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THE ANALYSIS STUDY OF FIGURES OF SPEECH IN" FREEDOM AND OPEN YOUR EYES SONGS" BY MAHER ZAIN

A THESIS

Submitted to English Department of Tarbiyah Faculty of *Syekh Nurjati* The State Institute for Islamic Studies in partial
Fulfillment of The Requirements for Islamic Scholar Degree in English Education
(S. Pd.I)

Arranged By:

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THE ENGLISH DEPARTMENT OF TARBIYAH FACULTY

OF *SYEKH NURJATI* THE STATE INSTITUTE FOR ISLAMIC STUDIES

CIREBON

2013

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ABSTRACT

Aan Ananiyah. The Analysis Study of Figures of Speech in Freedom and Open Your Eyes Songs by Maher Zain

Song is used to express someone's ideas, thought and feeling. Through song, people can say anything and they also can talk about everything. It will be more interesting because there is music accompaniment in song that gives different colour of life. In this research there are many implisit meanings in every maher zain's song lyrics that can be explored and learned so the researcher can get good understanding toward songs and the value of songs can be applied in daily life to reach a peace.

The aims of the research are to describe the biography of Maher Zain, to describe the figures of speech and to know the response of the people about Freedom and Open your eyes song.

The method of the research is qualitative research. The tecniques of collecting data are observation, interview, document, and visual image of the video from the songs. And the tecniques of analysis data is content analysis. And the content analysis is the quite enough in the analysis; moral values, education values, religion values, welfare values, etc.

The researcher get the research, that Maher Zain is the singer muslim and the genre RNB. He released his album Thank You Allah on November 1, 2009 and Forgive me on April 2, 2012. And the researcher founded the figures of speech used in freedom are alliteration, anaphora, assonance, hyperbole, personification, paradox, and onomatopoeia. And the figures of speech used in open your eyes song are alliteration, anaphora, assonance, paradox, personification, and the response of the people according to Iin said I think the song open your eyes is really touching hearth. It proove that we as human being is so so small and waek. While listening we also think about the power of Allah.

The conclusion of the research that maher zain is the singer muslim and the genre RNB and the researcher finding the figures of speech used in freedom and open your eyes song are alliteration, anaphora, assonance, hyperbole, paradox, onomatopoeia, personification.The response of the people according to Iin said I think the song Open Your Eyes is really touching hearth. It proove that we as human being is so so small and waek. While listening we also think about the power of Allah.

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RATIFICATION

The thesis entitled **"*The Analysis Study of Figures of Speech in Freedom and Open Your Eyes Song by Maher Zain*"** writen by **Aan Ananiyah** registered number **58430604** has been examined on Tuesday, January 31St 2013. It has been recognized as one of requirements for Graduate Degree in English Education Departement of *Tarbiyah Faculty*, English Study Program, *Syekh Nurjati* State Institute for Islamic Studies (IAIN) Cirebon.

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PREFACE

Bismillahirrahmanirrohim

In the name of Allah, Most Gracious, Most Merciful. All praises and thanks be given to Allah who has taught writing by pen. With his mercy and permission, the writer has been able to finish her thesis. May invocation and safety always be given to the prophet Muhammad (peace be upon him) His family, and His followers up to the end of the world.

The thesis entitled in "**THE ANALYSIS STUDY OF FIGURES OF SPEECH IN FREEDOM AND OPEN YOUR EYES SONG BY MAHER ZAIN** "is presented to fulfill one of the requirements to achieve the degree of Islamic scholar in education at English Education Department of Tarbiyah Faculty of *IAIN Syekh Nurjati Cirebon*.

In composing this thesis, there are so many people who have participated, helped, and advised directly or indirectly. So, in this opportunity, the writer would like to convey her sincerely profound thankfulness to:

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The writer realizes that this thesis is still far from being perfect and there are many mistakes and available in this thesis is becoming her responsibility.

Finally, the writer hopes this thesis will be some valuables to the readers, especially for herself and for the English Education Department of *Tarbiyah* Faculty of *IAIN Syekh Nurjati Cirebon*.

Cirebon, Nopember, 2013

The Writer

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CHAPTER I

INTRODUCTION

A. The Background of Problem

Language is a means to give or exchange information; news, idea or opinions, through language people learn from one another the things they want to know. Imagine if human beings could not communicate with one another. If a person cannot communicate, he will not talk to other people, and no other people will talk to him anything. So it would be impossible for him to learn anything.

