

CHAPTER IV

FINDINGS AND DISCUSSION

A. Research Findings

This research aims to identify the language component and moral value found in the lyrics of Indonesian folk songs adapted in the Fun Vocabularies and Grammar in Song (Fuvgis) version.

1. *Sarinande*

Sarinande is a regional song originated from Maluku with deep meaning, particularly in portraying the emotional bond between a child and their parents. This song is often sung on various occasions as part of the oral cultural heritage that introduces values of affection and strengthens family relationships.

The lyrics of *Sarinande* present a dialogue between a child and the parents, showing the care and concern of the parents for their child. In the song, the child is crying, and the parents ask about the cause of their sadness. The child responds that they are not crying due to deep sorrow, but rather due to a physical reason, smoke that causes stinging in the eyes. This illustrates the parents' empathy and their desire to understand the reason behind their child's tears.

Original lyrics :

Sarinande, putri Sarinande (Sarinande, putriku Sarinande)
Mengapa tangis matamu bangka (Mengapa matamu menangis bengkak?)
Aduh mama, aduh la papa (Aduh ibu, aduh ayah)
La asap api masuk di mata (Asap dari api masuk ke mataku)
Aduh mama, aduh la papa (Aduh ibu, aduh ayah)
La asap api masuk di mata (Asap dari api masuk ke mataku)
Aduh mama, aduh la papa (Aduh ibu, aduh ayah)
Hati risau apakah obatnya? (Hatiku gelisah, apakah obatnya?)
 (Sarinande, tradisional, n.d.)

Translated lyrics:

Sarinande, my child, Sarinande,
Why do you weep? What sorrow fills your heart?
Oh mother mine, oh father of mine
The smoking fire has caused my eyes to smart.
Oh mother mine, oh father of mine
The smoking fire has caused my eyes to smart.

(Translated by Prof. Dr. Hafsah Nur, M.A. and Prof. Dr. Muhammad Amin Rasyid, M.A.; improvisation by Dra. Andi Irlina, M.Hum. Source: Syarifah Irnina's YouTube channel —

<https://www.youtube.com/watch?v=UuCOL44ulxA>)

The song *Sarinande* contains several language components and moral values that can be used in teaching, especially in basic English instruction. These values include:

a. Values of Parental Love and Care

- 1) The song delivers a moral message about the importance of parental attention and affection for their children. The parents asking why the child is crying shows concern for the child's emotional well-being.
- 2) A social value can be drawn from this song, how one should be sensitive to the feelings of others.

b. Introduction to Basic English Vocabulary

- 1) The song can be used to introduce basic vocabulary for beginners in English learning, such as:
 - a) Child
 - b) Weep
 - c) Heart
 - d) Mother
 - e) Father

- 2) These words are relevant for early learning because they are part of commonly used daily vocabulary.

c. Understanding Emotional Expressions in Language Context

- 1) The song also teaches how to express emotions through language.
The child expresses that they cry because of the smoke that makes their eyes sting.
- 2) This helps learners understand the use of words related to emotions, such as “weep” for crying and “smart” for the stinging sensation caused by smoke.

d. interrogative Sentence Structure

- 1) The song uses simple interrogative sentence structures, such as:
 - a) *Why do you weep?*
- 2) This sentence structure is very useful for beginners as it introduces the basic question format in English. The general structure for yes/no questions is:

Auxiliary verb + subject + main verb. In this case, “do” is the auxiliary verb, “you” is the subject, and “weep” is the main verb.
- 3) Learning how to form these simple questions helps beginners develop the ability to ask about actions, reasons, or emotions in

English, which is essential for communication. By using this structure, learners practice basic questioning techniques, a crucial skill for engaging in conversations.

The song *Sarinande* is highly relevant for English language learning for beginners due to the following characteristics:

- a. It uses simple sentences that are easy for beginners to understand.
- b. It introduces essential vocabulary used in everyday life.
- c. It includes repeated sentence patterns, making it easier for students to memorize and grasp English sentence structures.
- d. It contains cultural values, introducing students to the richness of Indonesian culture while fostering love for national cultural heritage.

