

Thesis

**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**



Anggi Nugroho

09202244034

**English Education Department
Faculty of Languages and Arts
Yogyakarta State University**

2014

APPROVAL

**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**

A Thesis



by

Anggi Nugroho

09202244034

Approved on 13 January, 2014

Consultant,

Dr. Agus Widyanoro, M.Pd

NIP. 1960308 198502 1 001

RATIFICATION
IMPROVING THE LISTENING SKILLS OF THE EIGHTH GRADE
STUDENTS OF SMP NEGERI 2 KALASAN YOGYAKARTA THROUGH
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Anggi Nugroho

09202244034

Accepted by the board of examiners of Faculty of Language and Arts
State University of Yogyakarta on January, 2014 and declared to have
fulfilled the requirement to acquire a *Sarjana Pendidikan* Degree

Board of Examiners

Chairperson : Drs, Samsul Maarif M.A.

Secretary : Siti Mahripah, S.Pd., M.App.Ling

First Examiner : Dr. Margana, M.Hum., M.A

Second Examiner : Dr. Agus Widyantoro, M.Pd.

Yogyakarta, January, 2014
Faculty of Languages and Arts
State University of Yogyakarta
Dean,

Prof. Dr. Zamzani, M.Pd.
NIP. 19550505 198011 1 001

PERNYATAAN

Yang bertandatangan di bawah ini, saya:

Nama : Anggi Nugroho

NIM : 09202244034

Jurusan : Pendidikan Bahasa Inggris

Fakultas : Fakultas Bahasa dan Seni

Judul Skripsi : *Improving the Listening Skills of the Eighth Grade Students of SMP Negeri 2 Kalasan Yogyakarta through Missing Lyrics Songs in the Academic Year OF 2013/2014*

Menyatakan bahwa karya ilmiah ini adalah hasil pekerjaan saya sendiri. Sepanjang pengetahuan saya, karya ilmiah ini tidak berisi materi yang ditulis orang lain sebagai persyaratan penyelesaian studi di perguruan tinggi ini atau perguruan tinggi lain kecuali bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara dan etika penulisan karya ilmiah yang lazim.

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Yogyakarta, Januari 2014

Penulis



Anggi Nugroho

MOTTOS

**I CAN DO ALL THINGS THROUGH CHRIST WHICH STRENGTHEN ME (PHILIPPIANS
4:13)**

**AND WHATSOEVER YE DO, DO IT HEARTILY, AS TO THE LORD, AND NOT UNTO MEN;
(COLOSSIANS 3:23)**

**SETTING GOALS IS THE FIRST STEP IN TURNING THE INVISIBLE INTO THE VISIBLE
-TONY ROBBINS**

**OUR GREATEST WEAKNESS LIES IN GIVING UP, THE MOST CERTAIN WAY TO SUCCEED
IS ALWAYS TO TRY JUST ONE MORE TIME
-THOMAS A. EDISON**

DEDICATIONS

I fully dedicate this thesis to my beloved mother, Muraini

my beloved father, Sumardi Kromo

my beloved girlfriend, Dyanne Natalia

and dearest all my friends

ACKNOWLEDGEMENTS

Praise to the Lord, Jesus Christ, the almighty for the strength and mercy so that I could accomplish this thesis.

I would like to express my special appreciation and gratitude to my first consultant, Dr. Agus Widyantoro, M.Pd., for his advice and suggestions in completing this thesis. Special thanks go to Mrs. Ratih, S.Pd for her guidance in carrying out the research and all students of grade VIII D who help me in this research in SMP N 2 Kalasan.

My deepest gratitude goes to my beloved parents, my beloved girlfriend and friends for their guidance and supports so that I was able to finish this thesis.

I wish this thesis gives contributions to the improvement of the English teaching and learning process. Though, I also realize that this writing is still far from being perfect. Therefore, all criticisms and suggestions are appreciated.

Yogyakarta, January 2014

Anggi Nugroho

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By: Anggi Nugroho

NIM 09202244034

ABSTRACT

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.

Key Words: Listening skills, Missing Lyrics Songs

Chapter 1

INTRODUCTION

This chapter discusses background of the study, formulation of the problem, objective of the study, scope and limitation and definition of key terms

A. Background of the Problem

There are four skills of English that must be mastered by the students. They are listening, speaking, reading and writing. They are divided into two categories: receptive and productive skills. Listening itself is a receptive skill because it involves responding to a text, rather than producing a text. It also has been regarded as the most frequently used language. Listening in junior high schools is one of the kinds of the micro-skill that is taught. Learning listening in English for junior high schools is also highly recommended, moreover for those who have a desire to be able to communicate verbally with the English language. Good listening comprehension ability is important for students to achieve their speaking ability. So, this is the aim of listening in junior high school. There are correlations between listening and speaking.

There are many problems that may occur in listening. First, the speaker equipment is not ready enough to use. It means that the speaker has a problem like the sound is not clearly or loudly sometimes. It makes the material difficult to be understood. Second, the conversation is running fast. The students feel difficult to

understand what the conversation is talking about. It is because they are not accustomed to the speed of native speaker conversation. Moreover, they sometimes lost their attention during the listening section. The concentration in listening lesson is important. When they do not focus, they will miss some important points in the conversation. In addition, many students do not used to practice English, especially listening English conversation. Whereas, practicing English helps the students in listening.

Most students in this country still have difficulties in listening skill. Sometimes, they confuse when they listen a conversation, and they do not get the ideas. Moreover, they are also bewildered when they do not hear what the speaker said in the dialogue. Even though the teacher has given them the slow conversation, the conversation is too fast for them. It is because they do not used to listening the conversation. The teacher rarely gave them the real conversation.

The teaching technique influences to learn English. The teacher used the conventional method for their teaching listening skill to students. Meanwhile, the media, such as podcasts, songs, videos and many others, helps the teacher for teaching listening skill to students. Students can be more interested with media than the course book. Moreover, song is the most popular media in our daily life. It can be said that everyone loves song. Song, especially English song, is interesting media to teach English. For improving listening skill, the researcher will use this media with the unusual way. It is missing lyric.

Conducting the research on this area is necessary because missing lyric songs can be used by the teacher to improve the students' achievement in listening skill. Based on the reasons above, the researcher considers that the problems in students' listening ability are very important to be solved.

B. Identification of the Problem

To identify the problem, the researcher decided factors. There are some factors that influence student's listening ability. The first problem concerned with the students in SMP Negeri 2 Kalasan. The students were the main subject of the teaching-learning process and they had their own competence. The students did not have motivation in learning English. They thought that English is difficult to learn and is not interesting. The students are not interested with English because the method of teaching in the class made them bored with this subject. Moreover, the first language of the students is Javanese language. They are easy to give up with this lesson in the class and use their mother tongue language in the lesson. They will not to try to use English in the lesson.

The second problem concerned with the English teacher. The teacher admitted that the greatest problem for her is the classroom management. She hardly knew how to direct the students' attention to the lesson. The teacher could not handle the students especially the students in the back rows. It might cause failure in English learning process. The classroom management is one of the

factors to make all materials are transferred and the class condition is conducive. Furthermore, the teacher cannot motivate her students in the class. So, students do not have motivation to learn English again.

The next factor was media. The English teacher did not use existing media well in the teaching-learning process especially for teaching listening. The media such as sound system in the classroom is not used by the teacher in the listening lesson. Using media in teaching English is really useful and joyful for students. The media not only helps the teacher to transfer the material but also motivate the students to learn English more than before.

The last problem was the teaching technique that influenced the students' listening ability. The technique of teaching is bored. It made the students did not active in the classroom activity. So, the classroom interaction was low. The teacher applied some conventional techniques like dictation to teach the listening skill. The teacher did not use various teaching technique such as tape or mp3 player or media for the teaching. The teacher only used a course book and the LKS. So, she did not apply any interesting technique. The appropriate technique could improve the students' motivation to learn English.

One of the popular techniques is missing lyric songs. Missing lyric songs are appropriate because it can make students play and study in the same time. By using missing lyric songs, the students feel happy, so the materials can be learnt well.

In this research, the researcher and the teacher as collaborator decided to use missing lyric songs to improve the students' listening skills. It was because, based on the explanation above, missing lyric songs may offer some advantages when they are used to teach the listening skill.

C. Delimitation of the Problem

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.

D. Formulation of the Problem

The problem of the research can be formulated as follows: How can missing lyrics songs be implemented to improve the listening skills for eighth grade at SMP Negeri 2 Kalasan?

E. The Objective of the study

The objective of the study is to improve students' listening in grade eighth in SMP N 2 Kalasan by using missing lyrics songs.

F. Significance of the Study

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 2 Kalasan

The English teacher will have an experience using missing lyric song to teach English especially the listening skills.

2. To students in SMP Negeri 2 Kalasan

The finding of the study helps to develop their listening skills.

3. To the researcher herself

The researcher can increase his motivation through the problem-solving process and a precious experience related to his understanding in research on education.

4. To other researchers

Hopefully, other researchers can use this research as sources and reference in conducting similar study in this area.

Chapter II

REVIEW OF RELATED THEORIES

This chapter presents theories which underlie this research. The discussion of this chapter is divided into three main parts. They are a theoretical review, similar studies on the area and conceptual framework. In theoretical review, these parts concern about the definition of listening, theories of teaching listening method, techniques of teaching listening, theories of song, and theories of missing lyric. In the conceptual framework, the researcher shows relation between the theories to the study.

A. Theoretical Review

1. The Defination of Listening

Listening is a receptive skill which involves responding to the spoken language rather than producing the written language. It is extremely useful in routine action. Speaking skill can not be divided by other skills. It means that four skills (listening, speaking, reading and writing) are important in learning and teaching English. Moreover, listening is the first important skill because before the learners start to learn speaking, reading and writing, they have to learn listening first.

