

CHAPTER I

INTRODUCTION

1.1 Background of the Study

English is one of language that widely used in the world. English used in many aspects in our life, such as in economic, business, and education. In education aspect, English is one of subject which studied by the students. As integral part of whole educational process, learning English must be followed by all students. There are four skills in English must be mastered, they are: listening, speaking, reading, and writing.

In Indonesia, English is a compulsory subject which is taught in Junior High School and Senior High School as a second language. As a result, the Indonesian government always makes effort to improve the quality of teacher and other component which are involved in education process. So the four skills are taught to students now days. Among these four skills, listening is one of the most difficult to master since it needs many competencies including the mastery of content, vocabulary, language and grammar.

Besides the difficulty, listening is very important to young learner because it is the receptive use of language, and the goal is to make sense of the speech. Listening also can help to improve the students achievement. Listening skills is basic one in learning English process. It is a receptive skill which a delivered by the audio and audiovisual media. Listening is a skill and any help we can give the students in performing that skill will help them to better listener. And it is the most useful skill and has an important role in human being's life. Listening is a the ability to accurately receive nd interpret in the communication poces.

However, listening skill for comprehension is not easy as well. Zheng (2009) mentioned ten problems that are very common for EFL students such as: speaking rate, distraction, unable to recognize words they knew, new vocabulary, missing subsequent input, nervousness, sentence complexity, background knowledge, anxiety and frustration, and unfamiliar pronunciation.

Besides those problems, there are some problems also that probably influence the students listening comprehension which is the lack of facility for practicing their listening skill and the unattractive ways of teaching listening skill are the common problem that students faced while studying listening. It's supported with the writer experience in teaching practice in SMP N PANGARIBUAN (Field Experience Program or PPL), the observation result shows that there were many students who couldn't understand what their teacher told in English clearly. They felt confused the teacher spoke in English. They felt difficult to understand and listen in English because they were unfamiliar with the words they are lack and less in vocabulary. This situation made the class passive because the students response was so minimum and the purpose of the teaching learning couldn't reached maximally.

To support the theory above, the writer had done pre observation in SMP SMP N PANGARIBUAN on third grade. Based on the observation at SMP SMP N PANGARIBUAN, the writer found the students' result at third grade is still low. It can be seen from the table showed below:

Table 1.1

Data Observation at SMP N Pangaribuan

No	Students' Initial	Total of Correct Answer	Students' Listening Comprehension	Score
----	-------------------	-------------------------	-----------------------------------	-------

1.	GK	17	56	56
2.	ZK	18	60	60
3.	SN	20	66	66
4.	AS	17	56	56
5.	KS	17	56	56
6.	JS	19	63	63
7.	ES	21	70	70
8.	RS	18	60	60
9.	RN	19	63	63
10.	RB	20	66	66
11.	RP	15	50	50
12.	SS	16	53	53
13.	TS	16	53	53
14.	WA	22	73	73
15.	YN	20	66	66
16.	TZ	20	66	66
17.	AL	20	66	66
18.	RN	17	56	56
19.	SS	20	66	66
20.	TP	16	53	53

Based on the data above, it shows that most of students in third grade SMP N Pangaribuan has difficulties in studying listening in their comprehension, accuracy, vocabulary, and the pronunciation. The factors some problems that writer has mentioned above. The lack of facility for practicing their listening skill and the unattractive ways of teaching listening skill are the common problem that students faced while studying listening.

To overcome the students' difficulties in listening, there are several techniques that can be used by teachers when teaching listening in the classroom they are (1) filling gap, (2) picture guessing, (3) rearranging the sentences, (Harmer (1983), Filling gap is to provide something that is missing or needed. It can be used to measure students listening ability. (Anonim, 2018), the meaning of gap fill is a type of exercise that is applied to students where they are asked to complete some missing vocabularies from the learning text of listening comprehension in the classroom.

Gap fill technique here is a kind of listening exercise with some words on the short story are missing and students must complete the missing with the correct words or phrases while they are listening to the audio. Gap- fills can be used to test a variety of areas such as vocabulary, grammar and are very effective at testing listening for specific words. The teacher can use gap fill with a way of emptying a few words in a paragraph or dialog. Students must listen to the recording given by the teacher or audio file and fill the empty words or blank words. It can stimulate students focus to catch the blank words on their paper.