Sarinande is not just a traditional folk song but also holds potential as an effective learning medium, especially in teaching basic English. Through its simple and memorable lyrics, the song helps beginners understand basic vocabulary, emotional expressions, and sentence structure in English in a fun and engaging way.

Table 4. 1. An Analysis of Language Components and Moral Values in the Song *Sarinande*

Aspects	Analysis Result of <i>Sarinande</i> Song
1.Vocabulary	<p>The song <i>Sarinande</i> presents a number of basic vocabulary words in English that are very important for beginner learning. Vocabulary such as <i>child</i>, <i>weep</i>, <i>heart</i>, <i>mother</i>, <i>father</i>, <i>smoking</i>, <i>eyes</i>, and <i>smart</i> are included in the category of high-frequency words in daily communication. This song can help students to expand their vocabulary related to family and expressions of emotion.</p>
2.Grammar	<p>This song introduces the structure of interrogative sentences, as seen in the sentence “Why do you weep?” which follows the pattern: wh-question + auxiliary verb + subject + main verb. This structure is important for basic-level English learning because it provides a fundamental understanding of how to form questions in everyday conversation. The song also uses the simple present tense in both narrative and dialogue forms.</p>
3. Moral/Educational	<p>The song <i>Sarinande</i> conveys the value of love between children and parents. The dialogue in the song shows the parents’ concern for the child’s feelings, who is crying not</p>

Value	because of sadness, but due to eye irritation. This encourages empathy, emotional sensitivity, and strengthens emotional bonds within the family. In addition, the song introduces local culture to students, connecting language learning with Indonesian cultural values.
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2. *Dondong Opo Salak*

The song *Dondong Opo Salak* is a traditional song from Central Java that is simple yet full of important values. This song not only introduces everyday vocabulary but also teaches important moral values, especially regarding the relationship between children and parents and how to treat others kindly.

The lyrics of this song introduce various choices in daily life, from choosing fruits to choosing means of transportation, while also delivering a deep moral message related to obedience to parents.

Original lyrics :

Dondong opo salak, duku cilik-cilik (Kedondong atau salak, duku kecil-kecil)

Ngandhong opo mbecak, mlaku thimik-thimik (Naik andong atau becak, jalan pelan-pelan)

Adik ndherek ibu, tindak menyang pasar (Adik ikut ibu, pergi ke pasar)

Ora pareng rewel, ora pareng nakal (Tidak boleh rewel, tidak boleh nakal)

Mengko ibu mesti, mundhut oleh-oleh (Nanti ibu pasti, membeli oleh-oleh)

Kacang karo roti, adik diparingi (Kacang dan roti, diberikan pada adik)

(Dondong Opo Salak, tradisional, n.d.)

Translated lyrics:

Choose dondong or salak, or dukuh small or sweet.

Choose andong or becak, or walk on your two feet.

If mother takes you go along with her to market

Don't let her unhappy with your misbehaving.

If you obey mother, she will buy foods for you

Special nuts and bread, and give the foods to you.

(Translated by Prof. Dr. Hafsah Nur, M.A. and Prof. Dr. Muhammad Amin

Rasyid, M.A.; improvisation by Dra. Andi Irlina, M.Hum. Source: Syarifah

Irnina's YouTube channel – <https://youtu.be/IN6smAt6M54>)

This song presents several language component and moral value that are very beneficial for English language learning, especially for beginners. Some language component and moral value found in this song include vocabulary introduction, understanding sentence structure, and teaching important moral values.

a. Introduction to Fruit Names and Transportation

This song introduces distinctive fruit names, such as:

- 1) Dondong (a type of fruit commonly found in tropical areas)

- 2) Salak (a fruit with scaly skin and a sweet-sour taste)
- 3) Dukuh (a fruit with a sweet taste and usually small in size)

In addition, this song also introduces several means of transportation commonly used in Indonesia, such as:

- 1) Andong (a traditional horse-drawn carriage)
- 2) Becak (a three-wheeled transport powered by human force)
- 3) Walk on your two feet

Although the vocabulary items are based on local culture and may not have direct English equivalents, their inclusion in language learning offers meaningful opportunities for contextual vocabulary development. Introducing local terms in English lessons also opens space for cultural exchange, allowing students to describe their own environment using English. This supports communicative competence, especially in describing one's surroundings, a key aspect in functional language use.

