

A critical discourse analysis of fairclough toward “viva la vida” song by coldplay

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Abstract: This study has three objectives (1) to expose the intended message of figurative expressions through the lyrics, (2) to figure out symbolic signs and gestures of Coldplay video clip “Viva La Vida” (3) to work out its implication of language learning. The data were song lyrics and symbolic cues pictured in the video clip evaluated using Fairclough’s critical discourse analysis. They were categorized by any kinds of figurative expressions delivered to disclose the intended meaning and understand symbolic appearances to find its contribution for language studying. The findings reveal that the majority of clues delivered are trying to express the story of the song about the king who is not longer to be a ruler. The use of figurative expression increases the language learners knowledge about hyperbole, personification and metaphor for they are able to explore insight and their imagination. The clues are shown expressively through the symbols of the singer and band players. Some language features used for language teaching related with parts of speech, tenses, and pronunciation. This song can be used as a teaching material to explore more comprehensive about the figurative language, symbol in literary works and to teach English as well.

Keywords: *Critical discourse analysis, English song, figurative expression, language learning, song lyric*

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INTRODUCTION

“Viva La Vida” becomes phenomenal around the world up to this time since the band continuously perform the tour and always attended by millions of fans. Principally, for young people their songs are incredibly meaningful supported by beautiful and entertaining music, therefore it becomes notable to investigate the socio-cultural phenomenon beyond the lyric as representative of writer’s think, belief and feeling that could influence listeners both culturally and psychologically. A study discussed

the intended meaning of song lyrics entitled “We Shall Overcome” by Van Dijk’s critical discourse analysis. Through its analysis the lyric elaborates the conflict between Palestinians and Israeli government in terms of social and politics (Putri & Triyono, 2018). Another research explored five song lyrics as language teaching material to develop students’ eco literacy knowledge (Rantung et al., 2023). The lyrics recommend imaginative use of language so that learners have chance to think critically and creatively in a broad sense. Furthermore a very well-known song “Baby Shark” was examined to find out the lyric relation between strategy of marketing and society condition. The result stated that culture perception of work hard for Korean people is shark as a metaphor (Arif & Triyono, 2018).

Regarding to the advantages use of songs to enhance language learning has been admitted in educational field. Song as teaching material for learning English can increase learning motivation (Ernawati et al., 2019). Additionally, (Džanić & Pejić, 2016) scrutinized song preserve motivation to listen and enjoy language. Apart from this, mnemonic device namely rhymes can support our brain to keep as much as information (Abdul Razak & Md Yunus, 2016).

For adult learners, teachers have a strategy to utilize newest or popular singer to make the learning process become interesting (Cardinal et al., 2015), (Hughes et al., 2015), (Filardo-Llamas, 2015), (Halperin, 2020). Often, they may instruct students to find and listen to the song from their preferred musicians to build their knowledge in language learning process (Leap, 2015). Nevertheless, teachers and students occasionally lack knowledge of the song is actually about. They are less of careful to choose the song for language learning due to different sociocultural background between Indonesian and foreign learners (Rymes, 2015), (Monson et al., 2016), (Motschenbacher, 2016). The understanding of song lyrics which is considered to maintain cultural value is an act of literary appreciation (Pudjiati & Zuriyati, 2022).

The objects of critical discourse analysis (CDA) include speech, writing, visual images, or a combination of them. According to Fairclough in (Kusno, 2021). CDA offers three principals, i.e. (1) description, (2) interpretation, and explanation. Description is used to perform text analysis to get an idea of how the text is presented and it is important to investigate the process of text production which includes the socio-cultural context behind the birth of the text. Interpretation is practiced to interpret the text itself and how the text is interpreted by readers. Text interpretation should pay attention to (a) surface of utterance means the process in which the interpreter changes the signs in the text into words by utilizing phonology, grammar and vocabulary, (b) the meaning of utterance in the text by using semantic and pragmatic tools, (c) local coherence focusing on establishing relationships among various expressions which ultimately results in a coherent interpretation. To find this local cohesion, interpreters enable use language knowledge of cohesion and pragmatics, and (d) text structure, by using schemata of certain patterns from text, the interpreter can determine the type of discourse being analyzed and the chronological order of the discourse. Explanation concentrates on describing discourse as part of social practice. The social structure that becomes the focus of the analysis is power relations. Thus, explanation is the problem of seeing discourse as part of a social battle in a matrix of power relations. It emphasizes two subjects in explanation, namely determinants and effects. Determinants are power relations that

determine discourse in the process of social struggle. Effects refer to those effects which generate discourse.

