

## **CHAPTER V**

### **CONCLUSION AND RECOMMENDATION**

This last chapter covers the conclusion which can be described as the results of the study, portrays its limitation, and offers ideas for further research on songs as a technique in teaching listening.

#### **5.1 Conclusion**

This study focused on the use of song lyrics in teaching listening at a junior high school. The purposes of this study were to investigate the students' response toward the use of song lyrics in their listening skill, and to find out the challenges that faced by the teacher and students in using song lyrics in listening class.

Formerly, the related research on songs in listening activity has been conducted. This study confirms findings from the previous research that songs were definitely an effective technique to be used in listening activity. (Horn: 2007, Brand & Li: 2009, Piro & Ortiz: 2009, Salcedo: 2010).

The findings of this study showed the use of song lyrics as an effective technique for teaching listening. It was supported by the data obtained from the observation; including teacher field notes, students' checklist, and video transcription, and questionnaire. Significantly, it can be seen that the students enjoyed their listening activity. As a result, they responded positively and enthusiastically to the lesson, and engaged easily in the whole learning process.

In addition, the use of song lyrics was considered as attention-grabbing for the students since it offers opportunity of real language learning, it also created a positive atmosphere for their learning process. Moreover, students can develop their listening skills and actively participate in their listening activity pleasantly.

However, using song lyrics in the classroom is not an easy way to do. Teacher and students commonly find some difficulties in using song lyrics in the students' learning activities. This study was found that the challenges that were faced by the teacher and students when using song lyrics in the classroom can be concluded, as follows: (1) when preparing the multimedia, (2) students' limited vocabulary and (3) the selected song lyrics used in the classroom. The stress, rhythms, pronunciation, and intonation of the song are the factors that brought about the difficulties. Students' limited vocabulary becomes the other problem to consider in selecting the songs to be used in the classroom. It was because the learners learn English mostly with their native language as a medium of instruction. So, they had to make efforts in adjusting with the language used in the song. Therefore, the role of teacher was very important to help them overcome the difficulty encountered.

## **5.2 Recommendation**

Based on the findings, the discussion, and the conclusion of the research results, the researcher puts forward some suggestions regarding in listening activity for students at junior high school, as follows:

1. The use of song lyrics is highly recommended to be used in the English classroom, especially in teaching listening. It is an effective technique to trigger students' attention to and engagement in the listening lesson.
2. It is possible when the teacher could discuss with the students which songs that they are really interested in using song lyrics in the classroom.
3. In selecting songs to be used in the classroom, the teacher should carefully reflect on the students' level and interest. Commonly, the songs preferred by male and female students are different, so the teacher should be wise to choose a song which represents their interest.
4. It is possible to ask students to sing the song after they accomplish their listening task. The use of appropriate gestures, facial expressions, and other

physical movements are required in using songs when the students also sing the song, because it also makes the learning activity lively.

5. For supporting the teacher in improving students' listening ability, the teacher should have various methods of teaching. Also, it is better for the students to make listening to English songs as a habit. It is because they can practice listening to English well any time they want.