

An Analysis on Contextual Meaning of Selected Songs in Rex Orange County's Album "Pony" and Its Pedagogical Implication

Umi Nur Chotimah

IAIN Purwokerto

umichotimah653@gmail.com

Agus Husein As Sabiq

IAIN Purwokerto

husein@iainpurwokerto.ac.id

Abstract

Even though several previous studies discuss meaning analysis in song lyrics, limited studies also conveyed its pedagogical implication in learning. It is essential since songs and music have been widely used in the educational field, especially teaching and learning. Therefore, this research aimed to find out the type of context in the selected songs of Rex Orange County's album entitled Pony, to analyze the contextual meaning found in the songs, and to describe the pedagogical implication of the songs in English learning. The data in this research were in the form of documents, and they were obtained from Rex Orange County's selected songs in Pony album. In analyzing the data, the researchers used content analysis regarding the contextual meaning of Rex Orange County's song lyrics from the album Pony. The results showed that the Pony album contains many contexts and contextual meanings, and there were 40 contexts and 7 context types and contextual meaning in the selected songs of Pony album. These songs can be used as authentic materials to teach "Meaning Through Music" material using the Contextual Teaching and Learning (CTL) approach and Gap Song Filling strategy for the pedagogical implication.

Keywords: contextual meaning, pedagogical implication, Pony album, songs.

1. INTRODUCTION

Someone generally creates songs in order to express their feeling or the situation that is happening around them. Since a long time ago, songs have functioned as a human companion who is entertaining. Nevertheless, nowadays, the function of songs has developed to more significant aspects, and one of them is in the educational aspect. Music and lyrics, which become the main elements of a song, play an essential role in the teaching and learning process. In language teaching, music can create a relaxing and comfortable environment.

Meanwhile, lyrics play a genuine direct source of teaching materials in foreign language classes (Shen, 2009). Based on the Indonesian curriculum, song and music are utilized as English materials that students should learn. They need to learn about the meaning contained inside song lyrics. Meanwhile, the language used in the song sometimes contains figurative language, which should be distinguished from the language used in daily conversation. They are unique and full of hidden meanings, and erroneous interpreting can lead to misunderstanding. Besides, meaning also varies from context to context. It can create some difficulties and ambiguity for the addressee (Diaz, 2010). Therefore, it is crucial to see the meaning from the context.

Contextual meaning allows us to understand the meaning of a language deeper and leads us to the appropriate interpretation. By contextual meaning, understanding the intended word and whole text will be much more straightforward and give the necessary information (Hasanah & Habibullah, 2020). Thus, it can help us in understanding the song lyrics and the messages contained inside it. Contextual meaning appears due to the relation between statement and context (Pateda, 2010). It is formed from its relation with other words used in the text (Machali, 2009). It is why contextual meaning is also recognized as situational meaning (Chaer, 2003; Palimbong, 2015; Pateda, 2010). While, contextual meaning often appears in literary works (Diaz, 2010), especially song. Which song is a kind of literary work created to express someone's feeling or situation around the people. It is a tune and sounds which includes melody, lyric, music arrangement, and notation that becomes unity and good to hear (Hidayat, 2014; Shen, 2009).

In conducting this research, the researchers picked five songs of Rex Orange County in Pony album to be examined. There were some considerations; first, his songs reflect his personal life when he was going through a tough time and tell about the meaning of life. The subject is relevant to all, especially for teenagers who still attempt to do what they do and what they want to accomplish in future, occasionally confronting a crisis (Yucki, 2019). Second, the language that he used in the lyrics of the songs contained many contextual meanings. For example, the lyric "looking back, I guess that ignorance was a breeze" in the song entitled *It Gets Better*. The word used in that lyric has no suitable meaning if we see it from lexical meaning or meaning in a dictionary. Thus it should be seen from the contextual meaning. Third, the content of the songs is meaningful and appropriate to be implemented in learning since the songs are relevant to teenagers' life and contain a lot of contextual meanings following the material taught in Senior High School. Fourth, this album is popular enough recently. It has successfully reached several achievements and got peak chart positions, such as the first position at Billboard's Top Rock Albums and Alternative Albums

and the third position on the entire format Billboard 200. In the first week of releasing the album, Pony earned 70.000 equivalent album unit and the whole songs in Pony album placed at Hot Rock Songs (Rutherford, 2019). Another fact, Pony was included in the top five positions at Australian Recording Industry Association (ARIA) (Bruce, 2019).

