Metaphorical perceptions of high school students about pop music

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Abstract

The purpose of this research is to examine the pop music metaphors developed by high school students. In this study, the phenomenology model, which is one of the qualitative research methods, has been used. A total of 650 students from a public school in Province Ankara, District Mamak, attended the study during the spring semester of the 2020/2021 academic year. The data were collected through a form containing the question 'Pop music is like... because...'. The data were analysed through content analysis. Based on the 324 different metaphors created by high school students, these metaphors are classified into 13 categories based on their shared characteristics. Students' gender and their conditions whether they play an instrument or not were considered when categorising them. According to the findings of the study, high school students described pop music as the most energising/friendly genre. The study also demonstrates that metaphors can be an effective tool for eliciting students' perceptions of pop music.

Keywords: High school students, metaphor, music, perception of pop music.

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1. Introduction

From the earliest traces of existence to the present, music has accompanied our lives in various situations and forms. Music has always played a significant role in people's lives, from ancient civilisations to the present. This is due to its purpose, functionality, systematic and developable structure. People's feelings about melodies may differ depending on their characteristics and experiences. As a result, music enables people to express their emotions.

Music is regarded as a form of communication in terms of making sense of the listener's emotional reactions (Woody, 2002). This is not a predetermined meaning; it emerges in the mind at random. Furthermore, music integrates with bodily movements and creates an expressive language (Linsley, 2011).

A bond is formed between people and music as a natural result of the emotional response of music to humans. This bond allows ideas about the emotional aspects of music to emerge. Images from personal experiences are used to express emotional meaning in music. These images reflect the emotions and thoughts shaped by personal experience. Because people's emotional responses are shaped by their characteristics, it is natural for the same music to elicit different emotional responses in different people. When people interact with music, they could create intuitive meaning. Metaphors can be used to embody and verbally express this meaning. Metaphor is a concept that has remained relevant from the ancient ages to the present day.

For Aristotle, the value of a metaphor is its ability to teach something unique about the relationship between two objects, and this also applies to the music–human relationship (Prieto & Barbara, 2002). Metaphors are significant in expressing emotions. Although music is frequently treated as a language, the meaning of this language consists of abstract feelings and thoughts that appear in the human self, rather than specific words. As a result, we frequently use metaphors to discuss the dimensions of music verbally (Linsley, 2011).

Metaphors generally appear in three different types in music literature research. Metaphorical expression in musical works is discussed in the first type of studies. These studies are based on the acceptance that music is a form of communication and at the same time regarded as a means of communication and can be interpreted as a text as well. Metaphor is used as a teaching tool in the creation and development of musical expression in the second type of study. In the third type of study, metaphor is the primary data collection tool used to determine people's perceptions of concepts like music and music lessons (Aydiner Uygun, 2015).

In this research, high school students' perceptions of pop music were tried to be determined through metaphors. Pop music is short for popular music. It was born in the early 1960s, from the reflection of the pop art movement in England to music (Sozer, 1996). Music affects the social development of high school students. The music genres that are being listened to interact with the concept of self. Certain musical styles are inextricably linked to the sociocultural environment in which high school students live. As a result, it is effective in the development of identity (Ekin, 2019). The choice regarding listening to specific music brings about an act of social existence. Most musical styles are also associated with a way of life. Individuals' attitudes towards life can be defined much more clearly in this context by the culture they adopt (Artemiz, 2009).

The preferred music genre may differ depending on the age of the people and their socioeconomic status. A high school student suffers from severe anxiety. Physiological changes, acceptance, self-esteem, identity search, and the pressure of the exam system are the factors of anxiety. Changes and uncertainties in adolescence can influence the moods of the students, the types of music they listen to and their expressions. In this context, high school students' perceptions of music genres may include

information about their socio-economic conditions. Metaphors are described as a useful tool to express this perception verbally.

This research aims at revealing the perception of pop music by high school students and assessing the findings about their experience of musical instrument playing and gender. In line with the purpose of the research, the question of 'What is high school students' perception of pop music?' constitutes the main problem sentence of this research.

The answers to the research problem were sought in light of the following sub-problems considering the high school students:
1.   What is the distribution of their perception of pop music?
2.   What are the conceptual metaphor categories in their perception of pop music?
3.   What are the metaphors they generate in their perception of pop music based on their gender and whether they play a musical instrument?

2. Method and Materials

2.1. Research model

This study is qualitative research. The phenomenology approach, which is one of the qualitative research methods, was used in this research. The objective of the phenomenological approach is to define the phenomenon that belongs to the individual's perceptions (Kuzu, 2013). In this method, events, situations, experiences and concepts are analysed and explained. Investigation of the perceptions and study of the consciousness is defined to be the main research area of phenology (Sonmez & Alacapinar, 2019).

