

CHAPTER I

INTRODUCTION

1.1 Background

Listening is an interaction between speaker and listener and is a difficult skill to master since it needs more attention and concentration to comprehend the sound. The difficulty is caused by many factors varying from the differences in system sound of the targeted language and the learners' mother tongues, their lack of vocabulary, and their grammatical unawareness, to pragmatic differences between the two languages (Nashruddin, Wakhid. 2013)

Messages might be readily misread if one lacks the skill to listen effectively. Listening skill is critical for students to get knowledge from what they are listening to and then grasp and process the information they are receiving to have an understanding of the content they are listening to, (Yasin et al., 2017). The students' understanding level during the communication process may be seen when they grasp what they listen to. Listening is important because it demonstrates engagement in communication, which is especially important in English communication acquisition. The process of learning cannot be sustained if students are unable to grasp the teacher's information because they are unable to listen to it well (Rahmawati & Sianturi, 2021).

In English language learning which focuses on listening skills at SMPN 1 Bua, from the results of observations, several students experienced a little difficulty in understanding English lessons, especially the listening process. According to them, the monotonous learning process makes them bored and the choice of difficult vocabulary makes it difficult for students to understand. Many students are interested in listening to songs. Moreover, in this modern era, there are lots of English songs that are trending and related to students' lives, making them interested in listening to them. Therefore, research in this area needs to be carried out because missing song lyrics can be used by teachers to improve student achievement in listening skills.

One of the media to enhance listening skill the students is song. (Degrave, 2019) suggests that many English teachers have long recognized that song and music work well in language classes. The statement shows that teachers can use

song as a media to resolve the student's difficulties in listening and increase students' listening ability. By using songs to listening skill, students are given opportunity to improve their listening skill in different, fun and easy way. Song is one of things which the students like and listen almost every day. It also helps the students to get the information or vocabulary or anything by listening in one song because the students enjoy and listen it accurately. In this way, teacher and students can work together to improve students' listening skill.

Based on the reasons above, the researcher assumes that deep problems in students' listening skills are very important to solve, therefore the researchers took the title "Effectiveness of Using Missing Lyric English Songs to Improve Students' Listening Skills in Grade Seven of SMPN 1 Bua".

1.2 Problem Statement

Based on the research background above, researcher formulate the research problem as follow: "is the use of missing English lyric song effective to improve students' listening skills?"

1.3 Objective of the Research

To find out whether the use of missing song lyrics is effective or not in improving students' listening skills at SMPN 1 Bua or not.

1.4 Significance of the Research

In general, it is expected that the result of the research can give some contributions to the teaching-learning process and that the result can be useful, especially to the following parties.

1. To the English teacher in SMP Negeri 1 Bua. the English teacher will have an experience using missing lyric song to teach English especially the listening skills.
2. To students in SMP Negeri 1 Bua. The finding of the study helps to develop their listening skills.
3. To the researcher herself. The researcher can increase her motivation through the problem-solving process and a precious experience related to his understanding in research on education.

4. For future researchers. It can be used as a reference when researchers raise the same topic.

1.5 Scope of the Research

This research only focused on students listening skill. In this research, the researcher improves the students' listening skills by using missing lyric songs. By using missing lyrics songs, it can solve the problem of listening as well as the problem related to teacher, student, and process.

1.6 Operational Definition

The researchers defined several keyword terms associated with the title of the research to give a general understanding of the title:

1. Listening

Listening is one of the fundamental language skills, and crucial in the development of second language competence. Listening skill is the activity to identify and understand what others are saying. Listening skills can be meant the ability to pay attention or to hear something.

2. English Song

A song is a piece of music with sung words. People in the world have heard songs from the time they were born until they died. Songs can be used to show emotions, make us happy and help us relieve pain in the best way. Apart from that, songs can also be used in teaching foreign languages for various purposes. There are several types of songs such as classical music, jazz, country, rock, pop, blues, reggae and hip hop. In this research, the type of music chosen was pop music.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Some Pertinent of Ideas

1. Definition of missing lyrics

In Oxford Advanced Dictionary the definition of lyric is “expressing the writer’s emotions, usually briefly and in stanzas or recognized forms.” Moreover, lyric is “a set of words that make up a song, usually consisting of verses and choruses.”

“A song lyric as a unit of communicative acts that uses language as a tool to deliver meanings and create discourse.” (Riffaterre in Atmazaki, in Luqman, 2008:2). “The lyrics are first presented to students certain parts removed. After enjoying the song, students are asked to fill in the blanks with the words they catch.” (Shen, 2009: 92). “Songs is a pieces of music that have words, songs are musical words that use words on it which is calledlyrics.”(Griffie, in Romadon, 2005:12).

