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Analytic, Paradoxical, and Synthetic Sentences on *ABC* and *The Hard Way* Song Lyrics

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Abstract

This research aims to identify and classify; analytic, paradoxical, and synthetic sentences which are logical types of sentences in the song lyric of ABC by The Jackson 5 and The Hard Way by The Kinks in order to get the virtue of meanings of the lyrics. The method used in this research is descriptive qualitative by analyzing and comparing the data by using Kant's containment concept. The data used in this research are lyrics from the songs ABC 5 and The Hard Way. The research findings obtained: one analytic sentence in ABC, one paradoxical sentence in The Hard Way and twenty two synthetic sentences in both lyrics. The data indicate that there are more synthetic sentences rather than analytical and paradoxical sentences in the songs. In conclusion, the synthetic sentences used on the song lyrics are more fabricated for the virtue of meanings on the song lyrics than analytic and paradoxical sentences. Therefore, the listeners can express their emotions freely by song lyrics using synthetic sentences.

Keywords: analytic, paradoxical, synthetic, song lyrics, virtue of meanings.

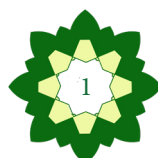
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Introduction

Sentence is a group of organized words that are dependent and consists of a subject and a predicate which can imply complete meaning. The predicate of sentence, of course, determines semantic behaviors for the subject (Ruminda, 2016). Each component has its own concept and the concept relationship between those components which hence underlie the classification of several sentence types.

The classification of sentences has been a focus of experts in the history. Kant is the first who proposed the analytic-synthetic distinction to judgements, sentences, or propositions, and both are considered as '*properties of propositions*' (de Jong, 2010) (Abrusci, 2016).



In his theory, Kant has proposed the distinction of judgement through four ways: containment, identity, explicative-ampliative contrast, and by referring to “*the notion of cognicability in accordance with the principle of contradiction*” (Proops, 2005). According to the theory of containment, a sentence that has the same predicate is an analytic sentence. Conversely, if the concept of its predicate is not the general concept of its subject, the sentence is a synthetic sentence (Rey, 2003). There are three types of sentence proposed by Rambaud by ‘sense based sentences’ term are based on the its validity value. Those of sentences are analytic sentence, paradoxical sentence, and synthetic sentence (Goded Rambaud, 2011).

An analytic sentence is a sentence that contains truth in its constituent. The relationship of concept between the constituents of analytic sentence are mutually covert, so the meaning of constituent words has been understood, and there are no additional knowledges obtained (Maddalena & Zalamea, 2012). The characteristic of analytic sentence described implies that an analytic sentence is general truth that is recognizable anywhere (Williams, 1936).

The sentence “*Bachelors are unmarried*” expresses true position or contains truth value (Visser, 2015). This analytic sentence has the true proposition because the subject *bachelors* has the same concept of *unmarried*. The relationship of concept between subject and predicate also can be called the relationship of “*up-down concept*” in a hierarchy (Wang & Guo, 2014). In the example (1), the concept of subject *bachelor* is analitically related with the concept of *unmarried* because the concept of *unmarried* is above the concept of *bachelor* in the hierarchy. So, the word *bachelor* includes into the main concept of *unmarried*.

According to Halliday and Hasan (1976) a sentence has truth value when it is consistent with the context, and it holds and has cohesive meaning in each of its constituents (Grim, 2004). In a paradoxical sentence, such conditions are not met because the relation between the constituents are mutually contradictive (Harabagiu, Hickl, & Lacatusu, 2006). Unlike analytic sentence, paradoxical sentence contains false-truth value or expresses false proposition because the constituents are contradictive each other (Zadrozny, Hematiam, & Garbayo, 2017). This contradictory may happen in one sentence or in different clauses in one sentence. A paradoxical sentence also depends on the elements inside language as well as analytic sentence; thus, the elements outside language are no needed to prove the false-truth value (Hurford, Heasley, & Smith, 2007). It needs to understand the relation of meaning between the constituents to find the contradictory within a sentence (Goded Rambaud, 2011).

