



ผลของการสอนพูดภาษาอังกฤษเพื่อการสื่อสารโดยใช้เทคนิคการวิเคราะห์วาทกรรมและเนื้อเพลง
สมัยนิยมต่อความสามารถในการพูดภาษาอังกฤษเพื่อการสื่อสารของนักเรียนมัธยมศึกษา

EFFECTS OF ORAL COMMUNICATION INSTRUCTION USING DISCOURSE ANALYZING
TECHNIQUES AND POP SONG LYRICS ON ENGLISH ORAL COMMUNICATION ABILITY OF
SECONDARY SCHOOL STUDENTS

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บทคัดย่อ

การวิจัยนี้มีจุดประสงค์ 2 ประการ คือ (1) เพื่อศึกษาผลของการสอนพูดภาษาอังกฤษเพื่อการสื่อสารโดยใช้เทคนิคการวิเคราะห์วาทกรรมและเนื้อเพลงสมัยนิยมต่อความสามารถในการพูดภาษาอังกฤษเพื่อการสื่อสารและ (2) เพื่อศึกษาความคิดเห็นของนักเรียนที่มีต่อการสอนพูดภาษาอังกฤษเพื่อการสื่อสารโดยใช้เทคนิคการวิเคราะห์วาทกรรมและเนื้อเพลงสมัยนิยมต่อความสามารถในการพูดภาษาอังกฤษเพื่อการสื่อสาร กลุ่มตัวอย่างประกอบด้วยนักเรียนชั้นมัธยมศึกษาปีที่ 3 จำนวน 28 คน เครื่องมือที่ใช้ได้แก่แบบทดสอบวัดความสามารถในการพูดภาษาอังกฤษเพื่อการสื่อสารก่อนและหลังเรียน และแบบสอบถามความคิดเห็น สถิติที่ใช้ในการวิเคราะห์ข้อมูลคือ ค่าเฉลี่ย ส่วนเบี่ยงเบนมาตรฐาน การทดสอบค่าที และการวิเคราะห์เนื้อหา

ผลการวิจัยพบว่า 1) คะแนนเฉลี่ยจากแบบทดสอบความสามารถในการพูดภาษาอังกฤษเพื่อการสื่อสารของนักเรียนหลังการทดลองสูงกว่าคะแนนเฉลี่ยก่อนการทดลองอย่างมีนัยสำคัญทางสถิติที่ระดับ .05 และ 2) นักเรียนมีความคิดเห็นเชิงบวกต่อการเรียนการพูดภาษาอังกฤษเพื่อการสื่อสารโดยใช้เทคนิคการวิเคราะห์วาทกรรมและเนื้อเพลงสมัยนิยม โดยนักเรียนเห็นว่าการเรียนการพูดภาษาอังกฤษเพื่อการสื่อสารโดยใช้เทคนิคการวิเคราะห์วาทกรรมและเนื้อเพลงสมัยนิยมนั้นนอกจากทำให้นักเรียนเกิดความสนุกสนานและมีความสนใจที่จะเรียนมากขึ้นแล้ว นักเรียนยังสามารถใช้วิธีการวิเคราะห์วาทกรรมคาดเดาเนื้อหาในการสนทนาได้ ทำให้นักเรียนพูดคุยกับคู่สนทนาได้ง่ายขึ้น

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Abstract

The objectives of this research were: (1) to study the effects of Oral Communication Instruction Using Discourse Analyzing Techniques and Pop Song Lyrics on the English oral communication ability of grade 9 students, and (2) to study the opinions of grade 9 students toward the Oral Communication Instruction Using Discourse Analyzing Techniques and Pop Song Lyrics on English oral communication ability. The subjects were 28 ninth grade students, who studied the Oral Communication Instruction Using Discourse Analyzing Techniques and Pop Song Lyrics course. The instruments in this research were English oral communication ability pretest and posttest, and a survey of students' opinions. The data were analyzed by using mean, S.D., t-test and content analysis.

The results of the analysis revealed that: (1) the posttest mean score of the English oral communication ability of the students was higher than their pretest mean score at the significant level of .05 and (2) students had a positive opinion toward the Oral Communication Instruction Using Discourse Analyzing Techniques and Pop Song Lyrics on English oral communication ability. They perceived that learning through the Oral Communication Instruction Using Discourse Analyzing Techniques and Pop Song Lyrics made them enjoy learning and interested in the lessons more. Moreover, they gave the reasons that they could use discourse analyzing techniques to guess the spoken contents they did not understand. So, they could talk to their interlocutors more easily.

