

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusion of what has been investigated in this research and the suggestion for further research. The conclusions part provide an interpretation of conducted research results, while suggestions provide some ideas addressed to English teacher and further research relating to the use of songs in English teaching and learning process especially listening.

5.1 Conclusions

Difficulties of some English teacher in teaching listening encourage the researcher to conduct this research. This research was applied to second grade students in one of public Junior High School at Sumedang. It is aimed at finding out whether or not songs could significantly improve the students' listening comprehension. Moreover, the difficulties faced by the students in listening comprehension using songs are also discussed.

After conducting series of procedures in this research, it can be concluded that the null hypothesis of this research is rejected which means the use of songs can make likely significant difference in improving the students' listening ability ($6.542 > 2.021$, $\alpha = 0.05$, $df = 58$). The result is obtained through comparing the means scores of experimental group and control group which were 67.27 and 50 (paired sample t test using SPSS 20). Hence, it can be concluded that the use of songs is likely to be significant in improving the students' listening comprehension. The following elaborations are expected to give explanation

concerning to factors that should be considered in order to make the use of songs is likely effective in improving the students' listening ability.

The media of teaching and learning process, in this case songs, not only help the teacher to teach listening but also provide an interesting way for the students to achieve the learning goals. The media has contributed a lot in making the students understand well the delivered lesson. Thus, a good media should have rich input and support the teaching and learning process. For this reason, songs are chosen as the media of English learning especially listening.

The content of the songs may become one of influential factors which may determine the improvement of the students' listening ability. The songs which can be chosen as learning source and evaluation help the teacher to deliver learning material and assess the students' progress effectively. The use of songs should consider students' need so that it will help students to learn and achieve the learning objective. Songs used in teaching listening comprehension are songs that can be a good model for language learner.

The teacher ability in selecting teaching material will influence the use of songs in improving the students' listening ability. Besides, the teacher creativity in arranging good lesson plan also determines the success of using songs as the media of teaching and learning. In addition, the teacher's ability also required in organizing classroom situation and operating multimedia tools so that the process of using songs as the media of teaching will be effective. Therefore, it can be concluded that the use of songs in teaching the students' listening ability is

influenced by some factors such as teacher's creativity and the media used by teacher in listening comprehension.

The students agreed that the use of songs is effective in comprehending the listening comprehension. This activity enriches their vocabulary and helps them easily understand the material served by the teacher. Furthermore, it makes them motivated to learn. In conclusion, it is essential for the teacher to find effective way of teaching listening through songs so that the students gain the learning objectives. In doing so, the teacher creativity in developing the material, in this case song, is needed. The teacher should follow the principles criteria when they choose song as media of teaching listening. As it stated by Coromina, (2000) and Lynch, (2005), songs must have clear and understandable lyric. Thus, they suggest to avoid song which is too fast-paced and song in which the music buried the singer's voice. The teacher must choose songs which are understandable; not too fast in term of rhythm so that the students could follow the material based on what they hear from the songs. The researcher believed that by following this principle, the difficulties faced by the students will be overcome and as the result, the teaching and learning process will be more interesting.

However, there are some difficulties faced by the students in listening comprehension using songs. The difficulties in listening ability mastery may be caused by new vocabularies, songs which are too fast-paced and the accent of the singer. Those matters become the main difficulties faced by the students in listening comprehension using songs. In addition, those difficulties do not become serious problem for the students in acquiring listening ability. It is evidenced by

the students' response toward the use of song. The students are motivated to engage in teaching and learning process and also the good scores achieved by the students in posttest.

5.2 Suggestions

Considering what have been done in this research, there are several suggestions for further research in the field of the use of songs as the media in teaching and learning English. The suggestions are expected to be taken as consideration for the researchers who are willing to do the research at the same field.

English teachers are suggested to select appropriate songs to play. Songs which are suitable for the teaching and learning process have been elaborated in previous section. For that reason, it is important for the teacher to select appropriate songs which can help the students learn the language and gain learning objectives

Besides, the teachers are suggested to arrange a good lesson plan which which consider the activity of checking the students' attention so that the listening comprehension will be effective. It is not suggested to let the students enjoy listening to the songs in a long duration without checking their attention. The teacher could check the students' attention by identifying their assignment.

The next point is, since this research concerned on listening skill only, it is suggested for further researcher to pay attention to other language skills; speaking, writing, and reading. Focusing on the teacher's performance in this research, it is

recommended for the teacher to develop their creativity and ability to present interesting and enjoyable learning activities. The teachers are suggested to develop these creativities since the students will not be engaged in the activities if the learning activity is not interesting and enjoyable. To make it more interesting, the teacher can present the teaching and learning process in such a fun way as games, teamwork or discussion. Giving rewards also appropriate in the teaching and learning process. With rewards, the students will also encouraged to give more attention to the material presented by the teacher.

The teacher is also required to consider the situation where the teaching and learning process take place. Finding a way to overcome this situation also becomes challenge for the teacher when using song for the media of teaching listening. The use of language laboratory would be necessary when the teacher wants to use songs as the media of teaching listening. Basically, songs involve sound which the learner required to comprehend. By using language laboratory the material would be delivered to the students and take no consideration of the noises which disrupt the teaching and learning process

However, due to the limitation of this research, the result of this research cannot be generalized. The samples and time are limited since this research employed quasi-experimental research design. Hence, conducting true-experimental research which involves larger samples and longer time is suggested for further research.