b. Moral Education about Politeness

This song teaches very important moral values: obedience to parents and the importance of behaving politely. Good behavior and obedience to parents will be rewarded with love, attention, and even gifts, such as in this song, where the mother will buy special food if the child behaves well. This message teaches children to respect and listen to their parents, which is the foundation of good character development.

c. Simple Grammar Structure

This song applies simple and clear sentence structures, which makes it suitable for beginner-level English learners. One notable grammatical feature used in the lyrics is the imperative sentence form. Imperative sentences are commonly used to give instructions, commands, or suggestions as:

- 1) Choose
- 2) Obey

The use of imperative sentences helps learners understand how to form imperative sentences, which are an important part of daily communication in English.

d. Introduction to Cause-and-Effect Pattern (Conditional Sentences)

This song introduces learners to the basic form of cause-and-effect sentence patterns, specifically using first conditional sentences. This type of sentence expresses a possible condition in the future and its likely result

An example from the song is:

If you obey mother, she will buy foods for you.

This sentence follows the standard structure of the first conditional:

If + present simple, will + base verb

In this case :

1) *If you obey mother* (condition – present simple)

2) *She will buy foods for you* (result – future with *will*)

This structure is commonly used in everyday communication to talk about real and possible situations. For beginner learners, understanding this pattern helps them explain consequences, make promises, give warnings, and express possibilities in a clearer way.

Learning conditional sentences through songs allows students to grasp the concept naturally and contextually. It also encourages them to start forming more complex sentence structures beyond basic statements, supporting both grammar development and speaking fluency.

The song *Dondong Opo Salak* is very relevant for English learning for beginners for several main reasons:

- 1) **Introducing Everyday Vocabulary**, this song introduces vocabulary related to familiar everyday objects, such as fruits and transportation, making it easier for students to understand.
- 2) **Simple and Easy-to-Understand Grammar**, the song uses uncomplicated and easily digestible sentences, such as imperative and conditional sentences, which are very helpful for beginners in understanding basic English structure.
- 3) **Contains Strong Moral Message**, the song teaches obedience and politeness, which are very relevant in moral education within the

family or community. This also provides a useful context for students to connect language learning with broader life values.

- 4) Uses Fun and Repetitive Sentence Patterns, the repetitive structure of the song helps students memorize vocabulary and sentence patterns more easily. This makes the learning process more enjoyable and memorable.

The song *Dondong Opo Salak* is not only an interesting traditional art piece, but also has many benefits in an educational context. Through its simple yet meaningful lyrics, this song offers an excellent opportunity for students to learn English while gaining an understanding of life values, such as politeness and obedience to parents. Moreover, this song also introduces important basic vocabulary and grammar for beginners in learning English, making it a highly effective tool in English language education.

Table 4. 2 An Analysis of Language Components and Moral Values in the Song *Dondong Opo Salak*

Aspect	Analysis Result of <i>Dondong opo Salak</i> Song
1. Vocabulary	This song introduces familiar and contextual everyday vocabulary, such as the names of fruits (<i>dondong</i> , <i>salak</i> , <i>dukuh</i>), traditional means of transportation (<i>andong</i> , <i>becak</i>), as

	well as basic verbs like <i>choose</i> , <i>walk</i> , <i>buy</i> , and <i>obey</i> . This vocabulary helps students build a practical understanding of words closely related to real life, while also broadening their cultural awareness.
2. Grammar	This song contains two important grammatical structures for beginners: (1) <i>Imperative sentences</i> like <i>choose</i> , <i>obey</i> , which are used to give commands or invitations. (2) <i>First conditional sentence</i> like: <i>If you obey mother, she will buy food for you</i> , which introduces the cause-and-effect pattern for the future. Both are essential elements in developing everyday language skills.
3. Moral/Educational Value	This song instills values of politeness, obedience to parents, and good behavior. A child who is obedient will receive love and attention, depicted in the form of gifts such as food. This song reinforces character education and the importance of social values, as well as being relevant in shaping positive attitudes from an early age. This makes the song an enjoyable and educational medium for affective learning.

