



Development of Basic Vocal Teaching Materials Based on Etude and Indonesian Classical Seriosa Songs

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Abstract. Vocal learning at the elementary level at the Music Arts Study Program, FBS (Language and Arts Faculty) Unesa (State University of Surabaya), is constrained by the limited experience of students in etude-based material literacy and Indonesian classical seriosa songs. Based on this phenomenon, this study aims to describe the process of developing and analyzing the quality of basic-level vocal teaching materials based on etude and Indonesian classical seriosa songs. This teaching material development method uses the ADDIE Model. The product was tested on 2nd semester students of the Music Arts Study Program FBS Unesa for the Vocal Main Instrument Class at the Indra Level. The validator consists of experts in the fields of vocal music, language, and design. The results showed that the development procedure was carried out through 5 stages including: potential and problem analysis, data collection, product design, design validation, and design revision. The textbook contains training materials and song presentations with the most basic level of difficulty in terms of sight reading, rhythm-melody motifs, affordability of voice ambitus, and melodic intervals. The etude material only emphasizes the practice of basic vocal techniques, while the classical Indonesian seriosa song becomes the material for presenting the song. In the first phase of the feasibility test, the average result was 74.59%. Meanwhile, in the second stage of the feasibility test, an average score of 82.22% was obtained. Aspects used in developing the quality of teaching materials include convenience, completeness of components, consistency of arrangement, use of language, and book content.

Keywords: Development · Teaching materials · Vocal

1 Introduction

Practicing Basic Instruments (Vocals) at the Indria Level is a basic instrument course chosen by students of the Music Arts Study Program FBS Unesa. This course is included in the instrument practice class, which aims to provide insight and skills to play the instrument of his choice, namely the vocal instrument. However, in the learning process, most of the students are still unfamiliar with the knowledge of etude material and Indonesian classical seriosa songs. The basis of their ability to sing is obtained from the experience of listening to popular songs or those they often hear.

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The term “*etude*” comes from French which means “study”, so in the context of writing this article, *etude* means music learning practice material that emphasizes mastery of singing techniques. The existing melodic motifs are deliberately arranged to learn certain techniques and are sung without using meaningful lyrics, but with the vowel “a”. After practicing using *etude*, the material that students have to do is to present a classical Indonesian *seriosa* song. Through these materials, students are invited to apply mastery of singing techniques. Indonesian classical *seriosa* songs have advantages over entertainment songs in general, namely they are Art Song with written literature using musical notation that can be studied scientifically.

Based on these facts, the development of these teaching materials is very necessary due to the lack of literature or vocal textbooks in the Music Arts Study Program at FBS, Unesa. The materials used for learning references are currently still directly adopted from books published abroad, which are constrained by the use of foreign languages. As a result, students relatively do not understand in detail about the contents of the book. Therefore, through this development research, it is expected to be able to answer and bridge student learning in the Basic Level Vocal Course. In addition, there must be innovation in developing these teaching materials, making it easier for students to understand the material and increasing student interest in learning vocals.

The development of basic-level vocal teaching materials based on *etude* and Indonesian classical *seriosa* songs is based on a development theory foundation. In general, development is growth, gradual change (evolution), and gradual change. In the field of instructional technology, development has a rather special meaning. According to Seels & Richey [1], development is a process of translating design specifications into physical form or in other words the process of producing learning materials.

In line with this thought, Putra in his book “Research and Development: Research and Development” (2012:67), defines R&D simply as a research method that is deliberate, systematic, aims to find, formulate, improve, develop, produce, test the effectiveness of products, models, methods/strategies/methods, services, certain procedures that are superior, new, effective, efficient, productive, and meaningful. So, R&D is improvement and expansion with emphasis on new and real products.

The basic R & D cycle always includes a review – evaluation – development cycle. R & D since its inception is very close to being tied to experiment as a means of testing. However, experimentation is no longer the only option in R&D, because by its very nature R&D is mixed methods, multi, and interdisciplinary. Researchers and model developers want to get a more complete model. Weinrech in [2; p. 161–162] suggested that researchers want a model that simultaneously meets the requirements for the accuracy of quantitative research and the depth of qualitative research. In this way, we get a model that is really effective, useful, and we can dig deeper. In addition to non-experimental and qualitative quantitative research, participatory action research is also used. This study aims to encourage and generate active participation. Based on this description, it is clear that R&D is no longer always carried out only by using experiments to test new models, products, procedures, services, and methods that will be produced.

