CHAPTER II

REVIEW OF RELATED STUDY

In conducting the research, this study has to collect and review the literature related to the research. At this step this study will explain the literature review; it was about what the study of reference books and the results of similar previous studies that have been done by others. There are some related literatures that will be explained in this chapter.

A. Previous Studies

Actually, this study is not the first will analyze about song lyrics. There were some studies conducting about analyzing the song lyrics, but the different thing is this study will analyze about phrases used in song lyrics. It has been found that the previous studies have analyzed about slang and idiom in song lyrics. Then, this study wants to prove that in song lyrics not only consist of slang and idiom but also contain and formed by phrases.

1. The study of English slang word had been conducted by Abadi (2010).[1] His study analyzed about the characteristic slang word in Eminem song lyrics are fresh, creativity, flippant, and onomatopoeic. He found the kinds of meaning of slang language used in Eminem lyrics are varied. Such us, niggas means Negro or black people, bitch means sacrifice, crack means marijuana, pissed means angry, motherfuckin' means scoundrel. There is different between the present studies with Abadi's study, because his study

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[1]. Abadi, Mukhtar, *"Analysis on the Use of Slang on Eminem's Lyrics",* Thesis Master of art, Malang: University Of Maulana Malik Ibrahim, 2010, http://lib.uin-malang.ac.id/?mod=th_detail&id=05320081 (accessed on 20-03-2014)

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object is Eminem's lyrics, meanwhile this study is Bruno Mars' song lyrics. His study problem is looking for the slang word, whereas this study tries to find the English phrase.

2. The study of meaning analysis of slang used had been conducted by Laura (2013).[2] Her study analyzed about the meaning of slang used in Notorious B.I.G's song "Love No Ho". Her study described the type of slang and classified them into two part, primary and secondary slang. Based on the analysis of the meaning of slang used in Notorious B.I.G's song "Love No Ho", she found six types of meaning in the lyrics. There are denotative meaning, connotative meaning, stylistic meaning, affective meaning, reflected meaning, and collocative meaning. There is different between the present studies with Laura's study, because her study object is Notorious B.I.G's song "Love No Ho" lyrics, meanwhile this study is Bruno Mars' song lyrics. Her study problem is looking for the meaning slang used, whereas this study tries to find the English phrase.

3. The study of English idiom had been conducted by Suryanata (2011).[3] His study analyzed about the English idioms. He found 41 idioms in song lyrics at the album of "The Poison" at "Bullet for My Valentine". He found the meaning of idioms song lyrics that he has study are contextual meaning. He

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[2]. Langga, Silvia Laura, "The Meaning Analysis of Slang Usen in Notorious B.I.G'SSong "Love NoHo" Faculty of Letters, Udayana University.http://download. Portal garuda./article.php?article=13750&val=937 (accessed on 20-03-2014)

[3]. Suryanata, Aditya Wahyu, *"An Analysis of Idioms in Song Lyric: A Case of Album "The Poison" in "Bullet For My Valentine" as an Alternative Resource for Teaching Vocabulary",* Thesis Master of education, Semarang: IKIP PGRI, 2011.http://library.upgrismg.ac.id /seg.php? a= detil&id=2759 (accessed on 02-05-2014)

concluded that in his study many idioms can be used as a material for teaching vocabulary. There is different between the present studies with Suryanata's study, because his study object is song lyrics at the album of "The Poison" at "Bullet for My Valentine", meanwhile this study is Bruno Mars' song lyrics. Her study problem is looking for the English idioms, whereas this study tries to find the English phrases.

B. Definition of Phrase

Phrase seems to be one or the most important part of sentence formations having a great influence on the development of language structure. Here, some definitions of phrase:

1. Phrase is a group of words smaller than a clause, forming a grammatical unit.[4]

2. In traditional grammar, the term of phrase refers strictly to non-clausal expressions (hence, reading a book is phrase, but he is reading a book is a clause, not phrase).[5]

As mentioned above, phrase is one of the most important parts of sentence having great influence on the development of language structure. It means that phrase is a part of sentence, but the question is what the different between phrases with the other group of words? Look at this example: *blackbird* and *black bird*.Both are group of words, but there are compound and phrase. *Blackbird* as compound, it means a species of bird and *black bird* as phrase is a bird which color is black. To define that *black bird* is phrase, it can be look at the first word it

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[4]. Charles W.Kreidler, *Introducing English Semantics*, New York: Routledge, 2002, p.302.
[5]. Andrew Radford,*op cit*p.268

called "head" in phrase structure. There is a term called "head" in the phrase, by see the description below.