3. *Anging Mamiri*

The song *Anging Mamiri* is one of Makassar, South Sulawesi traditional songs that has poetic and deep lyrics, expressing feelings of

longing and sadness of someone toward their lover. The lyrics are full of meaning and use many allusions and metaphors that describe feelings which are not easy to express directly. Due to its poetic nature, this song can be a greater challenge for beginner English learners.

This song describes how someone asks the gentle breeze to convey their deep feelings and longing to their lover. The lyrics are very beautiful and full of emotional expression.

Original Lyrics:

Anging mammiri kupasang (Angin sepoi-sepoi kukirim)

Pitujui tontonganna, tusarroa takkaluppa (Tunjukkan jalannya, sampaikan salamku)

Aule namangurangngi, tutenaya, tutenaya parisina (Oh angin yang menyejukkan, ingatkan dia padaku)

Battumi anging mammiri (Datanglah angin sepoi-sepoi)

Anging ngerang dingin-dingin (Angin yang membawa kesejukan)

Namallantasa ribuku (Menembus tulang rusukku)

Aule manngerang balu (Oh angin yang membuatku rindu)

Mallo'lorang, mallo'lorang je'ne mata (Mengalir, mengalir seperti air mata)

Je'ne matangku mamatti (Air mataku terus menetes)

Dingin-dingin pa'maikku (Dinginnya seperti menyentuh hatiku)

Mammempo mamallannasa (Menyeruak rasa pilu dalam hati)

Aule manngerang nakku (Oh angin yang menyentuh hatiku)

Mappa empo, mappa empo panggurangi (Bawa pergi, bawa rinduku padanya)

(Anging Mammiri, tradisional, n.d.)

Translated lyrics:

Oh gentle breeze, go plead for me, outside the window of my love

And whisper that you come from me.

Oh visit him, you gentle breeze, create the feeling of concern

That pierces the marrow of these bones.

Sadly I wait, lonely now for him.

Remind him of me, and trouble him as he's troubled me.

Sadly I wait, but he heeds me not.

Make his heart ache, and make his tears flow fast as mine.

(Translated by Prof. Dr. Hafsah Nur, M.A. and Prof. Dr. Muhammad Amin

Rasyid, M.A.; improvisation by Dra. Andi Irlina, M.Hum. Source: Syarifah

Irnina's YouTube channel – <https://youtu.be/oUjUaTx7lPY>)

This song is more complex compared to the previous songs, and contains several language component and moral value that are beneficial for English language learning, especially for intermediate to advanced learners.

a. Expressing Feelings in English

This song features several emotional expressions that help learners understand how to communicate feelings in English, especially emotions like sadness and longing. Phrases such as:

- "Sadly I wait"
- "Lonely now for him"

It reflects deep emotional states that go beyond basic expressions like "*I am sad*" or "*I miss him.*" These examples show how language can be used not only to inform, but also to express what someone is feeling inside making the communication more personal and meaningful.

Learning emotional expressions is important for language learners because it expands their ability to express themselves in real-life situations. Whether in conversations, storytelling, or writing, being able to talk about emotions helps learners connect better with others and use the language in more natural and human ways.

Through songs, students are exposed to emotional language in a memorable and context-rich setting. This helps them pick up not only new vocabulary, but also sentence patterns and tones that are often used to express feelings in English.

b. Use of Metaphors and Allusions

The song features the use of figurative language, particularly metaphors and allusions, which enrich the emotional depth of the lyrics. For example, the phrase “*gentle breeze*” functions as a metaphor that symbolizes a silent messenger carrying feelings of longing. Additionally, the song alludes to themes of separation and waiting, common in traditional narratives, which helps learners recognize implied meanings and cultural references.

The presence of these elements introduces students to figurative language, enhancing their ability to interpret non-literal expressions in English, which is essential for developing advanced comprehension skills.

c. More Complex Sentence Patterns

This song uses longer and more complex sentences, with more varied structures compared to previous songs. For example:

- 1) "Create the feeling of concern, that pierces the marrow of his bones"

This sentence uses a complex structure that combines a main clause and a clause that provides further explanation.

- 2) "Sadly I wait... lonely now for him" This also uses a parallelism technique in the sentence structure to emphasize the deep sadness.