Majid [3; p. 170] suggested learning resources as information that is presented and stored in various forms of media, which can assist students in the learning process as the embodiment of the curriculum. The form is not limited, it can be in the form of

print, video, software format, or a combination of various formats that can be used by students or teachers. Thus, learning resources can also be interpreted as all places or the surrounding environment, objects, and people that contain information that can be used as a means for students to carry out the behaviour change process. Furthermore, according to Majid [3; p. 171], learning resources must be used effectively so that they can make contact with students appropriately. Meanwhile, Wijaya in [3; p. 171–172] explained that there are 5 (five) types of functions in developing learning resources: 1) research and theory functions; 2) design function; 3) production and placement functions; 4) evaluation and selection function; 5) organizational and service functions.

According to [3], teaching materials are all forms of materials used to assist teachers in carrying out teaching and learning activities. The intended material can be in the form of written material or unwritten material. Through teaching materials, it is possible for students to learn a competency in a coherent and systematic way so that they are cumulatively able to master all competencies in a complete and integrated manner [3; p. 173]. The grouping of teaching materials according to the Faculte de Psychologie et des Sciences de l'Education Universite de Geneve include: written (print) media, audio-visual, electronic, and integrated interactive (mediamix). Especially for research on the development of teaching materials for Vocals at the Indria level, what was explained was about written (printed) media teaching materials.

Printed teaching materials can be displayed in various forms, such as handouts, books, teaching materials, Student Activity Sheets, Brochures, Leaflets, Wallcharts, photos/pictures, or models/mock-ups. In the process of preparing learning resources and printed teaching materials, there are several important components that must be considered. According to the National Education Standards Agency (BSNP in 2007) there are 4 (four) components in compiling learning resources and printed teaching materials, including: a. Content Eligibility Components; b. Feasibility of Presentation Components; c. Language Eligibility Components; d. Graphical Eligibility Component.

Researchers conducted a study of several studies that have relevance to the theme and object of research. First, Research on the Development of Folk Song-Based Vocal Music Teaching Materials “Seu Azi” to Support the Internalization Process of Noble Cultural Values for STKIP Citra Bakti Students, Ngada, Flores, NTT [4]. This article shows the success of developing vocal music teaching materials based on Seu Azi's folk song, which is a folk song in the culture of the Ngada people.

Second, the Development of Art and Culture Teaching Materials for Music Sub-Materials in Public Schools at the Elementary Education Level [5]. The results of this study indicate that the teaching materials for arts and culture sub-music in their learning practices prominently elementary school teachers always replace the existing song lyrics with the lyrics of the subject matter to include the educational message desired by the teacher. For Junior High Schools, media about local and/or regional music and media related to diatonic music are needed, both for vocal techniques or playing instruments.

Third, Vocal Learning Supplement Book for Tirando Music Education [6]. This study succeeded in developing a vocal learning supplement book through the stages of material analysis, product design, material validation, and product testing with the value of product effectiveness in terms of the practicality of its use in a non-formal music education institution.

The relevance of the three research articles with this article is in terms of the focus of the research, namely the development of teaching materials, teaching materials, and textbooks in the field of vocal music and musical arts. The difference between the three articles and the research that will be carried out by the researcher lies in the basic material and level of education.

Based on the background description and studies from several relevant previous studies, in general the aim of this research is to develop teaching materials that can assist students in absorbing the subject matter for the vocal sense level. In particular, the objectives of this study are: 1) describes the process of developing Indria Level Vocal teaching materials in the Music Arts Study Program FBS Unesa; 2) analyze the quality of sensory-level Vocal teaching materials at the Music Arts Study Program FBS Unesa. This research is expected to be used practically in terms of how a vocal teacher, vocal lecturer, artist, or the general public can create or develop vocal learning devices at the sensory level appropriately and innovatively. In addition, this research is expected to be a reference for various studies by students and lecturers who write about development research, especially vocal teaching materials.

2 Methods

Reiser in Prawiradilaga [7; p. 21] formulates the ADDIE model with the use of verbs (analyze, design, develop, implement, evaluate). Explicitly, Reiser also explained the need for revisions or improvements that occurred between each phase. In this research on the development of sensory-level Vocal Teaching Materials, it can be explained through the concept of implementing the ADDIE Model as follows:

2.1 Analyze

In this phase, the researchers conducted preliminary research from several sources regarding the factual phenomena that occurred in the field, namely related to the unavailability of the Indra Level Vocal textbook as a learning media in the the implementation phase is carried out on a small scale, namely in the Vocal class at the Indria Music Study Program, Department of Fine Arts, Drama, Dance and Music of FBS Unesa as a product trial location. Development. Looking at the conditions in the field, this shows that the main requirement in learning vocals at the sensory level is that the vocal textbooks have not been facilitated by students to systematically practice the instrument. So, the vocal learning process at the sensory level is still focused on the teacher center, where students have not been given a “bridge” to apply learning materials independently through textbooks.