Based on the explanation above, the writer is very interested to carry out a study entitle ‘**The Effect of Filling Gap Technique into Teaching Listening on SMP N Pangaribuan**’

1.2. The Problem of the Study

Based on the background of the study above, the problem of the study is formulated as follow: ‘Does the filling the gap technique affect the teaching listening on the third grade students at SMP N Pangaribuan?’

1.3. The Objectives of the Study

The objectives of the study is to ‘To find out whether the filling gap technique affect the teaching listening on the third grade SMP N Pangaribuan.

1.4. The Scope of the Study

Feyten in Vasiljevic (2010:41) says that listening is used more than 45% in communication. It proves how important the listening skill in everyday communication especially in learning English. According Harmer (1983) there are several techniqe that can be done by teachers when theaching listening in the classroom, they are filling gap, picture guessing, and rearranging the sentences. Related to the problem formulation written above, this research is limmited on using of filling gaps techniqe in students listening skill in the third grade at SMP N Pangaribuan.

1.5. The Significances of the Study

By doing this study there is much benefit that can be reached. The result of the study, hopefully can give positive contribution for general and educational word. The significance of the study is theoretically and practically.

1. Theoretically

The results of the research are expected to support theories of learning using filling gap technique and can be be utilized as one of the beneficial devices to assist students in learning integrated English and there are positive responses from students during the implementation of filling gap technique in their learning process.

2. Practically

(1) For the teacher

The results of the research are expected to help teacher find out the alternative and proper technique for teaching listening through in order to improve students' learning comprehension.

(2) For students

The results of the research are expected to facilitate the students to increase their ability in studying listening.

(3) For further researcher

The results of the research are expected to give a model for further researcher who wants to conduct a similar research in a different level or perspectives.

1.6 The Hypothesis of the Study

The hypothesis of this research are:

Ha : The Filling Gap Technique affect teaching listening.

Ho : The Filling Gap Technique does not affect teaching listening.

CHAPTER II

REVIEW OF LITERATURE

2.1 Theoretical Framework

This chapter presents a review of related literature and explains the related materials to give clearer concepts and ideas for this study. These concepts and ideas will lead to a much better analysis of the variables selected by the writer in order not to raise confusion, misunderstanding, and misinterpretation in comprehending the concepts and ideas applied in this study.

2.2 Definition of Listening

Listening is the ability to identify and understand what others are saying. Listening is the ways for be a good speakers. Therefore, the students can speak and communicate well if the ability of listening is good. The students need to pay attention to listening as a mode of performance for assessment in the classroom.

According to Brown (2007:3), listening is an active process in which listeners select and interpret information which comes from auditory and visual clues. It means that in the comprehension process of spoken language, the listeners only use part of the incoming information while interpreting the information, listeners use their background knowledge.

Henry Guntur stated that, “listening is a process of hearing to verbal symbols with caring, understanding, appreciation, and the interpretation to gain the information, capture the content or message and understand the meaning of communication that have been submitted by the reader through by speech or spoken language. Valette (1989: 74) describes that listening has three components. First is called sound discrimination. Here the listener distinguishes all sounds in the language presented and discriminate between them. Cameron, (2001) states that listening is the receptive use of language, and since the goal is to make sense of the speech, the focus is on meaning rather than language.

Based on the definition above, writer concludes that listening is make sense of the meaningful sounds of language by using context and our knowledge of language in the world. Listening comprehension is a complex, active and conscious process by which the listener can get the message from the speaker’s utterance. It is clear that listening is very important part of learning English and very important skill indeed in daily communication. Through listening people can understand the purposes of other speech, and it is hoped that the listeners can give responses properly.

2.3 Types of Listening Activities

There are many types of listening that depends on the purpose itself. In Here are the types of listening that students can developed their listening skills.

1. Active Listening

Active listening is the art of listening for meaning. To gain meaning from the words of another person, listeners need to be listening carefully. Meaning is not necessarily assured even when listeners are actively listening, but they will at least know that they do not understand, and can therefore ask the correct questions to gain enlightenment.

Active listening focuses attention on the speaker. The listener gives verbal or non-verbal feedback by asking questions and/or by paraphrasing what the speaker said. In this situation, the listener uses his other senses to go beyond the words spoken.

