

## CHAPTER V

### CONCLUSION AND SUGGESTIONS

This fifth chapter is intended for the brief description and suggestion of the study findings. It consists of two main components. The first part is the conclusion about the description and the findings of the study. The second part is the suggestion that explains the significance of this study.

#### 5.1 Conclusion

As stated in chapter one, the purpose of this research is to find out the belief of the English Department students of Widya Mandala Catholic University Surabaya (WMCUS) in using songs to improve their English, specifically to improve their listening skill. To answer this main research question, the researcher used a questionnaire consisting of fifteen close-ended statements to reflect the students' beliefs and conducted an interview to better support the students' data beliefs. Fifty (50) students took part in this study. They all filled out the questionnaire, but only five students were interviewed. These participants were all from English Department students in WMCUS and they are from batch 2016 until 2019.

After the research was done, the researcher was able to examine the data collected and find the answers to the main question of the research. The findings showed that the majority of the students had a positive belief towards English songs in improving their listening skills. In part I, the majority of the students (79% who chose Strongly Agree and Agree) showed a huge agreement on the idea that English songs are good media to improve their listening skills by reducing the pressure on them and creating a relaxing atmosphere. However, from the interview data, students have different strategy when using English songs to learn.

English songs were also positively perceived to help the students better understand the meaning of the language, including some informal phrases. It is shown in the result of the Questionnaire part II. The majority of the students (80% of the students who chose Strongly Agree and Agree) believe that listening to English songs is good for improving their vocabulary. Besides, the students were able to correctly mimic and learn word pronunciation. It could be seen in part III, where the majority of the students (68% who chose Strongly Agree and Agree) believe that listening to English songs is good for pronunciation. Therefore, overall, the students believe that English songs help more in vocabulary (80%) and pronunciation (68%).

Within each part of the Questionnaire, the researcher tried to find out which question has the most voters for Strongly Agree and Agree. As is shown in Table 4.1, for part I, the majority of the students chose number three (“I enjoy using English songs as my learning media in learning English.”) and four (“English songs are a great media to improve my listening skill.”), so they mostly believe that English songs is a good learning media to improve their listening skills. For part II of the questionnaire, the majority of the students chose number seven (“Spending time listening to English songs make me more familiar with English words.”) and ten (“Listening to songs make it easier to memorize the new words or phrases in the lyrics.”), so they think that English songs help them to memorize new words easily. Lastly, for part III of the questionnaire, the majority of the students chose number fourteen (“Stopping and playing some parts of the English songs help me to hear the detail from native speakers’ habit in speaking, such as connected speech.”) and fifteen (“I am learning to imitate the correct sound of English word by singing English songs.”), so they believe that through English songs they could learn the detail of native speakers’ habit and the correct sound of English words. In sum, each element of the songs can help

students in learning English. Those aspects were giving support to listening skills, especially the aspects of vocabulary and pronunciation.

In conclusion, students have strong beliefs on the role of English songs in improving their listening skills. The students believe that English songs play a significant part in helping them develop their listening skills.

## **5.2 Suggestion**

The researcher would like to provide some suggestions based on the results of this study. Within this segment, there are three major parties that the researcher suggests. The first suggestions are given to the students, the second to the teachers, while the third suggestion is given to future researchers who will be carrying out similar study.

### **5.2.1 Suggestion for the Students**

Based on the findings, they showed how helpful English songs are in the listening abilities of students. Students are suggested to listen to English songs as one of medias to help them improving their listening skills. Not only do students learn new words, but they can also conform to the proper pronunciation and spelling.

### **5.2.2 Suggestion for the Teachers**

Some suggestions may also be given to teachers on the basis of what the researcher found in this study. Considering that students have deep beliefs in English songs in order to develop their listening skills, it is suggested that teachers use English songs as a tool to practice listening in the classroom. Students will feel less stressed and more motivated when studying English songs.

### **5.2.3 Suggestion for the Future Researchers**

A further suggestion is given to future researchers. The researcher hopes that more specific research will be conducted on the usage of English songs. Given that this work included only the beliefs of English Department students and used songs as a framework, future researchers may be able to investigate more with different subjects, such as elementary students, and perhaps different method like using quantitative analysis. In this way, more accurate data can be gathered in order to find more findings and proof to substantiate similar hypotheses.

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