

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

This research shows that the use of song in English vocabulary mastery for young learners can increase their engagement and facilitate better vocabulary. The findings suggest that song not only make learning fun, but also serve as an effective medium to improve vocabulary acquisition. Although there were some limitations noted in this research, such as the inconsistent use of song outside of ice breaking activities, the overall impact on students' vocabulary mastery was positive.

5.2 Suggestion

One of the main suggestions is for teachers to regularly incorporate song into their lesson plans. Instead of using song only as icebreakers or for entertainment, teachers should integrate them as a core component of vocabulary teaching. Song can make learning more interesting and fun for students, thus increasing their motivation and interest in acquiring new vocabulary. By incorporating song into vocabulary learning, teachers can create a more dynamic learning environment that supports vocabulary retention. In addition, researcher also suggest that teachers choose a variety of song that suit different interests and age groups. Teachers are encouraged to choose song that are age-appropriate and relevant to students' learning, which can enhance their connection with the material and facilitate better comprehension. Finally, it is suggested that future research should explore different music genres and their impact on different aspects of language learning, providing valuable insights that can inform teaching practices. This ongoing research will contribute to a deeper understanding of how music can be effectively used in vocabulary mastery.