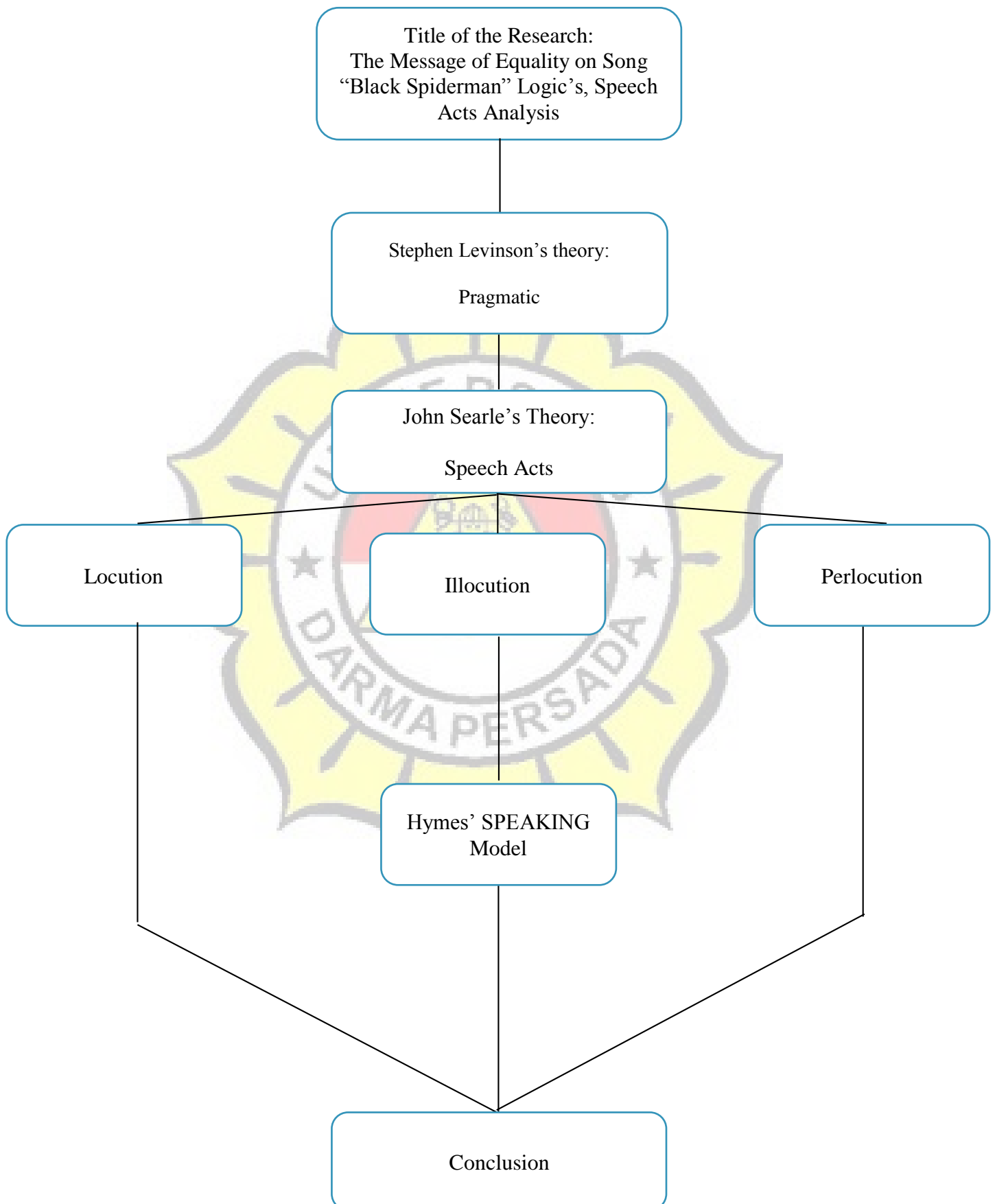


SCHEME OF THE RESEARCH



POSTER RESEARCH



FERDY REYNALDI

2017130073

STRATA ONE (S-1)

ENGLISH LANGUAGE AND CULTURE DEPARTMENT
DARMA PERSADA UNIVERSITY

FRAMEWORK OF THEORIES

1. Stephen Levinson's Theory of Pragmatic
2. John Searle's Theory of Speech Acts
3. Dell Hymes's Theory of SPEAKING Model

METHOD OF THE RESEARCH

I use qualitative method using Levinson's theory about Pragmatic which focused on speech acts to determine the form of speech acts from the data in the song. And I use John Searle's theory In order to find out three level of speech acts such as locution, illocution, and perlocution, To analyze illocution of a speech acts as a second language, I use Dell Hymes's theory of SPEAKING model, such as Setting, Participants, Ends, Act of Sequence, Keys, Instruments, Norms, and Genres.

