

## **CHAPTER II**

### **REVIEW OF LITERATURE**

This chapter describes the literature underlying the analysis of the lyrics as well as the theory applied to analyse it, particularly Michael Halliday's interpersonal meaning theory (the 1970s) and Martin and White's (2005) Appraisals Theory.

#### **2.1 Theoretical Framework**

##### **2.1.1 Song as Discourse**

According to Tannen & Trester (2013), songs are forms of discourse that use music, lyrics, and performance to convey a message or convey multiple layers of meaning. Songs can be seen as a powerful tool for shaping and reflecting cultural norms, values, and identities, and they can provide a window into the social, political, and emotional landscape of a given time and place. As a form of discourse, song lyrics contain an implied message from the songwriter to influence their listeners. Another scholar, Vošahlík (2016) states that listeners require a stunning performance, and composers' goal is to impress them. Moreover, the emotive and expressive nature of lyrics can create a profound impact on listeners, stirring their emotions, and influencing their behaviour and attitudes. Based on the preceding statements, analysing song's language, themes, and interpersonal connotations can reveal useful insights into the messages being conveyed and how they can influence the listener. We can acquire a better grasp of a

song's cultural and societal significance, as well as the songwriter's purpose in composing the work, by evaluating its language aspects.

### **2.1.2 Interpersonal Meaning in Systemic Functional Grammar**

According to Gerot & Wignell (1994), Systemic Functional Linguistics (SFL) regards language as a source of meaning to describe language in use, focusing on texts and their contexts, also their structures and how those structures construct meaning. Furthermore, Eggins (2004) opines that Systemic Functional Linguistics seeks to investigate not only how individuals use language and how language is structured for different purposes, but also the relationship between language and social relations. Halliday, (1969) came up with the theory of Systemic Functional Grammar (SFG) as a component of SFL. He explains that SFG is a way of describing the lexical and grammatical choices of the 'words' system to describe how language is used in a specific context. Halliday & Matthiessen (2006), moreover, argues that language is closely related to an important aspect of human experience, namely the aspect of social structure.

Furthermore, Halliday as in Gerot & Wignell (1994) added that all languages involve three meta functions:

1. The ideational meaning refers to how language is used to convey information or represent the world around us. This includes the grammar and vocabulary we use to describe objects, events, and states of affairs.

2. The interpersonal meaning, on the other hand, refers to how language is used to establish and maintain social relationships. It encompasses the grammar and vocabulary we use to express attitudes, emotions, and other affective states, as well as the social roles and power dynamics between speakers and listeners.
3. The textual function is concerned with how language is used to structure and organise discourse. It involves the grammar and vocabulary we use to create cohesion and coherence in texts, such as conjunctions, transitions, and other devices that signal the relationships between different parts of a text.

Overall, Halliday's three metafunctions provide a framework for understanding how language functions in different ways to achieve different communicative goals. In this study, the authors focused on examining interpersonal meaning which refers to the language used by speakers to express their attitudes, feelings, and judgments towards others.

Halliday also argues that interpersonal meaning is an essential component of language as it enables individuals to build social relationships and express their social identity. According to Halliday (1978), interpersonal meaning plays a central role in the creation and interpretation of texts as it enables individuals to convey their perspectives, opinions, and values. This means that a careful analysis of interpersonal meaning can reveal the underlying social and cultural attitudes that shape our interactions

with others. Understanding the interpersonal meaning of a text can also help us to understand the motivations, intentions, and emotional states of the speaker or writer. As a result, the study of interpersonal meaning is essential for gaining insight into the complex dynamics of human communication and how language is used to express our social and emotional lives. According to Halliday, interpersonal meaning is made up of two main concepts: mood and modality

Suhadi, (2017) states that mood is a system that is expressed through the selection of three main illocutionary acts: indicative, interrogative, and imperative. On the other hand, modality refers to the speaker's opinion or judgement regarding the content and speech function of the clause. Suhadi's statement represents the area of meaning between the positive and negative poles, determining whether the process is realised or not realised. Furthermore, the following is an explanation of mood and modality (Gerot & Wignell, 1994) in their book *Making Sense of Functional Grammar*.

#### **2.1.21 Mood**

Gerrot and Wignell (1994) argue that mood refers to the grammatical structure of a sentence that conveys the attitude of the speaker towards what he says. Specifically, mood refers to how the clause is structured to indicate whether the speaker is making a statement (declarative mood), asking a question (interrogative mood), or giving a command (imperative mood). Mood can convey meaning

between people by expressing the speaker's intentions, attitudes, and beliefs about the listener or the information being conveyed. The subject structure and finite elements of a sentence indicate the mood of the sentence. The subject is realised by the nominal group and the finite is part of the verbal group.

