

## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

#### **A. Findings**

This chapter presented and discussed the data findings that the researcher answered from two main points of research questions as following.

##### **1. The theme and topics of FUVGIS songs designed with theme relevant to the interests and cultural context of the alpha generation**

The results of the analysis show that FUVGIS song are designed with themes that are very relevant to the interest and cultural context of the alpha generation. Born in this digital age, alpha generation has particular need content that is interactive, enjoyable, and relevant to their everyday lives.

Alpha Generation needs relevant, interactive, and engaging learning materials for the current digital world. One approach to satisfy this need is via English language learning songs that include cultural context. The cultural background connected with the songs will enable Alpha Generation to grasp the customs, rituals, and values of many civilizations. This fosters compassion and cultural variety awareness in addition to improving their English language abilities. Therefore, songs in English that include cultural context can be a great means to help Alpha Generation grow into more knowledgeable, compassionate, and culturally sensitive worldwide citizens.

Themed For children's English learning, themed songs about everyday events like vegetables and fruits, vehicles, and objects near to children are very appropriate. This is so kids better grasp and retain ideas connected to their

everyday activities. English learning songs can be more successful in developing kids' English abilities if they use familiar and captivating themes for them. Themes connected with daily life can also help children create links between English and their own experiences, therefore enhancing learning as engaging and interactive. Following are the results of the thematic classification of the songs examined from the FUVGIS:

**a. Healthy Food (vegetables)**

The first sample song, titled “Vegetables” with the theme of healthy food and happiness, which presents a vegetable vocabulary song, vegetable and healthy food-themed songs can be an effective tool in teaching English to children. Through this song, children can learn English vocabulary related to healthy food and vegetables, such as “broccoli”, “carrot” and “cabbage”. In addition, this song can also help children understand the importance of healthy food and vegetables in keeping their bodies healthy. By singing the song together, children can practice their English speaking and singing skills in a fun and interactive way. Teachers can utilize this song as a means to increase children's motivation and interest in learning English.

Songs with a theme of vegetables and healthy food have a close relationship with cultural context in teaching English to children. This is reflected in several aspects, such as:

- 1) Health values: These songs teach children about the importance of healthy food and vegetables in maintaining physical health. This reflects cultural values that prioritize health and well-being.

- 2) Food traditions: These songs can introduce children to various types of vegetables and healthy food from different cultures. This can help children understand and appreciate cultural diversity and food traditions.
- 3) Character education: These songs can help children understand the importance of discipline and awareness in maintaining physical health. This reflects cultural values that prioritize character education and self-awareness.
- 4) Social interaction: These songs can help children practice their English speaking and singing skills in a fun and interactive way. This can help children build positive social interactions and expand their knowledge of other cultures.

Therefore, songs with a theme of vegetables and healthy food can be an effective means of teaching English to children, while also helping them understand and appreciate a broader cultural context.

#### **b. Vehicles, Transportation, Friendship**

The second sample song, titled "Transportation", features vehicles, transportation, and friendship themes, presenting a song that teaches vocabulary related to transportation. Songs with vehicle, public transportation, and friendship themes can be an effective means of teaching English to children. These themes are highly relevant to children's daily lives, making it easy for them to understand and connect the concepts being taught to their own experiences. Through this song, children can learn English

vocabulary related to vehicles, such as "car", "bus", and "bike", as well as public transportation, such as "train" and "ferry".

Additionally, the friendship theme can help children understand important values such as cooperation, empathy, and communication. By singing the song together, children can practice their English speaking and singing skills in a fun and interactive way, increasing their motivation and interest in learning English.

Songs with a theme of vehicles, public transportation, and friendship as a means of teaching English to children has a close relationship with cultural context. This is reflected in several aspects, such as:

- 1) Social values: The theme of friendship in these songs teaches children important values such as cooperation, empathy, and communication. This reflects cultural values that prioritize social relationships and harmony.
- 2) Transportation culture: The song introduces children to various types of vehicles and public transportation, such as cars, buses, bicycles, trains, and airplanes. This can help children understand and appreciate different transportation cultures.
- 3) Daily life: The themes presented in the song are highly relevant to children's daily lives, allowing them to easily understand and connect the concepts taught to their own experiences. This reflects a cultural context that prioritizes daily life and personal experience.

