

LEXICAL AND CONTEXTUAL MEANINGS CONTAINED IN RELIGIOUS SONG LYRICS AT QUIVER CENTER ACADEMY (QCA)

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ABSTRACT

The purpose of this research is to study the theme, lexical and contextual meaning in the lyrics of the songs frequently sung in Quiver Center Academy (QCA) school, located in Gading Serpong, Tangerang city. This research uses descriptive analysis method. The analysis result in the conclusion that noun is the most category word that has lexical and contextual meaning in the songs. The main reason why these words have lexical and contextual meaning is to know the meaning of the song in a deeper way. Moreover, they also support the understanding of the theme in QCA's are divinity, destiny, integrity, victory, struggle, and dedication.

Keyword: theme, lexical meaning, and contextual meaning.

1. INTRODUCTION

In communicating between speakers and speech partners sometimes misunderstandings occur. This is because there are differences in the messages conveyed so that the meaning of the language expressed by the speaker is not in accordance with the response of the listener. The difference in response to meaning can occur because a word or a sentence can have several meanings.

Tarigan (1995: 11-13) generally divides meaning into two types, namely linguistic meaning and social (cultural) meaning. Then the linguistic meaning is divided into lexical meanings and structural meanings, as well as referential meanings and precedential meanings. In line with Tarigan, Heatherington (1980: 135-136), as quoted by Tarigan (1995: 11-12), also divides meaning into two namely lexical meaning and lexicostructural meaning. Furthermore, the lexical meaning is divided into denotative meanings and connotative meanings, literal meanings and figurative meanings.

The meanings associated with morphemes and words are called lexical meanings (Chaer, 2012: 45). Lexical meanings are actual meanings, meanings that are in accordance with the results of our sensory observations, or

meaning as they are, while contextual meanings are the meanings of a lexeme or words that are in one context. (Chaer, 2012: 289-290).

Meanings are everywhere, for example in literary works, scientific works, songs, etc. With the many types of meanings put forward by linguists, the authors are interested in analyzing the lexical meaning and contextual meaning of the words in a song lyrics. By knowing the lexical meaning and contextual meaning of the words in the song lyrics, it will be easy to understand the overall meaning of the song. Thus, in addition to analyzing lexical meanings and contextual meanings, the author will also analyze the themes in the song, because themes also exist in every work included in a song.

The songs to be studied are songs that are often sung by students aged kindergarten to elementary school, aged between two and twelve, who attend QCA, which is located in Gading Serpong, Tangerang, Banten. The songs are randomly and alternately always sung at the morning prayer before the study hour begins. In addition, it is also sung between hours of study in the classroom,

especially classes of children aged two to five years.

The existence of these songs is one of the important factors in the process of achieving the vision of the QCA school to realize the next generation and become the future leaders of the nation. The lyrics of the song also reflect the realization of the QCA school's vision and mission.

Scientifically, these songs can give enthusiasm and encouragement to students when the songs are sung repeatedly because the human brain tends to remember a word or lyrics if it is played or sung continuously.

Based on the background above, the lexical and contextual meaning of the songs will be the focus of the analysis in this research.

2. LITERATURE REVIEW

2.1 Themes

Waluyo (2003: 17-18), proposing a theme is the main idea or subject matter which is stated by the poet through his poetry. The theme refers to the poet. The reader must know the background of the poet to avoid misinterpreting the theme of the poem. The themes that are often found in poetry are the themes of divinity, the themes of humanity, love, patriotism, struggle, life failure, the reality of life, nature, justice, social criticism, democracy and the theme of solidarity.

Iper et al. (2003: 7-8), arguing about the meaning of the theme. Themes are very important elements in the story. A theme is a problem that underlies the story. Moeliono (in Iper et al. 2003: 7) says that themes are the subject of thought; storyline. Lojas Ergi (in Iper, et al. 2003: 8), says that a theme is a proportion expressed or described as directing a particular conclusion. Brooks (in Iper et al. 2003: 8), proposing a theme is a particular view of life or a certain feeling about life or a certain set of values, which builds the basis or main idea of literature.

Scharbach (in Aminuddin 2009: 91) suggests about themes, which is the idea that underlies a story so that it also acts as the starting point of the author in describing the fictional work he created. Scharbach explained that the theme "is not synonymous with moral or message ... theme does relate to meaning and purpose, in the sense". Since theme relates between the meaning and purpose of fiction prose exposure by the author, then to understand the theme,

the reader must first understand the significant elements that contain a story, deduce the meaning it contains, and be able to connect it to the purpose of the author's creation.