คำสำคัญ: การสอนพูดภาษาอังกฤษเพื่อการสื่อสาร/ความสามารถในการพูดภาษาอังกฤษเพื่อการสื่อสาร/เทคนิคการวิเคราะห์วาทกรรมและเนื้อเพลงสมัยนิยม

KEYWORDS: ORAL COMMUNICATION INSTRUCTION/ORAL COMMUNICATION ABILITY/DISDISCOURSE ANALYSING TECHNIQUES AND POP SONG LYRICS

Introduction

Thai students often had oral communication problems when they had to speak English in class (Kullawanich, 2007; Siritanarath, 2007; Chantamala, 2008). Problems usually occurred in terms of when and what to speak. For the 'when to speak', problems could occur because teachers did not provide enough classroom activities for students to do oral English tasks. Students, therefore, lacked opportunities to use English to talk to their teachers and their peers because teachers still used textbook-based and grammar-translation approach which mostly focused on grammar, vocabulary, and reading (Maskhao, 2002; Siritanarath, 2007; Chantamala, 2008). Some teachers did not know how to provide or create activities to promote students' oral communicative ability such as composing or developing materials for communicative lessons (Asato, 2003; Nuktong, 2010; Sunaratn, 2010). Accordingly, these made students have too few opportunities to practice English conversations or do English speaking tasks. Consequently, students did not know what to speak when it came to the time when they had to speak.

Additionally, for the 'what to speak' problem, teachers always taught speaking based on textbook which mostly focused on grammatical features (Maskhao, 2002; Siritanarath, 2007; Chantamala, 2008). Hence, students have not been inspired to speak. Furthermore,

students did not know what to speak because they did not have enough understanding toward the contents such as the grammar structure and vocabulary that had been taught. Moreover, they did not want to make mistakes and lose faces in class (Asato, 2003; Nuktong, 2010). To help alleviate the problem, the contents provided to teach speaking should be interesting and not far from their background knowledge (Ur, 2003; Nuktong, 2010).

Therefore, English teachers should find appropriate ways to develop their students' communicative ability in terms of what and when to speak. One of the interesting approaches to promote speaking skills was discourse analyzing techniques. Students would be trained what to speak in appropriate situations, since the knowledge of what to speak in appropriate situations came from being able to look at patterns of language across texts as well as the social and cultural contexts in which the texts occurred (Paltridge, 2006). Therefore, discourse analyzing techniques could be used to guide students about what to speak in each situation (Erton, 2000). Students would be able to identify the stories that they had to talk about in terms of plots, settings, participants, viewpoints, relations, and conflicts. In other words, they could talk about Who?, What?, When?, Where?, Why?, How were things going?, or What's going on in what situation?. Subsequently, discourse analyzing techniques would help students get the techniques to help them understand the message being conveyed. When knowing the learning content became meaningful, students would be eager to try to communicate based on the learning contents. They could therefore have ideas to speak what they were thinking in their mind. Fostering students to be able to construe what happened in a speech event could help make them speak English.

Furthermore, to solve the 'when to speak' problem, students should talk as much as possible and teachers should provide chances for students to practice oral communication (Ur, 2003). In this study, discourse analyzing techniques using pop song lyrics would be in place of general text-based instruction. Students were assigned to analyze discourse of pop song lyrics. They were assigned to talk through the communicative activities in pairs, in small groups, or to a whole class based on guided questions related to the excerpts. This could give students opportunity to practice their oral communication in English.

Among many attempts to select the learning contents which were appropriate to use as speaking prompts for students, the use of lyrics with music and rhythms had been proposed for a long time. Rhythms and lyrics would decrease the boredom of students. Abrahamsson (2011) and Lavery (2011) stated that songs could be a very interesting and motivating source of real life material for students and be able to reach into students' world. Teenagers generally enjoyed songs. Therefore, using pop song lyrics as a prompt for students to speak could approach their interest. According to Murphey (1990), Setyowati (2008), and Prasetyo (2009), each song had its own charisma since every song with lyrics had its own scene. Especially, pop songs could provide current scene, culture, and up-to-date

story in their contents through lyrics. Accordingly, pop song lyrics could be used as speaking prompts in the classroom. Students could be guided to do discourse analyzing techniques to the pop song lyrics. This proposed instructional program could then help inspire students to feel like speaking up and communicate more in order to exchange their ideas and opinions. Students' opportunities and potentials to speak English could then be enhanced.