THE MESSAGE OF EQUALITY ON SONG "BLACK SPIDERMAN" LOGIC'S, SPEECH ACTS ANALYSIS

FORMULATION OF THE PROBLEM

1. What is The Meaning of Each Clause that Occur in "Black Spiderman" by Logic?
2. How does the message of equality reflected in the song?
3. How the songwriter tells us in his song to perform according to the theory of speech acts?

BACKGROUND OF THE RESEARCH

Language is a system of communication for writing or speaking that required the use of words in understandable structure and applied in conventional way which used by a particular country or community to express something necessary. Sometimes, in order to get the message of the utterance, we have to analyse all of the context based on speaker's background, perspective, and the most important is speech acts of the utterance. Therefore, in the song "Black Spiderman", we have to see all of the speech acts in order to get the message of the song which the songwriter tells in his song. As a point to get the message delivered perfectly about what the songwriter tells

CONCLUSION OF THE RESEARCH

I conclude that the song "Black Spiderman" has a hidden message that have to be analyzed pragmatically trough speech act as a pragmatcal approach. The song "Black Spiderman" by Logic has a message about the problem that lingers in Logic's mind about inequality and about how Logic gives a message to the listener to be proud of who they are and just do what they want to do. The using of John Searle and Dell Hymes' theory help to find the meaning through illocutionary of speech acts.

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2005 – 2011 : Pondok Kelapa 04 Elementary School
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LAPORAN KEMAJUAN PENULISAN SKRIPSI

Nama Mahasiswa : Ferdy Reynaldi
Dosen Pembimbing I : Dr. Yoga Pratama, M.Pd
Judul Skripsi : The Message of Equality on
Song “Black Spiderman”
Logic’s, Speech Acts
Analysis
Mulai Bimbingan : 16 Oktober 2020
Tahun Akademik : 2020/2021

No.	Hari & Tanggal	Catatan Pembimbing	Paraf
1	30/10/2020	Memperbaiki layout paragraf, penulisan sumber referensi dari web, penambahan teori	
2	05/11/2020	Memperbaiki spacing pada paragraf, dan mengumpulkan revisi	
3	14/11/2020	Memperbaiki ukuran font pada kutipan, dan menambahkan teori tambahan.	
4	17/03/2021	Revisi Paragraf, dan Penambahan keterangan Table BAB III	
5	02/04/2021	Memperbaiki struktur format table	

6	04/04/2021	Menambahkan Teori pada BAB II, dan Isi analisis pada BAB III.	
7	23/04/2021	Menambahkan teori Function of Illocutionary Acts beserta analisis terkait.	
8	10/05/2021	Revisi gambar pada BAB III dan menambahkan keterangan pada gambar	
9	19/05/2021	Mengumpulkan BAB II dan BAB III yang sudah direvisi	
10	02/06/2021	Revisi font pada BAB II dan revisi gambar pada BAB III	
11	10/06/2021	Mengumpulkan revisi yang sudah dikoreksi di tanggal 2 Juni 2021	
12	15/06/2021	Revisi layout tabel, dan menambahkan isi pada BAB II	
13	17/06/2021	Revisi format penomoran pada tabel di BAB III	

14	17/06/2021	Mengumpulkan revisi yang sudah dikoreksi pada bimbingan via WhatsApp (WA)	
15	28/06/2021	Revisi posisi tabel, dan keterangan tabel dan gambar pada BAB III	
16	04/07/2021	Mengumpulkan revisi yang sudah dikoreksi pada tanggal 28 Juni 2021	
17	05/07/2021	Revisi lampiran, Nama tabel, Format tabel, dan lampiran	

Jakarta, 7 Juli 2021

Menyetujui:

Pembimbing I



Dr. Yoga Pratama, M.Pd

Mengetahui :

**Pembimbing Akademik a.n Ketua Prodi
Bahasa dan Kebudayaan Inggris**



Tommy Andrian, SS, M.Hum




**Ketua Program Studi Bahasa dan
Kebudayaan Inggris**



Dr. Yoga Pratama, M.Pd

**LEMBAR REVISI UJIAN SIDANG SKRIPSI
PROGRAM STUDI BAHASA DAN KEBUDAYAAN INGGRIIS**


Judul Skripsi	: The Message of Equality on Song “Black Spiderman” Logie’s, Speech Acts Analysis
Nama	: Ferdy Reynaldi
NIM	: 2017130073
Pembimbing	: Dr. Yoga Pratama, M. Pd
Tanggal Ujian	: 27 Juli 2021


