CHAPTER FOUR
RESULTS

Chapter four reveals the results of the study. The answers for the research question are based on the data collected from first year students at Narusuan University. All the data obtained were computed and analyzed, and the findings are presented as follows:

Finding I: students' background

Finding II: students' experience related to English songs

Finding III: students' opinions in using English songs to promote learning English

STUDENTS' BACKGROUND

Regarding students' gender, there were three hundred students participating in this study. More than a half of all the students were female as shown in table 1.

Table 1. Students' Gender

Sex	Frequency	Percentage
Male	107	35.7
Female	193	64.3
Total	300	100.0

In terms of students' Faculty, the ratio of the students from 5 Faculties is not much different. It can be seen that most students were from Faculty of Engineering while the least number was from Faculty of Humanities. The detail is presented in table 2.

Table 2. Students' Faculties

Faculty	Frequency	Percentage
Engineering	71	23.7
Humanities	51	17.0
Agriculture	67	22.3
Social Sciences	56	18.7
Management and Information Sciences	55	18.3
Total	300	100.0

For the majority of them, their English achievements were fair as shown that they got C^+ and C in Foundations of English I in the previous semester. The second group were high-achievement students according to the grades A, B^+ and B they obtained, and the rest were low-achievement students since they got D, D^+ and F as shown in the following table:

Table 3. Students' Grades in Foundations of English 1 (1st semester/ 2007)

Grade	Frequency	Percentage
A – B	85	28.3
C^+- C	150	50.0
D^+- F	65	21.7
Total	300	100.0

STUDENTS' EXPERIENCE RELATED TO ENGLISH SONGS

Regarding students' time spent in listening English songs, the data collected reveals that over half of the students devoted approximately 1-3 days a week to listen to English songs. A small number of them had never listened to English songs. The detail is presented in table 4.

Table 4. Students' Time Spent in Listening English Songs

Time spent	Frequency	Percentage
Never	24	8.0
1-3 days a week	188	62.7
4-6 days a week	38	12.7
Every day	50	16.7
Total	300	100.0

For the sources of English songs that students find and listen to**,** it can be seen that the students listen to the songs from TV, MP3 and the internet for the first three ranked as shown in table 5.

Table 5. The Sources of English Songs that Students Find and Listen to

Sources	Frequency	Percentage
TV program	139	46.3
Radio program	23	7.7
MP3	90	30.0
Internet	31	10.3
CD	14	4.7
Other	3	1.0
Total	300	100.0

From their experience, almost a hundred percent of the students had had an experience in learning English through songs, as seen in table 6.

Table 6. Students' Experience in Learning English through Songs

Experience	Frequency	Percentage
Yes	291	94.7
No	9	5.3
Total	300	100.0

Regarding the top five song activities that most of them had experienced, they were filling in the blanks, singing, pronunciation practice, answering questions, and translation respectively. The detail is as the following table:

Table 7. Song Activities that Students Have Experienced

Activities	Frequency	Percentage
Filling in the blanks	236	81.1
Answering questions	128	44.0
Translation	118	40.5
Sentence ordering	47	16.2
Pronunciation practice	154	52.9
Background for games	111	38.1
Word ordering	34	11.7
Singing	162	55.7

Regarding the genres of songs that the students preferred, almost a half of the students preferred pop music. Second was classic and the third was Hip Hop. The detail can be seen in table 8.

Table 8. The First Three Genres of Songs that Students Prefer (ranking 1-3)

Genres	Frequency	Percentage
1. Pop	139	47.8
2. Classic	76	26.1
3. Hip Hop	28	17.2

For teachers' use of songs to improve particular skill or competence, most of their teachers used to teach English through songs for different purposes to improve English skills and knowledge, but English songs were employed for the purpose of listening improvement most, and it is the only skill that was at a high level while others were scored as moderate. A few teachers used songs for learning culture as shown in table 9.

Table 9. Teacher' Use of Songs to Improve Particular Skills or Knowledge

Skills or Knowledge	Mean ($\overline{X}$)	Standard Deviation (S.D)	Opinion
Listening	3.56	1.005	High
Speaking	3.08	.966	Moderate
Reading	3.36	1.029	Moderate
Writing	3.07	.989	Moderate
Grammar	3.04	1.054	Moderate
Pronunciation	3.33	1.032	Moderate
Vocabulary	3.40	1.060	Moderate
Learning culture	2.90	1.065	Moderate

STUDENTS' OPINIONS IN USING ENGLISH SONGS TO PROMOTE LANGUAGE LEARNING

Based on the types of song activities that the students want to be employed in class, English songs as a medium in class for singing was the most wanted by the students. Pronunciation practice, filling in the blanks and background for games by songs were also at a high level, while other skills or competence were sorted moderate. The detail is presented in table 10.

Table 10. Types of Song Activities that Students Want to be Employed in Class

Skills or Knowledge	**Mean ($\overline{X}$)**	**Standard Deviation (S.D)**	**Opinion**
Filling in the blanks	3.66	1.034	High
Pronunciation practice	3.74	1.053	High
Answering questions	3.34	1.037	Moderate
Background for game	3.52	1.140	High
Translation	3.37	1.115	Moderate
Word ordering	2.87	1.000	Moderate
Sentence ordering	2.96	1.032	Moderately
Singing	3.76	1.171	High

Regarding particular skills or knowledge that students would like to gain by using songs, the students liked using songs to improve their listening skill most. Pronunciation, vocabulary, speaking, reading, and learning culture were also at a high level while others were moderate. For grammar, it was the least preference of all the skills and knowledge as shown in table 11.

Table 11. Particular Skills or Knowledge that Students would like to Gain by Using Songs

Skills or Knowledge	**Mean ($\overline{X}$)**	**Standard Deviation (S.D)**	**Opinion**
Listening	4.04	1.045	High
Speaking	3.71	1.075	High
Reading	3.61	1.017	High
Writing	3.34	1.071	Moderate
Grammar	3.30	1.080	Moderate
Pronunciation	3.92	1.046	High
Vocabulary	3.77	1.077	High
Learning culture	3.55	1.160	High

For students' belief of songs to facilitate learning and gain some knowledge or skills, they believed that English songs help improve listening skill most. Pronunciation, speaking, reading and vocabulary were believed to be helped by songs at a high level, while others were moderate level. Songs had the least influence on grammar, as presented in table 12.

Table 12. Students' Belief of Songs to Facilitate Learning and Gain some Skills or Knowledge

Skills or Knowledge	**Mean ($\overline{X}$)**	**Standard Deviation (S.D)**	**Opinion**
Listening	4.06	1.008	High
Speaking	3.65	1.054	High
Reading	3.54	1.012	High
Writing	3.27	1.014	Moderate
Grammar	3.15	1.025	Moderate
Pronunciation	3.90	1.011	High
Vocabulary	3.56	1.028	High
Learning culture	3.37	1.109	Moderate

In terms of English songs to create a good atmosphere in class, the students responded positively at a high level to this item. They felt that songs were important to create good atmosphere in a class, as shown in table 13.

Table 13. English Songs to Create good Atmosphere in Class

Improvement	**Mean ($\overline{X}$)**	**Standard Deviation (S.D)**	**Opinion**
English songs to improve the atmosphere in class	4.20	.941	High

For the final part, an open ended comment concerning using songs in class, some students contributed their suggestions. Many of them felt positive about songs and agreed that they felt relaxed and comfortable when songs were employed in class and they would also like to have more music in their classroom.