This study has three investigations, namely (1) to explore idioms or figurative expressions in on the lyrics (2) to probe the symbolic appearances. show in form of gestures or something pictured on the video clip, (3) to find out the song implication for language teaching. The benefit of this study is as a consideration for teachers to be more aware of any discourse markers on the video before they use the song to be a teaching material since a socio-cultural gap exists among the singer and listeners in the form of song itself and also the video clip appearance.

METHODOLOGY

The data of this investigation are ColdPlay song lyric entitled “Viva La Vida” and the official video clip on YouTube which can be accessed freely by the link (<https://www.youtube.com/watch?v=dvgZkm1xWPE>). The data analyzed were in the form of singing (written lyric) taken from the song itself and images (visual) taken from video clip and their combination is perceived as “one bundle” in terms of discourse analysis. As a consequence, this research method used critical discourse analysis of Fairclough which covers description, interpretation and explanation.

The data were categorized into any kinds of figurative expressions in order that the intended meaning of the lyric is discovered thoroughly. After that, the symbolic cues of visual were portrayed on the video clip were then interpreted by semiotic approach in regard to the nature of the socio-cultural background which is the origin symbols shown (Wu & Hou, 2015), (Rymes, 2015), (Monson et al., 2016). This approach includes any form of activity, conduct, or any process involving signs and this leads to have a clear distinction that semiotic tradition search both signs and symbols as a substantial measure of communications.

The procedure to examine the data was briefly divided into three stages. At the first stage, the lyric was examined to find out the figurative expressions such as hyperbole, personification and metaphor through description and interpretation. Later such expressions were explained as well. At the second stage, the video clip was analyzed to figure out symbol and gesture. This visual were represented by the object in which function as sign, the movement of both singer and band members and their musical performance. At the third stage, the lyric was scrutinized to comprehend the English language teaching through song such as parts of speech, tenses and British pronunciation. The chart that indicates the proses in this study is as follows.

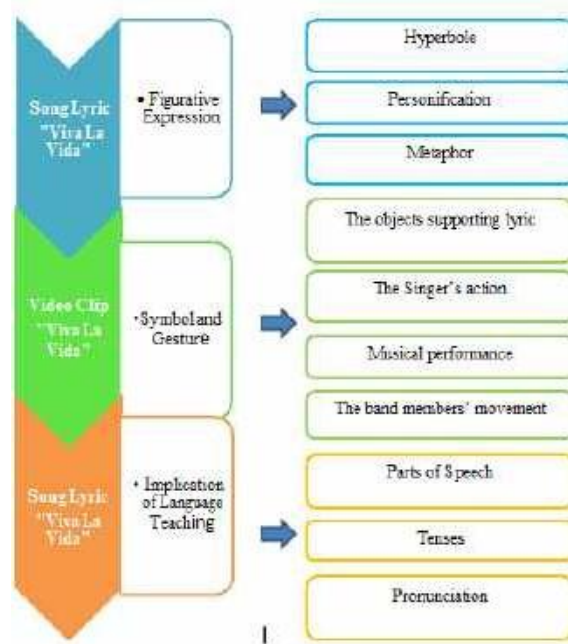


Figure 1. The Analysis Process of "Viva La Vida"

