

Song Lyrics as A Medium For Language Learning: An Applied Linguistic Analysis

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Abstract

In this study the researcher investigates the types of figurative language used in song lyrics and investigates how figurative language builds meaning in song lyrics. This study uses a qualitative design, namely research that presents statements about reality and social life rather than calculating characteristics. This study found that song lyrics can be used as learning material in poetry appreciation by using the lyrics of the song. Through the results of this study it is also hoped that students can enjoy learning so that learning can take place effectively and enjoyable, besides that the results of this study also include learning designs in actual classroom situations.

Keywords: *song lyrics, applied linguistics, learning English, learning media.*

INTRODUCTION

Learning is an attempt to teach students. This activity will lead the effort for students to learn something effective and efficient manner. Efforts can be made the purpose analysis and study of the characteristics of students, analysis of learning resources, establishing a strategy of organizing, and learning content, learning delivery strategy set, setting a learning management strategy, and establish procedures for the measurement of learning outcomes. Therefore, every teacher must have skills in choosing learning strategies for each type of learning activity. Thus, by choosing appropriate learning strategies in any kind of learning activity, the expected achievement of learning objectives can be met. Gilstrap and Martin (1975) also stated that the teacher's role is more closely related to the success of learners, especially with respect to the ability of teachers to define learning strategies.

Learning a language is essentially a study of communication. Therefore, learning the language is directed to enhance the learner's ability to communicate, both orally and in writing.

This is relevant to the curriculum in 2004 that the competence of language learner subtask directed into four, namely reading, speaking, listening, and listening.

While the purpose of learning language according to Basiran (1999) is the skill of communicating in various communication contexts. The abilities that are developed are understanding meaning, roles, interpretive power, assessing, and expressing oneself with language. Everything is grouped into language, understanding, and usage.

The principles of language learning can be summarized as follows: learners learn best when treated as individuals who have needs and interests; given the opportunity to participate in the use of communicative language in various activities; if deliberately focusing on learning forms, skills, and strategies to support the language acquisition process; he is mobilized in sociocultural data and direct experience with being part of the culture of the target language; if aware of the role and nature of language and culture; if appropriate feedback is given on their progress, and; if given the opportunity to

manage their own learning (Aminuddin, 1994).

Learning language is synonymous with learning to digest figurative language in poetry, but at this time students do not understand the discussion so that their discussion scores are low in learning figurative language. The reason for choosing this topic was to understand the figurative language used in Grid's nineteen songs, and also to find out how to build meaning from the figurative language of the songs.

Figurative language is the use of expressive language in which words are used in a non-literal way to show enlightening comparisons and similarities (Crystal 1995). It means expressive figurative language used by speakers or writers to show between the lines of meaning. The dominant use of figurative language in the lyrics, Klarer (2004). That is, the lyrics as a literary work are more figurative.

Meanwhile, according to the period, Klarer's lyrics (2004) are related to long poetry and also lyrics that come from the Greek origin of the musical instrument "harp" or "harp". That is, lyrics are a type of literary work that expresses ideas or feelings specifically (using lines and poetry). In addition, when lyrics are presented, they are usually followed by music lyrics.

To fulfill the figures of speech and words, this research locates nineteen songs from the data collection. The reason for choosing the box nineteen song as the data collection is that it is one of the most popular music of its generation. The songs contain a lot of figurative language and are one of the most popular bands in Indonesia, so students can be more interested and motivated to learn figurative language.

It is hoped that this research can help the objectives of this research. We can review it from two perspectives. For students, it is intended that students are able to appreciate language and literature and have good abilities and the right to

speak. While the teacher's goal is to develop students' potential in language and to be more independent in compiling and determining teaching materials according to students' abilities and environmental conditions.

In addition, the general purpose of learning is to become a language that plays an important role in intellectual and emotional development and supports student success in learning all subjects. Readers understand figurative language and its types. In addition, this research is expected to be a reference.

Based on the explanation above, the researcher found a research question that must be answered: what figurative language is used in song lyrics—which is used for this research. With regard to research questions, this study focuses on investigations about learning with language, the goals of learning language, and students' weaknesses in learning language.