There were still a few studies conducted a similar topic as this research. Firdaus (2013) analyzed the meaning of song lyrics to find out the most dominant theme inside it, yet, the analysis in this research was limited only to textual meaning. Afterwards, Syahfitri (2021) examined the lexical and contextual meaning in an Indonesian song entitled "Terserah" by Willy Winarko. The study showed that the lexical meanings found in the song were not the same as the contextual meaning, which tend to describe the current situation related to Covid-19. Similarly, Asrifan et al. (2021) explored the lexical and contextual meaning in Lily song by Alan Walker and concluded that lexical and contextual meaning have some differences. Unlike lexical meaning that contains original meaning just like written in the dictionary, contextual meaning is implicit, and the meaning can not be found in the dictionary. Therefore, both of them need to be different. Then, Hasanah & Habibullah (2020) analyzed the lexical and contextual meaning in Raef's song lyrics which related to the Holy Qur'an values. The research summarized that the lexical and contextual meaning inside the song lyrics could lead to finding the Holy Qur'an values inside the song. In addition, Sucihati (2021) conducted a study about lexical and contextual meaning analysis on a sports article contained in a newspaper. She found out that each of the words that contained lexical meaning was used to entertain the readers. Furthermore, each word of lexical meaning needed to be examined by contextual meaning to enable the readers to understand well about the news content.

This study aimed to find out the type of context in the selected songs of Rex Orange County's album entitled Pony. Besides, the researchers also analyzed the contextual meaning found in the songs and described the pedagogical implication of the songs in English learning. Therefore, the research questions were formulated as follow:

1. What are the contexts found in Rex Orange County's songs?
2. What are the contextual meanings found in Rex Orange County's songs?
3. How is the pedagogical implication of Rex Orange County's songs in English learning?

2. LITERATURE REVIEW

2.1 Context and Contextual Meaning

Scholars have different perspectives to define 'context' because it can point to various things. Bazire & Brézillon (2005) stated that depending on the field of application, context definition may also differ like linguistic science, cognitive science or computer science. Thus, some scholars have discussed the contextual information to be specified in terms of scope or the information conveyed (Dash, 2008; Depraetere, 2019; Faber & León-Araúz, 2016). Depraetere (2019) defined context as the 'simple' (formal) environment of a word or utterance, that is to say the linguistic and conversational characteristics. Another definition refers 'context' to a sector of the real world where certain events or the speech occur, which is often interwoven with another purpose, namely understanding of the same thing (Christiansen & Dahl, 2005). In a simple way, the term context refers to an immediate

(rarely separated or isolated) linguistic environment in which a certain word occurs (Dash, 2008).

Contextual meaning means a more functional concept, in which a range of significant impacts are identified as a common denominator (be it the linguistic or the non-linguistic context) (Depraetere, 2019). According to Pateda (2010), contextual meaning can also be called situational meaning. The meaning appears due to the relation between statement and context. In line with Pateda, Chaer (2003) explained that contextual meaning is the meaning of a lexeme or word in a context. Contextual meaning can also relate to the situation, such as the context of place, time and environment of the language used. Thus, contextual meaning is very close to the situation and the language around the context. Palimbong (2015) clarified that contextual meaning is the meaning that occurs as a result of the correlation between social and situational context with the form of discourse.

According to Miller & Leacock (2000), context is divided into two, they are local context and topical context. However, Dash (2008) asserted that those two contexts are not adequate for understanding the actual meaning since they often fail in giving the essential information needed for the aim. Based on several readings, local context and topical context may provide enough information, but understanding all possible meaning variations of a word is still not enough yet. Therefore, to follow up this matter, Dash made some classification of contexts; they are local context, sentential context, topical context, and global context. They are figured in such a layering concept of word contexts in a text, which can help us describe how context should be interpreted to find the actual meaning of a word context. Context can be in the form of many things, and Pateda (2010) found out that the type of context is divided into eleven types. Those are personal context, situational context, purposeful context, formal context, mood context, time context, place context, object context, completeness context, linguistic context, and language context.

2.2 Song

According to Hornby et al. (2015), a song is a series of words accompanied by music and intended to be sung. The song is formed from music and lyric, becoming one of the media for public communication. In this case, the song functions as a medium for delivering the message by the communicator to the addressee in a massive amount through mass media. The type of message can be in many forms, either written or spoken (Khoirulhadi, 2018).

The general structure of the song consists of intro, verse, chorus/ refrain, break, bridge, outro, and coda (Masriyah et al., 2019). In comparison, the two main components of songs consist of music and lyrics. Music is a set of sound that is becoming a pattern consisting of sounds and silences in a specific timeline and space in a continuous sequence, combination, and material connection (Hidayat, 2014). In contrast, song lyric is defined as the arrangement of words in a song (Tyasrinestu, 2014).

2.3 Song in Language Teaching

Singing is an enjoyable activity for students while learning in class, and songs are practical tools that can create a fun atmosphere in language learning. Songs provide an opportunity for language learning which is student-centred and pleasing (Richards, 1969). Many teachers also approve that utilizing songs and music for language learning can work

successfully (Diadori, 1991). It is also approved by Schoepp (2001) that using songs in the language classroom is very worthy

Songs have large profits in English Language Teaching (ELT) because of their richness in culture and themes, their idiomatic and poetic expressions, and their therapeutic functions (Shen, 2009). Israel (2013) added that music could help students develop their academic performance, self-esteem, national pride, identifying with one's culture and general self-confidence based on the result of her investigation. Students can also reach higher scores when they learn with music. Furthermore, the utilization of song in EFL class is highly motivating students who learn with music to become more motivated to learn. Even the students who are unmotivated in learning become motivated. In young learners, playing songs repeatedly can help improve their language development (Laili & Putri, 2021).

