

Research Article

Semiotic Analysis of Popular Love Songs

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Abstract: The integration of songs into language and literature pedagogy has emerged as a promising approach to enhance student engagement and learning. Literature, including song lyrics, offers a rich source for developing vocabulary, grammatical competence, cultural awareness, and communicative abilities. Consequently, incorporating songs into educational contexts has the potential to significantly enrich language learning experiences. Beyond their aesthetic appeal, song lyrics offer profound insights into cultural values and social contexts. This study investigated the semiotic dimensions of popular love songs to uncover the underlying symbolic representations and their potential pedagogical implications. Drawing on Charles Sanders Peirce's Sign Theory, the research employed a semiotic analysis to explore how love is constructed and communicated through song lyrics. Examining prevalent symbols associated with love, this study aimed to contribute to a deeper understanding of the cultural and thematic richness embedded within musical compositions. Illuminating the intricate relationship between linguistic signifiers and symbolic meaning, this study sought to provide educators with valuable insights into the pedagogical potential of songs. A descriptive qualitative research design was employed to analyze a corpus of popular love songs. The study sought to identify dominant symbols of love, explore the rhetorical strategies employed in constructing these symbols, and develop potential pedagogical applications. Findings indicate that symbols such as "fall into your arms" and "climb every mountain" convey specific emotional and relational meanings. These findings provide a foundation for creating instructional activities that foster critical thinking, language development, and cultural understanding.

Keywords: language teaching, literature pedagogy, semiotic analysis, song lyrics interpretation, symbolic representation

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1. Introduction

In the realm of language and literature pedagogy, the integration of songs into instructional frameworks has emerged as a promising avenue for enhancing students' engagement in the classroom and facilitating their multifaceted learning experiences. As highlighted by Griffiths (2013), literature, including song lyrics, serves as a reservoir for expanding vocabulary, exemplifying grammatical structures, fostering cultural sensitivity, and nurturing proficiency in listening, speaking, and writing. Besides, it is worth mentioning that the inclusion of various literary materials, particularly songs, in educational curricula holds the great potential to fortify learners' linguistic competencies and deepen their cultural acumen (San Jose & Galang, 2015).

Literature is widely used in language teaching as it exposes learners to authentic language, rich vocabulary, and diverse cultural contexts (Mart, 2018). Through literary texts, students develop critical thinking and interpretive skills while improving their understanding of grammar and syntax. Engaging with stories, poems, and plays enhances language learning by fostering emotional connections and motivating communication in the target language (Mustakim et al., 2014). At the same time, songs, construed as a form of literature, encapsulate human sentiments and reflections, manifesting as poignant expressions of personal encounters, perceptions, and emotions. Composers deftly manipulate linguistic constructs to imbue songs with allure and distinctiveness, thereby endowing them with layers of significance and thematic resonance. Moreover, song lyrics transcend mere linguistic compositions, encapsulating composers' nuanced reflections on lived experiences, thereby



imbuing their creations with profound purpose and meaning.

Against this backdrop, this study endeavors to delve into the symbiotic relationship between language, literature, and songs, with a particular focus on elucidating the intricate semiotic dimensions embedded within song texts. Drawing upon Charles Sanders Peirce's Sign theory as a conceptual framework, the research seeks to elucidate the symbolic representations inherent within song lyrics, employing semiotic analysis as a methodological tool to unveil the underlying layers of meaning. Moreover, the investigation will endeavor to discern prevalent symbols of love interwoven within the fabric of song lyrics, thereby contributing to a nuanced understanding of the thematic motifs and cultural resonances encapsulated within musical compositions.

The rationale underlying this study stems from a recognition of the dearth of scholarly inquiry into the semiotic dimensions of song lyrics within the context of language and literature pedagogy. By shedding light on the intricate interplay between linguistic signifiers and symbolic representations within songs, the research aims to furnish educators with valuable insights into the potential pedagogical applications of songs as literary artifacts. Ultimately, by elucidating the multifaceted semiotic dimensions of songs, this study aspires to inform the development of innovative teaching strategies that harness the transformative potential of songs in enhancing language and literature instruction.

This study analyzed the content of the select popular love songs. More specifically, the study sought to answer the following research questions:

1. What rhetorical visions are created by the fantasies?
2. What prevailing symbols of love are extracted from the songs?
3. What teaching strategy/strategies could be developed in teaching language and literature?

2. Materials and Methods

The researcher adopted a descriptive qualitative research design for this study, a method characterized by the analysis of data in narrative form. According to Hancock, Ockleford, and Windridge (2009), qualitative research is concerned with elucidating explanations of social phenomena, often through rhetorical criticism, which systematically investigates symbolic acts and artifacts. In the context of this study, the subject of rhetorical criticism pertains to the symbolic elements inherent in the corpus of songs selected for analysis.