The sentence “*Bachelors are unmarried*” can also be classified as a paradoxical sentence because the subject is *bachelors* while the predicate is *are married*. It is found that the meanings of those two words are contradictive. The truth value of this sentence can be considered as false merely by language knowledge without knowing general knowledge of world because it is clear that the constituents are mutually contradictive.

The truth of synthetic sentence only applies in certain times and places based on research and observations. This could happen because the truth value in synthetic sentence is not clearly and explicitly contained as in analytic and paradoxical sentence. The concept of predicate in synthetic sentence does not relate with the concept of its subject. It is different with the concept of its subject. The truth value of this sentence is also not considered by the system of its constituents, but by the meaning of the sentence and its relation with the truth in this world (Kant, Guyer, Wood, & Kant, 1998).

A synthetic sentence differs with analytic and paradoxical sentences in which may have the false-truth value depending on the fact in the world. The understanding of its

constituents depends on the reader's knowledge and on the semantic interaction within the sentence (Pollio & Smith, 1979).

A sentence is an arrangement of abstract words that can be found in the life (Hurford et al., 2007), as in songs. A song implies messages delivered to and understood by the listener who needs the knowledge of truth value in the song.

This research is to identify, classify, and analyze analytic, paradoxical, and synthetic sentences in song lyrics *ABC* and *The Hard Way*. The researchers chose songs *ABC* and *The Hard Way* particularly because both songs share the same theme, that is education. Both songs were released in the adjacent time. *ABC* was released in 1970 while *The Hard Way* was released in 1975.

This study focuses on identifying sentence types in songs *ABC* and *The Hard Way* based on their truth value according to Rambaud by knowing the relationship between the subject and predicate concept proposed by Kant.

Methods

This study uses descriptive qualitative method by analyzing and comparing the data by using Kant's containment concept. The data are taken from song lyric of *ABC* popularized by The Jackson 5 and *The Hard Way* popularized by The Kinks. From both song lyrics, declarative sentences are chosen and analyzed while non-sentence language, interrogative sentences, and imperative sentences in the songs are left. The data are then analyzed based on the classification of analytic, paradoxical, and synthetic sentences through written description by considering the relationship between subject-predicate concept in the sentence to find and gain the true virtue meaning of the song lyrics.

Results and Discussions

ABC dan *The Hard Way* Songs

The song *ABC* has popularized by The Jackson 5 which is a group band from United States of America and consist of five members; Michael Jackson, Jermaine Jackson, Jackie Jackson, Tito Jackson, and Marlon Jackson. This *bubblegum pop* genre was released on May 8, 1970 as a single of their album titled *ABC* (Lecocq, Allard, Jones, Reece, & Pauletto, 2018).

The song *ABC* is telling love from teenagers point of view. In the song, they say that love is easy as learning the alphabet ABC. This point of view is also supported by the average age of The Jackson 5 members which at that time ranges 12 to 19 years old. Performance of The Jackson 5 that really enjoyed this song raised up their name as quoted from Michael Jackson as the group main vocalist. He said "*I loved 'ABC' from the first moment I heard it. . . it was just such a hot song, such a great idea with a hot track.*" (Taraborrelli & OverDrive, 2010)

The song *The Hard Way* is a song written by a songwriter named Ray Davies. Ray Davis was also a member of The Kinks who is the main vocalist of The Kinks besides writing songs for the band. In 1975, The Kinks released an album titled *Schoolboy in Disgrace*. It was on this *Schoolboy in Disgrace* album that a song called *The Hard Way* was first introduced to public. Then in later periods it was included in their concert album titled *On for the Road* and some of their best songs collection. This song was released in 1975 and was recorded on September 22, 1975 in the Konk studio in United Kingdom, more specifically,

in London. The lyrics of this song are inspired by the true story of Ray Davies's sister named Dave Davies. Together with his brother, Dave Davies was also a member of The Kinks and took up the position as the guitarist for The Kinks.