There are many definitions of listening as Helgensen and Brown (2007; 4), listening is the process of constructing meaning from spoken input. It means listening is not only hearing what people say but also comprehend it (Rost, 2007:3).

Listening is receiving, analyzing and interpreting the oral signals that come to someone and recreating message of the speaker (Bowen et.al, in Retmitasari, 2004: 5). Listening is the ability to identify and understand what others are saying. This involves understanding a speaker's accent or pronunciation, his grammar and his vocabulary, and grasping his meaning (Howatt and Dakin, in Yagang; Kral (Ed.), p.189). Listening also has often been called a passive skill. This is misleading because the listening skill demands active involvement from the hearer (Wijayanti, 2008: 2). Based on definitions above, it means that the listening skill has the important role as one of essentials in English language learning. They need to listen in what speakers say when the learners learn to communicate with English language because in listening, they try to understand and know the information that the speakers want to say. Many people think that listening as a passive skill because they only listen to someone talking, but in fact the listening skill is active to the hearer for listen and brain what are spoken by someone. Without listening, the information or message that they have spoken could not carry to the other people. Subsequently, Listening is much needed in English learning because when the teacher explains to the lesson or gives instruction to the students, it needs to listen.

2 . Theories of Teaching Listening Method

According to Richards (2007:56), teaching Listening has two different perspectives, they are; Listening as comprehension and Listening as acquisition.

a. Listening as Comprehension

Listening as comprehension is the traditional way of thinking about the character of listening. Certainly, in most methodology manuals listening and listening comprehension are synonymous. To facilitate understanding of spoken discourse, this view of listening is based on the assumption that the main function of listening in second language learning is. We will examine this view of listening in some detail before considering a complementary view of listening – listening as acquisition. This latter view of listening considers how listening can provide input that triggers the further development of second-language proficiency.

b. Listening as Acquisition

The discussion so far has dealt with one perspective on listening, namely, listening as comprehension. Everything they have discussed has been based on the assumption that the role of listening in a language program is to help develop learners' abilities to understand things they listen to. This approach to teaching of listening is based on the following assumptions:

1) Listening serves the goal of extracting meaning from messages.

2) Teaching listening strategies can help make learners more effective listeners.

3) To do this, learners have to be taught how to use both bottom-up and top-down processes to understand messages.

4) The language of utterances – the precise words, syntax, and expressions used by speakers are temporary carriers of meaning. Once meaning is identified, there is no further need to attend to the form of messages unless problems in understanding occurred.

c. Techniques of Listening

According to Brown (2001:14), techniques were the specific activities manifested in the classroom that were consistent with a method and therefore were in harmony with an approach as well.

Technique is any of a wide variety of exercise, activities, or tasks used in the language classroom for realizing lesson objectives (Brown, 2001:16). They are bottom-up, top-down and interactive processing (Nunan, 2003:26). They are presented as follows.

1) *Bottom-up processing*

Helgensen and Brown (2007:7) explain that the bottom-up model processing is how the listener is trying to make sense by focusing on the different parts like grammar, vocabulary and sound.

Bottom-up processing refers to delivering the meaning of the message based on the incoming language data, from sounds, to words, to grammatical

relationships to meaning. Stress, rhythm and intonation also play a role in bottom-up processing. Bottom-up processing would be active as the learner is signaled to verify comprehension by recognizing the intonation used by the speaker (Van Duzer; Buck; in Claudié, 2006:9).

In the bottom-up part of the listening process, it uses the knowledge of language and the ability to process acoustic signal to make sense of the sounds that speech presents to us. In other words, it uses information in the speech itself to try to comprehend the meaning. It segment speech into identifiable sounds and impose a structure on these in terms of words, phrases, clauses, sentences and intonation patterns. (Hedge, 2003:230)

Bottom-up techniques typically focus on sounds, words, intonations, grammatical structures, and other components of spoken language (Brown, 2001:260).

The advantage of this model is it is to see all the part of the language. On the other hand, dis-advantage of this model is the learners will miss some information such as to take the metaphor a step further-an unknown word or a new piece of grammar.

2) *Top-down processing*

Top-down processing refers to utilizing schemata (background knowledge and global understanding), knowledge of the structure of the text, knowledge and expectation of how language works, motivation, interests, and attitudes

towards the text to drive meaning from interpret the message.” (Van Duzer; Buck in Claudie, 2006:9).

Top-down listening, then, infers meaning from contextual clauses and from making links between the spoken message and various types of prior knowledge which listeners hold inside their heads.” (Hedge, 2003:232).

Top-down techniques are more concerned with the activation of schemata, with deriving meaning, with global understanding, and with the interpretation of a text.” (Brown, 2001:260).

It is the opposite of the bottom-up model. The bottom-up model is the learners start from their background knowledge, either general information based on the previous learning and life experience (content schemata) or awareness of the kinds of information used in a given situation (textual schemata). For example, the language in public places such as hospital, office or airport is different from the language that people use in socializing with their friends.

3) *Interactive processing*

According to Nunan in Claudie (2006:9), this model suggests that, in comprehending a discourse, they use information from more than one level simultaneously, meaning that listening comprehension process does not necessarily start with bottom-up process to the top-to-bottom one or vice versa but it happens at once. Comprehension is indeed an interactive process.

Based on the descriptions above, there are the three models of listening learning process. They are bottom-up, top-down and interactive processing. Each model has its own characteristics, advantages and disadvantages. Teachers have to be selective in deciding which model would best fit their needs and appropriate to their students.

3. Theories of Song

The song is a familiar thing and popular in society not only in general society but also in an education society. Most people like songs because they can make the feeling happy and could tell their aspiration.

Griffee (2001: 10), song is part of music that you sing through words. It is closely related to speaking, because speaking is an action of having a communication with others using oral language. Oral language can be defined simply just an activity which is combining the words together into something understandable.

a. The advantages and disadvantages of using songs in EFL classroom

1) The advantages of using songs

The advantages of teaching English through songs are easy to identify and to know the aspects of a society lifestyle. (Everett in Romadhon, 2005:16). According to Murphey in Chung (1994:111-112), the selected advantages of using songs are as follows.

- a) The most important thing is that music gives lots of fun and variety to students in the classroom.

- b) Music is relaxing.
- c) Songs as a learning material are usually short, self-contained texts which are quite easy to handle.
- d) English pop songs are live materials for the EFL students to know about the western cultures, people's ways of live, religion, love and many others. in a fun and natural way.
- e) Songs in general use simple conversational language with a lot of repetition, though some songs are quite complex syntactically and lexically, and poetically.
- f) Music is a very good way to increase rapport between teachers and students, as it's a communal activity which combines people together while they sing or listen.
- g) It offers a lot of practice for the students to link or blend the sounds of phrases or sentences naturally as they sing, following the tape, so that they can improve their pronunciation and intonation without noticing it.

According to Terhune in Chung (1997:112), the similar positive aspects in using songs, as follows:

- a) Music is a good source of comprehensible input,
- b) It has song-stuck-in-my-head phenomenon,
- c) Lyrics are conversational, personally associative, and participatory,
- d) Music is motivational,
- e) Song emphasizes intonation, stress, and rhyme in language,

- f) Music can enhance the classroom atmosphere,
- g) Redundancy and simplicity are good for learning,
- h) Music improves memory
- i) Songs are authentic language sources, and
- j) Songs are cultural and language reflects culture.

According to Dobson (2005:92), singing is a popular activity throughout the world and EFL/ESL students often delight in learning English songs. People may find that teaching an English song has the following benefits: (1) As they sing or play a recording of an English song, the students are apt to listen attentively, thereby improving their aural comprehension. (2) The vocabulary, Sentiments, and cultural background of the song can serve as discussion material. (3) Singing allows the students a chance to relax from the pressure of conversation. (4) Group spirit is fostered through singing. (5) The students can carry the songs beyond classroom doors and sing for family and friends. This, in turn, tends to reinforce the students' interest in learning English. (6) Singing is suitable for small and large groups alike.

2) The disadvantages of using songs

According to Murphey in Chung (1994:113), there are not a few teachers who are doubtful in using songs successfully:

- a) Administrators/teachers/students do not take music and songs seriously.
- b) Some students get too excited, or they just to listen, not to work.
- c) It takes away from the normal syllabus. Time is lost.

- d) Some teachers do not like to sing or are not musical.
- e) Students disagree about songs and have different musical test
- f) Pop songs have poor vocabulary; too much slang and bad grammar; and many songs express violence and sexism in content.
- g) Good educational songs EFL are boring.
- h) Songs go out of date very quickly, and many students are not interested in old songs.
- i) How do the teachers exploit the material usefully? What is the goal?
- j) Poor quality cassette/video recorder or lack of technical equipment due to cost.
- k) It disturbed neighboring classes.

Terhune in Chung (1997:113) also points out almost similar negative aspects to Murphey. The aspect are mentioned as follows.

- 1) Many songs do not have clear pronunciation or they have too much instrumental background and are difficult to understand,
- 2) The lyrics of some songs are not grammatically correct or too convoluted thereby adding to the confusion of the language learners.
- 3) Some lyrics are too embarrassing, such as drugs, sex, and so on.
- 4) Repetition makes the songs boring and useless with the limited vocabulary,
- 5) Songs are too fast or too slow compared to normal speech,
- 6) They are not useful for teaching functions or grammar,

- 7) Pop songs are a lazy teaching method,
- 8) Students have different learning styles,
- 9) Students have different tastes in music and may not like the songs the teacher chooses,
- 10) The songs are not scholarly,
- 11) Some schools have poor sound equipment making it difficult to understand the songs.

According to Romadhon (2005:16-17), the disadvantages of using English songs, as follows: (1) Teaching English by listening songs needs a lot of money and time. (2) Instead of comprehending the content of the songs, students are more interested in listening to the music of the songs. (3) During the classroom activity, teaching English by using songs disturb another class because of the sound. (4) The language of the sound sometimes misleading.

