude capable of taking the place of national interests rather than self or group interests.
- k. Patriotism is a behavior or attitude that shows loyalty, concern, and respect for the country, language, political, social and cultural environment.
- l. Respect for achievement is behavior and attitude that boosts creating something that can benefit many people, as well as being able to appreciate the achievements of others.
- m. Friendly is a behavior or attitude where you like to communicate and are able to work together with others.

- n. Peaceful love is a behavior or attitude that always makes people happy, gives a sense of comfort, and security.
- o. like to read is a behavior or attitude that can manage the time in reading a book or many.
- p. Care for the environment is a behavior or attitude that always maintains and prevents and repairs environmental damage that can always occur.
- q. Sociality is behavior and attitudes that are close to the social environment and have a sense of wanting to help others.
- r. Responsibility is behavior or attitude that is capable of carrying out the duties and obligations that have been received.¹⁷

Based on this statement, from the description of the value of education based on the function of education, the researcher can conclude that the value of education is not only limited to 18 of these descriptions and the value of education is not only obtained in a formal environment but can be found outside of the forum, in addition to creating perfection. towards the value of better education, it is necessary to have an understanding of educational theory as well as understanding in understanding a situation in a real environment.

3. Concept of Meaning

¹⁷*Sekretariat Direktorat Jendral Pendidikan Dasar kementerian Pendidikan Nasional. Pendidikan Karakter dalam Pembelajaran Pkn. (Jakarta: Kementrian Pendidikan Nasional, 2003)*

If based on the view of the layman, in understanding each particular meaning they can sometimes look it up in the dictionary, because in the dictionary there is a meaning called the lexical meaning. In everyday life, sometimes people find it difficult to apply the meaning contained in the dictionary, because the meaning in a word can be said to often shift if it is in sentence units. In other words, in every word sometimes has such a broad meaning, it may be because sometimes people feel dissatisfied with the meaning of the words listed in the dictionary.

In understanding the meaning, is actually one of the problems in the old philosophy in human life. The concept of meaning has drawn disciplinary attention to communication, psychology, sociology, anthropology and linguistics. therefore, among communication experts often mention the word meaning when formulating a definition of communication.

From some of these explanations, it can be seen that there are three main elements contained in it, namely, the meaning is the result of the relationship between the language and the outside world, while the determination of the relationship can occur because of the agreement of the users, the form of meaning is used to convey information with the aim of being able to understand each other. In this case, it is explained that there are three different philosophical views. The three views include:

- a. Realism, assumes the existence of the external world, where humans always have a certain way of thinking about the outside world, humans often give certain ideas. Therefore, the "meaning of the word" and "the meaning of being" always has an essential relationship.
- b. Nominalism, is the relationship between the meaning of the word and the outside world which is arbitrary even though the determination of the relationship where the user is based on a convention. For this reason, the designation of the meaning of the word is not individual but has a collective character. more open opportunities to be used as a media to understand reality, not reality studied to understand language.
- c. Conceptualism, where meaning is fully determined by the association and conceptualization of language users, from this it can be concluded that the elements of the user and the social situational context also determine the meaning (Amminudin, 2001: 53).¹⁸

4. The Concept of The Song Lyrics

Previously it was known that there are similarities between song lyrics and poetry. So basically a song can be said that the poetry is sung, both song and poetry actually have similarities, both elements of sound, rhythm and words. Pradopo argues and argues that in poetry, sound is beautiful (aesthetic), which is where the elements of poetry are used to get

¹⁸Aminuddin, *Semantik: Pengantar Studi tentang Makna* (Malang: Sinar Baru Alegresindo, 2001) h. 19

beauty and expressive power. for example, songs, melodies, rhythms and so on.

In studying a song, it can be done in two categories, namely the first category of music (melodic rules) and language categories (linguistic rules) which in this case are song lyrics.¹⁹

In this study, it would be limited in the form of studying song lyrics in the study of linguistic expressions, namely song lyrics which can be paralleled with poetry.

Good lyrics are lyrics which can provide an inspiration for everyone. Quality lyrics don't have to be poetic, lyrics can be said to be of quality if the lyrics contain a strong meaning. The sentences that form into a song determine whether or not the song would impress listeners. This is what makes it very important, the power contained in a lyrics, because it is noticed indirectly, the lyrics affect the hearing where the lyrics contain messages that the song lyricist wants to convey, even though sometimes the lyrics use figurative language which sometimes it's hard to understand. However, this would actually make a learning process for music lovers in understanding a piece of music and a song, so that listeners don't just listen to the music but also understand what the meaning and content of the message in the song is.

