

CHAPTER V

CLOSURE

A. Conclusion

In conclusion, both teachers share that using songs helps create a more engaging, enjoyable, and emotionally supportive classroom environment. They observe that students become more motivated to participate and more confident in using English in the classroom.

The study further reveals that the teachers' motivation to continue using songs comes from the enjoyment while teaching and by their realization in students' learning outcomes and enthusiasm. Nonetheless, the teachers acknowledge several challenges in using songs effectively. The difficulties lie hard in selecting songs that are appropriate for the students.

B. Suggestions

The researcher provides suggestions to teachers who's struggled to engage their students in classroom. The researcher also provides suggestions to future researchers who conduct the same theme research as this research does.

1. Teachers

Teachers who struggle to engage their students in English language learning are encouraged to consider using songs as a complementary

teaching tool. As demonstrated in this research, even without formal training, teachers were able to successfully integrate songs into their lessons with careful preparation and a willingness to adapt to their students' preferences and needs.

2. Future researcher

For future researchers interested in exploring the use of songs in English language teaching, there are several areas that could be further developed beyond the scope of this study. First, this research focused on the personal experiences of two male English teachers using a narrative inquiry approach. Future studies could broaden the participant base by including female teachers, teachers from different regions, or those teaching at different educational levels to gain a more diverse understanding of the practice. Exploring how gender, regional background, or school setting influences the way songs are used could add new dimensions to the discussion.

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