The use of more complex sentences introduces learners to ways of constructing sentences in English with various types of structure, which can

enrich grammatical understanding for those at an intermediate to advanced level.

The song *Anging Mamiri* is more suitable for English learners at the intermediate to advanced level, because it has several challenges, such as:

- a. More complex vocabulary, this song uses some more difficult words with deep meanings, such as "plead," "pierces," and "marrow," which may not be familiar to beginners.
- b. Poetic and metaphorical language style, the use of poetic language, metaphors, and allusions, although beautiful, might be difficult to understand for new English learners.
- c. More complicated sentence structures, with longer and more complex sentences, this song requires a deeper understanding of grammar and how sentences work in English.

However, for learners who are already at an intermediate to advanced level, this song is very useful to introduce them to richer emotional expressions, as well as to practice understanding and using figurative language in everyday communication.

The song *Anging Mamiri* is a very beautiful and profound work of art in Indonesian culture. Although this song is more complex and poetic, it still has high educational value, especially in introducing emotional expressions and the use of metaphors in English. For intermediate to advanced English learners, this song offers a valuable challenge in enriching their understanding

of language and expression, as well as improving their ability to understand deeper and more poetic language styles.

Table 4. 3 An Analysis of Language Components and Moral Values in the Song *Anging Mamiri*

Aspect	Analysis Result of <i>Anging Mamiri</i> Song
1. Vocabulary	This song uses more complex and poetic vocabulary, such as <i>breeze</i> , <i>plead</i> , <i>whisper</i> , <i>marrow</i> , and <i>ache</i> . These words introduce deeper emotional concepts and states, which are very useful for intermediate learners. This lesson also includes vocabulary that describes emotional states, such as <i>lonely</i> and <i>sadly</i> .
2. Grammar	The sentence structure in this song is more complex and consists of intricate sentences, which can be helpful for intermediate and advanced learners. For example, in a sentence like "Create the feeling of concern that pierces the marrow of his bones," there is the use of relative clauses and longer sentence structures. This introduces a way to combine ideas within a single complex sentence.
3. Moral/Educational	This song contains deep emotional values, such as the expression of longing, sadness, and anticipation. Although the

Value	<p>theme is more melancholic, this song teaches how to express deep feelings in English in a richer and more expressive way.</p> <p>Learners can become familiar with more poetic and colorful ways to convey emotions in English, as well as enrich their language skills.</p>
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4. *Nona Manis Siapa Yang Punya*

The song *Nona Manis Siapa Yang Punya* originated from Maluku is a simple song yet has a deep meaning regarding identity and belonging. With a repetitive and easy-to-remember pattern, this song is very suitable to be used in English language learning for beginners. Through its repetitive lyrics, this song introduces important concepts in English, such as possession and the relationship between individuals with their families and country.

This song uses a repetitive pattern that repeats questions and answers to show ownership relationships, which will be very helpful for English learners in understanding sentence structures and recurring phrases.

Original lyrics :

Nona manis siapa yang punya

Nona manis siapa yang punya

Nona manis siapa yang punya

Rasa sayang sayange

Baju biru siapa yang punya

Baju biru siapa yang punya

Baju biru siapa yang punya

Rasa sayang sayange

(Nona Manis Siapa yang Punya, tradisional, n.d.)

Translated lyrics :

Sweetest maiden tell me whose you are (3x)

To my mother i belong

Blouse so blue do tell me whose you are

To my parents i belong

Black mustache do tell me whose you are

To my country i belong

(Translated by Prof. Dr. Hafsah Nur, M.A. and Prof. Dr. Muhammad Amin Rasyid, M.A.; improvisation by Dra. Andi Irlina, M.Hum. Source: Syarifah Irlina's YouTube channel – <https://youtu.be/QQR3cX0EgxE>)

This song contains several language components and moral values that are very useful in learning English, especially for beginners.

a. Understanding Possessive Phrases

This song introduces learners to the grammatical structure of possessive phrases, which is essential in expressing ownership or belonging in English. Phrases such as "*whose you are*" and "*I belong*" showcase how possession is articulated in the language.