¹⁹ Indri Pravita Sari, "Analisis Struktural – Semiotik Lirik Lagu Mon Meilleur Amour Karya Anggun Cipta Sasmi" (Skripsi Sarjana: Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta 2015), h. 11.

This is a process for us connoisseurs in sorting out good or bad messages in song lyrics. So it can be said that the lyrics can be interpreted as text. according to Barthes, text is a radicalization of symbols (works that pursue, animate, and achieve essence symbolic integrally).

5. The Concept Of Song Lyrics "A Million Dreams" dari Hugh Jackman, Michelle Williams

"A Million Dreams" is a song performed by Ziv Zaifman, Hugh Jackman and Michelle Williams in the film *The Greatest Showman* which was published in 2017 and has become the original music for this historical film. This is the second song from the film *The Greatest Showman: Original Motion Picture Soundtrack*, where the film *The Greatest Showman*, played by Hugh Jackman, is a worldwide musical drama film, where the lyrics of the song *A Million Dreams* in the short version tell about strong ambitions. to change the "world" according to the concept and design it chooses.

The content in the lyrics of this song provides learning about persistence, high, and an unyielding attitude in reaching our dreams. Never mind what other people say. let them "bark". Focus on what has been chosen and on our dreams and goals. As the saying goes. "Dogs bark, caravan goes by".²⁰

²⁰Fattan, "Apa arti dari lagu *A Million Dreams*", 2020. <https://id.quora.com/Apa-arti-dari-lagu-A-Million-Dreams>, (Assessed on 27 Maret 2021).

The meaning of the lyrics of the meaning of the song A Million Dreams sung by Ziv Zaifman, Hugh Jackman, and Michelle Williams in the film The Greatest Showman. If traced from history, the reason for the song to be the original Sountrack in this past film where this film tells a story of a person named Phineas Taylor Barnum or P. T Barnum who is depicted in the output film of Desney's production as a hard worker to success with his circus performances. however, to create an impression and an interesting story, the things from the story are given some changes, however, the story in the film is very different from the true story of Phineas Taylor Barnum. Where in the true story he is told as a person who is cunning, evil, and makes fake news about it for the sake of personal gain.

**The lyrics of the song A Million Dreams and Soundtrack
Translation of The Greatest Showman Movie :**

[Ziv Zaifman]

I close my eyes and I can see

Kupejamkan mata dan aku bisa melihat

The world that's waiting up for me

Dunia yang menantikanku

That I call my own

Dunia yang milikku

Through the dark, through the door

Berjalan dalam kegelapan, melewati gerbang

Through where no one's been before

Melewati tempat yang belum pernah dikunjungi sebelumnya

But it feels like home

Tapi rasanya seperti di rumah

They can say, they can say it all sounds crazy

Mereka berhak mengatakan semuanya terdengar gila

They can say, they can say I've lost my mind

Mereka berhak mengatakan aku gila

I don't care, I don't care, so call me crazy

Aku tak peduli, aku tak peduli, sebut saja aku gila

We can live in a world that we design

Kita berhak hidup di dunia yang kita rancang sendiri

'Cause every night I lie in bed

Karena setiap malam aku berbaring di kasur

The brightest colors fill my head

Warna-warna cerah memenuhi kepalaku

A million dreams are keeping me awake

Jutaan mimpi yang membuatku tetap terjaga

I think of what the world could be

Aku memikirkan dunia akan seperti apa

A vision of the one I see

Visi yang aku lihat

A million dreams is all it's gonna take

Jutaan mimpi yang akan dibawa

A million dreams for the world we're gonna make

Jutaan mimpi untuk dunia yang akan kita ciptakan

There's a house we can build

Ada rumah yang bisa kita bangun

Every room inside is filled

Setiap ruangan terisi

With things from far away

Dengan sesuatu dari jauh

The special things I compile

Hal spesial yang aku kumpulkan

Each one there to make you smile

Masing-masing membuatku tersenyum

On a rainy day

Di hari yang suram

They can say, they can say it all sounds crazy

Mereka berhak mengatakan semuanya terdengar gila

They can say, they can say we've lost our minds

Mereka berhak mengatakan kita gila

I don't care, I don't care if they call us crazy

Aku tak peduli kalau mereka kalau mereka menyebut kita gila

Run away to a world that we design

Berlari menuju dunia yang kita rancang

[Hugh Jackman]