FINDINGS AND DISCUSSION

Intended message of figurative expressions

The writer wrote this "Viva La Vida" lyric in which similar to a poem structure and hence this can be consider as a literary work. One character of this lyric is it has eight stanzas excluded the refrain part of the compactness of the language with particular pattern in its creation. This pattern could be recognized by beautiful words, rhymes, rhythm, diction, imagination, and typography (Maulidya & Lustyantie, 2019). Rhymes are the most appearance in this song which can be identified through the last phone of every line. A lyric may reveal an indirect message which is affected by transferring meaning, falsifying meaning and creating meaning (Emzir & Rohman, 2015). Such indirect expressions might contain human values that are depicted through the choice of language. Additionally, there are five common issues related to human values are the nature of human, the relationship between human beings and the environment, time, human activity and social connection. These values should be a principal direction during communication in community relationship stated by (Knapp et al., 2014). "Viva La Vida" has a very high essence of artistic, historical and cultural value. Listeners have possibility to understand the history of a king in a Europe country through this song that is delivered with figurative expressions and contribute an amusement effect for those who listen to the lyric and the music as well due to its wonderful mixture.

Through the analysis of the lyric "Viva La Vida" in which is a Spanish phrase, it clarified intensively about the life of a ruler. In English it becomes 'Long Live Life'. As stated in the **first stanza**, these verses try to compare between the past and present condition of the narrator, displayed evidently by the selection of tenses. The sentence "I used to rule the world" is hyperbole because in the past, in this case is the singer, held super power over the nation of France in which it seemed that the world is in his hands. Unquestionably, this leads to be something exaggeration because in the reality France is a part of Europe.

The sentence “Seas would rise when I gave the word” is personification to signify his authority was extremely powerful. The reason is the narrator could command anything to his people due to his great sovereignty. For example, he can order his people to take a voyage through the seas by simply his uttering words as if his words are an imperative. Somebody who is in high-powered is usually attached to praise and glory as well. Hence, he is normally encircled by a lot of people that would like to be his loyal subordinate and his supporters. These people sometimes are enthusiastic to sacrifice anything for the glory, triumph and splendor of the king.

Both of sentences “Now in the morning I sleep alone” and “Sweep the streets I used to own” are metaphor. The situation changed severely and dramatically which can be drawn a conclusion that these two expressions indicate the life in current time. He is imprisoned and left alone by his loyal subordinates and, the worst, by his people. The choice of the word ‘alone’ identify the sense that he has actually been abandoned. It is genuinely sorrowful. Then, as a result it could be understood figuratively, it was an emphasis of how his life has been dramatically transformed from a powerful ruler to a mere outcast. To tell the truth, he becomes an undesirable one due to the change of life into an unfortunate one.

By analyzing the **second stanza** in which starts with something metaphorical, i.e. the sentence “I used to roll the dice”. In fact, it is a metaphor. It means an action which is generally carried out by someone to bet on something and what at stake is a real object. Nevertheless, the concept used by the narrator in the lyric is different from the real message, the meaning used in this lyric is encouragement to take risks and gamble with the life you live. It seems that the king likes to make one’s life as a game and cause a painful circumstance to show his huge control. However, the actual translation could be ‘I used to be a courageous man who had no fear taking any risks’. The lyric could be related that the narrator who was always ready to take his own destiny even by surrendering his life. The quality which the man possessed made the enemies were scared of him as explained by the following sentence “Feel the fear in my enemy’s eyes” that is awfully inhumane and dreadfully unsympathetic.

The next sentences “Listen as the crowd would sing and “Now the old king is dead! Long live the king!” are assumed to be consider as celebrating tone that his people once glorified him when he rose to kingdom succeeding his old predecessor ruler. It portraits that when he assumed the power, his people wish him to be to live long and expect him to serve and bring welfare to them. In other word, they need prosperity and happiness living.

The result of analysis **the third stanza** of the lyric “One minute I held the key” is a metaphor. A key was figuratively the symbol of authority and the presentation of a key symbolize he was imbued with supreme authority. However, as time passed, he was unable and unwilling as well to fulfill his promises to his people and this became an ultimate reason why people turned against him. And, the situation is in contrast.

