

CHAPTER I

INTRODUCTION

1.1 Background

Language is a way humans use to communicate, whether it is spoken or written. In applying this activity, a pattern is formed and applied by people, unconsciously or not. This pattern then becomes the knowledge that shows how language may and may not be strung together. It all happens because there is orderliness in language so that people can deliver what they think and feel in a proper language form. The orderliness is known as grammar. It allows people to combine units of language into words, phrases, and sentences. Grammar means something like how a language is organized, besides, it is a set of grammatical rules (Butt et al., 2001). It provides the basis for understanding how a language is put together (Morley, 2004). Grammar constitutes a linguistic system that is tied to patterns that may be proven. In other words, grammar contains the rules of the language. What grammar does is to provide people with a basis for understanding how a language is put together, that is to say, what the possibilities and constraints of structural patterning are (Morley, 2004).

Going deeper, the study of how the words were organized into phrases and sentences is called syntax. It is the study of the language level that lies between words and the meaning of utterances (Carnie, 2013). It allows people to combine words into phrases and sentences in a unique way. The idea of syntax is how people put words together in a sentence to make that sentence make sense.

There are two ways to approach syntactic structure. First is the formal syntax which deals with how words can combine to create larger units of form and eventually sentences. On the other side, functional syntax handles how sentences are structured in terms of smaller functional elements (Morley, 2000). The big difference between them is how functional syntax could analyze the role of elements in a structure. When a functional element is determined as a formal unit while analyzing a structure, it may function as an element of a smaller unit in a structure. A functional syntax will also show the role of the elements of the unit and its meaning based on the context.

A functional element indicates the syntactic role that a unit is playing in structure. The units are sorted from the smaller units to the bigger units, which are word, phrase, clause, and sentence. A phrase as one unit, also consists of smaller units divided based on the class of words that is used and functions as the headword. Morley (2004) classified the five main classes of phrases into nominal, verbal, adjectival, adverbial, and prepositional. The five main classes of phrases can be found everywhere, as people create phrases.

One of the kinds of text where phrases are often used is in song lyrics. Song lyrics refer to words that are delivered along with music in a song. In song lyrics, the songwriter tends to share their emotions in sentences. The nicer and more beautiful sentences created and sung, which involve the understanding of grammar and syntax, the more listeners will engage with the song. That is why song lyrics play a big role in songs. Every songwriter has their uniqueness in writing song

lyrics. Just like a poet or a novel writer writes, there is ‘something’ that differentiates lyrics from one to another.

Nicole Zefanya widely known as NIKI is a singer-songwriter from Indonesia. She was born on January 24th, 1999, raised in Jakarta and now she is currently based in the United States. She started to post covers and originals of her singing videos on YouTube and gained popularity after winning a contest as the opening act of Taylor Swift's The Red Tour at fifteen years old (Havens, 2022). In 2018, she signed to an Asian-American label called 88rising. Then, she started to release EPs and several singles and in 2020 her first album, MOONCHILD, was released.

At the age of 20, she was included on Forbes 30 under 30 because of her success as one of the first Indonesian solo artists to perform at the Coachella music festival (Forbes, 2020). This became a big achievement of NIKI as an Indonesian singer since Coachella is one of the most critically acclaimed music festivals in the world based on Goldenvoice, a California concert and music festival promoter. She also contributed four songs to the soundtrack of Shang-Chi and the Legend of the Ten Rings from Marvel Studios which was released on September 3rd, 2021, and became a famous movie that gained \$200 million domestic box office barrier and became the first film on 2021 that break it (Movio, 2021). In 2022, she was nominated at the MTV Europe Music Awards, the biggest music awards in Europe, as Best Asia Act and became the only representation of Indonesia that year (Fadillah, 2022).

Nicole is her sophomore full-length album which was released on August 12th, 2022. It contains twelve songs, half of the songs in this album are written by her

which has been posted on her YouTube around her teenage age, and half of them are the result of her growing process. Since it was released, the music video of her song "*High School in Jakarta*" has gained more than 30 million views on YouTube and become her second most viewed music video, after "*Everytime Summertime*" with 45 million views. On the other streaming application, Spotify, one of her songs from this album, "*Take A Chance with Me*", has gained more than 150 million streams. As appeared on Spotify, NIKI has around 11 million monthly listeners with five songs from this album included in her top 10 popular songs on Spotify. This number is surprising the other Indonesian woman singer under the same label as her, Stephanie Poetri with only around one million monthly listeners. Thus, Nicole by NIKI has shown a big popularity since it was released.