The lyrics of this song were aiming as if the one who conveyed them was Dave Davies' headmaster and his opinion towards Dave Davies' characteristic. This song is also the sequel of songs before *The Hard Way* in the *Schoolboy in Disgrace* album. The opening song of the album *Schoolboy in Disgrace* is a song titled *I'm in Disgrace* and followed by a song titled *Headmaster*. Headmaster's song tells the story of Dave Davies's feelings that impregnated his girlfriend at that time, Dave Davies admitted his actions and apologized to the principal. The song *The Hard Way* is the form of his headmaster's response towards Dave Davies' behaviours and his dislike against Dave Davies.

Analytic Sentences

Based on the results, there is one analytic sentence in *ABC* song lyrics, while analytic sentences are not found in *The Hard Way*. The identification is done by considering the relationship of subject-predicate concepts in the sentences that are mutually supportive as true proposition values.

"Two plus two makes four"

[Verse I, line 4]

One of the characteristics of analytic sentences is the congruence of the relationship between the constituents that express the same proposition (Frápolti & Villanueva, 2015). The sentence above describes such relationship where the constituents are mutually covering each other. The *two plus two* subject concept contains the concept of predicate *makes four* as a mathematical concept that has the same value. The proposition is a general truth that applies anywhere and can be verified. One of which is through integer sum operations with mathematical notation ($2 + 2 = 4$). It has become a universal truth that is the value of two plus two is four. It is clear that the truth value of the sentence is true based on the relationship of meaning between its constituents.

It is different if the sentence of the lyrics is *two minus two makes four*. The sentence cannot be classified as an analytic sentence, but it is a paradoxical sentence since the meaning between the constituents of the sentence contradicts each other and expresses a proposition that is false. This statement can be proven by mathematical notation which ($2 - 2 = 0$).

Paradoxical Sentences

Based on the results, there is one paradoxical sentence in *The Hard Way* song lyrics, while there are no paradoxical sentences in *ABC* song lyrics. The identification of sentences is done by considering the relationship between the concept of the constituents that contradicts each other.

"So I've got to be cruel to be kind".

[Verse 4, line 10]

In this piece of song lyrics, *"I've got to be cruel to be kind"*, it can be seen that there is a contradiction between the concept of the sentence constituents. This contradiction occurs in the words *cruel* and *kind*. The word *cruel*, which has a bad meaning and a negative connotation, has a concept that is contrary to the concept of *kind* which has good meaning

and positive connotation. The word *cruel* contradicts the word *kind* in meaning and it is not generally accepted that *cruel* can produce *kind*, that goodness can produce cruelty. Those two words do not come from the same concept so that this sentence is a paradoxical sentence that contains contradictive meanings, and they are directed against each other (Rossi, 2019).

Synthetic Sentences

In this study, synthetic sentences are found with the most number compared to the other two types, namely analytic and paradoxical sentences. There are eight synthetic sentences in *ABC* and fourteen synthetic sentences in *The Hard Way* song lyrics. The following is a discussion of synthetic sentences in *ABC* song lyric.

“You went to school to learn, girl things you never never knew before”

[Verse I, line 1-2]

In the sentence above, the predicate of “*went to school to learn girl things you never knew before*” is not a concept that must be contained in the subject *you*. *The activity of going to school to study* does not appear as a concept that is definitely related to a person. In this sentence, the person is the subject of *you*.

In addition, there is a possibility for subject *you* to learn the things he already knows at school. So that the truth value of this sentence is not certain or always true. Therefore, the proposition of the sentence needs to be firstly adjusted to the reality of the world before knowing and determining the truth value.

*“Now, now, now, I’m gonna teach you Teach you, teach you
all about love, dear”*

[Verse I, line 5-7]

“I am gonna teach how to sing it out”

[Chorus I, line 9]

The two sentences have the same subject, that is *I*. In the first sentence, subject *I* is explained by the predicate *am gonna teach you all about love dear*. There is no relationship between the concepts of the sentence constituents— subject *I* and predicate *am gonna teach you all about love dear*. This sentence has not truth value definitely, so it can even produce new knowledge of subject *I*.

The analysis that the sentence is a synthetic also can be supported by examining the sentence in the second lyrics. The second sentence has subject *I*. and the predicate explaining it is different from the predicate in the first sentence, that is *am gonna teach how to sing it out*. Through these two lyrics, it is clear that none of those two predicates is definite concepts of the subject *I*.