The study of sentences “Next the walls were closed on me” and “And I discovered that my castles stand” are personification and are interpreted that no more chance for him to serve as a king because the time was over and the castle was no longer mount sturdily. It was too late for him and the situation has changed in which brings a degree of a desolate picture, indeed. Furthermore, the sentence “Upon pillars of sand and pillars of salt” is a metaphor. The implication is that his authority is not strongly solid and prone to crumble which in a very short time it collapsed. All at once, it creates an atmosphere of something miserable and gloomy, even darkness.

The examination of the **fourth stanza** of two sentences “I hear Jerusalem bells are ringing” and “Roman cavalry choirs are singing” can be interpreted as the final words of the former king who is now being dragged for his execution. This moment evokes religious and Biblical themes related to the last moment of Jesus Christ himself. Based on the belief, Jesus Christ was crucified in calvary, on the same cross he was carried. The crucifixion is continued by Roman soldiers in Jerusalem. All these references appear in the chorus of the song. The king bore an identical fate in his last days when his head was put under guillotine. As stated by historians, the former king looked ‘noble and composed’. He made a speech but it did not last long because his speech immediately was cut short by a drum roll and yelling of the crowd.

Subsequently, the sentence “Be my mirror, my sword and shield” which is explicitly found in the fourth stanza is a metaphor. It is interpreted that the king’s last cry for Lord asking for forgiveness. A man who commanded a thousand armies a few months before right now has to depend merely on his faith for his destiny due to his heartless deed. It was incredibly melancholy because he has been publicly humiliated while his reign is mocked. Thus, when he was ‘gone’ from his throne the historians had a blast recording only the undesirable aspects of the king’s reign. The former king claimed these were no honest words since his fall.

The investigation of the **fifth stanza** of two sentences “Never an honest word” and “That was when I ruled the world” indicated truly hyperbole. The correlation between these lyrics is perceived as it looks like that the king is disappointed to see how misunderstood he was. There is no recognition of all the efforts he has made to his people, moreover the reward. As a result, every body was pointing at him. There were lying about him and he was betrayed by his people. This part could be inferred that the history is always written by the winners and this is completely true. When the king was in power, he served and loved his people immeasurably so that he did not want to spill blood even when the times run dreadfully hard. But in reality, he was falsely described as the opposite and this is how people wanted the king to be remembered.

The probe of the sixth stanza of lyric “It was the wicked and wild wind” and “Blew down the doors to let me” is undeniably personification. It projects human qualities onto inanimate objects which could be interpreted as malevolent persons. This illustrates how evil persons brought him to be suffered, the humiliation of being prosecuted in public. Referring to the part of history when the king was about to get guillotined, he was heard to say “People of France, I am innocent. I forgive those who are responsible for my death. I pray to God that the blood spilled here never falls on France or on you, my unfortunate people ...” When he tried to speak to the crowd and say these words, he was cut short by a roll on the drums. His people did not believe what he said when he was about to be executed. This scene was theatrically sorrowful and however that is the fact in which the king should face.

The scrutiny of seventh stanza of the lyric “Revolutionaries wait” is a personification. Prior to the revolution, France was plagued by drought, cattle disease and poor grain harvests leading to rising bread prices, leaving the poor even more impoverished and ready to praise, retreating to the comforts of his wealth and power. The king was incapable of pulling France out of an economic crisis. This made the people express their hatred toward him considerably.

The next analysis of two sentences which are in seventh stanza "For my head on a silver plate" and "Just the puppet on a lonely string" is metaphor. This implied that the people wanted the king's head or his downfall. However, once people want him to renounce his supremacy as a ruler. Then, he realized that he was just a 'puppet' which is controlled by another person in higher position or his own fate. He is now completely powerless to change any of his past decisions. His question as stated in closing sentence "Who would ever want to be king?" is a little bit rhetorical and high-flown. It could be clarified "I don't want to be king" or "nobody would like to be king" since they are just the puppet and will definitively meet an end tragically and hopelessly as well.

