

**USING MISSING LYRICS IN THE ENGLISH SONGS TO IMPROVE STUDENTS'
LISTENING SKILL TO THE ELEVENTH YEAR STUDENTS OF MA. AL-
MUHAJIRIEN MANGKUTANA**



A THESIS

**Submitted to the English Study Program of S1 Tarbiyah Department of State Collage for
Islamic Studies of Palopo in Partial Fulfillment of
Requirement for S.Pd Degree in English Education
Study English**

IAIN PALOPO

By,

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**ENGLISH STUDY PROGRAM OF TARBIYAH DEPARTMENT
THE STATE COLLEGE FOR ISLAMIC STUDY
(STAIN) PALOPO
2014**

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Assalamu 'Alaikum Wr. Wb

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Demikian untuk diproses selanjutnya.

Wassalamu 'Alaikum Wr. Wb.

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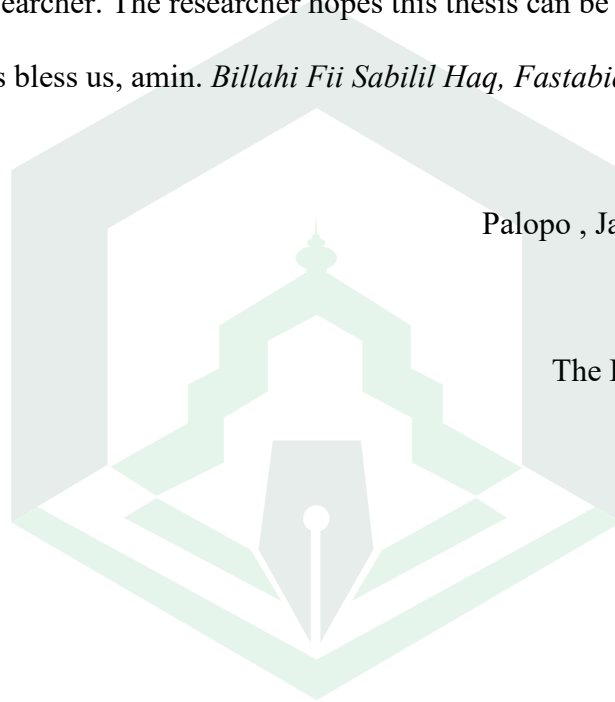
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Palopo , January 3rd , 2014

The Researcher



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ABSTRACT

Sudarmiati, 2013 “Using Missing Lyrics in the English Songs to Improve students’ Listening Skill to the Eleventh Year Students of MA.Al-Muhajirien Mangkutana”. Thesis. English study program of the Tarbiyah Department STAIN Palopo.

Key Words : Missing Lyrics, English Songs, Listening Skill.

This Thesis deals with using missing lyrics in the English songs to improve students’ listening skill to the eleventh year of MA.Al-Muhajirien Mangkutana. The problem statement of this thesis is the use missing lyrics in English songs effective to improve listening skill of the Eleventh year of MA-Al-Muhajirien Mangkutana?

This research would applied an experimental method to find out whether by using English songs can improve students’ listening skill or not. This thesis used total sampling technique, where the research took all of the students. The writer took the Eleventh year of MA. AL-Muhajirien Mangkutana. It consists of only one class. Therefore, the number of sample is 17 students. The researcher used listening by giving missing lyrics in English songs in pre test and post test. The songs in pre and post test were different but they had same level in difficultness. In treatment, researcher used missing lyrics in English songs lyric to improving students’ listening skill.

The result of the data analysis accepted because $t_{test} (t_0)$ was bigger than $t_{table} (t_i)$, where $t_{test} = 4,40$ and $t_{table} = 2,92$ with $df = 16$ and the mean score in post test (6,94) was bigger than mean score in pre test (3,29) So there was significant students’ listening skill achievement after teaching through missing lyrics in the English songs. By this data, the researcher took conclusion that missing lyrics in English songs was success in improving students’ listening and it could be an alternative in teaching English.

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CHAPTER 1

INTRODUCTION

A. Background

For many years, listening skill is not the main thing to focus on the language teaching. Teaching methods emphasized productive skills, and the relationship between receptive and productive skills was poorly understood. Until recently, the nature of listening in a second language was ignored by applied linguistics, and it was often assumed that listening skills could be acquired through exposure but not really being taught. This position has been replaced by an active interest in the role of listening comprehension in the second language acquisition, by the development of powerful theories of the nature of language comprehension, and by the inclusion of carefully developed listening courses in many ESL programs. Some applied linguist goes so far as to argue that listening comprehension is at the core of second language acquisition and therefore demands a much greater prominence in language teaching. The papers in this section explore the nature of second language listening and principles for the design of teaching activities and classroom materials.¹

In MA. Al-Muhajirien Mangkutana, many students were not able to speak to others although they understood the meaning in their mind. They still less in listening skill. This problem relates to listening skill. Even though they have studied English, sometime they cannot understand what the speaker says, as the result of not comprehending intonation, stress, pronunciation, etc.

¹Jack C. Richards and Willy A. Renandya, *Methodology in Language Teaching*, (Cambridge University Press: New York, 2002), p.235.

Listening is the activity of paying attention to try to get meaning form of something we listen. To listen correctly and to speech language, we need to be able to work out what speakers mean when they use particular words in particular ways on particular occasions and not simply to understand the word themselves.

It is impossible to understand a word of words in the songs if we do not listen to well. When we listen to the lecture we normally take notes and then write a report of the lecture. Listening to songs with lyrics that are missing can help to facilitate in increasing the listening skill. Sometimes the teacher does not directly give the students' instruction to write the missing words, the students have to write them down themselves in teaching and learning process.

The students of MA. Al-Muhajirien Mangkutana especially the Eleventh year are still less in listening skill. When they were listening to the English material in the learning process, they looked confused. The students more understand in reading or writing form. It can be concluded that the students cannot distinguish among the words.

Based on the assumption above, the writer would like to carry out research on the title "Using Missing Lyrics in the English Songs to Improve Students' listening skill to the Eleventh Year Students of MA. Al-Muhajirien Mangkutana".

B. Problem Statement

Based on the background above, the writer tries to describe the students' ability in listening through missing liryces, so the problem is formulated as follows:

Is the use of missing liryces in english songs effective to improve listening skill of the Eleventh Year Students of MA. Al-Muhajirien Mangkutana ?

C. Objective of The Research

Based on the formulates above, the objective of the research is to find out whether the students' ability of the Eleventh year of MA. Al-Muhajirien in listening skill can be improved through the use of missing lyrics or not.

D. Significance of The Research

The results of the research are expected:

1. to be beneficial to understand more about using missing lyrics to improve listening skills.
2. to be useful information for the English teacher to improve the ways in teaching listening.
3. to improve the researcher's knowledge about listening and how to teach.

E. Operational Definition of the research

Based on the title of this research, the writer gives definition as follows:

“Improve” is “become or make something/somebody better”.² While “Listening” is an active process in which the listener are very active in constructing the overall that is eventually. Listening is a complex problem solving skill and it is more than just perception of the sounds.³ Listening includes comprehension of meaning words, phrases, clauses, sentences, and connected discourse.

Listening is a complex process in which many things happen simultaneously inside the mind. Besides being complex, listening is far more difficult than many people can imagine. So, we can say that listening is the ability to identify and understand what others are saying. It is also a complex activity, and we can help students comprehend what they listen to by activating their

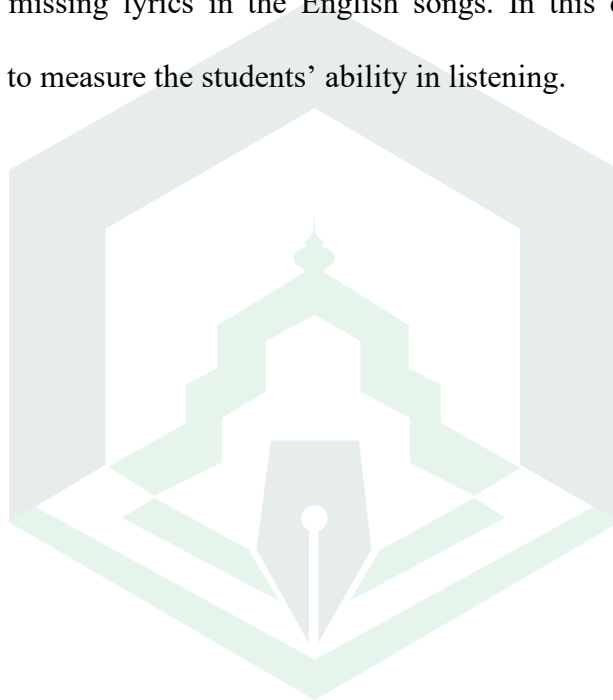
²Martin Manser, *Oxford Learner's Pocket Dictionary*, (New York: Oxford University press, 2003), p.222.