“All you got to do is repeat after me”

[Verse I, line 4]

This sentence in the lyric states that all you have to do is following my words. This sentence is structured and meaningful because the speaker is singing and wanting the listeners to follow it.

If we put aside the context where, when, and how the speaker says this sentence, it can be noticed that the concept of predicate *is repeat after me* is not an understanding or a concept that must be covered on subject *all you got to do*. Although by understanding each word's meaning in the sentence, the concept that covers one another in the sentence is not found so that this sentence is not a synthetic sentence. In other words, the truth value of this sentence cannot be taken only based on the relationship between the subject concept and the predicate in this sentence, but it needs to be adjusted to the context described earlier or adjusted to the reality.

"A B C is easy like counting up to three"

[Chorus II, line 4]

This sentence implies that the alphabet A, B, and C are an easy thing as counting numbers from one to three. The concept of predicate *is easy like counting up to three* is outside the concept of the subject *ABC*, because it is not a necessity for the alphabet *ABC* to have easy properties like counting from one to three. Therefore, this proposition adds or proposes new understanding and knowledge of the alphabet A, B, and C.

There is no connection between the concepts of this sentence constituents that mutually cover each other in this lyric. *A B C* are three letters of alphabet, while one, two and three are numbers which are a mathematical concept known as genuine numbers ("Discrete Structures: Sets of Natural Numbers," n.d.).

"Reading and writing arithmetic are the branches of the learning tree"

[Verse II, line 1-2]

By knowing the meaning of the constituents of the sentence above without additional elements or knowledge outside language, the relationship of concepts between the subject of "*reading and writing arithmetic*" with the predicate *are the branches of the learning tree* can be considered as not absolute.

The predicate "*are the branches of the learning tree*" is not definitely covered in the concept of subject "*reading and writing arithmetic*" or not the true understanding of the subject. In another part of world, those two knowledges of reading and writing arithmetic are probably not subjects taught. The probability of that learning tree at that time that has changed and is not the learning tree at this time also shows the uncertainty of the relationship between the sentence constituent concept, so that its truth is not general and the sentence is classified as a synthetic sentence.

"Without the roots of love everyday girl, your education ain't complete"

[Verse II, line 3-4]

The sentence above is classified as a synthetic sentence because of the relationship between the concept of its constituents. The predicate "*without the roots of love everyday girl*" is not covered in the concept of the subject *your education*. A complete education is not necessarily achieved because of the love presence everyday. In the fact, a complete education of a person (in this sentence is *you*) is different for each one. It is clear that this sentence is not general or universal. This proposition gives new information that *your education* can be completed only with the presence of love everyday in which its truth value depends on the world reality.

*“Teacher’s gonna show you
(show you, show you)
how to get an A”*

[Verse II, line 5-7]

The truth of this sentence depends on the element outside language, that is the world reality. The concept of subject *teacher* does not definitely cover the concept of predicate *is gonna show you how to get an A*. If a teacher is going to show his student how to get an A in this song, such condition does not necessarily happen in other places. Although many teachers are willing to teach their students how to get good and high score, there still teachers who do not make it as their focus, because the main purpose of a teacher is teaching and giving so that the proposition proposed in the sentence is not general truth only having by a teacher. Therefore, this sentence gives new information about the subject *a teacher*. It differs when the predicate of this sentence describes that subject *teacher* does teaching activity. So, the sentence can be classified as analytic sentence.

The following is the discussion of synthetic sentences in the song *The Hard Way*.

“Boys like you were born to waste,”

[Verse I, line 1]

The sentence above shows a proposition that the boy in the lyrics was born in vain. The subject of the sentence is *boys like you* and the predicate of the sentence is *were born to waste*. In this part of the lyric, there is one characteristic of synthetic sentence, where the predicate sentence is not derived from the concept of the sentence subject. The predicate of this lyric, which is *were born to waste*, is out of the subject concept of *boys like you*. Because it is not absolute thing where the subject of *boys like you* is not always born to waste, it requires understanding or knowledge of the contexts outside language to assess the true or false value of the sentence. So that the sentence *“boys like you were born to waste”* requires evidence existed in reality that is represented in the lyric.