2.2. Participants

The study group of the research was determined by criterion sampling, which is one of the purposeful sampling methods. Criterion sampling is the creation of the sample from individuals, events, objects or situations that meet the determined criteria (Buyukozturk et al., 2008). The study was conducted with 650 students from the 9th, 10th, 11th and 12th grades of a public high school in Mamak district of Ankara province during the 2020–2021 academic year. The fact that the students experiencing the research problem are in high school age constitutes the criterion of the sampling method. Student distribution of the study group is shown in Table 1.

Table 1. Information regarding the gender and grade of the participants

Gender	f	%
Male	414	63,7
Female	236	36,3
Total	650	100,0
Grade		
9th Grade	262	40,3
10th Grade	157	24,2
11th Grade	117	18,0
12th Grade	114	17,5
Total	650	100,0

According to Table 1, a total of 650 high school students, 236 (36,3%) female and 414 (63,7%) male, participated in the study. 262 (40,3%) students were in the 9th grade, 157 (24,2%) were in the 10th grade, 117 (18%) were in the 11th grade and 114 (17,5%) were in the 12th grade.

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2.3. Data collection tools and data collection process

The researcher's form was used to collect the research data. The form is divided into two parts. The first part contains information on whether the students play a musical instrument, their gender and class, while the second part contains metaphorical sentences requested to be responded. The main source of data for this research is the written forms filled out by the participants. To reveal high school students' perceptions of pop music with the assistance of metaphors, they were asked to complete the sentence formed as 'Pop music is like... because...'. The students were informed that the metaphors they would create would not be evaluated as right or wrong and the students were given 45 minutes.

The example 'rap music is like a game because it is very entertaining' was given to make it easier for students to create a metaphorical sentence. Students were asked to write the first connotation shaped in their minds in the first space and to explain the reason for this connotation using the expression 'because' in the second space. The goal of studies that use metaphors as a research tool is to clearly evoke the relationship between the concept of 'is like' and the subject and source of the metaphor, as well as to provide a justification and logical basis for the metaphors produced by participants with the concept of 'because' (Saban, 2008).

2.4. Data analysis

The data obtained from the research were analysed using the content analysis method. Content analysis examines a text or symbol, converts them to numbers and then interprets these numbers. The process of content analysis is to group and interpret similar data within the framework of certain concepts and themes (Sahin, 2017). Content analysis was carried out in five steps using the studies conducted by Saban (2008) as follows: (1) coding and extraction, (2) compiling sample metaphorical images, (3) developing categories, (4) ensuring validity and reliability and (5) transferring the data to a computer for quantitative data analysis.

Since it was determined that 50 of the metaphors were not answered and 26 of them were evaluated invalid during the coding process, the research was conducted with 574 metaphorical sentences. It was noted that the participants attributed different meanings to the same metaphors. These metaphors were, therefore, considered different and numbered to distinguish (e.g., peace1, peace2). Valid metaphors are arranged in alphabetical order and the metaphors listed are numbered from P-1 to P-574. Metaphors were compiled in terms of common and similar characteristics and grouped under 13 conceptual categories. The content of the categories was evaluated based on the gender of the participants and whether they play a musical instrument.

The data and categories gathered are thoroughly explained because they are one of the most significant validity criteria within the scope of the research. The findings section includes all the metaphors discovered during the research. To ensure the research's reliability, expert opinion was obtained to confirm that the metaphors under the categories accurately represent the categories. As a result, a researcher and an expert worked independently on the creation and coding of the categories. The 'Reliability = Consensus / (Consensus + Disagreement)' formula specified by Miles and Huberman (1994) was implemented to calculate the reliability of the research. The fact that the experts used the same code in their evaluations was accepted as consensus and the fact that they used the different codes was also accepted as disagreement. As a result of the comparison of the coding made by the researchers, the reliability of the research was evaluated as 90%. The fact that this rate is greater than 70% indicates that the study is reliable (Miles & Huberman, 1994).

3. Results

In this part of the study, the metaphors compiled with the data collection forms are discussed and the findings related to the research questions are presented. Conceptual categories formed based on the common characteristics of metaphors are explained separately, with examples illustrating the categories.

3.1. Findings of the first sub-problem

The first sub-problem sought to reveal high school students' metaphors for the concept of 'pop music'. Table 2 shows the distribution of metaphors by conceptual categories.