“Besides music, another indispensable element of songs is lyrics which serve as a direct genuine source of teaching materials in foreign language classes, so why should songs be overlooked by the teachers? There have been abundant researches abroad on songs as an authentic teaching resource in language teaching”.(Maley; Eken; Gaston; Geoff in Shen, 2009: 88).

From the definitions above, it can be summarized missing lyric is a lyric that it deliberately created in the blank form in some part of the lyric of the song. It needs to fill the blank lyric related with the song that we hear.

2. Song

Songs are an effective medium for conveying something message. Songs can capture and evoke patterns of feelings such as hope, desire, joy and even madness. A song is a a series of notes combined with a harmonious and complete rhythm by poetry that forms a beautiful harmony. Songs are often used as a tool to convey a message to others. The message conveyed through song lyrics or poetry, this is an example of verbal communication and non-verbal. Songs are verbal communication when viewed from the lyrics side. Lyrics usually contains the message that the communicator wants to convey to the person communication.

Songs convey their message with lyrics. General song lyrics packaged lightly and easy to remember. Every song must have meaning and it has its own meaning. The story of this song is the message that will be conveyed to others. Therefore, many people use songs as a medium express feelings to others. Songs are also one an example of a form of non-verbal communication when viewed from the perspective of tone and melody. With songs, the composer and singer of the song convey a message which is express himself regarding phenomena that occur around him. Song lyrics is a medium of verbal communication that has a meaning, if a song lyric right in the selection can have the same value as thousands words, or events, and are also able to attract the attention of the audience listen to the lyrics. Music that contains song lyrics will communicate some concepts. The concept is telling something, conveys the creator's impressions and experiences, and generates comments or social opinion. Music is used as a tool by creators. Interaction between music with the drama of the story in the text is often a contributor important in the process of conveying the message.

With lyrics written by the songwriter, he invites listeners to interpret with their experience and knowledge, as well process it as a basic basis for understanding song lyrics. With meaning Other song lyrics can produce many perceptions that are influenced by level someone's understanding that comes from their experience. Game the words of a song can bring listeners to appreciate and absorb it positive meaning of a lyric. To communicate song lyrics correctly, songwriters need a communication tool so that we can understand each other about something. There's a lot to do understood, one of them is a sign. So that the sign is understood correctly and the same, the same concept is needed to avoid misunderstandings or misunderstanding. But the sign is not always understood correctly and equally in audience. Everyone has their own different interpretation, therefore That's how the science of semiotics emerged. Daniel Chandler stated, in his book *Semiotic: The Basic*, semiotics is the science of signs. The sign itself can be in the form of words, image, sound, smell, taste, behavior, or object, but it cannot becomes a sign before we connect it with meaning. That matter making the song a sign that is given meaning by the creator; including the lyrics. (Chandler, 2017).

A song is an artistic composition of tones or sounds in a sequence, combination and temporal relationship (usually accompanied by musical instruments) to produce a musical composition that contains unity and continuity. Songs are a way to express emotions and feelings in a pleasant way. Songs can also be a medium for conveying criticism about the situation in society. Moral values are usually implied in the lyrics written by songwriters.

a. Generic structure of song

Some structures of a song in English are generally as follows:

1. Intro, the beginning of the song where the singer's voice cannot be heard, only the instruments.
2. Verse or verse, the introductory part to the chorus
3. Bridge, is used to bridge the parts of the song. Like between chorus and verse or chorus and modulated chorus. The notes played in the bridge are generally very different from the verse and chorus.
4. Chorus, the main message or story in the song. Uses a different and more pleasant tone pattern than verse.
5. The refrain or chorus is almost the same as the chorus. The chorus is usually simpler than the chorus. Refr means repetition.
6. The coda is the end of the song with the notes and verses that close the song. Unlike the bridge, the coda takes some pre-existing lyrics and tunes.

This structure is not rigid, so not all songs have a structure arranged like that. But in general every song must have a verse, chorus and bridge.

b. Language features of song (language characteristics of songs)

Songs also have linguistic characteristics, as follows:

1. Imagery (imagery or imagination) Describes about feelings and emotions, meaning that a song usually tries to describe the feelings felt by the writer.
2. Rhythm (rhythm) Rhythm here is used to create a mood. For example, if we are sad and listen to a song with a slow rhythm, we will be carried away by the song. So, rhythm creates mood!
3. Figures of speech (figurative words) Some figurative words used in a song, for example:
 - a. Metaphor.