The head of a phrase is the element which determines the properties of whole phrase. All elements in a phrase other than the head are dependent on the head, in that they are either give additional information about the head, or are included in the phrase because the head requires that they be there. The head is obligatory, in the sense that if you leave out the head of the phrase, the rest of the phrase must be left out too.[6]

There are some examples of phrase to indicate what head is in phrase, here:

(1) Her **eyes** = noun phrase begin with determiner of possessive pronoun.

(2) **See** your face = verb phrase followed by noun phrase.

(3) **Bad** woman = adjective phrase modified by noun.

(4) Falls **perfectly** = adverb phrase as complement.

(5) **On** a blade = prepositional phrase of noun phrase.

The blod words above indicate "head" of phrases. Without indicate the head in phrases that would be impossible to know the types of them. There is phrase which has modifier and there is also phrase which can stand alone and it will be explain in the next discussion.

C. Types of Phrase

There are two sources will provide an explanation of the types of phrase in this study.

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[6]. IwanFauzi, *A Preliminary Understanding of English Syntax,* Palangka Raya: 2012, p. 24

First source stated "…..we have established that two phrasal categories, noun phrase and verb phrase, perform the major functions of the sentences, subject and predicate. We can look more closely at the internal structure of these categories. We will assume that there are phrasal categories corresponding to the major parts of speech, or lexical categories, namely noun, verb, adjective, adverb, as well as prepositions.[7]

Second source stated in form of figure, there are five phrase types.[8]

Figure 2.1 five types of phrase

Phrase Type	Example
Noun Phrase	*The young boy* Main word: noun *boy*
Verb Phrase	*Has been stolen* Main word: verb *stolen*
Adjective Phrase	*Very greedy* Main word: adjective *greedy*
Adverb Phrase	*Too quickly* Main word: adverb *quickly*
Preposition Phrase	*After the storm* Main word: preposition *after*

Through these source, it was known that the distribution of types of phrase has five categories which will divided into, noun phrase (NP), verb phrase (VP), adjective phrase (AP), adverb phrase (AdvP) and prepositional phrase (PP). This division of the phrase category is based on or determined by lexical category. It must be known that phrase may consist of only one word and it will be discuss in the section of noun phrase discussion.

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[7]. Laurel J. Brinton, *The Structure of Modern English: a linguistic introduction,* Amsterdam/Philadelphia: JohnBenjamins Publishing Company, 2000, p.169.
[8]. Gerald Nelson, *English: an essential grammar*, London: The Taylor & Francis e-Library, 2002, p.78

1. Noun Phrase

Noun is a word used to name or identify any of class of thing, people, places, or ideas, or particular one of these. Whereas noun phrase is a group of words that noun as a head. Commonly, noun phrase is followed by determiner. We can write a rule for Det as follows:[9]

Det = {Dem, Art, Wh-, Poss, Q}

Dem = {this, that, these those}

Art = {a, an, the}

Wh = {which, what, whose …}

Poss = {my, our, their, John's, the man's …}

Q = {some, any, every, each, neither, more …}

There are some examples of noun phrase, based on the each determiner:

Dem = {*this* material}

Art = {*an* angel}

Wh = {the car *which* you bought}

Poss = {*her* eyes}

Q = {*some* people}

Beside noun phrase which followed by determiner, there were also noun phrase has only a single noun like the name of things, pronoun or profession. A pronoun may also stand alone as subject since it replace an entire of noun phrase.[10]As the example on number (1), pronoun or noun can be classified as noun phrase because it can stand alone by own constituent. The word *I* in the example (1) was

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[9]. Laurel J. Brinton, *op.cit*p.170

[10]. *ibid,* p.169

identified as noun phrase because it replaces an entire of noun phrase *the man* in the song. In addition, there was noun phrase which can stand alone (pronoun and proper noun) or followed by modifier. Such as still the same reference stated that "our rule of NP, therefore, must indicate the optionally of Det, AP, and PP and the mutual exclusiveness of Pro and PN with the other elements."[11]