Poetry and songs are both works originating from the expressions of the creator's feelings and having meaning from each of the lyrics. Both poetry and song contain themes which are the basic subjects of the creation of the work. Here is an example of a poem that has a theme about the reality of life. This poem was written by a nature-loving person born in England.

Death Stands Above Me

*Death stands above me, whispering low
I know not into my ear;
Of his strange language all I know
Is, there is not a word of fear*

Walter Savage Landor is the creator of the poetry *Death Stands Above Me*. He also wrote poetry in the era of the French revolution. Poets want to show that death is a normal thing and will be experienced by anyone, so death is nothing to be frightened about. This understanding is conveyed through the poetic device he uses, namely the fearful death given the human attribute that can stand up and whisper gently. The poet wants to illustrate that death is so polite and not scary at all. Death is ordinary and is part of life.

2.2 Word Category

In the song to be studied in this research, there are words that have different word categories, for example adjective categories, nouns, verbs, and others. By knowing the differences in word categories, it will be easier to determine the contextual meanings and lexical meanings of each song that will be examined. The following will explain about the word categories as follows.

Parera (2009: 27-28), distinguishes the class of words over four classes namely class nomen (N), class Adjectif (Ad), class verbum (V), and class Officer / particle (P). Examples: Birds + sing (NP + VP), John + bought + a book (NP + VP + NP), The rose + smells + sweet (NP + VP + Ad).

Furthermore, Thomas Linda put forward the word category into five parts, namely noun, determiner, verb, adverb, adjective. **The first**

category is noun. Noun, explained by Thomas, (1993: 5) "*noun are often described as being the name of something including people and places*". Noun is seen in concrete objects such as *tables* and *chairs* but also for abstract things such as love and sincerity or the names of days. For example: *the girl likes the dog, the girl likes the apple.* *Girl, dog and apple* are noun. (Thomas, 1993: 5). **The second category is determiner.** Determiner or article is a small group of words and they are to some extent the things that the noun can refer to. Which includes determiners are: *a, an, the, this, that.* Example: *this girl eats the apple, the boy carrying a book.* This word *this, the* and *a* are determinants. (Thomas, 1993: 6). **The third category is the verb.** Verb is a word which describes an action. For example: *the girl eats the apple, the girl buys the apple, the girl likes the apple.* *Eats, buys* and *likes* are verbs (Thomas, 1993: 7). **The fourth category is adverb.** Adverb add information in relation to manner, time, or place; in other words, they answer the question "*how, why, when, where*". For example: *Ken snores loudly, the baby cried continually.* *Loudly* and *continually* are adverbs. (Thomas, 1993: 24). **The fifth category is adjective.** Adjective can modify a noun. *The object works to more narrowly define the meaning of the attributes or characteristics to it.* The dog or the girl has adjectives *fat* and *thin* if combined into one sentence. For example *the fat dog chased the thin girl.* (Thomas, 1993: 32).

From some of the opinions above, it can be concluded that *noun* is a word that describes the name of something, person or place. *Determiner* is a group of words that clarify nouns. *Verb* describes what we do or commonly called a verb. *Adverb* is the word that describes verb. *Adjective* is a word used to describe noun or commonly called an adjective.

For us to understand the meaning of each word, we must first know the word category whether the word includes noun, verb, determiner, adverb, or adjective. Because words that have different categories can also have different meanings.

2.3 Lexical meanings

Chaer (1990: 62), describing lexical meanings is an adjunctive form derived from the form of a *noun lexicon* (vocabulary). The unit of the

lexicon is *leksem* which is a meaningful unit of language.

If we compare the lexicon with vocabulary or vocabulary, then we can equate lexeme with word. Thus lexical meaning can be interpreted a lexicon, lexeme, or word. A lexical word or meaning is the meaning that corresponds to its referent, meaning that is in accordance with the results of observation of the senses, or meaning that is truly real in our lives, in other words, a lexical meaning of a word is a real picture of a concept as the word symbolizes it (Chaer, 1990: 63). Lexical meanings can also be considered as the meaning contained in a dictionary (Chaer, 1990: 63).

Djajasudarma (1993: 34), expressing the lexical meaning is the meaning of the word that corresponds to what we encounter in the lexicon (dictionary). Lexical meanings can be searched in the dictionary. Chaer (2012: 289), describes lexical meaning as a meaning that is owned or existed in lexeme even without any context.

