

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter provides conclusions and suggestions of the research. It relates to the effectiveness of song lyrics in improving students' grammar mastery.

5.1 Conclusions

Referring to the findings, it can be concluded that song lyrics is likely to be effective in improving students' grammar mastery of past tense. It was proven by the independent t-test result which showed that t_{obt} is higher than t_{crit} ($2.831 > 2.000$, $r = 0.348$). It was supported by the dependent t-test calculation in both of pre-test and post-test score of the experimental group. The calculation showed that the t_{obt} is higher than t_{crit} ($-25.603 > 2.000$). It meant that the null hypothesis (H_0) was rejected. In this case, there was a difference between experimental group and control group.

Based on the students' responses, it was discovered that there are some advantages and obstacles that students encountered. In this case, three advantages of using song as media in teaching grammar are identified. First, using song lyrics help students to learn past tense especially in memorizing the verbs and the formula because by using song lyrics students learn grammar subconsciously. Second, using song lyrics create new atmosphere for students in learning grammar since students feel more enthusiastic because the teaching and learning process is different from

their learning routine. The last, students get many vocabularies and know how to pronounce it.

Furthermore, in this case, there were obstacles that some students encountered. First, the rhythm of several songs is too fast so students could not hear clearly how the singers pronounce the words. The last, students feel bored because they have to learn grammar using song lyrics for several times continuously. Even though there were some obstacles that students encountered, but all in all using song lyrics can be an alternative for teaching grammar especially past tense.

5.2 Suggestions

There are some suggestions with regard to this study. First, use the slow rhythm song and clear pronunciation, it is intended to help students in understanding the lesson. Second, give students a chance to choose the song. It is better to use the song that students recommend because it makes students feel that they have contribution to the teaching and learning process. Third, song lyrics can be applied in another variety of language skill like teaching vocabulary and pronunciation. The result above showed that using song lyrics not only make students learn about grammar but also get new vocabulary and know how to pronounce it.

Moreover, it is also recommended that teachers should have the capability in presenting interesting activity using song lyrics in the classroom. Besides, teachers can help students to learn that music not only just for fun but also can be used as a media in learning English.

In addition, this study was supported by the previous study in the same field of which the result showed that using song lyrics can enrich students' grammar mastery, vocabularies, and reading fluency. Nevertheless, the result of this study cannot be generalized due to the limitation of sample. Thus, it is suggested for the next researcher in the same field to involve larger samples or if it possible, the researcher may apply the true experimental design.