- 4) Multicultural education: The song can help children understand and appreciate different cultures, promoting multicultural education. This reflects cultural values that prioritize diversity and inclusion.

Therefore, songs with a theme of vehicles, public transportation, and friendship can be an effective means of teaching English to children, while also helping them understand and appreciate a broader cultural context.

**c. Kitchen (kitchen utensils and furniture)**

The third song sample, titled “In the Kitchen”, the theme is thinking in the kitchen such as kitchen utensils and furniture, which presents the song names of objects in the kitchen which is songs with a kitchen theme and things in the kitchen (kitchen utensils and furniture) can be an effective means of teaching English to children. This theme is highly relevant to children's daily lives, as they often interact with objects in the kitchen, such as tables, chairs, pots, and spoons. Through this song, children can learn English vocabulary related to kitchen objects, such as "table", "chair", "pot", and "spoon".

Additionally, this song can help children understand concepts such as the function and purpose of these objects, as well as develop their English speaking and singing skills in a fun and interactive way. By singing the song together, children can practice their ability to use English to communicate and understand new concepts. This song can also help children develop their listening and comprehension skills in English, as well as increase their motivation and interest in learning the language.

Songs with a theme of kitchen and things in the kitchen as a means of teaching English to children has a close relationship with cultural context. This is reflected in several aspects, such as:

- 1) Culinary culture: The song introduces children to various objects related to cooking and eating activities, such as stoves, bowls, plates, spoons, and forks. This can help children understand and appreciate different culinary cultures.
- 2) Social habits: The song also introduces children to social habits related to cooking and eating activities, such as using napkins and brooms. This can help children understand and appreciate different social habits.
- 3) Social values: The song can help children understand social values such as cooperation, empathy, and communication related to cooking and eating together. This can help children develop social and emotional skills.

In the context of Generation Alpha, this song can help children understand and appreciate a broader cultural context, while developing social, emotional, and cognitive skills essential for living in a globalized world.

#### **d. School uniforms, Clothes, School learning**

The fourth song sample, titled “Clothes to Study During Covid 19 Outbreak”, the theme is school uniform, clothes, and school learning which can be an effective tool in teaching English to children. This theme is very relevant to children's daily lives, as they often interact with objects related to

school and clothing. Through this song, children can learn English vocabulary related to school clothes, such as “uniform”, “shirt”, “pants” and “shoes”.

In addition, this song can also help children understand concepts such as color, shape, and function of clothes. It can also help children develop their English speaking and singing skills in a fun and interactive way. By singing the song together, children can practice their ability to use English to communicate and understand new concepts. In addition, the song can also help children develop their English listening and comprehension skills, and increase their motivation and interest in learning English.

Songs with a theme of school uniforms, clothes, and school learning as a means of teaching English to children has a close relationship with cultural context. This is reflected in several aspects, such as:

- 1) Clothing Culture: The song introduces children to various types of school uniforms that differ in different countries. This can help children understand and appreciate different clothing cultures.
- 2) Social Habits: The song can help children understand different social habits, such as dressing, interacting with others, and appreciating local traditions and culture.
- 3) Social Values: The song can help children understand social values such as cooperation, empathy, and communication related to learning and interacting with others.

- 4) Local Cultural Context: The song can help children understand and appreciate local cultural context, promoting awareness and appreciation of local culture and tradition.

Therefore, songs with a theme of school uniform, clothes, and school learning can be an effective means of teaching English to children, while also helping them understand and appreciate a broader cultural context.