Table 2. Metaphors related to the concept of 'Pop Music'

Categories	Pop is like music… because…	f	%
Energising	Action, car1 (f:2), love1, playing games on computer, riding bicycle, vivacious fish, chocolate1, cheetah, children(f:3), dancing (f:2), dance (f:10), sea1, sea waves, wave at sea, fun1 (f:8), funny movie, energy1, energy drink, young person, rainbow1, sun1, noise, moving toy, life1, excitement (f:5), horon (a kind of folk dance in Turkey), peace1, Istanbul, gymnastics, coffee (f:2), heart1, Black Sea, a mixed soup, bird1, adventure, uplifter, motorcycle, happiness1, playful person, game (f:4), music to dance1, teacher, party1 (f:4), popping sugar, colour1, wind 1 (f:2), watch1, Serdar Ortaç1, Sezen Aksu, doing sports (f:2), speed, construction site, waterfall (f:2), Tarkan1 (f:2), truck, bouncing ball, airplane1, racehorse	93	14.3
Friendly	Car enthusiasm, friend (f:2), love4, my baby, computer game2 (f:2), nightingale, chips, chocolate2 (f:2), deep, fun3 (f:7), energy2, football2, my night, sky3, sun2 (f:2), sunlight, beautiful painting, lovely bird, life3 (f:4), gift, peace4, peaceful, medicine2, supportive friend, heart3 (f:2), shooting star, butterfly, enjoyable holiday, coke, happiness4 (f:2), joy2 (f:2), perfume, mirror of soul, dream 3, Serdar Ortaç2, love (f:2), lover2, intercity bus, stylish dress, sweet1 (f:2), soil, flight2, sleep, famous, rain2, food, eating, Tarkan2 (f:3)	68	10.5
On Life	Album2, falling in love, love5 (f:2), chameleon, wheel of fortune, mountain3, sea5 (f:2), TV series, nature2, emotion, emotional movie, emotional, world1, brush strokes, movie (f:3), rainbow3 (f:3), sky4, beautiful house, pool, dreaming, life4 (f:6), exciting adventure, story, human2, book2, eating lollipops, fairy tale2, fruit juice, stomach pain, nylon, ocean1 (f:3), game5 (f:2), toy2, money, daisy, pizza, colourful, colour2, watermelon that can be selected, boring2 (f:2), water4 (f:3), poem3, painting, going on holiday2, tin box, seed, life	64	9,8

Relaxing	Love2, tea, sea3 (f:6), nature1 (f:4), football1, sky1 (f:2), sunset, air1, peace2 (4), medicine1, a pleasant film, cologne, bird2, massage, massage chair, fairy tale1, breath, forest, game3 (f:3), comfortable chair, dream1, soap, walking on beach (f:2), swinging on the swing, silence (f:2), soda and lemon, stress ball, water2 (f:5), water sound, sponge, healing, poem1, holiday, cleaning, therapy (f:4), space, pillow (f:2)	61	9,4
Entertaining	Driving, car racing, circle of friends, meeting with friends, riding carousel, computer game1, enthusiastic party (f:2), bell, alive and kicking, sea2, disco ball (f:2), Ferris wheel, wedding ceremony, Aegean Region, fun2 (f:4), energy source, watching football match (f:2), rainbow2 (f:2), book1, concert, amusement park1 (f:2), monkey, happiness2, joy1, New York, game2 (f:6), music to dance2, toy1, student, park, spending time in a park, party3, Pubg, watch2, samba, candy1, going on holiday1, playing ball, flying 1, time.	53	8,2
Unpopular	Crying, fire, swamp, stale bread (f:2), a blank bus stop, a blank page, emptiness (f:3), cloud1, garbage1 (f:3), dumpster, lesson (f:4), tangled ball, exhaust, persecution, thunder, dark, cat, a bad experience, mathematics, homework, stereo having no battery left, boring1, boring movie (f:5), exam (f:2), having an exam, black, water1, television, cliff (f:2), plain bread, summer	45	6,9
Dynamic/Trendy	Stream, streams, memory of a fish cloud3, ice, flowers, very simple puzzle, garbage2, wave (f:2), waveless sea, sea6 (f:2), fun4, universe1, factory, sky5, sun3, daily newspaper, light, construction, cartoon magazine, matryoshka doll, fashion1, river2, ocean 2, popcorn1 (f:2), fountain, popcorn (f:2), rocket, wind2, flash in the pan1, flood, brand new car (f:2), infinity (f:2), water5 (f:2), thermometer, volcano, new season, innovation	45	6,9
Nostalgic	Looking at photo album, photo album1, memory (f:3), mannequin dummy, mountain2, deja vu, sea4, dream, photo album, photo, traveling, Gokhan Turkmen, sky2, tears, memory, dream (f:3), our dreams, life2 (f:2), nice music, heart2, history (f:2), happiness3 (f:2), river1, colour circle, spirit (f:2), state of mind, dream2 (f:2), lover1, water3, bandage, wound, timeless photo	41	6,3
Consumed Easily	Droplet, stream, ice cream (f:2), fast food (f:3), phenomenon, lake, fireworks (f:3), enthusiasm, snowball, shooting star (2), broken toy, foam, fashion 2, popcorn 2, flash in the pan2, water7, sugar2, dessert2, cheap market items, foreigner, summer love	27	4,2
Liberator	Key, lion's roar, love3, belongs to me, my world, cloud2, life, madness, mountain1, peace3, inner voice, human1, bird3 (f:3), game4 (f:2), spiritual enlightenment, deep love, silent and	27	4,2