The following will discuss some examples of words in sentences that have lexical meanings. The phrase "*the mouse got killed by the cat*" contains the word *mouse* that has the lexical meaning of a rodent that can cause typhus. The word *mouse* in the sentence above refers to the animal *mouse* and not to others. We can see these mice in dirty places and usually roam inside the house especially in hidden places. If you are not aware, these mice can damage foods and can cause disease when touched / eaten by humans.

2.4 Contextual meaning

Contextual meaning is a linguistic meaning in context. (Longman, 1992). For example the meaning of a word is in a sentence or a sentence is in a paragraph.

The sentence "*do you know the meaning of war?*" Has two different contextual meanings. The first contextual meaning in the question sentence, "*do you know the meaning of the word war is?*" The question sentence changes if expressed by a teacher to the students in the class. While the second contextual meaning is "*war produces death, injury, and suffering*", if expressed by a war-wounded soldier to politicians who support the war.

Kadmon (2001: 9), expressed his opinion about contextual meanings as follows:

"Besides that, we talk about the" context of utterance. "Each utterance occurs in a context. This context includes all sorts of things. It includes previous utterances. The speech situation, including the location, the speakers, addressees, various salient objects, and more. It includes various topics in the conversation, about the world in general and about the subject matter of the conversation in particular. It includes assumptions that interlocutors make about the beliefs and intentions of each other".

It can be concluded that in each phrase there is a context. The context in question varies, including the context of the situation, location, speaker, address, and other important objects. Context also includes various assumptions that participants have in the conversation.

Chaer (2012: 290), expressing contextual meaning is the meaning of a lexeme or word that is in one context. The contextual meaning in the form of word level can be seen from the following example. The sentence that says "You crocodile, he cheated his own mother!" has the contextual meaning of a rebellious child. The word "crocodile" in the sentence above refers to a child who willingly commits a crime of deception to his own parent without feeling guilty.

2.5 Linguistic context

Context is a situation that is formed because there are settings, activities, and relationships. If there is an interaction between the three components, then the context is formed. Parera (2004: 227).

This linguistic context focuses on the study of the distribution of linguistic elements (*distribution of linguistic elements*). That is, the meaning of the word is determined by the context. Contextual meaning (*contextual meaning*) can be classified as a syntagmatic relationship (*syntagmatic relation*), where an element is related to other elements in a linguistic arrangement and paradigmatic relationship (*paradigmatic relations*), where existing relationships can be replaced or transferred. Ridwan (2006: 372).

LEXICAL AND CONTEXTUAL MEANINGS CONTAINED IN

RELIGIOUS SONGS IN QUIVER CENTER ACADEMY (QCA)

Data 1. dedicated data (verb)

Lyrics: Dedicated to fulfill His will (line 2).

Lexical Meanings: present (Complete Dictionary by Prof. Drs. S. Wojowasita and Drs. Tito Wasito W., page 39).

Contextual meaning: the contextual meaning of the word "dedicated" above is a promise to give all life to a particular goal and achievement that is not for itself.

Data 2. Tasks (noun)

Lyrics: We determined to complete all our tasks (line 3).

Lexical meaning: assignment. (English-Indonesian dictionary by John M. Echols and Hassan Sadily, page 580).

Contextual meaning: the contextual meaning of the word "task" is the responsibility of being a student or student.

Data 3. Line (noun)

Lyrics: Endure until the finish line (line 9).

Lexical Meanings: lines. (English-Indonesian dictionary by John M. Echols and Hassan Sadily, page 359).

Contextual meaning: the contextual meaning of the word "line" is a goal that must be achieved.

Data 4. Will (noun)

Lyrics: Dedicated to fulfill His will (line 4).

Lexical Meanings: Will. (English-Indonesian dictionary by John M. Echols and Hassan Sadily, page 647).

Contextual meaning: the contextual meaning of the word "will" is an obligation.

Data 5. Truth (noun)

Lyrics: In all situation I will always tell the truth (line 1).

Lexical Meanings: truth. (English-Indonesian dictionary by John M. Echols and Hassan Sadily, page 606).

Contextual meaning: the contextual meaning of the word "truth" is the word of God.

Data 6. Free (Adjective)

Lyrics: If you abide in His truth and the truth will set you free (line 4).

Lexical Meanings: free, free. (English-Indonesian dictionary by John M. Echols and Hassan Sadily, page 256).

