

## ABSTRACT

Nurlaela, Ana. Registered Number Student.3213103005. 2014. *The Effectiveness of Using Missing Lyric in Teaching Listening of the tenth grade students at MA Unggulan Bandung*. Thesis. English Education Program. Faculty of Education and Teacher Training. State Islamic Institute (IAIN) of Tulungagung.  
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Keywords: effectiveness, missing lyric, listening ability

As an English skill, the ability on listening is very important. However, in fact many students are still having difficulty in listening so it is highly needed for teacher to teach listening which motivating to help students have a better ability on the listening skill. One of the ways is by using missing lyric. Missing lyric is one of method which can use in teaching listening. In this case, the teacher gives students command to listen carefully what the speaker say and charge the empty word that available in student's work sheet. Teaching using missing lyric can make students feel enjoy and comfortable in learning English, especially in listening. Then, using missing lyric can help students to understand teacher materials easily.

The formulation of the research problems are: 1) How are students listening ability before being treated by using English songs? 2) How are students listening ability after being treated by using English songs? 3) Is using missing lyric effective in teaching listening ability of the tenth grade students?

The objectives of this study are to find out: 1) the listening ability of the tenth grade students of MA Unggulan Bandung before being taught by using missing lyric, 2) the listening ability of the tenth grade students of MA Unggulan Bandung after being taught by using missing lyric, 3) is teaching listening using missing lyric effective or not and to find out whether there is any significant difference of the listening ability of the tenth grade students of MA Unggulan Bandung before and after being taught by using missing lyric.

The research design in this study is pre-experimental research that uses one group pre-test and post-test design with quantitative approach. The population of this study was all tenth grade students of MA Unggulan Bandung on second semester. The sample was 18 students of tenth grade itself. The sample was taken by using random sampling. The data was got by administering pre-test and post-test and then analyzed by using paired sample T-test through SPSS 16.00.

The result of data analysis showed that the mean of students' score in listening ability before they are taught using missing lyric was 67.22, while the mean of students' score after they are taught using missing lyric was 76.11. The statistical analysis using SPSS 16.00 showed that the value of  $t_{count}$  is -4.189 and the significance value is 0.001. The value of  $t_{table}$  with significant level ( $\alpha$ ) 5% was 2.27. Since  $t_{count}$  is higher than  $t_{table}$  ( $4.189 > 2.27$ ) and significance value is lower than 0.05 ( $0.000 < 0.05$ ).

So, it can be concluded that null hypothesis ( $H_0$ ) which states that there is no significant difference of the listening ability of the tenth grade students of MA Unggulan Bandung before and after being taught by using missing lyric is rejected and alternative hypothesis ( $H_a$ ) which states that there is significant difference of the listening ability of the tenth grade students of MA Unggulan Bandung before and after being taught by using missing lyric is accepted. It means that the use of missing lyric is effective towards listening ability of the tenth grade students of MA Unggulan Bandung and it is suggested to be used in teaching listening skill.