	endless lowland, transparent, transparent colour, poem2, airplane2, flying balloon, flying bird, rain1		
Catchy/Harmonious	Harmony, car2, broken record, soup, circle, guitar, memory, whistle, twin, bad cassette, bird4, bird call (f:2), fairy tale3, chorus (f:2), ocean3, highway, vanilla ice cream, chewing gum (f:2), love, poem4, going on holiday, softener, surface	26	4,0
Universal	Eating soup, riding bike, world2, bread, universe2, universal, looking at lake, air2, amusement park2, ocean4, cocklebur, popular, water6 (f:2)	14	2.2
Polyphony	Ashure, band, bass, four seasons, football3, mixed nuts, ocean5, orchestra, non-stop drums, team.	10	1,5
Unanswered/Invalid	Unanswered (50) Invalid (26)	76	11.7
Total		650	100

According to Table 2, high school students produced 324 different and valid metaphors and 574 opinions about the concept of pop music. The most common metaphors are entertainment (20), game (17), water (15), life (13), dance (12) and sea (11). Metaphors generated by high school students about the concept of pop music were grouped into 13 categories. These are as follows: Energising (f:93), Friendly (f:68), On life (f:64), Relaxing (f:61), Entertaining (f:53), Unpopular (f:45), Dynamic/Trendy (f:45), Nostalgic (f:41), Consumed easily (f:27), Liberating (f:27), Catchy/Harmonious (f:26), Universal (f:14) and Polyphonic (f:10).

3.2. Findings of the second sub-problem

It is aimed to present the second sub-problem categories and sample expressions under the headings of the category.

3.2.1. Category of pop music as an energising phenomenon

In this category, pop music was expressed as an energising element with 93 (14.3%) students and 58 metaphors. The examples are as follows:

‘Pop music is like love because it is exciting’(P28).
‘Pop music is like chocolate because it increases your energy’ (P70).
‘Pop music is like a child because it is chirpy’ (P74).
‘Pop music is like a cheetah because it is a fast genre’ (P73).
‘Pop music is like Istanbul because it is energetic’ (P285).
‘Pop music is like a game because it makes people play’ (P387).
‘Pop music is like a construction site because it is dynamic and noisy’ (P500).
‘Pop music is like a waterfall because it is loud and noisy’ (P506).
‘Pop music is like a horon (a kind of folk dance in Turkey) because we always stomp when we hear it play’ (P266).

3.2.2. Category of pop music as a friendly phenomenon

Pop music was expressed as a friendly element by 68 (10.5%) students and 48 metaphors in this category. The examples are as follows:

'Pop music is like a friend because it accompanies me' (P19).
'Pop music is like a computer game because I like listening to it' (P43).
'Pop music is like a bar of chocolate because it is addictive' (P71).
'Pop music is like entertainment because it fixes our mood' (P165).
'Pop music is like life itself because it is my favourite' (P246).
'Pop music is like love because we always enjoy and listen to it very carefully' (P455).
'Pop music is like a lover because it makes you feel good' (P458).

3.2.3. Category of pop music as a phenomenon of life

Pop music was expressed as an element describing life and as an unstable element by 64 (9.8%) students and 47 metaphors in this category. The examples are as follows:

'Pop music is like love because it has ups and downs, is joyful and sad' (P29).
'Pop music is like a chameleon because it sometimes hurts but sometimes gives you joy as well' (P54).
'Pop music is like a wheel of fortune because it fits into many moods' (P66).
'Pop music is like TV series because each song has a different subject' (P130).
'Pop music is like brush strokes because it contains different emotions' (P187).
'Pop music is like life itself because it is both entertaining and sad' (P245).
'Pop music is like life itself because it changes one's mood' (P563).