Therefore, the current study would investigate into how learning through the Oral Communication Instruction Using Discourse Analyzing Techniques and Pop Songs Lyrics can have effects on English oral communication ability of grade 9 students.

Objectives

The objectives of this study were 1) to study effects of the Oral Communication Instruction Using Discourse Analyzing Techniques and Pop Song Lyrics on English oral communication ability of grade 9 students and 2) to study the opinions of grade 9 students toward the Oral Communication Instruction Using Discourse Analyzing Techniques and Pop Song Lyrics on English oral communication ability

Methodology

Research Design

This study was designed to be a single group experimental research using pretest and posttest to measure the effects of the treatment. Therefore, the oral communication ability was measured before and after the treatment. The intention of the study was to explore the effects of this instruction on the English oral communication ability of grade 9 students.

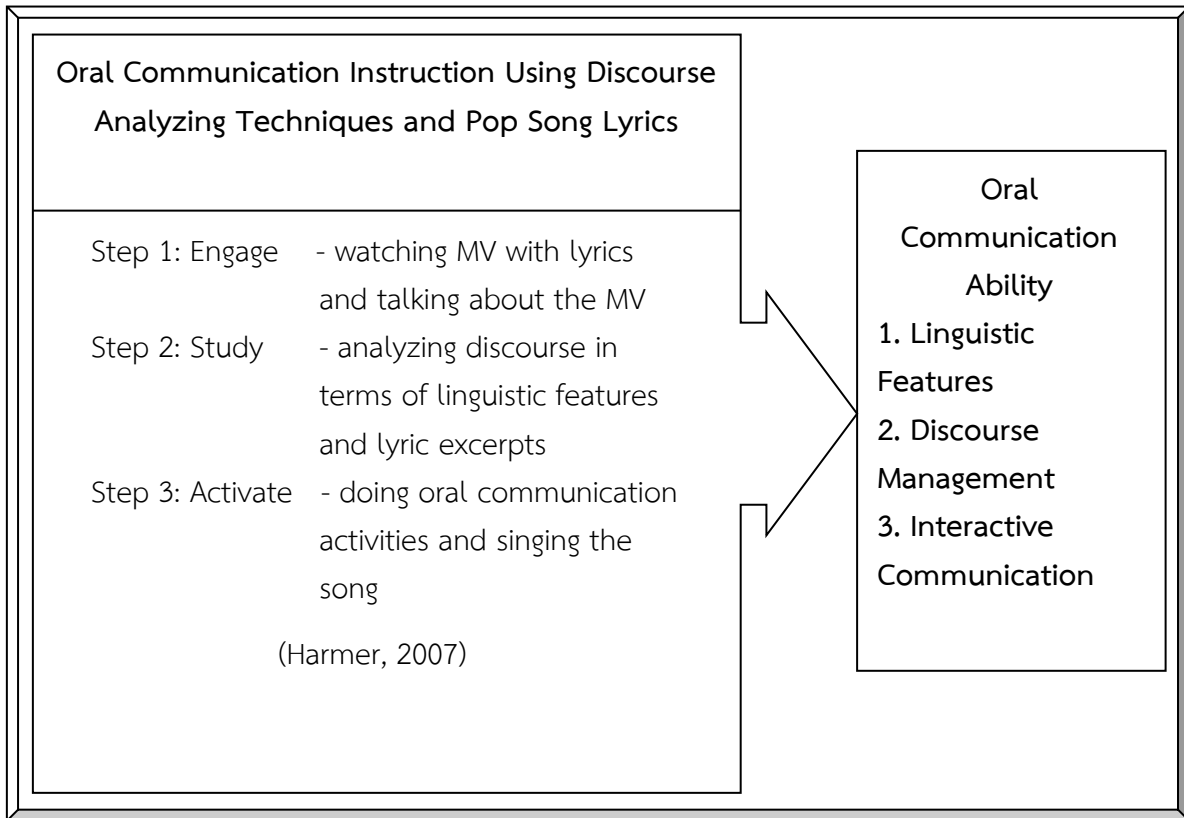
Population and Samples

The population was grade 9 students at Kasem Phithaya School in Bangkok. The sampling technique of this study was convenient sampling. According to the observation and the interview of teachers who teach this class, the ability of oral communication was quite low measured by the school exams. The participant students of the experiment were 28 students in grade 9 of Kasem Phithaya School. All of them enrolled in a compulsory course named Oral Communication Instruction Using Discourse Analyzing Techniques and Pop Song Lyrics in the second semester, academic year 2013.