At first glance, the two things being compared are not related, but actually there are similarities between the two things, for example: Time is a thief (time is a thief) or Her hair was silk (her hair was like silk).

b. Simile (figuratively)

Something is described as something similar using the words 'like' or 'as', for example: My love is like a red rose (my love is like a red rose).

c. Hyperbole

A thing is described excessively, sometimes intriguing because it's too much. For example: That math homework took me 8 million years to finish. (That math homework took 8 million years to complete)

d. Personification

An object appears like a person, meaning that the object (not a human) has human-like abilities. Such as: The wind whisper or The snowflakes dancing in the wind.

e. Alliteration

Repetition of sounds at the beginning of each word. For example: Peter Parker picks a pack of pants punctually (Peter Parker changes his clothes on time).

c. Listening skill

Listening skill is the earliest skill of any language. There is a process of listening and understanding the speaker's intentions so that there is an understanding process carried out by the listener, such as what (Julian Dakin 2000) expressed was, Listening is one half of the process of communication, it presupposes in the hearer a willingness and competence to understand what is said. Listening is a part of the process of communication, this suggests the listener has the will and competence to understand what is said. This means listening is a two-way communication process where the listener concentrates fully on what he is listening to so that there is an understanding of what is said by the source read.

Smaldino stated that hearing and listening is also a process of communication and learning as well as communication and visual learning, a message delivered by the sender and explained its meaning by the receiver (Sharon E. Smaldino 2012). Listening and listening are also processes of communication and learning as is the case with visual communication and learning, a message conveyed by the sender and the meaning explained by the recipient. Listening activities are the beginning of the communication process where communication This is a message sent by the sender and the recipient interprets the message with their hearing. When someone hears speech or the first time he tried to know the language without knowing the meaning of the language. After they have a lot vocabulary or vocabulary then listening skills can be implemented because this listening skill requires full attention to know the meaning of the source material being listened to.

Listeners' role is not just to hear. Actually listening involves comprehension. In this respect Wipf (1994) has said that listeners should be able to recognize the sound, word meaning and structures and they should have attention to the stress and intonation, Students should be conscious about the socio-cultural context of the exposed content. Listening activities also required in academic context, where the students have to deal with listening comprehension in the class. EFL (English foreign language) class, the students face difficulties in communication. These problems are not only because of their ability, but also from the teachers. To overcome this problem, developing such an interactive way to teach listening is recommended. Considering learning style also necessary when creating lessons, presenting material, and eliciting effective listening (Beall et.al, 2008).

Milasari (2008) stated that in listening to English as a foreign language the most important feature can be defined as:

- a. Coping with the sound
- b. Understanding intonation and stress
- c. Coping with redundancy and noise
- d. Predicting
- e. Understanding colloquial vocabulary

- f. Fatigue
- g. Understanding different accents
- h. Using visual and environmental clues.

a. Process of listening

The process of listening occur in five stages. They are hearing, understanding, remembering, evaluating, and responding.

1. Hearing

It is referred to the response caused by sound waves stimulating the sensory receptors of the ear; it is physical response; hearing is perception of the sound waves; you must hear to listen, but you need not listen to hear(perception necessary for listening depends on attention). Brain screens stimuli and permits only select few to come into focus-these selective perception is known as attention, an important requirement for effective listening.

2. Understanding

This step help to understand symbols we have seen and heard, we must analyze the meaning of the stimuli we have perceived; symbolic stimuli are not only words but also sounds like applause and sights like blue uniform that have symbolic meanings as well; the meanings attached to these symbols are a function of our past associations and of the context in which the symbols occurs. For successful interpersonal communication, the listener must understand the intended meaning and the context assumed by the sender.

3. Remembering

Remembering is important listening process because it means that an individual has not only received and interpreted a message but has also added it to mind 'storage bank. In listening our attention is selective, so too is our memory- what is remembered may be quite different from what was originally seen or heard.

4. Evaluating

Only active listeners is important listening participate at this stage in listening. At this point the active listeners weighs evidence, sorts fact from opinion, and determines the presence or absence of bias or prejudice in a message; the effective listener makers sure that he or she doesn't begin this activity to soon;

beginning this stage of the process before a message is completed requires that we no longer hear and attend to the incoming message-as a result, the listening process ceases.

5. Responding

This stage requires that the receiver complete the process through verbal and/or nonverbal feedback; because the speaker has no other way to determine if a message has been received, this stage becomes the only over means by which the sender may determine the degree of success in transmitting the message.