This album explores heartache since it was written by a teenager NIKI. This becomes the reason why this album gained a lot of attention from her listeners. As it was written by NIKI herself, she has the uniqueness of conveying her lyrics with a story-telling method, which has become one of her marks as a solo singer and songwriter. The lyrics she wrote are easy to understand and it feels like the listeners are listening to a diary with a melody. Hence, the lyrics in this album are interesting to analyze because NIKI can gain a lot of attention with easy and understandable song lyrics she wrote but at the same time are beautifully written. This lyric below is from "*High School in Jakarta*" and shows how NIKI uniquely wrote her song lyrics:

Didn't you hear Amanda's movin' back to Colorado?

It's 2013 and the end of my life

Freshman year's about to plummet just a little harder

But it didn't 'cause we kissed on that Halloween night

I bleached half my hair when I saw Zoe on your Vespa

It was orange from three-percent peroxide, thanks to you

I needed a good cry, I headed right to Kendra's

I hated you and I hoped to God that you knew

The lyrics appear like a story and NIKI does story-telling in her songwriting which makes her song good to listen to. Chelosky (2022) from UPROXX, a music and entertainment online editorial, stated that Nicole by NIKI become a warm welcome where her listeners feel like they are NIKI's old friend by her relatable high school lyrics. It feels like NIKI is catching them up on what they have missed. Since she wrote it as it is a story and very descriptively, it is intriguing to see how the lyrics build as a structure. It is also interesting to discover the meaning and its interpretation. Therefore, this study is concerned with the nominal phrases used in the song lyrics of NIKI's second album, Nicole.

By using nominal phrases in the sentences, the song lyrics become more descriptive. According to Morley (2000), a nominal phrase is a phrase that has a noun or pronoun as its headword. Nominal phrase allows the song to be more expressive so that the meaning that is purposely communicated will transferred well.

The lyrics she wrote have hypnotized more than 10 million listeners, hence, this study of analyzing the song's lyrics and their role in the sentence is important with the aim to see the pattern of the form used in the lyrics and its interpretation of meaning. However, it is rare to find research regarding the functional syntactical analysis of song lyrics. It is such a big thing to miss analyzing song lyrics by using functional syntax. This matter then becomes the main reason for this study.

1.2 Theoretical Framework

1.2.1 Systemic Functional Linguistics

Halliday in his book, *An Introduction to Functional Grammar*, introduced the term “rank scale” or “categories” regarding the grammatical units in English. A grammatical unit itself is considered as the extent of language, where it carries either smaller grammatical patterns or operates in larger grammatical patterns (Morley, 2004). Halliday describes the concept of rank scale, which is the essential key to understanding the works of language in a system (Butt et al., 2001). This work then led to the theory of Systemic Grammar which later became Systemic Functional Grammar. This indicated the transformation of Halliday's theory from being a level ‘form’ theory only which specifies grammar becoming a theory about the levels of both ‘form’ and ‘meaning’ (Fawcett, 2010).

Since grammar is the central processing unit of language, Halliday (2004) argues that it is natural that the systems of sound and of writing through which these meanings are expressed should reflect the structural arrangement of the grammar. Furthermore, this means that grammar, in the field of functional approaches, is

concerned not only about the patterns of wording but also about the meanings and context. To strengthen the arguments, Fawcett (2010) stated that a grammar now includes a level of meaning as well as level of form. Eggins (2004) claims that language is functional and its function is to make meaning. Then, meanings in language are influenced by the social and cultural context in which they are exchanged.

The explanation above led to the clear theory of Systemic Functional Linguistics. It is the study of linguistic forms and their relation to the meanings they express (Thompson, 2014). By systemic, it means that this theory is concerned with the systems related to the networks of choices available to the speaker (Banks (2019). This theory is used not only as the basis for analyzing structure and pattern but includes the theory of language that consists of several levels and how it is used in social context (Fawcett, 2010). Banks (2019) states systemic functional linguistics is concerned with the internal functioning of the parts of the language and how it functions in society. Systemic functional linguistics provides the theory that is used to understand how the structures of language contribute as the rules and at the same time have a way of expressing meaning in social context.

