

CHAPTER I

INTRODUCTION

A. Background of Study

Allah SWT states in Surah Al-‘Alaq verses 1–5:

أَفْرَأَ بِأَسْمِ رَبِّكَ الَّذِي خَلَقَ ﴿١﴾ خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ ﴿٢﴾ أَفَرَأَ وَقَدْ أَلَكَّرُمُ ﴿٣﴾ الَّذِي
عَلَّمَ بِالْقَلَمِ ﴿٤﴾ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ ﴿٥﴾

These verses emphasize the importance of learning as a natural human process that is highly honored in Islam. In modern education, especially in teaching English as a Foreign Language (EFL) in Indonesia, the learning process must be delivered through meaningful and effective methods.

English has become a key component of the Indonesian education curriculum. However, in practice, many beginner English learners particularly in junior and senior high school continue to face challenges in mastering basic language skills such as vocabulary, and grammar. This issue is worsened by the limited availability of engaging teaching materials that can address both cognitive and affective aspects of students.

One increasingly popular approach is the use of songs as a language learning medium. Songs are believed to increase motivation, strengthen memory, and provide natural language input in a fun and

repetitive manner. With the development of digital platforms like YouTube, various educational song-based contents have become more accessible for students.

One such “Syarifah Irnina” Youtube channel’s method is Fuvgis (Fun Vocabulary and Grammar in Song), which features English versions of Indonesian folk songs. This channel offers not only vocabulary, grammar comprehension, but also incorporates cultural values in a way that is engaging and easy to understand.

The four selected folk songs, such as *Sarinande*, *Dondong Opo Salak*, *Anging Mamiri*, and *Nona Manis Siapa yang Punya*, were chosen because between many variety songs in Fuvgis, they represent translated versions of traditional Indonesian folk songs originally written in local languages and then adapted into English.

The thematic content of these songs aligns well with the moral values promoted in education, such as love for family (*Sarinande*), obedience and discipline (*Dondong Opo Salak*), emotional expression (*Anging Mamiri*), and appreciation for identity (*Nona Manis*). These factors make the songs ideal not only as linguistic tools but also as mediums for instilling values and cultural awareness in learners.

However, most previous research has focused only on how songs improve vocabulary or motivation, without exploring the overall language component and moral value embedded in the lyrics. In fact, songs primarily

serve as effective tools for improving vocabulary, and grammar comprehension among beginner English learners. At the same time, their cultural content may offer supplementary value in shaping positive attitudes and introducing local wisdom in subtle ways.

Therefore, this study aims to analyze the language component and moral values found in selected songs from the Fuvgis channel. It focuses on how these English versions of Indonesian folk songs can contribute to beginner English learners' development both linguistically through vocabulary enrichment and exposure to basic sentence structures and in terms of moral and cultural understanding.

This research is timely and relevant, especially in today's era where education demands more creativity, contextuality, and cultural relevance. By examining content available on widely-used platforms like YouTube, this study seeks to contribute to the development of meaningful English learning materials that go beyond language to nurture students' values and identity.

B. Research Questions

What language component and moral value can be identified in the English versions of Indonesian folk songs featured in Fun Vocabularies and Grammar in Song (Fuvgis)?

C. Objective of Study

To identify the language component and moral value present in the lyrics of the English versions of Indonesian folk songs featured in Fun Vocabularies and Grammar in Song (Fuvgis).

D. Significance of Study

This study is expected to contribute both to language skill development (such as vocabulary and grammar) and to character education through moral and cultural values found in the songs.

1. Theoretical significance:

Theoretically, this study provides insights into how English-translated Indonesian folk songs reflect two essential aspects of language education: language components and moral values. These songs serve not only as engaging materials for language learning but also as tools for character development. From a language perspective, the repetitive and melodic nature of songs helps learners improve their vocabulary, understand grammatical structures more easily. These aspects are crucial for language acquisition, especially for beginner to intermediate learners.

At the same time, the cultural and moral messages embedded in the lyrics contribute to character education by promoting values such as honesty, respect, cooperation, and love for Indonesian's heritage. By integrating both language learning and moral education, English-translated Indonesian folk

songs offer a good approach that can make the learning process more meaningful and enjoyable for students.

2. Practical significance:

Practically, the results of this study can be beneficial for several parts involved in English language education:

a. English teachers

As it offers an alternative teaching medium that blends cultural content with linguistic elements. Using English-translated folk songs can make lessons more engaging and relatable, especially for beginner learners, while also promoting a deeper connection to both language and culture.

b. Students

Articularly those at the beginner level, who can benefit from listening to familiar melodies in English. This method allows them to improve their vocabulary and grammar in a more relaxed and enjoyable learning environment, while also developing their moral awareness through the values conveyed in the songs.

c. Material developers and curriculum designers

Material developers and curriculum designers can consider incorporating culturally rooted materials, such as Fuvgis songs, into English learning resources. This approach supports a more balanced development of both linguistic competence and character education, which aligns with holistic learning goals.

d. Future researchers

This study may serve as a reference for conducting further research involving different musical genres, regional cultures, learner levels, or the application of classroom-based action research to explore the broader impact of songs in language learning

E. Definition of Key Terms

To avoid misunderstandings, the following terms are defined as they relate to this study:

1. **Language Component** : Refer to the basic elements of language learning, including vocabulary and grammar.
2. **Moral Value** : Refer to the moral, emotional, and cultural messages conveyed through the lyrics.
3. **Fuvgis** : Fun Vocabularies and Grammar in Song, is a method on Syarifah Irnina's YouTube channel that adapts traditional Indonesian folk songs into English versions.
4. **Indonesian Folk Song in English**: Traditional Indonesian songs adapted into English while maintaining the original melody and lyrical essence of the songs.