Contextual meaning: the contextual meaning of the word free is pure, sincere

Data 7. Abide (Verb)

Lyrics: *If you abide in His truth and the truth will set you free (line 10).*

Lexical Meanings: stay. (Complete dictionary by Prof. Drs. S. Wojowasita and Drs. Tito Wasito W., page 1).

Contextual meaning: *abide* has contextual meaning to do and practice the truth.

Data 8. Victory (noun)

Lyrics: *Christ in me gives me victory (line 1).*

Lexical Meanings: victory. (English-Indonesian dictionary by John M. Echols and Hassan Sadily, page 629).

Contextual meaning: *victory* has the contextual meaning of ability.

Data 9. Strengthen (verb)

Lyrics: *Christ who strengthens me (line 5).*

Lexical Meanings: strengthen. (Complete Dictionary by Prof. Drs. S. Wojowasita and Drs. Tito Wasito W., page 216).

Contextual meaning: *strengthens* have contextual meanings of enthusiasm and encouragement.

Data 10. Reward (noun)

Lyrics: *Christ is my reward (line 1).*

Lexical meanings: rewards, gifts. (English-Indonesian dictionary by John M. Echols and Hassan Sadily, page 485).

Contextual meaning: *reward* has a contextual meaning of guarantee and guidance

Data 11. World (noun)

Lyrics: *Now there's nothing in this world (line 3).*

Lexical Meanings: the world. (English-Indonesian dictionary by John M. Echols and Hassan Sadily, page 653).

Contextual meaning: the contextual meaning of the word *world* above can be a place of residence (geographical location) or a collection of societies and communities.

Data 12. Trial (noun)

Lyrics: *Through every trial (line 5).*

Lexical Meanings: experiment. (English-Indonesian dictionary by John M. Echols and Hassan Sadily, page 603).

Contextual meaning: the contextual meaning of the word *trial* is suffering and life stress.

Data 13. Everything (pronoun)

Lyrics: *Everything I need is in You (Line 11).*

Lexical Meanings: anything, everything. (English-Indonesian dictionary by John M. Echols and Hassan Sadily, page 221).

Contextual meaning: the contextual meaning of the word *everything* in this song is more towards love, joy, truth, peace, strength and determination

Data 14. Heaven (noun)

Lyrics: *Heaven is our home (line 16).*

Lexical Meanings: heaven. (English-Indonesian dictionary by John M. Echols and Hassan Sadily, page 294).

Contextual meaning: the contextual meaning of the word *heaven* is pleasure and happiness.

Data 15. Home (noun)

Lyrics: *Heaven is our home (line 16).*

Lexical meaning: home. (English-Indonesian dictionary by John M. Echols and Hassan Sadily, page 301).

Contextual meaning: the contextual meaning of the word *home* is heaven.

Data 16. Storm (noun)

Lyrics: *Through every storm (line 17).*

Lexical meaning: hurricane, storm. (English-Indonesian dictionary by John M. Echols and Hassan Sadily, page 559).

Contextual meaning: the contextual meaning of the word *storm* is the difficulty of life, challenges, torments and threats.

Data 17. No turning back (verb phrase)

Lyrics: *no turning back (line 22).*

Lexical Meanings: must not turn around. (English-Indonesian dictionary by John M. Echols and Hassan Sadily, page 607).

Contextual meaning: the contextual meaning of the *no turning back* word is to deny or betray.

Data 18. Desire (noun)

Lyrics: *This is my desire to honor You (line 1).*

Lexical Meanings: desire. (English-Indonesian dictionary by John M. Echols and Hassan Sadily, page 177).

Contextual meaning: the contextual meaning of the word *desire* is a priority that exceeds everything.

19. Adore data (verb)

Lyrics: *All that I adore is in You (line 4).*

Lexical Meanings: worship. (Complete dictionary written by Prof. Drs. S. Wojowasita and Drs. Tito Wasito W., page 3).

Contextual meaning: the contextual meaning of the word *adore* is binding.

Data 20. Heart (noun)

Lyrics: *Lord, I give You my heart (line 5).*

Lexical meaning: heart. (English-Indonesian dictionary by John M. Echols and Hassan Sadily, page 294).

Contextual meaning: the contextual meaning of the word *heart* is life, soul, body, mind, imagination, love.

Data 21. Soul (noun)

Lyrics: *I give You my soul (line 6).*

Lexical meaning: soul. (English-Indonesian dictionary by John M. Echols and Hassan Sadily, page 541).

Contextual meaning: the contextual meaning of the word *soul* is the way of life and the future.

