TELICS AND ATELICS VERBS IN THE TWO SONGS BY MICHAEL LEARNS TO ROCK

A Paper

Submitted to the School of Foreign Language-JIA as a Partial Fulfillment of Requirements for the Degree of Undergraduate Program in English Department

SITI MARIEFATUN

043131.51124.030

ENGLISH DEPARTMENT

SCHOOL OF FOREIGN LANGUAGES – JIA

BEKASI

2016

KATA KERJA TELIS DAN ATELIS PADA DUA LAGU KARYA MICHAEL LEARNS TO ROCK

SITI MARIEFATUN

ABSTRAK

Penelitian ini bertujuan untuk mengetahui jenis-jenis keaspekan yang terjadi di dalam lagu Michael Learns To Rock. Penelitian ini akan difokuskan pada pengindentifikasian dan pemaparan jenis-jenis serta tipe tipe yang ditemukannya telis dan atelis di dalam sebuah lagu. Penilitian ini dilakukan pada Bulan Maret sampai Juli 2016. Sebagai penelitan kualitatif penelitian ini melalui langkah-langkah sebagai berikut: (1) persiapan pengumpulan data, (2) proses pengumpulan data , (3) pemilahan data, (4) analisis data, (5) pengumpulan kesimpulan data. Dari data tabel, tertulis bahwa telis dan atelis adalah yang diguanakan dalam lagu dan telis yang paling mendominasi dalam lagu-lagu seperti yang terlihat dalam tabel. Dari keseluruhan data dari lagu-lagu terpilih ditemukan 31 aspek. Diantara 2 lagu yang mana memiliki 13 telis transitif, 9 telis intransitif, 5 atelis transitif dan 4 atelis intransitif. Selanjutnya, penelitian ini diharapkan dapat digunakan sebagai tanbahan referensi dalam kajian semantik lainnya.

Kata Kunci : keaspekan, telis , dan atelis.

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ABSTRACT

This research is aimed to know how the kinds of aspectwhich happened in the songs by Michael Learns To Rock.This research will focus to identify andexplain about telic and atelic verbs which appeared in those songs. This research has been done from March to July 2016. This research used the qualitative researchwhich has some steps. As follows: (1) preparation to collect the data, (2) processing the data, (3)selecting the data, (4) analysing the data, and (5) collecting the data. According to the research in the two songs, the writer found 31 aspects which contain of 13 telic transitive, 9 telic intransitive, 5 atelic transitive and 4 atelicintransitive. The writer hopes this research can be used for developing in English Semantic.

Key words: aspect,telic, and atelic.

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Name   : Siti Mariefatun

Student Number   : 043131.51124.030

Department   : English

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(Siti Mariefatun)
043131.51124.030

THE APPROVAL SHEET

Name   : Siti Mariefatun

Student Number   : 43131.51124.030

Department   : English

Title   : Telics and Atelics Verbs in the Two Songs

                                   by Michael Learns To Rock

Supervised and Approved by:

Advisor I   Advisor II

Imron Hadi, S.S., M.Hum.   **Sukandar, S.S., M.Pd.**
NIK. 43D102080   NIK. 43D199051

The Chairman of STBA – JIA

Drs. Sudjianto, M. Hum
NIP. 195906051985031004

THE IMPROVEMENT SHEET

TELICS AND ATELICS VERBS IN THE TWO SONGS BY MICHAEL LEARNS TO ROCK

Siti Mariefatun

43131.51124.030

Supervised and Approved by

Axaminer I   Examiner II

Elsan Arvian , S.S., M. Hum   **Yeni Noryatin, S.S., M. Hum**
NIK 43D199050   NIK 43D109138

APPROVAL SHEET FOR PAPER EXAMINER

It is declared that on Friday, dated 29th from 13. 20 pm until 13. 50 pm, the paper examined has been carried out.

Name   : Siti Mariefatun

Student Number : 43131.51124.030

Department   : English

Title   : Telics and Atelics Verbs in The Songs by

         Michael Learns To Rock

Approved by,

Examiner I

Elsan Arvian , S.S., M.Hum

NIK 43D199050

Examiner II

Yeni Noryatin, S.S., M.Hum

NIK 43D109138

MOTTO AND DEDICATION

MOTTO :

"Bismillaahirrohmannirrohim"

DEDICATION :

This paper is proudly dedicated to :

My beloved Mom (Sugiarti)

For her love, pray and support

My lovely family

For their advises and solution

TABLE OF CONTENT

CHAPTER I

INTRODUCTION

A. Background of the Research

The most important aspect in human life which is used as communication is language. All people around the world use the languagein communication and interaction to each other. Without language, people cannot interact to other people. People can express their ideas or feelings through the language.

Language plays an important role in the process of communication. Fromkin (2011: 4), stated language much more than speech. It means language can be used by people in written language to convey messages or information. In establising a social interaction they might choose one of the language forms to use such as spoken or writen forms, gestures, and other signs.

Language can also be said as atool of communication. A good cammunication between someone to others can be achieved, if they are able to use language perfectly. The speaker must convey the message clearly.

Human beings need language as their communication because language as the branch of linguistic. Semantic is the systematic study of meaning, and linguistic semantic is the study of how language organize and express meanings. The writer expects this study is useful for the other researchers who wish to know about semantics. Moreover, semantics as an important

branch of linguistics is interesting to be studies especially when it is applied to literary work such as song, poem and prose.

Language and music are related in so many ways. We can learn language with listening music. It is the interesting way to learn vocabulary. We can know and find a new vocabulary through the song that we heard. We can learn grammar from the lyric and find out the grammar which attached in its words. Music has always been the language of intense emotion. They can create a song with beautiful lyric, or just listen to music. Music can represent someone's feeling. Through music and songs people can learn something while they relax their feeling.

Linguistics which is regarded as the study of language explains all about aspect of language in its use. One of the interesting topics in learning language is related to the way the language used by the user wants to convey in a language. Linguistics into account some language components are connected to each other. The component include sound, arrangement of word and meaning.

Semantics study is the one branches of the linguistics meaning. Studying semantics is important of in linguistics studies, the study of semantic as part of linguistic studies are becoming increasingly considered include phonology, morphology, and syntax.

Semantics is the study of the meaning of words and sentences (Saeed, 2003: 3). Semantics is not only central to the study of communication, but also central to study of the human mind though precesses, cognition, and

conceptualization. All of this attached to the way in which people classify and convey their experince of the world through language.

To understand meaning, people have to study semantics because they need to know the meaning of word and the morpheme that make the meaning of word combine into phrase and sentence meaning. They must interpret the meaning of utterances in the context in which they are made. When speaking, if someone does not understand the meaning of a word, there may be misunderstanding.

According to Kreidler (2002:198) " Aspect is both grammatical and lexical; it is expressed in predicates, especially in verb inflections and collocations of verbs". Some things that are true seem to be always so, others true just temporarily. We see some events just beginning and situations just coming into existence and other events and situations coming to an end. Some events are viewed as over and done with at some particular time, others as still continuing, and the continuity may be a matter of constant status or constant change.