Fromkin (1999: 2) Language is one of the most important things for human being as a means of communications and as a symbol of sound which is produch human being's instrument of human utterance. The possesion of language, perhaps more than any more attribute, distinguishes humans from other animals. To understand our humanity we must understand the nature of language that makes us human. So it is language that is the source of human life and power.

Keraf (1993: 1) Language is the utterance to communication with other people likes symbol or sound. Hornby (2000: 721) Language is the system of communication in speech and writting that is used by people of a particular country. Wardhaugh (1998: 21) language is a set of linguistic items with similar distribution.

The languages of many cultures do not include a word for or that would be translated as *music*. Inuit and most North American Indian languages do not have a general

term for music. Among the Aztecs, the ancient Mexican theory of rhetorics, poetry, dance, and instrumental music, used the Nahuatl term *in xochitl-in kwikatl* to refer a complex mix of music and other poetic verbal and non-verbal elements, and reserve the word *Kwikakayotl* only for the sung expressions.

Based on the explanation the text above Language is a means to give or exchange information; news, idea or opinions, through language people learn from one another the things they want to know. Imagine if human beings could not communicate with one another. If a person cannot communicate, he will not talk to other people, and no other people will talk to him anything. So it would be impossible for him to learn anything. Language is one of the most important things for human being as a means of communications and as a symbol of sound which is produch human being's instrument of human utterance. The possesion of language, perhaps more than any more attribute, distinguishes humans from other animals. To understand our humanity we must understand the nature of language that makes us human. So it is language that is the source of human life and power.

Leon-Portilla (2007: 11) In Africa there is no term for music in Tiv, Yoruba, Igbo, Efik, Birom, Hausa, Idoma, Eggon or Jarawa. Many other languages have terms which only partly cover what Europeans mean by the term *music* (Schafer). The Mapuche of Argentina do not have a word for *music*, but they do have words for instrumental versus improvised forms (*kantun*), European and non-Map

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uche music, ceremonial songs , and *tayil* Robertson (1976: 39) Music is an art form whose medium is sound and silence. Its common elements arepitch (which governs melody and harmony), rhythm (and its associated conceptstempo, meter, and articulation), dynamics, and the sonic qualities of timbre andtexture. The word derives from Greek *μουσική* (*mousike*; "art of the Muses").

The creation, performance, significance, and even the definition of music vary according to culture and social context. Music ranges from strictly organized compositions and their recreation in performance, through improvisational music to aleatoric forms. Music can be divided into genres and subgenres, although the dividing lines and relationships between music genres are often subtle, sometimes open to individual interpretation, and occasionally controversial. Within "the arts", music may be classified as a performing art, a fine art, and auditory art. It may also be divided among "art music" and "folk music". There is also a strong connection between music and mathematics. Music may be played and heard live, may be part of a work or film, or may be recorded.

To many people in many cultures, music is an important part of their way of life. Ancient Greek and Indian philosophers defined music as tones ordered horizontally as melodies and vertically as harmonies. Common sayings such as "the harmony of the spheres" and "it is music to my ears" point to the notion that music is often ordered and pleasant to listen to. However, 20th-century composer John Cage thought that any sound can be music, saying, for example, "There is no noise, only sound." Musicologist Jean-

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Jacques Nattiez summarizes the relativist, post-modern viewpoint: "The border between music and noise is always culturally defined which implies that, even within a single society, this border does not always pass through the same place; in short, there is rarely a consensus. By all accounts there is no *single* and *intercultural* universal concept defining what music might be. http://en.wikipedia.org/wiki/Music

Some languages in West Africa have no term for music but the speakers do have the concept (Nettl 1989). *Musiqi* is the Persian word for the science and art of music, *muzik* being the sound and performance of music (Sakata 1983), though some things European influenced listeners would include, such as Quran chanting, are excluded. Actually, there are varying degrees of "musicness"; Quran chanting and Adhan is not considered music, but classical improvised song, classical instrumental metric composition, and popular dance music are.