The research of the **last stanza** of lyric "I know Saint Peter won't call my name" is is metaphor. This can be interpreted in the view of Christian teaching, St Peter is (metaphorically) the one who keeps the gates to heaven. As a consequence, if he does not mention your name absolutely you are not among the people who are allowed to enter heaven right away. This implies that the narrator realized he would not be able to be in paradise after his death. That is why it seems that he just resigned his soul.

Then, the sentences "Never an honest word" and "That was when I ruled the world" were analyzed as hyperbole due to something exaggerated. This also explains that the king finally reflects on his lost kingdom and his regretted for the reason that he was not good enough to rule and hoped to apologize for his mistakes in which he did deliberately. Instead of pleading for what have been done so far during his reign and asking for mercy, he understands and completely realized that he already failed his people and whether he wants it or not he just accepts his fate.

Symbolic sign and gestures in video clip

The music video last in more or less 4 minutes with kind of cheerful nuance of many musical instruments clearly heard such as drum, violin, guitar and bass for intro. This time span of video is rational since audience can survive watching the entire video for a maximum of 6 minutes(Guo et al., 2014). In other words, the longer the broadcast time the lower the audience can understand the musical performance presented. This video is attention-grabbing for the background, the singer movement, the properties used and their costumes support the lyric. This majestic combination created cognitive and non-cognitive content elements that affect close interaction (Brame, 2016). Therefore, it is not surprised that bonding will be stronger and longer between Coldplay and its audience because of attractive and amusing video clip.

For the **first 60 seconds**, the video starts off with a shot of a red big rose blooming slowly and slowly to attract the splendor of visual and then gradually it becomes withered. It ultimately broke into some rose petals which are shown obviously at the end of the scene. The rose potentially signified a metaphor of life cycle. It means as a clue of a death that becomes flying dust and automatically it functions as a foreshadowing of what happens eventually to the band members described in video clip. Moreover, that flower is generally identic as a symbol of romance and love. However, it also symbolizes something 'beauty' and bravery. In relation to this song rose is also signifies the desire, passion, and gorgeous due to red color, its fragrance and its phenomenal shape.

The initial shot after rose fading is a close up picture of the band member Chris Martin as the vocalist become a central suggesting that he is automatically the dominant member who has a significant role to send out the message of human and cultural values through song lyric to the audience. It is not unexpectedly that the cultural values and attitudes are easily transferred through the vocalist who functions as a main character (Moecharam & KartikaSari, 2014). Cultural values consist of ideas of life in our opinion and this made that the majority of people consider such values as norm (Pether Sopian & Th, 2022). Therefore, the analysis of literature creation provides an emphasis on the experiencing and appreciating such work through understanding the meaning of the text and its cultural references in terms of song lyric.

The transfer of both human and cultural value is reinforced by the amount of screen time that Martin gains, which is notably more than the rest of the band. The lyric of first stanza were uttered by vocalist and he was framed mostly by high angle. It means the camera shoot him from above. This high angle has intended meaning that talks about someone who is in high class rank of social status and respectful, namely the one and only, the king.

The gestures that made by the singer is particularly to describe the substance of the lyric. The word “Feel the fear in my enemy’s eyes” is uttered by Chris Martin and his fingers pointed to his eyes. This is to show off how powerful the king in which is identified obviously by sounds of drum which is played by a band member and the effect of that sound is just like musical performance of monarchy. The coverage of the drum is cracked as well symbolize something is already worn.



Figure 2. Rose, singer and drum

In the **second 60 minutes**, throughout the music video there is a cracked pattern overlaid and also a hazy, mysterious background achieved throughout the screen. This all helps to create a barren, gripping, an old setting that is to inform publicly that everything is not all right. Martin is shown in a high key lighting with his eye color quite clearly standing out. There is a juxtaposition between what Martin is singing about a loss of power and the way he is viewed made him still look powerful by both of hand hands are openly wide and go up to indicate that the castle stood. Contradictory, the way his singing is unstable by swaying incredibly energetic of all his parts of body movement.

