CHAPTER V

CONCLUSIONS AND SUGGESTION

This chapter presents the conclusion of research findings and the recommended suggestions in order to be considered as a reference for the enhancement of the next follow-up research.

5.1 Conclusion

From the research, it can be concluded that teaching speaking procedural text by using songs as the media is effective since the null hypothesis is rejected. There is a difference in speaking ability of the target between the experimental group and the control group. The difference is indicated by the value of t_{obt} which bigger than $t_{crt.}$ It means that there is a significant difference between the means in the speaking ability of the target.

The questionnaires as additional data of the research also support the research findings. It found that the students are enjoying learning speaking; they also say that they felt the improvement in their speaking ability. Questionnaire findings are in line with the experimental test findings.

In short, the effectiveness of using songs in teaching speaking procedural text to the seventh grade students of SMPN 29 Bandung was not only proven by the

statistical calculation, but also by the students' responses toward the teaching and learning process.

There are several things which contribute to the effectiveness of songs in teaching speaking procedural text. The first is the use of song in teaching speaking procedural text is interesting for most of the students. This can be happened because this speaking activity made an opportunity for students to play like fun but in case they are learning serious topic

The second is by using song as the media the students were not forced to speak, they are very happy to speak in form of song or lyric. They can sing their idea in their own melody. Furthermore, this condition was continued to the fact that they have to arrange their lyric in form procedural text

The last is the use of songs as media take the students attention. The students would not talk with their friend in teaching learning time if the teacher gives the song to them, because in students' opinion song is more interesting than talking with friends. Moreover, song is comfortable and memorable for the students, and so makes students remember the language. If students feel comfortable with the situation of the class, it will be easier for the teacher to make the students understand with the material.

The effectiveness of songs in improving students' speaking ability in the research does not mean that songs do not have any weaknesses. Some of students felt

not comfortable in the class, because some of them cannot sing well in front of the class, therefore they just stand and quite in front of the class.

Songs which have interesting and entertaining features can be used by teachers to encourage students to learn speaking. It is likely to provide enjoyable activities through songs in order that students give more participation in speaking activity.

5.2 Suggestion

Referring to the results and conclusions of the study, some suggestions are offered to tackle the effects of the weakness that may occur; several suggestions are suggested in the research addressed to the teacher. First, teacher who used song as the medium of teaching should choose the songs which are suitable with the theme and the context of the lesson, the students' ages, and the characteristics of the students. Second, teachers need to have a peer correction for their own speaking skill. Third, teacher should modify the use of song in teaching activity with another technique to avoid boredom.

The next suggestions are addressed to the next follow up researchers who are interested to investigate the teaching speaking procedural text by using songs as the media. First, researcher should conduct the speaking procedural text teaching through songs to other levels. Second, the questionnaire used in the research is enriching the

research findings. It expected in the next follow up researchers, the interview could also be taken by the researchers. Third, researcher should creatively explore not only the speaking procedural text but also speaking in other context, or more over in other skills (listening, reading writing). The fourth, consider that the researcher is not a professional person in speaking field. It is strongly suggested that for the experimental research, pre-test and post-test are assessed by using two assessors.