Based on explanation above, song has some advantages and disadvantages. Some advantages of the song are giving lots of fun and variety to students in the classroom, be able to improve memory, motivational and many others. But, song has also disadvantages. They are having poor vocabulary, too much slang and bad grammar, sexism in content, expressing violence and many others.

4. Theories 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.”(Griffee, 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.

B. Conceptual Framework

In learning listening, students are bored with this skill because when I observed SMP N 2 Kalasan, the English teacher just gave the conversation to them orally. Perhaps, as the first time, this technique is acceptable for them but for their learning, they would quickly get bored. So, based on this problem, the students and the teacher need the technique to improve and to increase students' listening ability and motivation to learn English.

Missing lyric songs can be used as a technique to help them to learn English easily. While also improving students listening skills, it is also able to increase their motivation to learn English. Motivation is needed to support someone and influence to do something to get the own goal and purpose. Moreover, improving the listening skill by missing lyric is not only for fun but also it may give the new atmosphere for students and the teacher as a technique in teaching-learning. Students can experience a wide range of accents. A good thing about songs is that it can expose the students to many different kinds of English, such as British English and American English. By using this technique, the students can study English and have fun in the same time. It is expected that the teaching-learning process will be improved at SMP N 2 Kalasan after the technique is applied.

CHAPTER III RESEARCH METHOD

A. Type of the Research

Classroom action research is the type of this research. In this study, researchers would directly concern in improving students' listening ability to focus on the issues that were found in the teaching-learning process based on initial observations and interviews.

This research was aimed to describe the action in the process of improving students' listening skills. Collaborative action was the nature of this study relating teachers of English as a collaborator and the researcher himself. In addition, collaborative action research focused on improving the quality of teaching and learning.

In doing this action research, the researcher considered phases which were involved in each cycle. Those were planning, action, observation, and reflection. Every phase was done based on the researcher's ideas on the research. The processes of phases could be drawn as figure 1

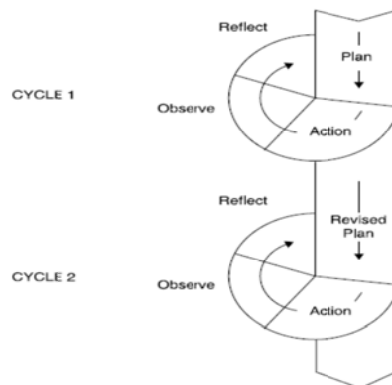


Figure 1: Cyclical AR model based on Kemmis and Mc Taggart (1988)

B. Setting of the Research

This part consists of three issues. The first issue is the place of the research, the second issue is the schedule of the research and the last issue is the learning setting. Each part will be discussed below.

1. Place of the Research

The place of the research was SMP N 2 Kalasan. SMPN 2 Kalasan is located in Kledokan, Selomartani, Kalasan, Sleman. It is about 6 Km from Jogja-Solo street and it is rather difficult to reach particularly for the students since there is no public transportation. The students who go to school by public transport have to walk about 10 minutes from Jogja – Solo street to reach their schools. Most of students use bicycle to go to school or their parents drop the students off to school by motorcycles or cars.

2. Learning Setting

SMPN 2 Kalasan is led by a headmaster named Mrs. H. Nurul Wachidah S.Pd. He graduated from Natural Sciences Department, Yogyakarta State University. There are four English teachers in SMPN 2 Kalasan. They are Mrs. Tavip Zulaifah, S.Pd, Mrs. Ratih S.Pd, Mr. Slamet Darmanto, S.Pd, and Mrs. Nur Hapsari Astriningsih, S.Pd. Mrs. Tavip graduated from Ahmad Dahlan University and Mr. Slamet graduated from UST Yogyakarta. Mrs. Nur Hapsari Astriningsih graduated from Brawijaya University. Moreover, Mrs. Ratih is a new comer at SMP 2 Kalasan. She

recently graduated from Yogyakarta State University. In addition, she would be the collaborator in the research.

SMPN 2 Kalasan has 18 classes in all grades. Each grade consists of six classes. It has three laboratories. They are two biology laboratories and a computer laboratory which are often also used in learning English. It also has a green house for the students who want to plant flowers and it also has a badminton court. There is a library in the east of the badminton court and mosque in the south of the school hall.

3. Schedule of the Research

The research was carried out during the teaching-learning activities in SMP N 2 Kalasan, Sleman in the academic year of 2013/2014. The data collection was done two or three times in a week with a duration of 35 minutes each meeting. This research was conducted from July 17th until August 21st, 2013.

C. The Subject of the Research

The research was conducted collaboratively by all members of the research. They were the students of VIII D, English teacher, and researcher himself. In data collection, the researcher was helped by his friend who is studying in the Department of English Language Education.

D. Instrument of the Research

1) Observation checklist

The observation checklist was used to check the implementation of the missing lyrics songs technique in the teaching and learning process. The observation checklist was referred by putting a tick to statements of the teaching and learning process which had been done. There were three major points to list in the observation checklist such as pre-teaching, whilst-teaching and post-teaching each parts of which has many points.

2) Field notes

The field notes was used to note the data in this research. This field notes was used to write and record anything during the implementation of missing lyrics songs in the teaching listening process in the class. The researcher also used field notes to complete in collecting information and data. The field notes also helped the researcher related to the weaknesses and obstacles found in the research.

E. Data Collection Techniques

The data in this research consist of quantitative and qualitative data. The quantitative data obtained through the mean score of the students. The qualitative data were the description of the process during the action based on interview transcripts, observation checklists, and students' listening tasks. In this research, there were some steps that need to be done by the researcher as the procedure to collect the data, such as:

1. Class Observation

The researcher and the teacher observed the teaching and learning process in class VIII D. Here, the researcher would take much information about students' listening progress, students' behavior in learning listening, the teacher's action in the class, and problems related to the teaching-learning process was noted. The information was needed by the researcher in the next action plan in this research.

2. Asking the material lyrics song text applied in the listening class from the teacher.

The researcher asked the appropriate material of missing lyrics songs from the teacher based on Competence Standard and Basic Competence. The researcher should find the songs which are containing the materials.

3. Recording the implementation of using song in teaching listening class.

Then, the researcher would observe the class of VIII D by recording the activities done by the teacher and students during missing lyrics songs were applied the listening class.

4. The researcher makes field note and observation checklist.

After record the implementation of missing lyrics song in the class, the researcher made field notes based on what was done and filled the table of observation checklist by the teacher and students during the technique was applied in the class.

5. Interviews

Then the writer interviewed some students to get information about the responses the implementation of using missing lyrics song in the listening class. In addition, the researcher also interviewed the teacher as the collaborator for much further planning in this research, which were the appropriate material and planned will be implemented. The interview guideline helped the interviewer to focus on the conversation on several items.

6. Photographs Taking

The researcher would take some photographs in teaching and learning process this research is running. The photographs were taken to support the data. According to Burns (1999:101) photographic data hold promise as a promise as a way of richly illuminating numerous aspects of the classroom quickly and relatively inexpensive and providing new angles on the context being researched. So, photographs were important as evidence while taking research.

The collected data would be used as the sources to evaluate and reflect the research cycle. The descriptions of all the data collection techniques in this study are presented underneath

Table 1. Data collection techniques and instruments

| No | Data | Instruments | Techniques |
|----|------------------------------------------------------------|----------------------------------------------|--------------------------------|
| 1. | Classroom teaching and learning process | Observation guideline Interview guideline | Interview |
| 2. | Implementation of missing lyrics songs | Interview guideline | Observation Interview guide |
| 3. | Involvement in students in students' listening performance | Documentation | Listening performance test |

F. Technique of Data Analysis

Analysis involves reducing and organizing the synthesizing, searching for significant patterns, and discovering what is important (Ary, Jacobs and Razavieh, 2002:465). According to Miles and Huberman (1994:11), they define analysis as consisting of three current flows of activity; data reduction, data display, and conclusion drawing and verification:

1. Data Reduction

Data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in written-up field notes or transcription.

2. Data Display

The second major flow of analysis activity is data display. Generically, a display is an organized, compressed assembly of information that permits conclusion drawing and action.

3. Conclusion drawing / verification

The third stream of analysis activity is conclusion drawing and verification. From the start of data collection, the qualitative analyst is beginning to divide what things mean is nothing regularities, patterns, explanations, possible configurations, causal flows, and propositions.

G. Validity and Reliability of the Data

To make the data valid, the researcher used five kinds of validity. The data validity of this research was based on Burns (1999: 161). They are democratic validity, outcome validity, catalytic validity, process validity, and dialogic validity. In this research, to get the democratic validity the researcher interviewed the students and discussed with the teacher to find the problem to be solved. To get the process validity, the researcher observed the classroom activity, interviewed the teacher and the students, and had a discussion with the teacher. To get the catalytic validity, the researcher asked the students and the teacher's response after the implementation of the actions. To fulfill the dialogic validity, the researcher asked the English teacher to act an observer during the implementation of the action. The last is outcome validity, to fulfill the outcome validity, the researcher was not able to solve the problem only, but also constructed new questions related to the research.

Meanwhile, the reliability of the data would be gained by giving the field notes, test, interview transcripts, and other record. To gain the trustworthiness, the researcher used triangulation. According to Burns (1999:163) says the aims of

triangulation is to gather multiple perspectives on the situation being studied. Burns also adds there are four different ways of triangulation. Those are explained as follows:

1. Time triangulation: data were collected at one point in time.
2. Space triangulation: data were collected across different subgroups of people.
3. Investigator triangulation: more than one observer was used the same research setting.
4. Theoretical triangulation: the data were analyzed from more than one perspective.