Mood	
Subject	Finite
<i>The cat</i>	<i>sleeps</i>

As mentioned before, there are three types of moods and the following explanation:

1. A declarative mood is used to make a statement or claim about the world. It is the most common sentence type in English and is often used to convey information or give descriptions. For example: "The cat is sleeping on the couch."

Mood		Residue	
Subject	Finite	Predicator	Adjunct
<i>The cat</i>	<i>is</i>	<i>sleeping</i>	<i>on the sofa.</i>

2. An interrogative mood is used to ask a question or to seek information from the listener. It is typically marked by the use

of a question word or by a change in word order. For example,

"Where is the cat sleeping?"

Residue	Mood		Residue
	Finite	Subject	Predicator
<i>Where</i>	<i>is</i>	<i>the cat</i>	<i>sleeping?</i>

3. An imperative mood is used to give a command or to make a request of the listener. It is typically marked by the use of the base form of the verb, without an explicit subject. For example, "Please feed the cat."

Residue	Mood	Residue
	Finite	Complement
<i>Please</i>	<i>feed</i>	<i>the cat.</i>

### 2.1.2.2 Modality

Modality is a grammatical resource used to express the speaker's degree of certainty or obligation towards the information being conveyed. Gerot and Wignell (1994) identify two main types of modality: **modalization** and **modulation**.

1. Modalization involves the use of modal verbs or modal adverbs to indicate the degree of necessity, obligation, or

possibility of the information being conveyed. For example, "You should take an umbrella because it might rain" uses the modal verbs "**should**" and "**might**" to express the speaker's suggestion and uncertainty about the possibility of rain.

2. Modulation, on the other hand, involves the use of lexical or grammatical devices to modify the speaker's attitude towards the information being conveyed. For example, "It's a bit chilly in here" uses the adverb "**a bit**" to modulate the speaker's attitude towards the temperature, indicating that it is not too cold.

Another example of modality by Halliday in Gerot and Wignell is the use of the modal verbs "**must**" and "**may**" to indicate degrees of obligation and possibility. For example:

1. "*You must be tired after such a long day*" uses "must" to express the speaker's strong belief that the listener is tired.
2. In contrast, "*You may be tired after such a long day*" uses "may" to express the speaker's suggestion or possibility that the listener is tired.

### **2.1.2.3 Residue**

Gerrot and Wignell (1994) explain that residue can be thought of as the "**leftovers**" of the clause, which convey additional meanings beyond the primary function of the clause. The residue is realised through the

use of various linguistic resources, including lexical items, grammatical constructions, and discourse markers. These resources are used to convey meanings such as evaluation, attitude, stance, and tone, which go beyond the simple representation of the message. For example, in the sentence "I've been waiting for you for an hour," the residue conveyed by the phrase "**for an hour**" conveys the speaker's frustration and impatience. This residue is not directly related to the main function of the clause, which is to convey the fact that the speaker has been waiting for the listener.

### **2.1.3 Appraisal System**

When someone produces a language in social relationships, they simultaneously display the three meta-functions as previously mentioned. In other words, from one meaning of meta-functions, one can see the other side of the conversation and identify different functions from different patterns of meaning Martin and White, (2005). According to them, one of the functions arising from the meta-functions of language is evaluation, it refers to the interpersonal meaning that focuses on the participants in communication and the social relationships (e.g., songwriter and audience).

The Appraisal System, developed by Martin and White, is a theoretical framework within the field of systemic functional linguistics (SFL) that focuses on how language is used to express evaluative meanings. According to Martin and White (2005), "Appraisal is the systematic

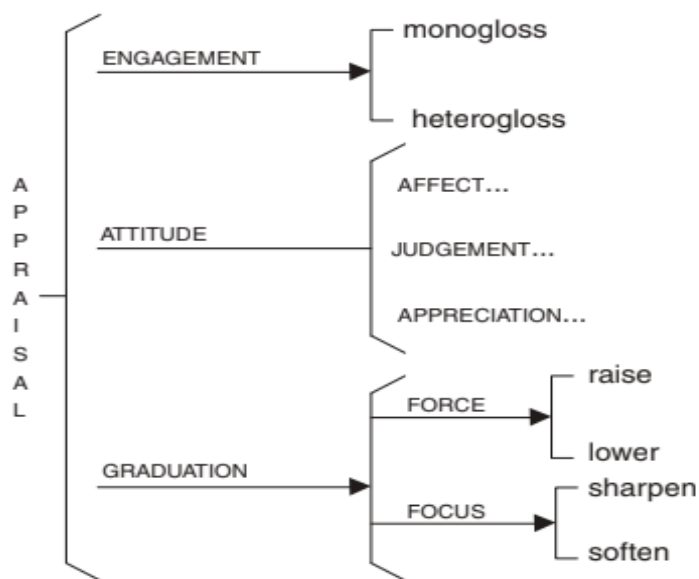


patterning of language for the expression of evaluative meaning, involving the resources of *attitude, graduation, and engagement*" (p. 36). The Appraisal System comprises three main components:

1. **Attitude:** The Attitude subsystem is concerned with our feelings, it encompasses three types of evaluative meanings: Affect, Judgment, and Appreciation. Affect refers to the emotional stance of the speaker towards an object, event, or person, such as liking, disliking, or feeling surprised. Judgment relates to the speaker's assessment of something in terms of its value, desirability, or appropriateness. Appreciation involves the speaker's evaluation of something based on aesthetic or ethical standards.
2. **Graduation:** The Graduation subsystem focuses on the intensity and force of evaluative meanings. It involves resources for expressing the degree or strength of the speaker's evaluation, such as using words or expressions to convey a higher or lower intensity of the evaluative meaning.
3. **Engagement:** The Engagement subsystem related to the speaker's positioning in relation to the evaluation being expressed. It involves resources for indicating the source of the evaluation, the alignment or distance of the speaker from the evaluation, and the negotiation of stance in communication.

The appraisal system is widely used to analyse evaluative language in various genres such as news discourse, political speeches, advertisements, and social media texts. It provides a systematic opportunity to analyse how people use language to express their subjective judgments and attitudes, and how these judgments are strategically used for persuasion, negotiation or to position themselves in communication. The diagram below depicts an overview of the Appraisal framework:

Figure 2.1 An overview of the Appraisal System (Martin & White, 2005).



According to that explanation above, attitude plays an important role in the expression of the interpersonal meaning of language. It helps in understanding how speakers convey their attitudes and perspectives towards people, events, or objects, and how these evaluative meanings contribute to the overall meaning and tone of discourse. The followings are the components of the Attitude subsystem along with examples:

1. **Affect** is concerned with the registration of positive and negative emotions: whether we are pleased or sad, confident or nervous, interested or bored. It refers to the emotional stance of the speaker towards an object, event, or person. It involves expressing emotions such as liking, disliking, joy, anger, surprise, etc. Examples of affective language include:

*"I'm so happy to see you!"*

*"He was angry about the situation."*

*"She seems sad after receiving the bad news."*

2. **Judgement** is concerned with our views regarding behaviour, which we either like or criticise, praise or condemn. It involves expressing opinions, evaluations, or criticism. Examples of judgmental language include:

*"That movie is amazing! I loved it."*

*"His presentation was terrible. It lacked organisation."*

*"She made an excellent decision to pursue further education."*

3. **Appreciation** relates to the speaker's evaluation of something based on aesthetic or ethical standards. It involves expressing admiration, approval, or disapproval towards something. Examples of appreciative language include:

*"The sunset is beautiful with its vibrant colours."*

*"I appreciate your hard work and dedication."*

*"His efforts to protect the environment are commendable."*

Through these three subsystems, more detailed and deeper attitudes toward the audiences, the topic, or individuals involved in the communicative process can be discovered. Based on the empirical studies discussed in this section, research on song texts using SFG and Appraisal theory can provide more reliable supporting evidence to present a good picture of what is underlying it in the context of language events and explore the meaning behind the song's discourse.

## **2.2 Previous Studies**

A study has been conducted on the lyrics of songs by Harry Styles by Putra & Winarta, (2022). This study focuses on the figurative language used in the lyrics of the song and the meaning contained in the lyrics of the song. Sign of The Times is also one of several songs analysed. The findings show that in Harry Styles' songs with the highest number of YouTube viewers, ten types of figurative language were identified, including simile, metaphor, personification, synecdoche, hyperbole, and irony. The use of figurative language is crucial in conveying a songwriter's emotions or ideas indirectly. There is a result that is relevant to my research in which they discovered two contradicting clauses in the lyrics of the Sign of the Times that represent a person trying to stay strong despite their worsening state and approaching death. Therefore, even though the approach used in this song research is different from the approach I used, the research can add to my understanding from another perspective.

Discourse analysis from a Systemic Functional Grammar perspective was carried out by Li, (2019) on the song Heal The World. Li conducted a statistical analysis of pronoun usage, mood system analysis and cohesion analysis. Overall, an analysis of the use of personal pronouns in "Heal the World" reveals the intentional use of multiple pronouns to engage and connect with listeners, evoke emotion, and convey the song's message of unity, compassion, and the need for positive action. In the mood system analysis, it is found that the persuasive nature of the language used in the song is found. The song not only conveys a message but also compels listeners to take action, appealing to their sense of responsibility to make a better world. In addition, it was also found that there are many conjunctions in the lyrics, which makes the music smooth and makes the lyrical melody beautiful. As a result, it can deepen the listener's sense of the song. Aside from the valuable insights given by Li's (2019) research, there remains a research space regarding the application of appraisal theory to examine the song's discourse. Li only focuses on the use of pronouns, mood system analysis, and cohesion analysis. The study of song discourse from the perspective of appraisal theory on songs also needs to be added to the research of song lyrics to get deeper results.