2. Critical listening

The critical listening is also known: as evaluative, judgmental or interpretive listening. The main goal of this type of listening is to evaluate the message with logic while analyzing the different arguments provided by the speaker. It requires some analysis, judgment and critical thinking. It is necessary in order to be able to criticize the strength of the evidence and to determine the motive of the speaker. However, critical listening is not an easy task to accomplish because it is needed to absorb and evaluate the information together

3. Content Listening

This type of listening involves understanding and retaining the information provided by the speaker. It also requires to identify the main key points of the message and to find cues by doing a summary of it. Moreover, it is important to understand different sounds and tones provide by the speaker. However, some other factors need to be taken under consideration

such as phonology, vocabulary, grammar, general discourse, and informational discourse. To effectively apply content listening, it is needed again to identify the main idea or the key points of the message. Then, the next thing to do is to ask questions for clarifications if the message was misunderstood. This will increase the level of understanding of the message transmitted

2.4 The Process of Listening

There has been recognition of the process of listening comprehension as needing emphasis. Listening is assuming greater and greater importance in foreign language classrooms. There are several reasons for this growth in popularity. Jhoseph Devito (2010 : 84) The process of listening occur in five stages. They are hearing, understanding, remembering, evaluating, and responding.

1. Hearing

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

2. Understanding

This step helps to understand symbols we have seen and heard, we must analyze the meaning of the stimuli we have perceived; symbolic stimuli are not only words but also sounds like applause and sights like blue uniform that have symbolic meanings as well; the meanings attached to these symbols are a function of our past associations and of the context in which the

symbols occur. For successful interpersonal communication, the listener must understand the intended meaning and the context assumed by the sender.

3. Remembering

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

4. Evaluating

Only active listeners participate at this stage in listening. At this point the active listener weighs evidence, sorts fact from opinion, and determines the presence or absence of bias or prejudice in a message; the effective listener makes sure that he or she doesn't begin this activity too soon; beginning this stage of the process before a message is completed requires that we no longer hear and attend to the incoming message-as a result, the listening process ceases.¹⁸ e.

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

Listening itself is a process of interpreting meaning of the spoken language. Besides the theory of Joseph Devito, Jack Richard (2003:103) also states that there are two processes in meaning interpretation activity that happens in listening. These processes are top down process, bottom up process, and interactive process:

1. Top-down Process

Top-down listening is a point of view that sees listening is a skill that built up from complex skill in which the listeners use what they know of communication context –the situation which cause language be used- to predict what the message will contain. It involves the listeners in going from the whole –their prior knowledge- to the parts. On the other words, top-down process refers to the use of background knowledge in understanding meaning of a message.

2. Bottom-up Process

Bottom-up listening is the process of listening where the listeners assemble the message piece-by-piece by the speech stream, going from the parts to the whole. On the other words, bottom-up listening is the process of listening which use the incoming input as the basis for understanding message.

3. Interactive process

If listening involves both bottom-up and top-down processing, it follows that some sort of model that synthesizes the two is required. This we have in the so-called interactive model, as developed, most notably, by Rumelhart (1975:31). According to Rumelhart, whose theory was developed within the context of reading, but which applies equally well to listening, language is processed simultaneously at different levels. In this parallel processing, phonological, syntactic, semantic, and pragmatic information interact, although it is not clear exactly how.

Beside the theory above, there are three process in meaning interpretation activity that happens in listening. These processes are pre listening, during listening, and after listening.

1) Pre- Listening

During the pre- listening phase, teachers need to recognize that all students bring different backgrounds to the listening experience. Beliefs, attitudes and biases of the listeners

will affect the understanding of the message. In these additions to being aware of these factors, teachers should know students how their backgrounds affect the message they receive.

Before listening, students need assistance to activate what they already know about the ideas they are going to hear. Simply being told the topic is not enough. Pre-listening activities are required to establish what is already known about the topic, to build necessary background, and to set the purposes for listening. Students need to understand that the act of listening not just hearing but also thinking, as well as a good deal of interest and information that both speaker and listener must have in common.

2) During Listening

Students need to understand the implications of rate in the listening process. Nichols stated that he found people listen and think at four times the normal conversation rate. Students have to be encouraged to use the -rate gap¹¹ to actively process the message. There are several things students can be encouraged to do.

C. Temple and J.W. Gillet say 'They can run a mental commentary on it; they can doubt it, talk back to it, or extend it. They can rehearse in order to remember it; that is, they repeat interesting points back to themselves. They can formulate questions to ask the speaker about the key or key phrase. They can wonder if what they are listening to is true, or what motives the speaker has saying in it, or whether the speaker is revealing personal feelings rather than objective assessments.

3) After Listening

Students need to act upon what they have heard to clarify meaning and extend their thinking. Well-planned post-listening activities are just as important as those before and during class.