2.2 Previous Studies

1. Hairul Annas (2023) “the effectiveness of using missing English lyric song in the teaching of listening skill at MA Al Ma’Arif Montong are academic year 2022/2023. The aim of this research is to determine the effectiveness of Using the missing English song lyrics method to improve students' listening ability in English subjects in class 10 students MA AL-Ma'arif Montong Are. Research that used was a quantitative approach with a pre-experimental one group pre-test and post-test research design. Population of this study all MA AL-Ma'arif Montong Are students, totaling 50 students, The sample from this research was 10th grade students of MA AL-Ma'arif Montong Are totaling 18 students. Sampling is done by non-random sample. The instrument of this research is the listening by fill test in the gaps by administering pre-test and post-test. As for the results of This research uses a listening test obtained from the pre-test and post test which is calculated using the SPSS version 24.00 program. Results research shows that the value and percentage of the pre-test value The highest score achieved was 85, the lowest was 50 and the average score of the students was 67.2, while for the post-test results the highest score was 85 the lowest score is 65 and the average student score is 76.1. Therefore there was a significant improvement after being given treatment listening learning. The results of the test use a formula paired sample test shows that the 2-tailed significance is 0.001 with the criteria that if the sig value (2-tailed) < 0.05 then it is significant that H_0 is rejected and H_a is accepted. Thus it can be concluded that learning using missing English song lyrics is effective in improving students' listening learning.

2. Sudarmiati (2014) "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. 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 $t_{table} (tt)$, 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 conclution that missing lyrics in English songs was success in improving students' listening and it could be an alternative in teaching English.
3. Anggi Nugroho (2014) "improving the listening skills of the eighth grade students of SMP Negeri 2 Kalasan Yogyakarta through missing lyric songs in the academic year of 2013/2014" This action research is aimed to improve listening skill of the eight grade students of SMP N 2 Kalasan by using missing lyrics songs. To achieve the objective, the researcher did collaborative work. The collaborative work involved the English teacher as the collaborator and the students of grade VIII D and the researcher himself. The main subjects of this study were VIII D students of SMP N 2 Kalasan

who were in the first semester by the academic year of 2013/2014. This study, which lasted for a month, was carried out in two cycles. The data were obtained from the observations during the implementation of the actions, interviews with students and the English teacher, and students' listening sheet. The data were in the forms of interviews transcripts, field notes and students' listening scores. The validity of the data was obtained through democratic validity, outcome validity, process validity, and dialogic validity. The findings of this research showed that there were changes behaviors of the implementation of missing lyrics songs. They included students' involving, the students enjoyed and relaxed in the teaching learning process, were enthusiastic and active in doing the activities, and interested to learn English. It is concluded that missing lyrics songs improved the eighth grade students' listening skills at SMP Negeri 2 Kalasan.

2.3 Conceptual Framework

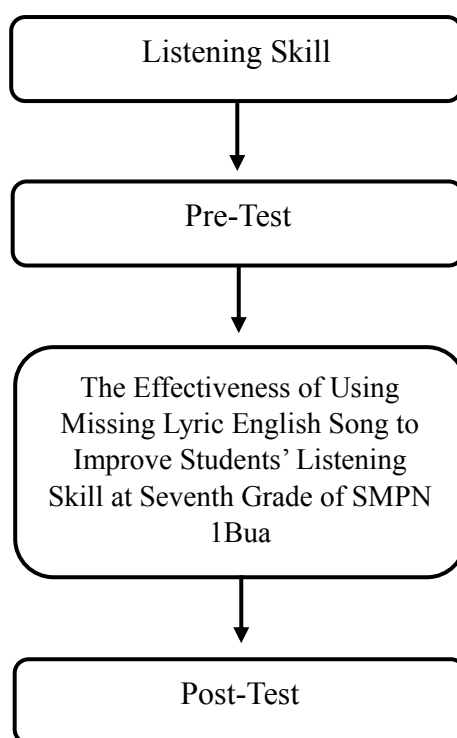


Table 2.1 conceptual framework

From the table above, the writer conduct research on students SMPN 1 Bua 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.

2.4 Hypothesis

The researcher formulated the hypothesis as follows:

1. H0 (null hypothesis): The use of missing song lyrics does not improve the teaching of students' listening skills.
2. H1 (Alternative hypothesis): The use of missing song lyrics can improve students' listening skills.

The statistical formulation is:

$\alpha < \text{sign. (2-tailed)}$ = H0 is accepted and H1 is rejected

$\alpha > \text{sign. (2-tailed)}$ = H1 is accepted and H0 is rejected

Based on the criteria above, if the significance (2-tailed) is smaller than ($\alpha=0.05$) then H1 is accepted. This means that the application of learning improves the listening skills of class VII students at SMPN 1 Bua. Meanwhile, if the significance (2-tailed) is greater than ($\alpha=0.05$), this indicates that the rejected H0 does not improve the listening skills of class VII students at SMPN 1 Bua. This means application in teaching improves listening skills.