Every night I lie in bed

Setiap malam aku berbaring di kasur

The brightest colors fill my head

Warna-warna cerah memenuhi kepalaku

A million dreams are keeping me awake

Jutaan mimpi yang membuatku tetap terjaga

I think of what the world could be

Aku memikirkan dunia akan seperti apa

A vision of the one I see

Visi yang aku lihat

A million dreams is all it's gonna take

Jutaan mimpi yang akan dibawa

A million dreams for the world we're gonna make

Jutaan mimpi untuk dunia yang akan kita ciptakan

[Michelle Williams]

However big, however small

Tak peduli besar atau kecil

Let me be part of it all

Izinkan aku menjadi bagian dari semua ini

Share your dreams with me

Berbagi mimpi bersamaku

You may be right, you may be wrong

Kau mungkin benar, kau mungkin salah

But say that you'll bring me along

Tapi katakanlah kau akan membawaku

To the world you see

Ke dunia yang kau lihat

To the world I close my eyes to see

Ke dunia yang aku bayangkan

I close my eyes to see

Yang aku bayangkan

[Michelle Williams & Hugh Jackman]

Every night I lie in bed

Setiap malam aku berbaring di kasur

The brightest colors fill my head

Warna-warna cerah memenuhi kepalaku

A million dreams are keeping me awake

Jutaan mimpi yang membuatku tetap terjaga

A million dreams, a million dreams

Jutaan mimpi, jutaan mimpi

I think of what the world could be

Aku memikirkan dunia akan seperti apa

A vision of the one I see

Visi yang aku lihat

A million dreams is all it's gonna take

Jutaan mimpi yang akan dibawa

A million dreams for the world we're gonna make

Jutaan mimpi untuk dunia yang akan kita ciptakan

For the world we're gonna make.

Dunia yang akan kita ciptakan.²¹

That's a little of the lyrics of the song A Million Dreams. And it can be said that the reason I took this song was because I was interested in the film and I think that this song can be a motivation and inspiration for every adult and teenager in achieving the dreams they want to achieve. Because every success and happiness belongs to everyone. Everyone wants the best from life. No one wants to feel like a failure. However, from every aspiration, almost not everyone can get it. Most of the social circles eventually fall into the middle of the journey, compromise with reality, and every dream that has

²¹Steve Christian, *lagu A Million Dreams-Ziv Zaifman* (Jakarta: Kapan Lagi Youniverse 2003). <https://lirik.kapanlagi.com/artis/ziv-zaifman/a-million-dreams/>, (21 April 2021).

been reported is only a dream and memory notes that we might reopen to reminisce about the past. Because I and we all want to motivate ourselves to be excited about learning, especially learning English.

Example of the results of Semiotics Analysis of Hugh Jackman and Michella Williams - A Million Dreams

The icon found in the lyrics of the song A Million Dreams:

There's a house we can build

Every room inside is filled

With things from far away,

The word “Home” indicates an icon of a place to shelter or a place to live.²² From the verse in the lyrics of the song A Million Dreams, a house that we build with the meaning of the future that we would build with a partner that we struggle with for a long time, we would fill each room with the experiences we get from each trip to the happiness that we finally get.

The Index found in the lyrics of the song A Million Dreams:

'Cause every night I lie in bed

The brightest colors fill my head

A million dreams are keeping me awake

²² <https://kbbi.web.id/rumah>

From the word brightest followed by “colors fill my head”, signifying ideas that arise or inspiration that comes to mind, then the dream or idea in question is interpreted as a cause, while awakening or awake is said to be a result, so from the lyrics it can be given the meaning that every night, where every idea or inspiration that comes to his mind, and the meaning of A Million dreams in the song is interpreted in various ways or plans that are carried out to achieve his dreams, so that from these ideas or inspirations he wakes up or finds it difficult to sleep at night.

The Symbol found in the lyrics of the song A Million Dreams:

I think of what the world could be

A vision of the one I see

A million dreams is all it's gonna take

From the word Vision in the lyrics, it is symbolized by what appears in the imagination or it can also be interpreted as insight or observation,²³ from the word in the lyrics of A Million Dreams, it can be interpreted that anything that is dreamed of can be achieved if you take action based on previous insights or observations combined with previous imaginations or fantasies.