1.2.2 Context of Situation

Language differs with the situation (Morley, 2000), and this extends to the understanding that a particular language is applied to a particular use. From Banks (2019), it can be understood that Systemic Functional Linguistics is functional in two ways. First, it focuses on how the many aspects of the language function

together to provide the resources for meaningful communication. Second, it examines how language functions in society as a tool of communication. This then becomes the basis for the definition of register, the variety of language used in a particular situational context (Morley, 2000). This deals with those aspects of the situation that do pertain to – and therefore will be reflected in – the language being used (Morley, 2004). Register context is then developed into three parameters: field, tenor, and mode. Field talks about the activity that is happening where the language is part of it, the tenor is the relationship between the person who is communicating and their addressee, and mode is the form of communication that is used (Banks, 2019).

i. Field

A field engaged with what is the subject of a text about. It covers the specification of the general topic area and the details of the topic regarding what is going on or what is being spoken or written about (Morley, 2004). It is also concerned about who is doing what, how, why, when, and where (Morley, 2000). For example, the text *'two americanos for table two, please'* relates to the fields of ordering drinks (*americano*) for a specific place (*table two*).

ii. Tenor

The tenor is concerned with the relationship of the participant. In detail, it focuses on the role and social status of the participants in the speech event and even the relationship between their roles (Morley, 2004). Morley (2004) explained that potentially, there are four kinds of involvement of participants in a speech event. A

participant can be involved as the speaker (*I/me* or as a member of *we/us*), as the addressee(s) (*you*), or as the third party, whether present or not (*he/him, she/her, it, they/them*), or as a generalized referent (*one*). Morley (2004) stated that there is a scale that can be used to present variations of the relationship. The terms are 'remote', 'informal', 'familiar', and 'intimate'. Social status and role that a person has also could show the variation of language that is used on different occasions in a day. For example, a girl may be a daughter who asks for food from her mother and at the same is a student who doing a presentation in front of the class, or a patient describing her symptoms to a doctor.

iii. Mode

Mode related to the medium that is used for text to be expressed. The two primary modes are 'spoken' which is associated with 'spoken to be heard' and 'written' which is related to 'written to be read'. There are two types of spoken language may be spoken: spontaneous and non-spontaneous. Spontaneous language could be a live comment by the radio DJ or commentator on a sports event, meanwhile, a non-spontaneous language is performed from memory, for example, a speech or a recitation of a monologue. A written text is also divided into two types: written to be read, such as e-mail or newspaper and written to be spoken, for example, a script for television news.

1.2.3 Functional Syntax

Syntax is the way words are combined into larger structures including sentences (Lynn, 1999). Morley (2004) stated that syntax deals with two things, which are 1)

the grammar above the word and 2) the grammar of sentence structure. This means that syntax is concerned with the units and patterns between the words and sentences. Syntax is related to how words have their pattern and rules so they become sentences that make sense and are understandable. In understanding syntax, there is a key to the efficiency of language. Different structures can be created by combining the same words and different words can create the same structures of sentences (Lynn, 1999). Thus can be concluded that syntax is the arrangement of units that create patterns based on the rules of grammar.

As explained in the previous section, SFL is used to analyze linguistic structure such as sentence structure, clause structure, phrase structure, or word structure and its functions or meaning based on the particular context. Differences in wording in a text will create differences in meaning (Morley, 2000). As Kuiper & Nokes (2014) support, word order is very important because it determines the meaning of what people say. Different word orders will distinguish the meaning of sentences that are determined by how words are structured by the syntax. Then, as systemic functional linguistics is the base theory, it has the role of explaining the differences and similarities in the actual wording of sentences or syntactic structure.