The word *music* comes from the Greek *mousikê (tekhnê)* by way of the Latin *musica*. It is ultimately derived from *mousa*, the Greek word for muse. In ancient Greece, the word *mousike* was used to mean any of the arts or sciences governed by the Muses. Later, in Rome, *ars musica* embraced poetry as well as instrument-oriented music. In the European Middle Ages, musica was part of the mathematical quadrivium: arithmetics, geometry, nb and musica. The concept of musica was split into four major kinds by the fifth century philosopher, Boethius: musica universalis, musica humana, musica instrumentalis, and musica divina. Of those, only musica instrumentalis referred to music as performed sound.

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Additionally, Schaeffer (1968: 284) describes that the sound of classical music "has decays; it is granular; it has attacks; it fluctuates, swollen with impurities—and all this creates a musicality that comes before any 'cultural' musicality." Yet the definition according to the esthesic level does not allow that the sounds of classical music are complex, are noises, rather they are regular, periodic, even, musical sounds. Nattiez (1990: 47—48): "My own position can be summarized in the following terms: *just as music is whatever people choose to recognize as such, noise is whatever is recognized as disturbing, unpleasant, or both*." (See "music as social construct" below).

Many definitions of music implicitly hold that music is a communicative activity which conveys to the listener moods, emotions, thoughts, impressions, or philosophical, sexual, or political concepts or positions. "Musical language" may be used to mean style or genre, while music may be treated as language without being called such, as in Fred Lerdahl or others' analysis of musical grammar. Levi R. Bryant defines music not as a language, but as a marked-based, problem-solving method such as mathematics Ashby (2004: 4).

This view of music is most heavily criticized by proponents of the view that music is a social construction (directly below), defined in opposition to "unpleasant" "noise", though this view may be subsumed in the one below in that a listener's idea of pleasant sounds may be considered socially constructed. A subjective definition of music need not, however, be limited to traditional ideas of music as pleasant or melodious. This approach to the definition focuses not on the *construction* but on the *experience* of music. Thus, music could include "found" sound structures produced by natural phenomena or algorithms as

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long as they are interpreted by means of the aesthetic cognitive processes involved in music appreciation. This approach permits the boundary between music and noise to change over time as the conventions of musical interpretation evolve within a culture, to be different in different cultures at any given moment, and to vary from person to person according to their experience and proclivities. It is further consistent with the subjective reality that even what would commonly be considered music is experienced as nonmusical if the mind is concentrating on other matters and thus not perceiving the sound's *essence as music* Clifton (1983:9).

Post-modern and other theories argue that, like all art, music is defined primarily by social context. According to this view, music is what people call music, whether it is a period of silence, found sounds, or performance. Cage, Kagel, Schnebel, and others, according to Nattiez (1987: 43), "perceive [certain of their pieces] (even if they do not say so publicly) as a way of "speaking" in music about music, in the second degree, as it were, to expose or denounce the institutional aspect of music's functioning."Cultural background is a factor in determining music from noise or unpleasant experiences. The experience of only being exposed to a particular type of music influences perception of any music. Cultures of European descent are largely influenced by music making use of the Diatonic scale.

Often a definition of music lists the aspects or elements that make up music under that definition. However, in addition to a lack of consensus, Jean Molino (1975: 43) also points out that "any element belonging to the total musical fact can be isolated, or

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taken as a strategic variable of musical production." Nattiez gives as examples Mauricio Kagel's *Con Voce* [with voice], where a masked trio silently mimes playing instruments.

In Levitin (2006: 136–39), *Music as Heard*, which sets out from the phenomenological position of Husserl, Merleau-Ponty, and Ricœur, Thomas Clifton defines music as "an ordered arrangement of sounds and silences whose meaning is preventative rather than denotative. This definition distinguishes music, as an end in itself, from compositional technique, and from sounds as purely physical objects." More precisely, "music is the actualization of the possibility of any sound whatever to present to some human being a meaning which he experiences with his body that is to say, with his mind, his feelings, his senses, his will, and his metabolism" Clifton (1983: 1). It is therefore "a certain reciprocal relation established between a person, his behaviour, and a sounding object" Clifton (1983: 10). The music usually is performed with the song because both of them complete each other to make.

