V. CONCLUSIONS AND SUGGESTIONS

This chapter describes the conclusion of the result of the research and also the suggestions from the researcher to the other researchers and English teachers who want to try to apply English songs in teaching listening comprehension.

5.1. Conclusions

After conducting the research in the first grade students of SMAN 12 Bandar Lampung and analyzing the data, the conclusions are drawn as follows:

1. There was significant improvement of the students' listening comprehension ability after being taught through English songs. It was proved by the increase of the students' mean score in the post-test which was higher than in the pre-test. Their score increased from pre-test 53.6 to post-test 65,3 in which the gain was 10,5. Specifically, English songs improved the students' listening comprehension in all aspects of macro skill types of listening comprehension, such as identifying the main idea, identifying specific information and identifying inference. From those three macro skills in listening, identifying inference gained the highest increase based on the result of the research.

2. There were some problems the students faced in learning macro skills of listening comprehension through English songs which could be divided as follow; the teacher found students' low concentration was problem that

happened in listening process. Besides, distinguishing sentence pattern and discourse marker has risen to be other problem. The third problem has appeared in comprehending the native speaker's said. The fourth problem came from limited vocabulary. Then the last problem was coming from the material.

5.2. Suggestions

In reference to the conclusion above, some suggestions are given as follows:

a. Since low concentration was another problem that happened in listening process, the teacher should adjust the students to be more concentrated on the repetition of some words which actually was the signal of main points for comprehending the passage, and to be more concentrated on discourse marker, since discourse marker is considered as the bridge that leads to the topic.

b. Based on the problems that, since the students' vocabulary was bad, the teacher should give the homework about translating some songs which they like.

c. Some problems appeared when the song lyrics were not interested according to the students. Therefore if the teachers want to apply the songs in teaching listening, they should choose the songs whose lyrics are considered to be interesting to the students.

d. Based on the problem from listeners that the students could not keep up with the singer's speed, it is suggested to the English teachers to give their students listening comprehension practice more frequently.

e. Based on the result of the interview, English songs only gave the contribution in simple material or dialogue as in a song the content of the lyric is very limited. Therefore, the students still felt difficult in comprehending a long passage. Thus, it is suggested to the other researchers to find another way to make the students able to comprehend a long passage.