Furthermore, Ranuntu & Tulung (2019) enlightened four advantages of teaching English using songs. First of all, songs will motivate students to be more interested in learning English. Second, singing enables students to enjoy the learning process and make them easier to learn the material that is being taught. Third, through singing and various learning activities, teachers can develop students' interest to be more active and enthusiastic in learning. Besides, it also facilitates students to understand the material taught. Last but not least, students the learning atmosphere will not be boring, and it will surely attract students to engage in the process of learning. Thus, the implication of songs in language learning, especially English, is beneficial, and we need to take advantage of it as well as possible.

3. RESEARCH METHODS

The type of research used in this study was library research, and the researchers used a qualitative approach to analyze the contextual meaning contained in the songs. Taylor states that qualitative approach points to research that offers descriptive information in the form of written or spoken words and their behavior, which is witnessed (Taylor et al., 2015). In the same way, Creswell argued that qualitative research in libraries should be a thorough critical assessment of the quality of new scientific works, such as journal papers, conference papers, reports by trustworthy organizations, and textbooks (Creswell & Creswell, 2017). Since this research discussed contextual meaning included in the scope of linguistics, thus content analysis was used in this study, as stated by Tesch and Mariampolski in Harwood and Garry that content analysis is most appropriate where the research's interest is in language and communication (Stemler, 2001). Content analysis is described as a methodology for examining written, oral or visual communication messages and famous for analyzing documents (Elo & Kyngäs, 2008).

The primary data of this research were several songs of Rex Orange County, and the songs were *Stressed Out*, *Never Had the Balls*, *Pluto Projector*, *It Gets Better*, and *It's Not the Same Anymore*. They were obtained from the third album of Rex Orange County entitled *Pony*. Primary source means data source which directly provides to the researcher. In collecting the data, the researchers used the document as the source of data to complete this research. The data collection techniques were selecting the meaningful and relevant songs with the research theme, listening to the songs many times, searching for the lyrics of the songs on the internet, reading underlining words in each lyric of the song that would be

analyzed, and arranging the obtaining data systematically to research the contextual meaning of data.

Meanwhile, in analyzing the song lyrics, the researchers used a theoretical framework of contextual meaning by Pateda to find out the types of context and contextual meaning in the selected songs of Rex Orange County in the "Pony" album. The researchers used content analysis by finding out the meaning of Rex Orange County's song lyrics from the album Pony. The words, phrases, and sentences that contained contextual meaning in the song lyrics were sorted in a list. After listing the songs' lyrics that contain contextual meaning, the researchers interpreted it one by one based on the context. Furthermore, it validated the accuracy of findings to draw a conclusion based on the result.

4. FINDINGS

From the data gathered, the researchers chose the words, phrases, and sentences containing contextual meaning, so the researchers analyzed not all words. After analyzing the data, the researchers found that this album contained various types of context. It can be seen from the types of context found in the selected songs. There were forty contexts and seven types of context found in five songs of Rex Orange County's album entitled "Pony". They were personal context, situational context, purposeful context, mood context, time context, object context, and linguistic context. However, the other types of contexts, such as formal context, place context, completeness context, and language context, did not appear in the album's selected songs. Table 1 displayed the frequency and percentage of seven types of context found in the data source.

Table 1. The percentage of types of context found in the Rex Orange County's album entitled "Pony"

No.	Types of Context	Frequency	Percentage
1.	Personal context	1	2.5%
2.	Situational context	11	27.5%
3.	Purposeful context	2	5%
4.	Mood context	6	15%
5.	Time context	6	15%
6.	Object context	11	27.5%
7.	Linguistic context	3	7.5%
Total		40	100%

Based on the table 1, it could be seen that situational context and object context became the most dominant contexts in the album and appeared more frequently than the other types with the same percentage at 27.5%, which appeared 11 times—followed by mood context and time context which appeared six times with the same percentage at 15%. Then, linguistic context appeared three times with its percentage at 7.5%. Furthermore, purposeful context owned 5% of the whole contexts, which appeared twice. Last, the most infrequent context was personal context, which had 2.5% and only appeared once. Those contexts were characterised mainly by the use of idioms and words/phrases with multiple

meaning. The songwriter intentionally employed them to reflect his feeling and experience at the time he wrote the song.