2.5. The Importance of Listening

The students of a language usually say that speaking is the most important skill to master. But hardly anyone is aware of the fact that before speaking we usually have to listen to be able to react then, and even if speaking precedes listening in a form of asking or saying something, in most cases this act involves expectation of response.

Listening is very essential in learning English because this skill is integrated the three other skills. Listening is necessary as language advice for students who learn a language. Listening is one of the beneficial components in language communication because listening draw students' knowledge in many aspects such as linguistic, pragmatic and prior knowledge Vandergrift (2009: 17).

Rost (1991:3) says that “progress in listening will provide a basis for development of other language skills”. As written on Kauffman (2016), students with good listening comprehension capability, another skills also create automatically, speaking skills' enhancement, also the grammar and the acuteness. All the competencies above will derive if students have had so much associates with the language which the students comprehend when the language is spoken by the native speaker. Then, it can be said that listening takes very important rule because it will be integrated to other three skills automatically.

2.6 Difficulties in Listening

Students often find difficulties in learning listening skills. There are some problems in listening faced by the students in common. The problem of students learning to listen to foreign languages that occurred in Indonesia was in line with Underwood's theory (1990: 16-19) that the problem of many Indonesian students faced in learning English was the lack of mastered

vocabulary, lack of meaning of several repeated words, interpretation problems, lack of focus in listening, could not easily recognize signals and lack of habit of learning to listen independently.

In addition, Hamouda (2013) also stated that there are several factors causing problems in students' listening comprehension that are related to the text used in listening. Listening problems associated with student assignments and activities, problems with students' hearing were also associated with the teacher's method of teaching. These problems commonly happen on foreign language learners. Besides that, less concentration, unfocused, unable to catch the unfamiliar words, complexity on interpretation and also lack of English vocabularies will arise students' problems in listening comprehension class.

Besides, the student's limited vocabulary is also one of serious student's difficulty in listening. For students who study English as a foreign language, the unknown words can be a barrier to get the information from the text they listened. One problem that all people speaking a foreign language have experienced is that they get left behind trying to work out what a previous word meant (Case, 2008:54). As a result, they are failed to get the next information from the listening text.

Scrivener's (2005:170). Statement saying: "Even if someone knows all the grammar and lexis of a language, it does not necessarily mean that they will be able to understand a single word when it is spoken" problems according to them are:

1. People speak too fast to follow; can't tell where words start and stop; and pick out those parts that are most important for them to understand.
2. People pronounce words they just don't recognize;
3. Can't work out details of what is being said; don't know what attitudes people are expressing; and get even a general sense of the message;

Based on the information above, it can be concluded that listening is as easy as well. There are a lot of problem that students need to overcome in order to improve their listening achievement as well improving their English.

2.7. Teaching Listening

Teaching listening as a second or foreign language to children, teacher must consider not only the pedagogical principle in language teaching but also the characteristics of children. The way children learn a foreign language depends on their development stage. Scott and Ytreberg (1990:1) state that there is a difference between what a students of five can do with a student of ten can do.

Listening strategies are techniques or activities that contribute directly to the comprehension and recall of listening input. Listening strategies can be classified by how the listener processes the input.

However, the teaching of the listening skill has been long overlooked in English language teaching. Teaching listening is one of the duties that have to be conducted by teachers of English to develop to the students' listening ability in English. Listening is a skill that tends to get neglected for various reasons.

Linse (2005) also considers the teaching of listening skills as foundational to the development of other language skills. We should, however, be aware that any kind of listening comprehension activity needs to be well guided with clear aims. To this end, Ur (1996) argues that a listening purpose should be provided in the definition of a pre-set task. The definition of a purpose (a defined goal, as in the "wake up" example) enables the listener to listen selectively for significant information. Providing the students with some idea of what they are going to hear

and what they are asked to do with it helps them to succeed in the task; it also raises motivation and interest.

2.7.1. Technique in Teaching Listening

Anthony (1963) defined the term, the language teaching literature generally accepted technique as a superordinate term to refer to various activities that either teachers or learners perform in the classroom. Technique must be appropriate with the approach that used. Brown (2001:13) stated that techniques are the specific activities manifested in the classroom that are consistent with a method and therefore were in harmony with an approach as well. This statement explained that the form of activity that's used as the basic teaching learning process that applied in the lesson is called as technique.

