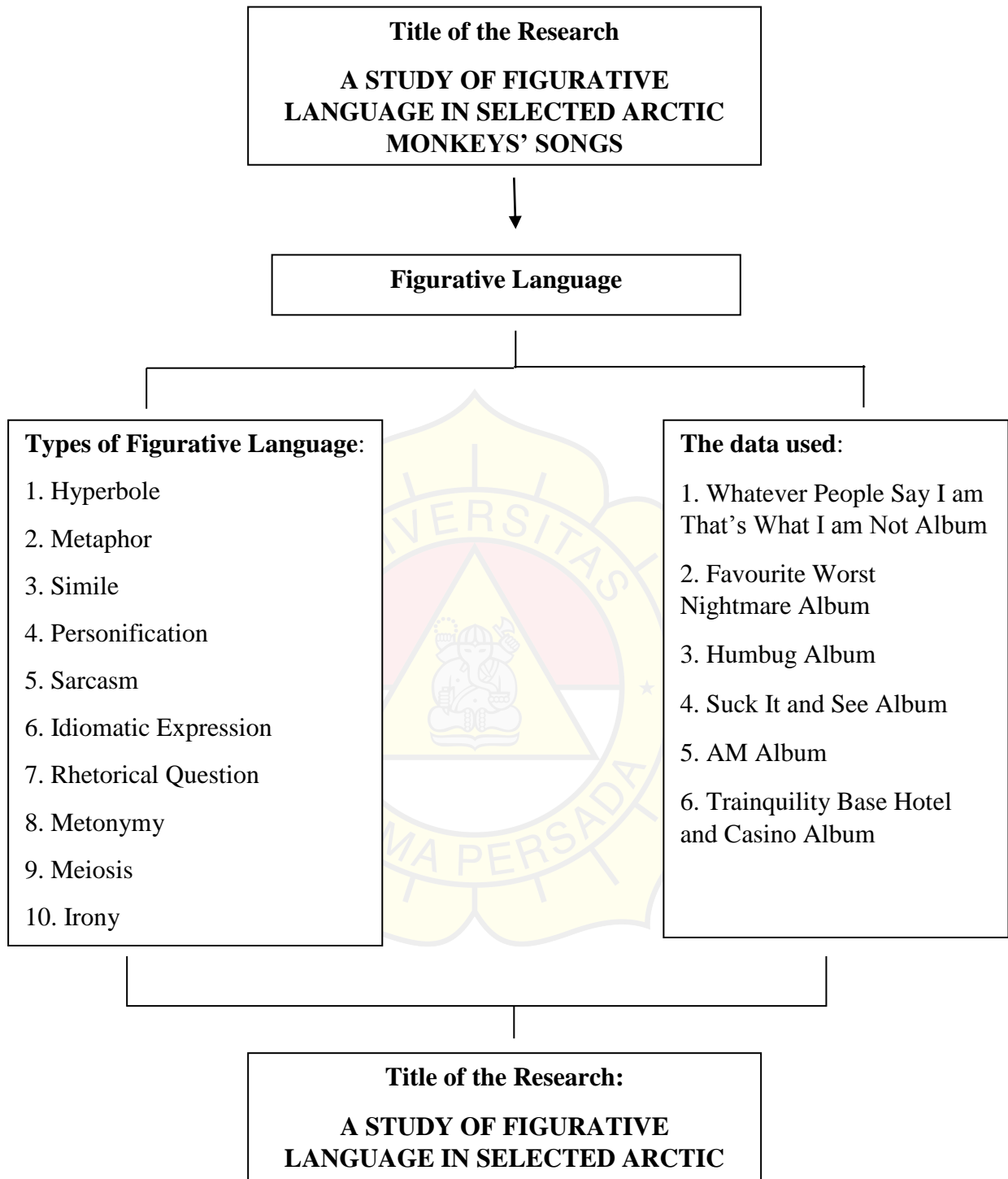


SCHEME OF THE RESEARCH





A Study of Figurative Language in Selected Arctic Monkeys' Songs

IRA FITRIANI

2015130030

UNIVERSITY OF DARMA PERSADA

BACKGROUND:

A song is composed with a beautiful composition between instrumental sounds such as guitar, bass, and drums. In addition, the song was completed with the vocalist melodious voice. The vocalist will surely sing the lyrics. Good songs are usually not only because of good instrumentals, but also with good lyrics. Lyrics usually have a collection of words compiled by the songwriter. Every songwriter has different styles in composing the lyrics they wrote. This can sometimes make listeners able to understand the hidden message of the song, or vice versa, having difficulty in understanding what exactly the message that the songwriter wants to convey.