- 1) "To my mother I belong"
- 2) "To my parents I belong"
- 3) "To my country I belong"

These sentences follow a possessive construction in English, where the phrase "*I belong*" is followed by a prepositional phrase ("*to my mother*", "*to my parents*", "*to my country*") indicating the entity to which the subject belongs. This structure demonstrates the use of prepositions (*to*) in expressing possession or a sense of belonging, which is grammatically important in both personal and relational contexts.

b. Reinforcement of Grammar Structure through Repetition

One of the advantages of this song is its repetitive pattern, which makes learning easier and more effective. The recurring sentence structure helps learners recognize sentence patterns more quickly, allowing them to remember and understand it more easily. For example, the repetition of questions and answers:

- 1) "Tell me whose you are"

2) "I belong"

These repeated structures emphasize interrogative (question) and declarative (statement) sentence forms, enabling learners to distinguish between the two fundamental sentence types. The repetitive nature of the song aids in grammar reinforcement, allowing learners to better understand the construction of simple sentences in English.

c. Introduction to the Value of Patriotism

This song also includes the value of patriotism by mentioning belonging to the country. The line "To my country I belong" teaches learners that a person's identity is not only related to family but also to the country they live in. This is a lesson about love for the homeland, which can open learners up to national and patriotic values.

The song *Nona Manis Siapa Yang Punya* is very relevant for English learners, especially those who are just starting their language journey. Some reasons why this song is suitable for beginners include:

- 1) Simple and repetitive sentence structure, this song uses easy-to-remember, sentences with repetition patterns that help speed up learner comprehension. Repetition like "whose you are" and "I belong" makes the sentences easier to understand and memorize by beginners.
- 2) Introduction to the concept of possession, this song teaches possessive phrases in a simple way that can be directly applied in daily conversation, such as stating who owns something or someone.

- 3) Introduction to the value of patriotism, his song also teaches about a sense of belonging to the country, which is an important value in Indonesian culture and can be introduced in English learning.

The song *Nona Manis Siapa Yang Punya* is a song that is very suitable to be used in English language learning for beginners. The simple sentence structure, effective repetition, and introduction to the concept of possession as well as patriotic values make this song easy to remember and provide learners with the opportunity to understand basic values in English in a fun and meaningful way.

Table 4. 4 An Analysis of Language Components and Moral Values in the Song *Nona Manis Siapa Yang Punya*

Aspect	Analysis Result of <i>Nona Manis Siapa Yang Punya</i> Song
1. Vocabulary	This song uses basic, simple vocabulary that is easy to understand, such as maiden, belong, mother, parents, and country. These words are commonly used in daily conversations, making them highly relevant for beginner learners. The use of belong as a verb indicating possession is especially important in teaching basic English.
2. Grammar	The song teaches possessive phrases through simple sentence structures, such as “To my mother I belong”, which uses the

	verb belong with the preposition to to show ownership or relationship. The use of interrogative sentences like “Tell me whose you are” also introduces learners to question patterns that are essential in everyday communication.
3. Moral/Educational Value	The song carries educational values about identity, family relationships, and love for the homeland. Through the lyric “To my country I belong”, it teaches patriotism and a sense of belonging to one's nation. Additionally, the repetition of possessive phrases reinforces the importance of appreciating personal and social relationships in life. These national values can help introduce learners to the significance of loving and being proud of their country.

B. Discussion

This study identifies the language component and moral value found in the lyrics of Indonesian folk songs presented in the YouTube channel Fun Vocabularies and Grammar in Song (Fuvgis) and explores their relevance to English language learning for beginners in Indonesia. Based on the analysis of four selected folk songs, namely *Sarinande*, *Dondong Opo Salak*, *Anging Mamiri*, and *Nona Manis Siapa Yang Punya*, the following discussion addresses the two research questions of this study.

1. Language Component and Moral Value in Indonesian Folk Songs in the Fuvgis Version

Language component and moral value found in the folk songs generally include vocabulary, grammar, and moral value. These songs not only serve language purposes but also address social, emotional, and cultural dimensions, which are important for personal development.