The three important dimensions are the situation types, tense and aspects. Aspects relate to the situations of those verbs which are to be the predicates of the syntactical verb of a sentence. Those situations means static, state, durative and dynamic situations which are described in those verb meanings, so talking about the meaning of the verbs refers to the combined situations of those grammatical components. Even in the larger situations, the writer can describe more situations of those verb meanings from the situation types,

those are perpective, imperpectives and historical status of the verb meanings, wether the are already finished or being done, or are going to do, from that the writer can conclude that it history, non-history or pre-history all depend on its tenses.The writer gives an axample of the analysis :

And Mr. Moon he *came* by to say goodnight to you (L.3)

No	Predicate	Aspect	Situation
1.	Came	Telic	Achievement

From the sentence above, it can be seen that the verb *came* shows the aspect of telic because its terminal point has aready done since it shows the aim why the subject *he* came by. The subject has exact point, it is to say goodnight. The verb *came* is kind of intransitive verb for there is no object found in the sentence. In the second example, there comes eventually a point at which Mr. Moon completes the action of *come*, Mr. Moon is ready, and at this point the situation described by Mr. Moon must of necessity come to an end ; moreover, until this point is reached, the situation described by Mr. Moon cannot come to an end, but can only be broken off part way through. Thus the situation described by Mr. Moon came has built into it a terminal point, namely that point at which Mr. Moon *came* is complete.

At last, based on the problem as described in advance, about understanding the meaning of aspect, the writer chooses the analysis of telics and atelics verb as subject research in this paper. Then, song lyrics by Michael Learns ToRock finally chosen as the object research.The Sleeping Child and 25 Minutes are the songs title will be analyzed in this research.

This research took this object because when the writer was at 5th elementary school her elder sister always repeat to listen those songs. That is why the songs are so interestedas the object . Based on the explanation about the Michael Learn To Rock career, this decision was taken for analyzed it. The two songs included in the *Colours* is the second studio album of the Danish soft rock band Michael Learns to Rock. It was released in October 1993. As of 1995, the album had sold 1.2 million copies worldwide. Therefore the title of this paper is "*TelicsAnd Atelics Verbs In The Two Songs by Michael Learns to Rock*".

B. The Scope of the Problem

In this research the analysis just focused on how to analizetelics and atelics verbs which expressed in the lyrics of Michael Learns To Rock.

C. The Question of the Research

From the above explanation, the problem which will be analyze how to use Telics and Atelics Verbs. The problem can be mentioned detail as the following question :

1. What kinds of verb which create an aspect in the two songs by Michael Learns To Rock semantically?

2. What verb meanings which exist in the aspect of those songs wethertelics or atelics one?

3. What meanings of those songs which exist the most?

D. The Objective of the Reseacrh

Based on the problems of the research mentioned above, the objectives of the research are describe as following :

1. This research is for knowing the kinds of the verbs which create an aspect in the two songs by Michael Learns To Rock semantically.

2. This research is for understanding the verb meaning in those songs weather telics or atelics one.

3. This research is for finding out the meaning which exist the most.

E. The Significance of the Research

The writer hope this research paper can be useful not only for the writer but also for the readers mainly who learn English. The significance of the writing is described below :

1. For the writer.

The writer will have well understanding and comprehension about what telics and atelics verb are. Because, as term of figure comparison, both of them have some similarities and dissimilarities which can be confusion in distinguish them. Therefore, it is expected that the research can give much advantage for the writer herself.

2. For the readers.

The writer hope by doing this research can help other people transform and can understand and appreciate the differences telics and

atelics verb. Through this comprehension, the writer believes that it will be useful in understanding some literary work.

F. The Systematic of the Research

The systematic of the paper means to present the paper in well edited composition. The systematic of the paper is divided into 5 chapters as follows:

Chapter I explains about background of the research, the scope of the problems, the questions of the research, the objectives of the research, the significant of the research, the systematic of the research.

Chapter II consists of knowledge linguistic, definition of analysis, definition of semantic, definition of aspect, definition of meaning, definition of telics, definition of atelics, definition of song.

Chapter III describes about Subject of The Research, Method of the Research, Instrument of the Research, Technique of Data Analysis and Procedure of the Research.

Chapter IV gives explanation about the data description, data analysis, data interpretation, and the discussion. And the last Chapter consists of the summary from all chapters and some suggestion relating to the result of the research.

Chapter V gives the summary of the scientific paper in preceding chapters and give some of this suggestion.

The chapter's arrangement above, the data have the important explanation for this assigment. There are ni addition in arranging in this order.

CHAPTER II

THEORETICAL DESCRIPTION

This paper would like to analyze telics and atelics verbs in the two songs. That is why this paper needed some theoies to support the research. In this chapter the theories are taken as a basic of the research. Those theories are abaut :

A. Semantic

Language is the most important tool for communication. To understand the language, it necessary to know the meaning of words which compose them. A communication will be stuck if there is a misinterpretation in comprehending the message which in conveyed. It needs the same comprehension about a word in the communication. For example, the word *book* has a meaning "number of printed sheets of paper fastened together in a cover". If there is no equal interpretation about the meaning of *book*, there will be an obstacle in communication. Therefore, an understanding of meaning of words is necessary for human. A study which discusses about meaing is called semantics.

Semantics is the study of meaning communicated through language (Saee, 2004: 3). Although this is not an introduction to any single theory, webegin with a basic assumption: that a person's linguistic abilities are basedon knowledge that they have. It is this knowledge that we are seeking toinvestigate. One of the insights of modern linguistics is that speakers of alanguage have different types of linguistic knowledge, including how

topronounce words, how to construct sentences, and about the meaning ofindividual words and sentences. To reflect this, linguistic description hasdifferent levels of analysis. So phonology is the study of what sounds alanguage has and how these sounds combine to form words; syntax is thestudy of how words can be combined into sentences; and semantics is thestudy of the meanings of words and sentences.

According to Kreidler (2002:3) semantic is the systematic study of meaning and linguistic semantic is the study of how languages organize and express meanings. Its means that, meaning in linguistic semantic was very needed for us to limit ourselves to the expression of meanings in a single language. Charles said there were three disciplines were concerned with the systematic study of meaning, in itself: psychology, philosophy and linguistics. It means that, psychologist were interest in how individual humans learn, how they retain, recall or loss information. Philosophies of language were concerned with how we know, how any particular fact that we know or accept as true was related to other possible facts. And than, the last systematic study of meaning is about linguistic, linguistics want to understand how language works.

The researcher understands that the meaning of a word is fully reflected by it context. Here, the meaning of the word is constituted by its contextual relations. Therefore, a distinction between of participation as well as modes of participation was made. In order to, accomplish this distinction any part of a sentence that bears a meaning and combines with the meanings of other

constituents. Meaning could be concluded that are idea or concepts that could be transferred from the mind of the speaker to the mind the hearer by embodying them, as it were, in the form of one language or another.

B. Classifying situations

1. Aspect

Aspect is also a grammatical system relating to time, Saeed (2003:118). The term aspect designated the perspective taken on the internal temporal organisation of the situation, and so aspects distinguish different ways of viewing the internal temporal constituency of the same situation Comrie (1998:3). The situation is mean here as general term convering event, processes, states, etc. As expressed by the verb phrase or the contraction. Unlike tense, which is situationexternal time, aspect time, aspect is situation internal and nondeictic, as it is not concerned with relating the time of the situation to any other time point.

