

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

A. Conclusion

This research is narrative inquiry research, aimed at describing the ideas or perspectives of an English teacher about teaching English through songs and how teaching through songs can improve students' pronunciation. From preparation to how the teacher takes value from a pronunciation lesson using the song. This is considered to develop students' pronunciation skills. In this research, the researcher used interview techniques to collect data. The interviews and documentation carried out at SMP Negeri 33 Semarang aimed to find out how the pronunciation learning process uses songs and to find out to what extent songs can improve students' pronunciation.

After researchers conducted observations and interviews regarding the use of songs in learning pronunciation, the researchers found that the use of songs could increase students' enthusiasm, the class atmosphere became more enjoyable, and students were more enthusiastic in paying attention or more focused during learning. Apart from that, students can also directly practice the pronunciation of the singer who is a native speaker. This can reduce errors in pronunciation. Due to pronunciation if you pronounce it incorrectly you will also get the meaning wrong.

Preparation is very important. An educator must at least master the material that will be presented to students. Repetition is necessary to make learning something natural and can even lead students to independently repeat through listening to songs and singing the lyrics. The task is to find song lyrics. It can make the students listen to the song while reading the lyrics. If paired with the lyrics, students can read and practice the pronunciation according to the song. Teachers use an intuitive imitation approach, namely, students internalize foreign pronunciations intuitively, implicitly, and based on imitation.

This research is in line with the results of previous research conducted by Amal Saleh Sase regarding the use of songs in teaching pronunciation (student and teacher perspectives). The results of this research show that the use of songs in learning pronunciation is considered a dynamic way to make the class more interesting and active. Moreover, teenagers

can memorize songs and repeat them. Songs can also improve a person's accent, make their pronunciation better, and can make their accent resemble their natural accent. Apart from that, research from Teuta Agaj Avdiu on the Views of Non-native English Teachers on the Use of Music and Songs in Teaching English as a Foreign Language to Elementary School Students shows that music is a great tool for developing and understanding language because there is a clear relationship between songs and literacy. In addition, combining music with English language learning in the classroom increases foreign language scores.

This research adds to empirical studies regarding the use of songs in learning pronunciation, adding to the body of knowledge in the field of English language education which is more specific in pronunciation. And complements previous research on educational aspects that contribute to improving teaching materials or media in learning pronunciation using songs.

B. Recommendations

From the results of research on the use of songs in learning pronunciation, teachers can continue learning pronunciation using this song. Due to the results of the researcher's interviews, the use of songs in learning pronunciation has a positive impact on students.

This research is only limited to the teacher's perspective. This makes this research incomplete without direct interaction with students or direct observation when learning is carried out. Therefore, it is hoped that further research can complement the research well. That is, apart from interviewing the teacher of the subject concerned, direct observation is also carried out when the teaching is carried out. Apart from that, you can also focus more on the songs used and the student's level of English.