³ Ibid., p. 206

prior knowledge. Furthermore, it will consider another teacher's way that can help to make easy the difficulty of listening by training students in different types of listening.⁴

F. Scope of the Research

There are some activities that can improve students' listening skill, such as listening to films, listening to news reports, and listening to English songs. In this study, the problem is limited on improving listening skill of the Eleventh year students' of MA Al-Muhajirien Mangkutana by using missing lyrics in the English songs. In this case, the writer will use English song as a media to measure the students' ability in listening.



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⁴ Anonym listening-comprehension, <http://teachinglisteningcomprehension.html>, the internet available online, accessed on 18th September 2012.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Studies

In writing this thesis, the researcher found some researcher which are closely related to this research, they are:

1. Darmawati (2008) entitled “Improving Listening Ability through Watching Movie at the Tenth Year Students’ of SMK NEGERI 1 PALOPO”.⁵ She concluded that learning listening through watching movie is one effective and interesting way that can be applied in any classroom, in his research she suggested that watching movie are used not only for fun but more, importantly for useful presenting, practice and review of listening learner’s communicative competence.

2. Marniati (2010) entitled “Improving Listening Skill through Dictogloss Technique at the Third Semester of English Department STAIN PALOPO”.⁶ She concludes that the dictogloss technique applied by the researcher, it is found that the most of the students give positive respond and enjoy learning listening by using dictogloss technique.

The two of thesis above take watching movie and dictogloss as the media to develop students ability, and take listening as the skill to be developed. Here, the researcher take song as a media and listening as the skill that will be developed, but the researcher take different way to do it. If the thesis above just research about the effectiveness and the using of watching movie

⁵ Darmawati, “*Improving Listening Ability through Watching Movie at the Tenth Year Students’ of SMK NEGERI 1 PALOPO*”, (Thesis, English Department STAIN Palopo : 2008), p. 5.

⁶ Marniati, “*Improving Listening Skill Through Dictogloss Technique at the Third Semester of English Department STAIN Palopo*”, (Thesis, English Department STAIN Palopo, 2010), p. 8.

and dictogloss in listening, the researcher will use missing lyrics in the English songs. When students listen the English songs, the students will know to write the missing lyrics of that song.

B. Theory of Listening Skill

1. Listening Skill

In Indonesia, English as a foreign language has been learning at school, from elementary school until Senior High School. It has four skills that have to be mastered by students. These skills are listening, speaking, reading and writing. From these skills, listening is a skill that felt difficult to be mastered, because it needs more attention and concentration to comprehend the sounds (listening material).

2. Definition of Listening Skill

In some definition of listening skill proposed by some experts. Listening is a complex operation integrating the destined component perception and linguistics knowledge in ways which are at present poorly understood. Listening is listening with understanding. It emphasizes language skill beyond basic auditory discrimination and oral grammar. Listening comprehension process in which we grasp ideas as their important, and connect then to other listening is a skill that tends to get neglected altogether. One of the reasons for this neglect is the feeling among language teacher that the learner automatically acquires skill as he learns to speak the language. Those definitions of listening comprehension is listening with understanding which try to get information by hearing what the speaker said.⁷

⁷ Rusmitasari, *Improving Listening Skill of year 2 students of SMU 2 Sukamaju through dictation*, (Thesis, English Department STAIN Palopo, 2009), p. 6.

3. Concept of Listening

Listening in English language is not different to other language skills as an internal process that cannot be directly observed. Nobody can respond certainly what happen when we listen to and understand another person. Psycholinguistic has, however, put forward some theories as to what they think happens when one listen to language.⁸

4. Types of Listening

There are ten types of listening. They are discriminative listening, listening comprehension, biased listening, appreciative listening, intensive listening, sympathetic listening, reactive listening, evaluative listening, responsive listening, and the last is selective listening.

1. Discriminative Listening

Discriminative listening is the most basic type of listening, where the difference of sounds are identified. If you cannot listen the differences, so you cannot make sense of the meaning that is expressed by such differences. We learn to discriminate between sounds within our own language early, and later are unable to discriminate between the phonemes of other languages. This is one reason why a person from one country finds it difficult to speak another language perfectly, as they are unable distinguish the subtle sounds that are required in that language. Likewise, a person who cannot hear the subtleties of emotional variation in another person's voice will be less likely to be able to discern the emotions the other person is experiencing. Listening is a visual as well as auditory act, as we communicate much through

⁸Marniati, "*Improving Listening Skill Through Dictogloss Technique at the Third Semester of English Department STAIN Palopo*", (Thesis, English Department STAIN Palopo, 2010), p. 8.

body language. We thus also need to be able to discriminate between muscle and skeletal movements that signify different meanings.⁹

2. Listening Comprehension

Listening is not one-way street. It is merely the process of a unidirectional receiving of audible symbols. One facet-the first step-of Listening comprehension is the psychomotor process of receiving sounds waves through the ear and transmitting nerve impulses to the brain. But that is just the beginning of what is clearly an interactive process as the brain acts on the impulses, bringing to bear a number of different cognitive and affective mechanisms.¹⁰

3. Biased Listening

Biased listening happens when the person hears only what they want to hear, typically misinterpreting what the other person says based on the stereo types and other biases that they have. Such biased listening is often very evaluative in nature.

4. Appreciative Listening

In appreciative listening, we seek certain information which will appreciate, for example that which helps meet our needs and goals. We use appreciative listening when we are listening to good music, poetry or maybe even the stirring words of great leader.¹¹

5. Intensive Listening

A popular way of ensuring genuine communication is live listening where the teacher and/or visitors to the class talk to the students. This has obvious advantages since students can interrupt speakers and ask for clarification. They can, by their expressions and demeanor, indicate if the speaker is going too slowly or too fast. Above all they can see who they are

⁹*Ibid.*, p.14.

¹⁰ H. Douglas Brown, *Teaching by Principles*, (Third Ed.; San Francisco: Longman, 2007), p. 301.

¹¹ Marniati, “*Improving Listening Skill Through Dictogloss Technique at the Third Semester of English Department STAIN Palopo*”, (Thesis, English Department STAIN Palopo, 2010), p. 15.

listening to. Live listening can take four forms, they are reading aloud, story telling, interviews, conversations.

1) Reading Aloud

An enjoyable activity, when done with conviction and style, is the teacher reading aloud to a class. This allows them to hear a clear spoken version of written text, and can be extremely enjoyable if the teacher is prepared to make a big thing of it. The teacher can also read/act out dialogues either by playing two parts or by inviting a colleague in the classroom.

2) Story Telling

Teachers are ideally placed to tell stories which, in turn, provide excellent listening material. At any stage of the story, the students can be asked to predict what is coming next, or be asked to describe people in the story or pass comment on it in some other way.

3) Interviews

One of the most motivating listening activities is the live interview, especially where students themselves dream up the questions. In such situations, students really listen for answer they themselves have asked for, rather than adopting other people's questions. Where possible we should have strangers visit our class to be interviewed, but we can also be the subject of interviews ourselves. In such circumstances we might want, though, to set the subject and/or take on a different person for the activity.

4) Conversations

If we can persuade a colleague to come to our class we can hold conversations with them-about English or any other subject. Students then have the chance to watch the interaction as well as listen to it. We can also extend story-telling possibilities by role-playing.

