

**THE EFFECT OF USING “STRIPS-OF-PAPER” AND “FILL-IN-THE-
BLANKS” IN TEACHING LISTENING ON THE LISTENING
ACHIEVEMENT OF SMUN 1 PANDAAN’S STUDENTS**

A THESIS

**As a Partial Fulfillment of the Requirements for
the *Sarjana Pendidikan* Degree in
English Language Teaching Faculty**



By:

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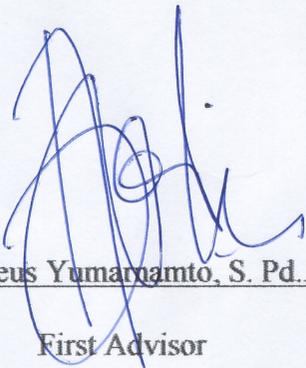
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This thesis entitled *The Effect of Using “Strips-of-Paper” and “Fill-in-the-Blanks” in Teaching Listening on the Listening Achievement of SMUN 1 Pandaan’s Students* which is prepared and submitted by Melly Wulandari has been approved and accepted as a partial fulfillment of the requirement for the Sarjana Pendidikan Degree in English Language Teaching Faculty by the following advisors:



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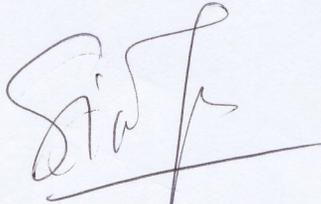
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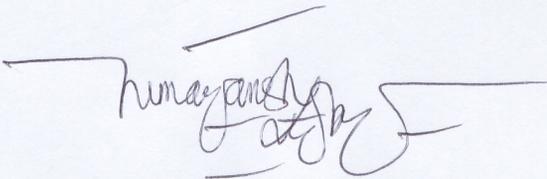
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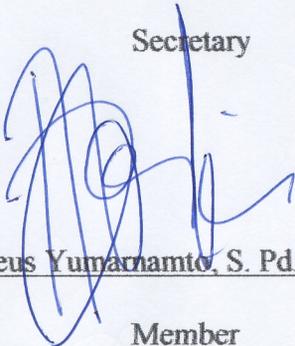
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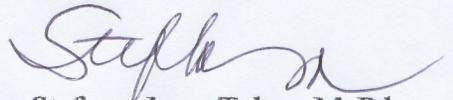
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ABSTRACT

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Listening is essential in communication since people primarily communicate by listening to someone speaking to them and give responses to what they have heard. Listening-improvement is important in foreign language learning and teaching. The fact shows that listening is a difficult skill to be learnt. There are many students who still face difficulties when they are asked to complete listening tasks. This condition also happens to the first year students of SMUN 1 Pandaan. Realizing this problem, the writer thinks that other ways of teaching listening are required. The objective of this study is to find out whether there is significant difference between the students taught using “Srips-of-Paper” and the students taught using “Fill-in-the-Blanks” on their listening achievement.

In conducting this experiment, the writer took the first year students of SMUN 1 Pandaan of the school year 2005-2006 as the population of the study. While for the sample, the writer took one try-out class and two classes from the population as the experimental and the control groups. Pre-test and Post-test were administered to both groups, where the pre-test was administered to equal the students ability before the treatments and post-test was administered to know the students’ progress after the treatment. The experimental group received listening teaching by using “Strips-of-Paper” technique, while the control group received “Fill-in-the-Blanks” technique.

Based on the statistical calculation of the post-test scores, it is found out that there is a significant difference on the students’ listening achievement between the two groups. The students taught using “Strips-of-Paper” obtained better scores than those taught using “Fill-in-the-Blanks” technique. In short, the finding of this study leads to the conclusion that the “Strips-of-Paper” can be applied as a means of teaching listening to the Senior High School students.