

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

This chapter presents the conclusion and suggestion. The conclusion were made on the basis of dealing with the finding and discussion as presented in the previous chapter of the research. The suggestion were extended to other reader and writer.

#### **A. Conclusion**

It can be concluded based on the summary of the finding and analyze in slang language of Black Eyed Peas' in The E.N.D album. Based on finding, there are four characteristic in Black Eyed Peas, they are; (a) creativity, (b) flippant, (c) fresh, (d) Onomatopoeic, and fresh is dominant in this Black Eyed Peas' in The E.N.D album. There are 20 words consist of fresh because it was refers to slang expressions that are produced by new words, which often used in this album and it is kind of familiar word in saying the word. Further, 16 words that consist of creativity, 7 words for flippant, and the last is 3 words consist of onomatopoeic. The second is meaning of slang found in Black Eyed Peas' in the E.N.D album. Here, the writer can found the meaning in each song of Black Eyed Peas' in The E.N.D album. The slang meaning concrete of denotative and connotative covered in 10 songs.

Based on the conclusion here the writer utter some pedagogical implication. This is important because such talk has strong motivational impact on the learners. In that way, their learning will be more effective not only are the learners accustomed to hearing spoken English, but they are also given a lot of opportunity to respond to the teacher in English. Besides that as a good facilitator, the teacher also has to be a good model for the students, he/ she should learn more and always enriches his/ her knowledge. Although it is shown that the learners' involvement in the teaching-learning interaction was good, as can be judged from the high percentage of the learner talk response, it can be increased by giving the students more opportunity to initiate talk. The teacher can do that by letting them ask questions or express their own ideas.

For the learners, they should make themselves get more used to English. They can do it by using English in their daily life. But in fact, they do not want to use it because they are afraid to make mistakes. They should know that they can learn from the mistakes they make and the worst thing is most of Indonesian learners think if they speak English all the time, their friends, who cannot speak English think that they are big-headed. They should remove that from their mind because it is absolutely wrong. The ones, who cannot speak English, should learn from their friends who can speak English well. By hearing their friends speak English, as I said before, they will get used to the English expressions and they can imitate them. It will make them able to speak

in English. If the learners use English every time, they will get used to using it. We know that practice makes perfect. It is suggested to understand all about song not only literal meaning but also contextual meaning so that enrich vocabulary, language variation, complete formal instruction which classroom usually tend to teach formal English. So, slang found in songs can enrich theirs. I believe that the knowledge of English is useful not only for learning the language, but also for learning all other subjects.

### **B. Suggestions**

Based on the findings here the writer proposes some suggestion. There are many aspects about slang language that can be analyzed to other writer. The writer suggests other writers to conduct other researches about this topic in different aspect such as to compare the usage between English and American in using the slang language, knowing the usage of slang in poem, poetry, opera which related to love, and suggested to students of English Department especially Tarbiyah and Teaching Training who are interested in similar researches to discuss about slang language more deeply.