No	KETUA SIDANG/PEMBIMBING /PENGUJI	SARAN	HALAMAN REVISI	BUKTI SUDAH REVISI	TANDA TANGAN	TANGGAL
1.	Ketua sidang Alia Afiyati. S.S, M.Pd	1. 2. 3.	1. 2. 3.	Telah direvisi sesuai dengan saran pada halaman.....		
2	Pembimbing Dr. Yoga Pratama, M.Pd	1. 2. 3.	1. 2. 3.	Telah direvisi sesuai dengan saran pada halaman.....		
3	Penguji Fridolini, S.S, M.Hum	1. Penggantian Judul 2. Perbaikan Grammar 3. Layout Table 4. penambahan kata “locution” pada lirik	1. Cover 2. Hal. 4 3. Hal. 47-64 4. Hal 47-64	Telah direvisi sesuai dengan saran pada halaman cover, halaman 4, dan halaman 47-64		



LETTER OF APPROVAL

On recommendation of respective Supervisor, Academic Advisor, and Head of the Department, the term-paper submitted by Ferdy Reynaldi entitled “The Message of Equality on Song “Black Spiderman” Logic’s, Speech Acts Analysis” has been approved and forwarded to the English Language and Culture Department, Darma Persada University, for final evaluation before the thesis defence for obtaining *Sarjana Linguistik* (S.Li.) degree to the respective candidate.

Supervisor	Signature	Date
(Dr. Yoga Pratama, M.Pd.)		July 17, 2021

Head of English Language and Culture Department	Signature	Date
Dr. Yoga Pratama, M.Pd.		July 17, 2021
(Tommy Andrian, SS, M.Hum.) Academic Advisor		July 17, 2021

Name
Student Number

: Ferdy Reynaldi
: 2017130073



The Message of Equality on Song "Black Spiderman" Logic's, Speech Acts Analysis



Ferdy Reynaldi

2017130073

ENGLISH LANGUAGE AND CULTURE DEPARTMENT

DARMA PERSADA UNIVERSITY

JAKARTA 2021

Gratitude to :
The Honorable Advisor, Examiner,
And The Head of Board Examiner



Advisor
Dr. Yoga Pratama, M.Pd.



Examiner
Fridolini, S.S, M.Hum



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

BACKGROUND OF THE PROBLEM

Language

Is a system of communication consisting of words and required structured and used in conventional way by writing, speaking, and gestures.

Black Spiderman

Is a song created by Logic on April 13, 2017. In his album titled "EVERYBODY"

Speech Act

Is a science which focused on how an utterance to not only give information, but also to perform an action through the utterance



Universitas
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Formulation of The Problem

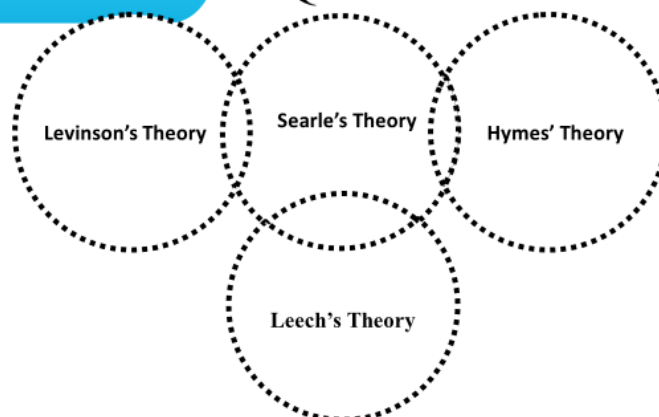
1. What is the meaning of each clauses that occur in “Black Spiderman” from Logic?
2. How does the message of equality reflected in the song?
3. How the songwriter tells us in his song to perform according to theory of speech acts?

Objective of the Research

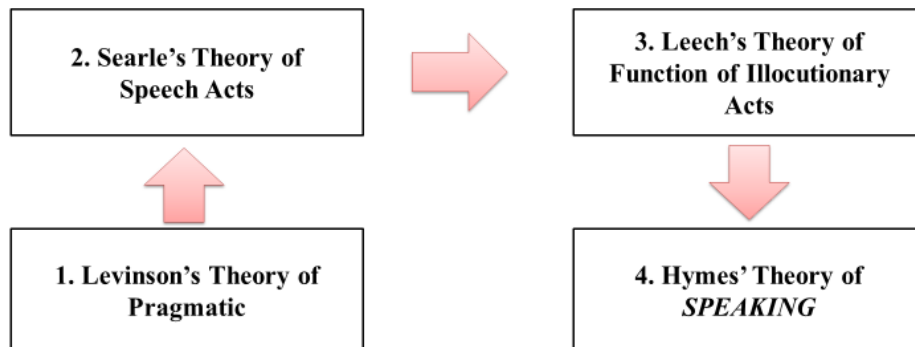
1. To find out the meaning of each clauses that occur in “Black Spiderman” from Logic.
2. To explain the message of equality reflected in the song.
3. To identify the songwriter tells us in his song to perform according to the theory of speech acts.