According to (Harmer: 1983) there are many techniques that teacher uses in teaching listening, every teacher has a technique in teaching listening. There are some techniques that can use in teaching listening, there are (1) filling gap, (2) picture guessing, (3) rearranging the sentences:

2.8 Fill Gap

Filling gap technique is a common used in teaching listening, students fill some words in a blank paragraph or dialog. The teacher can conduct this technique to listen the oral texts from the teacher or the recorder and fill in the blanks with a correct word. In this technique students fills the gap to complete the sentence. A hint may sometimes be included such as a root verb that needs to be changed, or the first letter of the word. Gap- fills can be used to test a variety of areas such as vocabulary, grammar and are very effective at testing listening for specific words.

Harmer (1983) says that fill gap can be prepared by teachers when teaching listening in the classroom such as gap fill, guesses the picture, and sentence arrangement. The teacher used

gap fill with a way of emptying a few words in a paragraph or dialog. Students must listen to the recording given by the teacher or audio file and fill the empty words or blank words.

Anonim (2018), fill gap is a type of exercise that is applied to students where they are asked to complete some missing vocabularies from the learning text of listening in the classroom. Some of the omitted words are words that have been selected and omitted as an emphasis on the context of certain language elements. Gap-fill exercises compare with cloze texts, where words are removed at regular intervals.

Gap fill technique here is a kind of listening exercise with some words on the English songs are missing and students must complete the missing with the correct words or phrases while they are listening to the audio. Gap fill here was in the form of English songs. Song is a piece of music sung or Compose for singing. Harmer (2000:242) say, music is powerful stimulus for students engagement precisely because it speaks directly to our emotions while still allowing us to use our brains to analyzed it and its effect if we so wish. Apiece of music can change the atmosphere in a classroom or prepare students for a new activity.

2.9. Previous Studies

To conduct this research, the writer read and learn some studies from other researcher, some related studies has been taken to compare this research with the other related research. The first previous study of the research conducted by Nur Ekaningsih (2017) entitled *Using Short Story Gap Fill to Enhance Students' Listening Comprehension Ability*. The findings involved, the third-semester students of the English Department were fascinated by Short Story Gap Fill and immersed in listening comprehension well. However, during the first cycle, there were still 3 from 31 incompletely fulfill the gap in listening comprehension because they could not catch the vocabulary well and less focus. Ultimately, on the second cycle, the students' accomplishment in

listening comprehension through this technique improved dramatically on their score of using the same technique. The result of this research will be used by writer as a model and references to conduct this research. The result of this research will be used by writer as a model and references to conduct this research.

The second study was conducted by Afifah Nur Amalia (2019) entitled *The Effect Of Using Audio Visual Aids on Students' Listening Skill*. The aim of this research was to obtain the empirical evidence of the effect of using Audio Visual Aids on Students' Listening Skill. A quasi experimental study was used as the design of this research. The population of this research was the tenth grade students of MAN 2 Kota Bogor. The data from the pre-test showed that both classes had a slight difference in the mean score, where experimental class got 67,00 and the control class got 69,00. However, the post-test score showed that the experimental class got a higher mean score 80,16 than the control class 72,00. Moreover, the result of the posttest score revealed that the score of experimental class was higher than the controlled class. The result of this research will be used by writer as a model and references to conduct this research.

The third previous study was conducted by Joshua L. Boe, Jerry E. Gale, Annika S. Karlsen, Leslie A. Anderson, Valerie A. Maxey¹, and Jenna L. Lamont² (2017) which entitled *Filling in the Gaps: Listening Through Dialogue*. This study is focus on the way of fill gap of short dialogue help students to overcome their problem in communication. Due to the value and utility of technology in learning (Bates and Poole 2003; Chen et al. 2010; Davies et al. 2013), it is recommended that the use of digital platform be considered by faculty and students in higher education. Increasing collaboration, dialogue, and the use of technologies in classrooms. Any form of communication and/or dialogical process has strengths and weaknesses, as most people are socialized to perceive, interpret, and understand as separate individuals creating

difficulty in shifting to a real. The result of this research will be used by writer as a model and references to conduct this research.

2.10. Conceptual Framework

English is one of the lesson or subject that taught in the school starting from kindergarten up to senior high school. Although, students had learnt it starting kindergarten, they still faced some problem when they study English. English has four skills, there are writing, reading, listening and speaking skills. One of problem faced by them is listening process.

Listening is very essential in learning English because this skill is integrated the three other skills. But listening can be complicated and often seems hardest skill, because listening is how students catch anything they listen especially when students need to hear and try a test from native speaker. It will be so hard because basically native speaker will speak very fast and students have no idea about what the native speaker said. It usually happen because the students lack of mastered vocabulary, lack of meaning of several repeated words, interpretation problems, lack of focus in listening, could not easily recognize signals and lack of habit of learning to listen independently.

