

## THE PROCESS OF STUDENTS' EXPERIENTIAL RESPONSE IN RESPONDING LOVE SONG LYRICS

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### ABSTRACT

The aims of this study are first to investigate the process of students' experiential response in responding song lyrics, and second to investigate the difference of experiential process response between male and female students. The subjects of this research are three male and three female students. Some principles of qualitative research are employed in this study. *A Thousand Years* and *Someone Like You* are songs used as the instruments for gathering students' responses. The data are analyzed based on written document and based on the principal of Reader-Response Theory especially in the process of experiential response. The findings reveal that the process of students' experiential is engaging. It shows that students use their emotion or their feeling when they put their response toward the love song lyrics. In addition there are no differences between male responses and female responses. Both of them tend to use engaging process and involved their emotion and their feeling. It can be concluded that in responding to love song lyrics, students involve their emotion or feeling. Moreover, expressing the emotion and feeling are not influenced by the gender, male and female tend to show the same expression.

*Keywords: readers' response, experiential response, song lyric, gender.*

### Background

Reader response helps readers to learn how to respond to a literary work or a passage of text that can stimulate the reader to respond to the text. It is very important how a text or literary work is successful if everyone can understand and then respond to enjoy the work. Rosenblatt (1938) the importance of reader response in a literary work is to explore how a reader capable animate atmosphere of literary works written by the authors, one of which is a response to the reader.

Reader response is very important for each student in learning by starting from high school to college, where students are given education directly in developing skills to read, understand, and respond. Karodiles (2000:6) said that the texts understandability and the reader's active participation, the relationship between reader and text is dynamic, the reader responding is also dynamic, alive to stimulus and response. Further, what a reader makes of a text will reflect the reader's state of being at a particular time and place and in a particular situation, as well as the reader's relationship to the text.

Beach (1993:6) states that reader response theorists also argues that readers respond for a range of different purposes. Readers may respond to express their emotional reactions, to explore difficulties in understanding, to corroborate or verify their opinions with others, to build a social relationship through sharing responses, or to clarify their attitude.

Song lyrics as part of literary work is interesting to be explored by the readers it expresses the emotion, feeling, and mood of the writers. Therefore the content of song lyrics will have interesting messages for the listener and readers. Rahmanto (1988) states that, we need to underline that the vast majority of our satisfaction in reading a literary work comes from the ability and habits we appreciate literature.

Language song is actually not much different from the language of poetry. This is in accordance with the understanding the lyrics of the song by Semi (1988: 106) said, "the lyrics are short poems that express the emotions

However, teaching English implemented in many schools and colleges are less directed towards fostering appreciation of literary work. Discussed limited to the formal elements of song lyrics. Choice of words, the composition of the line or lines, and the tempo is not seen as a support function in relation to the overall beauty of song lyrics. As a result, the students see the formula rhyme and verse as mere phenomena, as a formal element that is not functional.

The creative teachers will see literary work from different perspective. Teacher can use song lyrics for improving their student English skill by asking to respond to the song lyrics, and students will produce language both writing and speaking. In addition, students will use their brain to expose their emotion, feeling, and experience when they respond to the song lyrics, this makes students active and creativity an event critical.

### **The Processes of Experiential Response**

Rosenblatt (1938:30-31) states experiential response focus on the nature of readers engagement or experiences with text the way in which, for example, readers identify with character, visualize images, relate personal experience to the text, or construct the world of the text.

On the basis of Rosenblatt transactional theory, theorists have delineated a number of specific response processes (Purves and Beach; Beach and Marshall) in Beach (1993):

1. Engaging

Readers have a chance to put their own reaction toward the text. Readers usually involve their experiences such as emotional reaction, empathy, and involvement. In responding the text, readers may state what they feel, what they see and what they remember.

The readers' experience with the literature, they will feel anger, sadness, pity, fear, love, shame, sympathy, etc. Solomon (1986) in Beach (1993) called the experience as the language of emotion, which he defines as a particular ways to perceive or judge the reality. He also argues that the readers gain insight into the reality of being human.

2. Constructing

Along with their involvement with the text, readers come into imagined world that they created. While having transaction with the text, readers construct an imagine text world. Readers create their own conception of the text world.

Langer in Beach (1993) describes the four basic processes in creating readers conception. The first is making contact with the genre, content, structure and language of the text. Second is using their prior knowledge and the text to further their creation of meaning. Third is using their conception to reflect their own previous knowledge or understanding. And the last is reflecting on and reacting to the content, text and the experience.