For example, the lyric *I let them take control and take me for a fool* which belongs to the "Stressed Out" song contained a hidden meaning and needed to be interpreted contextually. The lyric *"Take (one) for a fool"* is an idiom that means assuming or believing that someone is very foolish. In this case, in the lyric *"I let them take control and take me for a fool"*, the speaker uttered that he let the people around him take control and advantage of him, and he also let them presume that he was such a fool. From the words that the speaker used in the lyric, it could be seen that he was under pressure and in a position where he did not know what else to do except just letting them do anything they like, even though it was very embarrassing for him. The meaning behind the lyric is not fiction, yet it is the self-reflection of the songwriter to tell the situation that happened to him to the listeners. Therefore, from that explanation, the researchers classified this lyric into the category of situational context.

From this investigation, people can know the actual meaning that is hidden behind the context. This way can also help students who are learning "Meaning Through Music" material in appreciating literary work. Since students are also required to interpret the social function and contextual meaning inside song lyrics, thus the songs that teachers should use in delivering this material are the songs containing contextual meaning. The contextual meanings contained in Rex Orange County's album, *Pony*, help learn this material. After the contextual meaning is found, then they can understand the message of the song. By studying the meaning of those songs, students will also obtain new insight into idioms and figurative language.

5. DISCUSSION

According to the findings, it was obvious that the most prominent contexts were possessed by situational context and object context, which each of them owned about a quarter of the whole percentage. Overall, there were 40 contexts in the five songs belonging to the *Pony* album of Rex Orange County analyzed by the researchers. Those contexts were in the type of personal context, situational context, purposeful context, mood context, time context, object context, and linguistic context. The researchers found one personal context (2.5%), eleven situational contexts (27.5%), two personal contexts (5%), six mood contexts (15%), six-time contexts (15%), eleven object contexts (27.5%), and three linguistic contexts (7.5%). Afterwards, each context had its own contextual meaning that could not be interpreted textually since the song lyrics mostly tell about the songwriter's experience. Hence, the interpretation should pay attention to the background, social context, and the song writer's situation when he was writing this album.

On the other hand, Hasanah & Habibullah (2020) analysed lexical and contextual meaning in song lyrics and found that the song they analyzed contained various lexical meanings. Besides, each of the lyrics also contained contextual meaning and Holy Qur'an value. Since their research used a theory by Miller and Leacock that later was developed by Dash (2008) in analyzing the contextual meaning, thus it became the intended meaning of the keyword. The example shown in the result of the research was lyric "words", which became the keyword in the "Peace and Blessing" song. In lexical meaning, this could refer to

languages, utterances, promises, signals, and teachings. Meanwhile, in contextual meaning, it referred to the sunnah, which from those meanings could lead to the Holy Qur'an value Q.S. An-Nur: 54. Syahfitri (2021), who analyzed lexical and contextual meaning, summed up that the lexical meanings she found in the song were different from the contextual meanings. She employed a theory by Parera in analyzing the contextual meaning in Willy Winarko's song. Thus, in analyzing her research, she gave a code for each of the stanzas.

Unlike the previous research, this research focused on analyzing the contextual meaning in Pony album of Rex Orange County by employing a theory by Mansoer Pateda. From this theory, lyrics can be divided into several categories of context classification. However, before classifying the words, phrases, or sentences of the song lyrics into a type of context, the researchers should interpret the lyrics first by considering many aspects such as the surrounding lyrics, the social context, etc. For example, the lyric "Look at us now" in "It Gets Better" song existed in the second stanza's fifth line. The pronoun "us" in this lyric referred to the speaker and his girlfriend. To find the actual information, the researchers needed to pay attention to the other lyrics around it. In the third line, the lyric "Four years later, and look where we really are" showed their relationship, which had reached the fourth year. When the speaker wrote this song, he and his girlfriend celebrated their fourth anniversary. "Look how far we've come" indicated that they had gone through ups and downs for four years being together, and it was such a blessing for both of them. While, in the lyric "Look at us now", the speaker and his girlfriend realized that they had succeeded to reach this stage, year by year passed, and they were thankful for still being together in the present. This context was classified in the time context category since lyric "Look at us now" referred to their relationship in the present. Thus, this context is appropriate with the concept of time context in the theory of context classification by Mansoer Pateda, which stated that time context indicates time specifically.

Furthermore, Sucihati (2021) said that it is essential to understand the actual meaning of the words used by the author in seeking contextual meaning. She also said that contextual meaning analysis is beneficial for avoiding misunderstanding and also misinterpreting. Asrifan et al., (2021) also stated the same statement as Sucihati in their research. Those statements are agreed. In this research, the researchers also stated that contextual meaning helps us understand the meaning of a language deeper and leads us to the appropriate interpretation. By contextual meaning, understanding the intended word and whole text will be much more precise and give the necessary information (Hasanah & Habibullah, 2020).

