5.0 CONCLUSIONS AND IMPLICATIONS

5.1 General Attitude of Students

In conclusion, the study has shown teenage students do like listening to English pop songs as a leisure activity. It has also shown that the students have an obvious interest in learning English after using pop songs in the classroom. This is indicated by 100% of the sample population who agree to have pop songs in ESL class. Therefore, this is good enough reason for pop songs to be included in the syllabus and to be used in the class frequently.

5.2 Impact of the Study

This study supports the finding of other studies that teenagers of all walks of life prefer pop songs. Pop songs are good materials for teaching a second language. Therefore, teachers of the second language should try this type of material in their classroom.

Furthermore, pop songs have proven to be successful with students. More than 90% of the respondents liked pop songs before the lesson in this study. And after they were exposed to the use of pop songs in the ESL classroom, 100% of the respondents showed their interest in it. Therefore, teachers can use pop songs in the classroom and convince those exam-oriented students that having fun does not mean one is not learning.
5.3 Strength and Limitation of the Study

The strength of this study is that the data needed were collected from 45 respondents of all races, gender and background. These had certainly helped in establishing a general view of the situation. Furthermore, almost three months were taken to do the piloting and the actual lessons to ensure everything was done accordingly. Adjustments of the questionnaires were done accordingly before the actual lessons.

The limitation of the study is that it was restricted to one school only. It would have been better if the survey and the lessons using pop songs were done in a few schools, which were taken randomly from all over Malaysia. The constraints of time and money were the major problems.

5.4 Implications of the Study

The implications are made based on the findings. These implications are aimed for the teachers and trainers, curriculum developers and textbook writers.

5.4.1 Implications for Teachers and Trainers

1. Pop songs can be a great material to be used in the classroom as they are proven to provide excellent practice in pronunciation, grammar, lexis, reading and to promote listening and speaking skills as well.
2. Teachers can use English pop songs to teach language skills integratedly as has been proven by the study. The study found students have learnt various language skills integratedly as expected in the communicative syllabus.

3. The findings show that lessons using pop songs are appropriate to be conducted weekly. Therefore, teachers can prepare lessons using pop songs in their classroom at least once a week. This can certainly help to create variety in the classroom materials.

4. Based on findings, there is relatively high percentage of willingness on the part of the students to discuss and create activities based on their favourite pop songs. This indicates that students are prepared to help in the teachers’ tasks in preparing activities. Thus the students’ learning experience can be further enriched. It also shows that pop songs are able to build cooperation among students in term of teamwork.

5. It is indicated by the study that students are not shy to ask questions from teacher. They can easily get help from friends when pop songs are used in the classroom. Therefore, it would be a great advantage if teachers use pop songs in presenting their lessons, as there would be a less threatening atmosphere especially for students who are shy or weak in English.
5.4.2 Implications for Curriculum Developer

As of now, only the curricula of the primary school incorporate the use of songs. The findings of this study suggest that secondary school students also enjoy pop songs. Therefore, pop songs can be incorporated into the curricula of secondary school.

5.4.3 Implications for Textbook Writers

This study finds that students enjoy activities which use pop songs. Therefore, textbook writers can incorporate such activities in the writing of textbooks. This would ease the burden of teachers having to plan such activities.

5.5 Recommendations

5.5.1 Recommendations for Teachers and Trainers

In general, the response of students towards pop songs in ESL classroom is somewhat overwhelming. Therefore it would be a good idea for all teachers to create new materials and activities based on pop songs and develop them as a tool to teach a second language. There are many interesting activities that can be devised for all categories of students using pop songs. The researcher has presented several model lessons and activities, which could be used in the lessons. (Refer Appendix C-F)
Teachers can help students to realise that pop songs they listen to can help them to learn English as well as have fun at the same time. Teachers can convince the Ministry of Education that pop songs are one of the best materials to teach English as a second language. They must also recommend that pop songs be included in the Malaysian Ministry of communicative syllabus guidelines. The most important thing is that teachers must first try to use pop songs in their ESL classroom before making any negative remark about it.