H. Procedure of the Research

There are four steps in the study of structural actions suggested by Kemmis and Mc Taggart in Burns (1999:33). They are the thematic concerns- Reconnaissance, planning, action and observation, and reflection. Each step is described as follows:

1. Determining the Thematic Concern-Reconnaissance

The reconnaissance step was conducted by the researcher to find out information concerning students' listening ability. The researcher interviewed the English teacher first to collect the data. Then, he conducted a classroom observation of the listening teaching and learning process of VIII D. He identified the problems in VIII D students listening skill. Furthermore, the researcher also interviewed the students to find out their difficulties in learning English.

The steps would be carried out in order to fulfill democratic validity. Each participant would be given the benefit to share their opinions, feelings, and expectations throughout the study. After that, the researcher with the collaborator analyzed the problems which exist and classify them based on its urgency scale of priorities to be solve and finally, made next planning.

2. Planning

After the researcher and the collaborator identified the problems, they made the plan of the actions to be implemented in order to solve the low students' listening skill. The researcher tried to improve the listening ability of the students VIII D of SMP N 2 Kalasan. The researcher and the collaborator prepared the technique to solve the problems, teaching material and the instruments to collect the data.

In this research, the researcher implemented two cycles. Each cycle consisted of three meetings, so the action was implemented in six meetings. However, before conducting the research, the researcher made course grid, lesson plans and other instruments for the research.

3. Action and Observation

After the planning was accepted, the actions would be implemented in the class. The actions would implement in two cycles. Cycle I conducted in three meetings, and Cycle II conducted in three meetings too. In cycle 1, the researcher and the collaborator decided to teach many expressions based on the Standard of Competence and Basic Competence such as expression of admitting and denying

the facts; expression of asking, giving and refusing helps; expression of asking, giving, rejecting the items. In cycle 2, the researcher decided to teach descriptive text; expression of agreement and disagreement; and expression of compliment and congratulation.

The researcher and the collaborator observed and took notes of anything that happened in the class. After that, the researcher interviewed the students and the teacher as a collaborator to find out the implementation of the missing lyrics songs. Therefore, the data collection technique used is filling the observation checklist, field notes, taking photographs.

To fulfill the process validity, the researcher examined the data and identified it. It would be supported by some data sources that show the process which was valid. In addition, to assess the catalytic validity, the researcher gave the benefits to the teacher as a collaborator and the students to give their response.

4. Reflection

After the researcher conducted the actions completely, the researcher and the collaborator conducted reflections. They evaluated the implementation of missing lyrics songs. It would be done to find out whether the actions were successful or not. If the actions carried out were successful, the researcher and the collaborator continued to implement those actions by giving a different topic to the students.

There are the indicators that indicate whether the actions are success or not. Those are

- a. The students are able to respond to the spoken language such as answering and doing the action.
- b. The students are able to recognize grammatical word classes and rules.

However, if the actions are unsuccessful, the researcher and the collaborator would try to find the suitable actions to use the missing lyrics songs in teaching listening. To fulfill the dialogic validity, the researcher will collaborate with English teacher to review the value of the actions.

CHAPTER IV

REASERCH FINDINGS AND DISCUSSION

This chapter presents the process of the research conducted in Cycle I and Cycle II, the result of the research and the interpretation of the findings. Each cycle in this research consists of planning, action and observation, and reflection. This chapter also presents the quantitative data obtained throughout the research to support the qualitative data. The details of the processes are presented below.

A. Research Findings

1. Identification of the Field Problems

To identify the problems in the field, the researcher made a preliminary observation. The researcher interviewed the teacher and the students of VII D and observed the teaching learning process of VII D. Based on the classroom observation, then, the researcher presented a vignette which explains the process of English teaching and learning. The vignette would show a preliminary observation data.

The class was begun at 06.50. Some of students were very noisy when the teacher came to the class. Most of them were not ready to study yet. They were busy with themselves such as talking to their friends, playing games, and eating some foods.

The English teacher (Mrs. Ratih) opened the class. Then, she greeted students and asked the students to pray together. Then, she checked the students' attendance. She called them one by one. There were no students who came late and all students came to class.

Then, the teacher asked the students about the material. The students answered the questions. Then, the teacher wrote the outline of students had to do. The teacher gave the examples of how to pronounce some words and the students repeated it after the teacher. With instruction by the teacher, they opened the English book. Then, the teacher asked the students to perform the dialogue based on the material but they were shy. They were not confident to do it. The teacher asked the students to do the task in pairs. Many of students did not know the meaning of some words. After that, they wrote their pair works in the white board. The others student gave command their friend work. One student gave the wrong answer. The class must be finished at 08.40 but the teacher finished the class at 08.25 because she wanted to researcher to introduce

Based on the vignette above, the researcher and the English teacher discussed some problems that were found. Those problems are explained in the table below.

Table 2. Problems in the English teaching-learning process in Class VIII D, SMP N 2 Kalasan

| No | Problems | Codes |
|----|------------------------------------------------------------------------------------------------|-------|
| 1 | The students are not ready to study | S |
| 2 | When the teacher was explaining materials, some students was busy with their activity | S |
| 3 | Students made noise in the class | S |
| 4 | Students had low vocabulary | S |
| 5 | Students are lazy to bring the dictionary | S |
| 6 | Students had difficulties in pronunciation | S |
| 7 | The materials are from the course book and LKS | M |
| 8 | Dictation is the teacher s' technique in teaching listening | Met |
| 9 | The teacher did not use media in the teaching-learning activity, such as games, songs and etc. | F |
| 10 | The teacher often let students do their own activity | T |
| 11 | The teacher did not apply the missing lyrics songs in the class | Tech |

(continued)

(continued)

| No | Problems | Codes |
|----|--------------------------------------------------------------------------------|-------|
| 12 | Some students are passive in the class | S |
| 13 | The students did not pay attention to the teachers' explanation | S |
| 14 | Some students were not confident | S |
| 15 | Students are not interested in English class especially in the listening class | S |
| 16 | Students had low ability in the listening skill | S |
| 17 | Students were not interested to check the dictionary. | S |
| 18 | Students asked other students to answer the teacher's questions | S |

S: students T: teacher M: material Met: method F: facilities Tech:

Technique

From the list of the problems in the English teaching-learning process in Table 1, the problems were then categorized into three levels of difficulties. They are seriousness, urgency, and feasibility. Based on the seriousness level, the problems are listed below.

Table 3. Problems of the seriousness level

| No | Problems | Codes |
|----|----------------------------------------------------------------------------|-------|
| 1 | The students are not ready to study | S |
| 2 | Students are not interested in English class especially in listening class | S |
| 3 | The teacher did not use media in the teaching-learning activity | Med |
| 4 | Some students are passive in the class | S |
| 5 | Some students were not confident | S |
| 6 | Students had difficulties in pronunciation | S |
| 7 | The students did not pay attention to the teachers' explanation | S |
| 8 | Students had low vocabulary | S |
| 9 | Students asked other students to answer the teacher's questions | S |
| 10 | Students are lazy to bring and consult the dictionary | S |

(continued)

(continued)

| No | Problems | Codes |
|----|-----------------------------------------------------------------|-------|
| 11 | The teacher often let students do their own activity | T |
| 12 | The materials are from course book and LKS | M |
| 13 | The teacher did not apply the missing lyrics songs in the class | Tech |
| 14 | Students made noise in the class | S |
| 15 | Dictation is the teachers' technique in teaching listening | Met |

S: students T: teacher M: material Met: method F: facilities Tech: Technique

After categorizing problems of the seriousness level, the researcher categorized those problems to the level urgency in the English teaching and learning process. The table is shown below

Table 4. Problems in the urgency level

| No | Problems | Codes |
|----|----------------------------------------------------------------------------|-------|
| 1 | Students are lazy to bring and consult the dictionary | S |
| 2 | Students had low ability in listening skill | S |
| 3 | Students are not interested in English class especially in listening class | S |
| 4 | Dictation is the teacher technique in teaching listening | Met |
| 5 | The teacher did not apply the missing lyrics song in the class | Tech |

S: students T: teacher M: material Met: method F: facilities Tech: Technique

Based from the list above, the researcher and the English teacher discussed the feasibility of the field problems to be solved. Then, they discussed which field problems related to the students' listening ability those were feasible to be solved soon. There were such problems

1. The students had low ability in listening skill.
2. The students were passive in the class
3. Dictation was the way in teaching-learning activity
4. Students were not interested in English class especially in listening class

Because those problems were categorized as listening skills problems, the students required activities which can improve their ability. They needed interesting, useful and joyful listening activities to solve the listening problems. Finally, the researcher and the English teacher chose the missing lyrics song to be the technique to solve those problems. This process is said to be valid since it was done in line with the concept of democratic validity in which the researcher worked collaboratively with the English teacher as the collaborator to determine the problems and find the solution.

2. Implementation of the Actions

a. Report of Cycle 1

In this cycle, the researcher and the teacher tried to solve the writing problem that focused on responding to the spoken language in students' listening skills by applying the missing lyrics song. The researcher conducted this cycle 1 in three meetings.

1) Planning

In this stage, the researcher and the teacher planned how to improve students' listening skills. They planned some actions to be implemented. They are reported as below.

a) First Meeting

In the first meeting, the researcher and the English teacher planned to:

- (1) teach the expressions of admitting and denying the facts through missing lyrics songs,
- (2) apply group work,
- (3) apply the missing lyrics songs,
- (4) give an individual listening test in the end of lesson.

b) Second Meeting

In the second meeting, the researcher and the English teacher planned to:

- (1) teach the expressions of asking, giving and refusing help through missing lyrics songs,
- (2) apply group work,
- (3) apply the missing lyrics songs,
- (4) give a listening test

c) Third Meeting

In the third meeting, the researcher and the English teacher planned to:

- (1) teach the expressions of asking, giving, rejecting items through missing lyrics songs,
- (2) apply group work,
- (3) apply the missing lyrics songs,
- (4) give an individual listening test in the end of lesson.