**e. Waking up early and preparing for school**

The fifth song sample, titled “Cock a Doodle Do”, the theme is waking up early and preparing for school and also the importance of school and obeying the rules can be an effective means of teaching English to children. This theme is highly relevant to children's daily lives, as they must prepare themselves for school every day. Through this song, children can learn English vocabulary related to morning activities, such as "I leave a bed", "It's time to school", "I take a bath", and "have any my breakfast". Additionally, this song can help children understand the importance of school and following rules, such as "be on time", "listen to the teacher", and "follow the rules".

This song can also help children develop their English speaking and singing skills in a fun and interactive way. By singing the song together, children can practice their ability to use English to communicate and understand new concepts. Furthermore, this song can also help children develop their listening and comprehension skills in English, as well as increase their motivation and interest in learning the language.



Songs with a theme of waking up early and preparing for school, as well as the importance of school and obeying the rules, can also help children understand important values such as discipline, responsibility, and cooperation. By understanding these values, children can become better equipped to face daily challenges and achieve their goals. Therefore, this song can be an effective means of teaching English and helping children develop important skills and values.

Songs with a theme of preparing for school, the importance of school, and obeying the rules as a means of teaching English to children has a close relationship with cultural context. This is reflected in several aspects, such as:

- 1) Morning Culture: The song introduces children to morning routines commonly practiced in various cultures, such as waking up early, brushing teeth, washing faces, and getting dressed.
- 2) Educational Values: The song emphasizes the importance of school and following rules, such as being on time, listening to teachers, and following regulations. This reflects the educational values cherished in various cultures.
- 3) Discipline and Responsibility: The song helps children understand the importance of discipline and responsibility in daily life.
- 4) Cooperation and Communication: The song stresses the importance of cooperation and communication in achieving goals, both in school and in daily life.

- 5) Multicultural Education: The song can help children understand and appreciate different cultures, promoting multicultural education.

Therefore, songs with a theme of waking up early and preparing for school, as well as the importance of school and obeying the rules, can be an effective means of teaching English and helping children develop important skills and values in a cultural context.

**f. Motivation to be the best**

The same sample Song, titled “Cock a Doodle Do” with a theme of motivation to be the best can be an effective means of teaching English to children. This theme is highly relevant to children's daily lives, as they are constantly faced with challenges and must strive to be their best. Through this song, children can learn English vocabulary related to motivation and enthusiasm, such as "just be the best", "do as I do and just say yes", and "don't forget the rules". Additionally, this song can help children understand the importance of hard work, discipline, and self-confidence in achieving their goals.

This song can also help children develop their English speaking and singing skills in a fun and interactive way. By singing the song together, children can practice their ability to use English to communicate and understand new concepts. Furthermore, this song can also help children develop their listening and comprehension skills in English, as well as increase their motivation and interest in learning the language.

Songs with a theme of motivation to be the best can also help children understand important values such as self-confidence, teamwork, and responsibility. By understanding these values, children can become better equipped to face daily challenges and achieve their goals. Therefore, this song can be an effective means of teaching English and helping children develop important skills and values.

## 2. Types of vocabulary and grammatical structures commonly found in FUGVIS songs

This study reveals that FUGVIS songs have great potential as English learning media for alpha generation children. By using easy-to-understand vocabulary and grammar, FUGVIS songs can facilitate an effective and fun English learning process for children.

The following are the results of the categorization of vocabulary and grammar in FUGVIS songs:

**Table 4. 1 The categorization of vocabulary and grammar in FUGVIS songs**

| <b>FUGVIS songs</b> | <b>Vocabulary</b>         | <b>Example</b>  | <b>Grammar</b>         | <b>Example</b>  |
|---------------------|---------------------------|---|------------------------|---|
| Vegetables          | - Names of vegetables     | - ( <i>black pepper, mustard, carrot, cabbage, etc.</i> ) | - Present Simple Tense | - “ <i>All of them are group of vegetables</i> ” (00:00:43)               |
|                     | - Words related to health | - ( <i>healthy, happy</i> )                               | - Imperative Tense     | - “ <i>Let's eat vegetables to make us healthy and happy</i> ” (00:01:30) |
| Transportation      | - Names of vehicles       | - ( <i>motorcycle, taxi, jeep, car, bus, helicopter,</i>  | - Present Simple Tense | - “ <i>Those great vehicles can</i>                                       |