“You never listen to a word I say”

[Verse I, line 2]

The sentence above proposes a proposition *“You never listen to a word I say”*. The purpose of this sentence is that the subject *you* in this sentence never listens to the person who proposes the sentence proposition. It can be seen that the predicate *“never listen to a word I say”* is outside the concept of the subject of this sentence, which is *you*.

The concept of *you* in a sentence does not have to mean *“never listen to a word I say”* and the predicate in this sentence is also not a general truth known and accepted by most people, so using language knowledge in understanding this sentence cannot determine whether this sentence is true or not. But it needs the knowledge of the fact in the real world.

*“And if you think you’re here to mess around,
you’re making a big mistake”,*

[Verse I, line 3-4]

In the sentence above, there are two propositions for the subject in this sentence, which is *you*. The subject *you* in this sentence is described by the predicate as “*here to mess around* and *making a big mistake*”. The meaning of the lyric is that subject *you* is warned that if the subject *you* here to mess around, the subject *you* has made a big mistake.

The two predicates in the sentence explaining the subject *you* known as out of the concept of subject *you*. Because according to general view, the concept of you does not have to always and surely contain both predicate “*here to mess around*” predicate, and “*making a big mistake*” as represented in the preposition of the sentence above.

It is not absolute for subject *you* to have a predicate *here to mess around* or even a predicate *making a big mistake*. There has no relation between the concept of subject *you* and the concept of predicate “*here to mess around*” and “*making a big mistake*”. Thus, to determine the truth value of this sentence needs the knowledge outside language. This condition causes this sentence to be synthetic.

“*You’re much too dumb to educate.*”

[Verse II, line 2]

The sentence above proposes that the subject of the sentence, *you*, is too stupid to be educated. This conclusion can be drawn from the predicate that explains the subject, which is *are much too dumb to educate*. The predicate of this sentence which explains the subject as *much too dumb to educate* is one of synthetic sentence characteristics. Because the predicate offered is not a definite nature of subject *you*. It is not sure that the subject *you* in this sentence is too stupid to be educated because of its stupidity.

There is other possibility that may happen in *you* as subject because the predicate in the sentence is a definite attribute of the subject. The truth value of *much too dumb to educate* (too stupid to be educated) depends on the real evidence. To know the truth in this sentence needs to understand the reality that exists in the real world.

“*One day life’s going to turn around and slap you in the face*”,

[Verse II, line 3]

The sentence above gives a proposition meaning where the subject *life* is told that will slap you in the face one day as mentioned in the sentence above “*going to turn around and slap you in the face*”. The sentence above offers a predicate “*is going to turn around and slap you*” *in the face* for the subject of the sentence, which is *life*.

The subject *life* and the predicate “*going to turn around and slap you in the face*” do not stand in the same concept. Because the predicate “*going to turn around and slap you in the face*” is not covered on the concept of the subject in the sentence, *life*. It is not sure yet, generally, that *life* is attributed to or has the action of “*is going to turn around and slap you in the face*”. No one can prove the truth of the predicate that explains the subject *life*. Also, the subject *life* is not an animate thing. So, logically, it cannot slap someone in the face if the meaning is understood literally. Therefore, the knowledge outside language is needed to understand fully about the meaning.

In additional, the sentence above is not a general truth where people can approve and know directly the validity of the subject *life* will make an action as described by the predicate, which is “*is going to turn around and slap you in the face*”. The involvement of knowledge about the fact in real world is needed to determine the truth value of this sentence.

“*You’ll take the hard way*”.

[Verse II, line 5]

The sentence above offers a proposition that subject *you* will take a choice of choosing a complex path. As mentioned in its predicate, *will take the hard way*. The sentence in the formulation of the lyrics is included in the category of synthetic sentences.

This is a synthetic sentence since the sentence predicate *will take the hard way*, which is a form of a choice that will be taken by the subject in this sentence, and cannot determine the truth value of this sentence if only understood literally.