FRAMEWORK OF THEORIES:

Figurative Language:

1. Hyperbole
2. Metaphor
3. Simile
4. Personification
5. Irony
6. Sarcasm
7. Idiomatic Expression
8. Rhetorical Question
9. Metonymy
10. Meiosis

METHOD OF THE RESEARCH:

The writer used qualitative method by descriptive method using the lyrics from Arctic Monkeys' songs

RESULT OF THE RESEARCH:

After analyzing the songs, the writer has classified them into several parts, and they are: seven data are classified as hyperboles, fourteen metaphors, two personifications, five sarcasm, two similes, one rhetorical question, and two idiomatic expression. So, the writer has concluded that metaphor is dominant in Arctic Monkeys' songs, as there are fourteen data found.

CURRICULUM VITAE



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EDUCATIONAL BACKGROUND

2003-2009 : SD Negeri Kayuringin IX, Bekasi
2009-2012 : Martia Bhakti Junior High, Bekasi
2012-2015 : Martia Bhakti High School, Bekasi
2015-Present : Darma Persada University, Jakarta

ORGANIZATION EXPERIENCE

2015-2016 : Member of Music Club of Darma Persada University

RESEARCH EXPERIENCE

2016 : The Study on Speech Error or Slip of the Tongue

2017 : The Study of the Literary Language and the Similarity
between Arctic Monkeys' Song Lyrics with the Way
British People Communicate