Interestingly, the costume used by band members is look like a soldier kingdom which is not properly used. For example, Martin wears a long white t-shirt with a bright letter of V in red color at his right bottom and it is stand for viva means

'life'. Since that symbol was placed at the low level signifying an object fell down. This can be interpreted as nothing is eternal in this world. All over again, the red color is used to indicate a critical message. The red big cloth is behind the musical performance waving awfully strong which actually symbolizes the tricolor flag of France, namely white, blue and red. White represents the king and blue and red denote those of Paris.

Next to the singer there is an old broken television of tube screen as if it told to the audience that the story conveyed through lyric is happened a long time ago because it can be identified by the type of television which is an outdated one. The broken television symbolized a thing uncontrollable. It is already well known that television is one of the public media as a means of mass communication. It has three functions as a means of information, education and entertainment. Therefore, it is reasonable that television is in the video clip to broadcast actual news for people, in this case about the king life that could influence the globe, and also as an evident. The reason is television records all of facts as the 'eyes'.

The voice of drum is still strong combined with the sound of violin, keyboard and bell made the musical performance become more enthusiastic and irreplaceable. Most of the audiences enjoy "Viva La Vida" due to its stunning melody and rhythm so that they can remember that music for such a long time. The reason is this song won Grammy Award in 2009 with the categorization of 'Song of the Year'. Therefore, this song is claimed to reach a reputable achievement of both critically and commercially. Undoubtedly, this song is kept in the extensive term memory of listeners from many generations.

The drummer wears a uniform that is similar to the singer, namely unbuttoned which contributes sense of untidy. This is correspondingly leads to a conclusion of something badly-behaved has occurred; how the people treat their ruler due to their great disappointment. The ruler was going to die in a spectacularly way and left a historical an unforgettable impression for nations around the world.

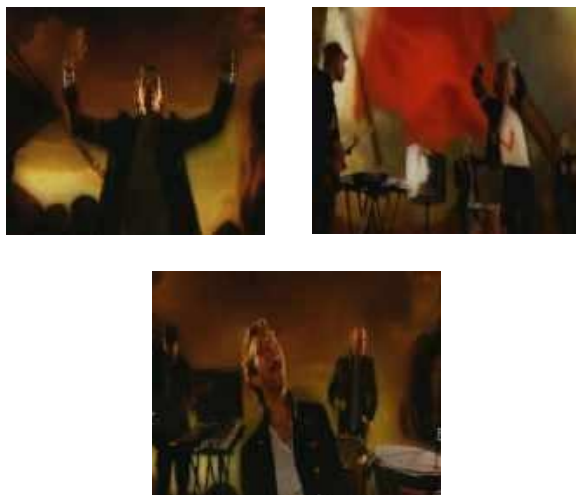


Figure 3. Hands, Viva and drum

During **the third 60 minutes**, it was seen visibly that Martin becomes a puppet by bending his body flexibility and his two hands are swinging in proportion when he uttered "Just a puppet on a lonely string". Puppet here reflects to be a manipulation by others and under control of supervision. In other word, puppet is labeled as helpless which actually describes a ruler to be powerless. The singer is

incredibly talented to imitate a puppet which made a scene to be more meaningful to watch. This is very impressive because he has an ability to perform properly how the puppet looks like. As a result, he holds two roles as a singer and as an actor as well who translate the message of lyric splendidly that made him deserve in obtaining a high-level appreciation.

The song is filled with an intense and rousing music produced primarily by beats of drum and bell. It is also heard a string friction of violin. Interestingly, there is also a sight of a big brown metal bell which is in an old fashion model. It was to exemplify a precise Jerusalem bell in medieval Europe. This kind of bell is used as an alarm of something dangerous through its ringing. Such bell indicated the scene relates undoubtedly with a piece fact of history that when the king began to speak with courageousness and strength. Noisy French crowds began to scream and mock by playing the executioner's drums louder to drown the sounds of the king's words. Then the sound of chime from the big bell could indicate the final execution which ends the king's life.