METHOD

This research uses descriptive qualitative. According to Alwasilah (2007) qualitative research involves description and analysis rather than counting features. That is, research that does not calculate characteristics (statistics), and always analyzes phenomena and describes the results of the analysis is called qualitative research. Based on Alwasilah's theory, this research uses a qualitative design, because the data is in the form of written songs and also this research describes and analyzes the data rather than calculating its characteristics. The data is in the form of complete descriptions and identification of words, phrases or sentences using figurative language.

Figurative language is the use of expressive language in which words are used non-literally to show enlightening comparisons and similarities (Crystal, 1995:452). That is, figurative language is an expression made by a writer or speaker that uses a non-literal meaning and also the

purpose of using figurative language is to suggest explanations and similarities.

Klarer (1999) states that figurative language is a number of stylistic forms that mostly use language in a "non-literal" sense. That is, figurative language is the most widely used form of expression stylistics in a non-literal sense. In other words, figurative language is an expression that has no literal meaning.

Johnson (2011) says that classical rhetoric tends to present figurative language as the main concern of poets, orators, critics, and language teachers. That is, figurative language has become the main concern of poets, orators, critics, and teachers of language. They pay primary attention to figurative language because they want to be successful in expressing themselves.

Later, Johnson (2011) considers that everyone also uses it and the term therefore includes a universal practice in which sound, spelling, grammatical vocabulary, usage and meaning are adapted to achieve special stylistic effects. That is, anyone (not just poets, orators, critics, and language teachers) uses figurative language. Also the term figurative language includes universal practices such as: sound, spelling, grammatical vocabulary, usage and meaning. The universal practice of figurative language must adapt to achieve a particular stylistic effect.

On the other hand, Wordsworth (1965) describes figurative language as a rhetorical device that forms artful utterances that vary from common usage. Then, Wordsworth divides the forms of figurative language into two groups: schemes (or pictures) and figures of speech. That is, figurative language is an artistic form of speech, and it also varies from common usage.

From the explanation above, figurative language is a form of figurative language that is used to indirectly express a meaning that has a variety of arts and is one way for a person to express himself in

writing or speech by using language that has no literal meaning.

Figurative language has several purposes. Frost (2006) explains that figurative language is used to clarify meaning, to emphasize, to stimulate associations and emotions, to animate inanimate objects, or ornaments.

Emphasis is one of the important goals in applying figurative language. It is better if the writer or speaker uses figurative language to attract the attention of the reader or listener. An expression like "he returned to the creator" would feel more formal than "he died". This statement is an example of figurative language called euphemism.

Another important goal is to clarify meaning. A good example can be seen in the application of the simile in "she is like moonlight". Illustrations make the statement have a clearer and more interesting meaning. The statement imagines that the beauty of a woman is easier after the statement than between her beauty and moonlight.

To stimulate and decorate words is an important goal of figurative language applications. The next goal is to decorate words or language. Usually the goal of the author or speaker in his efforts to create a good literary work is one that can have a pleasant effect on listeners and readers. In communicating we use the language skills we have, regardless of the level of quality of those skills. Someone who has optimal language skills will very easily achieve communication goals. On the other hand, at the level of mastery, those with weak language skills will experience difficulties in communicating, resulting in an atmosphere of communication that is not as expected.

RESEARCH FINDINGS

One of the literary works that uses a lot of language style is poetry (Pradopo 2009: 7) concluded that poetry has elements such as emotion, imagination, thought, idea, tone, rhythm, sensual

impression, typesetting, allusion, density, and the author's feelings. All this is revealed in the language of the media. In its development, the language of poetry combined with the art of music and song lyrics was then called. And in this research, there are seventy one figurative languages found in nineteen song lyrics which are categorized into ten types of figurative language such as: hyperbole, euphemism, oxymoron, personification, idiom, simile, meiosis, synecdoche, metaphor, and chiasmus. Meanwhile, two types of figurative language from Johnson's theory that are not found in the songs' lyrics are irony and litotes.

