CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusion and suggestions based on the findings of the research. The conclusion addresses the research question, while the suggestions are directed toward English teachers, students, and future researchers.

A. Conclusions

This study aimed to compare the effectiveness of songs and videos to improve students' listening comprehension at SMP Negeri 2 Gurah. The findings revealed significant differences between the two methods, as follows:

1. The use of songs significantly improves students' listening comprehension skills. The experimental group taught using songs showed a significant increase in the mean score from 52.88 to 81.36, with a decrease in standard deviation, indicating consistent improvement across the group. The rhythmic and repetitive nature of songs, as well as their ability to engage emotions, contributed to improved memory retention and cognitive engagement. Additionally, songs effectively address the limitations of educational resources in language education, as students can access them with their personal mobile phones if school facilities are unavailable.

2. The control group taught using video also showed improvement, with the average score increasing from 49.41 in the pre-test to 69.71 in the post-test. However, the improvement was less pronounced compared to the song-based method. The visual and auditory processing in the video may have imposed higher cognitive demands, potentially limiting the focus on listening comprehension.

3. Mann-Whitney U test results which show Asymp. Sig. = $0.000 < 0.05$ confirmed that the student taught using song is significantly more improve at listening comprehension than student taught using video.

The study concluded that while both songs and videos are effective tools for teaching listening comprehension, songs are more impactful because they are easy

to access, rhythmic, repetitive, and emotionally engaging, which promotes better memory and understanding in listening comprehension.

B. Suggestions

Based on the findings, the following suggestions are offered:

1. For teachers, incorporating songs into listening comprehension lessons is an effective strategy to create an engaging and low-anxiety learning environment. By carefully selecting songs that feature clear lyrics, slow tempos, and repetitive patterns, teachers can help students improve their memory retention and comprehension skills. This method not only makes lessons more enjoyable but also supports students in developing stronger

2. For students, actively participating in song-based activities is essential to maximize the benefits of rhythmic and repetitive language input. Engaging with music in this way will help reinforce language patterns in a natural and enjoyable way. Additionally, students can utilize platforms such as YouTube Music to explore a wide variety of songs for independent listening practice, thus improving their language skills outside of the classroom.

3. Future research can use these findings as a reference point to investigate the role of multimedia in language acquisition, which offers a solid foundation for improving listening instruction. In addition, this study opens up opportunities for more in-depth analysis. Future research should examine the long-term impact of this approach across different age groups and proficiency levels. By studying these aspects, future research can refine teaching strategies to be more effective.