Figure 2.2 Expansions of NP

NP → N	*dogs*
Det N	*thedogs*
Det A N	*thelargedogs*
Det AP N	*theloudly barking dogs*
Det N PP	*thedog in the yard*
Det A N PP	*theferocious dog behind the fence*
Det AP N PP	*thewildly yappingdog and the sofa*
Pro	*He*
PN	*Godly*

Some expansion above may found in the analysis and may not. Because not all of the lyric contents will be explore it.

2. Verb Phrase

The definition of the verb phrase is a group of words that makes verb as the main word or also called *head* in the phrase. Verb phrase consist of a main verb, which may be preceded by one or more auxiliary verbs.[12]

Auxiliary 1	Auxiliary 2	Auxiliary 3	Main verb
may	Have	been	stolen

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[11]. *Ibid,* p.170
[12]. Gerald Nelson, *op.cit*p.171

When two or more auxiliary verbs occur in a verb phrase, they observe the following relative order: Modal – Perfective – Progressive – Passive

However, it is very unusual to find all four of the auxiliary verb types in the same verb phrase. Beside verb phrase consist of some auxiliary or modifier; there were also verb phrase which has single verb. As this statement the verb may occur on its own (*walked, sings*), or it may be preceded by one or more auxiliary verbs (*has walked, can walk, has been singing*).[13]

The simple VP rule says that a VP can consist of an obligatory V followed by an optional NPand then any number of PPs or an S. The rule thus does not generate ill-formed VPs such asthese:

Example: *leave the meeting sing, *the leave meeting, *leave on time the meeting

It can also observe that the presence of a VP is essential in forming a grammatical S, and theVP must be finite (present or past tense).[14]

It may be conclude that verb phrase is a phrase headed by verb in form a single verb such us intransitive verb or linking verb and verb followed by some modifiers such us transitive verb.

3. Adjective Phrase

An adjective phrase is a phrase in which the main word is an adjective. The adjective may occur on its own in the phrase (*happy, old, rich*), or it may have a premodifier before it (*very happy, quite old, extremly rich*). Some adjective phrases may also have postmodifiers after the adjective (*tired of waiting, happy to*

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[13]. *ibid,* p. 88

[14].Jong-Bok Kim and Peter Sells, *English Syntax: An Introduction*, Center for the Study of Language and Information. 2007. p.23

meet you).[15]The most common environment where an adjective phrase (AP) occurs is in 'linking verb' constructions.[16]

In conclusion, adjective phrase is a phrase headed by adjective and has function as additional information about noun. Example: *you are very lucky.*The word *very lucky* is pre-modifier + an adjective and the function of these words as subject complement of *you.* The other example, see example (4).

4. Adverb Phrase

 Adverb phrase is a phrase in which the main word is an adverb. The adverb may occur on its own (*beautifully, recently*), or it may have a premodifier before it (*very beautifully, quite recently*).[17]Adverb phrase are often used to modify verbs, adjectives, and adverbs themselves.[18]

Adverb phrase is headed by adverb and has function as additional information about the time, place, or manner. Example:*you run to the class very slowly*. This example, *very slowly* is pre-modifier + an adverb and *slowly* is indicate adverb of manner. The other example, see example (5).

1. Prepositional Phrase

Definition of the prepositional phrase (PP) is the phrase that used preposition at the beginning (example: in, after, on, with, for, etc.), it can be followed by a noun, pronoun, or phrase. The preposition is the head of the PP, but unlike the other categories, preposition cannot stand alone in the PP. It must be followed by an NP, what is traditionally known as an object of the preposition

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[15]. *ibid* p.158
[16].Jong-Bok Kim and Peter Sells,*op cit.*p.25
[17]. *ibid* p.159
[18]. Jong-Bok Kim and Peter Sells,*loccit*

(OP). For example: I put your book *on the table.* After look at this example, so we know that prepositional phrase is preposition (on/…) + noun, pronoun, phrase (the table/ …). The other example, see example (6).