Conceptual Framework

Figure 1

Framework of the Oral Communication Instruction Using Discourse Analyzing Techniques and Pop Song Lyrics



Research Instruments

The research instruments of this research were pre and posttest, and survey. Before participating in the Oral Communication Instruction Using Discourse Analyzing Techniques and Pop Song Lyrics course, students who were the research samples had to do the pretest to explore the ability of oral communication. Then, the course was set for 10 lessons (6 weeks). The lesson plans came with tasks which students had to learn to analyze discourse according to the sample pop song lyrics excerpts. After learning through the model of the study, the students had to do the posttest to investigate the results of the students' oral communication ability, which could hence reflect the effectiveness of the course.

Oral Communication Ability Test

The Cambridge ESOL FCE Analytic Rating Scale (cited in O'Sullivan, 2008) recommended four criteria for oral communication test which were grammar and vocabulary, discourse management, pronunciation, and interactive communication. For grammar and vocabulary, the focus was on the accurate grammar and the range of vocabulary. For discourse management, the focus was range of linguistic resources using to deal with the tasks coherently. Pronunciation focused on producing sound and L1 accent. The last was interactive communication which focused on carrying out the tasks.

Accordingly, this study used these criteria to assess the oral communication test, but those were reorganized into three main criteria. Those were linguistic features (combined pronunciation, vocabulary, and grammar together), discourse Management, and interactive

communication. The 5 rating scales for each criterion were very limited, limited, adequate, strong, and outstanding.

The current study used a direct test. Students had to communicate with the test administrators. There were pre and posttest which the posttest was a parallel test. The test consisted of three parts including the parts of Introduction (participants' information), Guided Improvisation (discourse analyzing of pop song lyrics), and Opinion Expression (transferring to real life). The total scores for the whole test were 30 points: 15 points for Guided Improvisation and the other 15 points for Opinion Expression. There was no point for Introduction. The criteria used for both parts of the test were linguistic features, discourse management, and interactive communication, to which 5 points were assigned for each.

Survey of Students' Opinions

In the final week, the same week as the posttest, students were assigned to do a survey about their opinions toward the Oral Communication Instruction Using Discourse Analyzing Techniques and Pop Song Lyrics. There were two parts for the survey questions which were adapted from Nuktong (2010), (Sunaratn, 2010), and Amkham (2010). The first part asked about the improvement of oral communication ability and the other part was about the opinions toward the Oral Communication Instruction Using Discourse Analyzing Techniques and Pop Songs Lyrics. Students were assigned to write their answers in Thai in order that they could express their feeling and opinion more clearly than using English.

Research Procedures

Two phases of the research was done which were the preparation of the Oral Communication Instruction Using Discourse Analyzing Techniques and Pop Song Lyrics and the implement of the Oral Communication Instruction Using Discourse Analyzing Techniques and Pop Song Lyrics.

Phase I - The preparation of the Oral Communication Instruction Using Discourse Analyzing Techniques and Pop Song Lyrics

The first step was to study the core curriculum of the foreign language strand. Then, the concepts related to oral communication instructions, oral communication ability, discourse analysis, and pop song lyrics for teaching English were studied with the purpose of developing Oral Communication Instruction Using Discourse Analyzing Techniques and Pop Song Lyrics and to create research instruments. The interest survey was conducted. Next, songs were selected and the lesson plans were constructed. After that, the instruments were verified to check the effectiveness by the experts. The pilot study was conducted with 10 students at Triamudomsuksa Pattanakarn Ratchada School. Lastly, the instruments were revised according to the results of pilot study.

