

CHAPTER V

CONCLUSION, SUGGESTION, AND LIMITATION OF THE RESEARCH

5.1 Conclusion

This research investigates the teacher's beliefs in using songs in teaching English to young learners at Balai Bahasa UPI Bandung. Two research questions were employed in this research covering the teacher's beliefs regarding teaching English to young learners and how the teacher's beliefs influence the teaching practices in the young learners' classroom.

With regard to the first research question, there are three main points of the teacher's beliefs dealing with the usage of the songs in teaching English to young learners. First, the teacher's beliefs in using songs as teaching media to young learners discover the advantages which can motivate the learners, provide fun atmosphere, and facilitate their musical intelligence through the learning activities since the young learners have natural ability to learn a language and natural sense of the music which mention that the song can be used to create fun and pleased atmospheres of learning activities in order to help them in the process of language learning and acquisition (Cakir, 1999 as cited in Ara 2009; Chomsky, 1959 as cited in Zacharias, 2010). Furthermore, the teacher believed that the music and the language are similar whereas the song lyrics should have short, simple, and clear utterances which aimed to help the process of the learning for the young learners. Second, the teacher's beliefs in improving the learners' language skills through songs, which started from receptive skills to productive skills, gained the ability in enriching their vocabulary, and also enhanced their skills in comprehending the grammar. Third, the teacher's beliefs in regard to the learning strategies in teaching English to young learners through song which unpacked four kinds of the learning strategies. There were about at what stage the teacher used the songs whether in the pre-activity or in

the post-activity, the repetition, the usage of gestures and pictures, and the modification of the song lyrics as well. Those were functioned to assist the learners to achieve the learning objectives in the learning process.

In responding to the second research question, generally the teacher was capable to transform the beliefs to the teaching practices in the classroom (Pajares, 1992 as cited in Yoshihara, 2012). Those beliefs influenced the teacher's practices in the following ways. First, it obviously can be seen that the teacher provided the learning activities which utilized the songs in delivering the topic such as introducing and reviewing the materials effectively. Additionally, when the learning process occurred, the learners felt happy and enjoy the learning process. It can be seen through their expressions such as jumping, clapping, and laughing. Second, the teacher's practices were influenced by the beliefs related to the using songs in improving the language skills. The findings showed that the learners proved that their language skills, the vocabulary, and the grammar increased since the teacher knew what she should do and how to employ the songs in order to assist the students in achieving the learning objectives through songs. Their language abilities can be seen when they could pronounce the vocabularies properly and they were able to make the sentences grammatically. Third, the teacher's beliefs regarding teaching English to young learners through songs influenced the teacher's practices in using the other learning strategies such as using songs in the classroom might be accompanied by using gestures and pictures. The findings showed that the songs which accompanied by the gestures and the visual aids may assist them to improve the language skills and to comprehend the lesson.

5.2 Suggestion

According to the findings and conclusions above, some suggestions are proposed.

First, the implementation of using songs in teaching English is applicable and appropriate for the learners, particularly the young learners of EFL or ESL classroom. It is very useful and helpful for the teacher in teaching a foreign language.

Additionally, the teacher can create the fun and enjoyed ambiances in the teaching process in order to reduce the anxiety of the learners who are learning a foreign language.

Second, the learners can ask the teacher to provide the songs based on their needs and interests when the process of the learning took place. Moreover, a freedom should be given to the learners in choosing and finding the songs related to the topic. Then, those songs can be brought to the classroom and they can share the knowledge of each other.

Furthermore, there are some possible recommendations for further research. First, the researcher can choose another level of the students such as the kindergarten students in conducting the research regarding teaching English through songs. Second, the variety of the songs should be taken into account in further research. Additionally, obstacle which occurs in the teaching practices during the implementation should be investigated in further research.

5.3 Limitation of the Research

The findings of this present research focus on two major points. First, the teacher's beliefs in using songs in teaching English to young learners, specifically the elementary students. Second, the teacher's beliefs related to using songs in teaching English which influence the teacher's practices in the young learners' classroom. The findings could not be generalizable because it has some limitations such as this research was conducted in a small-scale, there was one English teacher who involved in this research, and it has time limitation during conducting the research. Nevertheless, it relates to the nature of the study which employs case study whereas it is designed to point up a more general principle with an individual actor becomes focus in order to figure out the perspective of the events (Nisbet & Watt, 1984; Hitchcock & Hughes, 1995 as cited in Cohen *et al.*, 2007).

However, the findings of this research are important to identify the teacher's beliefs in using songs in Teaching English to young learners and to find out how the

teacher transforms those beliefs into the teaching practices to assist the learners in achieving the learning objectives of the learning and acquiring a foreign language.