

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents the summary of the findings and discussions of the study. The conclusion is formulated from the research questions, followed by the suggestions for further study relating to Appraisal analysis and education.

5.1 Conclusions

This study was aimed to investigate the attitude shared and the interpersonal meaning in a song lyric alongside with its pedagogical implication, particularly in teaching and learning process. The finding shows that the Attitude resources, specifically Affect, in the lyric mostly consisted of positive values. The positive values were mainly in the form of In/security which indicates the feelings of confidence and superiority. However, there were also negative values in form of Dis/satisfaction which indicates the feelings of frustration and Un/happiness which indicates the feelings of sadness and anger in the lyric.

Besides Affect, there are also Judgment resources in the lyric. Judgment resources which deal with the attitude to people and the way they behave took form of Social Esteem that tends to be policed in oral culture. The Judgment resources in this lyric were mainly negative which mean it criticizes the person and the way s/he behaves rather than admires him/her. Though some of the Judgment resources did not criticize explicitly, readers/listeners could feel it through tokens that evoke certain feelings in the lyric.

Another resource of Attitude system is Appreciation which relates to the evaluation of things, the evaluation toward things someone makes and performance someone gives. In the analyzed lyric, negative values of Appreciation dominantly took place which means the things and properties in the lyric were not valued by the persona. Furthermore, this study also considered Graduation resources that concern with *up-scaling* or *sharpening* and *down-scaling* or *softening* resources of Attitude. From the Graduation analysis, the lyric

used sharpening resources on several parts to emphasize and indicate maximal investment of Attitude resources.

Related to the pedagogical implication, songs can be used as teaching media since those are the combination of music and lyrics, have many benefits in it such as the cultural values and its rich collections of vocabulary. Shen (2009) states that one practical pedagogical implication to make English Language Teaching (ELT) becomes enjoyable and effective is through the integration of songs in ELT. Furthermore, in relation to the theory of Multiple Intelligences proposed by Gardner (1993), listening to songs could be a great value to develop students' linguistic ability through enchanting its melody or evoking the image-evoked in lyrics. The implementation of songs in ELT, especially in receptive skills, could be in many forms. In listening, teachers could make use of song lyrics in developing the skill through several techniques, for instance a gap-fill task. A gap-fill task could be used to help students learned a new vocabulary in the lyric and noticed its pronunciation, structure, and grammar. Another receptive skill that could be developed through the implementation of songs is reading skill. Based on the study by Liu (2010), which discussed the application of Appraisal framework to teaching critical reading, teachers can develop it in three basic steps. First, teachers make students to understand the context of the text, both linguistics and non-linguistics contexts. Second, students, with the help from teachers may distinguish author's attitude and discuss the messages in the lyric. Finally, teachers encourage the students to speak out their view about the discussed text.

5.2 Suggestions

This section provides some suggestions on the basis of the limitation of the present study. After drawing the inferences, there are several suggestions that hopefully can give some constructive ideas for readers, especially future researchers. The suggestions are related to the Attitude system, song lyric, and its pedagogical implication.

First, this study focuses only on Attitude system. Further studies may conduct the complete analysis of Appraisal resources on a song lyric, with the Graduation and Engagement systems. Second, this study focuses only on a song lyric. Further studies may analyze its tone of sound and its graphic or moving pictures to have a whole complete look of the interpretation. Moreover, further studies may analyze the effect of a song as learning media to teachers and students with Appraisal framework, such study had conducted by Liu (2010) which investigated the application of Appraisal framework to teaching English reading and Shen (2009) which used songs as an enjoyable and effective approach to English Language Teaching. It is also suggested that Appraisal framework can provide English teachers with a new perspective in English Language Teaching.

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