3.2.4. Category of pop music as a relaxing phenomenon

Pop music was expressed as a comforting element by 61 (9.4%) students and 37 metaphors in this category. The examples are as follows:

'Pop music is like a bird because it eases you' (P316).
'Pop music is like soda and lemon because it is spacious' (P473).
'Pop music is like a stress ball because you let go off stress' (P480).
'Pop music is like a water because it gives peace' (P491).
'Pop music is like a sponge because it attracts negative emotions and makes you feel relaxed' (P498).
'Pop music is like therapy because you feel relaxed while listening' (P531).
'Pop music is like a pillow because it calms you down' (P562).

3.2.5. Category of pop music as an entertaining phenomenon

Pop music was expressed as an entertaining element by 53 (8.2%) students and 40 metaphors in this category. The examples are as follows:

'Pop music is like a friendly environment because it is fun' (P21).
'Pop music is like riding carousel because it does not bore you' (P33).
'Pop music is like a wedding ceremony because it entertains' (P144).
'Pop music is like watching a football match because it lets your hair down' (P197).
'Pop music is like a toy because it is for entertainment' (P390).
'Pop music is like PUBG (a popular mobile game) because it entertains' (P416).
'Pop music is like sugar because it gives joy when you listen to' (P505).

3.2.6. Category of pop music as an unpopular phenomenon

Pop music was expressed as an unpopular element by 45 (6.9%) students and 31 metaphors in this category. Here are some examples of these metaphors:

'Pop music is like a cloud because it depresses me when I listen to' (P56).
'Pop music is like a lesson because it is very boring' (P124).
'Pop music is like a thunder because its rhythms disturb me' (P202).
'Pop music is like a homework because I do not like it' (P392).
'Pop music is like a stereo having no battery left, because I never listen to it' (P411).
'Pop music is like a boring movie because it contains tasteless songs' (P465).
'Pop music is like an exam because it makes me nervous' (P469).
'Pop music is like a plain bread because it is not charming' (P564).

3.2.7. Category of pop music as a dynamic/trendy phenomenon

Pop music was expressed as a moving element that remained on the agenda by 45 (6.9%) students and 38 metaphors in this category. The examples are as follows:

'Pop music is like a stream because it is renewed constantly' (P3).
'Pop music is like a flower because new songs keep popping up' (P69)
'Pop music is like a wave because songs can be seen and then disappear' (P90).
'Pop music is like a factory because it constantly produces new songs' (P182).
'Pop music is like a matryoshka doll because newer songs keep popping up' (P334).
'Pop music is like a fashion because it is always on the agenda' (P341).
'Pop music is like a volcano because it never burns out' (P554).

3.2.8. Category of pop music as a nostalgic phenomenon

Pop music was expressed as a nostalgic element by 41 (6.3%) students and 32 metaphors in this category. The examples are as follows:

'Pop music is like looking at a photo album because memories rush to your mind while listening' (P6).
'Pop music is like a memory because it is inspired by memories and expressed on a paper' (P10).
'Pop music is like deja vu because we go back to the old times while listening' (P105).
'Pop music is like a dream because we dive into dreams' (P239).
'Pop music is like a heart because you remember that you love and alive while listening to songs' (P293).
'Pop music is like a colour circle because my emotions get confused' (P419).
'Pop music is like a lover because it reminds you of love' (P457).
'Pop music is like a wound because it hurts as you listen' (P559).

3.2.9. Category of pop music as an easily consumed phenomenon

Pop music was expressed as an easily consumed element by 27 (4.2%) students and 21 metaphors in this category. The examples are as follows:

'Pop music is like a droplet because those who make pop music rise in number suddenly but are short-lived' (P92).
'Pop music is like ice cream because it is consumed quickly and ends immediately' (P137).
'Pop music is like fast food because it is consumed quickly' (P183).
'Pop music is like fireworks because songs first charm and then get stale' (P236).
'Pop music is like enthusiasm because I first enjoy it and then get bored' (P258).

'Pop music is like a shooting star because singers go dark eventually' (P300).
'Pop music is like a foam because it feels gorgeous at first and then disappears' (P312).
'Pop music is like fashion because it comes and goes' (P340).
'Pop music is like summer love because it is forgotten' (P565).