3. Imaging

Imaging or visualizing is another part of experience that creates visual mental images in responding to the text. Readers create their mental images of characters, setting, and event that related to their emotional and their understanding to the text. As the reader continue read the text, they may make revision on their mental images because they get new information. In addition,

readers may also express their response with the artistic images rendering of their experience.

4. Connecting

In this process readers connect their response to someone or their past autobiographical experiences or previous reading to the text. In connecting the autobiographical, the more readers can elaborate the experiences, the more they can use the experiences to interpret the story.

5. Evaluating

Readers will have expectation when they read certain text. They hope they can get a lot of information or knowledge from the text and they can learn something from the text. In addition, Beach (1993) said readers will evaluate from aesthetic aspect such as the language, the design, etc. This makes readers decide whether the novel, poem or movies is good or bad.

### Method

This research focused on the process of students' experiential response in responding song lyrics and also focused on finding the different of process of students' experiential response between men and women.

This study used a case study because this study attempted to gain deep understanding of the process of students experiential response in responding song lyrics. The participants of the study were students of eight semester, it consisted of six students; three men and three women. The data were gathered after reading sessions. The students were asked to write their response related to song lyrics. The song lyrics were 'A Thousand Years' by Christina Perri and 'Someone Like You' by Adelle. The lyrics were phenomenal and had been awarded from some music event. In analyzing the data, the researcher used some steps as suggested by Miles and Hubberman (1984). The first step is data reduction where the data were selected. The second step is data display where the data were assembled and were classified. The third step is conclusion drawing. This step is the beginning process in deciding the possible meaning of the data. The last step is verification. Data were linked to the related theories.

## Result

The first participant (male) in responding song lyrics by saying, *sangat menyentuh hati* (very touch my heart), *membuat saya sedih* (I feel sad). This statement can be categorized as engaging experience. Then he said *saya mendalami sekali serasa saya yang ada dilirik lagu itu* (I feel so deep, it feels that I'm the person in the lyric). This statement belongs to connecting experience. After that he said *lirik lagunya sangat indah* (the lyric of the song is so beautiful). The participant tried to evaluate the song lyrics.

The second participant (male) responded the lyrics by involving the language of emotions. This can be seen in his statement *menyentuh hati saya* (it touch my heart), *membuat saya ingin menangis* (make me want to cry), and then *membuat saya emosi* (make me emotional). The participant tried to show his feeling.

The third participant (male) in responding the song lyrics tend to evaluate the song lyrics. He wrote that the lyrics have *mempunyai bahasa yang baik* (has good language), *grammar yang sesuai* (the grammar is appropriate), *bahasanya agak british* (the accent is British), *lirik lagunya sangat disukai pendengar* (the listeners like the lyrics), *jenis lagu pop* (the genre is pop music), and then *menceritakan kisah romantis* (telling a romantic story).

The fourth participant (female), she wrote the respond related to her feeling. She wrote *membuat saya terharu dan sedih* (make me affected and sad). Then she said *menceritakan seseorang yang menunggu* (tell someone who is waiting for someone) this belongs to identifying. And the last she said *pernah mengalami* (had experienced it), it means the participant connected her experience to the text.

The fifth participant (female), she also showed her feeling in responding the lyrics. It can be seen from her statement that *membaca lirinya saya sedih dan ingin menangis* (reading the lyric, I feel sad and want to cry). Then she tried to identify the lyrics by saying *menceritakan penyesalan* (it is about someone's regret).

Respondent 6 (women)

The sixth participant (female), tended to evaluate or judge the lyric. It can be noted her respond by saying *bahasa yang tidak terlalu baku* (the language is informal), *bahasa british* (the accent is British), *bertema kisah cinta atau romance* (the theme is about romance) and *Jenis lagu pop* (the genre is pop music).