Although the subject will take the action *will take the hard way*, there is a potential where the subject will not take the choice offered by its predicate. This is because the predicate is not a definite attribute of the subject and it is not generally accepted that the subject must always have a choice of taking the hard way. Therefore, the predicate *take the hard way* is not contained in the same language concept as subject and the predicate is not covered by the subject concept. So, this sentence is called a synthetic sentence.

“*Well, you’ll do it your way and I’ll do it my way*”.

[Verse III, Line 1]

In this compound sentence, there are two propositions with two subjects and their predicates. The first subject is *you* with the predicate *do it your way* and the second one is *I* with the predicate *do it my way*. The first proposition in the sentence, which is *you’ll do it your way*, has the predicate that explains that the subject *you* will do the action *it* by its way. However, the predicate is not derived from the similar concept of subject *you* because the word *you* does not always have to contain a predicate concept of *will do it your way*. The predicate which explains the subject of the sentence is not a general truth and also not general knowledge of the subject. So, it needs the knowledge outside language to understanding the meaning of the sentence completely and assessing the truth value of the sentence.

The next proposition presents the subject *I* with the predicate *will do it my way*. As like the proposition of the sentence before, the subject and the predicate in this sentence does not come from the mutual concept. The predicate *will do it my way* explains the subject *I* which will do the action *it* by its own way. However, the concept of *will do it my way* is not consistent with the concept of subject *I* because, generally, it is not a must for subject *I* to take an action as offered by the predicate *will do it my way*.

This exclusion of the concept of *will do it my way* from the concept of *I* makes this compound sentence a synthetic sentence. The truth value of this sentence also depends on the knowledge of the fact in real world which means it will not be known if only understood by the knowledge of language elements in the sentence.

“*And we’ll see who’s the one to survive*”.

[Verse III, line 2]

The subject of the sentence above is *we* and the predicate is “*will see who’s the one to survive*”. This sentence indicates that the subject of the sentence, *we*, will take action explained by the predicate *will see who’s the one to survive*. In the real world, the subject of the sentence *we* is not always put into the action of the predicate of the sentence that is “*will see who’s the one to survive*”.

So, to figure out whether what is going to happen with *we* is in accordance with the predicate *will see who's the one to survive*, it requires knowledge outside language and knowledge of the reality of the world to evaluate the truth of the sentence because the predicate *will see who's the one to survive* is not a general truth for the subject *we*. The understanding about the constituents of this sentence cannot determine the truth value of this sentence. Thus, the knowledge about elements outside language is needed to do that.

*"You'll find that with no foundation
or qualifications
there's no way that you can get by".*

[Verse III, baris 3-5]

The sentence above has subject *you* and predicate "*will find that with no foundation or qualifications there's no way that you can get by*". This sentence can be assessed as false or true depends on the fact whether the predicate *will "find that with no foundation or qualifications there's no way that you can get by"* which describes the subject *you* is true according to the fact in the real world. In order to discover the truth value of this sentence, the knowledge of the condition of *you* represented in the sentence in the real world is needed. To discover whether it is correct that "*without no foundation or qualifications*" as mentioned in the predicate the subject *you* will not succeed, it needs the knowledge of reading and understanding the meaning of the whole sentence. Furthermore, such knowledge is not enough to discover this thing because this is not a general truth that predicate "*You'll find that with no foundation or qualifications there's no way that you can get by*" describes the subject *you*. As explained earlier, it is not an absolute fact that these two factors prevent the subject *you* from success. Therefore, to discover and determine the truth value of "*You'll find that with no foundation or qualifications there's no way that you can get by*", the knowledge of the world's fact is required. By such condition, the sentence "*You'll find that with no foundation or qualifications there's no way that you can get by*" is synthesis sentence.

"You think that life's a vacation"

[Verse IV, line 5]

The sentence above has subject *You* and predicate "*think that life's a vacation*". The meaning of this sentence is a subject *you* will think that life is a holiday or vacation as written in the predicate *think that life's a vacation*. The predicate in this sentence is out of the concept of subject *You*, so that the language system in the sentence does not determine the truth of the sentence.