6. Listening Materials

²³ <https://kbbi.web.id/visi>

Listening is paying attention to someone or something to hear what is said, sung, played, etc. (Merriam-Webster, 2017).²⁴ Listening according to Downs is making an effort to listen to something to pay attention to spoken language. We can conclude that this is different from the word listening which is only a physiological process of the ear to absorb sound waves and transfer them along the nervous system to parts of the brain. while Listening involves a five-step process, namely: coming to, understanding, interpreting, responding and remembering. of this process is an active process and requires use in terms of attitudes and tools to be effective.

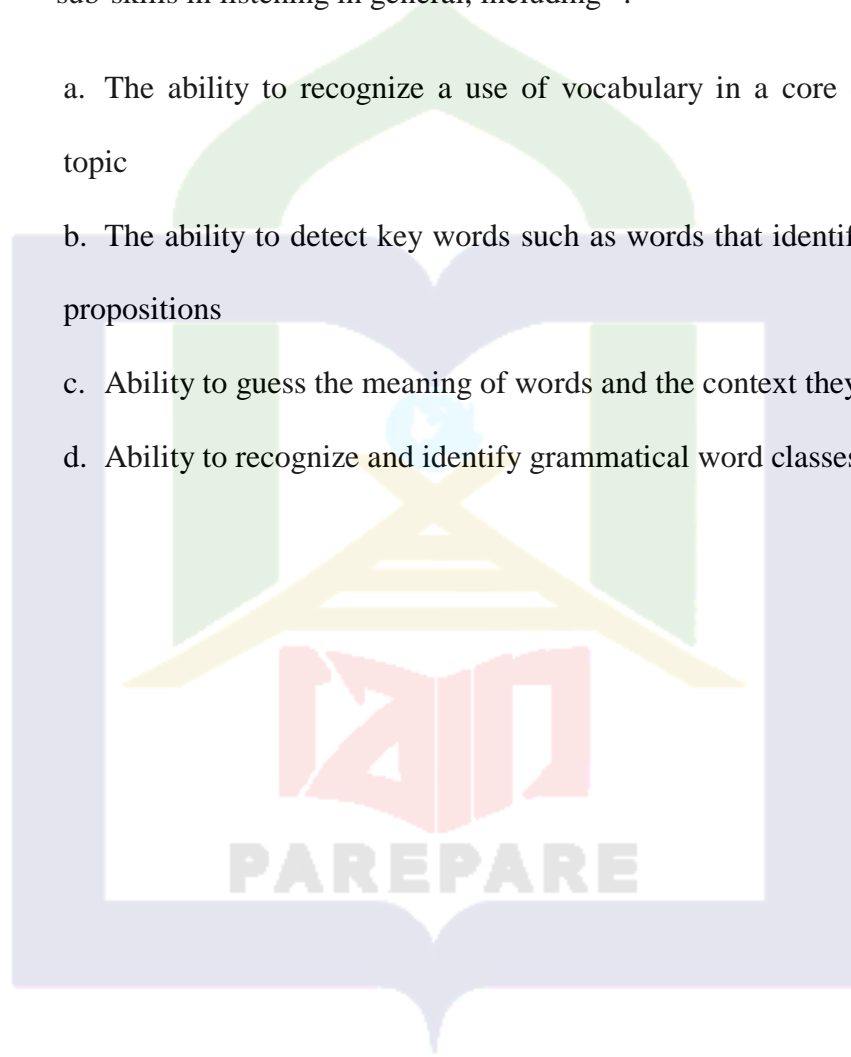
Underwood said that listening is an activity in which to pay attention and try to get meaning to what someone is hearing. From Underwood's statement it is explained that in order to listen to spoken language successfully, a listener or connoisseur needs to be able to try what the speakers mean when they say certain words in certain ways, and it is not easy to understand the words themselves. because to understand spoken language messages, it is not enough to only understand the words themselves, but the sound that comes needs to be processed when it involves available cues in the sense of tracing the reasons and intentions

²⁴Merriam Webster, *Definition of Litening* (Learner's ESL Dictionary since 1829), <https://www.merriam-webster.com/dictionary/listening> (21 April 2021).

of the message, such as background disturbances, speakers, and settings to form meaning

According to Richard who was brought by Field, there are several sub-skills in listening in general, including²⁵:

- a. The ability to recognize a use of vocabulary in a core conversation topic
- b. The ability to detect key words such as words that identify topics and propositions
- c. Ability to guess the meaning of words and the context they appear.
- d. Ability to recognize and identify grammatical word classes.²⁶



²⁵Jack C Richards, *Curriculum Development in Language Teaching* (New York: Cambridge university press , 2001). h. 58-59

