

## **CHAPTER III**

### **RESEARCH METHOD**

This chapter discusses the methodology and design of the research, as well as the research design, research setting, subject and object, data and data sources, collecting data technique, and data analysis procedures.

#### **A. Research Design**

This study applies a qualitative research approach using a content analysis design. According to Ahmad (2018), content analysis is a method used to systematically and objectively examine both verbal and non-verbal communication in order to interpret the messages being conveyed. In this study, the lyrics of four Indonesian folk songs featured on the FUVGIS from Syarifah Irnina YouTube channel serve as the research data. Based on Ahmad's framework, the unit of analysis includes words, phrases, and themes within the lyrics, allowing the researcher to explore both manifest content (explicit language features) and latent content (implicit moral messages) relevant to English language learning for beginners.

Content analysis is highly appropriate for this research because it allows for an examination of both explicit and implicit teaching strategies in the songs. The main goal is to analyze the lyrics, song structure and moral values. This study uses a qualitative content analysis method to explore the English-translated

lyrics of selected Indonesian folk songs available on the Fuvgis YouTube channel. The research looks into how these lyrics can support beginner learners in developing their English language skills, specifically listening, speaking, reading, and building vocabulary. Each song is studied to find common language patterns and educational aspects shown through simple sentence structures, repeated phrases, and cultural contexts that are familiar to learners. By systematically categorizing and interpreting these values, this study aims to reveal how these folk songs can contribute to language teaching and learning.

This study adopts a qualitative content analysis approach, focusing on understanding the meaning and impact of the educational content rather than quantifying it. As a qualitative method, content analysis is ideal for examining in-depth language component and moral value in the songs and interpreting the contexts in which these values are presented. As Creswell (2014) stated, qualitative research is particularly useful when a researcher aims to explore complex phenomena in their natural settings, with the goal of understanding meanings, experiences, or processes. In this study, content analysis enables a deeper understanding of how language component and moral value in the songs contribute to beginner English learners' language acquisition.

The analyzing process involve identifying relevant categories such as vocabulary enrichment, grammar support, and moral, emotional, and cultural messages conveyed through the lyrics. which then be analyzed for their alignment with educational theories related to early language learning. As

Krippendorff (2018) noted, qualitative content analysis is a flexible and context-sensitive approach that allows researchers to delve into the meanings conveyed by content, making it highly suitable for investigating language component and moral value in songs designed for beginner learners.

Content analysis also allows for an in-depth examination of multimedia content, integrating visual and auditory elements that contribute to language acquisition. This design is supported by relevant theories on language learning and multimedia education, which highlight the importance of engaging and context-rich resources in developing linguistic skills for beginners. According to Mayer (2005), multimedia learning can enhance language acquisition by utilizing both verbal and visual information, making content analysis an ideal method for exploring these multimodal values in educational songs.

## **B. Research Setting**

This research using videos from the YouTube channel Syarifah Irnina, where the Fuvgis method is applied in various videos. The channel focuses on English teaching and learning method. The Fuvgis method includes key language component and moral value such as vocabulary acquisition strategies, grammar learning, and engagement through song. By using repetitive lyrics and simple sentence structures, Fuvgis helps students improve vocabulary retention and grammar comprehension. The selection of this channel is based on its relevance

to the research objectives and its unique and engaging approach to early-stage English learning.

### **C. Population and Sample**

The population of this study consists of all songs featured in the Fuvgis method on the YouTube channel Syarifah Irnina. However, the study focuses on a sample of four songs that represent the integration of languages components and moral values in the Fuvgis method. These four songs are:

1. "*Anging Mamiri*" (English version)
2. "*Dondong Opo Salak*" (English version)
3. "*Sarinande*" (English version)
4. "*Nona Manis Siapa Yang Punya*" (English version)

The four selected folk songs 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. These songs represent how the Fuvgis program integrates language component and moral value in music-based language learning for beginners. The content of the songs and their educational value justify their inclusion in the sample, in line with the aim of this research to analyze educational values in Fuvgis songs (Anggraini et al., 2022).

### **D. Data and Resources of Data**

The data in this research are in the form of lyrics from English versions of Indonesian folk songs, featured on the Fuvgis (Fun Vocabulary and Grammar in Song) in Syarifah Irnina YouTube channel. The data consist of selected songs that are potentially rich in both language components and moral values. These components include vocabulary and grammar, while the moral values relate to themes such as affection, responsibility, politeness, and nationalism.

In this study, the focus is narrowed down to two out of five major components: grammar (syntax) and vocabulary (morphology). This choice aligns perfectly with the Fuvgis method, which stands for Fun of Vocabulary and Grammar in Song. This method uses songs as an enjoyable and effective tool to teach these two components because songs naturally combine vocabulary and grammar in a meaningful context.

The source of data is the Fuvgis YouTube channel, which presents educational adaptations of traditional Indonesian folk songs into English. These songs are intended for beginner learners and are designed to support language acquisition through culturally contextualized content.