Regarding contextual meaning in the songs, some researchers have investigated extensively the semantics aspects in the songs concerning the lexical and contextual meaning (Harahap et al., 2020; Miarsih et al., 2018; Trisnantasari & Umalekhoa, 2017). However, the studies did not propose the pedagogical implication on the result findings to be more practical for the teachers. Therefore, this study proposed the result findings to be utilized by teachers to teach English subjects to their students, primarily to teach "Meaning through Music" material. To reach the learning objectives of this material, teachers should be creative and innovative in teaching this material. They should also create an exciting learning strategy that can develop students' enthusiasm in learning. Teachers can use an enjoyable learning strategy and maintain the authenticity of the material and facilitate

students to reach the learning goals. In the process of teaching this material, teachers may follow the activities and songs which are available in their handbook. As claimed by Coats (2016), music or song is a unique authentic resource for language learning because of its recursive nature and the extensive cultural and linguistic information it contains. Nouraldeen (2015) noted that in a variety of circumstances, meaning and context are connected. Without the integration of meaning and context, successful communication cannot be established. To get the complete command of distinct language skills, teachers must combine meaning and context.

Nevertheless, that may be less interesting for students because the activities and the songs are too monotonous. As an option, teachers can use songs that are up to date and familiar to students. Using songs in learning activity can help students optimize their musical intelligence and make the teaching and learning process more effective. Musical intelligence is a particular skill in which appreciating music tends to be easy and does not require extra effort (Zybert & Stepień, 2009). This ability is included in one of nine multiple intelligences proposed by Howard Gardner which the other types are linguistic, logical-mathematical, spatial, interpersonal, intrapersonal, natural, bodily-kinesthetic, and existential (Akbari & Hosseini, 2008; Shabani & Torkeh, 2014; Sternberg, 2020). Many scholars have shown the power of musical intelligence in supporting learners' learning, especially language learning. Shabani & Torkeh (2014) stated in their research that musical intelligence is important and beneficial for facilitating language learning. Meanwhile, Zybert & Stepień (2009) asserted that those with this unique musical ability could perform better in foreign language learning, especially in speaking skills.

Knowing that songs are used in learning for a reason of entertaining, but also pedagogical need, thus songs should be familiarized in the educational field. In this case, the researchers also described the pedagogical implication of Rex's Orange County's songs in the "Pony" album and how it could be a relevant source for students' learning. It can be implemented using the Contextual Teaching and Learning (CTL) approach and Gap Song Filling learning strategy.

Contextual Teaching and Learning (CTL) is an approach that helps teachers to make a connection between the material being taught with a real-life situation, so it can prompt students to relate their knowledge with the implementation in their daily life as a part of the community (Halim & Muchtar, 2015). That is why it is named Contextual Teaching and Learning, because the result of the teaching and learning process is correlated with the context or situation of students' real life. In this learning approach, students are expected to be active and able to build their knowledge. Meanwhile, gap song filling is a learning strategy where the students must fill or complete some crucial words or phrases in a song lyric that the teachers intentionally omitted (Fatimah & Muttaqin, 2020). This activity helps students acquire the lyrics based on what they listen to and fill the empty gaps based on the sentences around them. Teachers can make some instructions for this activity, such as "*Listen carefully to the song, then fill the empty gaps!*". The activity can be divided into three parts, they are planning and reflecting.

Planning is the section in which teachers need to set all the necessary and will be used in the learning process. This section is executed before the learning process begun in order to make the teaching and learning process runs well. The things that should be prepared before

the learning process include a lesson plan, learning media, and assessment instrument. A lesson plan has a crucial role in the continuity of learning (Baharun & Adhimiy, 2018; Jamali Nasari & Heidari, 2014). It functions as a guide for teachers while teaching their students in class, which describes the learning procedure and organization to reach the learning objectives based on the standard of competence and basis of competence. It describes how the learning process will run, what students should do in the learning process, what kind of materials should be taught, and how to deliver them to students in the class (Jamali Nasari & Heidari, 2014). It can be said that a lesson plan is the success key of the teaching and learning process. While learning media are used to facilitate the teaching and learning process while it is ongoing. Besides learning, media can also stimulate students and make them easier to understand the material in the process of learning (Ramdhani & Muhammadiyah, 2015; Widodo, 2018). The last component is assessment instrument. It can be in the form of true false, multiple choice, matching, completion, short answer, and essay. In this case, the instrument needed is completion because students are directed to complete the gaps in song lyrics.

Furthermore, the following section after planning is acting. This section can be considered the most prominent among the other sections because this is the time to implement the learning process. In the process of teaching and learning "Meaning Through Music" material using Rex Orange County's songs of the "Pony" album, the activities are divided into three parts; they are preliminary activities, core activity, and closing activity. In the preliminary activity, students are invited to know a brief introduction to the material. In this activity, teachers should also convey the learning objectives to students to know the importance of learning this material.