2.2 Design

After analyzing the real needs in the field, the researcher designed a product (in this case a book) that explained the basic technical materials for playing vocal musical instruments, in detail, step by step, and easy to understand starting from the basics of playing melodies. Gradually with the aim that the vocal practice learning process

has progress in competence ranging from short etudes to Indonesian classical seriosa songs. Easy to understand, is important because the composition of the material and the language presented in this book must be in accordance with the appropriate style or understanding of the language.

2.3 Develop

In this phase, a rough draft of the Indria level vocal teaching materials is made which has been written in text and musical notation and then printed into a physical book. The type of paper that will be used in printing this book is like a book in general, but it is designed in an attractive way according to the size needed to write the notation to be written. After the process of printing a prototype of a vocal textbook. This development product is submitted to the validator team to be tested in terms of quality, starting from the suitability of the content of the material, the stage of presenting the song material, the suitability of grammar, to the aspect of graphic feasibility. This validity test is adjusted to the Indonesian National Education Standards Agency (BSNP). The validator team consists of several parties who are competent in the fields of vocal music, language, and graphics.

2.4 Implement

The implementation phase is carried out on a small scale, namely in the Vocal class at the Indria Music Arts Study Program, Department of Fine Arts, Drama, Dance and Music, FBS Unesa as a test location for developmental products. The Indria Level Vocal textbook product was tested directly on students, so that students could be asked for their opinion on the convenience of using the song book (related to the effectiveness of the development product). The results of this implementation are then used as the basis for product evaluation.

2.5 Evaluation

At the evaluation stage, it is focused on the process of improving product development based on the results of validity and also the results of product development trials in the field [9]. The important evaluation stage is carried out with the aim of improving the quality, use value, and also the effectiveness of sensory-level vocal teaching materials. The results of this evaluation will determine the feasibility of etude-based teaching materials and Indonesian classical seriosa songs that have been compiled into textbooks to be further used as learning media.

3 Results and Discussion

3.1 The Process of Developing Vocal Teaching Materials for Basic Level

This section contains an explanation of how the process of developing basic level vocal teaching materials in the Music Arts Study Program, Department of Fine Arts, Drama, Dance and Music of FBS Unesa. According to Sugiyono [8; p. 298] the stages of development research have 5 steps including: (1)potential and problems; (2)data collection; (3)product design; (4)design validation; (5)and design revision. Here is the description.

3.1.1 Potentials and Problems

The process of developing teaching materials starts from the identification of potentials and problems. The potential that underlies the researchers to make this basic level vocal teaching material is that it can be a source of learning for students, and foster students' learning motivation to hone their abilities in mastering the most basic vocal techniques. The underlying problem is that there are no basic level vocal textbooks adapted to local conditions. The problem faced is that not all students are familiar with etude and Indonesian classical seriosa songs. The quality vocal etude books that researchers found still use foreign languages and usually the instructions are often ignored by students. Indonesian classical seriosa songs are also still new to students, so it is necessary to choose song material that is adapted to basic abilities. Based on the potential and existing problems, it is necessary to immediately develop vocal basic teaching materials in the Fine Arts Study Program, Department of Fine Arts, Drama, Dance and Music of FBS at Unesa.

3.1.2 Data Collection

Data collection is a decisive stage in a development process. This stage is carried out in order to obtain information or data that can be used for product planning to be developed, namely the substance and design of teaching materials for the Vocal Principal Instruments Course. Data was collected by means of interviews and questionnaires. Interviews were conducted with experts in the field of vocal music who have taught Vocal Courses in the Department of Art, Drama, Dance and Music. The type of interview used is a semi-structured interview so that it does not seem rigid and is more flexible in extracting data. Interview materials include basic vocal techniques, vocal learning methods, and examples of songs that can be used as practice or lecture materials.

Through interviews with vocal experts, the results showed that the basic vocal techniques include breathing, intonation, articulation, phrasing, resonance, and interpretation. Sight reading and sight singing methods generally use a transposition method based on the tonality of the scales or Do that moves. Therefore, it is necessary to give the experience of reading notation with the absolute method, which is then followed by the vocalization method [10]. Regarding the song material, the resource person suggested taking examples of simple songs or children's songs that students rarely or never even know about. Through this training material, students are expected to be able to apply the methods they have learned. So far, the basic vocal teaching materials have not been prepared, so the material presented is directly taken from the upper class Etude book. What happens in general is that students who do not understand musical notation find it difficult to follow the material.