|  |  |  |   |  |
|--|--|--|---|--|
|  | <ul style="list-style-type: none"> <li>- Names of animals that can be used as vehicles</li> <li>- Words related to travel</li> </ul> | <i>ship, train, ferry)</i><br><ul style="list-style-type: none"> <li>- (<i>buffalo, camel, horse, cow</i>)</li> <li>- (<i>go, away, wherever</i>)</li> </ul>                                     | <ul style="list-style-type: none"> <li>- Imperative sentences</li> <li>- Use of plural nouns</li> </ul>   | <i>take you... ”</i><br><i>(00:00:17)</i><br><ul style="list-style-type: none"> <li>- “<i>You can go away wherever you will go</i>”<br/> <i>(00:00:25)</i></li> <li>- (<i>vehicles, animals</i>)</li> </ul>  |
| In the Kitchen                                 | <ul style="list-style-type: none"> <li>- Names of objects in the kitchen</li> <li>- Words related to location</li> </ul>             | <ul style="list-style-type: none"> <li>- (<i>stove, dining table, bowls, plates, spoons, forks, knives, brooms, napkins</i>)</li> <li>- (<i>in the kitchen, in the cupboard</i>)</li> </ul>      | <ul style="list-style-type: none"> <li>- Present Simple Tense</li> <li>- Use of plural nouns</li> </ul>   | <ul style="list-style-type: none"> <li>- “<i>There are a lot of things when we are in the kitchen</i>”<br/> <i>(00:00:15)</i></li> <li>- (<i>bowls, plates, spoons, forks</i>)</li> </ul>  |
| Clothes to Study During Covid 19 Outbreak Song | <ul style="list-style-type: none"> <li>- Names of colors</li> <li>- Names of clothes</li> <li>- Words related to school</li> </ul>   | <ul style="list-style-type: none"> <li>- (<i>white, red, blue</i>)</li> <li>- (<i>uniform, skirt, pants, shoes, socks, ties, caps</i>)</li> <li>- (<i>school, students, teachers</i>)</li> </ul> | <ul style="list-style-type: none"> <li>- Sentences that use the verb “to wear”</li> <li>- Sentences that use prepositions</li> <li>- Sentences that use conjunctions</li> <li>- Present Continuous Tense</li> </ul> | <ul style="list-style-type: none"> <li>- (<i>I'm wearing, you are wearing, she is wearing, etc.</i>)</li> <li>- (<i>in, at, with</i>)</li> <li>- (<i>and, because</i>)</li> <li>- “<i>I'm wearing white red uniform</i>”<br/> <i>(00:00:10)</i></li> </ul> |

|                  |                                |  |   |   |
|------------------|--------------------------------|--|---|---|
|                  |                                |  | - Present Simple Tense                                      | - <i>"Girls are wearing skirts"</i><br>(00:00:43)                   |
| Cock a Doodle Do | - Words related to the morning | - <i>(wake up, shower, breakfast)</i>                          | - Sentences using the verb "to leave", "to take", "to have" | - <i>(I leave my bed), (I take a bath), (and have my breakfast)</i> |
|                  | - Words related to school      | - <i>(school, study, student)</i>                              | - Sentences that use prepositions                           | - <i>(to school, for you and me)</i>                                |
|                  | - Words related to motivation  | - <i>(best, obey, diligent)</i>                                | - Sentences that use conjunctions                           | - <i>(and, if)</i>  |
|                  | - Words related to religion    | <i>(Alhamdulillah, Masya Allah, Subhanallah, Tabarakallah)</i> | - Present Simple Tense                                      | - <i>"I leave my bed"</i><br>(00:00:23)                             |
|                  |                                |  | - Imperative Tense  | - <i>"Do as I do and just say yes"</i><br>(00:00:51)                |
|                  |                                |  | - Present Continuous Tense                                  | - <i>"I took a shower"</i><br>(00:01:35)                            |

Based on the categorization above, the vocabulary used in FUVGIS songs is vocabulary that is found in the environment around children, such as vocabulary about school, morning activities, and simple vocabulary like vegetables, vehicles, and kitchen items. Similarly, the grammar used is also basic, with all FUVGIS songs utilizing the present simple tense, which has a simple pattern, and the present continuous tense, which is often encountered in daily activities.