Song is used express someone's idea, thought and feeling. Through song, people can say anything and they also can talk about everything. It will be more iinteresting because there is music accompaniment in song that gives different colour of life. In order to compare about the idea or message both of the songs, composers usually use types of figure of speech. Such as: metaphor simile, epithet, eponym, hyperbole, oxymoron, paradox, personification, and pun or paronomasia in a song will attract both listeners and readers to listen to and to read it. http://en.wikipedia.org/wiki/Definition_of_music#Etymology

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According to the Oxford Dictionary Learner's Pocket Dictionary (1991: 224), Literature is writing valued as worked of art. It is mean that a literarywork must be created byimagination and creation. A Literary work was made by the author not only for getting the beauty and satisfaction, but also gives message for the readers. Every literaryy work absolutely has certain value and the reader has to take positive values from literary itself. But it is depend on reception the reader is giver meaning tha always determined by place and time, level or social culture, their knowledge and experience. From the writer they can show up their idea more easily and for the readers, they get satisfaction and messsage from the story itself. So by reading literary work, the readers can take a positive point for their life.

Dale (1971: 220) figurative language or figure of speech is language with its literally in compliteble terms, forces the reader attend to connotation rather than to the denotation. Figure language is used in literary work which contains the writer's taste and purpose to make the literary work more interesting for the readers.

This thesis present a analysis study of figures of speech in "freedom and open your eyes" song by Maher Zain. The using of figures of speech in the song is the quite interesting to be analyzed. So this thesis analyzed the songs with special attention to the using figurative speech. The main goal of the analysis is to compare the type figure of speech used in its songs as well as to interpret the implied meaning of that expression that use figure of speech.

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English song are used to express s omeone's feelings (Love, sadness, hate,etc), thought are ideas everything. It could be about religion , belief or humanity. Each author has his own style in creating literary work of songs. Serayati (1997: 4) assumes that style is type of language that is used by an author to express her/his idea thrught literary work. They include diction, figurative languge and imaginary. It is necessary for listeners, expecially for people who do not speak English like Indonesian to comprehend the content of the English songs. Firstly of course we have to study hard and analyze the figurative language which used in songs as well as the connotative meaning of the song's lyric because it is impossible for us to know the context of the song if we don't know figurative languge that used in songs. Beside of that , also could get the writer's idea or thought which is expressed through he song.

Now days there are many young people like music or song, especially of Western song. There are interested improvingEnglish mastery through English songs which are popular this time. After they are listening and reading the text of song. Not at all listeners could catch the message of the song since a song consists of many messages that should be understood by listeners. Music and song is part of this world songs, an art based on the organization of sound in time. But many of them do not know about the meaning or messsages of song in them lyrics. In this thesis we would fine out about the meaning or messages of son expecially about figurative language in the lyric song.

B. The Formulation of Problem

The formulation of the problem in this reseach divided into three parts:

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1. The Identification of the Problem

The writer arranged the identification of the problem, it will be investigated in this thesis referred to the background of the problem above, and they are:

a. The Field of the Research

The field of the study of this thesis is “literature”.

b. The Approach Of The Research

In this research approach of this thesis, the writer uses a qualitative approach that is collecting, organizing, presenting and analyzing the data to make decision in order to be systematic and rationale.

c. The Main Problem

The main of problem in this thesis that will be investigated is one kind of fiction that is extrinsic element of the song, those are social, religion and education value in “freedom and open your eyes” songs by the singer Maher Zain.

2. The Limitation of the Problem

In An Interpretation Social education and Religion message in the song entitle in Freedom and Open your eyes by Maher Zain, the analysis the problem is limited some points, like:

a. The biography of the Composer

b. The analysis of the songs

c. The Social education and Religion message in the Song entitled Freeedom Open your eyes by Maher Zain.

3. The Questions of the Research

After making the limitation for problem, the writer makes some question of research such as:

a. How is the biography of the composer?
b. What are the figure of speech used in freedom and open your eyes songs?
c. How is the response of people about freedom and open your eyes songs?

C. The Aims of Research

The aims of the research round up the comparison about the comparison about research destination that would like to reach from the research that will be done specifically. There are some aims of this thesis arrangement, they are:

1. To know the biography of the composer.
2. To analyze and comparative figure of speech used in freedom and open your eyes songs.
3. To know response of the people about freedom and open your eyes songs.

D. The Use of Research

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The writer hopes that these research papers has to know the content of freedom and open your eyes songs. The reader can understand the song and meaning. give information about the meaning of word song. The able to analyze and comparative figure of speech used in freedom and open your eyes songs and generally in all song. Know response of the people about freedom and open your eyes songs.

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