Harmer (1983) offers some technique to overcome student's problem in listening, they are fill gap, guessing picture and sentence arrangement. Filling gap technique is believed as a proper technique that can be improve students listening comprehension because gap- fills can be used to test a variety of areas such as vocabulary, grammar and are very effective at testing listening for specific words. So it can be one of solution which is interesting and innovation technique in guiding and improving students listening skill.

Teaching Listening Technique (Harmer 1986)

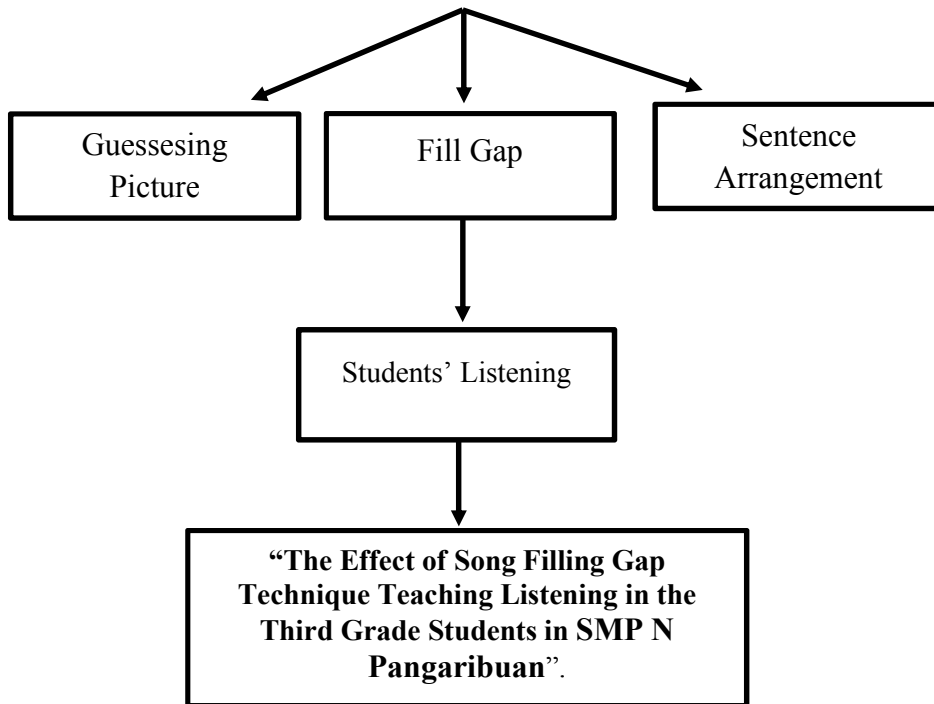


Figure 2.8 Conceptual Framework

CHAPTER III

RESEARCH METHODOLOGY

3.1. Research Design

This chapter the writer discusses about research design, instruments, and procedures of experimentation, and technique of data analysis. There are some research designs that can be used in conducting a research. There are; descriptive qualitative, descriptive quantitative, classroom action research, and experimental quantitative.

In this research the writer used experimental quantitative research. According to Ary (2002:301) states that an experimental design is the general plan for carrying out a study with an active independent variable. Gay (1992:298) states that the experimental research method was

the only method of research that can truly test hypotheses concerning cause and effect relationships. It means that experimental method represents the most valid approach to the solution of educational problems, both practical and theoretical, and to the advancement of education as a science.

In this research the class was divided by 2 classes. The writer would like to know the effect teaching listening by using fill gab technique affect students' listening and focus before and after treatment. The first class was the experimental class and the second class was the control class. The experimental class consisted of 15 students and so does the control class. Therefore, the writer used the same materials and tasks but with a different treatment for control and experimental class. In experiment class, the writer used filling gab as a technique in teaching listening. While in control class the writer wouldn't use the filling gab as the technique.

Table 3.1 Graphic Sequence of Quasi-Experimental Study Stated by Muijs 2004

Class	Pre-Test	Treatment	Post-Test
Experimental Group	X	X	X
Controlled Group	X		X

The reason of using experimental design because of the practicality and feasibility of the research. It means that experimental design is practical to implement and enable to implement in class . In a pre-experiment there was only single group that is give pre-test and post-test. Pre-test was given before a treatment and post-test was given after the treatment.