The white bright cloud is chosen by this band to symbolize heaven in which is portrayed distinctly. White means holy as this scene of cloud has connection to the lyric "I know Saint Peter won't call my name". A bunch of clouds move slowly in a round and round, then make an opening hole as if somebody is possibly to enter the heaven. This hole represents a situation between (1) visible and hidden, (2) present and absent, and (3) earth and sky. Since the narrator's name is not called by Saint Peter he realized that there is no opportunity for him to be in heaven. In describing that lyric, the singer acted repeatedly to look up the sky in signaling the exact location of heaven is somewhere up there over beyond white clouds.

Martin then looks screaming loudly as his body was flying to sky of clouds background. The opened mouth symbolizes a freedom and he made stretched hands to depict something relief. Such form of opened mouth also has a meaning of happiness and indicated an absolute joyful. Afterwards, he fell down awkwardly and disappeared. This scene surely invites high critical order thinking because the ending of ruler is implicitly portrayed. Such kind of thinking is beneficial to develop cognitive aspect of audients. Consequently, audients' critical thinking is applicable to analyze the action performed by the singer since each of his movement is carrying great weight in which meaningful as well.



Figure 4 Puppet, bell, cloud and flying

Splendid and memorable scenes of the last 60 minutes were seen towards the end of song depicting the whole members of band, namely Chris Martin as a vocalist, Jonny Buckland as a guitarist and background vocal, Guy Berryman as bassist and Will Champion as drummer. The refrain is played in this part which emphasizes of a sentence "I know Saint Peter won't call my name" which is interpreted as a decease and improved by the scream of "oh...oh...oh...oh...oh...oh" from Champion. Such scream is an identification to express a relief due to clear separation between life and death. The sound of Jerusalem bell and bass guitar strum is still heard loudly in signaling of low-spirited atmosphere among them. This atmosphere made the song to sad ending.

The rose which is viewed obviously at the beginning of video clip is now getting withered and later on it broke into a lot of petals. Those petals came out and blown by the wind as if they were flying and then went to shower each of band member. Such flying rose petals refer to someone who is going to disappear which is supported by the black dark color setting behind them. This illustrates the process of death because according to cultural values that can be seen everywhere. Sprinkle flowers are used to signify the grave of the recently dead or a pilgrimage to cemeteries.

Initially, Will Champion emerged with his body stood with a flat face and the eyes sharply look at the audience. Then, he turned his neck to the right. After that it was followed by Guy Berryman. The way his action is similar to Champion, before turning his head to the right side he looks stood still by holding his a bass with a monotonous expression, creating a silent. Jonny Buckland who is wearing a baseball hat appeared after Berryman. His position is back to the audience and shortly he turned left so that he can stare at audiences with an empty look while grasping his guitar. Martin appeared last without expression. His light of face is rather dark and both of his two hands stretched out as if he flew freely and the scenes fade away immediately. Remarkably, all of their mouth is closed tightly indicating no more words that they have to tell which leads to draw a conclusion that they have finished and it was really tranquil.

Both Champion and Berryman looked at the right to identify something good there as if they intended to arrive at that point to be together assembly in the right group. While Buckland seemed to be so serious of gloomy face is. His calm expression invited audience to support him in joining to his friends. Martin as the dominant figure in this video clip own a particular position, i.e. he did not looked at the audience, in contrast, he looked frequently at the underground and the right side where the rose petal fly towards that direction. It seems that all band members depart to heaven signifying a happy ending story.





Figure 5 the member bands action

The implication of the song for language learning

Song lyric is appreciated for their linguistic, pedagogical, cultural and entertaining features and considered as a precious language learning materials. It can be used as a means to improve young learners' grammar, vocabulary, pronunciation, or listening skills. Song produces a learning environment which is free from worry and provides pleasurable activities proven to offer many advantages benefits (Kumar et al., 2022). One of advantage is pronunciation practice.

Some aspects of English competence which we can acquire through “Viva La Vida” in terms of parts of speech, tenses and pronunciation. Teachers have a chance to explore optimally parts of speech through this song because it contains noun, verbs, adjective, and adverb. He or she is able to apply discovery learning by asking them how to find them through the clues. Students are satisfied because parts of speech data to be discussed is complete and taken from an authentic teaching material.