Live listening is not a substitute for audiotapes or disks-either in the classroom, language laboratory, or self-access centre-but it does offer an extra dimension to the listening experience over a series of lessons.¹²

6. Sympathetic Listening

In sympathetic listening we care about the other person and show this concern in the way we pay close attention and express our sorrow for their ills and happiness at their joys.

7. Reactive Listening

Sometimes you want a learner simply to listen to the surface structure of an utterance for the sole purpose of repeating it back to you. While this kind of listening performance requires little meaning full processing, it nevertheless may be a legitimate, even though a minor, aspect of an interactive, communicative classroom. This role of the listener as merely a “tape recorder” is very limited because the listener is not generating meaning. About the only role that reactive listening can play in an interactive classroom is in brief choral or individual drills that focus on pronunciation.¹³

8. Evaluative Listening

In evaluative listening, or critical listening, we make judgments about what the other person is saying. We seek to assess the truth of what is being said. We also judge what they say against our values, assessing them as good or bad, worthy or unworthy. Evaluative Listening is particularly pertinent when the other person is trying to persuade us, perhaps to change our behavior and maybe even to change our beliefs. Within this, we also discriminate between subtleties of language and comprehend the inner meaning of what is said. Typically also we weight up the pros and cons of an argument, determining whether it makes sense logically as

¹² Jeremy Harmer, *The Practice of English Language Teaching*, (Third Ed.; Longman, 2001), p.231.

¹³ H. Douglas Brown, *Teaching by Principles*,(Ilan Fransisco: Prentice Hall Regents, 1994) p.309.

well as whether it is helpful to us. Evaluative listening is also called critical, judgmental or interpretive listening.

9. Responsive Listening

A significant proportion of classroom listening activity consists of short stretches of teacher language designed to elicit immediate responses. The students' task in such listening is to process the teacher talk immediately and to fashion an appropriate reply. Examples include:

- 1) Asking questions (“How are you today?” “What did you do last night?”)
- 2) Giving command (“Take a sheet of paper and a pencil.”)
- 3) Seeking clarification (“What was that word you said?”)
- 4) Checking comprehension (“So, how many people were in the elevator when the power went out?”)

10. Selective Listening

In longer stretches of discourse such as monologues of a couple of minutes or considerably longer, the task of the student is not to process everything that was said, but rather to scan the material selectively for certain information. The purpose of such performance is not to look for certain information. The purpose of such performance is not to look for global or general meanings, necessarily, but to be able to find important information in a field of potentially distracting information. Such activity requires field independence on the part of the learner. Selective listening differs from intensive listening in that the discourse is in relatively long lengths. Examples of such discourse include:

- 1) Speeches
- 2) Media broadcasts
- 3) Stories and anecdotes

- 4) Conversations in which learners are “eavesdroppers”

Techniques promoting selective listening skills could ask students to listen for:

- 1) People’s names
- 2) Dates
- 3) Certain facts or events
- 4) Location, situation, context.

5. Difficulties in Listening Skill

Listening is usually a hard skill to master by the students. The first reason is that the students do not have the text in front of them to look at if they do not understand the information. A second reason is the accent and intonation of the native English speaker. In addition, each country has dialects and regional accents which can confuse the listener. All of these make listening learning a major challenge and it is no surprise that the students can find it difficult. There are some students difficulties in learning listening: trouble with sounds, have to understand every word, can’t understand fast and natural native speech, need to hear things more than once, find it difficult to keep up, and get tired.¹⁴

The other problem in learning listening is the students have no control over the speed of what they are hearing and they cannot go back or rewind to listen again. Although, in class the listening materials are recorded and can be played again or students to listen again, it is usually under the control. Teachers need to think carefully about making the activities successful and the content interesting. We can create the interest activity in learning listening such as by listening English songs. By creating of high students’ motivation, it hoped can reduce the listening

¹⁴ Anonym listening-skill, <http://difficulties-listening-skill.html>, the internet available online, accessed on 19 July 2012.

difficulties. Furthermore, the students will be stimulated and not be panic or worry when they are learning listening.¹⁵ As mentioned in background, the students of MA. Al-Muhajirien are very difficult to understand English through listening. The students could not understand the meaning of the material after playing the tape for the three times in class. Furthermore, the students might gradually lose their self-confidence. They are afraid to go to the lab to listen to English again. When they are face to face with listening material, they have little confidence in their listening comprehension abilities. Therefore, they may not understand them because they have to battle the psychological suggestion that they could not understand spoken English.

6. A Good Listener

The students can be said that they are good in listening if they are active in learning listening process. The characteristics of active listeners as below, the first is make eye contact/follow the listening, the second is summarize the listening material has heard, the third is make connection what are hearing to what already know and the last is ask and answer the question during the learning listening process.¹⁶

In other hand, a good listener is one who has the enabling skills. The enabling skill characterizes the listener can follow the material by well. The skills are, predicting what people are going to talk about, guessing at unknown words or phrases without panic, using one's own knowledge of the subject to help one understand, identifying relevant points; rejecting irrelevant information, retaining relevant points (note-taking, summarizing), recognizing discourse marker,

¹⁵ Anonym learning_listening, <http://www.learningthroughlistening.org>, the internet available online, accessed on 22nd July 2012.

¹⁶ Anonym learning_listening, <http://www.good listener.org>, the internet available online, accessed on 22nd November 2012.

cohesive devices, including linking words, pronouns, references, etc, understanding different intonation patterns and uses of stress, understanding inferred information.¹⁷

In summary, the students are said well in listening skill if they are active when learning listening. The activeness can be seen from the students' motivation and enthusiasm during learning listening. The students who active in listening are characterized they always focus on what they hear, they ask and answer the questions, and they can make a summary from the materials given in the post-listening.

7. How to Teach Listening

Teaching listening by steven brown

a. Activation of prior knowledge for improved listening comprehension.

One very important idea for teaching listening is that listening courses must make use of students' prior knowledge in order to improve listening comprehension. To make this idea clear, this section introduces several concepts from the cognitive view of language learning, including schema, scripts, and top-down/bottom-up processing. This section also considers the similarities and differences between listening and reading, and then looks specifically at why the activation of prior knowledge is perhaps even more important in listening than in reading comprehension. Finally, there is a concrete example of activating prior knowledge in listening materials.

b. Systematic presentation of listening for main ideas, listening for details, and listening and making inferences.

We always have a purpose for listening. We may listen to the radio in the morning to decide whether to wear a coat or take an umbrella. We may listen to a song for pleasure. We

¹⁷ Ibid.,

listen in different ways based on our purpose. Having a purpose helps us listen more effectively. For example, when listening to a weather report, if our purpose is to decide whether to wear a coat, we want to focus on the temperature. In English, we listen with extra care to the end of the phrase that begins with “. . . highs in the . . .” which is routinely used to indicate the warmest temperature that we can expect for the day.

c. Stimulating integration of real-world cultural information for students to know and share.

Teaching students about something other than the language they are learning is a logical outcome of the idea of communicative language teaching (CLT) because one of the principles of CLT is the presentation and practice of meaningful language in a context. When we teach materials in a context, we move beyond language as a set of example sentences to language as it is situated in the world.

The primary place language is situated is in culture. Most students of a foreign language are interested in the culture of the places where the language they are studying is spoken. English presents an interesting case with regard to culture because it is now an international language. To cite only a few examples, English is used by clerks in North America, by university lecturers in India, and by businesspeople in Korea who use it to communicate with colleagues from elsewhere in Asia. Even in culturally homogeneous countries, students are eager to learn about the lives of others who speak English, including others who speak English as an additional language. Students today realize that they will be using English to communicate with people from all over the world.