The next interview was conducted with 5 of 2nd semester students (S1 Music Study Program 2021) who are taking the Vocal Principal Instruments course in the Even Semester 2021/2022. Data obtained from interviews showed that in general students were more interested in song material that they often learned through social media or mass media, rather than reading notation. They like to memorize songs but don't care how they are made or written. So many of them find it difficult when asked to read

the notation directly. In addition, according to them, they also rarely find textbooks for practical instrument lectures prepared by lecturers.

Based on the results of these interviews, it can be concluded that the development of basic level vocal teaching materials is indeed needed to support the quality of lectures. Some students are still not proficient in the ability to read notation. The experience of sight reading and sight singing using the absolute method, transposition method, and vocalization method needs to be given to students so that they become more skilled in reading notation and singing it. The material used is more emphasized on basic level training materials which gradually increase the level of difficulty.

After concluding the results of the interview, the researcher felt that he still needed further strengthening of the data through a questionnaire. The distribution of the questionnaires was carried out in the Basic Instruments class at the Indria Level 2020G Even Semester 2021/2022 on May 6, 2022. Students who were asked to help fill out the questionnaire were students of the Music Study Program class of 2021 totalling 10 students. The results of distributing this questionnaire were used as a benchmark for basic level vocal teaching materials that were developed based on techniques, methods, and material selection. The researcher arranges questions with the answer choices that have been prepared.

Based on the results of the questionnaire recapitulation, it can be seen that students who are interested in learning vocals do not understand singing techniques. In addition, 60% of students have never known or been familiar with etude material and Indonesian classical seriosa songs. However, most of them stated that they were interested in basic vocal teaching materials in the hope that they could be used as a reference in learning the basics of vocal technique. Regarding the content of the material used, 50% of students wanted the etude and Indonesian classical seriosa songs to be used proportionally. The material is prepared by considering the stages of difficulty level. Furthermore, the results of interviews and questionnaires are used as the basis for developing a draft of basic vocal teaching materials at the Music Study Program FBS Unesa.

The teaching materials in the form of etude were adopted from two sources, namely the books "Concone The School of Sight Singing First Series of Solfeggi" and "Concone Fifty Lessons for Medium Voice Op. 9 Parts. 1". Both books are full of technical training material, so it is necessary to be careful in quoting and adopting etude material to suit the student's ability level. Furthermore, for Indonesian classical seriosa songs, the developer of teaching materials adopted from the book "Anthology of Indonesian Classical Music Series I Vocals and Piano Seriosa". The song adopted is taking into account the level of difficulty in terms of sight reading, rhythm-melody motifs, affordability of voice ambitus, and melodic intervals.

3.1.3 Product Design

After conducting needs analysis and data collection, the researcher designed the development of basic level vocal teaching materials including the physical design. The product design in the form of book size, type and font size is designed and determined based on the results of input and interviews with lecturers and students. The size of the book uses A4 paper size with a thickness of 80 g. The typeface used is Arial 12pt size typed with

1.5 spacing. It was chosen with the hope of being easier and more comfortable to read. The cover of the book is made of art paper which is printed in A4 size.

The front and back covers basically use the same design, namely using a white dominant colour background with green gradation ornaments. In addition, ornaments of musical notation symbols are added. The difference is that the front cover contains the identity of “Indria (Basic) Vocal Teaching Book”, the name of the author and the institution of Unesa. While the back cover only uses the basic design without the identity of the teaching materials. So that through this cover it can be immediately recognized that this is a teaching material for the Vocal Main Instruments Course.

3.1.4 Design Validation

The finished initial product is then given to validators who are competent in the fields of vocal music, language, and design for validation. It aims to determine the feasibility of the product to be developed. In addition, this product was also given to 4 students to determine their suitability for teaching materials for lectures.

Validation was carried out on July 2, 2022 by a validator who is competent in the field of vocal music. Aspects assessed from this basic level vocal teaching material product are: product convenience, product component completeness, composition consistency, language used, product content or material. The following are the results of the validation recapitulation by validators in the fields of vocal music, language, and design.