The approaches to syntactic structure are divided into two kinds. Morley (2000) differentiates it into two. Formal syntax as the first kind of syntactic structure approach analyzes how the words are created or combined into larger units of form. It is can be understood as how the combined words created from the smaller to larger units or forms. Formal syntax analysis will only show the structure of a

language, for example, from Morley (2004), the sentence *John gave his friend the map* will be analyzed as ‘*NP + VP + NP + NP*’. Otherwise, functional syntax deals with how the sentence is structured in terms of smaller functional elements. This works as the reverse of formal syntax, with the addition of functional elements that show the role or function of a unit in the structure. Hence, the big difference between them is formal grammar focuses on how the sentence will be created from the combination of smaller units, on the other hand, functional syntax analyzes the role and function of the unit from the structure and its meaning based on the context of the text.

However, functional syntax will not detach from the grammar form, because there is no meaning and role without form. As Morley (2000) asserted the roles of the elements of a structure are shown in a functional syntactic analysis, additionally, each structural element is set on an equal basis. To deeply describe a functional syntactic structure, it is important to pay attention to the smaller structural constituent and its relationships, moreover, specify the word units. This means that the analysis in functional syntax will not only show the breakdown of elements of structure but also explain and show the function or role of units or elements.

1.2.4 Phrase

A phrase is a group of one or more words that consist of the headword element and they are together showing the grammatical role, in which other circumstances it can be expressed by using one word (Morley, 2000). Based on that, it is essential for a phrase to have a headword. As stated before, a phrase could consist of one

word or more than one words, which have a provision that if the phrase consists of one word, that word is the headword of the phrase. Alongside that, if the phrase consists of more than one word, it is considered that the phrasal headword is the word that has a pivotal role in that group of words. To conclude, the genuine role of a phrase is to express the component element of an idea (Morley, 2000).

1.2.5 Nominal Phrase Structure

Nominal phrases are phrases that contain a noun or pronoun as its headword (Morley, 2000). Fromkin et al. (2014) asserted that a nominal phrase is the syntactic category of expressions that contains several forms of nouns or pronouns as the headword that works as the subject, even various objects in a sentence. The key principle of this phrase is that it uses a noun, a person, a place, or a thing and it uses a modifier either before or after the headword (Fandaha & Rohiyatussakinah, 2023).

Morley (2000) identifies the conditions of the structure of nominal phrases. Nominal phrases that consist of a noun as its headword may typically prefixed and modified or set on by an article, a genitive phrase, a pronoun, an adjective (adjectival phrase), or another noun (nominal phrase) and they may be followed and qualified by a prepositional phrase or subordinate clause, or in certain cases an adjective or nominal phrase. The condition where it is prefixed and modified is called pre-headword modification or premodification. Otherwise, when the headword is followed and qualified by those mentioned above is called post-

headword modification or post-modification. Based on Eastwood (1994), a noun can be one word and can also be more than one word.

Morley (2000) stated that there are four basic elements of nominal phrase structure. They are determiner that are symbolized by (d), modifier and its symbol (m), nominal head element or headword as (h), and qualifier (q). As it is a nominal phrase, the headword will be a noun or pronoun. Here is the continuation of the basic elements, based on Morley (2000):

i. Headword (h)

A headword in a nominal phrase is the main word of a phrase. Since it is a nominal phrase, then it uses nominal word nouns such as *table, tea, girl, places*, and pronouns such as *she*, and *he*. The mark of headword will be explained below:

h

He is silly.

h

The equipment has arrived.

ii. Determiner (d)

Determiner is the element of phrase that assigns the part of the headword being referred to. From Eastwood (1994), a determiner come before noun. These are the categories that are included as determiners:

- a. Articles such as *a, the*.

Example: *The* apple is red.

b. Pronouns with the subclasses:

- Demonstratives such as *this, that*:

Example: *This* place is cool.

- Possessives such as *my, his, her, your*.

Example: *My* cats are cute.

- Relatives which are *whose, which*.

Example: The girl *whose* hand is in her pocket is a teacher.

- Interrogatives which are *which, what, whose*.

Example: *What* are you doing?

- Typics

Example: I can do *such* lots of work.

- Exclamatives

Example: *What* a joke!

- Quantifiers such as *all, both, many, some, few, several, no, each, every, any, much, either, neither*.

Example: *Some* of them are still silent.

- Numerals such as *three, fifteen*.