One result of the widespread use of English is that there exists an information gap between many of its speakers. Students will naturally wish to share their own culture and learn about other cultures through the medium of English. This sharing of culture is potentially very motivating. It is motivating to hear about cultures you're unfamiliar with, and it is motivating to

find the words to describe your own culture in English. Teachers know that keeping students' interest is key to learning, especially in classrooms where motivation can sometimes be a problem.

d. Presentation of extensive listening tasks leading to personalized speaking

When we think of listening textbooks and classes, we have a tendency to think of students listening to a recording and doing a task. They overhear other people talk and then react to that conversation. This sort of task is important because it allows teachers to isolate student responses and thereby gauge the progress the students are making on listening skills. Courses that focus exclusively on listening skills can be quite effective, and some programs have a curriculum that necessitates a class devoted solely to listening. Other programs pair listening and speaking. That is also appropriate because much of the time when we use language naturally, we pair listening and speaking. We are sometimes the listener and sometimes the speaker. If time allows, it is natural in listening courses to give students a chance to practice listening to other students as well as to an audio recording. This means teachers may wish to have students spend some time speaking to each other.¹⁸

8. How to Improve Listening Through Song

Andrew picket created that the functional songs are:

1. to make students active subconscious long term memory in learning
2. drill rhythm and structure
3. Exchange grammar, vocabulary,pronunciation and more
4. Make learning English fun for learners. They create a relaxed atmosphere and get

learners motivated with enthusiasm for learning.¹⁹

¹⁸ Steven Brown, *Teaching Listening*,(Cambridge University Press, 2006).

¹⁹Unname,<http://www.wordnetweeb.princeton.edu/perl/webwen.online> on oktober 23rd, 2012

C. Theory of Songs

Song is a piece of music with words that is sung. Song is also a great language package that bundles culture, vocabulary, listening, grammar and a host of other language skills in just a few rhymes. Songs can also provide a relaxed lesson on a hot boring day. Almost everyone loves songs. It is a part of our language and life from before birth onwards. As a baby, we often hear our mother and father sing a song to deliver us sleep in the bedroom. When young children, we play, sing, and dance to a rhymes. As adolescents, we are consumes by the beat of popular songs artist in the world. As adults, we often hear song on television, movies, theater, and even nightly news. When we work, when we play, song is there to reinforce or every mood and emotion. From explanation above, we are suggested to include songs in language learning as well. Songs had heard by the people in the world since they are born until died. So, listening to the songs has been a habitual and liked by everybody. Beside of that, by songs we can provide a relaxed lesson on a hot boring day.²⁰

1. The Use of Song as Authentic Listening Material

The use of authentic materials is an important factor to take into consideration when designing listening skill materials. By using such listening materials, the learner is given the chance to develop the skills needed to comprehend and to use language that is commonly found in real situations. Therefore, it is important to take the opportunity wherever possible to expose students to example of real language usage to help them become more communicatively competent.

Listening activities based on simulated real life situation and likely to be most interesting and motivating to do than contrived textbook comprehension exercise. The following features

²⁰ Anonym English-songs, <http://www.theorysongs.org>, the internet available online, accessed on 19 november 2012.

characterize real life listening activity, we listen for a purpose and with certain expecting, we make an immediately response to what we hear, we see the person we are listening to, there are some visual or environment clues as to the meaning of what is heard and the last is stretches of hand discourse is spontaneous and therefore differs from formal spoken prose in the amount of redundancy, noise and colloquialism, and it is auditory character.

From the features above, song is one of the authentic listening materials. The example of authentic listening materials is listening to song to learn more about well-known bands that sing in English. As we know wherever we are, songs always follow us at home, at school, at office, at cars, and so on. So, we can directly listen to the song and also interest to learn the value of language in it. When designing lessons and teaching materials to further develop listening comprehension skills, students need to be motivated and stay motivated. This is best accomplished by determining the suitable of the listening material such as the use of song as authentic material. The use of song stimulates and motivates students to comprehend the content of materials.²¹

2. Factors Contributing to Listening Comprehension of Song

The possibility of using songs in English as a foreign language class has been actively considering for the last two decades. It is considered because songs have many value of language. States that it is possible to suggest that among the methodological purposes with songs are used in class, it is possible to rank the following: the first is practicing the rhythm, stress and the intonation patterns of the English language, the second is teaching vocabulary, especially in the vocabulary reinforcement stage, the third is teaching grammar. In this respect songs are especially favored by teachers while investigating the use of the tenses, the fourth is teaching

²¹ Anonym skripsi-bahasa-inggris, <http://theuseofenglishsongs.html>, the internet available online, accessed on 22nd september 2012.

speaking. For this purpose, songs and mainly their lyrics are employed as a stimulus for class discussion, the fifth is teaching listening comprehension and the last is developing writing skills. For this purpose a song can be used in a variety of ways.²²

There are three factors that contribute to listening comprehension of song, they are, use of new vocabulary, idioms and expressions – It needs to address the new material offered in each song. This includes grammar, vocabulary and usage, pronunciation and accent of the singer – Every native speaker doesn't pronounce or sing with the same accent. Students may be exposed to an accent which is outside the realm of what they might normally hear in context, and the last is use of new grammar and structure Song researchers and singers are notoriously "loose" when it comes to use of grammar, structure, pronunciation, stress and other language factors applied to songs. The teacher must prepare for this.

In additional, the use of songs in teaching and learning English as a foreign language is felt much needed. From the songs, we can learn many things such as vocabulary, grammar, listening, speaking, writing, and especially in listening.

3. The Criteria of Song Selection

The important thing about choosing a song to do with a class is to make sure that the lyrics are clear. It can be very frustrating for the students not to understand a word. The recording should also be a good one. A studio album is probably going to be better than a live version. Furthermore, there are three principal song selection criteria. They are, use songs that are popular with the students whenever possible. Unfortunately, students frequently select songs for classroom use which are objectionable in some way making the song unusable, songs must have clear and understandable lyrics. Nothing is worse than a song almost nobody can

²² Anonym skripsi-bahasa-inggris, <http://the factors contributing listening. Html, the internet available online, accessed on 18th september 2012.>

understand. If you have trouble understanding the lyrics by listening, then another song needs to be selected, and the last is songs should have an appropriate theme. There's enough bad news, negativity and violence in the world already. Songs with any type of negative theme should be avoided. There are plenty of positive, upbeat, even humorous songs available.²³

In order hand, encouraging students to choose the songs for discussion, it needs to ask them to following criteria, the first is the song must be an example of a particular musical trend, the second is there shouldn't be any form of violence in it, and the last is the song should contain a certain artistic image.

It is realized when teaching the students; we should choose the songs that suitable level of difficulty. The suitable of the song is a particularly important issue. It should be known whether the students are going to like the song or not.

4. The Use of Song Procedure

There are various ways of using songs in the classroom. The level of the students, the interests and the age of the learners, the grammar point to be studied, and the song itself have determinant roles on the procedure. Apart from them, it mainly depends on the creativity of the teacher.

At the primary level of singing the song, the prosodic features of the language is emphasized. At the higher levels, where the practice of grammar points is at the foreground, songs can be used with several techniques. Some examples of these techniques are, gap fills or

²³ Anonym *Methods- Approaches*. Html, http://esljobproject.com/esl_info, the internet available online on 16th oktober 2012.

closes texts, focus questions, true-false statements, put these lines into the correct sequence, dictation, add a final verse, circle the antonyms/synonyms of the given words, and Discuss.²⁴

5. Benefits of Song

By using songs in the classroom, students can practice their listening skills and increase their cultural knowledge. Almost any song can be used in the ESL classroom. The pronunciation and rhythm lessons are the same as for the children's songs and the lessons may help students become more interested in different types of songs. Practicing lyric reading, studying the vocabulary, and listening to various songs can help students become more familiar with popular songs and make them more confident in their ability to listen and understand the world around them.

The other benefits of using songs in the classroom are songs can be used to present a topic, a language point, lexis, etc, to practice a language point, lexis, etc, to focus on common learner errors in a more direct way, to encourage extensive and intensive listening, to stimulate discussion of attitudes and feelings, to encourage creativity and use of imagination, to provide a relaxed classroom atmosphere, and to bring variety and fun to learning.

From explanation above, it's considered that songs have much benefit. Some of them are songs can motivate the students and make them more confidence in their ability to listen the materials.

²⁴ Anonym Indoskripsi.com 2010. Website hosting by IdeBagus, the internet available online, accessed on 16th oktober 2012.