Widyahenning & Ma'fiah, (2020) analysed the lyrics for the songs 'Perfect' by Ed Sheeran and 'Marry You' by Bruno Mars. She analysed the context and situation, followed by an analysis of grammatical and lexical aspects. The contextual and situational aspects provide a clear picture and are useful for a true understanding of how the song was created because it is more or less influenced by the songwriter's real life experience when writing the lyrics of the song. In terms of

grammatical and lexical, it was found that these songs often refer to 'I' and 'You'. The lyrics also have a few repeated lines which help emphasise the songwriter's message. Even though this research examines the meaning of songs in a different way, for me this is very important because it inspires me to see this song from another perspective.

Another scholar Wei, et al. (2015) provides a comprehensive analysis of the current state of research on Appraisal Theory. They analyse various research articles to identify key concepts and applications of Appraisal Theory. Their analysis reveals that Appraisal Theory provides a useful framework for analysing attitudes and evaluations expressed in language, and can be applied in a variety of fields, including literary studies, discourse analysis, and language education. The research findings indicate that Appraisal Theory offers a valuable tool for researchers and educators to analyse and understand the way language is used to express attitudes and values. In the context of song lyrics, Appraisal Theory can be applied to understand the attitudes and values conveyed in the lyrics. This research provided me with a better understanding of how the framework provided by Appraisal Theory can assist in analysing the way language is used to express emotions, judgments, and opinions in song lyrics.

Li, (2016) investigates English song discourse from the perspective of appraisal theory. The study highlights the importance of analysing the attitudes expressed in the lyrics of songs, which can serve as a rich source of language input for language learners. The use of the appraisal framework provides a useful tool for

identifying and analysing the types of attitudes expressed in English songs. The findings of the study suggest that English songs use a range of appraisal resources to convey different attitudes, including positive and negative affect, evaluations of people and things, and expressions of appreciation. This attitudinal analysis can help language learners develop their language skills and understanding of attitudes and values, as well as provide a deeper appreciation for the cultural significance of music in English-speaking countries. It is still important to my current research since it provides me with more knowledge about discourse analysis from the perspective of appraisal theory that focuses on attitudinal analysis. Nevertheless, returning to my earlier statement the combination of discourse analysis, a systemic functional grammar approach, and appraisal theory is required to provide deeper and more detailed results.

Analysis of song lyrics has been done by Vidhiasi, (2021) on Paw Patrol song lyrics. The study found that the song of PAW Patrol has three types of Appraisal systems: Attitude, Engagement, and Graduation. Appreciation is the only sub-system found in Attitude, which means evaluating something. The only sub-system found in Engagement is denial. The most commonly used system is Graduation, which shows how big a problem is or how much someone is helped. This makes listeners and viewers feel like they are receiving the heroism shown in the song's lyrics. In the end, Vidhiasi also added that the Appraisal System Research is very interesting because researchers can see the meaning behind a word or utterance. Even though the research does not focus on attitudinal analysis, it is still

significant to my current research because it employs the same theory as me, resulting in improvement in my understanding of it.

Based on the above studies, it is clear that analysing song lyrics is an important research field that can provide useful insights into language use, emotions, and social contexts. To evaluate the various levels of meaning in song lyrics, various theoretical frameworks such as systemic functional grammar and appraisal theory have been applied. Furthermore, analyzing attitudes and evaluations conveyed in song lyrics can help language learners acquire language skills, understand attitudes and values, and have a better knowledge of cultural relevance in various contexts.

### **2.3 Conceptual Framework**

A song often uses its lyrics as the primary means of delivering a message, while the music serves to provide the emotional and aesthetic context in which the message is presented. Songs can communicate a wide range of meanings, including personal, emotional, political, and social messages. Due to its ability to elicit strong emotional reactions in listeners, music is often a more effective means of communication than any other form of expression. Additionally, repeating certain words or phrases, using rhyming patterns, and other musical techniques can further reinforce a song's message and enhance its memorability. As a result, songs can be a powerful tool for conveying messages to a broad audience and can leave a lasting impression on the thoughts and feelings of listeners.



The writer of this study employed an appraisal system and analysed the interpersonal meaning conveyed through the mood system in the lyrics of the song "Sign of the Times". Through the appraisal system, the writer examined clauses that expressed evaluations of objects, people's characteristics, and emotions.