Here is some explanation as the elaboration about phrase in order to explore the comprehension in it. The first is about ***phrasalcategories*.** Itmeansthere are certain salient syntactic phenomena which refer directly to constituents or phrases. Here the divisions of phrasal categories:[19]

Cleft: The cleft construction, which places an emphasized or focused element in the X positionin the pattern '*It is/was* X *that . . .*' can provide us with simple evidence for the existence of phrasal units.

Substitution by a Pronoun: English, like most languages, has a system for referring back to individuals or entities mentioned by the use of pronouns. For instance, *the man who is standingby the door* in (a) can be 'substituted' by the pronoun *he* in (b).

(a). what do you think the man who is standing by the door is doing now?

(b). what do you think *he* is doing now?

Coordination: Another commonly-used test is coordination. Words and phrases can be coordinated by *conjunctions*, and each conjunct is typically the same kind of constituent as the other conjuncts. If there were two words connected byconjunction. It can be called phrase because conjunctions are used to link

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[19].Jong-Bok Kim and Peter Sells,*op cit.* p.30

phrases or clause.[20]   As the example of conjunction *and* which combined two

adjectives here:

(6) The weather was [cold] and [wet].

There is also the tyes of phrase that serve the following functions:[21]

- NP : Subject, Direct object, Indirect object, Subject Complement, Object

  Complement, Object of Preposition

- AP : Modifier of Noun, Subject Complement, Object Complement

- PP : Modifier of Noun, Subject Complement, Object Complement, Indirect

  Object, Prepositional Complement of Verb, of Preposition, or of Adjective

- AdvP : Modifier of Adjective

The second one is about **grammar with phrases**. A set of PS rules, some of which

we have already seen is given below:[22]

a. S→NP + VP

b. NP→(Det) (A) N (PP/S)

c. VP→V (NP) (PP/S/VP)

d. AdjP→Adj (PP/S)

e. AdvP→(AdvP) Adv

f. PP→P + NP

The rules mean that a sentence is the combination of NP and VP, and an NP can

be made up ofa Det, any number of As, an obligatory N, and any number of PPs,

and so.

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[20].*Ibid* p.73
[21].Laurel J. Brinton, *op.cit*p.187
[22]. Jong-Bok Kim and Peter Sells,*op cit*. p.26

D. Immediate Constituents

Immediate constituents also called IC, in linguistics, a system of grammatical analysis that divides sentences into successive layer, or constituents, until in the final layer, each constituent consist of only a word or meaningful part of word. Then this term was introduced by the United States linguist Leonardo Bloomfield in 1993.[23] This study was choosing graphic box to analyze the English phrases and it was one of the method in IC analysis based on Charles F. Hockett. He is one of his followers called Bloomfieldian, because his idea related to Bloomfield. That was according to this "Hockett was widely considered Bloomfield's chief disciple, and the most prominent explicator and elaborator of Bloomfield's works."[24]

Charles F. Hockett was a leading figure in America Structuralism linguistics, which flourished particularly in the four decades from the 1930s to the 1960s and did much to define linguistics as a science.[25] Based on the statements above that Charles F. Hocket was an expert of linguistic science and he was follower or student of Bloomfield because he can explore the idea of his teacher. The purpose of this analysis is to identify the formation of the language constructs. There are four diagrams can describe the IC analysis techniques and one of them is graphic box. However, this study chooses model belonging to

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[23]. Encyclopedia Britannica.com, *Immadiate Constituent Analysis,*http://www.britannica.com/topic/immediate-constituent-analysis (accessed on 29-10-2015)

[24]. James W. Gair, National Academy of Sciences, Charles Francis Hockett 1916-2000.Washington, D.C, National Academy of Sciences. 2006. p.7

[25]. *ibid*p.3

Charles F. Hockett because according to his opinion that IC analysis are not limited only into two elements.

Then purpose of IC analysis is to open the partition of grammatical construction. By understanding the basic structure of a construction, it will facilitate the language learner to produce the effective sentence. The next is the general requirement of the ICs are (1) simple means a language that would be break, has requirement of the existence of subject and predicate which became an simplicity element from a sentence (2) consistent means a language that would be break, got the same criteria without change any relation between the structure of construction and the meaning (3) judgment means to break a language should observe every constituents or the unit of language, because the effective language are a language which did not produce the repetition of words in one sentence and (4) depend on all system of language which studied, it means a language that would be break has appropriate between form, function and meaning each other.