3.2. 10. Category of pop music as a liberating phenomenon

Pop music was defined as a way of liberation by 27 (4.2%) students and 24 metaphors in this category. The examples are as follows:

'Pop music is like a key because it conveys every emotion' (P9).
'Pop music is like a lion's roar because I easily express my feelings while singing' (P23).
'Pop music is like my world because it defines me' (P42).
'Pop music is like madness because I want to do creative things while listening' (P68).
'Pop music is like an inner voice because the screams coming inside of us sing songs' (P278).
'Pop music is like a bird because it makes you feel free' (P317).
'Pop music is like spiritual enlightenment because it is the best way to convey emotions to people' (P426).
'Pop music is like a flying balloon because we feel free while listening' (P544).

3.2.11. Category of pop music as a catchy/harmonic phenomenon

Pop music was expressed as a catchy/harmonious element by 26 (4.0%) students and 31 metaphors in this category. The examples are as follows:

'Pop music is like a harmony because the instruments are in harmony' (P2).
'Pop music is like a memory because songs are catchy' (P230).
'Pop music is like a bird because it sounds pleasant' (P318).
'Pop music is like a fairy tale because it does not tire you out no matter how long you listen' (P331).
'Pop music is like vanilla ice cream because listening to it is easy' (P438).
'Pop music is like chewing gum because songs stick to your tongue' (P442).
'Pop music is like a surface because it does not have deep meanings' (P572).

3.2.12. Category of pop music as a universal phenomenon

Pop music was expressed as a universal element by 14 (2.2%) students and 13 metaphors in this category. The examples are as follows:

'Pop music is like eating soup because people of all ages listen to it' (P79).
'Pop music is like bread because it addresses many people' (P173).
'Pop music is like universal because it is listened to in every country' (P180).
'Pop music is like an amusement park because everyone loves it' (P325).
'Pop music is like cocklebur because it is listened to in every country' (P410).
'Pop music is like popular because it is widely listened to' (P415).

3.2.13. Category of pop music as a polyphonic phenomenon

Pop music was expressed as a polyphonic phenomenon by 10 (1.5%) students and 10 metaphors in this category. The examples are as follows:

'Pop music is like ashure because it is played using many instruments' (P31).
'Pop music is like a marching band because it contains more than one instrument' (P36).

'Pop music is like four seasons because it is played by many instruments' (P140).
'Pop music is like football because they play in groups' (P195).
'Pop music is like mixed nuts because it is played by various instruments' (P298).
'Pop music is like an orchestra because it is played by many different instruments' (P367).
'Pop music is like a team because everyone who makes pop music plays a different instrument' (P514).

3.3 Findings of the third sub-problem

The third sub-problem sought to reveal the distribution of categories in Tables 3 and 4 based on the gender of the participants and whether they play an instrument.

Table 3. Distribution of categories regarding the gender of the participants

Categories	Female f (n=210)	%	Men f (n=364)	%
Energising	37	17.6	56	15.4
Friendly	29	13.8	39	10.7
On life	25	11.9	39	10.7
Dynamic/Trendy	9	4.3	37	10.2
Unpopular	10	4.8	35	9.6
Relaxing	27	12.9	34	9.3
Entertaining	21	10.0	32	8.8
Nostalgic	19	9.0	22	6.0
Catchy/Harmonious	6	2.9	20	5.5
Liberator	11	5.2	16	4.4
Consumed easily	12	5.7	14	3.8
Universal	2	1.0	12	3.3
Polyphonic	2	1.0	8	2.2

According to Table 3, female (n:210) and male (n:364) high school students mostly expressed pop music as a phenomenon that gives energy (f:37, f:56) and makes them feel friendly (f:29, f:39). Pop music is expressed to be a relaxing (f:27), life-related (f:25) and entertaining (f:21) phenomenon by female students. Other categories preferred by male students defining pop music are as follow: on life (f:39), dynamic/trend (f:37), unpopular (f:35), relaxing (f:34) and entertaining (f:32). Female and male students defined pop music as universal (f:2, f:12) and polyphonic (f:2, f:8) elements on the lowest scale level. It has been observed that female and male students produce more metaphors on the musical's effects of pop music than the musical characteristics of pop music.

9.6% of male students and 4.8% of female students stated that pop music is unpopular. 10.2% of male students and 4.2% of female students stated that pop music is a dynamic/trendy phenomenon. The percentage of male students who do not like pop music and see it as a renewed and up-to-date phenomenon is higher than female students. 12.9% of female students and 9.3% of male students defined pop music as a relaxing phenomenon. In addition, 13.8% of the females and 10.7% of the males defined pop music as friendly, and 9% of the females and 6% of the males defined it as nostalgic. Accordingly, in comparison to the male students, female students define pop music more like a phenomenon that relaxes, emotionalises and makes people feel friendly.