Meanwhile, in core activity, some steps should be done. First is preparing the media which are going to be used. Second, distribute the papers which contain lyrics with some blank spaces. In this case, the teacher can choose one of Rex Orange County's songs that have been analyzed in this research. Third, explain the instructions to the students about what should they do in this case. Fourth, play the song and let students fill the empty gaps by guessing the appropriate lyrics while listening to the song. Teachers can play it two or three times to ensure that students have already completed all the gaps. Fifth, check students answer by showing the complete lyrics on the LCD projector, or listen again to the song and notify them of the accurate answers of each gap. Sixth, ask all the students to sing the song along to make them enjoy the learning process. Seventh, ask students to translate or interpret the song. They are also allowed to open their dictionary. Eighth, invite all the class members to give the song's meaning, then tell them about the song's social function and linguistic features, and let them capture the contextual meaning inside it based on their interpretation. Ninth, clarify the song's actual meaning and let them learn the contextual meanings contained within it. Tenth, in a pair, ask students to discuss the message of the song and how it relates to their real life so that they can learn new things from the song. After the core activity is done, teachers close the learning activity by asking students to review the material they have learned before to keep engraved in their mind.

The last section is reflecting. In this section, teachers reflect on the teaching and learning process that has already done. It aims to evaluate teaching and learning and how is

their performance when they teach in the class. To reflect on it, teachers can record a video when the learning process is begun, ask students about their opinion of the learning, or remember again the way they teach their students in class. By doing this section, teachers can improve the following learning and fix the shortfalls of the previous learning.

6. CONCLUSION

This research employed the theory by Mansoer Pateda regarding the classification of contextual meaning. The researchers used this theory to help find out the Pony album's context and the guide in analyzing them. Based on the analysis above, it could be summarized that the Pony album contained many contextual meanings. The researchers found 40 data of contextual meaning and seven types of context in this album. The distribution was one datum of personal context, 11 data of situational context, 2 data of purposeful context, 6 data of mood context, 6 data of time context, 11 data of object context, and 3 data of linguistic context. However, the rest types of context were not found by the researchers. Thus, situational and object context were more dominant to be used by the songwriter in this album. Meanwhile, the context with the smallest number in this research was personal. Rex used many words, phrases, and sentences with contextual meaning to reflect his life stories, which we are told in song lyrics.

The pedagogical implication of Rex Orange County's songs in the "Pony" album is then actualized in its implementation in English learning by using the *Contextual Teaching and Learning (CTL)* approach and *Gap Song Filling* strategy. The use of Rex Orange County's songs in "Meaning Through Music" material is divided into three sections; they are planning, acting, and reflecting. Planning contains the things that need to be prepared before the learning process began such as lesson plan, media, and assessment instrument. While the acting is where the learning process continued, it contains pre-activity, core activity, and closing activity. Moreover, the last section is reflecting, where teachers reflect on the learning process, which already done so that they know what should be improved for the subsequent learning. Above all, the researchers limited this study on contextual meaning analysis using Rex Orange County's selected songs of Pony album and its pedagogical implication in English learning. At the end of this research, the researchers suggested that further researchers conduct similar topics related to this research. This research can also become a valuable reference for them in conducting their studies.

REFERENCES

- Akbari, R., & Hosseini, K. (2008). Multiple intelligences and language learning strategies: Investigating possible relations. *System*, 36(2), 141–155.
- Asrifan, A., Vargheese, K. J., Hasnidar, H., Hermasyah, S., & Suleha, S. (2021). The Study of Lexical and Contextual Meaning on Lily Song By Alan Walker Feat K-391 & Emelie Hollow (Semantic Approach). *JOURNAL OF ADVANCED ENGLISH STUDIES*, 4(1), 7–14.
- Baharun, H., & Adhimiy, S. (2018). Curriculum Development Through Creative Lesson Plan. *Cendekia: Jurnal Kependidikan Dan Kemasyarakatan*, 16(1), 41–62.
- Bazire, M., & Brézillon, P. (2005). Understanding Context Before Using It. In A. Dey, B. Kokinov, D. Leake, & R. Turner (Eds.), *Modeling and Using Context. CONTEXT 2005. Lecture Notes in Computer Science* (Vol. 3554, pp. 29–40). Springer, Berlin, Heidelberg.

