

## CHAPTER FIVE

### CONCLUSION AND RECOMMENDATION

This chapter is presented in two sections, specifically conclusion and recommendation. Conclusion contains the clarification of the findings of the study whereas recommendation comprises a reference for English teachers and further researchers.

#### 5.1 Conclusion

As has been discussed earlier, the aim of this study is to examine whether Lukas Graham's song entitled *Mama Said* is appropriate to be employed as a teaching material to teach tense features to junior secondary students in grade 8. Firstly, the study is designed to investigate how many occurrences of tense features in the song teachers can use to teach junior secondary students in 8<sup>th</sup> grade. Secondly, the researcher develops the lesson plans that teachers can use to teach the tense features to junior secondary students in 8<sup>th</sup> grade.

The findings acquired from the content analysis show that there are four tense features found in Lukas Graham's song entitled *Mama Said*. The frequency of the tense features indicates that the Simple Past Tense (TF2) is the most frequently used in the song with fifty-four occurrences; followed by nineteen data of Simple Present Tense (TF1); lastly, there are two data of each the Present Progressive Tense (TF3) and Past Progressive Tense (TF4). Based on the content analysis, the researcher considers that Lukas Graham's song entitled *Mama Said* is suitable and appropriate to be used to teach English grammar, specifically the intended four tense features to junior secondary students in grade 8.

Furthermore, based on the lesson plans that the researcher has developed, teachers can use four different techniques (transformation, error-identifying, tense-selecting and word-ordering) of using songs to teach tense features. PPP (Presentation, Practice and Produce) is the teaching method that the researcher suggests for teachers to use, as the instructional process is clear enough to follow. To sum up, Lukas Graham's song entitled *Mama Said* utilised in this study is supposed to be suitable for enhancing students' motivation and accomplishment in learning English grammar, specifically tense features.

## **5.2 Recommendation**

With reference to the absolute findings obtained from this study, it is indicated that the selected song is qualified to be a useful medium for students' learning practice and teachers' teaching method. In fact, more than one song can be better for teaching tenses. The implementation of songs in teaching English

grammar is supremely suggested, specifically for the teaching of tense features. It is possible for further researchers who would like to do further research to study other language features in other song lyrics. The teaching will be more interesting if teachers use various techniques in presenting the song.

There are three considerations that the researcher recommends for teachers who have willingness to teach English grammar to junior secondary students through songs. Firstly, teachers' competencies to create a relieved atmosphere in classroom, such as providing students with an amusing, interesting and stimulating process of learning. Secondly, teachers' proficiencies to make sure that they are skilful, creative and expert in teaching English grammar by using songs. Thirdly, teachers' aptitudes to choose appropriate songs as the media of teaching English grammar to junior secondary students. Furthermore, the researcher suggests that teachers have to find songs that contain proper educational content, simple language and easy listening.

It is extremely recommended to carry out studies with a topic that is alike to this study yet by implementing different research designs, such as action research design, experimental design or survey design.