

## **CHAPTER FIVE**

### **CONCLUSIONS, DISCUSSIONS AND RECOMMENDATIONS**

This chapter presents (1) conclusions of the study, (2) discussions and (3) recommendations for using songs in class and for further research.

#### **5.1 CONCLUSIONS**

This survey of “First year students’ opinion on using songs in EFL class at Naresuan University” attempted to find out the opinions of first year students at Naresuan University about using English songs to promote language learning.

The subjects of the study were 300 first year students at Naresuan University from 5 faculties, Faculty of Engineering (majoring in Industrial Engineering), Faculty of Humanities (majoring in Korean, Chinese, Linguistics and Thai), Faculty of Agriculture Natural Resources and Environment (majoring in Geography and Industrial Biotechnology), Faculty of Social sciences (majoring in dual program; history and tourism), and Faculty of Management and Information Sciences (majoring in Mass Communication). There were 107 males and 193 females.

The instrument used in the study was a questionnaire. It was constructed by using information gained from related literature. It was evaluated with the advisor and submitted to 4 experts in the field of teaching English to ensure the satisfactory quality of the questionnaire. The reliability of the constructs was then determined using Cronbach's alpha. Then the questionnaire was tried out with 34 twilight program first year students in the Faculty of Engineering (majoring in Industrial Engineering) at Naresuan University before it was administered with the target subjects. After having been collected, the data was analyzed using the Statistical Package for Social Sciences (SPSS) in order to obtain the frequency, percentage, means, and standard deviation.

Based on the findings, the English achievement of the students was fair. Outside of the class, most of them devoted approximately 1-3 days a week to listen to English songs, and they listened to the songs from TV, MP3, and the internet as the first three ranked sources. From their experience, a great number of them had

experience in learning English through songs. Next, the top five song activities that most of them had experienced were filling in the blanks, singing, pronunciation practice, answering question, and translation respectively. The genres of English songs that most of them preferred most were pop, classic and hip hop respectively. Finally, 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.

English songs as a medium in class for singing were most wanted by students while using songs for word ordering was not much preferred.

Students liked using songs to improve their listening skill most. They also liked using songs to improve their pronunciation secondly. Thirdly, they preferred using songs to gain vocabulary. For grammar, it was the least preference of all the skills and knowledge. Students believed English songs help improve listening skill most. Then songs also highly helped improve their pronunciation while songs had the least influence on grammar. Students realized that songs were important to create a good atmosphere in class. Many of them agreed that they feel relaxed and comfortable when songs were employed in class and they also would like to have more music in their classroom.

## **5.2 DISCUSSIONS**

Some of the findings are consistent with the theory and the results of the previous studies that have been stated earlier in the review of literature. The interesting points to consider from the study are the following:

Most of the students spent approximately 1-3 days a week to listen to English songs. It shows that songs and their lives are relevant as stated by Murphey (2002), that there is no human society without its music which establishes a powerful force for both cultural cohesion and identity and for fulfillment of individuality. Students listen to the songs from TV, MP3, and the internet for the first three most used sources. This is the result of technological advances such as ipod and MP3 players at the present time. The advances grow rapidly and make it easier to access songs and entertainment (E. Mickel & C. Mickel). From their experience, a great number of

them had experience in learning English through songs. The data gathered shows that most of the students were familiar with song activities. The top five song activities that most of them had experienced were filling in the blanks, singing, pronunciation practice, answering question, and translation respectively. According to Murphey (2002), those activities, namely filling in the blanks, singing, pronunciation practice, answering questions, and translation are employed by many teachers since the activities are easy to handle in a lesson for language teachers. However, a high number of teachers prefer filling in the blanks more than others. Actually, there are various good song activities that they should use as a variety in class. Then, the genre of song that most of them prefer most is pop, classic and hip hop respectively. Hence, pop music should be much employed in class. This is supported by Lems (2001), who states in his study that students are strongly motivated to learn the lyrics of a new pop song or old favorite song which they have heard and never understood. Other kinds of songs students also preferred should be supplemented as well.

Finally, 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 most, while a few teachers used those songs for learning culture. It can be said that this is because songs are considered authentic listening materials that are worth using as the media in teaching (Malinee Thanajaro, 2000), and many studies also support that songs are very effective in improving listening. Most of the students preferred English songs as a medium in class for singing. It could be said that students like and feel relaxed and motivated and singing really benefits them as relevant to Condon (2006). By singing along, students can perfect and practice their pronunciation, and songs allow students to concentrate very carefully on each subtle sound until they get it right.

Students also liked using songs to improve their listening skill most. It could be said that they wanted to improve their listening while they can sing at the same time. They also liked using songs to improve their pronunciation secondly. Thirdly, they preferred using songs to gain vocabulary. For grammar, it was the least preference of all the skills and knowledge. Students realized that songs were important to create a good atmosphere in class. This is to confirm that songs help facilitate language learning in a non-threatening atmosphere (Murphey, 2002;

Schoepp, 2003). Many of them agreed that they felt relaxed and comfortable when songs were employed in class and they also would like to have more music in their classroom. In addition, teachers should select songs to fit students' interests and to fulfill what they liked. Teachers, then, should give students many songs in class in many activities to make the class relaxing and motivating. This can be supported by Krashen's theory about the affective filter hypothesis. The filter is up when the learners are stressed or have no motivation, and it is down when the learners are relaxed and motivated (Lightbown & Spada, 2003). In addition, songs are one of the methods to achieve a weak affective filter, promote language learning, and teachers can provide a positive atmosphere by using songs for students. Song activities create a warm, relaxing and receptive state for learners. Since most of the students showed positive opinions toward using songs in class for language learning, teachers should pay attention to song preferences of students when selecting songs for any activities. Songs should be supplemented in most classes and teachers should vary song activities.

### **5.3 RECOMMENDATIONS FOR EFL TEACHERS AND FOR FURTHER RESEARCH**

Based on the findings and conclusions of this study, the following recommendations are made for EFL teachers and for further research.

#### **For EFL teachers**

Teachers should supplement English songs in the lesson plan and materials to make students feel relaxed and motivated. Although most teachers and students like using songs for some activities, song activities should be various for students to gain a variety of knowledge and skills. For the types of songs, they should fit students' interests. According to the findings, pop, classic and Hip Hop are recommended.

**For further research**

First, further research on the same topic should be undertaken with students of different settings, e.g. primary school, secondary school, tutorial school or other colleges.

Next, subjects of the further studies should be selected systematically in order to be generalized.

Finally, to gain deeper information, qualitative research can be conducted on the same topic. It can be done by using interview, observation etc.