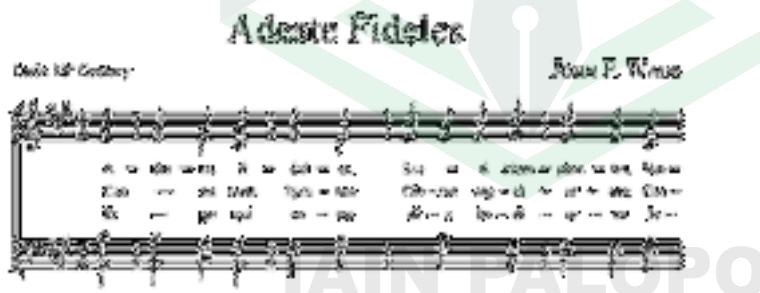
D. A View Point on Missing and Lyric

1. Definition of Missing

There are many definition of missing, they are : missing is (of a thing) not able to be found because it is not in its expected place, missing is not present or included when expected or supposed to be, missing is (of a person) absent from a place, especially their home, and of unknown where about and missing is (of a person) not yet traced or confirmed as alive, but not known to be dead, after an accident or during wartime.

2. Definition of Lyric

Lyrics (in singular form lyric) are a set of words that make up a song, usually consisting of verses and choruses. The writer of lyrics is a lyricist or lyrist. The meaning of lyrics can either be explicit or implicit. Some lyrics are abstract, almost unintelligible, and, in such cases, their explication emphasizes form, articulation, meter, and symmetry of expression. The lyricist of traditional musical forms such as Opera is known as a librettist.



Lyric derives from the Greek word λυρικός *lyrikos*, meaning "singing to the lyre". A lyric poem is one that expresses a subjective, personal point of view. The word *lyric* came to be used for the "words of a song"; this meaning was recorded in 1876. The common plural (perhaps because of the association between the plurals *lyrics* and *words*), predominates contemporary usage. Use of the singular form lyric to refer to a song's complete set of words is grammatically

acceptable. However, it is not considered acceptable to refer to a singular word in a song as a lyric.

3. Academic Study of Lyric

Lyrics can be studied from an academic perspective. For example, some lyrics can be considered a form of social commentary. Lyrics often contain political, social, and economic themes as well as aesthetic elements and so can communicate culturally significant messages. These messages can be explicit, or implied through metaphor or symbolism. Lyrics can also be analyzed with respect to the sense of unity (or lack of unity) it has with its supporting music. Analysis based on tonality and contrast are particular examples. Former Poetry Christopher famously published *Dylan's Visions of Sin*, an in-depth and characteristically Ricksian analysis of the lyrics of Bob Dylan; Ricks gives the caveat that to have studied the poetry of the lyrics in tandem with the music would have made for a much more complicated critical feat.

4. The Importance of Lyric

There are people who listen to music for the sake of the sound, considering the lyrics as an exterior, an addition, instead as an integral part of the creation. While you will not see a lot of people discussing this issue, this is probably a question that comes up every once in a while. The question is not as stupid as it sounds-many actually claim that lyrics do not serve any important function to a song. After all, a song is music; and while the sound would be different without the lyrics, the experience should not be any different.

Many people will say yes for several reasons. For one, many listeners of music find the appeal of songs in the lyrics and not in the music. This is because they find the song lyrics "relatable." By this, it means the listeners can connect with the song, perhaps because they have experienced the sentiments and narrative delivered by the lyrics. Lyrics as something relatable

are usually applicable when the song lyrics are in the form of a narrative; or when the song lyrics tell a story, regardless if it is complete or incomplete. Of course, the lyrics of the song can be relatable even if it is not an all out narrative. As all as the lyrics provide sentiments, anyone can relate to it.

One factor why people say lyrics are not essential in songs is dance music. Dance music has lyrics, of course, but their function is not as important as the sound of the song itself. For instance, there have been a number of dance songs that have lyrics in the foreign language. The lyrics of dance songs are not exactly nonsensical, but it is not given primary importance.

Lyrics also aim to inspire. This is essential true in gospel music and country music. Here, the sound doesn't take a backseat although the lyrics are given more importance. Gospel music, for instance, is a genre defined by the lyrics of the song since it is described as a genre that expresses Christian beliefs. Of course, lyrics also provide additional entertainment, especially when songs are performed in karaoke.

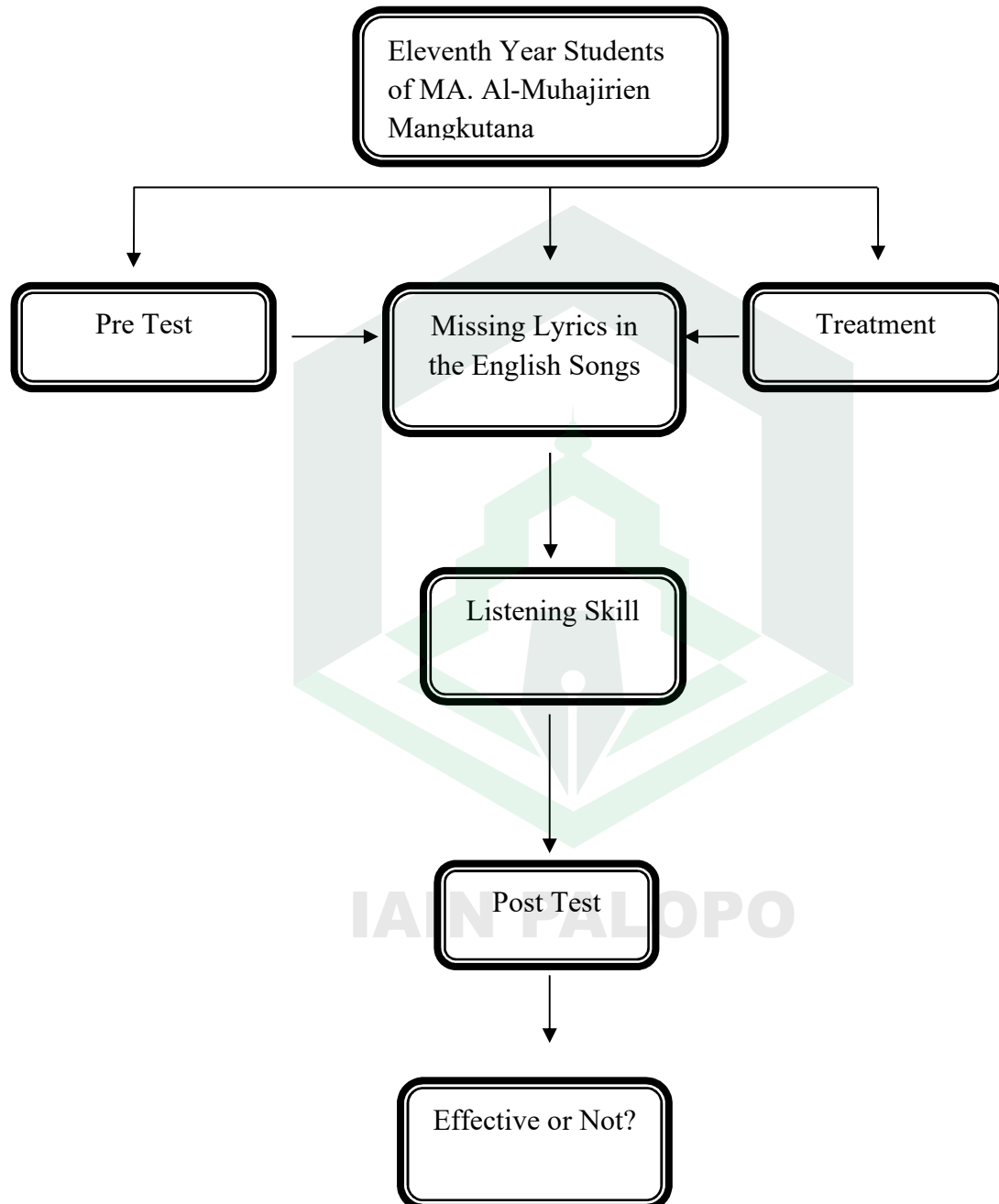
In short, lyrics make it easier for a song to express emotions and sentiments, feelings and intent. Music can provide and express emotions, but adding lyrics to a song definitely adds depth and texture to what would otherwise be plain and repetitive.²⁵

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²⁵Unname,<http://www.articlesbase.com/art-and-entertainment-articles/the-importance-of-lyrics-in-a-song-1767268.htm>. Accessed on July 6th, 2013

E. Conceptual Framework

The conceptual framework of this research will be described in following diagram:



From the diagram above, the writer conduct research on students of MA. Al-Muhajirien Mangkutana and focused on the listening skill by conducting pre-test at the first meeting, the treatments in three times meeting and in the last meeting the research give the students post-test. After conducting the items above, the writer analyzed the students listening achievement. During teaching listening process in the classroom, students sometimes confuse what should they write on the paper.