Phase II - The implement of the Oral Communication Instruction Using Discourse Analyzing Techniques and Pop Song Lyrics

In the pretest of the oral communication ability, students were tested individually with the researcher and another teacher who were taking the role of examiners. After taking a pretest, 10 lessons with various pop songs and activities were conducted. All lessons were separated into three steps. The first step was called 'Engage'. This step was used for provoking students' interest, hooking their attention to the lesson, and providing background information to scaffold to another teaching step. Music video clip of selected pop songs were used in the 'Engage' step. Students watched the music video and then talked about what was going on in the pop song. In the step of 'Study', students analyzed discourse of lyric excerpts in terms of language content (sound, vocabulary, and grammar), and discourse content (context, deixis, and presupposition). After analyzing discourse, students talked about the results of discourse analysis with pairs and peers. Finally, in the step of 'Activate', students were assigned to talk based on real-life situation according to the theme of the selected pop songs and tried using the learnt language content also. Various communicative activities were provided in this step. Hence, students had opportunities to practice the studied both discourse and language content.

The posttest of the oral communication ability was a parallel test. The criteria used to assess the Oral Communication Ability Test were adopted from The Cambridge ESOL FCE Analytic Rating Scale (cited in O'Sullivan, 2008). Those criteria were linguistic features, discourse management, and interactive communication. The rubric was designed with five-rating scales.

After the instruction, the survey questions were used to measure the students' opinions toward the Oral Communication Instruction Using Discourse Analyzing Techniques and Pop Song Lyrics in Thai.

Results

The results were divided into two parts which included the effect of Oral Communication Instruction Using Discourse Analyzing Techniques and Pop Song Lyrics on oral communication ability of grade 9 students and the students' opinions toward Oral Communication Instruction Using Discourse Analyzing Techniques and Pop Song Lyrics.

The first research question, 'To what extent can the Oral Communication Instruction Using Discourse Analyzing Techniques and Pop Song Lyrics enhance English oral communication ability of grade 9 students?', was measured by English oral communication test using the Cambridge ESOL FCE Analytic Rating Scale (cited in O'Sullivan, 2008) with the total scores of 30 points. The criteria were linguistic features, discourse management, and interactive communication. The means scores, S.D., minimum and maximum values of pretest and posttest of the students' communication ability were shown in Table 1.

Table 1

Descriptive statistics of students' English oral communication ability test scores

English Oral Communication Test (Total 30 points)	Min	Max	Means Scores (\bar{X})	S.D.	t.	df	Sig.
Pretest	6	17	10.14	3.689	-16.754	27	.000*
Posttest	12	21	15.75	2.518			

*P<.05 n= 28

As in Table 1, the total scores of the test were 30 points. For pretest, the minimum scores were 6 and the maximum scores were 17. The means score of the pretest was 10.14 (S.D. = 3.689). After learning through Oral Communication Instruction Using Discourse Analyzing Techniques and Pop Song Lyrics course, the minimum scores were 12 and the maximum scores were 21. The means score of the posttest was 15.75 (S.D. = 2.518). There is the difference between the English Oral Communication pretest and posttest at .05 level ($p < .05$). As a result, the statistics could show that students gain significantly higher scores of English Oral Communication Ability after participating in Oral Communication Instruction Using Discourse Analyzing Techniques and Pop Song Lyrics course.

The scores of oral communication ability test (30 points) could be interpreted related to 5 rating scales. The five levels were very limited (0-6 points), limited (7-12 points), adequate (13-18 points), strong (19-24 points), and outstanding (25-30 points). This meant the means scores showed that students' oral communication ability level was 'limited' in pretest and moved to 'adequate' in posttest.

To look into the research findings above in more detail, the three criteria used for the test: linguistic features, discourse management, and interactive communication, should also be mentioned as in the following.

Table 2

Descriptive statistics of students' English oral communication ability test scores in terms of linguistic features criteria

Linguistic Features Criteria (Total 10 points)	Min	Max	Mean Scores (\bar{X})	S.D.	t.	df	Sig.
Pretest	2	5	2.79	1.031	-12.410	27	.000*
Posttest	3	6	4.39	.875			

*P<.05 n= 28

According to Table 2, the means score of the pretest was 2.79 (S.D. = 1.031) and the means score of the posttest was 4.39 (S.D. = .875). There was the difference between the English Oral Communication pretest and posttest at .05 level ($p < .05$). As a result, the

statistics showed that students gained significantly higher scores of English Oral Communication Ability in terms of linguistic features after participating in Oral Communication Instruction Using Discourse Analyzing Techniques and Pop Song Lyrics.

