

CHAPTER V

CONCLUSION AND SUGGESTION

This final chapter presents the conclusion drawn from the research findings and subsequent discussion. It also offers suggestions for various stakeholders based on the study's outcomes and limitations.

A. Conclusion

This study was conducted to determine if a significant correlation exists between the intensity of listening to English songs and the speaking ability of tenth-grade students at MAN 1 Kota Kediri. Based on the statistical analysis of the data collected from the questionnaire and speaking tests, a definitive conclusion can be drawn. The research findings reveal a Pearson correlation coefficient of $r=.805$ with a significance value of $.000$, which is less than 0.05 . This result indicates that the alternative hypothesis (H_a) is accepted, and the null hypothesis (H_0) is rejected. Therefore, it can be concluded that there is a statistically significant, very strong, and positive correlation between the intensity of listening to English songs and students' speaking ability. The positive nature of the correlation signifies that a higher intensity of listening to English songs is associated with a higher level of speaking ability among the students. Crucially, this study defined "intensity" not merely as the frequency of listening, but as a composite measure that also includes duration and attention. The very strong correlation found suggests that it is this combination: how often, for how long, and how attentively students engage with English songs, that is powerfully associated with their speaking skills. This finding implies that the quality and depth of engagement are more significant than

frequency alone, offering a more nuanced understanding of how informal learning activities contribute to language proficiency. This may explain why this study's results are so strong in contrast to previous research that focused only on listening frequency.

B. Suggestion

In light of the conclusion, several suggestions are proposed for English teachers, students, curriculum developers, and future researchers.

1. For English Teachers

Given the very strong correlation found, teachers are encouraged to integrate English songs into their teaching practices as a supplementary tool. This can be done by designing activities around song lyrics to teach vocabulary, pronunciation, and idiomatic expressions. Using trending songs that are popular among students can increase engagement and motivation, making the learning process more enjoyable and effective.

2. For Students

Students are advised to leverage listening to English songs as a fun and practical method to improve their speaking ability outside the classroom. It is recommended that they engage in active listening by paying close attention to the lyrics, repeating phrases, and trying to understand the song's meaning, rather than just listening passively. This habit can significantly enhance their vocabulary, pronunciation, and fluency in an enjoyable way.

3. For Curriculum Developers

The findings of this study provide strong evidence that can inform curriculum design. Curriculum developers should consider incorporating song-based learning modules into the English language syllabus. Providing teachers with resources and guidelines on how to use songs effectively in language instruction can help standardize this engaging and beneficial practice.

4. For Future Researchers

This study provides a foundation for further investigation into the relationship between listening to English songs and students' speaking ability. Since the present research employed a correlational design, it could only identify the strength and direction of the relationship between the two variables without establishing causality. Therefore, future researchers are encouraged to conduct an experimental study in order to determine whether listening to English songs directly causes improvements in speaking performance. An experimental approach would allow for greater control of variables and provide stronger evidence of cause-and-effect relationships.

In addition, future studies may employ a qualitative research design to gain deeper insights into the learning process. While this study has provided quantitative evidence of the correlation, a qualitative approach could uncover the specific strategies, motivations, and cognitive processes that students use when learning through English songs. Such findings would enrich the understanding of how and why listening to songs influences speaking skills, offering practical implications for language teaching methods.

Furthermore, it is suggested that future researchers replicate this study with different populations to evaluate the generalizability of the findings. Research could be extended to learners of different age groups, educational levels, school types, or cultural backgrounds to examine whether the same correlation holds true across diverse contexts. Replication in varied settings would strengthen the external validity of this research and provide a more comprehensive picture of the potential role of English songs in language learning.