The writer use missing lyric in the English song as media to listen because it can be an alternation that can practice more students' listening skill. The activities above make students to feel comfortable and enjoy during teaching and listening process.

F. Hypothesis

The statistically hypothesis of this research is give as follows:

Null hypothesis (H_0): missing lyrics in English songs is not effective to improve students' listening skill to the eleventh year students' of MA. Al-Muhajirien Mangkutana in 2013/2014 academic year.

Alternative hypothesis (H_a): missing lyrics in English songs is effective to improve students' listening skill to the eleventh year of MA. Al-Muhajirien Mangkutana in 2013/2014 academic year.

CHAPTER III
RESEARCH METHOD

A. Method and Design of the Research

1. Method

This research would applied an experimental method to find out whether by using English songs can improve students' listening skill or not.

2. Design

This research involved one group of students with pre-test and post-test design. The design of this research can be descanted as follows:

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Pattern : $O_1 \times O_2$

Where: Pattern = Experiment
 O_1 = Pre-test
 O_2 = Post-test
X = Treatment

B. Population and Sample

1. Population

The population of this thesis consists of the Eleventh year student of MA. AL-Muhajirien Mangkutana. The number of population consists of 17 students in one class.

²⁶ Suharsimi Arikunto, *Prosedur Penelitian*, (Jakarta: Rineka Cipta, 1998), p. 84.

2. Sample

This thesis used total sampling technique, where the research took all of the students. The writer took the Eleventh year of MA. AL-Muhajirien Mangkutana. It consists of only one class. Therefore, the number of sample is 17 students, as the theoretical of ideal class.²⁷

C. Instrument of the Research

1. Test

The researcher uses listening test that are applied as pre-test and post test. The pre-test was done in order to know students listening before learning through missing lyrics in the English songs and post-test was done in order to know the students listening after learning through missing lyrics in the English songs.

2. Questionnaire

Questionnaire as a technique in collecting data aims to find out the students attitude about missing lyrics strategy. The number of items consist of 10 items. The questionnaires are provided in likert scale which was modified in four alternative answers that consists of always, often, seldom, and never.

D. Procedures of Collecting Data

In collecting data the researcher uses some procedures as follows:

1. Pre-test

The researcher gave the students pre-test in the first meeting. It consisted of explanation about everything which related to the material and listening skill through missing lyrics in the English songs. In this pre test the researcher gave the students sheet lyric and asked the students to write down what they listen about the song of the missing lyric.

²⁷ Ivor K. Davies, *Pengelolaan Belajar*, (Jakarta: Rajawali Press, 1991), p. 181

2. Treatment

The treatment was given in third meetings after the pre test has been conducted. The steps as follows:

- a. In the first (1st) meeting, the researcher explained about the use of listening and the importance of song in motivating the students in studying. Then, the researcher gave “If I Let You Go” lyric sheet and let the students wrote the missing lyrics of the song while hearing the song by speaker.
- b. In the second (2nd) meeting The researcher controlled the students’ listening activity by giving “Seasons in the Sun” lyric sheet while hearing the song played on speaker.
- c. In the third (3rd) meeting, the researcher gave “Insya Allah” lyric sheet to the students which there were some missing lyrics to fill after hearing at the song on the speaker. After finishing the missing lyrics in the song, researcher asked the students to write down the message of the song and researcher played the song again to refresh them.

3. Post-test

In the post-test, the researcher would gave it to the students after doing the treatment. In this test is different from pre-test and the writer will find the improvement of listening after giving treatment.

E. Technique of Data Analysis

The data collected through pre-test would be analyzed by following steps:

1. Scoring the students correct answers by the following steps:

$$\text{Score} = \frac{\text{correct number}}{\text{total number}} \times 100$$

2. Classifying the students scores by using percentages as cited bellow:

$$P = \frac{F}{N} \times 100$$

Where:

P	=Percentage
F	=Cumulative Frequency
N	=Total number of respondents

To understand the level of the students 'score the following the classification were used:

1. Excellent = 9,5 – 10 is classified as excellent
2. Very good = 8,6 – 9,5 is classified as very good
3. Good = 7,6 – 8,5 is classified as good
4. Fairly good = 6,6 – 7,5 is classified as fairly good
5. Fairly = 5,6 – 6,5 is classified as fairly
6. Fairly poor = 3,6 – 4,5 is classified as fairly poor
7. Poor = 0 – 3,5 is classified as poor.²⁸

²⁸ Suharsimi Arikunto, *prosedur penelitian*, (Jakarta: Rineka Cipta, 1992), p. 306

3. Calculating the mean score of the students

$$M = \frac{\sum x}{N}$$

Where:

M = mean score

$\sum x$ = total score

N = total sample

4. The data obtained will be analyzed quantitatively by using statistic test called "t". The aiming is to exam the truth or fallness null hypotesis.

$$T_o = \frac{MD}{SE_{MD}}$$

$$MD = \frac{\sum D}{N}$$

$$SD = \frac{\quad}{\quad}$$

Where:

T_o = the coeficient that symbolize degree of mean difference both or sample group.

MD = mean of differences

SE_{MD} = standar error from mean of differences

SD_D = standar diviation

N = number of class

$\sum D$ = amount of differences between score of variable X and Y.²⁹

²⁹ Nurmi Bte. Supri, *Teaching Listening Skill through English Songs to the Eleventh year Students of SMAN 1 Belopa*, (Thesis, English Department STAIN Palopo, 2009), p. 38

5. Criteria of hypothesis acceptability

If $t_o < t_t$ = reject null hypothesis

If $t_o > t_t$ = receive null hypothesis.³⁰



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³⁰ Ibid, p. 39

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter would be explain about score and output research in school based and explain the detail of pre-test and post-test after giving treatment by used missing lyrics in the English songs to the eleventh year students' of MA. Al-Muhajirien Mangkutana. This chapter consists of two parts. The first part is findings of data analysis and the second part is discussion or the description of findings.

A. Findings

1. The analysis of test

- a. The students score in the pre-test

Table 4.1.1
The score of students in the Pre-test

Respondent	Correct answer	Score
R1	3	3
R2	3	3
R3	3	3
R4	3	3
R5	3	3
R6	3	3
R7	4	4
R8	2	2
R9	4	4
R10	4	4
R11	4	4
R12	4	4
R13	3	3
R14	4	4
R15	2	2
R16	3	3
R17	4	4

From the table above, it can be seen that also got unexpected score. The highest score is 4 and the lowest score is 2, most of the students obtain three, there were eight students and seven students got score 4, and the other students obtain score 2.

b. The students score in the pre-test

Table 4.1.2

The score of students in the Post test

Respondent	Correct answer	Score
R1	6	6
R2	6	6
R3	6	6
R4	6	6
R5	6	6
R6	6	6
R7	7	7
R8	7	7
R9	7	7
R10	8	8
R11	8	8
R12	8	8
R13	9	9
R14	7	7
R15	7	7
R16	8	8
R17	6	6

The students have very good progress after giving treatment. It can be seen on the table above. The highest score is 9, the lowest score is 6 and there were seven students obtain it. Most of the students obtain score 6 and there were seven students, five students obtain score 7, four students obtain 8 and just one students obtain score 9.

c. The rate percentages of students' score in pre-test

In collecting data the writer used listening test, namely pre-test was given before treatment and post-test was given after treatment. After calculating the result of test, the rate percentages of the students score is presented in the following table.

