

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter is divided into two main sections. The first section outlines the conclusions drawn from the research, while the second section offers suggestions for educators and future researchers.

5.1 Conclusion

The findings of this study indicate that teachers face several challenges when using songs to teach English vocabulary to young learners. These challenges include limited educational backgrounds in English, which affect their confidence and ability to explain word meanings and model accurate pronunciation. In addition, students often struggle with understanding song lyrics and pronouncing new vocabulary, particularly when the songs feature fast tempos or complex intonation. Moreover, difficulties also arise from the lack of appropriate teaching materials and limited access to school facilities such as sound systems or projectors, which further hinder the instructional process.

To overcome these challenges, the teachers employed a range of adaptive strategies. They showed strong commitment by preparing thoroughly before teaching—reviewing lyrics, learning word meanings, and practicing correct pronunciation. To support student learning, they utilized repetition, assigned memorization tasks, implemented reward-based systems, and encouraged collaborative group activities to enhance engagement. Teachers were also selective in choosing songs, prioritizing those with clear pronunciation and age-appropriate vocabulary, often relying on textbook-provided materials. In settings with limited technological support, they made creative use of personal devices and optimized

available resources. These strategies reflect the teachers' resilience, instructional creativity, and dedication to delivering effective and enjoyable vocabulary instruction through the use of songs.

5.2 Suggestion

Based on the findings of this research, several suggestions are presented for educators and future researchers. These suggestions are expected to contribute to the improvement of English vocabulary teaching, especially through the use of songs for young learners in elementary schools.

5.2.1 For Educators

For educators, especially English teachers at the elementary level, it is recommended to continuously enhance their professional competence, particularly in language proficiency and teaching methodology. This is especially important for teachers who do not have a formal educational background in English. One way to improve is by participating in training, workshops, or engaging in self-directed learning to strengthen their mastery of vocabulary, pronunciation, and suitable teaching strategies for young learners.

Teachers are also advised to be selective when choosing songs for instructional purposes. The selected songs should have simple lyrics, a moderate tempo, and clear pronunciation to ensure that students can easily follow and understand them. Songs provided in the coursebook can be the primary choice, as they are aligned with the curriculum and tailored to the students' proficiency levels. Moreover, teachers should consistently apply varied teaching strategies such as repetition, vocabulary memorization assignments, reward systems, and

collaborative learning activities to increase student motivation and engagement during the learning process.

Additionally, it is important for teachers to adapt to the availability of school facilities. If technological tools are limited, teachers can utilize their personal devices or simple tools like portable speakers to facilitate the use of songs in teaching. These efforts demonstrate the flexibility and commitment of teachers in creating a fun and effective learning environment, even with limited resources

5.2.2 For the Future Researcher

For future researchers who are interested in conducting similar studies, it is suggested to expand the research scope by involving more participants from various schools, including those in both urban and rural areas. This will help provide a broader and more comprehensive understanding of the challenges and strategies faced by teachers in teaching English vocabulary through songs.

Furthermore, future researchers may explore the effectiveness of different types of songs, such as popular children's songs, traditional songs, or thematic songs that are relevant to students' daily lives. It is also recommended to include students' perspectives in future studies, to understand how the use of songs affects their interest, motivation, and vocabulary retention. By doing so, future research is expected to contribute more deeply to the development of creative, engaging, and student-centered approaches in English language teaching at the elementary level.