## **B. Discussion**

This section discusses the findings of the analysis which indicate that FUVGIS has great potential as a medium for teaching English to the alpha generation. The analysis results show that FUVGIS songs can be used as a learning tool to improve the alpha generation's English skills, particularly in terms of vocabulary and grammar. Additionally, FUVGIS can also increase the alpha generation's motivation and interest in learning English.

### **1. The theme and topics of FUVGIS songs designed with theme relevant to the interests and cultural context of the alpha generation**

The findings of the analysis show that FUVGIS song are designed with themes that are very relevant to the interest of the alpha generation. The alpha generation, born in this digital era, has unique need content that is interactive, fun, and relevant to their daily lives. This statement related to the several theories, according to Çevikbas, songs are regarded as useful because they are voluminous in addition to being enjoyable. They are centered around a similar theme or issue that gives vocabulary learning context. Simply put, songs can be effective teaching tools for young learners of English, promoting vocabulary, grammar, phrase structure, and motivation (Çevikbas et al., 2018). According to Satyan, in the findings obtained within the framework of his research indicate that popular songs can be used in English language teaching classes. Since the themes of the songs revolve around the realities of life, young students can easily connect with the songs. (Neupane et al., 2020).

The findings of this study also show that FUVGIS songs are designed with theme relevant to the interests and cultural context of the alpha generation. Today's digital age, Generation Alpha requires interactive, engaging, and relevant learning media. English language learning songs that incorporate cultural context which is effective means of meeting this need. The cultural context associated with the songs can help Generation Alpha understand the values, traditions, and customs of diverse societies. This not only enhances their English language skills but also promotes empathy and awareness of cultural diversity. Consequently, English language learning songs that incorporate cultural context can be a powerful tool in helping Generation Alpha become more knowledgeable, empathetic, and culturally aware global citizens. This statement related to the several theories, according to Keengwe, educators and parents must recognize their distinct characteristics and learning preferences to provide effective guidance and support. This generation's familiarity with technology, openness to multicultural perspectives, and need for interactive learning strategies shape their educational journey and influence their growth in an increasingly connected and globalized world (Keengwe, 2018). According to Agitha Mulyadi, teachers working with young learners should recognize that a child's age does not necessarily determine their level of maturity. Various factors contribute to a child's developmental progress, including cultural background, living environment (urban or rural), gender, parental expectations, and other external influences. Unlike academic and scientific texts, songs use rhymes and more casual language. They can be effectively used in classroom activities

because they are less intimidating and engage learners with culturally rich content. Incorporating songs into language practice can enhance students' abilities in speaking, listening, reading, and writing, as well as improve pronunciation, rhythm, grammar, and vocabulary. (Bsharat, 2021).

The study's results are supported by various theories that suggest songs can be a powerful tool in language learning, promoting vocabulary, grammar, and motivation. The incorporation of cultural context in the songs can also enhance students' understanding of diverse societies and cultural awareness. In conclusion, FUVGIS songs can be considered an effective means of meeting the needs of the Alpha Generation in English language learning, providing a fun, interactive, and culturally relevant learning experience. By utilizing songs in language learning, educators can cater to the distinct characteristics and learning preferences of this generation, ultimately supporting their growth in an increasingly connected and globalized world.