Table 4.1.3

The rate percentage of Pre-test

No	Score	Classification	Frequency	Percentage
1	9,6 – 10	Excellent	-	-
2	8,6 – 9,5	Very good	-	-
3	7,6 – 8,5	Good	-	-
4	6,6 – 7,5	Fairly good	-	-
5	5,6 – 6,5	Fairly	-	-
6	3,6 – 5,5	Poor	7	41,17%
7	0 – 3,5	Very poor	10	58,83%
Total			17	100%

Based on the table above indicate that the classification of the Pre-test was presented table 4 above, before using missing lyrics method in teaching listening. There were many students got very poor score, there were 10 students (58,83%) who got very poor score and there are 7 students (41,17%) who poor scores. It can be concluded that students still have very low ability in listening before treatment.

d. The rate percentages of students' score in post-test

Table 4.1.4

The rate percentage of Post test

No	Score	Classification	F	%
1	9,6 – 10	Excellent	-	-
2	8,6 – 9,5	Very good	5	29,41%
3	7,6 – 8,5	Good	5	29,41%
4	6,6 – 7,5	Fairly good	-	-
5	5,6 – 6,5	Fairly	7	41,18%
6	3,6 – 5,5	Poor	-	-
7	0 – 3,5	Very poor	-	-
			17	100%

Based on the table above indicate that after give treatment. There were 5 students (29,41%) who got very good score, there were 5 students (29,41%) who got good score, there were 7 students (41,18%) who got fairly score.

e. The students' score, deviation and gain score of test

Table 4.1.5

The students' score, deviation and gain score of test

No	Pre-Test (X_1)	X_1^2	Post-Test (X_2)	X_2^2	Deviation $D=X_2 - X_1$	D^2
R1	3	9	6	36	3	9
R2	3	9	6	36	3	9
R3	3	9	6	36	3	9
R4	3	9	6	36	3	9
R5	3	9	6	36	3	9
R6	3	9	6	36	3	9
R7	4	16	7	49	3	9
R8	2	4	7	49	5	25
R9	4	16	7	49	3	9
R10	4	16	8	64	4	16
R11	4	16	8	64	4	16
R12	4	16	8	64	4	16
R13	3	9	9	81	6	36
R14	4	16	7	49	3	9
R15	2	4	7	49	5	25
R16	3	9	8	64	5	25
R17	4	4	6	36	2	4
N=17	$\sum X_1 = 56$	$\sum X_1^2 = 188$	$\sum X_2 = 118$	$\sum X_2^2 = 834$	$\sum D = 69$	$\sum D^2 = 235$

f. Mean score of pre-test

$$M = \frac{\sum X_1}{N}$$

Where: $\sum X_1 = 56$

$N = 17$

$$M = \frac{56}{17}$$

$$= 3,29$$

g. Standard deviation of pre-test

$$SD = \frac{N \sum X_1^2 - (\sum X_1)^2}{N(N-1)}$$

where: $\sum X_1^2 = 188$

$\sum X_1 = 56$

$N = 17$

$$= \frac{17 \cdot 188 - (56)^2}{17(17-1)}$$

$$= \frac{3196 - 3136}{272}$$

$$= \frac{60}{272}$$

$$= 0,22$$

h. Mean score of Post Test

$$M = \frac{\sum X_2}{N}$$

Where $\sum X_2 = 118$

$N = 17$

$$M = \frac{118}{17}$$

$$= 6,94$$

i. Standard deviation of post-test

$$SD = \frac{N \sum X_2^2 - (\sum X_2)^2}{N(N-1)}$$

where: $\sum X_2^2 = 834$
 $\sum X_2 = 118$
 $N = 17$

$$= \frac{17 \cdot 834 - (118)^2}{17(17-1)}$$

$$= \frac{14178 - 13924}{272}$$

$$= \frac{254}{272}$$

$$= 0,93$$

j. The result of test significance of students' by using "t" test as follows:

$$t = \frac{Md}{\sqrt{\frac{\sum X^2 d}{N(N-1)}}$$

To calculating the different means between pre-test and post-test

$$MD = \frac{\sum D}{N}$$

Where: $\sum D = 69$
 $N = 17$

$$= \frac{69}{17}$$

$$= 4,05$$

Difference means between pre-test and post-test (Md) = 4,05, squared deviation (X^2d) = 235, and total respondents (N) = 17.

$$t = \frac{4,05}{\sqrt{\frac{235}{17(17-1)}}}$$

$$t = \frac{4,05}{\sqrt{\frac{235}{17(16)}}}$$

$$t = \frac{4,05}{\sqrt{\frac{235}{272}}}$$

$$t = \frac{4,05}{\sqrt{0,86}}$$

$$t = \frac{4,05}{0,92}$$

$$t = 4,40$$

From data analysis above, we can see that the mean score of students' teaching listening in post test ($X_2 = 6,94$) is greater than the mean score of students' teaching listening in pre-test ($X_1 = 3,29$) it means generally students' teaching listening was developed of c_{ount} the researcher uses the level of significance or standard of significance (α) = 0,05 to find out the acceptability hypothesis. And the degree of freedom (df) = $N - 1$. The result of $t_{test} = 4,40$ analysis by testing criteria "t" table (t_{table})

Testing “t” table (t_{table})

Standard significance α = 0.05

Degree of freedom (df) = $N - 1$

= $17 - 1$

= 16

T-table = 2,92

T-test = 4,40

The testing t_{table} shows that, t_{test} (4,40) is bigger than t_{table} (2,92). When t_{test} is bigger than t_{table} ($t_{test} \geq t_{table}$) the students’ teaching listening is develop.

Table 4.1.6

The mean score and standard deviation

Types of test	Mean	Standard deviation
Pre-test	3,29	0,22
Post-test	6,94	0,93

Based on the table above indicate that mean score obtained by the students in pre-test was 3,29, the standard deviation was 0,22. Where the mean score of in post-test was 6,94, and the standard deviation was 0,93, it means that the mean score of pre-test and post-test obtained by the students was different.

Table 4.1.7

The result of t – test

Types of test	Score
t_{test}	4,40
t_{table}	2,92

The table 4.1.6 shows that the result of t_{test} is greater than the result of t_{table} ($4,40 \geq 2,92$).

The data indicates that the students' teaching listening in MA. Al-Muhajirien Mangkutana.

In other to know whether the pre-test and post-test significantly difference, the researcher used t_{test} analysis. The result of t_{test} is (4,40). To find out the degree of freedom (df) the researcher used the following formula:

$$\begin{aligned} df &= N - 1 \\ &= 17 - 1 \\ &= 16 \end{aligned}$$

For the level of significant (α) = 0,05 and (df) = 16 then the value of t_{table} = 2,92. The value of the t_{test} is greater than t_{table} ($4,40 \geq 2,92$). It means that there is significant between post-test and pre-test of the students' teaching listening before and after using missing lyrics strategy in teaching listening skill.

Criteria of hypothesis acceptability:

$t_{\text{test}} > t_{\text{table}}$ = Reject null hypothesis

$t_{\text{test}} < t_{\text{table}}$ = Receive null hypothesis

As we shown that $t_{\text{est}} = 4,40 \geq t_{\text{table}} = 2,92$. So, the researcher concludes that the null hypothesis is rejected while alternative hypothesis is received. It means that the use of missing lyrics strategy in teaching listening at the eleventh year students of MA. Al-Muhajirien Mangkutana 2012/2013 academic year is technique teaching listening.

2. The Questionnaires Result

Table 4.1.8

Do you have any problem in English learning?

No	Items of choice	Frequency	Percentage
1.	Always	10	58,82%
2.	Often	5	29,42%
3.	Seldom	2	11,76%
4.	Never	-	-
		17	100 %

The data above shows that most students of MA Al- Muhajirien have any problem in English learning that where 10 students (58,82%) choose “Always”, there were 5 students (29,42%) choose “Often” and 2 students (11,765%) choose “Seldom” of 17 students.

Table 4.1.9

Do you always study English?

No	Items of choice	Frequency	Percentage
	Always	5	29,41%
	Often	4	23,53%
	Seldom	5	29,41%
	Never	3	17,65%
		17	100 %

Based on the table above, it indicates that there were 5 students (29,41%) choose “Always”, there were 4 students (23,53%) choose “often”, there were 5 students (29,41%) choose “Seldom”, and 3 students (17,65%) choose “Never” of 17 students.

