

CHAPTER V

CONCLUSION AND RECOMMENDATION

This chapter consists of two main parts namely conclusion and recommendation. In the conclusion part, the result of the research will be summarized. Furthermore, the recommendation related to the grammar teaching and the further related research are also given in the recommendation section.

5.1 Conclusion

There are two research questions in this research. The first question is aimed to discover the presence of students' grammar accuracy improvement after receiving treatments. The second question is aimed to reveal students' responses to the use of songs in learning grammar.

Regarding the improvement in grammar accuracy, the quantitative research based on the analysis of the pre-test output and the post-test output revealed the positive result. The post-test analysis showed that the experimental class that receiving grammar teaching through songs had significant higher improvement than the control class that receiving grammar teaching in conventional method. The result was shown by non-parametric test namely Mann-Whitney U test. The Mann-Whitney

U test revealed the value of sig. (2-tailed) 0.001. The sig. (2-tailed) $0.001 < 0.05$. In $\alpha = 5\%$, the output of the test rejected H_0 . Rejecting H_0 meant accepting the alternative hypothesis that stated the grammar accuracy improvement of the experimental class students is significantly higher than the grammar accuracy improvement of the control class students.

The distribution of the level of improvement of grammar accuracy in both classes was also discovered in the composition of normalized-gain of each class. The composition of the normalized gain of the experimental class was mostly in the moderate level (65.71%) while the composition of the normalized gain of the control class was in the low level (77.14%). The composition showed that the improvement of students' grammar accuracy in the experimental class was much higher than the control class.

The students' responses to the use of songs in teaching grammar showed positive responses. The questionnaire revealed five techniques used by the students in mastering grammar. However, all of the students loved songs. It became the positive foundation to bring songs in EFL classrooms. Moreover, almost all of students liked the use of songs in learning grammar and thought that a song is an effective way in mastering grammar.

The result of the research revealed that songs gave a significant effect on improving students' grammar accuracy. Moreover, the students gave positive attitude

to the use of songs in learning grammar. Thus, it seems obvious that songs, which naturally bring joyfulness in the music and grammar needed in the lyric, are appropriate to be brought into EFL classrooms as a media to teach grammar.

5.2 Recommendation

There are two recommendations regarding the research. The first recommendation goes to the teachers. The second recommendation goes to the further related research.

The recommendation for the teacher is that songs can be one of the choices in teaching grammar. However, there are two aspects needed to notice in applying songs to teach grammar. The first aspect is the choice of songs. The song used must contain grammar needed with no harsh content. The songs also have to be well-pronounced. Thus, the students are able to follow the activity provided. The second aspect is the choice of activities. The teacher should be creative in choosing the activity that would contribute in helping students' learning process.

For the researcher who is interested in conducting a related topic for the further research, this research is supported by previous related researches. However, this research chose the sample based on class, not randomly chose the person. Due to the limitation of the sample, the result of the research cannot be generalized. Therefore, for the further research, it is better to bring bigger random sample in the

research as it is assumed that higher random sample would gain more genuine and valid result for the research.

