

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusions obtained based on the research results and discussion in the previous chapter. The conclusions are formulated to answer the research objectives and test the hypothesis related to the effectiveness of the singing method in improving children's vocabulary. In addition, this chapter also provides relevant suggestions for educational practitioners, future researchers, and other related parties to optimise learning outcomes using the singing method.

5.1 CONCLUSIONS

Based on the results of the research that has been conducted, it can be concluded as follows:

1. Effectiveness of Singing Learning Method

The results of the analysis show that the learning method with singing is significantly more effective in improving student learning outcomes than conventional learning methods. This can be seen from:

The average posttest score of the experimental group is higher (76.67) than the control group (58.75). The Mann-Whitney U test results showed a significant difference ($p = 0.000$), with the average rank of the experimental group (32.63) greater than the control group (16.38).

This increase in learning outcomes shows that the singing method is able to create an interactive, fun, and more involved learning atmosphere for students, thus increasing understanding and motivation to learn.

2. Improvement of Learning Outcomes in the Experimental Group

In the experimental group, there was a significant increase from pretest (19.17) to posttest (76.67) scores. The Wilcoxon Signed-Ranks Test showed that this difference was statistically significant ($p = 0.000$). This indicates that the singing method is not only effective, but also provides consistent learning outcomes among students.

3. Difference in Effect Between Singing and Drilling Method

The control group also experienced an increase in learning outcomes, from the mean score of the pretest (50.00) to the posttest (58.75). However, the increase was much smaller than the experimental group. The conventional method was not able to provide as thorough and engaging a learning experience as the singing method.

4. Uniformity of Learning Outcomes

The standard deviation in the experimental group decreased from 14.116 (pretest) to 9.631 (posttest), indicating more uniform results among students after learning by singing. In contrast, in the control group, the standard deviation was relatively stable (13.188 in the pretest and 13.290 in the posttest), indicating less uniform learning outcomes.

5.2 SUGGESTION

For Teachers: It is recommended to apply creative activity-based learning methods, such as singing, especially on materials that require repetition and memorization. Teachers also need to consider students' needs and create an interactive learning atmosphere to increase learning motivation.

For Students: Students are expected to be more active in learning that uses creative methods, such as singing, in order to maximise their understanding

and learning outcomes. Students also need to be actively involved in the learning process to maximise the benefits of this method.

For Future Researchers: This study can be continued with a wider range of subjects or at different levels of education to strengthen the generalisation of the results. It is recommended to explore other creative learning methods, such as role playing, educational games, or the use of technology-based learning applications. Further research can also combine the singing method with other learning strategies to evaluate the effectiveness of the combination of learning methods.

The conclusions drawn from this study provide a strong basis to support the use of creative learning methods such as singing. The results of this study not only confirm the superiority of the singing method in improving student learning outcomes, but also provide guidance for educational practitioners to adopt a more interactive and fun approach to learning.