1. Administering pre-test before applying filling gab technique with a purpose of measuring students' mastery on listening at third grade of SMP N Pangaribuan.
2. Applying the experimental treatment teaching listening using filling gab technique (at third grade of SMP N Pangaribuan).

3. Administering post-test after applying filling gab technique with a purpose of measuring students' mastery on listening at third grade of SMP N Pangaribuan . In this research, the test was parametric test because the result is interval data. It was taken from the students' achievement through pre-test and posttest. The writer was going to compare between pre-test and post-test score.

3.2. Population and Sample

Population is a group of individual that have one or more characteristic that interesting to be studied. According to Sugiyono (2017:117), population is generalization of object or subject that have certain characteristics and quality of their set by investigation to be learned and then drawn conclusion. Based on the definition above, the population of this research was taken from of third grade students at SMP N Pangaribuan which is IX 1 and IX 2. Each class has 30 students, so the population of this study are 60 students.

Sample is a part of population which represents the population. The sample is a portion of the population that represents the same characteristics and characteristics so that it truly represents the population (Sugiyono, 2017: 118). There were 2 classes in of third grade at SMP N Pangaribuan which is IX 1 and IX 2. In this research, the writer chosed class of IX 1 as the sample. They was divided into 2 two groups, each group consist of 15 students and the writer chosed randomly. First 15 chosen students as experimental group and second 15 chosen students class as control group.

3.3. Research Instrument

In this research, the writer used test as the instrument in collecting the data. Test is any series of questions or listening exercises or other mean of measuring the skill, knowledge,

intelligence, capacities or aptitudes an individual or group (Daryanto:2005). Test was given to the students to measure their ability in acquiring vocabulary. There were two kinds of tests, namely pre-test and post-test.

3.4. Technique of Collecting Data

There were three stages in doing experiment research; they were pre-test, treatment and post-test.

1. Pretest

Pretest was a test which conducted before the treatment. Pretest was used to measure the listening ability of the students before they are taught by using any technique. The result of this test informed the writer how deep the students' listening and how large song gives any influences in learning listening.

2. Treatment

In this research, the writer applied the filling gab technique in teaching listening in the classroom. Treatment was given to the experimental group for some period of time. The experimental group and control group was taught by using the same materials in the class of IX 1 SMP N Pangaribuan. The experimental group was taught by using filling gab technique, meanwhile the control group wouldn't be taught without using filling gab technique.

3. Post Test

Post-Test was given to find out the differences in the mean score of experimental group and control group. The writer gave a post-test to students after giving them treatment. The purpose of the test was to measure how large the song gives any influences to the students listening ability.

3.5. The Technique of Analyzing the Data

The data analysis techniques obtained in this study are in the form of test data. To know the differences between the experimental and control group, a comparative analysis technique was used by applying the t-test for independent sample formula.

Parametric statistics is used to test the comparative hypothesis of the average of two samples if the data is in the form of intervals or ratios using a t-test. If the significance value (p-value) <0.05, then H_a is accepted and H_o is rejected by Sugiyono. (2002: 118). T-test is used to find out whether or not there was a significant effect of the filling gap technique on teaching listening. The formula of the t-test is, Hartono. (2018: 178).

$$t = \frac{Mx - My}{\sqrt{\left(\frac{dx^2 + dy^2}{Nx + Ny - 2}\right) \left(\frac{1}{Nx} + \frac{1}{Ny}\right)}}$$

Where:

t = Total Score

Mx = Mean of experimental group

My = Mean of control group

Nx = Total of samples of experimental group

Ny = Total number samples of Control group

dx = The standard deviation of experimental score

dy = The standard deviation of control score

Mean score of each group formula:

$$m = \frac{\sum \frac{x/y}{n}}$$

Where: m = Mean of the group

$\sum x/y$ = Total of the x (experimental group) / y (control group)