Aspectual viewpoint is the temporal perspective form which the situation is presented. An aspectual viewpoint can span an entire situation, as in the perfective, or it can span only part of it, as in the imperfective. The perfective indicates that the situation is to be viewedas a bounded whole, looks at the situation from outside, without necessarily distinguisihing any of its internal structure. The imperfective looks at the situation from inside, or looks inside its temporal boundaries, and its crucially concerned with its internal temporal structure. Perfectivity and

imperfectivity are not objective properties of situation, and so the same situation can be presented from either viewpoint. In English *John read that book yesterday; while he was reading it, the postman came,* the different forms of the verb 'read' refer to the same situation of reading (which in both cases is located in the past through the use of the approprite tense), but the situation is presented in two different ways, whit a different in aspect.

Lexical aspectual meaning, or inherent meaning, is sometimes called by the Aktionsart, meaning 'type of action',because studying lexical aspect involves sorting verb sense into different categories based on how the situation described by the verb unfolds in time. The term aspect is often used to refer to the grammaticalisation of a semantic aspectual distinction, while Aktionsart to the lexicalisation of a semantic aspectual distinction by means of derivation morphology (Comrie 1998:7).

As was already mentioned above, perfectivity and imperfectivity obviouslyinteract with lexical aspectual meaning. The perfective involves lack of reference to the internal temporal constituency of a situation, but it does not imply the lackof such internal temporal constituency. Therefore, it is quite possible for perfective form to be used for situation that are internal complex, such as those that last for a considerable period of time, or include a number of distict internal phases, provided only that the wholeof the sitation is subsumed as a single whole (Comrie 1998:21).

Thus, while semelfactive situationare necessarily perfective, punctual situation with interative interpretation can be imperfective and perfective forms can refer to non punctual situasion. As for telic and atelic distinction, the semantic range of telic verbs is restricted considerably when it is combined with the perfective or imperfective opposition. Thus, a perfective form referring to telic situation implies attainment of the endpoint of that situation, while mperfective form carry no suchimplication, and imply rather than the endpoint had not been reached at the time referred to (Comrie 1998:46).

Finally, in many languages all or some stative verbs do not have forms with perfective meaning. However, since states can begin and end, in some languages states can be referred to by forms with perfective meaning, in which case the interpretation involves the inception and or termination of the state.

a. Situation Type

The task for the semanticist is to show how the inhernt semantic distiction caried by verb, and verb phrases, map into a system of situation types. One influential attemp to do this is Vendler (1974). Below are the four kinds of situations he identified, together with some English verbs and verb phrases exemplifying each type Vendler (1974: 97-121):

1) States

   Desire, want, love, hate, know, believe

2) Activities (unbounded processes)

   Run, walk, swim, push a cart, drive a car

3) Accomplishment (bounded processes)

   Run a mile, draw a circle, walk to school, paint a picture, recover from illness

4) Achievement (point event)

   Recognize, find, stop, start, reach the top, win the race, spot someone

Situation unfold in time in different ways. This component of the aspectual meaning of a clause indirectly classifies the situation according to its temporal properties. Smith (1997) building on Vendler's system distinguishes five types of situation: state, activity, accomplishment, semelfactive and telicity. The following table, based on Smith (1997:20) provides a summary of situation types, with typical examples from English (see also Vendler 1967, Comrie 1976):

Situation type	Temporal properties	Example
State	Stative, durative; (N.B. telicity is irrelevant to statve situation)	Know the answer, love Mary

Activity	Dynamic, durative, atelic	Laugh, stroll in the park
Accomplishment	Dynamic, durative and telic	Build a house, walk to school, learn Greek
Semelfactive	Dynamic, atelic, puctual	Tap, knock
Achievement	Dynamic, telic, puctual	Win a race, reach the top

Aspectual meaning of a clause result from the interaction of aspectual viewpoint and situation type. Hence, clauses expressing aspect can be refere to as having viewpoint aspect and situation aspect.

2. **Expression of Aspect**

Aspectual characteristic are coded in a wide range of ways: lexical derivational, or inflectional; syntetic and analytic. Verb tends to have inherent temporal properties. Three types of lexical aspectual opposition are frequently identified, Comrie (1998: 41-51):

a. Punctual and Durative

These refer to situation which are not conceived of as lasting in time (puctual), versus situation which are conceived of as lasting for a certain period of time, however short it may be durative. Inherently puctual situations can be further interpreted as semelfactive (taking place only one) or iterative (repeated). Many languages recognise a class of verbs that under normal circumtances can only refer to punctual situations. However, semelfactive and interative predicates are frequently derivation.

b. Telic and Atelic

These refer to situations which have an internal structure consisting of a proses leading up to terminal point and the terminal point (telic), versus situations which do not have an inherent endpoint (atelic). In this semantic distinction, it is particularly clear that situations are not described by verb alone, but rather by the verb with is arguments (subject and object).

And it is in fact difficult to find sentences that are unambigously telic or atelic. The telic nature of a situation can often be tested as follows (Comrie 1998:44-45): ' a telic situation is one that involves a process that lead up to a well-defined point, beyond which the process cannot continue, an atelic situation has no such terminal point, and can be protacted indefinitely or broken off at any point.Thus from *John is singing* one can deduce *John has sung*, but from *John is making a chair* one cannot deduce *John has made a chair*. Thus a telic situation is one that involves a process that leads up to a well-defined terminal point, beyond which the process cannot continue.

 According to Vendler (1974: 100-102) accomplishment terms (i.e. telic expressions like *run a mile*) denote events that have 'a set terminal point' a "climax", which has to be reached if the action is to be what it is claimed to be activities, (i.e. events denoted by atelic

expressions like *run* or *pushacart*) do not proceed toward a terminus which is logically necessary totheir being what they are.

According to Kreidler (2002: 206-208) The predicates do not have an end or a goal; they are atelic and in having an end result, in being telic.

Examine these sentences:

1a George was waiting.   Sandra was holding the baby.

1b Sandra was swimming.   George was running.

1c George was leaving.   Sandra was dying.

1d Sandra was writing a letter.   George was cutting the rope.

The sentences in 1a are stative and those in 1b are activities. If it is true that George was waiting and Sandra was swimming, for example, then we can report that George waited and Sandra swam.

In contrast, 1c contains achievement sentences and the sentences in 1d are accomplishments. If George was leaving, he did not necessarily leave; Sandra might be dying for months and yet not die. These sentences do not report events, happenings, but processes moving towards events. George left, Sandra died report events that occur instantly, however long the process of moving toward that event may be. Since the events are instantaneous, we can ask "When did George leave?" or "When did Sandra die?" but not "How long did George leave or Sandra die?"

The sentences in 1d are also about processes moving toward completion. If Sandra was writing a letter but stopped, it would be true that Sandra wrote (an activity) but not that she wrote a letter (an accomplishment). Similarly, the fact that George was cutting a rope does not necessarily lead to the fact that he cut it.

Accomplishments (1d) are like achievements (1c) in having an end result, in being telic. Accomplishments differ from achievements in not having an instantaneous result. We can ask "How long does/did it take Sandra to write a letter?" and we can say, for example, " It took George several minutes to cut the rope."

To summarize:

1) States are non-dynamic, durative and atelic.

2) Activities are dynamic, durative and atelic.