2) Action and Observation

The teaching and learning process in Cycle 1 was carried out three times i.e. on July 17th; 20th and 23th, 2013. The schedule of Cycle 1 can be seen in the table below.

Table 5. **The schedule of Cycle 1**

| Meeting | Date | Time | Material |
|---------|------------------------------|--------------|--------------------------------------------------|
| 1 | July 17 th , 2013 | 2x35 minutes | Expressions of asking, giving, rejecting facts |
| 2 | July 20 th , 2013 | 2x35 minutes | Expressions of asking, giving and refusing helps |
| 3 | July 23 th , 2013 | 2x35 minutes | Expressions of asking, giving, rejecting items |

The teaching and learning process in Cycle 1 which was conducted in three meetings is discussed as follows.

a) First Meeting

The first meeting was held on July 17th, 2013. It was done in the VIII D classroom began from 08.10 until 09.20 a.m. The researcher acted as the teacher, while the English teacher became the observer.

The researcher opened the lesson by greeting. Then, he checked students' attendance one by one and asked students' condition after the long time the researcher did not meet them. After that, he asked the students related in the topic. He asked them how to ask, give and reject facts. Students did not know how to express facts. He gave them the lyrics of "*Simple Plan – Perfect*" and "*Christina Aguilera – Hurt*".

R: Researcher Ss: Students

R *memulai pelajaran dan menanyakan apakah Ss suka mendengarkan lagu. Ss serentak menjawab mereka suka mendengarkan lagu. R memberikan lirik dari "Simple Plan – Perfect" and "Christina Aguilera – Hurt". Ss tampak antusias dan penasaran dengan lirik lagu yang diberikan "Kayaknya pernah dengar lagu ini deh". Kemudian R bertanya pada siswa, "Do you ever hear these songs? ". Ss menjawab "Ndak tahu sir". Caesar menjawab " ini lirik Simple Plan klo ga salah tapi yang satu lagi gak tahu". R menjawab " Yes, that's right. It's Simple Plan – Perfect and the second one is Christina Aguilera lyric. The title is "Hurt". R menanyakan kepada Ss apakah mereka pernah mengungkapkan fakta.*

R started lessons and asked whether Ss likes to listen to the song. Ss simultaneously answered they like to listen to the song. R gave the lyrics of "Simple Plan - Perfect" and "Christina Aguilera - Hurt". Ss seemed enthusiastic and curious about the lyrics of the song are given "I think never heard this song". R asked, "Do you ever hear these songs? " Ss responded "I Do not know, Sir". Caesar answered "Simple Plan's lyrics if I am not wrong, but I do not know the other one". R answered "Yes, that's right. It's Simple Plan - Perfect and the second one is Christina Aguilera lyric. The title is "Hurt". R asked Ss if they ever express the facts.

(Field Notes July 17th, 2013)

The researcher opened the lesson by greeting. Then, he checked students' attendance one by one and asked students' condition after the long time the researcher did not meet them. After that, he asked the students related in the topic. He asked them how to ask, give and reject facts. Students did not know how to express facts. He gave them the lyrics of "*Simple Plan – Perfect*" and "*Christina Aguilera – Hurt*".

Then, the researcher played “*Simple Plan – Perfect*” and “*Christina Aguilera – Hurt*” and also told them to find the expression of the facts in the lyric. He played each song twice. After that, the researcher asked them which is the expression of the facts and showed them the correct expression. Moreover, the researcher gave them more explanation the expression of asking, giving and rejecting the facts. The students paid attention to the researcher explanation.

Afterwards, the researcher gave another lyric of “*Glee – Oops I did it again*” and “*Glee – What I did for love*” without the title in the paper and some of the lyrics were missing. Students worked it in pairs. Some students sang while listening to the song and fill the missing lyrics. These songs were played twice. Then, when they have done, the researcher checked the worksheet together and explained again the expression of the facts that they found. They were happy and enthusiastic. After that, the researcher gave again the last lyric, the lyric of “*Keane – It’s not true*”, as their individual score. Students filled 10 missing lyrics words. The teacher played this song three times. Finally, when all students had filled all the missing lyrics, the teacher and students discussed what the correct answers are. The teacher asked the expression of the facts that students found in this song. Students answered the teachers’ question.



Figure 2 The students did missing lyrics songs sheet individually

Before the researcher ended the class, he summarized the lesson to students. After that, the researcher previewed to the next material. Then, the researcher ended the class by saying good bye to the students.

b) Second Meeting

The second meeting was done on July 20th, 2013. It was done in the VIII D classroom began from 07.00 until 08.10 a.m. The researcher acted as the teacher and the English teacher became the observer.

The researcher opened the lesson by greeting the students. He checked students' attendance list and he called students was on by one. Then, he asked them about the last meeting. Students answered him simultaneously. Students still remembered the material and songs. After that, the researcher gave them lyrics of "*Adam Lambert – What do you want from me*" and "*Usher – Can you help me*"

R: Researcher Ss: Students

R memberikan lirik ke Ss lirik lagu "Adam Lambert – What do you want from me" and "Usher – Can you help me". Ss nampak penasaran dan tidak mengetahui lirik lagu yang diberikan. R bertanya kepada mereka " Do you ever ask someone to help you?". Ss menjawab "Pernah, Sir". R bertanya kembali " How do you ask someone helps?". Ss menjawab "bisa bantu aku gak? ". R berkata "Good, How is it in English?". Ss menjawab " Can you help?". R berkata "Good". Selanjutnya, R menyuruh Ss untuk menemukan ekspresi meminta bantuan di lirik lagu yang telah di berikan.

R provided the lyrics of songs "Adam Lambert - What do you want from me" and "Usher - Can you help me" to Ss. Ss seemed curious and did not know the songs. R asked them, "Do you ever ask someone to help you?" Ss responded "I did it, sir". R asked again "How do you ask someone helps?". Ss responded "Bisa bantu aku gak?". R said " Good, How is it in English? ". Ss said "Can you help me, Sir". R said " Good". Furthermore, R told Ss to find the expression of asking helps in the lyrics that had been given.

(Field Notes July 20th , 2013)

The teacher played the song of "*Adam Lambert – What do want from me*". Students was invited to find expressions of asking and giving help. After that, he asked one of the students at random to answer questions. He did it because some students did not focus to the lesson so the students became seriously to respond to the material provided. Then, the teacher gave the lyrics "*Usher – Can you help me?*" and "*Lenka – Everything's Okay*". Here, in the lyric of "*Usher – Can you help me?*" he gave the lyric with the answer box for students could choose the answer easily and "*Lenka – Everything's Okay*" was without the answer box. The researcher wanted to compare which instruments are appropriate for them to increase their listening skill. In these parts, students were better able to fill the blank lyric in the lyric of "*Usher – Can you help me?*" than the lyric of "*Lenka –*

Everything's Okay". But, the teacher decided to use without the answer box for in the cycle 1. Then, he asked students which are the expression of asking, giving and refusing helps in those lyrics. He explained many expressions of asking, giving and refusing helps to students.

Before the researcher gave the last lyric song, he told students many clues how to answer the blank lyric without the answer box. He also let them to read the lyric briefly. The lyric is "Mary J Blige - I can do it all by myself". Next, the teacher played the song three times. The teacher involved students in checking answers. Some students were able to answer correctly and some students were nearing the correct answer. This was done because they could not write down the correct one, for example "Life" was written "Live".

In the end, the researcher asked the students collected the worksheets. Then, he asked the students' difficulties because there was no question, the researcher reviewed the lesson which have been studied. Then, the researcher gave the topic for the next meeting. Subsequently, she asked the students to study the next lesson and closed the lesson by saying good-bye.

c) Third Meeting

The third meeting was done on July 23st, 2013. It was done in the VIII D classroom began from 09.30 until 10.45 a.m. The researcher acted as the teacher and the English teacher became the observer.

The researcher opened the class by greeting the students and checked the students' attendance. Then, he asked them about the last meeting. Students

answered him. Students remembered the material. After that, he gave them the lyric of “Backstreet Boys - Not For Me” to students.

R: Researcher Ss: Students

R memberikan mereka “Backstreet Boys - Not For Me”. R menyuruh mereka untuk mereka untuk menandai ekspresi tentang meminta, memberi dan menolak barang. R memutar lagu tersebut sebanyak 2 kali. Ss mendengarkan dengan seksama dan sebagian dari mereka menyanyikan lagu tersebut sambil melihat lirik. Ss berkata “Wah bagus lagunya”. Setelah lagu selesai diputar, R menanyakan kepada Ss ekspresi apa yang mereka temukan yang sesuai dengan topik. Ss terdiam karena tidak tahu. R mengajak mereka untuk mencari perbait. R berkata “Is there any the expressions of asking, giving and rejecting items in the first part lyric?”. Ss menjawab “No, Sir”. R menanyakan lagi “How about the chorus?”. Ss menjawab “Not for me, Sir.” R berkata “ Good Job. It is the expression of rejecting items.”

R gave them "Backstreet Boys - Not For Me". R told them to them to mark the expressions of asking, giving and rejecting items. R played the song twice. Ss listened carefully and most of them sang the song while viewing the lyrics. Ss said "Well, It's a good song". After the song finished, R asked Ss what they discovered expression in accordance with the topic. Ss were silent because they did not know. R invited them to seek per stanza. R said, "Is there any the expressions of asking, giving and rejecting items in the first verse?". Ss answered "No, Sir". R asked again "How about the chorus?". Ss responded "Not for me, sir." R said "Good Job. It is the expression of rejecting items."