- https://doi.org/10.1007/11508373_3
- Bruce, D. (2019). *Official ARIA CHARTS for w/c 4 November 2019*. <https://amnpotify.com.au/official-aria-charts-for-w-c-4-november-2019/>
- Chaer, A. (2003). *Linguistik Umum*. Jakarta: Rineka Cipta.
- Christiansen, H., & Dahl, V. (2005). Meaning in Context. In A. Dey, B. Kokinov, D. Leake, & R. Turner (Eds.), *Modeling and Using Context. CONTEXT 2005. Lecture Notes in Computer Science* (Vol. 3354, pp. 97–111). Springer, Berlin, Heidelberg. https://doi.org/https://doi.org/10.1007/11508373_8
- Coats, G. (2016). Analyzing song lyrics as an authentic language learning opportunity. In A. J. Moeller (Ed.), *Fostering Connections, empowering communities, celebrating the world* (pp. 1–22). Robert M. Terry.
- Creswell, J. W., & Creswell, J. D. (2017). *Research design: Qualitative, quantitative, and mixed methods approaches*. Sage publications.
- Dash, N. S. (2008). Context and Contextual Word Meaning. *SKSE Journal of Theoretical Linguistic*, 21–31.
- Depraetere, I. (2019). Meaning in Context and Contextual Meaning: A Perspective on the Semantics-Pragmatics Interface Applied to Modal Verbs. *Anglophonia*, 28. <https://doi.org/10.4000/anglophonia.2453>
- Diadori, P. (1991). Song and music in language learning. *System*, 19(3), 329–332. [https://doi.org/10.1016/0346-251x\(91\)90060-3](https://doi.org/10.1016/0346-251x(91)90060-3)
- Diaz, M. (2010). Basic Semantics. In *Petri Nets: Fundamental Models, Verification and Applications* (pp. 1–25). Universidad Nacional de Educación a Distancia Madrid. <https://doi.org/10.1002/9780470611647.ch1>
- Elo, S., & Kyngäs, H. (2008). The qualitative content analysis process. *Journal of Advanced Nursing*, 62(1), 107–115. <https://doi.org/10.1111/j.1365-2648.2007.04569.x>
- Faber, P., & León-Araúz, P. (2016). Specialized Knowledge Representation and the Parameterization of Context. *Frontiers in Psychology*, 7(February), 1–20. <https://doi.org/10.3389/fpsyg.2016.00196>
- Fatimah, N., & Muttaqin, A. I. (2020). Pendampingan Pelatihan Penggunaan Metode Sing A Song sebagai Alternatif Pembelajaran dalam Peningkatan Penguasaan Kosakata Bahasa Inggris Siswa di MI Al-Ikhsan Canga'an Genteng. *ABDI KAMI: Jurnal Pengabdian Kepada Masyarakat*, 3(1), 72–84.
- Firdaus, E. A. (2013). Textual Meaning in Song Lyrics. *Passage*, 1(1), 99–106.
- Garryn C. Ranuntu, G. J. T. (2018). Peran lagu dalam pengajaran bahasa Inggris tingkat dasar. *Jurnal LPPM Bidang EkoSosBudKum*, 4(1), 99–110.
- Halim, S., & Muchtar, N. (2015). Contextual Teaching and Learning (CTL) dalam Peningkatan Keterampilan Berbahasa Inggris Mahasiswa (Studi Kasus pada Mahasiswa Teknik Sipil Semester VI Tahun 2014/2015 Politeknik Negeri Ujung Pandang). *IDEAS Journal*, 3(2), 50–60.
- Harahap, N., Rusli, M., Harahap, A. L., Lestari, R., & Anggraini, S. (2020). An Error Analysis of Semantics in Maher Zain Song: "Forgive Me." *Red: Revolution of English Department Journal*, 2(1), 20–26. https://scholar.google.com/citations?view_op=view_citation&hl=en&user=baPJTxA AAAAJ&pagesize=100&citation_for_view=baPJTxA AAAAJ:ZeXyd9-uunAC
- Hasanah, R., & Habibullah, M. (2020). Analysis of Lexical and Contextual Meaning in Raef's Song Lyric of the Path Album as the Holy Qur'an Values. *PANYONARA: Journal of English Education*, 2(1), 49–60.
- Hidayat, R. (2014). Analisis Semiotika Makna Motivasi Pada Lirik Lagu "Laskar Pelangi" Karya