The primary objective of rhetorical criticism is to comprehend how symbols operate within the subject of analysis, as emphasized by Foss (2018), who posited that the ultimate aim of such criticism is to enhance communication practices by discerning how symbols effectively convey ideas and perspectives. In this study, songs serve as the focal point of rhetorical scrutiny, with data collection involving thorough reading and comprehension of popular love songs.

The researcher undertook efforts to categorize and depict the collected data in alignment with the research questions. Employing semiotic analysis, the study aimed to identify prevalent symbols of love within the song texts, delineating the representamen, object, and interpretant to extract symbolic meanings.

Finally, drawing from the findings of the analysis, the researcher formulated a pedagogical strategy for teaching language and literature, informed by insights garnered from the examination of song lyrics.

3. Results

Song is a musical composition that attracts many listeners. Its communicative purpose is achieved through the lyrics sung by the singers. The lyrics are composed by the lyricists to convey various thoughts. Every line of the songs might offer symbols, or the listeners create symbols of their own and interpret based on their context and understanding. Foss (2018) thoughtfully said that humans create symbols of their own, generate, and interpret the kinds of responses they associate with the symbols. The present study extracted symbols that are present in the lyrics of the popular love songs. The findings suggest that lyrics are induced with symbols that can be interpreted. Hermawan (2010) conducted a study utilizing Peirce's semiotic theory and found out that each poem contains different symbols with different meaning and function. While this research has dig out symbols present in the popular love songs. It can be concluded that symbols are present in every text. Hermawan (2010) also wrote 'all words, sentences, books, and other conventional signs are symbols'. Hence, song



as a creative artwork of lyricists contain symbols which carry significant interpretations from the way people interpret it. Popular love songs carry out meanings through its wordings and often listeners can associate myriads of things to interpret the symbols. Hawan (2018) steered a study using Pierce's triadic semiosis which the present research has also utilized. The study aimed at analyzing semiotic signs found in a poster of Pirates of the Caribbean. The research found semiotic signs of visual and verbal. It proves that signs can be seen through images and language. This study is able to extract symbols through wordings in the songs.

The table 1 shows the extracted symbols in the popular love songs. The representamen is the form which the sign takes. The object is to which the sign refers. While the interpretant is the sense made of the sign.

Table 1. Symbols extracted in select popular love songs.

	Representamen	Object	Interpretant
S1	Fall into your arms	Girl's tight embrace	Immeasurable comfort and security
S2	Climb every mountain	Persona's emphatic promise	Symbol of man's effort to win back the girl
S3	Thousand years	Full length of the persona's tender attachment	Unending love
S4	Girl	Man's wish / unexpected gift	Man's fulfilled dream in life
S5	Photograph	Repository of memories	Unfading love
S6	True colors	Qualities of a person	Unpretentious human being
S7	Song	Heartbeat	Inspiration
S8	Pulled out a ring	Man's proposal	Assurance of love
S9	Simple truth	Persona's current emotion	Loss affection
S10	Hand	Persona's willingness	Immense care

Faturahman (2014) also argued that meaning making using Pierce's theory is valuable to know the semiosis process or the interaction of representamen, the object, and the interpretant. Pierce theory, therefore, is used to determine the hidden meaning that can be found in the data. Faturahman analyzed a data which is a combination of languages, written texts and pictures. While this present study utilized songs as the data. The songs are composed of words called lyrics. The lyrics contain words with hidden meaning, and these are called the representamen that stands for an object. The relationship between the representamen and its object creates an interpretation and meaning, and the product of the process is called the interpretant. When these three are perfectly processed - the representamen, the object, and the interpretant, it completes the semiosis process.

4. Discussion

The findings prove and support other research that utilized various corpora or data in the application of Pierce's semiotic theory (Chandler, 2004). It is worthy to note that interpretation may vary as Pierce said that interpretation might be different from other people because of culture, background, knowledge, and experience.

The detailed presentation for each symbol is presented below.

S1 Someone You Loved

The phrase 'fall into your arms' stands for a symbol which relates to the tight embrace of the girl as its object. In the song 'Someone You Loved', the meaning of the phrase 'fall into your arms' is immeasurable comfort and security. The lyric of the song conveys the nostalgic feeling of the persona as he misses so much his ex-lover. He seeks for emotional support because he has been accustomed to being enveloped with love and this time only just a product of imagination could he feel it because he was left by his lover.

S2 You are the Reason

The phrases 'climb every mountain' and 'swim every ocean' stand for a symbol which relates to the singer's emphatic promise as its object. In the song, the meaning of the phrases is a manifestation of man's sincere effort to win back the girl. The singer's declaring these as he surely would do brings the listeners an impression that he is willing to take all the risk no



matter how impossible it may seem to be; he is eager to catch the love of his lover once again. While it is true that these would sound impossible and exaggerated the man's motive in saying these mirrors his sincerity to be with girl once more.