Table 4.1.10

In learning English, do you get material of Listening?

No	Items of choice	Frequency	Percentage
	Always	5	29,41%
	Often	4	23,53%
	Seldom	8	47,06%
	Never	-	-
		17	100 %

Based on the table above, it indicates that there were 5 students (29,41%) choose “Always”, there were 4 students (23,53%) choose “Often”, and 8 students (47,06%) choose “Seldom” of 17 students.

Table 4.1.11

After listening English songs, do you answer the question soon?

No	Items of choice	Frequency	Percentage
	Always	-	-
	Often	2	11,76%
	Seldom	15	88,24%
	Never	-	-
		17	100 %

The table above shows that there were 2 students (11,76%) choose “Often” and 15 students (88,24%) choose “Seldom” of 17 students.

Table 4.1.12

Do you always listening English songs?

No	Items of choice	Frequency	Percentage
	Always	10	58,82%
	Often	5	29,42%
	Seldom	2	11,76%
	Never	-	-
		17	100 %

The table above shows that 10 students (58,82%) choose “Always”, there were 5 students (29,42%) choose “Often” and 2 students (11,765%) choose “Seldom” of 17 students.

Table 4.1.13

Do you like sing the English songs?

No	Items of choice	Frequency	Percentage
	Always	3	17,65%
	Often	3	17,65%
	Seldom	7	41,17%
	Never	4	23,53%
		17	100 %

The data above shows that 3 students (17,65%) choose “Always”, 3 students (17,65%) choose “Often”, 7 students (41,17%) choose “Seldom” and 4 students (23,53%) of 17 students.

Table 4.1.14

Do you often study in group especially in learning English?

No	Items of choice	Frequency	Percentage
	Always	6	35,29%
	Often	5	29,41%
	Seldom	3	17,65%
	Never	3	17,65%
		17	100 %

The data shows that 6 students (35,29%) choose “Always”, there were 5 students (29,41%) choose “Often”, there were 3 students (17,65%) choose “Seldom”, and 3 students (17,65%) choose “Never” of 17 students.

Table 4.1.15

Do you have joined private English?

No	Items of choice	Frequency	Percentage
	Always	3	17,65%
	Often	3	17,65%
	Seldom	5	29,41%
	Never	6	35,29%
		17	100 %

The data shows that 3 students (17,65%) choose “Always”, there were 3 students (17,65%) choose “Often”, there were 5 students (29,41%) choose “Seldom”, and 6 students (35,29%) choose “Never” of 17 students.

Table 4.1.16

Do you always come to the laboratory to listening English songs?

No	Items of choice	Frequency	Percentage
	Always	2	11,76%
	Often	12	70,59%
	Seldom	3	17,65%
	Never	-	-
		17	100 %

The table above shows that 2 students (11,76%) choose “Always”, there were 12 students (70,59%) choose “Often”, and 3 students (17,65%) choose “Seldom” of 17 students.

Table 4.1.17

Do you like sing a song?

No	Items of choice	Frequency	Percentage
	Always	15	88,24%
	Often	1	5,88%
	Seldom	1	5,88%
	Never	-	-
		17	100 %

The data above shows that 15 students (88,24%) choose “Always”, 1 students (5,88%) choose “Often” and 1 students (5,88%) choose “Seldom” of 17 students.

B. Discussion

By considering the findings, the research presents the discussion of data given to the students; the section described the students' improvement in listening by using missing lyrics in the English songs method. The writer found out that using missing lyrics was effective in teaching listening at the Eleventh Year Students of MA. Al-Muhajirien Mangkutana. The students of MA. Al-Muhajirien was lower in pre-test than post-test. It could be identified from the result pretest and post-test. Therefore, using missing lyrics is an appropriate method to teach english especially to master listening in English.

The improvement students listening skill through using missing lyrics in the case, the research discusses the result of the data analysis in accordance with the scope of this research. The discussion is intended to know the effectiveness using missing lyrics method in teaching listening, and students' response towards missing lyrics when it applies in teaching listening. Using missing lyrics teaching listening was hoped could improve students' listening skill, in teaching process the research explained how to use missing lyrics in the English songs teaching method. Before starting research in pretest, the researcher found out students' reading skill by asking their English teacher, from the interview the researcher got information that the students' listening ability was lower.

The result of test show that mean score between the pre test and post test were significantly different. In pre test mean score was 3,29 and in post test mean score was greatly increase becomes 6,94.

1. Pre-test

Based on the comparison table above, we can see that in Pre Test, number of students got score in poor classification were 7 and 10 got bad, no students got excellent, good, and fairly. This fact implies that most of student had low ability in reading before treatment.

2. Treatment

The treatment was given in third meetings after the pre test has been conducted. The steps as follows:

- a. In the first (1st) meeting, the researcher explained about the use of listening and the importance of song in motivating the students in studying. Then, the researcher gave “If I Let You Go” lyric sheet and let the students wrote the missing lyrics of the song while hearing the song by speaker.
- b. In the second (2nd) meeting The researcher controlled the students’ listening activity by giving “Seasons in the Sun” lyric sheet while hearing the song played on speaker.
- c. In the third (3rd) meeting, the researcher gave “Insya Allah” lyric sheet to the students which there were some missing lyrics to fill after hearing at the song on the speaker. After finishing the missing lyrics in the song, researcher asked the students to write down the message of the song and researcher played the song again to refresh them.

3. Post-test

In the Post Test, there was a significant increase students’ score. There were 5 students got excellent classification, 5 students got good classification and 7 students got fairly classification, no students got poor and bad. This implies that students were encouraged to improve their listening in english through using missing lyrics.

Based on the result of the data analysis above shows that the teaching listening able to improve the students' listening ability. It can be seen on the table before where the means score of treatment class students, after giving treatment (used missing lyrics). Based on the data result of the data analysis above, the research found that there was significant different of the students teaching listening achievement after being taught through missing lyrics method. It can see the result of T_{test} value is higher than value of T_{table} 10, 12 > 2,921.

Based the students' respond on the treatment every meeting and the students answer the questionnaire it proved that the students toward teaching listening is positive, and negative response is rejected, it can see on the table questionnaire. And it had proved that the students teaching listening can improve and it can see on the difference score on the scores in the pre-test and post-test.

From the researcher' experience, the students' response in english listening teaching process using missing lyrics method, they could be more concentration in understanding a song and the students interesting when getting the listening material , this method help them to find out the missing of lyrics in the English songs that given by researcher. The students were easier to know about the song because they did preparation before listening, it was the first step in missing lyrics method that was preview and some steps in this method.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter is presented in two section, they are the first section is conclusion and the second is suggestion.

A. Conclusions

Based output during research in MA. Al-Muhajirien and explain in finding and discussion of the data analysis that presented in chapter IV, the writer want to describe the conclusion as follow: the first conclusion is missing lyrics is significantly effective in improving students' listening skill of the eleventh year students of MA Al - Muhajirien Mangkutana in academic year 2013/2014. It can be proven by the result in pre test and post test. In pre test mean score is 3,29 and in post test mean score is greatly increase becomes 6,94. And the second conclusion is missing lyrics strategy is an appropriate method to teach listening because it can help students to understand a text in the English songs by doing some steps in this method. The students' response during learning process by using Missing lyrics method is more positive because they more concentration and interesting in learning listening.

B. Suggestions

In order to increase the students' listening skill the researcher puts forward some suggestions, as follows:

1. Teacher

The English teacher can use English songs in teaching as media to develop students' listening skill. By using the missing lyrics teacher can motivate students in listening.

2. Students

Students can study English easily by using English songs. Most of students in senior high school always say that English is difficult. Nowadays, most of teenagers like to listening English song and the students is so curious with the lyric. By looking for some message of that song and write it, it will help students to study English.

3. Readers

The reader of this thesis can find the best way to teach English, especially by using English songs. Nowadays sing an English song is "booming" so the writer do hope to all the reader to find another "booming" media that can increase students' skill enjoyable.

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