3) Achievements are dynamic, instantaneous and telic.

4) Accomplishments are dynamic, durative and telic.

c. Stative and Dynamic

These refer to situations which continue and do not change over time (stative), versus situations which involve necessarily change (dynamic). More precisely (Comrie 1998:49), with a state, unless something happens to change that state, the state will continue (e.g. standing or knowing). With a dynamic situation, the situation will only continue if it is continually subject to a new input energy, whether from inside or form outside (e.g. running or emiting light).

Since punctual situations inherently involve a change of state, they are always dynamic.

Sometimes the distinction between states and nonstates is referred to as states and acctions. However, the term action is also used in a more restricted sense, for a dynamic situation that requires the involvement of an agent. Similiarly, the term event is used to refer to dynamic situation viewed perfectively, and the term process to a dynamic situation viewed imperfectively.

Based on some opinion on the above, it can be concluded that the accomplishments are like achievements in having an end result, in being telic. Stative and activities, The predicates do not have an end or a goal; they are atelic.

C. Verb

The verb is the most complex parts of speech (Frank,1972: 47). He explained that verb has the grammatical properties such as tense, aspect, person, number and mood, and refers to an action or state. According to Brandon (2011: 35) verbs show action or express being in relation to the subject of a sentence. It is also stated by Fernald (1963: 79) that a verb is a word that expresses action or state of being.

Among verbs expressing action are *walk, run, ride, go, come, look, see, call, shout, etc.* Among verbs expressing emotion and state of beig are *be, exist, seem, appear, remain, etc.*The verb is indispensable; without it no

sentence can be made. If one says, *" I cold,"* he has not made a sentence and expressed a thought. A verb is needed to express the thought, which might be: *I am cold* or *I have a cold*. The verb is the only part of speech that can by itself express a thought, e.g, *"Go",*in which the subject *you*is understood. Because of their prime importance, verbs must be thoroughly studied and mustered.

Miller (2002: 51) devides verb into six classes:

1. Intransitive Verb

Intransitive verb is a verb has no object in its structure sentence, but can be followed by complement or not at all. Examples:

a. Intransitive verb without complement

1) [INTRANSITIVE VERB WITHOUT COMPLEMENT]

Most of the centers envisioned were never built

And then the curious thing happened

From the examples above, intransitive verb stands alone and meaning from that sentences are very clearly, thus it does not need complement.

b. Intransitive verb with complement

1) [INTRANSITIVE VERB + COMPLEMENT]

Everyone else was staring fixedly, round-eyed, unblinking, certainly not ducking.

2) [INTRANSITIVE VERB + PREPOSITION]

I event sat on my hands to be sure no one thought I was applaunding.

In the examples above, if we would not use complement then the meaning from those sentence will be not quite clear and impressed complete, although it is right grammatically.

There are some of intransitive verbs which have to followed by preposition, one of example is "*glance*". In the sentence, verb "*glance*" must be followed by preposition, such as "*He glanced up*" or "*He glance out.*"

For clearer, intransitive verb which is not be followed by any part of speech included into Vi_1, intransitive verb which is followed by preposition included into Vi_2 and intransitive verb which is followed by complement included into Vi_3. Then, deviding intransitive verbs as follows:

$$Vi \longrightarrow \begin{cases} Vi_1 \\ Vi_2 + Preposition \\ Vi_3 + Complement \end{cases}$$
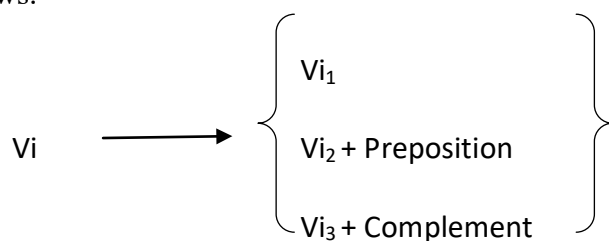
However, there is intransitive verb which included into three categories above, example verb "*walk*". For intance, "*He walked*" (Vi_1), "*He walked away*" (Vi_2), "*He walked to the beach*" (Vi_3).

2. Transitive Verb

A transitive verb is a verb that requires an object to express a complete meaning. A transitive verb expresses an action that a subject exerts upon an object.

a. *Read* this book. [The transitive verb *read* commands the subject, *you* understand, to *read* an object, *book*]

b. John *struck* him. [The transitive verb *struck* states what the subject *John* did to the object *him*]

Transitive verb needs an object, at least one word or substitute, which function as an object. In function grammatically, we identify as direct and indirect object. Transitive verb is very often used because of its function to connect an action or describe something as follows:

a. Transitive verb with an object:

1) [TRANSITIVE VERB + NOUN]

   *Hacket even **devised** his own **test** for Penningto*

2) [TRANSITIVE VERB + PRONOUN]

   *The program director **tellsus** that the level of violence has dropped drastically*

3) [TRANSITIVE VERB + GERUND]

   *John F. Burns contributed **reporting** from Baghdad, and Eric Schmitt and an Iraqi employee of The New York Times also contributed.*

b. Transitive verb with two objects

1) [TRANSITIVE VERB + NOUN + NOUN]

*I can give your **question** a direct answer easily enough*

2) [TRANSITIVE + PRONOUN + NOUN]

*So saying, I **threw his** pocket-book, which he took up with a smile*

Many verb are both transitive and intransitive, but with different of meaning:

Transitive The prince succceeds the king. [Succeeds means comes after and takes the place of.]

Intransitive He *succeeds* in all his undertaking. [*Succeeds* means accomplised what in attampted]

Transitive The girl *filled* the cup with water. [*Filled* means supplied to fullness]

Intransitive The girl's eyes *filled* with tears. [*Filled* means became full]

Many verbs that are used transitively may also be used intransitively when the purpose is to set forth the act while leaving the object unknown or indefinite: The boy *reads* well. Here the purpose is to show *how* the boys read, not *what* he reads.

D. **Song**

Song is the producing musical sounds with the voice and augments regular is speech by the uses of both tonality and rhythm. And then, sings was

called a singer or vocalist. Singers perform music that could be sung either with or without accompaniment by musical instruments. Singing is often done in a group of other musicians.

In human life, we ever heard about song. However we occasionally listen and sing it. From *https://en.wikipedia.org/wiki/Song* a song is an artistic form of expression based on sound, generally considered a single (and often standalone) work of music with distinct and fixed pitches, pattern, and form. It can be wordless or with words, but must include some form of vocalization. Written words created specifically for music or for which music is specifically created, are called lyrics. The song has types (see *http://www.buzzle.com/articles/types-of-songs.html* they can be mentioned as follow:

1. **Classical Songs**

    As the name suggest, classical songs are those in which traditional music has a main role.

2. **Pop Songs**

    Pop songs are those which have contemporary lyrics and an upbeat rhythm, basically for the youth culture. The composition of pop songs concentrates more on music technology and recording instead of live performances. Rhythm and effects are two important elements in pop.

3. **Rock Songs**

    Rock songs are most popular among teenagers and youngsters. They consist of clear pieces of lead guitar, drums, and keyboards as some of main instruments. When the instruments are played in sync, they sound energetic along with the vocals.