Table 4. Distribution of categories based on whether participants play an instrument

Categories	Those who play an instrument		Those who do not play an instrument	
	f (n=162)	%	f (n=411)	%
Energising	25	15.4	68	16.5
Friendly	20	12.3	48	11.7
On life	16	9.9	48	11.7
Relaxing	15	9.3	46	11.2
Entertaining	13	8.0	40	9.7
Dynamic/Trendy	11	6.8	35	8.5
Nostalgic	10	6.2	30	7.3
Unpopular	17	10.5	28	6.8
Catchy/Harmonious	6	3.7	20	4.9
Consumed easily	8	4.9	18	4.4
Liberator	11	6.8	16	3.9
Universal	4	2.5	10	2.4
Polyphonic	6	3.7	4	1.0

According to Table 4, high school students who play an instrument (n:162) and those who do not play an instrument (n:411) described pop music as a phenomenon that provides energy (f:25, f:68) and makes people feel friendly (f:20, f:48). Those who do not play an instrument also expressed pop music as an element on life (f:48). 10.5% of the students who play an instrument, and 6.8% of the students who do not play an instrument defined pop music as an unpopular phenomenon. As a result, those who play an instrument have a more critical approach to music. Furthermore, pop music was described as liberating by 6.8% of those who play an instrument and 3.9% of those who do not play an instrument. Students who play an instrument can express themselves more effectively through music. This may have made them evaluate pop music as a means of expression. Pop music was defined as a polyphonic element by 3.7% of those who play an instrument and 1% of those who do not. This situation demonstrates that students who play an instrument do not only focus on emotions but also consider the structural elements of music while listening to music.

4. Discussion, conclusion and recommendations

Images corresponding to emotions and thoughts may appear in the human mind because of experiences. Images also vary from person to person due to differences in emotional responses. Metaphors are a means to reveal images.

Music influences the emotional state of the person listening to it. Therefore, the concept of music is appropriate to be expressed with metaphors. People can interact with their surroundings by expressing their emotions. Music, according to Erdem (2011), is one of the most powerful communication tools for those who are going through adolescence during the high school education process. Young people can use music to convey a message, to express their true self or how they want to be known.

In this research, high school students' perceptions of pop music were discussed. As a result of this research, students produced 324 metaphors and 574 opinions. The positive metaphors generated by the students are divided into 12 categories, while the negative metaphors are categorised under one category. Although most of the metaphors produced are positive (f:429), a small part (f:45) is negative. When categorising students, their gender and whether they play an instrument were considered. The findings demonstrate that students create associations based on the characteristics of the concept of pop music.

There are studies in the literature conducted by Celenk (2019) and Ayhan et al. (2016) that address the negative metaphors produced regarding music. In his research, Celenk (2019) identified pop music as the favourite music of secondary school students. Therefore, the results of the study can be evaluated based on pop music. Music was regarded as an insignificant and disturbing element in his study. In their study on the pop music genre, Ayhan et al. (2016) negatively evaluated the majority of metaphor examples of undergraduate students. In this study, students in the negative category (f:45) evaluated pop music as unpopular. Students stated that they feel bored while listening to pop music using metaphors, such as 'boring film', 'garbage', 'lesson', 'emptiness' and 'stale bread', that the music was disturbing and that the songs were unqualified.

Pop music has a nature that appeals to everyone and is meant to be danced to rather than reflecting an opinion. The findings of the research comply with these characteristics of pop music. In this research, students mostly (f = 93) produced metaphors on pop music in the category of 'energising'. Students have expressed pop music as an energising, meant to be danced to, an enthusiastic and a cheerful phenomenon with metaphors such as 'dance', 'fun', 'excitement', 'game' and 'party'. Say's (2005) statement regarding that dance is the most crucial element of popular music that attracts the attention of the listener complies with the students' statements. In the literature, the energising and exciting aspects of music were emphasised using metaphor analysis on studies conducted by Dinc Altun and Musmul (2018), Kilic (2016), Acay Sozbir and Camlibel Cakmak (2016), Ciftci (2010) and Artemiz (2009).