Table 3

Descriptive statistics of students' English oral communication ability test scores in terms of discourse management criteria

Discourse management Criteria (Total 10 points)	Min	Max	Mean Scores (\bar{X})	S.D.	t.	df	Sig.
Pretest	2	6	3.75	1.456	-15.821	27	.000*
Posttest	4	8	5.50	1.262			

*P<.05 n= 28

According to Table 3, the means score of the pretest was 3.75 (S.D. = 1.456) and the means score of the posttest was 5.50 (S.D. = 1.262). There was the difference between the English Oral Communication pretest and posttest at .05 level (p<.05). As a result, the statistics could show that students gained significantly higher scores of English Oral Communication Ability in terms of discourse management after participating in Oral Communication Instruction Using Discourse Analyzing Techniques and Pop Song Lyrics.

Table 4

Descriptive statistics of students' English oral communication ability test scores in terms of interactive communication

Interactive communication Criteria (Total 10 points)	Min	Max	Mean Scores (\bar{X})	S.D.	t.	df	Sig.
Pretest	2	6	3.61	1.499	-9.875	27	.000*
Posttest	4	8	5.86	1.079			

*P<.05 n= 28

According to Table 4, the means score of the pretest was 3.61 (S.D. = 1.499) and the means score of the posttest was 5.86 (S.D. = 1.079). There was the difference between the English Oral Communication pretest and posttest at .05 level (p<.05). As a result, the statistics could show that students gained significantly higher scores of English Oral Communication Ability in terms of interactive communication after participating in Oral Communication Instruction Using Discourse Analyzing Techniques and Pop Song Lyrics.

The scores of oral communication ability test in terms of linguistic features, discourse management, and interactive (10 points each) could be interpreted related to 5 rating

scales. The five levels were very limited (0-2 points), limited (3-4 points), adequate (5-6 points), strong (7-8 points), and outstanding (9-10 points). This meant the means scores of linguistic features (2.79) showed that students' oral communication ability level was between 'very limited' and 'limited' in pretest and moved to between 'limited' and 'adequate' in posttest (4.39). For the level of discourse management and interactive communication according to the mean score, students were 'limited' in pretest and moved to 'adequate' in posttest.

In conclusion, the posttest scores of the English Oral Communication Ability test were significantly higher than the pretest. Therefore, the first hypothesis in this study was accepted. The finding supported that the Oral Communication Instruction Using Discourse Analyzing Techniques and Pop Song Lyrics could promote oral communication ability.

The second research question concerned students' opinion toward learning through Oral Communication Instruction Using Discourse Analyzing Techniques and Pop Song Lyrics. Open-ended response section of the questionnaire included two parts which were the improvement of oral communication ability and the opinions toward the Oral Communication Instruction Using Discourse Analyzing Techniques and Pop Song Lyrics. The results showed that students had positive opinion toward Oral Communication Instruction Using Discourse Analyzing Techniques and Pop Song Lyrics. The responses are summarized.

In part I, talking about the improvement of oral communication ability, they thought they improved their English oral communication ability after learning through Oral Communication Instruction Using Discourse Analyzing Techniques and Pop Song Lyrics. They said they could use discourse analyzing techniques to communicate with others more effectively because they could understand the conversation more clearly. Moreover, they could use words and sentences in lyrics to talk to their interlocutors. Lastly, in their opinion, they could speak more fluently because they studied more linguistic features.

In part II, students said that the part of the instruction they like the most was Engage step because they enjoyed watching the music video and talking about it. They said the instruction was useful and make the classes fun. Songs and music videos enhanced their learning motivation. Besides, they said that they were given more chances to speak English. Because of chances, they had more confidence to communicate in English. Whereas, the hardest part of instruction was to talk to others in English.

To sum up, students had positive opinion toward Oral Communication Instruction Using Discourse Analyzing Techniques and Pop Song Lyrics. They thought that it was useful and make the classes had fun. Songs and music videos enhanced their learning motivation. They could improve their English after learning through Oral Communication Instruction Using Discourse Analyzing Techniques and Pop Song Lyrics. Whereas, the hardest part of instruction was to talk to others in English.