In “Viva La Vida” there are about 40 nouns found, namely I, world, Seas, morning, streets, dice, fear, enemy, eyes, crowd, king, key, walls, me, castles, pillars, salt, sand, Jerusalem, bells, Roman, cavalry, choirs, mirror, sword, shield, missionaries, field, reason, word, wind, doors, window, drums, revolutionaries, head, plate, puppet, string, and Saint Peter. All of these nouns are categorized as concrete nouns which are understood easily to be practiced by students in senior high school.

However, more or less 28 verbs are stated in this song. Those are rule, rise, gave, sleep, sweep, used, roll, feel, listen, sing, is, held, were, discovered, stand, hear, explain, had gone, was, blew, couldn't, believe, become, wait, want, are, call, would. Verbs are found in the form of infinitive verbs, auxiliary verbs and verbs in past tense. Therefore, such forms will become interesting discussion in the class to make some exercise through the use of verb.

In this lyric, it was discovered nine adjectives, i.e. alone, old, closed, wicked, wild, shattered, silver, lonely and honest and six adverbs, i.e. now, never, down, ever, just and alone. The use of adjective is useful to give an effect of a sentence towards the readers while the use of adverb is essential to create a sentence. Knowledge about adjective is an advantageous for improving writing skill, especially in narrative text.

Furthermore, they are at least three tenses that teachers and students can figure out in interesting way through this song lyric. They are simple present, present continuous and simple past (Okuyama, 2020). It seems that the sentence in the form of past tense is the majority. This lyric talks about the situation in the past, namely the life of a king. The examples of sentence in simple present are “Now the old king is dead” and “I sleep alone”. The lyric of “I hear Jerusalem bells are ringing” and “Roman Cavalry choirs are singing” are the examples of present continuous sentences. “I gave the word”, “I held the key”, “Next the walls were closed on me”,

“I discovered that my castles stand”, “It was the wicked and wild wind” and “I ruled the world” are some of past tense sentences learned in that song.

Apart from that, students are expected to have authentic experience of the word spelling in real situation. This song is also effective to acquire British pronunciation since the singer is from Exeter, England. Teachers are able to explain the pronunciation of British English referring to its transcription. This is important because there are some different phone background differences between BE and Indonesian. Such words are rise /raɪz/, castles /'kæsl/, choirs /'kwaɪə/, sword /sɔ:rd/, foreign /'fɔ:rən/, wicked /'wɪkɪd/ and puppet.

CONCLUSION AND SUGGESTION (TNR 12, BOLD, UPPERCASE)

The lyrics of the “Viva la Vida” song describes someone who used to be extremely powerful then end his life in a dramatically way. He had everything in his hand but unfortunately he misused of his great power that made people against him. Although he faced imminent execution but he still maintained his composure while giving his last speech. However, in Coldplay video clip the song is performed through the point of view of the King and this allows the emergence a completely new insight of the revolution.

However, this song is appropriate to be used as a teaching material in terms of both English literature and language teaching. Primarily, there are figurative expressions explicitly stated in terms of hyperbole, personification and metaphor in which students can explore in an excited way. They are motivated to learn literature work. Next, students have an opportunity to understand more comprehensively about the symbol and gesture of musical performance which is the movement made by the member of Coldplay. Discussing such symbols found will develop student cognitive ability. Teachers and students have a valuable experience of genuine teaching material to learn English of a stimulating approach. This can result a high motivation for students while learning English with some aspects to argue such as history, culture and interpretation.

Lastly, “Viva la Vida” song is also valuable as an authentic source for investigating language features such parts of speech, tenses and British pronunciation. Noun, verb, adjective and verbs are found explicitly in the lyric that both teacher and students to discuss further and more detailed. Undoubtedly, this lyric is perfect genuine supply to learn tenses, especially past tense which is in the form of regular and irregular verbs. In the context of learning as a foreign language, such lyric is also reliable for teaching British pronunciation.

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