The classification and percentage of figurative language used in the nineteen song lyrics can be seen in the following table:

No	Kinds of Figurative Language	Frequencies	Percentage
1	Idioms	17	23,94%
2	Hyperbole	16	22,53%
3	Oxymoron	11	14,08%
4	Personification	8	11,26%
5	Simile	6	8,45%
6	Meiosis	4	5,63%
7	Synecdoche	3	4,22%
8	Metaphor	3	4,22%
9	Euphemism	2	2,81%
10	Chiasmus	1	1,40%
11	Irony	0	0
12	Litotes	0	0
TOTAL		71	100%

From the table above it can be seen that idioms are the most frequently occurring 17 items or 23.94%. While the hyperbola has 16 points or 22.53%. Oxymoron has 11 items or 15.49%. Furthermore, personification has 8 frequencies or 11.28%. Then, simile has 6 frequencies or 8.45%. meiosis 4 items or 5.63%, synecdoche 3 items or 4.22%, metaphor 3 items or 4.22%. Meanwhile, euphemism was 2 items or 2.81% and chiasmus was 1 item or 1.40%. Figurative language that has no elements is irony and litotes. The most frequently used idiom is a

type of exaggerated figurative language used by speakers or writers to emphasize an idea.

One of the intrinsic elements of story building in a work process is the theme. The theme is a very important element in the formation of a work process, because the theme is the basis for an author to develop a story. Stanton and Jenny C (Nurgiantoro, 2002: 67) argue that the meaning of the theme is contained in a story. Meanwhile, according to Keraf (1984: 107) the main theme is the message conveyed through the essay which is enumerated by the author. In addition, Aminuddin (1987: 91) states that the underlying theme is the idea of the story and the basis that initiates the role in revealing the rights of the author who created it. As stated by Mido (1994: 18) theme is a problem that gets the main place in fiction and not in the mind of the author. This is because the reader is not confronted with the author, but the essay is a literary work. So the theme is the subject or subject of the story. The function of the theme is to inform other structural elements, such as plot, characters, and setting; The most important function of the process is to be a unifying element that persists in the whole story.

The Various themes:

1. Bodily Theme: physical theme is a theme that tends to be related to the physical state of a young man. The theme of this kind of focused on the fact of human beings as molecules, substances and bodies. Examples of physical is the theme romance theme.
2. Organic Theme: organic theme translated as moral theme because this theme groups include those related to human morality between humans his form of the relationship between men and women.
3. Social Scene: Social themes include things that are beyond personal issues, such as politics, education, and propaganda.

4. Egoic Theme: Egoic theme is a theme related to personal reactions that are generally opposed to social influence.
5. Godhead Theme: divinity theme is a theme that relates to the human condition and situation as God's creatures.

Based on the second finding of this research, it is revealed the percentages of figurative language in certain theme songs of nineteen song lyrics. All the songs that in 3rd and 4th band are classified in two themes, such as: love theme song and social theme song. In the love theme song, this research found that hyperbole is more dominant in frequency. Then, in the social theme song, this research found that idioms are more dominant in frequency. Meanwhile, the figurative languages that are least frequent in love theme songs are synecdoche, euphemism and chiasmus. In the social theme song, the figurative language that is least frequent is euphemism.

The percentages of figurative languages in theme songs could be shown in the following table.

No	Kinds of Figurative Language	Theme songs				Total
		Love (13 songs)		Social (6 songs)		
		Total	Percentages	Total	Percentages	
1	Idioms	9	21,42%	8	27,58%	17
2	Hyperbole	10	23,80%	6	20,68%	16
3	Oxymoron	7	16,66%	4	13,79%	11
4	Personification	6	14,28%	2	6,89%	8
5	Simile	4	9,52%	2	6,89%	6
6	Meiosis	–	–	4	13,79%	4
7	Synecdoche	1	2,38%	2	6,89%	3
8	Metaphor	3	7,14%	–	–	3
9	Euphemism	1	2,38%	1	3,44%	2
10	Chiasmus	1	2,38%	–	–	1
11	Irony	–	–	–	–	–
12	Litotes	–	–	–	–	–
	Total	42	100%	29	100%	71

The table above shows nineteen songs classified into 2 themes, namely: the theme of love and the theme of social. The theme song of love has 13 song lyrics and 42 data belonging to figurative language. The social theme song has 6 song lyrics and 29 data belonging to figurative language.