Table 1

Students' response to the song lyrics

The Process		Statements
Engaging	Involved language emotions	<i>sangat menyentuh hati</i> (very touch my heart)
		<i>membuat saya sedih</i> (I feel sad)
		<i>menyentuh hati saya</i> (it touch my heart)
		<i>membuat saya ingin menangis</i> (make me want to cry)
		<i>membuat saya emosi</i> (make me emotional)
		<i>membuat saya terharu dan sedih</i> (make me affected and sad)
Empathizing/identifying		<i>membaca lirinya saya sedih dan ingin menangis</i> (reading the lyric, I feel sad and want to cry)
		<i>menceritakan seseorang yang menunggu</i> (tell someone who is waiting for someone)
Connecting	Auto biographical experience	<i>menceritakan penyesalan</i> (it is about someone's regret)
		<i>saya mendalami sekali serasa saya yang ada dilirik lagu itu</i> (I feel so deep, it feels that I'm the person in the lyric)
Evaluating	Judging	<i>pernah mengalami</i> (had experienced it)
		<i>lirik lagunya sangat indah</i> (the lyric of the song is so beautiful)
		<i>mempunyai bahasa yang baik</i> (has good language)
		<i>bahasa yang tidak terlalu baku</i> (the language is informal)
		<i>Jenis lagu pop</i> (the genre is pop music).
		<i>Jenis lagu pop</i> (the genre is pop music)
		<i>bertema kisah cinta atau romance</i> (the theme is about romance)
<i>lirik lagunya sangat disukai pendengar</i> (the listeners like the lyrics)		

### Discussion

Based on the research results from written document, it can be seen that the students already involved their experience in love. Respondents seem familiar with the lyrics of the songs. Based on the table .., it can be noted that in the process responding student involved emotions, connecting, and evaluating process toward song lyrics.

It can be seen from the participants' statements, the participants no 1,2,4,5 tend to respond the song lyrics by involving their emotion. Their reaction to the text showed that they wanted to express what they felt. It can be seen that the participants can understand what the writer's feel. As a human they have the same feeling. This is like Solomon (1986) said that the readers' experience with the literature, they will feel anger, sadness, pity, fear, love, shame, sympathy as the language of emotion, which he defines as a particular ways to perceive or judge the reality.

However, participants no 3 and 6 tend to respond song lyrics by evaluating or judging. They saw the lyrics from different point of view. They comment focused on the language of the lyrics and the aesthetic aspect. This means they assess the quality of the lyrics. As Beach (1993) states readers will evaluate from aesthetic aspect such as the language, the design, etc. This makes readers decide whether the novel, poem or movies is good or bad.

Based on the data, both male and female did the same thing. They involved their emotion when they response the song lyrics. They showed how their feeling was when they connected their experiences to the song lyrics. Male and female will have the same experience in love, therefore they did not doubt to share their feeling. This indicated that gender does not always become the aspect to make it different. This also indicated male will share their true feeling regarding to their experience in love.

### CONCLUSIONS

Based on the findings, it can be concluded that the participants tend to involve the language of emotion in responding the song lyrics. They always show what they feel. In responding the lyrics, the process of students' experiential that appear are engaging, connecting, and evaluating. In addition, the data show that there is no difference between male and female response. They tend to do the same thing, so gender is not the matter.

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The process of meaning creation demands the interplay between the text and the reader. The broad aim of the Reader Response Approach to. The amount of research on the effects of the Reader Response Approach on literature teaching and reading seems to be very limited in Algeria. The desire to carry out this research stems out from reflections on the way literature is being taught in the Algerian literature classroom, which is the traditional teacher-centered approach manifested in the provision of text and context conventional analysis and accepted, agreed upon, interpretations of literary texts. The Process of Suffocation. Pestilence. Produced by Harris Johns. Album Consuming Impulse. 1. 4. The Process of Suffocation Lyrics. Smoke's penetrating the atmosphere It comes forth from heavy industry The layers of air surrounding us Are venomed by large factory chimneys. Environment pollution Damage unmesurable Nitrogen concentrations Drive away the oxygen. Choking in the gas we self-produced The death of mother earth I introduce Chemical rain drips from the sky The more we breathe, the sooner we die. The process of suffocation Coming genocide Biocircle's disturbed Humanity's suicide. Why give a child its birth When we are poisoning our earth The heritage of this generation Is a planet threatened with destruction. Embed. More on Genius. Share. Tweet. Share URL. "I apologise for taking so long in responding to your e-mail. Anyway I am glad to hear you are ok. Looks like something is missing! However, if you wrote: "I apologise for the delay in respon. Continue Reading. I would guess the crucial thing here is if you have a good enough excuse as to why you did not respond?" I hope you're having a good week/day. Firstly, I'd like to apologize for the delay in response. Thank you for your patience all this while. 530.8K views · View upvotes. · View shares. 53. 2.