4. **Metal Songs**

    Metal songs are a bit more hard – sounding than rock songs. These songs have high pitches and streaming vocals, heavy guitar leads, and solid drum work. In a majority of metal songs, power chords and riffs are used. They may consist of random lyrics, are the primary focus is on the music.

5. **Country Songs**

    Country songs are suitable for easy listening. They mainly consist of clean lyrics with music pieces using classical guitars and other traditional instruments. Occasionally, solos of instruments like the banjo, mandolin, fiddle, and harmonica cam also be heard in these songs.

6. **Hip Hop Songs**

    In hip hop or rap songs, the singers recites lyrics in an off – beat manner but with the continuity of the rhythm. These songs primarily include rhythmic beats and synth, with a focus on the way the lyrics are sung. Hip hop songs have become popular not only in the USA, but all

over the world. The most popular stars in hip hop music are Eminem, Nelly, Akon, Flo, Rida, Jay – Z. 50 Cent, and Kanye West.

7. **Ballads**

Ballads are songs which include a narration of a story in a musical way. These are basically slow songs, but may contain heavy components as well. Generally, ballads have an emotional touch to them, owing to the lyric content. This is why they are a great hit during live shows. Ballads can be composed by artists from any genre of music. Power ballads are those which combine heavy music with emotional lyrics.

8. **Love Songs**

Love songs are songs whose lyric concentrate of the feelings of love and relationship. These songs are largely played in marriages. There are sad love songs whose lyrics relate breakups, too. These songs are mostly composed by pop and rock artists. Some of the artists who have composed the best love songs are Elton John, Bryan Adams, Richard Mark, Mariah Carey, and George Michael.

9. **Gospel Songs**

Gospel songs contain lyrics taken Bible verses or are just written out of Christian belief. Usually, the lyrics are made out of a personal experience with God. These songs are sung in churches all around the globe. Gospel songs may be any music genre such as country, rock, rap,

or metal. World-renowned artists to compose gospel songs are Don Moen, Petra, Sonicflood, Michael W.Smith, and Hillsong.

Those songs are just some types of the songs. The kind of song will be analyzed in this chapter is pop rock song. Where the pop rock is going to be analyzed is from Michael Learns to Rock, the famous rock band from Denmark who popular with pop rock song such as The Actor, Sleeping Child, Blue Night, Breaking My Heart, 25 Minutes etc.

CHAPTER III

METHODOLOGY OF THE RESEARCH

A. The Setting of the Research

As already mentioned above, this paper has some references as the theory of the research. The references are taken by looking for the books directly and searching in the electronic source. It means the collecting references are taken by some books in STBA JIA library, e-books and the other source from the internet. This research was begun in the beginning of March 2016 and will be finished in the middle of July 2016.

B. The Subject of The Research

In this research the subject will be analyzed in the song lyric of Michael Learn To Rock from *Colours* album.Michael Learns to Rock (also known as MLTR) is a Danish pop/soft rock band, composed of Jascha Richter, Mikkel Lentz, and Kåre Wanscher. The band was formed in 1988 and have sold over 11 million records over the course of their career, with the majority sold in Asia. Despite being Danish, the band performs songs in English. The band has attributed its success in Asia to their clean-living image and to singing in English as a second language.

MLTR has earned Gold and Platinum status for records in many countries and won many awards, including the Gold Preis Award from RSH, Germany and "The Best Performing Act of the Year" at the SEA Grammy

Awards in Singapore. In addition, their song "Take Me To Your Heart" was awarded "most downloaded single of the year 2006" had 6 million or more paid downloads. The band has recorded eight studio albums as well as a number of live and greatest hits albums.

During the peak of their popularity in the mid-1990s, MLTR was described by critics as being "as good (if not better) a band as any current big name group out of America or the UK". According to the band's record label releases, their sound is "the perfect balance of a Scandinavian glow and the international pop song that has been instrumental in forming the compelling sound of the band", although the lead singer and songwriter, Jascha Richter, disagrees with this, maintaining that the music defies geographical categorization.

Colours is the second studio album of the Danish soft rock band Michael Learns to Rock. It was released in October 1993. As of 1995, the album had sold 1.2 million copies worldwide. In Denmark the album sold 40.000 copies. Colours sold more than 300.000 copies in Thailand, becoming the second best-selling album of all time there (behind Michael Jackson's Thriller).

The Sleeping Child and 25 Minutes are the songs title will be analyzed in this research. This research took this object because it was very interesting to be analyzed. Base on the explanation about the Michael Learn To Rock career, this decision was taken for analyzed it. Beside that we can up to date about music development in the music industry, we can learn also about the telic and atelic verbs.

C. Method of the Research

This research needs some steps to make an analysis. One of them is collect the data. The collecting data is important for the research. This research uses the qualitative methode. It can be used to obtain the intricate details about phenomena such as feeling, thought process, and emotion that are difficult to extract or learn about through more conventional research.

Strauss and Corbin (1998: 11-12) citied that there are three major components of qualitative. First, there are the data which can come from various sources. Second, there are procedures that researcher can use to interpret and organize the data. Other procedures are part of the analytic process. These are included nonstatistical sampling. Third, written and verbal report. This theory is supported by furthermore Neuman (1997: 32), that the one who is researching focuses on the subject meaning, definition, methapor, symbols and description of spesific cases.

In this research collecting data is very important to support the analysis process. This research is qualitative purely because it involves the analysis, description, and evaluation of the data collecting. This method can be used to obtain the intricate details about phenomena such as feeling, thought process, and emotion that are difficult to extract or learn about through more conventional research.

D. Instrument of the Research

This paper would like to analyze the telic and atelic verbs in the song lyrics of Michael Learn To Rock from *Colours* album. The writer is the instrument in the data analysis, participates to the research and observes the object. The main instrument of this research is the writer herself. The supporting instrument to collect the data are documents and record of the song.

E. Technique of the Data Analysis

In this research the writer tries to analyze the data by collecting some references as books and ebooks which are related to this paper. There are some steps that the writer had done to analyze the data : collecting data, classifying data, analyzing data and the result. After collecting the data, the researcher classifies the data.

Classifying is done by selecting the words which have telic and atelic verbs. Then the researcher read the song lyric. After that, the researcher chooses the title of the song by random technique. Continue the next step is identified the telic and atelic verbs. The last step is the writer analyzes the telic and atelic verbs.

F. Procedure of the Research

The writer has taken the data through two step, they are library and literary study.

1. **Library Study**

    Library study is the process of collecting data through books or ebooks and other references to find theories which have correlation with the research and add knomledge to explain the theories to the strengthen of script.

2. **Literary Study**

    This study refers to the subject of the research that is the song lyrics from Michael Learn To Rock of *Colours* album. Before analyzing those verbs the data is read at first. It needs to understand of the telic and atelic produced in the verbs.

    In this research the writer dose some procedures as follow :

    a. Preparation

        The several basic things that the research works during the writing are to identify the problem, select the fix title, formulate and limit the statement of the research and consider what advantage later. Then books research correlated to what the writer analyzes and also what the method of the research that the writer finishes to prove and strengthen the analysis. Accordingly, the writer always consultation with the first and the second counselor related to the process of writing routinely.

    b. Implementation

        1) Reading the song lyrics of *Colours* album from Michael Learn To Rock

2) Collecting the data

3) Processing and analyzing the data

c. Finishing

1) Composing the analyzed data

Before reporting the result to be finished, the writer needs to compose the data analysis, and after giving mark, gathering the classification of back vowel in each word, the writer makes the table to show the good result.