E. Syntax and Semantic

This study focus on identify about phrase in song lyrics. As known that phrase is one of element of syntax science and when the identification or formation of phrase is going on, it cannot be separate with the interpretation or translation the meaning inside the phrase. Because understanding the meaning of phrase construction itself will help the investigation and reduce the confusion to determine the separation between phrase forms with others.

Syntax is concerned with the ways in which words can be combined together to form phrases and sentences.[26] The other reference also stated that syntax is study about the grammatical principle, units, and relation involved in sentence.[27] Phrases is units of sentence, they give the contribution to forming a sentence. Study about phrase also relate with sentence, because this study investigate phrase on song lyric which not only phrase will found in it but also sentence or clause. In short, this study will learn indirectly about grammar. Grammar thus deals with language forms and meanings and the ways they are interconnected.[28] Therefore this study will refer on syntax which learn about language form (phrase) and semantic which learn about the meaning inside the form. As known, that semantic is the study of meaning, includes both the study of the meaning contained within a single word (*word-internal* semantics) and the study of the meaning relationships that a word or phrase has with other parts of a sentence (*external* semantics).[29]

F. Song and Lyric

"No one knows why songs are powerful, but everyone knows from a personal point of view they are" wrote Dale Griffe and I absolutely agree with his statement. Songs contain the power of music as well as the power of lyrics. While music touches our hearts, the lyrics and their words flow into our minds and so they draw us into their own world. It "grasps our imagination, emotions, and intellect with equal force regardless of our language backgrounds."[30]

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[26]. Andrew Radford, *op cit,* p.1

[27]. Roderick A. Jacobs, *English Syntax (A Grammar for English Language Professionals)*, New York; Oxford University Press, 1993, p. 4

[28]. Jacobs, *loccit*

[29]. *ibid,* p. 9

[30]. Brno, *The Use of Music in Teaching English, Diploma Thesis*. Masaryk University, 2007. p.14

Based on the statement above, it was explained that song offer many power. Song lyrics and music is the fun things which sometimes make someone motivated, excited, and also connected with the language background.

The definition of song is one of the literary works that is interesting to listen.[31] Song consists of a number of verses which set to the music and intended to be sung. Meanwhile, song lyric is a short of verse set to music and intended to be sung which contains a set of word or phrase or sentence which carries the creator's felling, thought and mix it with musical composition that can produce a beautiful song.[32]

According to Kennedy and Gioia on Suryanata's study was also explained about part of song are divide into two main parts as the general people knows.[33]

1. Intro

   Intro is an introduction to a piece of music or writing.

2. Refrain

   Refrain is words, phrases, or lines repeated at intervals in a song or a songlike a poem.

   Furthermore Abram mentioned that a lyric is any short poem, consisting of the utterance by a single singer, or it can be in the group (band) who expresses a state of mind on a process of perception, though and feeling.[34]

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[31]. Zeni Lestari, *"Lexical Cohesion Found in The Lyrics of Avenged Sevenfold's Songs"*, Thesis of Master Art, Malang: University Maulana Malik Ibrahim, 2009, p.36http://ebook7education.com/2011/12/05320120-lexical-cohesions-found-in.html (accessed on 12-03-2014)

[32]. Suryanata, Aditya Wahyu, *"An Analysis Of Idioms In Song Lyric: A Case Of Album "The Poison" In "Bullet For My Valentine" As An Alternative Resource For Teaching Vocabulary".* p.19http://library.upgrismg.ac.id /seg.php? a= detil&id=2759 (accessed on 02-05-2014)

[33]. *ibid* p.20

It may be conclude that song is the sound that produces music by meaningful words that can be called as lyrics, so it can touch the feeling of listeners and not all meaning in the song can be found directly because sometimes there is an implied meaning in song. Then song lyrics also contain of intro, refrain and there are some verses.

G. Song as Media for Teaching and Learning

This study argues that song lyrics can be one of the media in teaching, especially in teaching the linguistic aspect. Back to the definition of media itself media is derived from the plural word *medium* which means intermediaries. Media also defined as something that is located in the middle. So, the use of an intermediary is to connect all people who require the occurrence of a relationship.