Based on the validation results, it can be seen that the comfort aspect obtained an average score of 3.3 which means it is included in the “good” category. The component completeness aspect obtained an average score of 3.2 which means it is in the “good” category. The consistency aspect of the arrangement obtained an average score of 3 which means it is in the “good” category. The language aspect obtained an average score of 3 which means it is in the “good” category. The material or content aspect obtained an average score of 3.16 which means it is in the “good” category. So that from these five aspects, the average score is 3.13.

Furthermore, based on the recapitulation results from the validators, it shows that the design convenience aspect has the highest score of 3.33, followed by the completeness aspect with a score of 3.2. While the lowest score is in the aspect of compositional consistency and linguistic aspect, both of which get a score of 3. In the end it can be concluded that this teaching material product is feasible to use.

3.1.5 Design Revision

After going through design validation, the next step that the researcher did was to revise the design. Researchers make revisions according to suggestions from the validator. After receiving comments and suggestions from the validators, the researcher tried to make improvements. The practice material does require additional descriptive information as a guide so that students can apply the steps in vocal learning. While in the linguistic aspect there are some grammatical errors that make it uncomfortable to read. The follow-up is to examine in detail the writing and editorial details of each word, sentence, paragraph, and page. It also revises the continuity of the main idea between paragraphs. While in the area of cover design, based on comments and suggestions, it is necessary to arrange

the composition of the image location and colour gradations so that they do not overlap and seem unclear.

3.2 Product Quality of Basic Vocal Teaching Materials

After going through several stages of the process of developing teaching materials, the next step is to test the quality of the product. Teaching materials were tested on 2nd semester students of Music Study Program FBS Unesa batch 2021. Small group trials were conducted on May 6, 2022. The trials focused on aspects of the usability of books, aspects of clarity, aspects of convenience, aspects of implementation of teaching materials and aspects of language. The trial was carried out by asking respondents to pay attention to the teaching materials for the Vocal Instruments subject for semester 2 students at the Unesa Music Study Program class of 2021.

The small group trial involved 1 lecturer as a small-scale test respondent based on the lecturer's initial ability. In addition, the lecturer is a lecturer in the Vocal Principal Instrument Course. The steps for implementing a small group trial are by researchers visiting 2nd semester students of the Music Study Program FBS Unesa class of 2021 to convey the purpose of the research and submitting drafts of teaching materials for the Vocal Principal Instruments course and distributing questionnaires. Next, the researcher asked for the assessment questionnaire again to be analyzed and as material for revision.

Based on the results of the feasibility test, it can be concluded that the quality of the basic level vocal teaching materials is included in the good category and is suitable for use with an average validation score of 74.59%. However, the researcher was not satisfied with the results of the trial. So that researchers feel the need to once again conduct a feasibility test of the basic level vocal teaching material draft.

The 2nd phase of the open material draft trial was carried out on May 20, 2022. The procedure carried out was the same as the procedure used in phase 1. Results Based on the 2nd basic level trial, it was ascertained that the quality of the available materials was in the very good category and worth using. This is indicated by the average validation score obtained 82.22%. Following up on these results, the researchers concluded that the second phase of the feasibility test of the second draft could be used as a benchmark for the quality of basic vocal teaching materials to be used in the Music Study Program.

4 Conclusion

The process of developing basic level vocal teaching materials at the Music Study Program of FBS, Unesa is carried out through 5 stages, including: potential and problem analysis, data collection, product design, design validation, and design revision. Teaching materials based on etude material and classical Indonesian serious songs are determined by considering the most basic level of difficulty and the basic abilities of each student. Most of the students do not know etude and classical Indonesian serious songs. These potentials and problems reinforce the need to develop basic-level vocal teaching materials.

The quality of the textbooks produced in the development of these teaching materials is considered worthy to be used as a source of learning about basic level vocals in the

Music Study Program FBS Unesa. This feasibility is obtained after going through two stages of product feasibility testing. In the first phase of the feasibility test, the average result was 74.59%. Meanwhile, in the second stage of the feasibility test, an average score of 82.22% was obtained. Aspects used in developing the quality of textbooks include convenience, completeness of components, consistency of arrangement, use of language, and book content. The etude material emphasizes the practice of basic vocal techniques, while the classic Indonesian seriosa song is a song presentation material.

Authors' Contribution. Budi Dharmawanputra and Agus Suwahyono conceived and planned for the experiments. Agus Suwahyono and Joko Winarko planned the material development. Budi Dharmawanputra, Agus Suwahyono and Joko Winarko contributed to the analysis, design, revision and the interpretation of the results. Budi Dharmawanputra took the lead in writing the manuscript. All authors provided critical feedback and helped shape the research, analysis and manuscript.

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