2) Formulating the problem and concluding the system

3) Discussing with the advisor

Discussing with the first and second advisor has been done every time whether the writer found the difficult and did not understand about the procedure and material in this research.

4) Revising the result

During the analysis, the important role for the writer is consultation about everything with the first and the second advisor. The advisor give somecorrections and criticize any mistakes in this paper in hope to minimize some errors and make the writing better.

5) Concluding the result

The final phase to make the readers understand the main focus easily is by arranging the conclusions from all chapters. The writer guides and explains all the terms of the material.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. The Data Descriptions

The problem of the research will be answered in this chapter. This chapter presents the analysis of the research finding and discussion. The data are taken from Best of The Best album by Michael Learns to Rock. Those songs which are analyzed: 1. *The Actor*, 2.*25 Minutes.*

Finding data in those two song of lyrics by Michael Learns to Rock of Colours album are analyzed according to some steps. In the beginning step, choosing the verb of the song lyrics. Second step, describing those data based on finding the verbs of those song lyrics. The last step, aanalyzing the data found by explaining those data and how it can be decided as the verb whether it has telic or atelic meaning. Those data are presented as below.

1. *Sleeping Child* (Michael Learns To Rock)

The Milky Way upon the heavens
Is *twinkling*just for you (L.2)
And Mr. Moon he *came* by (L. 3)
to say goodnigth to you

I'll *sing* for you I'll sing for mother (L.5)
We're *praying* for the world (L.6)
And for the people everywhere
Gonna *show* them all we care (L.8)

Oh, my sleeping child the world's so wild

But you've **built** your own paradise (L.10)

That's one reason why

I'll **cover** you, sleeping child (L.12)

If all the people around the world

They **had** a mind like yours (L.14)

We'd have no **fighting** and no wars (L.15)

There would be **lasting** peace on Earth (L.16)

If all the kings and all the leaders

Could **see** you here this way (L.18)

They would **hold** the Earth in their arms (L.19)

They would **learn** to watch you play(L.20)

Oh, my sleeping child the world's so wild

But you've built your own paradise

That's one reason why

I'll cover you, sleeping child

I'm gonna cover my sleeping child

Keep you away from the world so wild (L.26)

Keep you away from the world

Away from the world so wild

2. *25 Minutes* **(Michael Learns To Rock)**

After some time I've finally **made up** my mind (L.1)

She is the girl and I really want to **make** her mine

I'm **searching** everywhere to find her again (L.3)

To tell her I love her

And I'm sorry 'bout the things *I've* done (L.5)

> I find her *standing* in front of the church
> The only place in town where I *didn't* search (L.7)
> She *looks* so happy in her weddingdress
> But she's *crying* while she's *saying* this (L.9)

Boy I've *missed* your kisses all the time but this is
Twentyfive minutes too late (L.11)
Though you *travelled* so far boy I'm sorry your are
Twentyfive minutes too late (L.13)

> Against the wind I'm *going* home again
> *Wishing* me back to the time when we were more than friends
> (L.15)
> But still I *see* her in front of the church
> The only place in town where I didn't search (L.17)
> She *looked* so happy in her weddingdress

But she *cried* while she was saying this (L.19)
Boy I've missed your kisses all the time but this is
Twentyfive minutes too late (L.21)
Though you travelled so far boy I'm sorry your are
Twentyfive minutes too late (L.23)

> Out in the streets
> Places where hungry hearts *have* nothing to eat (L.25)
> Inside my head
> Still I can *hear* the words she said (L.27)

Boy I've missed your kisses all the time but this is

Twentyfive minutes too late (L.29)

Though you travelled so far boy I'm sorry your are

Twentyfive minutes too late (L.31)

I can still hear her say

B. The Data Analysis

In the data of the research, they are analyzed fromMichael Learns To Rock lyrics which contain both of telic and atelic verbs from its final result which have been done of those verbs found in the songs. The description is listed in the song lyrics which contains verb meanings of telic and atelic verbs to make the interpretation of the data analysis easily.

Sleeping Child(Michael Learns To Rock)

Datum 1:

The Milky Way upon the heavens is *twinkling* just for you (L.2)

No	Predicate	Aspect Epression	Situation
1.	Twingkling	Atelic	Activity

From the sentence above, it can be seen that the verb *twinkling* shows theaspect of atelic because its terminal point hasn't already done since it doesn't have any exact ending. It only says *twinkling just for you* without saying when it will stop twinkling. The verb *twinkling* is kind of intransitive verb for there is no object found in the sentence.

Datum 2:

And Mr. Moon he *came* by to say goodnight to you (L.3)

No	Predicate	Aspect Epression	Situation
2.	Came	Telic	Achievement

From the sentence above, it can be seen that the verb *came* shows the aspect of telic because its terminal point has aready done since it shows the aim why the subject *he* came by. The subject has exact point, it is to say goodnight. The verb *came* is kind of intransitive verb for there is no object found in the sentence.

Datum 3:

I'll *sing* for you (L.4)

No	Predicate	Aspect Epression	Situation
3.	Sing	Atelic	Activity

From the sentence above, it can be seen that the verb *sing* shows the aspect of atelic because its terminal point hasn't already done since it doesn't have any exact ending. It only says *sing for you* without saying when the subject *I* will stop singing. The verb *singing* is kind of intransitive verb for there is no object found in the sentence.

Datum 4:

We're ***praying*** for the world and for the people everywhere (L.6)

No	Predicate	Aspect Epression	Situation
4.	Praying	Atelic	Activity

From the sentence above, it can be seen that the verb *are praying* shows the aspect of atelic because its terminal point hasn't already done since it doesn't have any exact ending. It only says *praying for the world* without saying when it will stop praying. The verb *praying*is kind of intransitive verb for there is no object found in the sentence.

Datum 5:

Gonna ***show*** them all we care (L.8)

No	Predicate	Aspect Epression	Situation
5.	Show	Telic	Achievement

From the sentence above, it can be seen that the verb *show* shows the aspect of telic because its terminal point has aready done since it shows the aim what is being shown in the sentence. The aim is clear, it is to show them all we care. The verb *gonna show* is kind of transitive verb for there is an object found in the sentence, the object of the sentence is them.

Datum 6:

But you've **build** your own paradise (L.10)

No	Predicate	Aspect Epression	Situation
6.	Build	Telic	Accomplishment

From the sentence above, it can be seen that the verb *build* shows the aspect of telic because its terminal point has aready done since it shows the aim why the subject *you* build the own paradise. The subject has exact point, it is to build your own paradise. The verb *build* is kind of transitive verb for there is have object found in the sentence, the object is your own paradise.

Datum 7:

That's one reason why I'll **cover** you sleeping child (L.11)

No	Predicate	Aspect Epression	Situation
7.	Cover	Telic	Achievement

From the sentence above, it can be seen that the verb *cover* shows the aspect of telic because its terminal point has aready done since it shows the aim why the subject *I* cover by. The subject has exact point, it is to cover you sleeping child. The verb *cover*is kind of transitive verb for there is have object found in the sentence.