Data 22. Moment (noun)

Lyrics: *Every breath that I take, every moment, I'm awake (line 9).*

Lexical meaning: moment, moment. (English-Indonesian dictionary by John M. Echols and Hassan Sadily, page 384).

Contextual meaning: the contextual meaning of the word *moment* is the atmosphere of the morning.

Data 23. I Will Live for You (verb phrase)

Lyrics: *I will live for You (line 20).*

Lexical Meanings: I will live for you. (English-Indonesian dictionary by John M. Echols and Hassan Sadily, page 362).

Contextual meaning: the contextual meaning of the sentence *I will live for you* is devotion.

Data 24. Draw (verb)

Lyrics: *Draw me close to you (line 1).*

Lexical Meanings: interesting. (Complete dictionary written by Prof. Drs. S. Wojowasita and Drs. Tito Wasito W., page 47).

Contextual meaning: the contextual meaning of the word *draw* is brought closer.

Data 25. Lay (verb)

Lyrics: *I lay it all down again (line 3).*

Lexical Meanings: put or place. (Complete Dictionary by Prof. Drs. S. Wojowasita and Drs. Tito Wasito W., page 98).

Contextual meaning: the contextual meaning of the word *lay* is surrender / surrender.

Data 26. Friend (noun)

Lyrics: *To hear you say that I'm your friend (line 4).*

Lexical meaning: friend, friend, friend, friend. (English-Indonesian dictionary written by John M. Echols and Hassan Sadily, page 258).

Contextual meaning: the contextual meaning of the word *friend* is a people, followers or believers.

Data 27. Embrace (noun)

Lyrics: *To feel the warmth of your embrace (line 8).*

Lexical Meanings: a hug. (English-Indonesian dictionary by John M. Echols and Hassan Sadily, page 211).

Contextual meaning: the contextual meaning of the word *embrace* is inclusion, protection.

Data 28. Way (noun)

Lyrics: *Help me find the way (line 9).*

Lexical Meanings: the way. (English-Indonesian dictionary written by John M. Echols and Hassan Sadily, page 639).

Contextual meaning: the contextual meaning of the word *way* is destiny.

Data 29. Voice (noun)

Lyrics: *And I lift my voice (line 2).*

Lexical meaning: sound. (English-Indonesian dictionary by John M. Echols and Hassan Sadily, page 632).

Contextual meaning: the contextual meaning of the word *voice* is a song of thanksgiving.

Data 30. King (noun)

Lyrics: *Take joy my King (line 5).*

Lexical Meanings: king. (English-Indonesian dictionary by John M. Echols and Hassan Sadily, page 342).

Contextual meaning: the contextual meaning of the word *king* is God.

Data 31. Sweet sound (adjective phrase)

Lyrics: *Let it be a sweet, sweet sound (line 6).*

Lexical Meanings: sweet sounds. (English-Indonesian dictionary by John M. Echols and Hassan Sadily, page 573).

Contextual meaning: the contextual meaning of the word *sweet sound* is a beautiful hymn and flattery.

CONCLUSION

Based on the results of the analysis it can be concluded that the seven songs studied have different themes. Through written interviews conducted by researchers it can be concluded that the song *We Are QCA Students* has a theme of life goals, the song *Truthfulness* has a theme of integrity, the song *Christ in Me* has a theme of victory, *Christ is Enough* has a theme of struggle, the song *I Give You My Heart* has a theme of submission to life, the song *Draw Me Close to You* has a theme of longing for the Creator, and the song *I Love You, Lord* has a theme of love for God.

From 7 songs analyzed, it can also be concluded that there are 31 words that contain lexical meanings as well as contextual meanings of songs that are often sung in QCA schools. Of the 31 words categorized into groups of nouns (noun) totaling 21 words, groups of verbs (verb) number 5 words, groups of sentences that describe verbs (verb phrases) of 2 words, groups of adjectives as many as 1 word, adjective verb as many as 1 word, the group of pronouns (pronoun) is 1 word.

By looking at the data above, it can be concluded that the group of words that contain the most lexical meanings as well as contextual meanings in songs that are often sung in QCA schools are groups of nouns (noun) because these groups of words are closer and in direct contact with real life human. Likewise with the theme of the songs in the QCA school. Although QCA schools are based on classical and Christian schools, the themes contained in the songs are not only about the theme of divinity but there are also other themes. After analyzing the themes of the songs, it was found that the songs strongly supported the vision and mission of the QCA school. In addition, these songs can foster the trust in God and arouse enthusiasm and unyielding in every child in the QCA school.

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