As all know that learning is to transfer knowledge which in the process of transferring, there is the role of media as a tool in the process of learning. The purpose of media is to make learning activity run well.Then, the students understand quickly and being skilled.

According to Lo and Li, songs are able to change the monotonous mood in the class and with the smoothing effect of music; they provide a comfortable class environment so that students can develop their lingual skills more easily. Besides, utilizing songs in class environment amuses students, helps them feel relaxed and get rid of their negative attitudes towards a foreign language while learning a lingual structure through a song.[35]

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[34]. Zeni Lestari, *op cit* p.37
[35]. Funda kenskin, *op.cit* p.378

Looking from the previous explanation, it is known that music, song and lyrics have some benefits in learning, especially has role as a medium. It can help language learners and develop teachers' method in school by using song and lyric. There are some writers also have examined the effective of using song as media for learning in the class or for language learning acquisition and review of grammar used.

Related to this, selected songs as media for learning or teaching are do not be careless. There are some of the matters that must be considered in the selection of songs as a medium.

Griffe lists four elements to be considered while choosing a song to be used in the class as follows:[36]

1. Classroom environment (number, age and interests of students; lesson hours)

2. Teacher (teacher's age, interest in music and aim to use the song in the class)

3. Classroom facilities (flexibility in lesson plan, classroom equipment)

4. Music (lesson plan and equipment such as the volume, sources of music, copying machine, board, etc.)

The selection of songs is very important because it will affect the learners who received it as a learning medium. There are song's categories as those suitable for adults and only appropriate for children. Meaningful and popular songs which also harbor cultural elements as well as grammatical patterns should be chosen for adult students on intermediate or advanced level, whereas more

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[36]. *ibid* p.380

familiar or internationally-known songs should be selected for children. Griffe also recommends using short and slow songs for students on beginner level.[37]

Therefore, there are some aspects to be considered for select it as some experts has been argued, that the song should be appropriate with age (level) of learners, the lyrics are understandable in terms of the structural, the content of song appropriated to the learning objectives established by the school itself, and it would be much better if the song is a pop song and popular as expressed by Murphey (it has been explained in chapter 1).

In addition, music and language have a relationship to be useful media for learning, and it will be considered to apply song/music as an alternative or effective media to support the learning process.

Neuroscientists found that musical and language processing occur in the same part of the brain and there appear to be parallels in how musical and linguistic syntax is processed .In addition, Edden has something to say about the relationship between language and music:

"Music and language sit comfortably together… Historically, we can think of storytelling and song being used as an exchange, as entertainment, even as a work aid…With younger people there are some largely unexplored and underestimated opportunities for teachers to develop language through musical activities."[38]

Although language course book offer variety of language activities many of them do not deal with the needs and interests of children. After a while lessons turn out to be monotonous and the students begin to lose their interest in the

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[37]. Funda Kenskin, *loc.cit* p.380
[38]. SevkiKomur, and Friends. 2005. "*Teaching English through Songs (Practice in Muğla/Turkey)*", Journal International, Mugla University. p.110 t.d;

subject to be taught. For that reason a lesson needs a variety of activities which will keep interest and attention alive.

Sarıcoban and Metinin their article state that songs can be one of the most enchanting and culturally rich resources that can be easily used in language classrooms and they add that the songs to be chosen can offer a change from routine classroom activities acting as precious resources to teach a variety of language items such as sentence patterns, vocabulary, rhythm as well as their skills in four language skills.[39]

According to Bruno Mars' statement (see chapter one), he said when he go to travel to many places, his song can be sung back by someone else, although English is not the first language of people there. It is proving that there will be good effect for language learners who use songs belongs to Bruno Mars because it will increase the attraction of L2 learners' memorable, develop their linguistic aspect and also change the mood in the classroom.