Method of The Research

Qualitative Method



Framework of the Theories



Research Finding and Analysis



- The meaning of each clauses that occur in “Black Spiderman” by Logic talked about Racism, Representation of the people which talked in this song, Equality, and Proud of ourselves.
- The message of equality which reflected in this song is :
 1. We should treat everybody equally
 2. We should respect people’s opinions.
 3. The diversity does not exist to separate instead of to make unity among all of us.
- Total numbers of the data is 43 data, which mentioned below :
 1. 8 data from Hymes Speaking Model
 2. 11 data of locutionary acts
 3. 23 data of illocutionary acts
 4. 1 datum of perlocutionary acts.

CONCLUSION



1

The meaning of each clauses that occur in "Black Spiderman" from Logic is about everything that the songwriter have been depressed by the things what he believe that that is not right to have such as a perception around the people who have the character of bad-hearted, racist, extremist. Not only that, the songwriter also gives the perspective one by one position to the people that he is talking about in this song.

2

The message of equality that reflected in this song is discrimination where the songwriter puthimself into the perspective as a culmination of all the characters on this particular period. Because this song is the songwriter 's method of advising individuals to act naturally and be glad for it and furthermore to regard others' suppositions. He needs everybody to realize that race, religion, shading, statement of faith, and sexual direction shouldn't have the option to isolate us since we are all human.

CONCLUSION

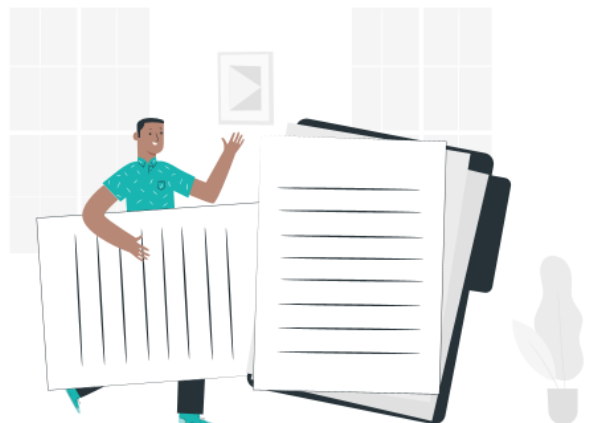


3

The results that the songwriter takes tells us in his song is basically about the song of freedom. In the analysis from the writer above, the songwriter tells us that this song is about him being black people and white people in the same time as the reason that he is about to encourage people to always see things from two sides. And the songwriter maintain the message of this song that tells about the social advancement and how we can go from the discrimination mindset into the peaceful mindset.

Thank you

f  in



Ferdy Reynaldi

Name

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Identification Number

1999/08/27

Date of Birth (yyyy/mm/dd)

2021/06/26

Test Date (yyyy/mm/dd)

2023/06/26

Valid Until (yyyy/mm/dd)

LISTENING

Your score

405



READING

Your score

360



TOTAL SCORE

765

Client/Institution Name: Putra Pratama Raya, PT

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Detach Here

LISTENING

Your scaled score is between 400 and 495. Test takers who score around 400 typically have the following strengths:

- They can infer the central idea, purpose, and basic context of short spoken exchanges across a range of vocabulary, even when conversational responses are indirect or not easy to predict.
- They can infer the central idea, purpose, and basic context of extended spoken texts across a range of vocabulary. They can do this even when the information is not supported by repetition and when it is necessary to connect information across the text.
- They can understand details in short spoken exchanges, even when negative constructions are present, the language is syntactically complex, or when difficult vocabulary is used.
- They can understand details in extended spoken texts, even when it is necessary to connect information across the text and when this information is not supported by repetition. They can understand details when the information is paraphrased or when negative constructions are present.

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

PERCENT CORRECT OF ABILITIES MEASURED



READING

Your scaled score is close to 350. Test takers who score around 350 typically have the following strengths:

- 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.

To see weaknesses typical of test takers who score around 350, see the *Proficiency Description Table.

ABILITIES MEASURED

PERCENT CORRECT OF ABILITIES MEASURED



Can infer gist, purpose and basic context based on information that is explicitly stated in short spoken texts	80
Can infer gist, purpose and basic context based on information that is explicitly stated in extended spoken texts	85
Can understand details in short spoken texts	100
Can understand details in extended spoken texts	80

Can make inferences based on information in written texts	75
Can locate and understand specific information in written texts	88
Can connect information across multiple sentences in a single written text and across texts	64
Can understand vocabulary in written texts	82
Can understand grammar in written texts	56

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

HOW TO READ YOUR SCORE REPORT:

Percent of Abilities Measured:

The 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.

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