(Field Notes July 23th , 2013)

Furthermore, he asked them to work in pair. The researcher gave them “Copeland - May I Have This Dance” and “TC - This Is For You” lyrics. These songs are played twice. Then, when they had done, the researcher checked the worksheet together and explained the expressions of asking, giving and rejecting items further. Next, the researcher provided the last lyric, the lyric of “Ost. High School Musical 3 – May I have this dance”, as their individuality score. Students filled 10 missing lyrics words. The teacher played this song three times. Finally,

when all students had filled the entire blank lyric, the teacher and students discussed what the correct answers are. The teacher asked the expressions of asking, giving and rejecting items further that students found in this song. Students answered the teachers' question. Students found the expression of asking items.

Before the researcher ended the class, he summarized the lesson to students. Then, the researcher gave the topic for the next meeting. Subsequently, he asked the students to study the next lesson and closed the lesson by saying good-bye.

The teaching and learning process of the two meetings can be said to be valid because it was done in line with the concept of process and catalytic validity. The process validity was fulfilled by data which were gathered through observation, interview, and discussion with the collaborator. It was supported by some data sources, such as field notes, interview transcripts, and samples of students' works that showed the process was valid. In addition, the catalytic validity was fulfilled by the chance given to the students and collaborator to give their response dealing with the action implemented. Besides, the result of the action is reliable because it is in line with the concept of time triangulation.

3) Reflection

The reflection which is needed to evaluate the actions implemented in Cycle 1 was based on the observations during the teaching and learning process. Based on the results of observations which were done through writing in the form of field

notes, interview transcripts, and samples of students' work, the researcher elaborates the improvements and weaknesses of Cycle 1.

The first improvement was on students' motivation in the class participation. By applying the missing lyrics song, the students were enthusiastic in learning the materials and doing the listening test. It can be proven from these following data.

R: Menurut kamu apakah penjelasan tentang materi tadi sudah jelas apa belum?

(In your opinion, was the explanation about the material clear?)

Ss: Sudah (bersama-sama)

(yes, it was clear)

R: Apakah kamu senang belajar bahasa Inggris memakai missing lyrics song?

(Did you like to learn English using the missing lyrics song?)

Ss: Sangat senang.

(I was very fun)

R : Kenapa?

(Why?)

Ss: Karena mendengarkan lagu itu menyenangkan.

(Because listening songs were interesting)(S5)

R: Apakah kamu merasa terbantu saat belajar dengan menggunakan missing lyrics song?

(Did the missing lyrics song help you when you learned English?)

Ss: ya. Karena hepi

(yes) (Because I was happy)(S20)

R: Researcher Ss: Students (July 23st, 2013)

R: "Menurut kamu belajar menggunakan "missing lyrics" menarik tidak?"

("Did you like having a lesson using "Missing Lyrics"?)

Ss: "Sangat menarik, mas"

("It was very interesting, Sir")

R: Menarik mana belajar listeningnya memakai songs atau tape recording?

(Which is one more interesting when you learn listening? Songs or tape recording?)

Ss: Pakai song dong.

(Songs were more interesting)

R: Researcher Ss: Students (July 23st, 2013)



Figure 3 The students are enthusiastic in doing the tasks cooperatively

In addition, the weaknesses dealing with the researchers' technique, these are the songs were too fast and unclear; the speakers and asked students reading the lyrics first, can be seen in the following interview transcript:

R: “ *Bagaimana pendapat ibu dengan penerapan “Missing lyrics song” dalam pembelajaran listening?*”
 (“ What is your opinion about the implementation of missing lyrics song to teach listening?”)

ET: “ *Dari pengamatan saya, semua berjalan dengan baik. Saya melihat siswa antusias terbantu dalam pembelajaran listening dengan teknik ini. Mereka terlihat senang. Terlihat kalau mereka sedang mengisi lirik sambil bernyanyi. Tapi ada beberapa saran dari saya mas, terkadang pemilihan lagu yang bertempo cepat dan pronounciation nya kurang jelas yang membuat mereka sulit menangkap lirik yang kosong tersebut, selain itu persiapan speaker yang lebih memadai mas, soalnya walaupun dikelas ini ada speaker tapi tidak terlalu bagus kualitasnya, jadi mas mempersiapkan speaker yang bagus. Selain itu, menurut saya sebaiknya setelah memberikan lyric paper ke siswa, siswa sebaiknya di beri waktu untuk membaca lirik dan memahami tentang lirik yang diberikan.*”

(“From my observation, all went well. I saw students learning listening enthusiastically helped with this technique. They looked pleased. It could be seen when they were filling the lyrics, they were singing. But there are a few suggestions, sometimes upbeat song and its pronounciation is not clear which made them difficult to catch the the empty lyrics. In addition to the preparation of a more sufficient speaker, because there are speakers in this class, but not very good

quality, so you should prepare a good speaker. Moreover, I think you should give them the time for reading the lyric paper. Students should be given the time to read the lyrics and understand the lyrics given”

R : *“Iya bu, terimakasih buat saran nya, untuk masalah pemilihan lagu memang sedikit mengalami kesulitan bu, soalnya saya harus mencari lagu yang liriknya sesuai dengan standar kompetensi dan kompetensi dasar. Jadi terkadang saya terpaksa memakai lagu bertempo cepat karena memang Cuma lagu tersebut yang ber isi tentang ekspresi yang sesuai. Tapi saya akan usahakan untuk mencari lebih banyak lagu yang tetap sesuai dengan SKKD dan juga lebih mudah di dengarkan.*

(“Yes, Mam. Thank you for advice, to issue the song selection is a bit difficult Mam, for I need to find a song whose lyrics according to the standard of competence and basic competences. So, sometimes I was forced to use a fast tempo song because it's just the song that had the contents of the appropriate expression of standard competence and basic competence. But I will try to find more songs that fixed according to the SKKD and also easier on the listen.”)

ET: “ Iya mas, cari yang banyak ya. Menurut saya lagu itu sangat banyak sekali.

(Good, I think many a lot songs have been made.)

In brief, the result of students’ listening test in Cycle 1 can be seen from the sample of student’s listening test presented below.

RIA KHORUNNISA / 22

Take my hand,
 Take a breath,
 Pull me close,
 Take one step,
 Keep your eyes locked on mine
 And let the music be your guide.

Won't you promise me
 (Now won't you promise me, that you'll
 never forget)
 You'll keep dancing
 (To keep dancing)
 Where ever we go next.

Reff:
 It's like catching lightning,
 The chances of finding someone like you.
 It's one in a million,
 The chances of feeling the way we do.
 And with every step together,
 We just keep on getting better.
 So can I have this dance?
 (can I have dance)
can I have this dance?

Take my hand,
 I'll take the lead,
 And every turn will be said with me,
 Don't be afraid,
 Afraid to fall,
 You know I'll catch you through it all

And you can't keep us apart

(Even a thousand miles can't keep us apart)
 Cos my heart is where ever you are

back to Reff

Bridge:
 Ohh no mountains too high and no oceans
 too wide,
 Cause together or not, our dance won't
 stop.
 Let it rain, let it pour.
 What we have is worth fighting for.
 You know I believe that we were meant
 to be.

Oooohhh.

back to Reff again

Salah = 1
 Benar = 8

Nilai = 90

It = Anisa - P.

Figure 3 The students' listening sheet in the third meeting

From the sample of student's listening test above, it can be concluded that the student could respond to the spoken language. Yet, the students still confused when they ought to change the spoken language into written language.

From the elaboration above, the results of Cycle 1 are said to be valid because it is appropriate with the concept of dialogic, and outcome validity. It means there are some improvements and weaknesses after the implementation of the actions which were supported by some data in the form of field notes, interview transcripts, and samples of students' work. Furthermore, it also can be said that the results are said to be reliable because there were more than one observer in collecting the data. It is in line with the theory of researcher triangulation.

b. Report of Cycle 2

The teaching and learning process in Cycle 2 was conducted in three meetings. In this cycle, the researcher and the English teacher as the collaborator tried to recognize vocabularies and grammatical word classes or rules.

1) Planning

In this stage, the teaching and learning process in Cycle 2 was divided into three meetings. In this cycle, the researcher and collaborator administered three steps as discussed in the following section. They also designed some actions to be implemented. They are reported as underneath.

a) Fourth Meeting

In the first meeting in Cycle 2, the researcher and the English teacher planned to:

- (1) introduce of descriptive text and identifying the characteristics descriptive text through missing lyrics songs,
- (2) apply group work,
- (3) apply the missing lyrics songs,
- (4) give an individual listening test in the end lesson.

b) Fifth Meeting

In the second meeting, the researcher and the English teacher planned to:

- (1) teach the expressions of agreement and disagreement through missing lyrics songs,
- (2) apply group work,
- (3) apply the missing lyrics songs,
- (4) give a listening test

c) Sixth Meeting

In the third meeting, the researcher and the English teacher planned to:

- (1) teach the expressions of compliment and congratulation through missing lyrics songs,
- (2) apply group work,
- (3) apply the missing lyrics songs,
- (4) give an individual listening test in the end lesson.

2) Action and Observation

The teaching and learning process in Cycle 2 was carried out three times i.e. on July 24th, August 20th and 21st, 2012. The schedule of Cycle 2 can be seen in the following table.

Table 6. **The schedule of Cycle 2**

| Meeting | Date | Time | Material |
|---------|--------------------------------|--------------|-----------------------------------------------|
| 1 | July 24 th , 2013 | 2x35 minutes | Descriptive text |
| 2 | August 20 th , 2013 | 2x35 minutes | Expressions of agreement and disagreement. |
| 3 | August 21 th , 2013 | 2x35 minutes | Expressions of compliment and congratulation. |

The teaching and learning process in Cycle 2 which was conducted in three meetings is elaborated as follows.

a) Fourth Meeting

The third meeting was carried out on July 24st, 2013. It was done in the VIII D classroom began from 08.10 until 09.20 a.m. The researcher acted as the teacher and the English teacher became the observer.