S3 A Thousand Years

The words 'thousand years' stands for a symbol which relates to the full length of the singer's tender attachment. In the song titled 'A Thousand Years' the meaning of 'thousand years' is unending love; ceaseless affection. The line 'I have loved you for a thousand year, I will love you for a thousand more' indicates the singer's constant and unending endearment.

S4 Perfect

The word 'girl' stands for a symbol which relates to man's wish / unexpected gift as its object. In the song 'Perfect' the meaning of the word 'girl' who was described as beautiful and sweet by the persona, is man's fulfilled dream in life as the interpretant. The song conveyed the idea of finding a love which was unexpected. The persona beseeched 'I never knew you were the someone waiting for me' expressed the thought that although they have met at a young age, their love for each one grew, and the man knew for sure that he has found the right person for him – the girl that fulfilled his dream in life.

S5 Photograph

The word 'photograph' stands for a symbol which relates to repository of memories as its object. In the song, the meaning of 'photograph' is unfading love of the persona. The song is about reminiscing memories through a photograph which the persona remembers every inch of their love with the person.

S6 True Colors

The words 'True Colors' stands for a symbol which relates to the qualities of a person. True Colors in the song means the unpretentious quality of humans. It means the genuine kind of human beings. The song expressed the nakedness of the person's qualities in life without faking or hiding anything. True love can be garnered when someone is pure.

S7 When I Look at You

The word 'song' stands for a symbol which relates to heartbeat as its object. In the song 'When I look at You' the meaning of the word 'song' is inspiration. In the second line of the song the persona says, 'everybody needs inspiration'. Everybody refers to people and the song refers to someone that inspires the person. The song conveyed that in this fragile existence it is a man's necessity to have an inspiration to keep going in life. The inspiration serves as something or someone that pushes the person to achieve in life.

S8 Can't Help Falling in Love

The words 'pulled out a ring and said' stand for a symbol which relates to man's proposal (Romeo) to Juliet. In the song 'Love Story', the phrase 'pulled out a ring' refers to the assurance of love and commitment. The song discussed the hurdles of Juliet when she fell in love at a very young age. The strict parents that inhibit Romeo and Juliet in meeting each other is the central thought of the song. However, the love between the two cannot be underestimated.

S9 Love is Gone

The words 'simple truth' stands for a symbol which relates to persona's current emotion. In the song 'Love is Gone' the meaning of the 'simple truth' refers to the loss affection. The song portrays the vanished affection from each other. The song played the thought that love has never successfully reigned for each other.

S10 Love Story

The word 'hand' stands for a symbol which relates to the singer's willingness as its object. In the song, the meaning of the word 'hand' is immense care of the singer. The singer's set the context of his desire to be with the girl as he beseeched 'take my hand' 'take my whole life too'. Hand is a body part which refer to the end part of a person's arm beyond the wrist including the palm, fingers. However, in the song, the phrase 'take my hand' does not necessarily mean the singer wants to be held, but his hand symbolizes care and love that he is willing to pour.

5. Conclusions

The symbols that were extracted from the songs are the following; S1 fall into your arms which refers to immeasurable comfort and security. S2 climb every mountain, a symbol of man's effort to win back the girl. S3 thousand years, unending love. S4 girl which account to man's fulfilled dream in life. S5 photograph which means unfading love. S6 true colors and its meaning is unpretentious human being. S7 song which refers to inspiration. S8 pulled out

a ring meaning assurance of love. S9 simple truth and its meaning is the loss affection and S10 hand that symbolizes immense care.

In teaching language and literature, the approaches of teachers, instructors, and professors are vital to enable students improve their knowledge. The strategies are developed to be utilized in the classroom in order for the learners to engage themselves to a more engaging activities that will enable them to learn and enhance their language proficiency through understanding literature.

The strategies employed in the classroom permit students to appreciate lessons and specifically allow students to value literature and learn the language at the same time. Strategies arouse students' interests in engaging to classroom activities through looking into the text, discovering new vocabulary and learning personal perspectives of the global community.

Recommendations

From the results of the investigation, the following recommendations are generated:

1. Teachers who teach language and literature may utilize songs as an effective way to explore interpersonal meanings present in the text.
2. Teachers may integrate songs in the teaching of grammar.
3. English teachers may integrate listening to songs in teaching modals of English language.
4. Teachers may explore songs in identifying the themes -settings, characters, and actions and allow learners to construct rhetorical visions.
5. Teachers also may use semiotics to discover symbols in interpreting poems or songs.
6. The proponent may disseminate the results of the study to language and literature teachers for possible maximum utilization of the results and integration of the teaching strategy developed.
7. Researchers may conduct more studies that aim to explore more effective strategies in teaching language and literature utilizing different kinds of poetry

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