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CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This study was conducted to determine students' attitudes toward the use of English-language songs in English language learning in the 11th grade at SMAN 1 Tembilahan. In this study, the researcher distributed questionnaires to 95 students who had been selected as the research sample. Based on the results of the data analysis, the majority of students demonstrated a positive attitude toward the use of English-language songs in the learning process, as shown by the overall mean score of 79.1%, which falls into the "positive attitude" category.

In terms of the cognitive indicator, which consists of perceived usefulness and understanding, the mean score was 75.5%, with perceived usefulness at 79% and understanding at 72%, indicating that students generally perceived English-language songs as useful and supportive of their understanding in learning English. The affective indicator obtained the highest mean score of 84.7%, categorized as a "strongly positive attitude," consisting of self-confidence at 78.2%, anxiety at 89.4%, and enjoyment at 86.4%, indicating that students generally experienced positive feelings, comfort, enjoyment, and reduced anxiety during English language learning. Meanwhile, the conative indicator obtained a mean score of 74.5%, categorized as a "positive attitude," with intrinsic motivation at 74.6% and willingness at 74.4%, indicating that students showed positive motivation and willingness to engage in English language learning through songs. Overall, these findings

indicate that students had positive attitudes toward the use of English-language songs across the cognitive, affective, and conative aspects, with the affective aspect showing the highest percentage.

The use of songs not only helps create a more enjoyable learning atmosphere but also enhances students' interest in learning, motivation, and sense of comfort, while reducing boredom during English language instruction. In addition, the research findings also indicate that the majority of students agree that English-language songs should continue to be used in English language instruction in the classroom. Thus, it can be concluded that students in grades XI.1 through XI.4 at SMAN 1 Tembilahan have a positive attitude toward the use of English-language songs as a medium for English language instruction. Therefore, the use of English-language songs can serve as an effective alternative teaching medium to support the teaching and learning process in the classroom.

B. Suggestion

Based on the above conclusions, the researcher offers the following recommendations:

1. For Teachers

Teachers are encouraged to consider using English-language songs as one of the learning media in English language instruction, particularly to create a more comfortable and enjoyable classroom atmosphere. Based on the findings of this study, students demonstrated positive attitudes toward the use of English-language songs, especially in terms of enjoyment,



comfort, and reduced anxiety. Therefore, teachers may use songs as a complementary medium that supports students' engagement and positive feelings during English language learning.

2. For Students

Students are encouraged to actively participate in English language learning activities involving English-language songs. They may use songs as an additional learning medium to make learning more enjoyable and to support their interest and motivation in learning English. Students are also encouraged to participate actively in song-based learning activities provided by their teachers.

3. To Other Researcher

Future researchers are encouraged to conduct further studies on the use of English-language songs in English language learning by employing different research methods, instruments, or research subjects. Since this study focused on students' attitudes, future studies may investigate the effectiveness of English-language songs in developing specific English language skills, such as listening, vocabulary, pronunciation, speaking, reading, or comprehension. Experimental or other appropriate research designs may also be used to examine the effects of English-language songs on these specific skills.