Datum 8:

They **had** a mind like yours (L.13)

No	Predicate	Aspect Epression	Situation
8.	Had	Telic	Achievement

From the sentence above, it can be seen that the verb *had* shows the aspect of telic because its terminal point has aready done since it shows the subject *they* had a mind compare to object *yours*. The subject has exact point, it is to have a mind like yours. The verb *had* is kind of transitive verb for there is have object found in the sentence, the object is *a mind*.

Datum 9:

We'd have no fighting and no wars (L.14)

No	Predicate	Aspect Epression	Situation
9.	Have	Telic	Achievment

From the sentence above, it can be seen that the verb *have* shows the aspect of telic because its terminal point has already done since it shows the aim why the subject *we* would not have no fighting and no wars. The subject has exact point, it is to have no fighting and wars. The verb *have* is kind of transitive verb for there is an object found in the sentence, but it appears in negative sentence which the subject actually prefer to not have fights and wars.

Datum 10:

There would be *lasting* peace on Earth (L.15)

No	Predicate	Aspect Epression	Situation
10.	Lasting	Telic	Achievement

From the sentence above, it can be seen that the verb *lasting* shows the aspect of telic because its terminal point has aready done since it shows the aim thing *lasting* by. The subject has exact point, it is to lasting peace on Earth. The verb *lasting*is kind of intransitive verb for there is no object found in the sentence.

Datum 11:

If all the kings and all the leaders could *see* you here this way (L.17)

No	Predicate	Aspect Epression	Situation
11.	See	Atelic	State

From the sentence above, it can be seen that the verb *see*shows the aspect of atelic because its terminal point hasn't been done since it shows assumption that if the subject could see the object you here this way. The purpose of the sentence is not cleared yet since the subject actually didn't do the verb. The verb *see*is kind of transitive verb for there is object found in the sentence, the object is you.

Datum 12:

They would**hold** the Earth in their arms (L.18)

No	Predicate	Aspect Epression	Situation
12.	Hold	Telic	Accomplishment

From the sentence above, it can be seen that the verb *hold* shows the aspect of telic because its terminal point has aready done since it shows the aim why the subject *they* would hold by. The subject has exact point, it is to hold the Earth in their arms. The verb *hold* is kind of transitive verb for there is have object found in the sentence, the subject found is the earth.

Datum 13:

They would**learn** to watch you play (L.19)

No	Predicate	Aspect Epression	Situation
13.	Learn	Telic	Accomplishment

From the sentence above, it can be seen that the verb *learn* shows the aspect of telic because its terminal point has aready done since it shows the aim what the subject *they* would learn. The subject has exact point, it is to learn to watch the object you play. The verb *learn* is kind of transitive verb for there is have object found in the sentence, the object in the the sentece is 'watch you play'.

Datum 14:

Keep you away from the world so wide (L.24)

No	Predicate	Aspect Epression	Situation
14.	Keep	Telic	Accomplishment

From the sentence above, it can be seen that the verb *keep*shows the aspect of telic because its terminal point has aready done since it shows the aim why the command sentenceuse keep by. The command sentence has exact point, it is to keep you away from the world so wide. The verb *keep*is kind of transitive verb for there is have object found in the sentence.

Table of C.4.B.1

No.	Verb Kinds	Aspect Expressions		Data Locations	Total
		a.Telics	b.Atelics		
1.	Transitive	8	1	a.L.8, 10, 11, 13, 14, 18, 19, and 24 b.L.17	9
2.	Intransitive	2	3	a.L.3, and 15 b.L.2, 4, and 6	5
Total					14

25 inutes **(Michael Learns To Rock)**

Datum 1:

After some time I've finally ***made up*** my mind (L.1)

No	Predicate	Aspect Epression	Situation
1.	Made up	Telic	Achievement

In the sentence above, it can be seen that the verb *made up* shows the aspect of telic, since the verb *made up* shows the meaning that the action has met its terminal point. Have finally made up means that the subject's mind has completely changed. The verb made up is kind of transitive verb for it has object 'my mind' in the sentence.

Datum 2:

She is the girl and I really ***want*** to make her mine (L.2)

No	Predicate	Aspect Epression	Situation
2.	Want	Atelic	State

In the sentence above, it can be seen that the verb ***want*** shows the aspect of atelic, since the verb ***want*** shows the meaning that the action hasn't met its terminal point. I really ***want*** to make her mind means that the subject intends to do something but he actually hasn't finished his intention yet. The verb ***want to make*** is kind of transitive verb for it has object 'her' in the sentence.

Datum 3:

I'm *searching* everywhere to find her again (L.3)

No	Predicate	Aspect Epression	Situation
3.	Searching	Atelic	Activity

From the sentence above, it can be seen that the verb *searching* shows the aspect of atelic because its terminal point hasn't been done, since it shows assumption that if the subject have or haven't find the object her again. The purpose of the sentence is not cleared yet since the subject actually hasn't done his searching, he is still searching everywhere. The verb *see* is kind of intransitive verb for there isn't any object found in the sentence.

Datum 4:

And I'm sorry 'bout the things *I've* done (L.5)

No	Predicate	Aspect Epression	Situation
4.	Have	Telic	Acchievement

From the sentence above, the verb *have done* shows the aspect of telic since the subject made apologize to things he has done so far. The sentence has met its terminal point. The verb *have done* is kind of intransitive verb, for it doesn't have any object.

Datum 5:

I ***find*** her standing in front of the church (L.6)

No	Predicate	Aspect Epression	Situation
5.	Find	Telic	Achievement

From the sentence above, the verb *find* shows the aspect of telic since it has met its terminal point. The subject find the object her in front of the church, it shows the completion of the sentence. Verb *find* in this sentence is kind of transitive verb for it has object *her*.

Datum 6:

The only place in town where I ***didn't*** search (L.7)

No	Predicate	Aspect Epression	Situation
6.	Did not	Telic	Achievement

From the sentence above, the verb *didn't search* shows the aspect of telic. It has met its terminal point since the subject did not do any search in one place of the town. Verb didn't search is kind of intransitive verb since it doesn't have any object.

Datum 7:

She ***looks*** so happy in her weddingdress (L.8)

No	Predicate	Aspect Epression	Situation
7.	Looks	Telic	Achievement

From the sentence above, the verb *looks* shows the aspect of telic. The subject looks happy when she is wearing her wedding dress, it has already met its terminal point. Verb looks is kind of intransitive verb for it doesn't have any object.

Datum 8:

But she's ***crying*** while she's saying this (L.9)

No	Predicate	Aspect Epression	Situation
8.	Crying	Telic	Achievement

From the sentence above, the verb *crying* shows the aspect of telic for it has met its terminal point. The subject is crying only when she is saying something. Verb crying is kind of intransitive verb for it doesn't have any object.

Datum 9:

Boy I've ***missed*** your kisses all the time but this is (L.10)

No	Predicate	Aspect Epression	Situation
9.	Missed	Telic	Achievement

From the sentence above, verb *missed* shows aspect of telic for it has met its terminal point. The subject has missed the kisses and the word *but* indicates that his missing of the kisses is already done. The verb *missed* is kind of transitive verb for it has object *yourkisses.*

Datum 10:

Though you *travelled* so far boy I'm sorry your are (L.12)

No	Predicate	Aspect Epression	Situation
10.	Travelled	Telic	Achievement

From the sentence above, verb travelled shows aspect of telic since it has met its terminal point from words *so far*. The subject has travelled and it is limited by adverb 'so far'. Verb *travelled* is kind of intransitive for it doesn't have any object.