Moreover, neurobiologist Jude Tramo suggests that while music represents the biological side of human life; it also shows the aesthetic part.[40] This is one of the advices given by a neurobiologist, he stated that music can represent side of human life and it is something beautiful. Bruno Mars as a proficient songwriter and singer can show the sides of human life in his songs. Such as Atlantic Records executive VP Andrea Ganis said:*"Mars' songs connect to our common element of humanity."*[41]

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[39]. *ibid* p.111
[40]. *ibid,* p.110
[41]. Richard Smirke, *op.cit*p.23

One of the subjects of teaching and learning favored by many L2 learners are playing music, where music is part of the aesthetic elements that became group of subjects that will create the character of student to be human beings who have sense of art and cultural understanding, then they would appreciating and utilizing a work of art.

Song is one of the entertainment industries play a role in the field of moral education, it is accordance to this reference stated that the importance of song, story, and image has not been lost in TV executives, advertisers, or the recording industry. They have been controlling the aesthetic environment for quite some time. By default the entertainment industry has become the real arena for moral education.[42]

Family, community, country and government have responsibility to create the good character for the next generation. Music learning material were provided should apply and give an example of daily activities, because the good educational character is not only communicated with words but also can be applied in everyday life.

According to Allan Bloom in his controversial discussion of music in The Glossing of the American Mind, says that music should be at the center of education. It does the best job of giving raw passions their due while forming

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[42]. William Kilpatrick,. "*Why Johnny Can't Tell Right from Wrong: and What We Can Do About It"*. Library of Congress Cataloging-in-Publicatiom Data, 1992 p.173 td: https://books.google.co.id/books?id=byWvf-9ybM4C&printsec= frontcover&hl=id &source =gbsatb#v=onepage&q&f=false

them for something better. Bloom feels that music now plays the decisive role in the formation of a young person's character.[43]

H. Short Biography of Bruno Mars

Peter Gene Hernandez or Bruno Mars born on 8-October-1985, in Honolulu, Hawaii. Bruno Mars grew up in a musical family. He began picking up musical instruments from early childhood. After he graduated from high school, he decided to go from Hawaii to Los Angeles in order to build his career.

By the early 2000s, he had begun to find success by writing songs for several popular artists. After several years as one of the pop music industries premier songwriters, he finally become a singer in his own right with the 2010 hit "Nothin' on You."

Several months later, Mars released his first solo single, "Just the Way You Are," from his debut studio album, *Doo-Wops & Hooligans*, released in October 2010. Additionally, *Doo-Wops & Hooligans* reached No. 3 on the Billboard album charts, and its follow-up singles, "Grenade" and "The Lazy Song," cracked the Top 10 on the singles chart. Mars scored another hit with "It Will Rain," a song that he contributed to *The Twilight Saga: Breaking Dawn - Part 1* soundtrack in late 2011.[44] In addition, Bruno Mars has also been known in Indonesia as a great singer, it is provided by his concert performance is held at Jakarta in 2014.

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[43]. William Kilpatrick, *loc.cit*p.173
[44]. Biography.com, *"Bruno Mars Biography"*, About Biography. http://www.biography.com/people/ bruno-mars-17162400 (accessed on 29 Nov 2014/ 8:45)

In short, Bruno Mars is a male singer who was born in family who are competent in the field of music. He is not only a singer, but also a song writer. With his expertise and a struggle, he can enter the world of music industry and became a successful singer with several singles and become a popular star. His sincerity and skill in writing a song, Bruno Mars successfully make his songs enjoyed by music lovers in the world and it changes him from the composer of song into a great singer.
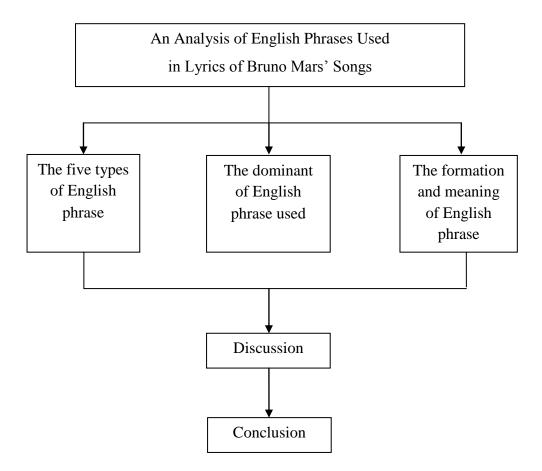
Figure 2.3 Frame of Thinking