2018 : Relation between Language and Gender in the
Writing of Popular Novels



ATTACHMENTS





LISTENING AND READING OFFICIAL INSTITUTIONAL SCORE REPORT

<p><i>KNOW ENGLISH. KNOW SUCCESS.</i></p> <p><i>KNOW ENGLISH. KNOW SUCCESS.</i></p> <p><i>KNOW ENGLISH. KNOW SUCCESS.</i></p> <p><i>KNOW ENGLISH. KNOW SUCCESS.</i></p> <p><i>KNOW ENGLISH. KNOW SUCCESS.</i></p> <p><i>KNOW ENGLISH. KNOW SUCCESS.</i></p>	<p>Ira Fitriani</p> <hr/> <p>Name</p>	<p>LISTENING</p> <p>Your score 350</p> <p>5 495</p>	<p>TOTAL SCORE</p> <p>685</p>
	<p>2015130030</p> <hr/> <p>Identification Number</p>	<p>1997/02/15</p> <hr/> <p>Date of Birth (yyyy/mm/dd)</p>	<p>READING</p> <p>Your score 335</p> <p>5 495</p>
	<p>2018/11/29</p> <hr/> <p>Test Date (yyyy/mm/dd)</p>	<p>2020/11/29</p> <hr/> <p>Valid Until (yyyy/mm/dd)</p>	
<p>Client/Institution Name: PT. Putra Pratama Raya</p>			
<p>PT. International Test Center-TOEIC Center Indonesia, Plaza Sentral, 17th Floor, Jl. Jend. Sudirman, Kay 47, Jakarta, Indonesia, 12930</p>			<p>This score report is intended for use only by the institution which sponsored the test administration.</p>
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LISTENING	READING																											
<p>Your scaled score is between 300 and 400. Test takers who score around 300 typically have the following strengths:</p> <ul style="list-style-type: none"> • They can sometimes infer the central idea, purpose, and basic context of short spoken exchanges, especially when the vocabulary is not difficult. • They can understand the central idea, purpose, and basic context of extended spoken texts when this information is supported by repetition or paraphrase. • They can understand details in short spoken exchanges when easy or medium-level vocabulary is used. • They can understand details in extended spoken texts when the information is supported by repetition and when the requested information comes at the beginning or end of the spoken text. • They can understand details when the information is slightly paraphrased. <p>To see weaknesses typical of test takers who score around 300, see the *Proficiency Description Table. If your performance is closer to 400, you should also review the descriptors for test takers who score around 400.</p>	<p>Your scaled score is close to 350. Test takers who score around 350 typically have the following strengths:</p> <ul style="list-style-type: none"> • They can infer the central idea and purpose of a written text, and they can make inferences about details. • They can read for meaning. They can understand factual information, even when it is paraphrased. • They can connect information across a small area within a text, even when the vocabulary and grammar of the text are difficult. • They can understand medium-level vocabulary. They can sometimes understand difficult vocabulary in context, unusual meanings of common words, and idiomatic usage. • They can understand rule-based grammatical structures. They can also understand difficult, complex, and uncommon grammatical constructions. <p>To see weaknesses typical of test takers who score around 350, see the *Proficiency Description Table.</p>																											
<p>PERCENT CORRECT OF ABILITIES MEASURED</p> <p>0% 100%</p>	<p>PERCENT CORRECT OF ABILITIES MEASURED</p> <p>0% 100%</p>																											
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%;">Can infer gist, purpose and basic context based on information that is explicitly stated in short spoken texts</td> <td style="text-align: center;">85</td> <td style="width: 30%;">0% 100%</td> </tr> <tr> <td>Can infer gist, purpose and basic context based on information that is explicitly stated in extended spoken texts</td> <td style="text-align: center;">66</td> <td>0% 100%</td> </tr> <tr> <td>Can understand details in short spoken texts</td> <td style="text-align: center;">75</td> <td>0% 100%</td> </tr> <tr> <td>Can understand details in extended spoken texts</td> <td style="text-align: center;">73</td> <td>0% 100%</td> </tr> </table>	Can infer gist, purpose and basic context based on information that is explicitly stated in short spoken texts	85	0% 100%	Can infer gist, purpose and basic context based on information that is explicitly stated in extended spoken texts	66	0% 100%	Can understand details in short spoken texts	75	0% 100%	Can understand details in extended spoken texts	73	0% 100%	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%;">Can make inferences based on information in written texts</td> <td style="text-align: center;">55</td> <td style="width: 30%;">0% 100%</td> </tr> <tr> <td>Can locate and understand specific information in written texts</td> <td style="text-align: center;">68</td> <td>0% 100%</td> </tr> <tr> <td>Can connect information across multiple sentences in a single written text and across texts</td> <td style="text-align: center;">57</td> <td>0% 100%</td> </tr> <tr> <td>Can understand vocabulary in written texts</td> <td style="text-align: center;">76</td> <td>0% 100%</td> </tr> <tr> <td>Can understand grammar in written texts</td> <td style="text-align: center;">83</td> <td>0% 100%</td> </tr> </table>	Can make inferences based on information in written texts	55	0% 100%	Can locate and understand specific information in written texts	68	0% 100%	Can connect information across multiple sentences in a single written text and across texts	57	0% 100%	Can understand vocabulary in written texts	76	0% 100%	Can understand grammar in written texts	83	0% 100%
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Can understand grammar in written texts	83	0% 100%																										

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

HOW TO READ YOUR SCORE REPORT:

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

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



**JURUSAN SASTRA INGGRIS S-1 FAKULTAS
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SURAT PERNYATAAN

Yang bertandatangan di bawah ini:

Nama : Ira Fitriani
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Alamat Rumah : Puri Kranji Regency Blok C1 No. 15, Jakasampurna,
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Dengan ini menyatakan bahwa skripsi saya yang berjudul:

A Study of Figurative Language in Selected Arctic Monkeys' Songs

yang diajukan pada semester ganjil tahun akademik 2018/2019 bersifat orisinal dan belum pernah ditulis oleh orang lain, dan akan diselesaikan penulisannya selambat-lambatnya 1 (satu) tahun akademik dan/atau setara dengan 2 (dua) semester.

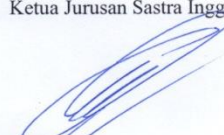
Bilamana di kemudian hari ditemukan ketidaksesuaian dengan pernyataan ini, maka saya bersedia dituntut dan diproses sesuai dengan ketentuan yang berlaku.

Demikian pernyataan ini dibuat dengan sesungguhnya dan dengan sebenar-benarnya.