Datum 11:

Against the wind I'm *going* home again (L.14)

No	Predicate	Aspect Epression	Situation
11.	Going	Telic	Accomplishment

From the sentence above, it can be seen that the verb *going* shows the aspect of telic because its terminal point has already done since it shows the aim what the subject *I'm* would going. The subject has exact point, it is to way going home again. The verb *going* is kind of transitive verb for there is have object found in the sentence, the object in the the sentece is 'home'.

Datum 12:

Wishing me back to the time when we were more than friends (L.15)

No	Predicate	Aspect Epression	Situation
12.	Wishing	Atelic	State

From the sentence above, it can be seen that the verb *wishing* shows the aspect of atelic because its terminal point hasn't already done since it doesn't have any exact ending. It only wishing me back without saying when it will stop wishing. The verb *wishing* is kind of transitive verb for there is an object found in the sentence, the object from the sentence is 'me'.

Datum 13:

But still I *see* her in front of the church (L.16)

No	Predicate	Aspect Epression	Situation
13.	See	Atelic	State

From the sentence above, it can be seen that the verb *see* shows the aspect of atelic because its terminal point hasn't been done since it shows assumption that if the subject could see the object her in front of the church. The purpose of the sentence is not cleared yet since the subject actually didn't do the verb. The verb *see* is kind of transitive verb for there is object found in the sentence, the object is her.

Datum 14:

She **looked** so happy in her weddingdress (L.18)

No	Predicate	Aspect Epression	Situation
14.	Looked	Telic	Achievement

From the sentence above, the verb *looks* shows the aspect of telic. The subject looks happy when she is wearing her wedding dress, it has already met its terminal point. Verb looks is kind of intransitive verb for it doesn't have any object.

Datum 15:

But she **cried** while she was saying this (L.19)

No	Predicate	Aspect Epression	Situation
15.	Cried	Telic	Achievement

From the sentence above, the verb *crying* shows the aspect of telic for it has met its terminal point. The subject is crying only when she is saying something. Verb crying is kind of intransitive verb for it doesn't have any object.

Datum 16:

Places where hungry hearts **have** nothing to eat (L.25)

No	Predicate	Aspect Epression	Situation
16.	Have	Telic	Acchievement

From the sentence above, the verb *have* shows aspect of telic since there is word *places* that limits the subject *hungry hearts* don't have anything to eat. The verb have is kind of transitive verb for it has object 'nothing'and it appears in negative sentence.

Datum 17:

Still I can **hear** the words she said (L.27)

No	Predicate	Aspect Epression	Situation
17.	Hear	Atelic	State

From the sentence above, it can be seen that the verb *hear* shows the aspect of atelic because its terminal point hasn't been done since it shows assumption that if the subject could hear the object she said the word. The purpose of the sentence is not cleared yet since the subject actually . The predicates do not have an end or a goal. verb *hear* is kind of transitive verb for there is object found in the sentence, the object is 'the words'.

Table of C.4.B.2

No.	Verb Kinds	Aspect Expressions		Data Locations	Total
		a.Telics	b.Atelics		
1.	Transitive	5	4	a.L.1, 6, 10, 14, and 25 b. L.2, 15, 16, and 27	9

2.	Intransitive	7	1	a.L.5, 7, 8, 9, 12, 18, and 19 b. L3	8
Total					17

C. Data Interpretation

According to the data analyses which had been analyzed in the two songs by Michael Learns To Rock 25 minutes and sleeping child .The writer found "thirty one" verbs that contain aspirated telics and atelics verb. The interpretation of the data is formed in the following table.

Combination Tables of C.4.B

No.	Verb Kinds	Aspect Expressions				Song		Total	Percentage (%)
		a.Telics		b.Atelics		I	II		
1.	Transitive	13	42%	5	16%	a.5 b.4	a.8 b.1	18	58%
2.	Intransitive	9	29%	4	13%	a.7 b.1	a.2 b.3	13	42%
Total						17	14	31	100%

D. The Discussion

After classifying aspirated telic and atelic verbs from the two songs lyric, it needs to discuss about the data found. From the data on the table above, it shows that in the two *song* by Michael Learns To Rock contains "thirty one" verbs. The first writer found situation of aspect telic with verb kind of transitive contiains "thirteen" verbs with percentage (42%), second the writer found situation of aspect telic with verb kind of intransitive contains "nine" verbs with percentage (29%), third the writer found situation aspect of atelic with verb kind of transitive contains "five" verbs with percentage (16%), and fourth the writer found situation of aspect atelic with verb kind of intransitive contains "four" verbs with percentage (13%).

From the discussion above, the writer can be concluded the most verbs in the two songs by Michael Learns To Rock is situation of aspect telic with verb kind of transitive.

CHAPTER V

CONCLUSION AND SUGESTION

A. Conclusion

It has been concluded that there are some inherent meanings of verb in the two songs lyric by Michael Learn To Rock. All of the inherent meanings of verb which found in those song amoustly as atelic verb. It can be seen that the clasification of the atelic verb which found about 9 verbs and the telic verb which found abaout 22 verbs. Then, from the analyzes can be taken the implicit conclusion, there are:

1. To understand those verb condition, requiring the logical abilitis to find the meaning of those verb condition.

2. Linguistic representation of situation are telic and atelic under clearly definable conditions.

3. In two songs of Michael Learn to Rock, the writer found 31 aspects which contain of 13 telic transitive, 9 telic intransitive, 5 atelic transitive and 4 atelic intransitive.

B. Suggestion

After finding and explaining how the analysis of telics and atelics verbs in Michael Learns to Rock songs, the writer has some suggestion to the readers related to the paper.

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1. For readers. It is suggested that the students of English department should also read it, in order to get knowledge and to broad their perception. Inwriting and reading, the readers should not only know the vocabulary, but also transform and can understand and appreciate the differences telics and atelics verb.

2. For people and general. It is suggested the researchers of English departement will have understanding about what telics and atelics verbs are. The theory of the archetype approach belongs to Charles W. Kreidler and it is highly expected for the next researchers to conduct more research especially in the field of linguistics.

3. Hopefully, for the teachers, they should teach students about aspectual meaning, because it has one of important to know in studying semantics. Teachers need to start by giving some examples. They should ask the student to reading and have to conclude the different between telics and atelics verbs.

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BIOGRAPHY

The writer was born in Kebumen on 3th March 1989, her mother is Sugiarti and father is Supardi. She is the fifth child of four children and educated at Besole Elementary School Purworejo in 2001. She continued studying at Kutoarjo1 Junior High School Purworejo in 2004. Then the writer continued again her study at SMAN 1 Tambun Selatan and graduated in 2007.

During her study at the college, she applied the requirements to PT. Epson Indonesia in Cikarang and became a operator for two and a half years. But soon she was accepted in Japanese company and became a Key Account Representative administration at PT Amerta Indah Otsuka, and 2015, became a Finance and Accounting Staff in same company.

In 2012, the writer decided to continue her study of English and joined the school of foreign Language- JIA Bekasi at English Department and hope will be graduated this year.