CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusions of the research and suggestions for language learners to improve frequency of listening, for both language teachers and learners to improve listening teaching and learning as well, and for other researchers to conduct further study concerning the topic.

5.1 Conclusions

This research investigates the correlation between the students' frequency of listening to English songs and their listening achievement, and to describe additional information needed in supporting this study.

The study uses descriptive method with an ex-post facto design. The research applies a descriptive statistic with a correlation, to describe the data attained from the questionnaire and the listening score administered by the English department, and to investigate the level of the correlation between students' frequency of listening to English songs and their listening achievement, using the Pearson Product Moment Correlation Coefficient, through SPSS.

Referring to the first research question, it is found that the students' listening frequency to English songs is in 'high' category. This is confirmed by the percentage of students' listening frequency scores, which shows that 43.3% of the sample belongs to high category, 33.3% belongs to average, and 23.3%

belongs to low. It can be concluded that more than half of students have high and average listening frequency to English songs.

Referring to the second research question, it is also found that the students' listening achievement is in 'high' category. This is confirmed by the percentage of students' listening score in listening test (exit level), which shows that 46.7% (14 students) of the sample belong to 'high' category, 43.3% (13 students) belong to 'average' category and 10.0% (3 students) belong to 'low' category. It can be concluded that almost half of the whole students are in 'high' category.

Finally, referring to the third research question, it shows that there is a positive correlation between students' listening frequency to English songs and their listening achievements, and the correlation belongs to 'strong' or 'high' correlation.

In conclusion, there is tendency that when the students' frequency in listening to English songs is higher, the listening score is also higher or it can be said that the students' frequency in listening to English songs help improve the students' listening achievement.

5.2 Suggestions

Based on the conclusions of the research, the writer puts forward some suggestions, they are:

1. The teachers of English should motivate their students to listen lots of English materials to enrich them with the variety of linguistic signals (vocabularies,

idioms, etc.), pronunciation, information, etc., and to make them ready when confronting the spoken language; by native or native like speakers of English.

2. It's better for the students to make listening to English songs as a habit. It is because they can practise listening well all the time indirectly.

3. For supporting the lecturer in improving students' listening ability, the teachers should have various methods of teaching.

4. For future researchers, the research should be done (if using the same research method) with some improvements, such as types of the questionnaire, numbers of the sample, previous studies etc. or through the experimental one. This is expected to see more clearly and comprehensibly on the influence of the frequency of listening to English songs on listening achievement.