Teachers may also worry about how to gather pop songs material and may end up having more burdens on them than necessary. Therefore, it is suggested that teachers should share this work with their students. It would be a good idea to always ask the students to work in groups. Let them choose the video clips and songs and later present them in the class. Teachers should never underestimate the students’ creativity and ability. Let the students prepare exercises for their activities and the teachers monitor them. This will give students more active responsibility in their own learning. Teachers only need to be facilitators to guide them whenever needed.

It is recommended that teachers from every school of thought to incorporate pop songs into classroom use. It does not matter if the teachers are from the conventional learning school of thought who like teaching the conscious rules of language or the recent communicative acquisition school who like to teach the rules of language covertly. It would serve them well to try and use this authentic material which closer to our young people’s heart. Teachers should see their use in audio, visual and kinaesthetic modes of teaching or combinations of these. Teachers from diverse field of thought and practice can use pop songs for different
reasons and with different goals in mind. The most important point is that language contents get through to students and learnt by them.

Therefore, it is in this broad content to propose that teachers' trainers to design an in-house training to create awareness among teachers of the use of pop songs and suggest various methods on how to teach them. The teachers' trainers could design an in-service course to create awareness among teachers on how to use pop songs in their teaching. This in-service course would also provide tips on how to choose appropriate pop songs to be used in the Malaysian context.

5.5.2 Recommendations for Curriculum Developers

The curriculum developers should change or modify the curricula of the secondary schools by including pop songs. The curriculum developers should allow the syllabus designers to indicate specifically how pop songs can be introduced in the classroom so teachers will have guidance on how to use pop songs in ESL classroom. This will generally help all teachers as some teachers refuse to try that is not specified in the syllabus.

5.5.3 Recommendations for Textbook Writers

Malaysians textbook writers should integrate various skills while writing or suggesting creative activities using pop songs and not to single out listening skill as what most other materials designers from other countries have done.
Books can be written commercially on how to use pop songs in the teaching of English to students. If teachers and students can get the book easily from the bookshop, they will have unlimited access to this kind of activities. Workbooks on learning English using pop songs too can be written commercially.

5.6 Implications on Further Research

1. It is recommended that further research should be done in order to ascertain teachers’ attitude towards the use of pop songs in ESL class.

2. Further research can also be done on parents’ attitude towards the use of pop songs in ESL class.

3. The same research can be done using an alternative research methodology. Instead of using questionnaires and lessons in a class, another experimental research, which involves having two groups of respondents where one group is taught using pop songs and another using any conventional way of teaching should also be conducted or tried. A comparison can be made between them in terms of motivation, achievement and preference.

4. Research can be done in the area of materials; comparing the use of pop songs to the use of other materials, or the use of pop songs together with other materials.
5.7 Summary

In conclusion, even though there are many reasons why pop songs should be included in the teaching of English in schools, there are still reservations or arguments against the use of pop songs. Some teachers still think that pop songs are unsuitable for language learning and thus have no desire in trying them in class or even they have tried it doesn’t work. These critiques seem petty if we recognise the value of these songs to stimulate and motivate students in explaining the language. Teachers should use these materials more widely as their advantages are manifold and can even help students learn the language on their own.

The use of pop songs especially with teenagers would improve motivation tremendously. Pop songs are already encoded in teenagers’ background experience and are emotionally stimulating. Students are always eager to discuss their favourite music and songs. Thus, teachers can use this to improve class participation.

Teachers, from different fields of thought and practice, should use pop songs in their classrooms. It can provide valuable learning, as there is flexibility in pop songs that can be used to suit various purposes and methods. In conclusion, the researcher feels strongly that using pop songs in the ESL classroom especially in the Malaysian setting can provide valuable learning.