The most figurative language used in love theme songs is hyperbole. The level of

hyperbole in the love theme song is 10 data or 23.80% of the frequency. The lowest average level of figurative language that often appears in love songs is synecdoche, euphemism, and chiasmus. The level of synecdoche, euphemism and chiasmus is 1 data or 2.38% each. Then, the types of figurative language that are not often found in love theme songs are the figurative language of meiosis, irony and litotes.

Idiom is the highest figurative language that is often used in social theme songs. The level of idioms in social theme songs is 8 data or a frequency of 27.58% in love theme songs. The lowest average level of figurative language that appears frequently in social theme songs is euphemism. The level of euphemism in social theme songs is 1 data or 3.44% frequency in social theme songs. Meanwhile, figurative language that is not often found in social theme songs is metaphor, chiasmus, irony and litotes.

Based on the two statements above, it can be concluded that the band on their 3rd and 4th albums used hyperbolic figurative language dominantly in the love theme song. In addition, the band is more dominant in using idioms in songs with social themes.

The use of hyperbole as the dominant figurative language in love-themed songs by the band is because people who are in love, heartbreak or other cases of love when expressing their feelings generally use exaggerated expressions. So, the use of hyperbole can touch the feelings of people who are in love, heartbroken because of love and other cases of love.

Whereas the use of idioms as figurative language is dominant in the social theme song because the social theme song has an essence as an invitation and support to be better. Also, the social theme song as sympathy for others who have had bad luck. So, the use of idioms in social-themed songs is the right choice without offending the person addressed in the song.

From this explanation, it can be concluded that song lyrics can be used as learning material for poetry appreciation, namely the basic competence of identifying elements of poetry form (style) delivered directly or through recordings.

CONCLUSION

Follow the results of this research, it can be concluded that there are 12 types of figurative languages according to Johnson's theory. This research found 10 types of figurative language which is used in nineteen song lyrics such as; idioms, hyperbole, oxymoron, personification, simile, meiosis, synecdoche, metaphor, euphemism and chiasmus. Idioms is the most frequent with 17 items or 23,94%. Hyperbole has 16 items or 22,53%. Oxymoron has 11 items 14,08%. Then, personification has 8 items or 11,26%. Simile has 6 items or 8,45%. While meiosis has 4 items or 5,63%. The next is synecdoche that has 3 items or 4,22%. Then, metaphor has 3 items or 4,22%. Euphemism has 2 items or 2,81. The last is chiasmus that has 1 item or 1,40%.

Also this research classifies the themes of song's lyrics in two themes, such as; love theme songs, social theme songs. Love theme songs have 42 data and social theme songs have 29 data which are included into figurative languages. Hyperbole has dominance frequent in love theme songs, it caused hyperbole has 10 data or 23,80%. While, idioms has dominance frequent in social theme songs, it caused idioms has 8 data or 27, 58%.

The using of hyperbole as dominant figurative language in love theme songs because the people who falling in love, broken heart or other love cases when expressing their feeling commonly uses over expression. So, the using of hyperbole can touch the people's feeling who falling in love, broken heart caused love and other love cases.

While, the using idioms as dominant figurative language in social theme songs because the social theme

songs have essence as an invitation and support to be better. Also, the social theme song as a sympathy to other people which is get bad destiny. So, the using of idioms in social theme song is a suitable choosing without made the people that addressed in the song is nudge.

Nineteen Song Lyric relevant used as learning materials appreciation of poetry as the lyrics contain a lot of style and full of positive values and an appreciation of learning poetry with song material can be done in three phases: planning, implementation and evaluation and reflection. In planning the teacher to make lesson plans, preparing audio-visual media, and assessment instruments. during the implementation phase, the teacher uses group discussion method as a learning method. At this stage of evaluation and reflection, teachers analyse the process and learning outcomes in order to determine the extent of learning and develop improvements in future learning.

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