- Nidji. *EJournal Ilmu KOMunikasi*, 2(1), 243–258. <http://www.fisip-unmul.ac.id>
- Hornby, A. S., Turnbull, J., Deuter, M., Bradbery, J., Ashby, M., Hey, L., Holloway, S., & Hancock, M. (2015). *Oxford Advanced Learner's Dictionary of Current English*. Oxford University Press. <https://books.google.co.id/books?id=ezFprgEACAAJ>
- Israel, H. F. (2013). Language learning enhanced by music and song. *Literacy Information and Computer Education Journal (LICEJ)*, 2(1), 1360–1365.
- Jamali Nasari, A., & Heidari, M. (2014). The important role of lesson plan on educational achievement of Iranian EFL teachers' attitudes. *International Journal of Foreign Language Teaching and Research*, 2(5), 27–34.
- Khoirulhadi, M. (2018). Metode ST-Disprescreat Untuk Meningkatkan Kemampuan Siswa Menangkap Makna Kata Kontekstual Lagu Bahasa Inggris. *Utile: Jurnal Kependidikan*, 4(2), 12–21.
- Laili, N. M., & Putri, F. (2021). Phonological Study of Onomatopoeia in Children's Song. *Journal of English Language Teaching and Linguistics*, 6(1), 211–224.
- Machali, R. (2009). Pedoman Bagi Penerjemah: Panduan Lengkap Bagi Anda yang Ingin Menjadi Penerjemah Professional. In *Bandung: Penerbit Kaifa*.
- Masriyah, M., Aziz, Z. A., & Samad, I. A. (2019). An Analysis of Associative Meanings in Two Songs Albums of Lorde. *English Education Journal*, 10(2), 166–179.
- Miarsih, T., Kuspiyah, H., & Yahya, Y. (2018). A Semantic Analysis of Michael Learns to Rock's (MLTR) Songs. *Channing: Journal of English Language Education and Literature*, 3(2), 70–81. <https://doi.org/10.30599/channing.v3i2.466>
- Miller, G., & Leacock, C. (2000). Lexical representations for sentence processing. In Y. Ravin & C. Leacock (Eds.), *Polysemy: Theoretical and Computational Approaches*. Oxford University Press.
- Niswah, U. (2015). Analisis Gaya Bahasa pada Lirik Lagu Grup Musik Wali dan Pemanfaatannya sebagai Bahan Pembelajaran Apresiasi Puisi di SMA. *Surya Bahtera*, 3(30), 100–115.
- Palimbong, D. R. (2015). Makna Kontekstual Dalam Novel Diary Pramugari Karya Agung Webe. *Jurnal KIP*, 4(2), 915–926.
- Pateda, M. (2010). Semantik Leksikal. In *Jakarta: PT Rineka Cipta*.
- Ramdhani, M. A., & Muhammadiyah, H. (2015). The Criteria of Learning Media Selection for Character Education in Higher Education. *International Conference of Islamic Education in Southeast Asia*, 174–182.
- Richards, J. (1969). Songs in Language Learning. *TESOL Quarterly*, 3(2), 161. <https://doi.org/10.2307/3586103>
- Rutherford, K. (2019). *Rex Orange County Rides "Pony" to First No. 1 on Rock & Alternative Charts*. <https://www.billboard.com/articles/business/chart-beat/8543145/rex-orange-county-pony-first-number-1-rock-alternative-charts>
- Schoepp, K. (2001). Reasons for using songs in the ESL/EFL classroom. *The Internet TESL Journal*, 7(2), 1–4.
- Shabani, M. B., & Torkeh, M. (2014). The relationship between musical intelligence and foreign language learning: The case of Iranian learners of English. *International Journal of Applied Linguistics and English Literature*, 3(3), 26–32. <https://doi.org/10.7575/aiac.ijalel.v.3n.3p.26>
- Shen, C. (2009). Using English Songs: an Enjoyable and Effective Approach to ELT Using English Songs: an Enjoyable and Effective Approach to ELT. *English Language Teaching*, 2(1), 88–94. <https://doi.org/10.5539/elt.v2n1p88>
- Soliman Nouraldean, A. (2015). Meaning and Context-Three Different Perspectives. *British Journal of English Linguistics*, 3(2), 13–17. www.eajournals.org
- Stemler, S. (2001). An overview of content analysis. *Practical Assessment, Research and Evaluation*, 6(2), 1–10.

- 7(17), 479–498. <https://doi.org/10.1362/146934703771910080>
- Sternberg, R. J. (2020). Toward a theory of musical intelligence. *Psychology of Music*, 030573562096376. <https://doi.org/10.1177/0305735620963765>
- Taylor, S. J., Bogdan, R., & DeVault, M. (2015). *Introduction to qualitative research methods: A guidebook and resource*. John Wiley & Sons.
- Trisnantasari, I., & Umalekhoa, M. (2017). A Semantic Analysis on Ed Sheran Songs. *AESTHETICS*, 6(2), 1–9.
- Tyasinestu, F. (2014). Lirik Musikal pada Lagu Anak Berbahasa Indonesia. *Resital: Jurnal Seni Pertunjukan*, 15(2), 163–168. <https://doi.org/10.24821/resital.v15i2.850>
- Vida, S. (2017). An Analysis of Lexical and Contextual Meanings in Christina Perri's Song Lyrics. In *BRIGHT: A Journal of English Language Teaching, Linguistics and Literature* (Vol. 4, Issue 1). <http://digilib.uinsby.ac.id/19537/>
- Widodo, S. A. (2018). Selection of Learning Media Mathematics for Junior School Students. *Turkish Online Journal of Educational Technology-TOJET*, 17(1), 154–160.
- Yucki, B. (2019). *Rex Orange County Pony Album Review*. <https://cultura.id/rex-orange-county-pony-album-review>
- Yulia Syahfitri, R. (2021). Lexical and Contextual Meanings in the Indonesian Song Terserah by Willy Winarko. *KnE Social Sciences*, 550–558. <https://doi.org/10.18502/kss.v5i4.8711>
- Zybert, J., & Stepień, S. (2009). Musical Intelligence and Foreign Language Learning. *Research in Language*, 7(1), 99–111. <https://doi.org/10.2478/v10015-009-0007-4>