²⁶Fatma Riftiningsih, “ *The Use of Video Media to Improve the Students’ Listening Skill for the Second Grade Students of Senior High School in SMA Negeri 2 Grabag*” (Skripsi Sarjana: English Department of Educational Faculty Institute For Islamic Studies Salatiga 2018), h. 16.

a. Listening Comprehension

listening comprehension process, listeners use the general knowledge they have acquired to understand their meaning. In this knowledge, including knowledge of the language of what is spoken, the situation in which these words occur and why or the background of language knowledge. Listening comprehension is a process that is attained to construct a meaning, and it is done by applying knowledge to the incoming sound. In other words, listening is an active process in which students adjust to what they are listening to and what they already know or understand.²⁷

So it can be concluded that listening here focuses on the process of how the listener is able to understand and interpret spoken language, in this case the listener can distinguish between structural sounds, vocabulary, stress and intonation and ultimately understand the intended meaning. Gebhard stated that there are two processes to understand English orally, namely; Based on how to process the text and the types of situations in which the understanding occurs. When viewed from the way or process of the text where there is bottom-up processing and top-down processing.²⁸

²⁷ Wahyu Dwi Savitri Nuryadi, *“Teaching Listening Comprehension Through Voice Of America (Voa) Special English Broadcast”* (Pontianak: Teacher Training and Education Faculty Tanjungpura University, 2013). h. 2

²⁸ Jerry G Gebhard, *Teaching English as a Foreign or Second Language*. (United States of America: The University of Michigan Press, 2000) h. 194

Bottom-up processing is the process of analyzing the message heard in this case through the analysis of sound, grammar and words that create meaning. The bottom-up process includes: listening in detail or specifically, recognizing allied words and recognizing word order patterns. Listening comprehension is an interactive way because in understanding messages, listeners use their previous knowledge and linguistic knowledge.

Meanwhile, Top-down processing is the process of analyzing messages using the listener's Background Knowledge regarding the topic, situation or context, type of text and language. Background knowledge certainly helps listeners interpret spoken language and anticipate what would happen next. The top-down process includes: listening to or listening to the main idea, predicting and drawing conclusions, and finally summarizing.

b. Types of Skills in the Process of Listening

The listening process has its own challenges and sometimes it is not easy to do, especially for those who start from scratch. In processing language, listeners in this case have the skills to translate spoken language. McDonough and Shaw (1993).²⁹ Explain that listeners as language processors must go through three processes and use three types of skills:

- 1) Processing sound or Perception skills. because complete perception does not merely appear from the source of the sound. In simple terms,

²⁹ Jo McDonough and Christopher Shaw, *Materials and Methods in ELT: A teacher's guide Oxford* (England: Blackwell, 1993) h. 135.

which tries to segment the flow of sound and detects word boundaries, vocabulary, sentence boundaries and clauses, emphasizes words that can affect other words, the importance of intonation and features similar to other languages, changes in tone and slow or speed of delivery, sequence patterns words, grammatical patterns, keyword patterns, basic syntactic patterns, cohesive, etc.

- 2) Processing meaning or analytical skills where the important point or stage is very important for the listener. The sensing of meaning can last longer while syntax can disappear from memory and the time is very short. Richards explained that the memory or memory works with propositions, not just sentences. when listening, listeners can categorize or group the speech received into several meaningful parts and identify redundant material, think ahead using language data so that they can anticipate what the speaker might say.³⁰
- 3) Processing knowledge or synthetic skills which refers to the number of listeners and speakers, how their role or relationship to one another. Listening is an interaction between language and the brain which requires the activation of contextual information as well as prior knowledge which when the listener tries to guess, adjusts to confirm the meaning of the context.³¹

³⁰Jack C. Richards, Theodore S. Rodgers, *Approches and Methods in Langue Teaching* (The United State of America: Cambridge University Press, 2002) h. 44