Pop music as a phenomenon in the category of 'Entertaining' (f:53) is characterised by metaphors such as 'fun', 'game', 'party', 'Pubg' (a mobile game) etc. by students. Pop music's energetic, exciting, and entertaining nature has revealed the characteristics of music that students naturally enjoy. Pop music is defined by students as a phenomenon in the category of 'friendly' (f:68). Students have described music as a significant phenomenon that accompanies, supports, uplifts and makes them feel good in the same way that a friend does, using metaphors such as 'love', 'friend', 'sky', 'Tarkan' etc. Yuksel (2020) who supports this finding stated that prospective teachers perceive music as a support and shelter, and Dinc Altun and Musmul (2018) stated that violin education trainees believe that making music provides a purpose in life and accompanies lonely people.

In this research, a significant number of students expressed pop music in the category of 'relaxing' (f:61) using metaphors such as 'nature', 'water', 'pillow' and 'therapy'. Students stated that they calm down while listening to pop music, relieve stress and relax by getting away from negative emotions. According to Angi and Sendurur (2015), music has been used since ancient times to alleviate people's pain and treat diseases. The healing and relaxing aspects of music have also been revealed in the studies conducted by Yuksel (2020), Kilic (2016) and Yagisan (2013).

Pop music takes on a 'nostalgic' characteristic (f:41) in some students. Students stated that they remember their memories because of the music they listen to and become emotional, using metaphors such as 'photo album', 'deja vu', 'lover' etc. In this research, students described the category of 'liberating' (f:27) using metaphors such as 'key', 'poetry' and 'inner voice'. These research findings are consistent with the findings of the researches conducted by Yuksel (2020), Cetinkaya (2019), Dinc Altun and Musmul (2018), Acay Sozbir and Camlibel Cakmak (2016) and Kilic (2016), who stated that music is a tool for translating emotions and thoughts.

Popular music is a type of music that is quickly produced and consumed. Students described this nature of pop music in the category of 'dynamic/trendy' (f:45) using metaphors such as 'wave', 'popcorn', 'hay flame'. Songs must be engaging and catchy for pop music to appeal to a broad audience and remain on the agenda. Students stated this nature of songs in the category of 'catchy/harmonious' (f:26) using metaphors such as 'harmony', 'chorus' and 'gum'. They stated that the songs do not tire people and can be repeated easily. Yurga (2017) stated that pop music singers produced similar

products and used remarkable and catchy elements that appeal to the audience in their music. Since pop music is typically performed with an orchestra, and students express it in the category of 'polyphonic' (f:10) using metaphors such as 'ashura', 'team', 'marching band' etc. Students expressed their ideas in the category of 'on life' (f:64), which dealt with the themes of the songs, using metaphors such as 'painting', 'TV series', 'life', 'seed' etc. They explained their argument by stating that the songs express a wide range of emotions and have ups and downs, just like life. This finding is supported by the findings of Cetinkaya (2019) and Dinc Altun and Musmul (2018), who stated that music plays a crucial role in expressing dynamic and variable emotions.

Ciftci (2010) defines pop music as current and entertainment-oriented, but a more temporary and simpler genre regarding other music genres. Metaphors such as 'ice cream', 'fireworks' and 'summer love' were classified in the category of 'easy to consume' (f:27) of pop music. The continuously consumed nature and temporary and superficial structure of pop music were also presented by Ayhan et al. (2016), Sagir and Ozturk (2015), Sakar and Maba (2015), Angi (2013) and Pala (2009).

Pop music appeals to large audiences as a natural result of its attractive and easily memorable characteristics (Say, 2005). In this research, students revealed this nature of pop music in the category of 'universal' (f:14) using metaphors such as 'universe' and 'popular'. It has been discovered that female and male students produce more metaphors on the affective effects of pop music rather than its musical characteristics. The percentage of male students who do not like pop music and perceive it as a renewed and up-to-date phenomenon is higher than female students. Accordingly, in comparison to the male students, female students define pop music more like a phenomenon that relaxes, emotionalizes and makes people feel friendly. Different expressions that emerge regarding gender can reveal the differences in the emotional worlds of males and females. According to Senel (2014), regarding the fact that gender roles and psychological needs differ, such as the fact that men are expected to be strong and women are expected to be emotional, results in significant differences in music tastes and preferences.

In this research, it was concluded that students who play an instrument have a more critical approach to music and their preferences may differ. Students who can play an instrument are better able to express themselves through music. This may have made them evaluate pop music as a means of expression. Students who play an instrument can focus on the structural elements of music as well as emotions while listening to music.

As a result of this research, it has been concluded that metaphors are an effective tool for revealing students' inner worlds regarding the music genre. According to Spring (2016), metaphors are a valuable tool that enables educators to increase the effectiveness of the teaching–learning process. Teachers can reveal the inner world of students through metaphors. This increases course motivation while also allowing students to be guided based on their unique characteristics.

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