The researcher opened the lesson by greeting. Then, he checked students' attendance. The teacher asked what they know about the descriptive text. Students did not know about it. The researcher explained the descriptive text and showed them the characteristics of this text. Then, he gave them the lyric of "*Alanis Morissette - Hand in My Pocket*". They filled adjective words. The teacher made them realized that the characteristic of the descriptive text is an adjective. The researcher, then, explained more the descriptive text and showed them the example of descriptive text. The title is "*The Sea Eagle*". The text is taken from "*English in Focus*" for grade VIII Junior high school. The teacher

explained characteristics of Descriptive text. Next, he played this song again twice and then showed them the key of descriptive text. He asked them to work in pairs to fill “*Bruno Mars – Just the way you are*” lyric. Here, they were fun for they knew this song. They filled the lyric while sang. If students still confused about the text in the first lyric, in the second one, they started to know how to fill the missing lyrics. It means that the song they know before could help them to understand the material.

Afterward, in this day, the researcher gave them individual listening missing lyric test. They are “*Ost. Sound of Music – Edelweiss*” and “*Lenka – Everything at once*”. The researcher asked them whether they knew about both songs. In the cycle 2, the researcher gave the answer box in every missing lyric.

R: Researcher Ss: Students

R menanyakan mereka apakah mereka tahu lagu “Ost. Sound of Music – Edelweiss” and “Lenka – Everything at once”. R menanyakan hal tersebut setelah membagikan lirik – lirik kepada Ss. Ss memperhatikan beberapa saat lirik – lirik yang diberikan. Ss menjawab “ Yang satu ini tahu, iklan lagu nya windows 8, tapi yang satu nya gak tahu.”. R berkata “Yes. That’s right. The second one is Ost. Sound of Music – Edelweiss. It’s from 1965.” Ss berkata “ Wah aku rung lahir cah” . They laughed together. R berkata “ So, Which one do you want to the first? “. Ss menjawab “ Lenka, Sir.” R berkata “Okay”.

R asked them if they knew the song 'Ost. Sound of Music - Edelweiss' and 'Lenka - Everything at once'. R asked that after distributing the lyrics to the Ss. Ss noticed given lyrics. Ss responded "I know this one, it is windows 8 advertisement song, but that the other one did not know yet.". R said, "Yes. That's right. The second one is Ost. Sound of Music - Edelweiss. It's from 1965. "Ss said "I was not born yet". They laughed together. R said "So, Which one do you want to the first?". Ss responded "Lenka, sir. 'R said" Okay ".

(Field notes July 24st, 2013)

He asked students to read the lyric first. The researcher played Lenka's song three times and students filled the missing lyrics. Next, he gave them the lyric of "Ost. Sound of Music – Edelweiss". He also played this song three times. In this lyric, students were rather difficult to fill than Lenka's song. Eventhough, Lenka's song is more complicated lyric, they were easier to fill since they have heard this song before. The researcher also learned to do not make the blank lyric in sequence. It made them difficult to fill the missing lyric like in "Ost. Sound of Music – Edelweiss" song. Moreover, this problem made the researcher realize that the song which is they have heard before, although it's upbeat, they could to fill the missing lyric. After that, the teacher and students matched the correct answers. In this part, students learned new vocabularies for the teacher told them the meaning of the words in Indonesia language.

Before the researcher ended the class, he summarized the lesson to students. Then, the researcher gave the topic for the next meeting. Subsequently, he asked the students to study the next lesson and closed the lesson by saying good-bye.

b) Fifth Meeting

The fifth meeting was held on August 20th, 2013. It was done in the VIII D classroom began from 09.55 until 11.15 a.m. The researcher acted as the teacher, while the English teacher became the observer.

The researcher opened the lesson by greeting students and he asked the leader of the class, Tasya, to lead a pray. Then, he checked students' attendance. The researcher also reviewed the previous materials. The teacher, then, asked them how to express agreement and disagreement. Students asked the teacher what agreement and disagreement were. Many of students did not know the expression of agreement and disagreement. He told what agreement and disagreement are in Bahasa and finally they knew the meaning of it. Afterwards, the teacher asked students how to express agreement and disagreement in English. Students were in silent moment. He gave them "*Katy Perry - Agree To Disagree*" and "*Otis Redding - That's A Good Idea*" lyrics to introduce them the expression. He played the songs and students were asked to find the expressions. Next, the researcher asked what they found expressions. Some of them answered question correctly. Then, he explained the other expression of agreement and disagreement further.

Next, the teacher gave students the lyric of "*Kate Voegele - I Won't Disagree*". Before the researcher played the song three times, he inquired them to read the lyric and sounded them the answer box word by word. In this part, he learned from the cycle 1 that give them clue and sound of words before they do missing lyric can help them to fill the blank lyric. Next, he checked the answer simultaneously. Students found the expression of agreement in this song. Afterwards, the researcher gave them the last lyric, "*I Don't Think So*" by Kelis.

Here, students worked individually. They were given the time to read and sounded off words in the answer box.

R: Researcher Ss: students

R memberikan lirik lagu “ Kelis - I Don’t Thing So” dan menyuruh Ss untuk membaca lirik dan mendengarkan kata – kata di dalam kotak jawaban. R memutarakan lagu. Setelah lagu diperdengarkan dua kali, Ss secara serentak bernyanyi bersama di bagian “I don’t think so”. Mereka tertarik dengan bagian dari lagu tersebut karena unik. Setelah selesai, R dan Ss bersama – sama mencocokkan jawaban yang benar. R bertanya “ What is the missing lyric of number 2?” Ss bernyanyi “I don’t think so, I don’t think so” secara bersama – sama. R berkata “Great! This is the expression of disagreement. So if you want to disagree with someone or something; you can say “I don’t think so”

R provided the lyrics to "Kelis - I Do not Thing So" and inquired Ss to read the lyrics first and listened the words in the answer box. R played the song. After the song is played twice, Ss were simultaneously singing along at the "I do not think so". They interested in the part of the song because it is unique. When completed, R and Ss answered the correct answer together. R asked "What is the missing lyric of number 2?" Ss sang "I do not think so, I do not think so". R said "Great! This is the expression of disagreement. So if you want to disagree with someone or something; you can say "I do not think so"

(Field notes August 20th, 2013)

They were fun with this song. Students were easily to remember the expression through missing lyric song. Finally, the researcher ended the class, he asked about their difficulty. Students asked the other words in the lyric. He answered. After that, the researcher previewed to the next material. He also said that tomorrow was the last meeting of his research. Then, the researcher ended the class by saying good bye to the students.

c) **Sixth Meeting**

The sixth meeting was held on August 21th, 2013. It was done in the VIII D classroom began from 08.20 until 09.55 a.m. The researcher acted as the teacher, while the English teacher became the observer.

The teacher opened the lesson by greeting the students. He led a pray. Then, he called the rolls. After that, he reviewed the material, and then, the students answered the researcher question about previous materials. The researcher told them about material outline. Next, he asked them about the expression of congratulation and compliment.

R: Researcher Ss: students

R bertanya " Do you ever give congratulation to your friend? Or Do you ever give them compliment?". Ss menjawab " Yes, Sir." Ss serentak menjawab bersama. R bertanya "How do you express it?". Tasya menjawab " Congratulation". R berkata " Good!, how about compliment?" Ss terdiam karna tidak mengetahui arti dari compliment. R bertanya " What is compliment in Bahasa?" Ss diam tidak mengetahui. R berkata " Compliment is memuji". Beberapa Ss berkata " Ow...". R bertanya kembali " So, How do you express compliment to your friend or someone else?". Arga menjawab " kamu cantik sekali". R berkata "Great! It's in Bahasa. Howis it in English?". Ikhsan berkata " You are beautiful". R menjawab "Very good".

R asked "Do you ever give congratulation to your friend? Or do you ever give them compliment? ". Ss responded "Yes, sir." Ss responded in unison together. R asked "How do you express it?". Tasya replied "Congratulation". R said, "Good!, How about a compliment?" Ss were silent because they did not know the meaning of a compliment. R asked "What is compliment in Bahasa?" Ss were quiet. R said "Compliment is memuji". Some Ss said "Ow ". R asked again "So, How do you express compliment to your friend or someone else?". Arga replied "Kamu cantik sekali". R said "Great! It's in Bahasa. How is it in English? ". Ikhsan said, "You are beautiful". R replied "Very good".

(Field notes August 21st, 2013)

He provided students the lyric of a song from 1951, “*Louis Armstrong – Congratulation to Someone*”, as brainstorming the expression of congratulation. He played twice and ordered them to find the expression. Then, when the teacher asked students what the expression is, he explained further of the expression of congratulation and also told the purpose of the song based on the lyric. After that, he gave them the second lyric. It was “*Carrie Underwood – Mama’s Song*”. The teacher also played it twice and inquired them to find the expression of compliment based on the lyric itself. When they found it, the researcher gave explanation of the expression of compliment. Students responded to teacher’s question about another expression of compliment. Moreover, the teacher reminded students the present tense implicitly.

Next, the researcher provided them with “*Cliff Richard – Congratulations*” and “*Shane Filan – Beautiful in white*” as individual sheet. He asked them to read the lyric first before they filled the blank and sounded off the box answer to help them listening those words well. He played those songs three times. Then, after all was done, the teacher and students answered it together. Students asked the teacher of the difficult words and the teacher shared the meaning of those songs. They were very enthusiastic when they heard those songs. Since the songs have the beautiful melody and easy listening.

After that, the researcher asked the students whether there were any difficulties during the lesson. Since the students did not have any difficulties, the

researcher reviewed the lesson which had been studied. He closed the lesson by prayer and saying goodbye.

3. Reflection

Reflection is required to assess the actions implemented in the cycle 2 is based on observations during the teaching and learning process. Based on the results of observations made in writing in the form of field notes, interview transcripts, and samples of student work, the researcher outlines improvements and weaknesses Cycle 2.