Krashen's theory of second language acquisition (1982) emphasizes the importance of comprehensible input in language learning (Mohammad Syam'un Salim, 2013). Folk songs, with their simplicity and repetition, provide an environment rich in comprehensible input for beginner learners (Munirah Muin & Sulfasyah, 2018). Additionally, Vygotsky's theory (1978) of the Zone of Proximal Development (ZPD) underlines the significance of social interaction in learning. Folk songs, which are often sung together in social settings, promote interactions that support language development and cultural understanding. As such, folk songs act not only as entertainment but also as educational tools that help develop language proficiency, moral values, and cultural awareness (Vygotsky, 2024).

a. *Sarinande* Song

The song *Sarinande* highlights themes of parental love and emotional support. It presents a nurturing relationship where parents provide affection and comfort, which aligns with Erikson's psychosocial theory (1963) that emphasizes the need for a sense of security in early

childhood. Additionally, this song introduces basic English vocabulary such as child, weep, heart, mother, and father, which are highly relevant for beginner learners (EMILIZA, 2019). This corresponds with Nation's (2001) theory of vocabulary learning, which emphasizes the importance of mastering high-frequency words used in daily life (Nursila, Asti Ramadhani Endah Lestari, 2023). The song also encourages emotional expression, which plays a critical role in communication, in line with Ekman's theory (1999) that understanding and expressing emotions is key in social interactions.

b. *Dondong Opo Salak* Song

The song *Dondong Opo Salak* contributes to vocabulary development and by introducing common words from children's daily environments. The mention of fruits such as dondong and salak, and traditional transportation like becak and andong, provides learners with relevant vocabulary for everyday communication. This approach aligns with the Communicative Language Teaching (CLT) method, which focuses on using language in real-life contexts to improve communication skills. The song also conveys moral values, particularly obedience and politeness, teaching children to respect their parents. This reflects Kohlberg's moral development theory (1984), which emphasizes that moral understanding develops through social learning and experience.

Linguistically, the song introduces imperative and conditional sentences, offering examples of commands and cause-effect patterns (Ibda, 2023). This supports Ellis's theory (2006) on explicit grammar instruction, which suggests that repeated exposure to common sentence structures helps learners internalize grammar (Wicaksono & Subhan, 2015). Grammar appears not as isolated rules but within natural communication, reflecting Larsen-Freeman's (2003) contextual approach.

c. *Anging Mamiri* Song

Compared to the other songs, *Anging Mamiri* expresses deeper emotional content. It uses vocabulary related to feelings such as sadly and lonely, helping learners understand expressions of sadness and longing. This contributes to emotional development, as discussed in Goleman's emotional intelligence theory (1995), which asserts that recognizing and managing emotions is essential for social interaction. The song also employs metaphors and figurative language like gentle breeze, enriching the learner's understanding of poetic and symbolic expressions (Akbar & Yunanfathur, 2016). This reflects the cognitive theory of metaphor proposed by Lakoff and Johnson (1980), which argues that metaphors shape how people conceptualize and understand the world (Sa'diyah, 2018). Structurally, the song includes more complex sentence patterns, supporting more advanced grammar learning in line with the

constructivist view that learners build language knowledge progressively through exposure and experience.

d. *Nona Manis Siapa Yang Punya* Song

The song *Nona Manis Siapa Yang Punya* contains several language component and moral value relevant to early English learning, particularly in introducing possessive structures. Phrases like *whose you are* and *I belong* help learners understand how possession is expressed in English, a fundamental grammatical concept. This supports Gleitman's syntactic bootstrapping theory (1990), which states that children use syntactic cues to infer word meanings. The song also features repetitive sentence patterns that reinforce understanding of simple grammar structures, which aids memory retention for beginners. This is consistent with Krashen's input hypothesis (1982), which highlights the importance of repeated exposure to the target language for language acquisition. Furthermore, the song promotes patriotic values by emphasizing the idea that identity includes both family and nation (Azizah, 2022). This reflects Lickona's character education theory (1991), which suggests that moral education can be conveyed through cultural and historical experiences (Loloagin et al., 2023).

Overall, Indonesian folk songs possess great potential for supporting English language learning by integrating vocabulary, sentence

patterns, pronunciation, moral values, and cultural insights. Grounded in educational and linguistic theories, these songs can function as effective learning media that foster both language and character development. By incorporating folk songs into language learning, learners can experience a more engaging, culturally relevant, and educationally meaningful approach to acquiring English skills (Al Fikri, 2022).