

ABSTRACT

TEACHING MICRO SKILLS OF LISTENING THROUGH SONGS

By

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This research was aimed at: 1) finding out what aspects of micro skills of listening can increase significantly, 2) finding out the students' perception toward the use of songs to teach micro skills of listening.

The research was quantitative research using *one group pretest-posttest design*. The researcher used one class as the experimental group consisted of 27 students. The data were obtained from the pre-test and post-test to find out whether there are aspects of micro skills of listening can increase significantly after being taught through songs and also from the questionnaire to find out the students' perception toward the use of song to teach micro skills of listening.

The data were analyzed by using *t-test formula*. The result showed that the students' mean score of the pre-test was 56.14 and their mean score of the post-test after being taught through song was 74.52. Specifically, songs improved the students' micro skills of listening in all aspect that the researcher concerned with, such as discrimination among sound, recognition of grammatical structure, recognition of vocabularies, and detecting keywords. Moreover, songs mostly improved the students' micro skills of listening significantly in detecting keywords because the value of t-ratio is higher than t-table ($4.595 > 2.052$) and the significant value below 0.05 ($p=0.00 < 0.05$). Besides that, based on the data from the questionnaire, the students' perception toward English, English songs, and teaching micro skills through song were good.

Based on the results above, it could be conclude that: 1) Songs could improve the students' micro skills of listening, especially in detecting keywords, 2) The students have good perception toward implementing songs to teach micro skills of listening.