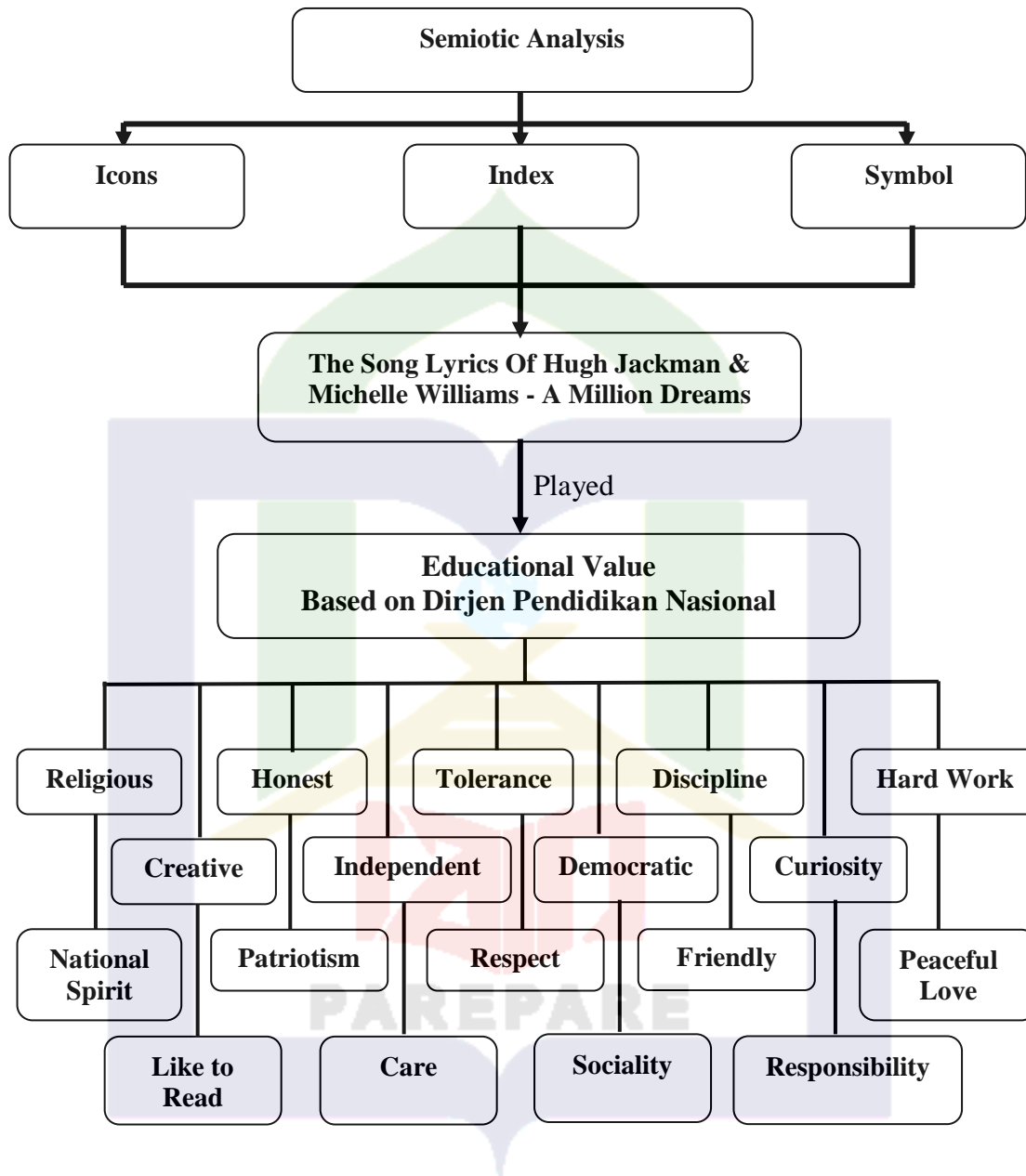
³¹ Jack C. Richards, Theodore S. Rodgers, *Approches and Methods in Langue Teaching* (The United State of America: Cambridge University Press, 2002) h. 45

c. Components of Listening Comprehension

According to Chastain listening comprehension is divided into four components, the first is the ability to distinguish all sounds, intonation patterns, and sound quality in the second language and can distinguish them from the same sound in the Mother language. The second is to understand all the messages that have been spoken by the speaker or speaker, the third is the ability to store the message in auditory memory until it can be processed. To build the listener's auditory memory, it is necessary that they have heard as much language as possible. This means that most of the time it takes in class it needs or has to be done in the language being taught. The speed of presentation and the level of difficulty of the content must be adjusted to students so that language activities can be understood and can improve auditory memory. The fourth important point is an idea of improvement, improvement of sentences from simpler sentences to more complex sentences, where the improvements are made if they are slow but continuous.³²

³² Seyedeh Masoumeh Ahmadi, “*The Importance of Listening Comprehension in Language Learning*” dalam *International Journal of Research in English Education*, Vol. 1 (University of Guilan, Rasht, Iran, 2016)

Conceptual Framework



2.1 Figure Conceptual Framework