Jakarta, 6 Februari 2020

Mengetahui,

Ketua Jurusan Sastra Inggris S-1


Tommy Andrian, SS, M.Hum
NIK. 05395 / NIDN. 0320097601

Yang menyatakan,

Mahasiswa


Ira Fitriani


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ENAM RIBU RUPIAH

Ira Fitriani

NIM. 2015130030

A Study of Figurative Language in Selected Arctic Monkeys' Songs

Ira Fitriani / 2015130030

Objective of the Research

1. To find out what types of figurative languages are found in some of Arctic Monkeys' song lyrics
2. To find out what type of figurative language that dominated some of Arctic Monkeys' song lyrics

Types of Figurative Language

1. HYPERBOLE
2. METAPHOR
3. SIMILE
4. PERSONIFICATION
5. IDIOMATIC EXPRESSION
6. IRONY
7. SARCASM
8. RHETORICAL QUESTION

Example

No.	Lyrics	Source
[33]	You heard that they were the naughtiest, she pleaded with you to take it off; But you resisted and fought; But sorry, sweetheart, I'd much rather keep on the balaclava .	Balacava, Favorite Worst Nightmare, 2007, 3.03-3.13

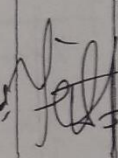
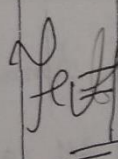
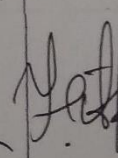
Conclusion

1. 66 DATA FOUND FROM SIX RELEASED ALBUM OF THE ARCTIC MONKEYS
2. THE DATA FOUND ARE;
3 PERSONIFICATION, 40 METAPHOR, 9 HYPERBOLE, 6 SARCASM, 2 SIMILE, 1 RHETORICAL QUESTION, AND 5 IDIOMATIC EXPRESSIONS
3. IT IS CONCLUDED THAT METAPHOR DOMINATED SOME OF ARCTIC MONKEYS' SONG LYRICS

I. Lembar Kepembimbingan Skripsi

LAPORAN KEMAJUAN PENULISAN
SKRIPSI SARJANA

Nama Mahasiswa : Ira Fitriani
 Dosen Pembimbing I : Nurul Fitriani, SS, M.Hum
 Dosen Pembimbing II : Tommy Andrian, SS, M.Hum
 Judul Skripsi : A Study of Figurative Language
 in Selected Arctic Monkeys' Songs
 Mulai Bimbingan : November 2019
 Tahun Akademik :

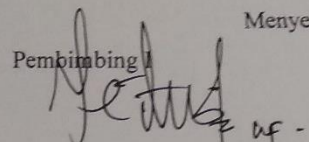
No.	Hari & Tanggal	Catatan Pembimbing	Paraf
1.	Senin, 4 November 2019	- Checking chapter 1 - fix chapter 1 (background, research method, etc)	
2.	Selasa, 19 November 2019	- Checking Chapter 2 - Add more theories about semantics and type of figurative language	
3.	Rabu, 11 Desember 2019	- Checking Chapter 3 - Adding references - Fixing the interpretation of the analysis	

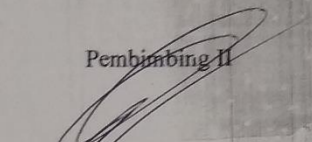
4.	Senin, 13 Januari 2020	<ul style="list-style-type: none"> - Additional analysis for chapter 3 - Fixing the sources 	<i>[Signature]</i>
5.	Selasa 21 Jan 2020	Crumbing Convention	<i>[Signature]</i>
6.	Rabu, 22 Januari 2020	<ul style="list-style-type: none"> - Revising some analyses in chapter three - fixing chapter four - Fixing abstract 	<i>[Signature]</i>
7.	Kamis, 23 Jan 2020	Cross reference relevance	<i>[Signature]</i>
8.	Jumat, 24 Januari 2020	<ul style="list-style-type: none"> - Checking Bibliography - Checking scheme of the research, and poster of the research 	<i>[Signature]</i>
9.			

10.			
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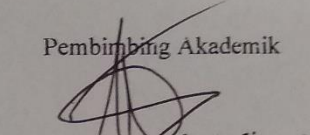
Jakarta, 29 January, 2020

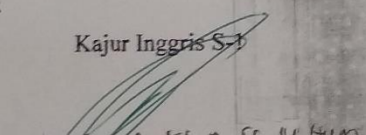
Menyetujui :

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(..Nurd Fitriani, S.S., M. Hum

Pembimbing II

(..Tommy Andrian, SS, M. Hum

Mengetahui :

Pembimbing Akademik

(..Kafila Adhida, S, M. Si

Kajur Inggris S-1

(..Tommy Andrian, SS, M. Hum