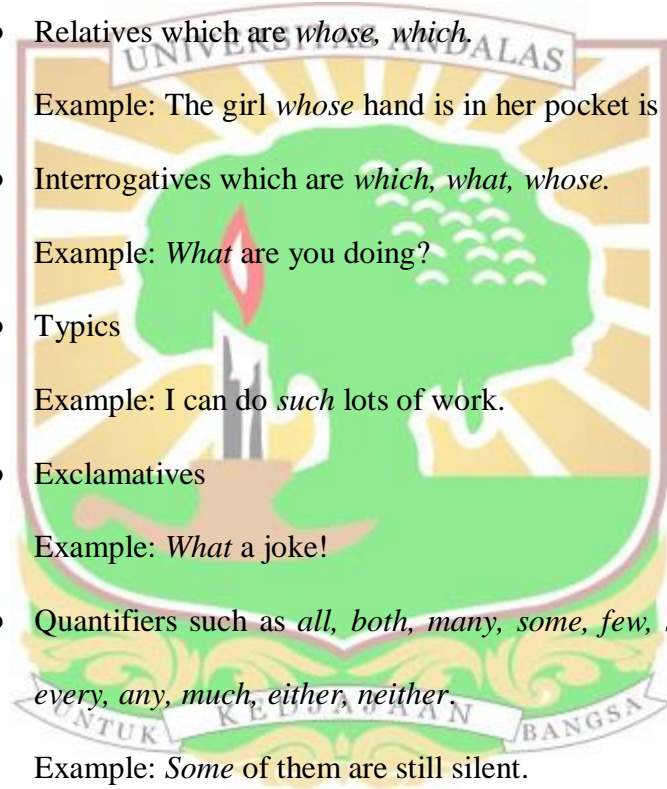
Example: *Five* ice cream too much.

c. Genitive Phrases such as *Arsya's, my brother's, the new room's*.

Example: *My brother's* new car is expensive.

d. Adjectives such as:

- Particularization, e.g. *certain, former, previous, other, latter*.



- Quantification, e.g. *entire, complete, sole, only, whole, total*.

From Morley (2000), the example of a determiner will be as follows:

d h
all attempts

In addition, the terms predeterminer (*pre-d*) and post determiner (*post-d*) exist mostly because of the situation where central determiners, such as *some, no, each, every, much, either, and neither* are present as they follow the word. Morley (2000) gives an example of this occasion:

pre-d d h pre-d d h
all five attempts; the five attempts

pre-d d post-d h
all the five attempts

iii. Modifier (m)

The Modifier is the element that exists between the determiner and the headword and this position will determine the function. A noun can be modified by an adjective or by another noun (Eastwood, 1994). The words that are included as modifiers are essentially adjectives such as *that enormous, new, red bucket*, participles such as present and past verbs, e.g. *a drowning man, cooked cookies*, and nouns such as *the bus, a puzzle*. It is also important that every modifier that can

be expanded more should have its substructure. Morley (2000) explains further the example analysis:

d m h

a drowning man

d m m m h

that enormous old red bucket

iv. Qualifier (q)

The elements that are included as qualifiers are placed after the headword and also determined by its position. Qualifiers are commonly expressed by using a prepositional phrase such as *the Hound of the Baskervilles, the stain on the wallpaper, the man with yellow socks*, or by a relative subordinate clause such as *the car that I drove yesterday, the map which Pat lost*. It also may be filled by adjectives such as *the secretary general, the princess royal, the person responsible, something tasty, nothing new, the fastest time possible*. Adverbs also have it possible to fill in as qualifiers, such as *the journey there, the way in, the time after*.

The analysis of it is as follows:

d h q

the person responsible

d h q

the stain on the wallpaper

1.3 Review of Previous Studies

Five previous studies were used to finish this research as the comparison. The first research was done by Hussein (2011) with the title of research "*A Functional Analysis of the Nominal Group Structures in "There Was a Saviour"*". This research aims to describe a particular linguistic feature that occurs in a particular literary text which will help the reader to understand and appreciate the literary significance of the text depending on its linguistic features. Hussein (2011) believes that the nominal group structure from the data contributes to the general meaning that the poet tries to convey. It uses the theory of the nominal group from Thompson where the basic parts of the functional structure of the nominal group are the premodifier, head, and postmodifier. Furthermore, the nominal group structure is analyzed into five elements which are head, deictic, numerative, epithet, and qualifier. It resulted that the poem relies on qualifiers and epithets to increase the structural complexity of the nominal groups in the poems. Despite the same kind of element, which is the nominal group, it used a different theory of analysis from this study.