It is not a certainty that the subject *you* thinks that the life is a holiday. There is a possibility that subject *you* will not think the way it is. This means that predicate "*think that life's a vacation*" is not general truth which is known and acceptable by people. To understand the meaning of the whole sentence, more knowledge about the other side of language is required such as the world fact represented in this sentence to identify whether it is true or not that the concept of subject *you* has the same idea with the concept of predicate "*think that life's a vacation*". Thus, this sentence is categorized as synthesis sentence which is relevant with the fact in real world represented in the sentence.

*“And you’ve no inclination
to dust away the cobwebs of your mind”.*

[Verse IV, line 6-7]

The sentence above has subject *you* and predicate *“have no inclination to dust away the cobwebs of your mind”*. This sentence indicates that the subject *you* does the same way as the predicate describes in that sentence, that is *“have no inclination to dust away the cobwebs of your mind”*. Meanwhile, in general, subject *you* should not always have the predicate *“have no inclination to dust away the cobwebs of your mind and predicate have no inclination to dust away the cobwebs of your mind”* is also not always attributing or describing subject *you*. Therefore, it can be concluded that the sentence has no general truth. *“Have no inclination to dust away the cobwebs of your mind”* is out of the concept of subject *you*. It cannot be determined whether it is true or false that subject *you* have no inclination to dust away the cobwebs of your mind. Logically, if we only see the meaning of sentence literally, there is no spider webs in the human mind. So, it requires an understanding more than the language knowledge, which is the knowledge of the fact in real world represented in sentence *“you have no inclination to dust away the cobwebs of your mind”* to understand what is meant by the sentence and to be able to determine the truth value of this sentence. So this sentence is categorized as a synthetic sentence.

*“I’m wasting my vocation teaching you to write neat
When you’re only fit to sweep the streets”.*

[Verse V, Line 2-3]

The compound sentence above is not a general truth. The first subject of this sentence is *I* and the predicate of the first subject is *“wasting my vocation teaching you to write neat”*. Subject *I* in this sentence is explained as someone who tells a story and has spent time teaching an object (in this sentence is *you*), as written in the sentence description *“wasting my vocation teaching you to write neat”*. The predicate of *I*, *“wasting my vocation teaching you to write neat”* towards cannot be assessed to be true, for instance, whether *I* is true that *I* has wasted the time by teaching *you*. It all cannot be verified by understanding the knowledge of language only because the predicate *“wasting my vocation teaching you to write neat”* is not in a mutual concept with the concept of subject *I*. Therefore, the knowledge outside language or the knowledge of the fact in real world that is represented in sentence is needed to know the truth value of the sentence.

In the sentence *“when you’re only fit to sweep the street”*, the subject of the sentence is *you* and the predicate is *“are only fit to sweep the street”*. The predicate *“are only fit to sweep the street”* which describes subject *you* is not a general truth because the predicate *“are only fit to sweep the street”* is not in one mutual concept with its subject *you*. It is not a certainty that subject *you* always has predicate *are only fit to sweep the street*. So that, to find the truth in the sentence *you are only fit to sweep the street* merely needs the knowledge outside the language, that is the knowledge of the fact in real world that is represented by that sentence. Therefore, the compound sentence *“I’m wasting my vocation teaching you to write neat when you’re only fit to sweep the streets”* is categorized as a synthetic sentence, which means the sentence requiring the knowledge outside the language to prove the truth value of the sentence.

*“Your intellect is such
That it requires a killer’s touch”*

[Verse V, line 4-5]

The sentence above has the subject *your intellect* and the predicate “*is such that it requires a killer’s touch*”. The predicate which attributes the subject *your intellect* gives a description of the subject’s condition. However, the predicate “*is such that it requires a killer’s touch*” cannot be assessed to be true without the knowledge outside language.