Discussion and Recommendation for Future Research

The purposes of the study were to study the effects of Oral Communication Instruction Using Discourse Analyzing Techniques and Pop Song Lyrics on students' English oral communication ability and to explore students' opinion about the instruction. The results were discussed into two aspects which are oral communication ability and students' opinion toward the instruction.

Oral Communication Ability

One of the hypotheses investigated that after learning through the Oral Communication Instruction Using Discourse Analyzing Techniques and Pop Song Lyrics, the posttest score of English oral communication ability was higher than the pretest at the 0.05 significant level. After learning through oral communication by using Oral Communication Instruction Using Discourse Analyzing Techniques and Pop Song Lyrics, the finding showed that the posttest mean scores were significantly higher than the pretest mean scores. It meant that Oral Communication Instruction Using Discourse Analyzing Techniques and Pop Song Lyrics could enhance students' oral communication ability.

All the oral communication criteria which were used for the assessment were linguistic feature, discourse management, and interactive communication. According to the results of the study, Interactive communication was the most improvement among three criteria. Students had more chances to practice oral communication through Oral Communication Instruction Using Discourse Analyzing Techniques and Pop Song Lyrics. So, this was the reason that made students gain more confident.

However, the lowest improvement among three criteria was Linguistic Features. Linguistic Features assess in terms of accuracy which students had to take time to study (Asato, 2003; Nukthong, 2010). The time of this research might not enough for high improving oral communication ability in terms of Linguistic Features.

Consequently, findings showed that students had the improvement of oral communication ability and got advantages from Oral Communication Instruction Using Discourse Analyzing Techniques and Pop Song Lyrics.

Students' Opinion toward the Instruction

The other hypothesis proposed that students would have positive opinions toward learning through the Oral Communication Instruction Using Discourse Analyzing Techniques and Pop Song Lyrics. The survey of students' opinion was divided into two main parts which are the improvement of oral communication ability and the opinions toward the Oral Communication Instruction Using Discourse Analyzing Techniques and Pop Song Lyrics.

According to the results, students like Engage step the most, they said that this step enhance their learning motivation (Eken, 1996 and Lo and Li, 1998 (cited in Schoepp, 2001); Saricoban and Metin, 2000; Brown, 2006). The results showed that student like Engage and

Study step much more than Activate step. They told that they enjoyed watching music video. Then they were interested in Study step because they want to know the meaning of the songs. The part that student liked the least was Activate step. They liked watching and talking about the songs. But, they did not want to link to their real life situation by talking about it in Activate step. They said that some contents in the songs were too serious to talk about such as 'This City' song which was talking about pollution.

In summary, the results showed that songs could enhance students' learning motivation as well as the suggestion of Eken (1996), Lo and Li (1998) (cited in Schoepp, 2001), Saricoban and Metin (2000), and Brown (2006). Therefore, students had positive opinion toward Oral Communication Instruction Using Discourse Analyzing Techniques and Pop Song Lyrics. The motivation would help students enhance positive opinion.

This current study focused on the effects of Oral Communication Instruction Using Discourse Analyzing Techniques and Pop Song Lyrics on English oral communication ability of grade 9 students. Oral Communication Instruction Using Discourse Analyzing Techniques and Pop Song Lyrics can be investigated further in the future according to these given recommendations:

First, the future study should investigate a smaller or wider sample of students to confirm the effectiveness of Oral Communication Instruction Using Discourse Analyzing Techniques and Pop Song Lyrics. The reason why this instruction should try investigating a smaller or wider sample was each school had different amount of students. So, trying investigating with different sizes of sample could confirm the effectiveness of the instruction.

Second, the future study could use other kinds of text because songs might not be allowed to be taught in every normal class based on the school curriculum. Teachers could use other texts such as news, articles, fairy tales, and so on to prompt students to talk about. However, the selected sources should be based on students' interest.

Third, the future study could examine students in different level such as elementary level, upper secondary level, or university level to see the effectiveness of Oral Communication Instruction Using Discourse Analyzing Techniques and Pop Song Lyrics on English oral communication ability. Songs could be interested in every age. So, it could enhance learning motivation of students and make them interesting. Then, they might want to talk about it.

Forth, the future study should adapt to other English skills such as reading, writing, or integrated skills. According to Ministry of Education (2008), there was not just oral communicative skill (speaking and listening skills) that students had to learn. If teachers could adapt Discourse Analyzing Techniques, students would be able to understand the learning content more meaningfully.

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