1. Determining Standard Deviation of Controlled Class (Y)

$$SD_{\bar{x}} = \frac{\sum K^2}{N1}$$

SD_x = Standard deviation score of experimental class

$\sum X^2$ = Sum of squared deviation of score of experimental class

N1 = Number of students of experimental class

2. Determining Standard Deviation of Controlled Class (Y)

$$SD_{\bar{y}} = \frac{\sum y^2}{N2}$$

SD_y = Standard deviation score of controlled class

$\sum y^2$ = Sum of squared deviation of score controlled class

N2 = Number of students of controlled class

3. Determining of standard error mean of variable X

$$SEM_x = \frac{SD_x}{\sqrt{N1-1}}$$

SEM_x = Standard error mean of experimental class

SD_x = Standard deviation score of experimental class

N1 = Number of students of experimental class

4. Determining of standard error mean of variable Y

$$SEM_y = \frac{SD_y}{\sqrt{N2-1}}$$

SEM_y = Standard error mean of controlled class

D_y = Standard deviation score of controlled class

N2 = Number of students of controlled class

After comparing the means of the experimental group and the control group, the writer would prove the hypothesis the value of t_0 and t_t can be used to determine the truth or false of the hypotheses whether there is significance different of students listening after being taught by fill gap technique. If the value of t_0 is equal to or higher than the value of t_t , the null hypothesis (H_0) will be rejected and the alternative hypothesis (H_a) will be accepted. Conversely, If the value of t_0 is smaller than the value of t_t , the null hypothesis (H_0) will be accepted and the alternative hypothesis (H_a) will be rejected. Statistically, the hypotheses of this study are expressed as follows:

$t_0 \geq t_t, H_0$ is rejected and H_a is accepted $t_0 < t_t, H_0$ is accepted and H_a is rejected

The assumption of the hypotheses:

- a. If $t_0 > t_t$, the null hypotheses (H_0) will be rejected and the alternative hypotheses will be accepted. It means that there is significant difference between the students' listening comprehension score who were taught by using Fill Gap technique at the third grade in SMP N Pangaribuan ($\mu_1 \neq \mu_2$). In other word, using Fill Gap is effective in teaching listening.
- b. If $t_0 < t_t$, the null hypotheses (H_0) is accepted and the alternative hypotheses (H_a) is rejected. That means there is no significant difference between the students' listening comprehension score who were taught by using Fill Gap technique at the third grade in SMP N Pangaribuan ($\mu_1 = \mu_2$). In other word, using Fill Gap is not effective in teaching listening.

Parametric statistics is used to test the comparative hypothesis of the average of two samples if the data is in the form of intervals or ratios using a t-test. If the significance value (p-

value) <0.05 , then H_a is accepted and H_o is rejected by Sugiyono. (2002: 118). The table below is t table score by Sugiyono. (2002: 118).

Df	Level of significance for one-tailed test					
	0.10	0.05	0.025	0.01	0.005	0.0005
	Level of significance for two-tailed test					
	0.20	0.10	0.05	0.02	0.01	0.001
1	3.078	6.314	12.706	31.821	63.657	636.619
2	1.886	2.920	4.303	6.965	9.92	31.599
3	1.638	2.353	3.182	4.541	5.841	12.924
4	1.533	2.132	2.776	3.747	4.604	8.610
5	1.476	2.015	2.571	3.365	4.032	6.869
6	1.440	1.943	2.447	3.143	3.707	5.959
7	1.415	1.859	2.365	2.998	3.499	5.408
8	1.397	1.860	2.306	2.896	3.355	5.041
9	1.383	1.833	2.262	2.821	3.250	4.781
10	1.372	1.812	2.228	2.764	3.169	4.587
11	1.363	1.796	2.201	2.718	3.106	4.437
12	1.356	1.782	2.179	2.681	3.055	4.318
13	1.350	1.771	2.160	2.650	3.012	4.221
14	1.345	1.761	2.145	2.624	2.977	4.140
15	1.341	1.753	2.131	2.602	2.947	4.073
16	1.337	1.746	2.120	2.583	2.921	4.015
17	1.333	1.740	2.110	2.567	2.898	3.965
18	1.345	1.734	2.101	2.552	2.878	3.922
19	1.328	1.729	2.093	2.539	2.861	3.882
20	1.325	1.725	2.086	2.528	2.845	3.850
21	1.323	1.721	2.808	2.518	2.831	3.819
22	1.321	1.717	2.074	2.508	2.819	3.505
23	1.319	1.714	2.068	2.500	2.807	3.768
24	1.318	1.711	2.064	2.492	2.797	3.745
25	1.316	1.708	2.060	2.485	2.787	3.725
26	1.315	1.706	2.056	2.479	2.779	3.707
27	1.314	1.703	2.052	2.473	2.771	3.690
28	1.313	1.699	2.048	2.467	2.763	3.674
29	1.311	1.684	2.045	2.462	2.756	3.659
30	1.310	1.671	2.042	2.457	2.750	3.551
40	1.303	1.662	2.021	2.423	2.704	3.460