CHAPTER V

CONCLUSION AND SUGGESTION

This chapter consists of two parts: conclusions and suggestions. Conclusion presents the research results which are based on the data analysis and discussion in the previous chapter. Meanwhile, the suggestions are in accordance with the suggestions given by the researchers.

5.1 Conclusion

The aim of this study is to find out how well the use of English songs improves the vocabulary mastery of junior high school students and to what extent the use of English songs improve the vocabulary mastery of middle school students.

The results of the sample tests were matched by comparing the average scores before and after the students in the experimental group. The data significance value is 0.000, less than 0.050. This indicates that the pre-test and post-test scores significantly different from one another: Since the average pre-test and post-test vocabulary scores were 61, the use of English songs as a vocabulary learning strategy showed a positive improvement in students' vocabulary mastery., while the last one is 76. In addition, both the minimum and maximum scores in post-test improved from the pre-test. However, the standard deviation did not show a significant different, which is 9.297 and 9.904 in pre-test and post-test respectively, that is, there is a large gap between students' lowest and highest scores.

In short, this study shows that there is a significant impact of using English

songs on the fluency of students' vocabulary at SMK Muhammadiyah 2 Samarinda.

5.2 Suggestion

Based on the findings and discussion in the previous chapter, the researcher would like to provide several recommendations to several stakeholders who may be involved in this research, as follows:

1. English Teachers / Practitioners

Teaching English as a foreign or second language is very much up to the teacher and students. Therefore, English teachers must try to find the best and most effective ways to convey English material to their students to help them learn English. One way or strategy that English teachers can use is implementing English songs during students' vocabulary learning. However, English teachers should carefully select targeted words that should be based on students' needs. It means that teachers are required to measure their students' vocabulary levels first in order to determine what vocabulary levels they should focus on. Students are suggested to learn the high frequency words first before switching to the other word levels.

2. Students

Students may only use English songs in class, but they may also use them privately once they graduate. The students should also be able to manage and measure their own learning achievements by setting their own learning goals. It can be started by measuring their own vocabulary levels to determine the target words that they should first focus on, which is the high frequency words.

3. Future Researchers

   The research would also like to suggest that future researchers who would like to conduct research under the same topic should really take students' vocabulary levels into account. Failing to determine students word level will affect the success of students' learning outcome. Future researchers should also try to conduct similar research with bigger samples from previously conducted studies and comparing the results. In addition, it is also important to figure out what students perceive about using English songs as a vocabulary learning strategy to know what really happens during their learning process. The information will be essential for future improvements.