As shown in cycle 1, the application missing song lyrics can be motivating students in the learning process. It could lead the students to focus and pay attention to the materials delivered. It can be proven from these following data.

R: Researcher Ss: Students

R bertanya "Have you done to find the expression of compliment?". Ss menjawab "Yes, Sir." Auriel berkata " Puter sekali lagi Sir, lagunya bagus e. Sekalian mencocokkan jawaban". Arga berkata "Puter terus Sir juga gak papa". R menjawab "Okay, once again.". Ss diperdengarkan lagu " Shane Filan – Bautiful in White" dan mereka mencocokkan jawaban sambil bernyanyi.

R asked "Have you done to find the expression of compliment?". Ss responded "Yes, sir." Auriel said "Play it once again, Sir! That song is nice and I also want to match all my answers. ". Arga said "You can play over and over again, Sir, It's all right". R answered "Okay, once again." Ss listened the song "Shane Filan - Bautiful in White" and they matched the answers while singing.

(Field notes August 21st, 2013)

Furthermore, by applying missing lyrics song, the students were assisted in their listening skill in terms of recognize grammatical word classes and rules.

These can be proven by the following interview transcript.

R : *“Menurut kamu penjelasan tentang setiap ekspresi yang pernah diajarkan jelas?”*

(“Was the explanation of many expressions clear or not?”)

Ss : *“Sudah” (bersama-sama)*

(“That was clear”) (together)

R: *“Apakah kamu senang belajar menggunakan missing lyrics song?”*

(“Did you like to learn by using missing lyrics song?”)

Ss: *“Senang” (S20). “Hepi” (S5)*

(“Yes, I did”)(S20). (“I was fun”) (S5)

R: *“Kenapa?” (“Why?”)*

Ss: *“Karena menyenangkan dan mudah dimengerti.” (S20)*

(“Because it pleased and easy to comprehend”)

R: *“Apakah kamu merasa terbantu belajar dengan menggunakan missing lyrics songs?”*

(“Did you think the missing lyrics song help you to learn English?”)

Ss: *“Iya Sir, materi nya jadi mudah dimengerti dan diingat.” (S6)*

(“Yes, I did Sir. The materials to be easy to understand and to remember”)(S6)

R: *“Apakah aktifitas yang digunakan tadi menarik ?”*

(“Were the activities interesting?”)

Ss: *“Menarik mas”*

(“The activities were interesting Sir”)

R: *“Lebih suka belajar menggunakan apa saat belajar listening? Missing lyrics song atau tape recorder?”*

(“Which one did you prefer when you learned listening, using missing lyrics song or tape recorder?”)

Ss: *“Missing lyrics song, Sir”.*

(“Missing lyrics song, Sir”)

R: the researcher Ss: the students (Interview August 21th, 2013)



Figure 5 The Students fill missing lyrics song sheet individually



Figure 6 The teacher shared some comments about the effectiveness of missing lyrics song.

It can also be seen from the sample of students' listening test below.

Nama = SURU Lambang K.
 kelas = DID
 No = 28

Not sure if you know this
 But when we first met
 I got so nervous I couldn't speak
 In that very moment
 I found the one and
 My life had found its missing piece

Reff:

So as long as I live I'll love you
 Will have and hold you
 You look so beautiful in white
 And from now to my very last breath
 This day I'll cherish
 You look so beautiful in white
 Tonight

What we have is timeless
 My love is endless
 And with this ring I
 Say to the world
 You're my every reason you're all that I
 believe in
 With all my heart I mean every word

(back to reff)

oooh oh
 You look so beautiful in white

So beautiful in white
 Tonight
 And if a daughter what our future
 holds
 I hope she has your eyes
 Finds love like you and I did
 Yeah, I wish she falls in love and I will
 let her go
 I'll walk her down the aisle
 She'll look so beautiful in white

(back to reff)

S= 0
 B= 10

| | |
|-----------|-----------|
| ring | white |
| look | daughters |
| nervous | cherish |
| aisle | piece |
| beautiful | timeless |

10

Figure 5 The students' listening sheet in the sixth meeting

3. General Findings

Based on the reflection of Cycle 1, missing lyrics song was successful to improve the students' motivation and students' listening skill in terms of responding to spoken language. Nevertheless, there were still some problems dealing with the teaching-learning process and the students were confused to change the spoken language into written language especially in the listening test. Therefore, the researcher and the collaborator continued the cycle. In cycle 2, missing lyrics song was successful in improving the eighth grade students' listening skill. For that reason, after the result of the last cycle had shown a good improvement in students' writing skills, the researcher and the collaborator decided to stop the cycle.

Table 7. **The changes (before and after the implementation)**

| Before actions were conducted | After actions were conducted | |
|--------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|
| | Cycle 1 | Cycle 2 |
| The Students had low ability in listening skill. | Missing lyrics song was successful to improve the students' listening ability since the students enjoyed, comfortable, and relaxed in the teaching-learning process. | Because missing lyrics song was applied, the students' listening ability improved. |

| | | |
|-----------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| The students were passive in the class. | Most of the students were enthusiastic and active in doing the activities. | Missing lyrics song could make the students more communicative, sang along, and happy in relating themselves in the learning activities. |
| Dictation is the way in teaching-learning activity | The researcher in the teaching-learning process used missing lyrics song and speaker. So, the activities in the class can be more varied. | Applying many songs in missing lyrics technique, as interesting media which were relevant to the materials given, it made the teaching-learning process can be varied and pleasurable. |
| Students are not interested in English class especially in listening class. | Missing lyrics song could make them interested to learn English by listening skill. | The Students interested learning English through missing lyrics song especially in listening skill. They liked listening songs. |

Based on the table above, 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

B. Research Discussion

As the final reflection, the researcher and the English teacher as the collaborator discussed the result of this research. They developed a conclusion that missing lyrics song can be the effective technique to help students in learning listening. In other words, missing lyrics songs can improve students' listening skills. Consequently, after the result of the last cycle had shown a good

improvement in students' listening skills, the researcher and the collaborator decided to stop the cycle. It can be seen from these data conclusion below:

Qualitative Data

The sources of the qualitative data were obtained from the observation in the form of field notes, photographs, interview transcripts, and samples of students' work. Those data gave the significant result of this research.

From the observation and interview at the reconnaissance stage, it can be implied that students had low ability in listening skill. Since those problems occurred, the researcher and the English teacher decided to solve the problems by applying some strategic solutions. The solutions were by missing lyrics song. The aim of this solution is to motivate students in learning listening with enjoyment.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter is presented to point out some essential findings that have been elaborated in the previous discussions. To findings of this study, some conclusion and suggestion is summarized bellows:

A. Conclusions

Here the researcher concluded that the aim of this study is describe the fact of the theory related to the application and student' responses of using missing lyrics songs in teaching listening. The research findings showed that there was a technique used by the researcher in teaching listening. It is using missing lyrics songs. When the researcher observed in sixth meetings in VIII D, the researcher found there are six kinds of expressions used by the researcher when he used missing lyrics song technique, they are: expression of admitting and denying the facts; expression of asking, giving and refuing helps; expression of asking, giving, rejecting the items; descriptive text; expression of agreement and disagreement; and expression of compliment and congratulation.

There are some activities during the teacher used missing lyrics songs for teaching listening in the class they are working to fill the blank words of the lyrics song in pairs and individually. Sometimes, during the lesson, the students were singing along. The teacher generally applied the missing lyrics songs by explaining the expression on the song, giving the lyrics text, playing the song for several times among 2, 3 and 4 times, asking the students to fill the blank lyrics

while the students listen the song, correcting together in blackboard, and collecting the lyrics.

In reference to the discussion in the previous chapter, it can be inferred that the use of missing lyrics songs is believed to be effective to improve students' listening skills. To support this result, there are two kinds of data presented in this research. The first data are qualitative data; as another data are quantitative data. It can be seen as follows:

1. From the result of the beginning observation done toward VIII D students of SMPN 2 Kalasan, there were some problems found related to the teaching and learning of listening. They dealt with media and the teacher technique.
2. The researcher with the English teacher developed strategic planning to improve writing skills of VIII D students of SMPN 2 Kalasan in the academic year of 2013/2014 through missing lyrics songs.
3. The researcher with the English teacher implemented the strategic actions in two cycles in which each of the cycles consisted of three meetings. They applied missing lyrics songs.
4. The researcher with the English teacher did a reflection in each cycle to evaluate the actions implemented.
5. The use of missing lyrics songs improved students' motivation in learning the materials. The students were enthusiastic to learn since missing lyrics songs offer the interesting design for learning. Moreover,

missing lyrics songs improved students' listening skills. The students' improvement in listening skills can be seen from the mean scores of each cycle.

B. Suggestions

Based on the findings of this study, the researcher gives some suggestion to improve the success of teaching listening using missing lyrics song technique.

1. For the English teacher

The English teacher should use several techniques in learning English. It is very important because it increase students' enthusiasm in learning English by using an interesting technique. The teacher needs to use an appropriate technique in teaching listening. One of several techniques is by using the missing lyrics songs. It is very helpful for the teacher to use missing lyrics songs in teaching listening.

2. For the students

The researcher hopes the students are active in learning English. Missing lyrics songs is one of the kinds the techniques in learning listening skill. Through the missing lyrics songs, the students are motivated to be more active in English language learning activities in the future. Students can be assisted to learn English through this technique.

3. For the further researcher

For the further researcher, the researcher wishes this research continue in the other levels. It is better when the further researchers continue this research in many levels like in elementary and senior high school or even in vocational high school to see related to the using the missing lyrics songs technique applied in different subjects and different focuses. Moreover, this research are expected to motivate other researchers to conduct further study dealing with listening skills

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