The next research is titled "*Analysis of Simple Sentence Structure in English: Functional Syntax Approach*", written by Cahyani and released in 2020. This research uses the theory of functional Syntax from David G. Morley in line with its aim to identify the function of English active sentence elements and describe the structure of English's simple sentences. The result shows that a simple sentence can have a syntactic function structure of *S-P-O*, *S-P-C*, or *S-P-A^{CIRC}* and its functional role is composed of semantic roles in the form of participant-process/entity/thing;

participant-process-quality or participant-process-feature/quality. Thus, it is quite similar to this thesis but at the same time, it has a different objective, scope, and type of data.

The third research was written by Daulay, et al., in 2021 with the title "*A Syntactical Analysis of Phrases Used in Josh Groban Song Lyrics*". They use tree diagram theory from Bornstein with the aim of the research being to find the types of phrases and the sentence patterns that are used in Josh Groban's song lyrics entitled "*You Raised Me Up*". With the method of qualitative analysis, they found that there are three types of phrases with three kinds of sentence patterns from the data. However, it shows that this research is not focusing on one specific phrase and a different theory is used here.

The next research was done by Fandana & Rohiyatussakinah in 2023. Their research entitled "*An Analysis of the Noun Phrase and The Verb Phrase Produced in 'Love Me Like You Do' Song*". The writers use the theory from David G. Morley to analyze the noun phrases and verb phrases of the song lyrics. The research has found that there are sixteen noun phrases and verb phrases in the song lyrics, with three patterns of noun phrases and five patterns of verb phrases. What is analyzed here is the closest to this thesis. However, it analyzes two kinds of phrases.

The last research is "*Syntactic Analysis of Noun Phrase on The English Translation of Surah Al-Mulk (Tree Diagram)*" by Arsad, et al., in 2022. This research analyzes the forms and functions of noun phrases in The English Translation of Surah Al-Mulk the objectives of the research are to classify the forms of noun phrases and to explain the functions of noun phrases in the English

translation of Surah Al-Mulk. The result of this research shows that there are nine forms of noun phrases from 133 data. However, the data was classified and explained based on Eastwood's theory (1994) which is different from this thesis.

As the five previous studies are broken down and after doing a comparison between them, the writers find out that functional syntactical analysis has been done with the different kinds of analysis and theories. None of the previous studies analyzed an album's song lyrics with the theory of functional syntax from David G. Morley. There is also none of the research that focuses on one class of grammatical structure. For that reason, the writer tries to analyze song lyrics from an album and only focuses on one class structure of grammatical structure. This brings the writer to research analyzing the functional syntax of nominal phrases in song lyrics.

1.4 Research Question

This research aims to find the nominal phrases and their role that occurs in song lyrics from NIKI's Nicole album. To discover it, here is the research question:

1. What is the typical role of the element of nominal phrase structure in the song lyrics of the twelve songs of Nicole Album by NIKI?
2. In connection with register, why do the lyrics in the twelve songs of Nicole Album by NIKI represent that way?

1.5 Objectives

This research has the objective to:

1. Find the typical role of the element of nominal phrase structure in the song lyrics of the twelve songs of Nicole Album by NIKI.
2. Find out why the lyrics represent that way, in connection with register.

1.6 Scope

This research will only focus on one class of phrase classes from the theory of syntax, which is the nominal phrase. It is also limited only analyzing the nominal phrase of twelve songs from Nicole album, in particular, entitled “*Before*”, “*High School in Jakarta*”, “*Backburner*”, “*Keeping Tabs*”, “*The Apartment We Won't Share*”, “*Facebook Friends*”, “*Anaheim*”, “*Milk Teeth*”, “*Autumn*”, “*Ocean and Engines*”, “*On The Drive Home*”, and “*Take A Chance with Me*”.