Due to the predicate “*is such that it requires a killer’s touch*” does not have a conceptual relationship with the subject “*your intellect*” in the language system. The subject “*your intellect*” does not have to be correlated with the predicate “*is such that it requires a killer’s touch*”. The predicate “*is such that it requires a killer’s touch*” is not a form of general truth in which the truth can not be assessed by knowing the fact in the real world that is represented in the sentence “*your intellect is such that it requires a killer’s touch*”. Thus, this sentence is categorized as a synthetic sentence.

*“So I’m going to play it your way,
We’ll take the hard way”.*

[Verse VI, baris 1-2]

There are two subjects, *I* and *We*, in the compound sentence above. Subject *I* has predicate “*will take the hard way*” and subject *we* has the predicate “*will take the hard way*”. The predicate of the first subject in this, “*am going to play it your way*”, explains the subject *I*. To determine the truth value and to understand the meaning of “*I am going to play it your way*” requires involvement of knowledge outside language since the meaning in predicate “*I am going to play it your way*” is not an absolute predicate for subject *I*.

The second subject *we* and the predicate “*will take the hard way*”. The predicate *will take the hard way* is not a predicate of the subject *we* that received directly because the predicate “*will take the hard way*” is not a form of general truth.

The truth of the predicate “*will take the hard way*” for subject *we* cannot be proven. So that, to determine the truth requires the knowledge outside language, that is the knowledge of the fact in real world represented in a sentence to determine whether the predicate “*going to play it your way*” is true for subject *I* and predicate “*will take the hard way*” is true for subject *we*. Therefore, this sentence is categorized as asynthetic sentence, which means to verifying the truth of the sentence, requires the knowledge outside language.

Conclusions

The research can conclude that synthetic sentences dominate both songs because word constituents in the most sentences convey propositions whose truth values depend on the facts of the world.

The indicators for classifying analytical, synthetic, and paradoxical sentences in a sentence, included in song lyrics, can be done by considering the grammatical system and the meaning system. Grammatical indicator can be generated by knowing the conceptual relationship between the subject and the predicate in the sentence. The indicators of meaning can be done by knowing whether the meanings between the constituents of sentence cover

each other, contradict each other, or need to be adjusted to the facts of the world. Efforts to know the truth value of a sentence, including in song lyrics, need to be done by language users to be able to fully understand the virtue meaning of lyrics.

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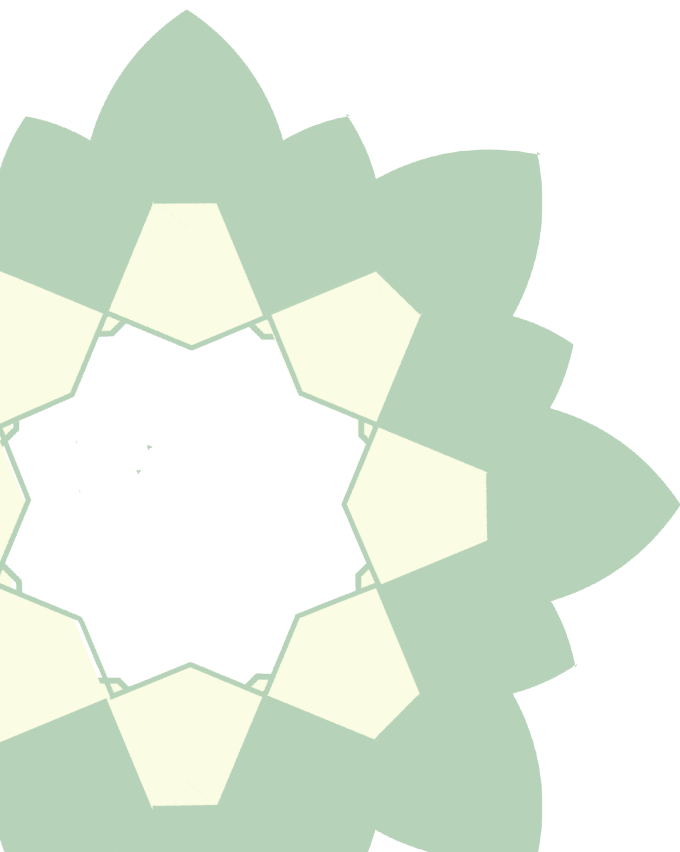
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