The selected songs analyzed in this study are:

1. *Sarinande*

The song *Sarinande* originates from Maluku Province and is recognized as one of Indonesia's most well-known traditional songs. It was

popularized by Nicholas Maximiliaan Mamahit, also known as Nick Mamahit, a legendary Indonesian jazz pianist. He recorded this song with his trio in an album titled *Sarinande*, released in 1956 under Irama Records (Discogs, n.d.). Although Nick Mamahit's version gained wide recognition, the original composer remains unknown, and the song is believed to have developed orally over generations among the people of Maluku. The English version of the lyrics was translated by Dra. Andi Irlina, M.Hum and she made it a music video work on her youtube channel.

## 2. *Dondong Opo Salak*

*Dondong Opo Salak* is a traditional children's song (*tembang dolanan*) from Central Java, composed in the Javanese language. It was popularized by Kris Biantoro, an Indonesian actor and singer who was active during the 1960s to 1980s. Although Biantoro's version became widely known, the song's original composer is not officially documented, suggesting that it may have originated as an oral tradition within Javanese communities (Hidayah, 2017). The song delivers moral messages through metaphors involving fruit and children's behavior. The English translation was done by Dra. Andi Irlina and Alveoleta, performed by Alveoleta with musical arrangement by Yoko.

## 3. *Anging Mamiri*

The song *Anging Mamiri* originates from Makassar, South Sulawesi. It was composed by Borra Daeng Ngirate in the 1940s and was inspired by

Lontara' Kelong, a form of traditional oral literature of the Bugis-Makassar people. These poetic texts are traditionally sung and often contain moral messages or expressions of emotion. The song metaphorically conveys a longing for a distant loved one through the image of the wind (anging) as a messenger (Maramis et al., 2019). The English version was translated by the late Prof. Dr. Hafsah Nur, MA and Prof. Dr. Muhammad Amin Rasyid, MA, edited by Dra. Andi Irlina, M.Hum, and performed by Alvioleta Qory Chandra, S.Pd.

#### 4. *Nona Manis Siapa yang Punya*

*Nona Manis Siapa yang Punya* is a traditional folk song from Maluku. The original composer is unknown, as the song is considered part of the oral heritage passed down through generations. With a joyful rhythm, this song is often sung in play or social gatherings, particularly among children. As part of a project to translate Indonesian folk songs into English for language learning purposes, the lyrics were translated by the late Prof. Dr. Hafsah Nur, MA and Prof. Dr. Muhammad Amin Rasyid, MA, edited by Dra. Andi Irlina, M.Hum, and performed by Alvioleta Qory Chandra, S.Pd.

### **E. Data Collection Technique**

This study employs documentation as the primary data collection technique. According to Creswell (2014), documents are a valuable source

of information in qualitative research because they provide authentic records of the phenomena being studied. Creswell explains that:

“Documents consist of public and private records that researchers obtain about a site or participants in a study. These may include newspapers, minutes of meetings, personal journals and letters, and official reports. They represent a valuable source of information in qualitative research.” (Creswell, 2014, p. 190)

In the context of this study, the documents refer to the English-translated lyrics of four Indonesian folk songs presented on the YouTube channel FUVGIS (Fun Vocabularies and Grammar in Song).

The lyrics were transcribed directly from the videos and used as the main source of data for analysis. Through documentation, the researcher was able to systematically identify and categorize language components—such as vocabulary and grammar—and explore the moral values embedded in the lyrics.

This technique was chosen because it provides stable, replicable, and easily reviewed data. In addition, since the objective of the research is to analyze the content of the songs rather than measure behavior or responses, documentation is considered the most appropriate and effective method for collecting the necessary data.



## **F. Data Analysis**

This research follows Miles & Huberman (1994) data analysis qualitative method that consists of three main steps: data reduction, data display, and conclusion drawing. All of which help interpret the language component and moral value embedded in the Fuvgis songs. Since the data is qualitative and made up of words, the analysis process focus on interpreting the lyrics of Fuvgis songs to explore their language component and moral value for beginner English learners.

### **1. Data Reduction**

The first step is data reduction, which refers to selecting, simplifying, and transforming the collected data from the lyrics of Fuvgis songs into key points. This step focuses on identifying core language component and moral value such as vocabulary acquisition strategies and grammar learning, also motivational values, and cultural contextualization. Data reduction helps summarize rich and detailed content into more manageable segments by highlighting the main findings in the songs that support language learning. For example, repeated phrases or vocabulary in the songs are extracted to show how Fuvgis supports vocabulary acquisition, while sentence patterns are analyzed for grammar learning.

### **2. Data Display**

After the data is reduced, the next step is to display the data. The summarized information is presented through narratives that describe the key values in each selected song. This step enables a clear visualization of how the songs integrate the language component and moral value discussed above, helping highlight how these values are incorporated into the learning experience. For instance, tables present specific vocabulary and grammar structures in each song, while narrative descriptions explain how these values support language learning for beginners.

### 3. Conclusion Drawing and Verification

The final step involves drawing conclusions and verifying the results. Conclusions are based on the summarized data and verified to ensure consistency with the data and alignment with the research questions. This step confirms that the language component and moral values identified in the Fuvgis songs are valid and reliably represent how the songs facilitate English language learning. The conclusions provide a comprehensive understanding of how the songs promote vocabulary acquisition and grammar learning, as well as how they motivate beginners to engage with the language. Verification is conducted by cross-checking the data to ensure that the findings are well-supported and consistent with the overall analysis.