## **2. Types of vocabulary and grammatical structures commonly found in FUVGIS songs**

This study reveals that the majority of FUVGIS songs employ simple and relevant vocabulary that aligns with children's learning materials. Researchers found that all samples of FUVGIS songs studied contained simple vocabulary, such as the first song sample which included vocabulary about vegetable names and words related to health. The second song contained vocabulary about vehicle names and animal names that can be used as vehicles. The third song contained vocabulary about kitchen objects and tools. The fourth song contained



vocabulary about color names, clothing names, and words related to school. The fifth song contained words related to morning activities, school, and motivation. All of these song samples featured simple vocabulary that is close to children's everyday lives, making it easier for them to memorize and learn English vocabulary.

This finding is also supported by several theories related to vocabulary that is easily understood by children for English language learning. According to Tira Nur Fitria (2022), It's important to remember that teaching English to preschoolers requires a different approach compared to older learners. To help children become proficient in English, it's essential to introduce the language from an early age. Frequent practice and consistent exposure to English in daily activities are key. At the very least, children can begin by learning the names of common objects, animals, and plants. According to Eka et al. (2017), children have a greater ability to learn foreign languages compared to adults, making early childhood an ideal period for language acquisition. Therefore, it is beneficial to introduce and teach foreign languages to children from a young age, with an emphasis on vocabulary that is appropriate for their level. As their vocabulary grows, they are more likely to feel confident in using English for speaking and writing. Wihartini and Anggraeni (2005) also emphasize the importance of children actively practicing vocabulary in everyday situations through activities such as writing, reading, and speaking. Based on the findings and theoretical frameworks, this study indicates that the vocabulary employed in FUVGIS songs is relatable to children's daily experiences, facilitating their

comprehension and retention of the vocabulary. Theoretical evidence suggests that children possess a greater capacity for foreign language acquisition compared to adults, rendering early childhood an optimal period for language learning. Consequently, introducing English language instruction to children at a young age, with a focus on level-appropriate vocabulary, can enhance their English language proficiency. Furthermore, children benefit from actively practicing vocabulary in real-life situations through activities such as writing, reading, and speaking. Therefore, FUVGIS songs can serve as an effective supplementary medium for teaching English to alpha generation children.

Further findings reveal that the grammatical structures employed in FUVGIS songs are fundamental and straightforward. Specifically, the first song utilizes the present simple tense to convey current facts or situations, declarative sentences, and imperative sentences to issue directives or suggestions. The second song employs the present simple tense to express current states or facts and ability or possibility, declarative sentences, and imperative sentences. The third song features declarative sentences, prepositional phrases, and present simple tense. The fourth song incorporates the present continuous tense to describe ongoing actions, present simple tense to describe habitual actions or facts, and although the future tense is not explicitly used, sentences describing future actions are present. The fifth song utilizes present simple tense to describe habitual actions or facts, imperative tense to issue directives or suggestions, and while the present continuous tense is not explicitly used, sentences describing

ongoing actions are evident, and future actions are described without explicit use of the future tense.

These findings are also supported by several theories related to basic grammar that are easily understood by children for English language learning. According to Barbara Dykes (2007:5) states that grammar is essentially the study of language itself. She points out that in order to communicate effectively, students should begin by learning vocabulary, sentence structures, expressions, and their meanings. This foundational knowledge will help them produce accurate and appropriate spoken and written language. Similarly, Geoffrey Leech (1982:3) explains that grammar functions as the system that guides how language operates in communication. This implies that grammar plays a crucial role in forming correct sentences, enabling proper and effective communication. The study reveals that FUVGIS songs utilize fundamental and straightforward grammatical structures, rendering them an ideal resource for English language instruction among alpha generation children. The songs incorporate grammatical elements such as present simple tense, declarative sentences, imperative sentences, and prepositional phrases to construct sentences that are readily comprehensible to children. This finding is corroborated by theoretical frameworks, including those advanced by Barbara Dykes (2007) and Geoffrey Leech (1982), which underscore the significance of mastering basic language structures for effective communication. By leveraging FUVGIS songs as a pedagogical tool, children can develop the foundational language skills

necessary for proficient English communication, thereby augmenting their linguistic competence and confidence in English language use.