

Chapter Five

Conclusion and Recommendation

In this chapter, this research explains the conclusion of three research questions. The first research question is “How is EED of UMY students’ habit of listening to English songs?” The second research question is “How is EED of UMY students’ motivation in learning English?” The third research question is “What is the correlation between EED of UMY students’ habit of listening to English songs and their motivation in learning English?” In addition, this chapter also explains about the recommendation for students, lecturers and the other researcher in the end of this chapter.

Conclusion

This research aims to analyze the correlation between EED of UMY students’ habit of listening to English songs and their motivation in learning English. In addition, this research has three research questions which are “How is EED of UMY students’ habit of listening to English songs”, “How is EED of UMY students’ motivation in learning English” and “What is the correlation between EED of UMY students’ habit of listening to English songs and their motivation in learning English”. Therefore, this research analyzed the data from these three research question.

This research was accessed with quantitative research method. In addition this research used explanatory correlation design. Then, this research was conducted at EED of UMY. Furthermore, the population of this was 91 students of EED of UMY batch 2016. In addition, the respondents of this research were students of batch 2016 which 79 students were selected as the respondents.

Moreover, instrument of this research is questionnaire which has 35 items. Then, the questionnaire was distributed using internet via *Line*, *BBM*, and *WhatsApp* and this research used *Google Form* to manage the questionnaire. Furthermore, the data would be accessed using *SPSS 17 Version Windows*. Therefore, this research used descriptive and inferential statistic to measure the data. The descriptive statistic was examining the first and the second research question which are “How is EED of UMY students’ habit of listening to English songs” and “How is EED of UMY students’ motivation in learning English”. In the other hand, inferential statistic was examining the third research question which is “What is the correlation between EED of UMY students’ habit of listening to English songs and their motivation in learning English”.

The mean score of the EED of UMY students’ habit of listening to English songs was 2.72 It meant students batch 2016 *often* (please look at table 3.7 page 30) listening to English songs when they learning English. The highest mean score was Q7 which is 3.19. It meant that generally students batch 2016 *always* (please look at table 3.7 page 30) listening to English songs to practice their speaking skill. In the other hand, the lowest mean score was Q9. The mean score of Q9 was 2.05. It meant that generally students batch 2016 *seldom* (please look at table 3.7 page 30) write the lyric of English pop songs that they heard.

The mean score of the EED of UMY students’ motivation in learning English was 3.35 which meant that students batch 2016 had *high* (please look at table 3.8 page 31) motivation in learning English. The highest mean score was Q13 which is 3.65. It means students batch 2016 had high (please look at table 3.8 page 31) motivation to learning English to help them when they are traveling. In

the other hand, the lowest mean score was Q7 which is 2.59. It meant that students batch 2016 had *moderate* (please look at table 3.8 page 31) motivation to learn English to think like the English/Americans do.

The score of correlation coefficient was 0.386. with r table for 79 N is 0.220. The r value was higher than r table. It meant that there is correlation between the EED of UMY students' habit of listening to English songs and their motivation in learning English. Pearson correlation (r) with range 0.35 to 0.65 (please look at Table 3.9 page 32) was in *moderate* correlation category. It meant that there is moderate correlation between EED of UMY students' habit of listening to English songs and their motivation in learning English. Then, null hypothesis was rejected which is there is no correlation between EED of UMY students' habit of listening to English songs and their motivation in learning English.

Recommendation

For Students. The EED of UMY batch 2016 students were suggested to know their habit of listening to English songs. In addition, they were suggested to practice their listening skill in learning English by listening to English songs.

For Lecturers. The lecturers were recommended to apply English songs in teaching material. It could be useful to increase students' motivation in learning English.

For the other researchers. The other researchers were recommended to develop this research to access the gender and the skills of students by using English songs. In addition, the other researchers recommended developing this research with other design.